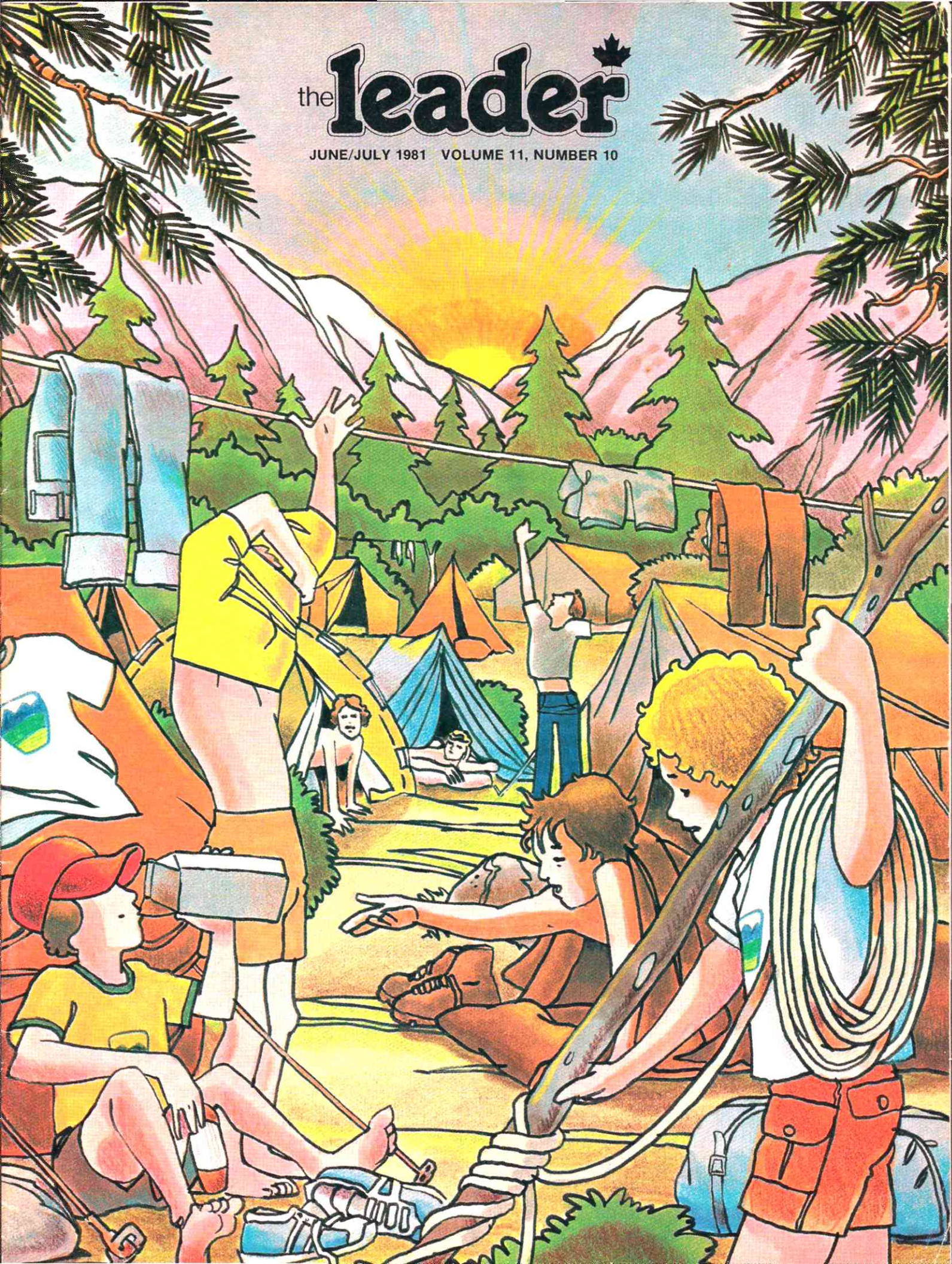


the leader

JUNE/JULY 1981 VOLUME 11, NUMBER 10



patrol

by Carl Lemieux

If you recall, in February 1980 I gave an account of the Quadrohicta Cuboree held by the Niagara District. More recently, the Downsview area held a similar Cuboree, and sent us the following report.

The Cuboree held at Downsview Dells accommodated nine tribes (groups) represented by 200 braves (Cubs) and many chiefs (leaders) who built teepees and dressed as Indians.

Each tribe competed for the 'Four Elms' trophy, which was awarded to the 1st Downsview Group. Prizes were also awarded for individual achievement in Indian leg and hand wrestling events. An obstacle course built by the 13th Downsview Venturers was a great success, especially the mud slide, which became muddier as the day wore on. A closing campfire concluded the festivities.

Obviously, the boys in our picture really enjoyed themselves!

Junior First Aider program, which includes a number of adult and youth books entitled *We Can Help*.

It's a program dealing with first aid and safety awareness for juniors, and because it fits right into the criteria for our First Aider badge, it's an excellent choice. Included in the package is an instructor's resource book which gives all the information required for the program, and an activity book for the Cubs. A bulletin board first aid kit offers a series of ten attractive and in-

formative posters for use throughout the year. Also included is a St. John's Ambulance First Aider button to award to those who complete the program.

These materials are available at a reasonable cost. For those who wish to obtain the material, I'm including stock numbers and prices of each item.

- *We Can Help* children's activity book — Stock #3900 — 30¢ each.
- Instructor's resource book and poster kit — Stock #3902/4 — \$2.65.
- Student award buttons — stock #1015 — 20¢ each.

You can obtain more information or order the program materials from any of the provincial councils of St. John Ambulance, or from their national headquarters at **P.O. Box 388, Station "A", Ottawa, Ontario, K1N 8V4.**

If you use the program, please drop us a line to let us know how successful it has been. A



I once was asked, "How can we make the earning of the First Aid badge more meaningful and pleasant?" Well, the St. John Ambulance has developed what they call the



The following suggestions for theme programming come from Mrs. Dagmar Hamm of the Pierre Park Beavers in Pierrefonds, Quebec.

Over the years we have found it very helpful to organize activities for a month around themes: migration, hibernation, getting ready for winter, sports (set up a fitness trail; five to ten minutes of exercise at each meeting), senses, pets (include a visit to the local Humane Society).

We try to ensure that all theme programs are well balanced to include games, crafts, songs and stories. As well, we've set up a 'parents' roster' so

that we have one parent come to each meeting. This means a great deal to the boys and, at the same time, both develops parent's interest in the Beaver program and gives us extra help. Because our colony consists of 30 boys, four adults and two Keeos, there's never a dull moment!

One of our colony projects centred on the theme of the **solar system**. We divided it into four sections: space exploration (rockets, satellites, astronauts); the four seasons (depicted by four big styrofoam balls decorated with typical things for spring, summer, fall and winter); the planets (again using styrofoam balls of different sizes painted in different colours to make them as real-looking as possible); the stars (especially the Big and Little Dippers). The latter was a free-standing project. We cut a three foot piece of pressed board into an oval shape and painted it dark blue to give a good background.

Another project we developed was '**Our Community**'. The boys decided to make it a three dimensional project

on wood. A leader drew the streets and parks on the board and the boys painted them in. Each boy then made his own house from cornstarch playdough (easy to colour when dry), and placed it on his own street on the map. The Beavers then constructed cars and other buildings like churches from paper and bristol board, and made trees and flowers from odds and ends. During the district hobby show, many people located their street on 'our map' of Pierrefonds.

It was obvious that the boys had done the actual work on all of our projects. The leaders simply offered guidance and help.

For the past two years, our colony has visited a **senior citizen's home** in the neighbourhood. The Beavers entertain the seniors with songs, games (each Beaver brought a game from home, a deck of cards, etc.) and, of course, homemade cookies. We plan our visits just before Christmas and decorate the cookies in the Christmas spirit. All in all, Beavers and leaders truly enjoy themselves. A

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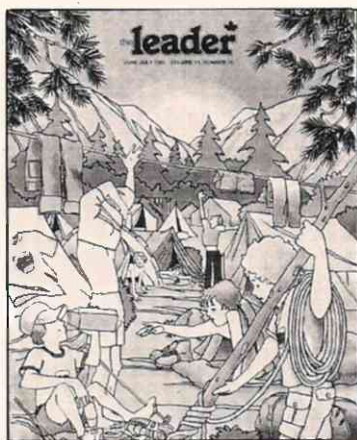
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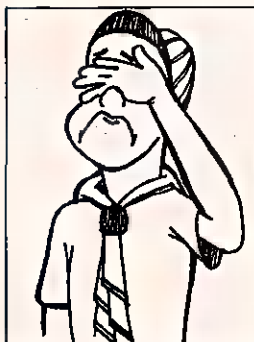


COVER: Summertime at last, and as Scouts and Venturers embark for adventure at Canada's largest jamboree, Beavers and Cubs can share some of the excitement through join-in jamboree activities. Then, as programs wind down, leaders can take a breather and turn to this issue for a variety of leisure-time reading. Relax and refresh yourself with "Shaggy Dog" laughter, a sensitive portrayal of learning disabled "Roger", and a sensible look at "Burnout". It's a pleasant way to pick up ideas and insights in preparation for a new Scouting season this fall.

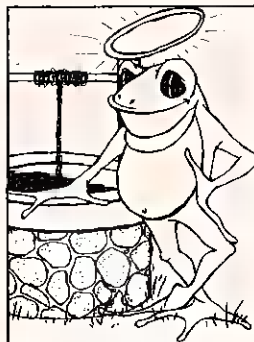
the leader

The Canadian Leader Magazine

Paksak/Beaver Happenings	2
Beaver and Cub Join-in Jamboree	4
A New Beginning	7
Shaggy Dog Stories	8
Scouter's Alphabet J	10
I Remember Roger	12
Venturer Log	15
Training Talk	16
Scouting for the 80's — A Blueprint of Ideas	18
Fun at the Pond	20
On the Level	22
Burnout	24
Patrol Corner	26
Scouting's Service Corps	28
Rover Jottings/Brotherhood Fund Donations	30
A Word to Chairmen	31
Editor's Notebook	32
Letters	34
Outdoors	38
Crafts for Cubs	39



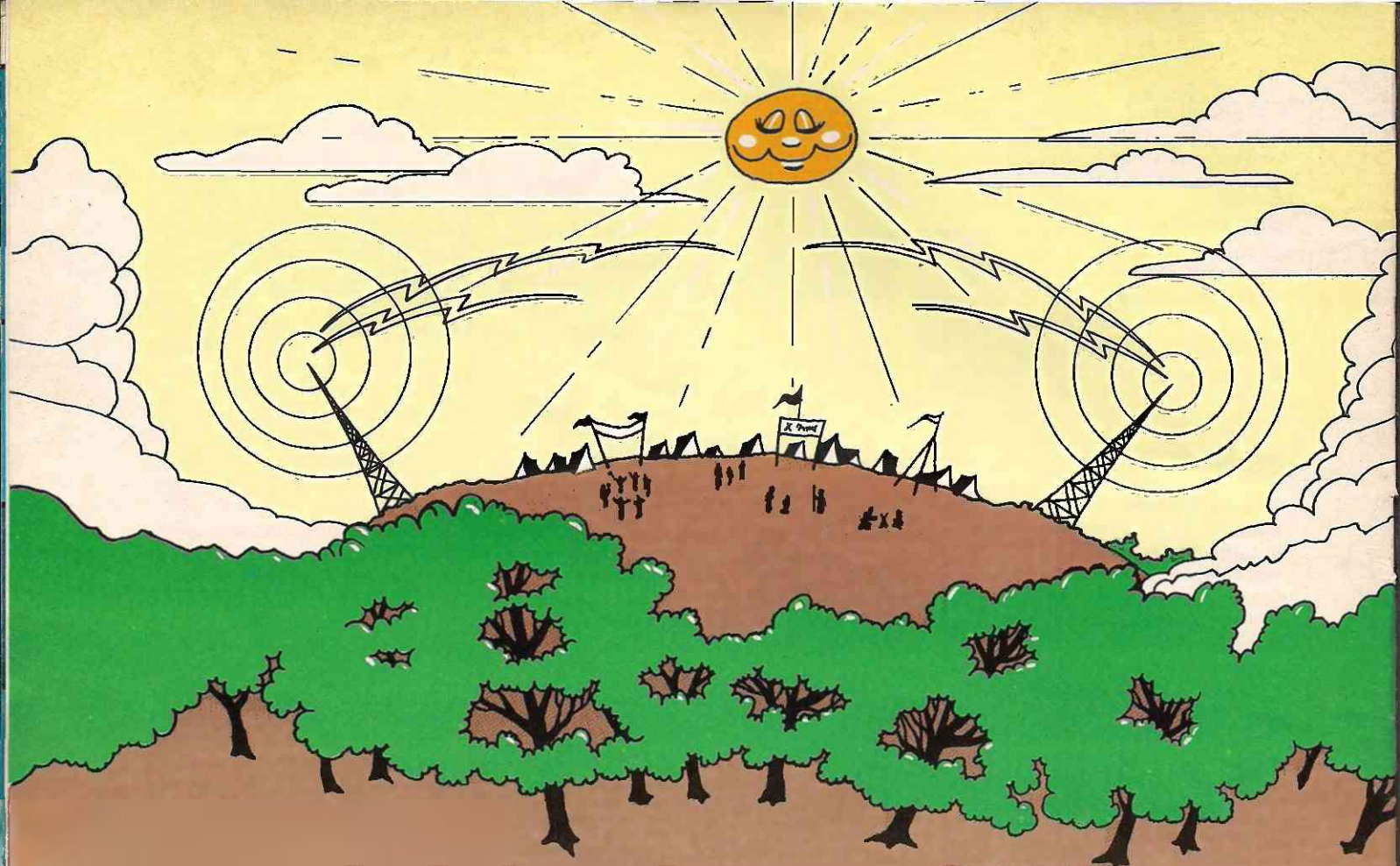
page 8



page 16



page 20



BEAVER & CUB JOIN-IN JAMBOREE

by Linda Florence

Jamboree spirit, excitement and adventure need not belong only to the 20,000 Scouts, Venturers and Scouters who will be in Alberta for **CJ '81** this July. Give your Cubs and Beavers a taste of what they might experience in the future by organizing Join-in Jamboree activities for them.

Cub camps or Beaveres, and other pack or colony wind-up activities provide a perfect setting for J.I.J. programs. **CJ '81** in Kananaskis Country will be a highlight of the Scouting experience for older boys, and a join-in jamboree is a great way to highlight your Cub and Beaver year.

Windup Activity J.I.J. Ideas

- Visits between patrols and exchange-a-meal get-togethers will be common activities at the jamboree. A pack might invite a neighbouring pack over for a meal. Better still, invite a nearby Beaver colony. Cubs can

prepare 'western' food like wieners and beans, cowboy stew, or the Indian dish 'succotash' — a bean and corn mixture. Perhaps you can include a film about the Calgary stampede.

A sing-song is a must on such an evening, and the jamboree offers many themes: western (*Home on the Range*, *O Bury Me Not on the Lone Prairie*); Indian; Klondike (*Clementine*); mountains (*The Bear went over the... She'll be Coming around the... Go Tell it on the...*); Canada. Although you needn't look past the *Campfire Songbook*, our sister organization's *Songs for Canadian Girl Guides* offers a number of very nice Indian songs.

- A community parade makes an ideal wind-up pack project. A pack, or group of packs and/or colonies might prepare a parade float with a jamboree focus; a mountain camp scene, an Indian village scene, a tab-

leau combining elements of Cubbing, Beaver, plains Indians, cowboys, rodeos, etc.

- Perhaps you can arrange to have your Cub pack make contact with the jamboree site through amateur ham radio operators in your area. The **CJ '81** ham station will have the call letters **VE6JAM**, and will operate on the following SSB (voice) frequencies:

3743 KHz; 14193 KHz (Canadian phone band); 14327 KHz (American phone band); 21087 KHz (Canadian phone band); 21327 KHz (American phone band); 28453 KHz (Canadian phone band); 28553 KHz (American phone band). Generally speaking, 14193 will be the monitored frequency for SSB.

- Another possibility is to organize a special pack meeting around a pre-arranged telephone call from a local Scout or leader at **CJ '81**. Ask him to describe the scene and activities for

the Cubs, and give him a greeting from the pack to his patrol at the jamboree. After the jamboree you can follow up in another special meeting with a Scout who was there and is willing to tell about his experiences and to show pictures and other souvenirs.

Cub Camp Ideas

- Set up your Cub camp like the jamboree. Give sixes the names of **CJ '81** subcamps. Have the boys make a flag for the province they represent and fly it as their site or tent flag.

Because **CJ '81** is a light-weight camp, there will not be massive gateways. But, as the patrols at **CJ '81** are being encouraged to do, the Cubs can identify themselves by making distinctive false fronts for their tents. Have them crayon their designs onto inexpensive cotton material and iron them in, or do the job with coloured felt-tip markers.

Continue the theme by having each six prepare a 'provincial' story, song or skit for a campfire. For example, Newfoundland might learn 'I'se a bye', or dream-up a cod-jigging skit. The boys should be 'warned' well ahead of camping time so that they have an opportunity to learn something about their particular province.

Subcamps for the various provinces at **CJ '81** will be: Otter (Newfoundland); Fox (P.E.I.); Grizzly (Nova Scotia); Moose (New Brunswick); Lynx (Quebec); Caribou, Deer, Buffalo (Ontario); Cougar (Manitoba); Antelope, Elk (Saskatchewan); Beaver (Alberta); Wolverine (B.C.); Wolf (B.C.-Yukon); Polar Bear (NWT).

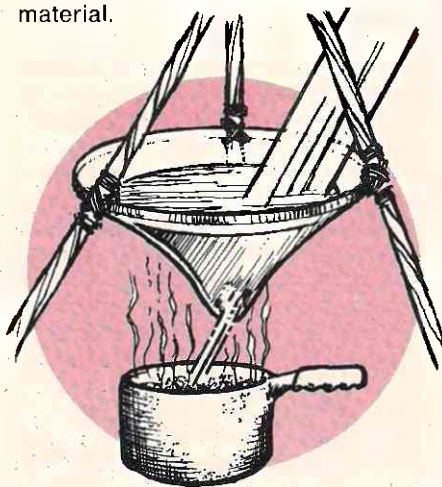
- Try to echo the light-weight approach to your camp by adjusting your gear as much as possible to "that which can be carried by members of the (Six) to their campsite".

- Work into your camp **OUR WORLD** jamboree activities by following the theme "camping in harmony with the environment". At **CJ '81**, Scouts will experiment with solar and wind energy, and you can do the same at Cub camp. Light a fire with a lens, make solar hot-dog cookers (**the Leader**, May '81 — *Beavers Unleashed*), or use a solar water lens to cook rice or soup.

To build the water lens you need the rim of an old bike wheel, minus tire and spokes; a sheet of transparent plastic; a length of cord; and materials to fashion a support stand. Cover the wheel with the plastic sheet and tie it around the rim with cord. Place this contraption on some kind of stand, perhaps a tripod, at about waist height. Slowly pour clean, clear water

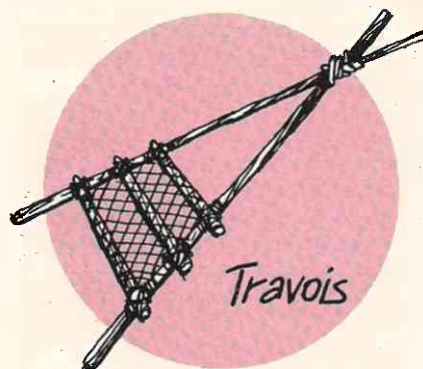
into the plastic, which will sag to form the water lens. The lens will focus the sun's rays at some point to make a hot spot on the ground. Place a pot of water and rice, or of soup, on the hot-spot when the sun is at its high point for the day (between 11:00 and noon). The rice should cook in a couple of hours. Soup won't take so long to heat, and you may want to experiment with other dishes.

You'll increase the efficiency of your cooker if you cover the pot with a sheet of glass and wrap it in newspaper or some other good insulating material.



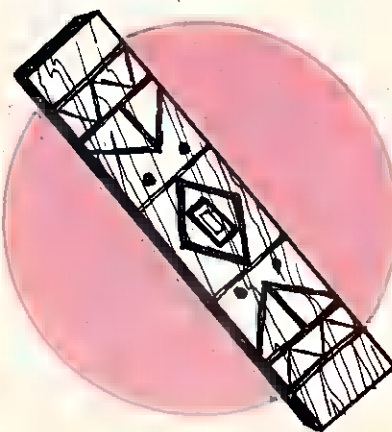
- Camp is also a great place for the jamboree's **INDIAN VILLAGE** activities. Learn something about the plains and foothills Indians of Alberta; the Blackfoot, Peigan, Sarcee, Blood and Stoney.

Cubs can build teepees or travois. The travois, used by plains Indians to move their possessions from one camp to another, are made by binding two long poles together at one end and placing three cross pieces between the other ends to provide a brace for netting slung between the poles and strong enough to carry a load. Loaded travois later can be pulled by Cub 'horses' in races.



Combine crafts and games by having the boys make and decorate with the geometric designs of plains Indians, some of the necessary Indian game equipment.

- **Stick Game** — First, smooth the sides of a flat piece of wood about a foot long. Paint or carve designs on one side of the stick only. To play the game, each boy in turn tosses the stick into the air and scores a point if it lands design-side-up.



- **Kick Stick** — Use sticks about a foot long and an inch thick. Smooth them and decorate with geometric Indian designs. Set up the game like a relay with a stick to each team. Players kick the stick around the 'council circle'. When all boys of a team have played the stick around the circle to the starting point, team members sit on their haunches. First team down wins.

- **Corn Cob Dart and Ball** — Make the dart by pushing a sharpened stick into the tapered end of a corncob and attaching feathers on the other end for a tail. Fashion the ball (about softball size) from dried grass or another soft material, and cover it with thin cloth. Place the ball in the middle of a circle of players. Each player in turn tosses the dart and tries to stick the ball. Give a point for each successful toss.

- **Turnabout** — Players stand with feet and hands together, hands outstretched palms-down in front of them. Place four light twigs (about three inches long) on the back of the hands. On signal, players toss twigs into the air, turn around on the spot, and try to catch the twigs on the back of their hands before they hit the ground. The winner is the player who catches the highest number of sticks in three tries.

And don't forget that *Indian wrestling* is always popular with boys.

If you're at a standing camp that has a cooking pit or an area designated for such an activity, try cooking the Indian way. Steam corn or a pot of beans in the pit. Line the cooking pit with large stones and build a long-burning fire over them. After clearing away the ashes, cover the hot stones with a layer of husks and stalks, the

ears of corn, and finally another layer of husks. Pour water over all and cover the pit first with a tarp, and then with a layer of earth. Let steam all day.

Try making corn cakes by scraping corn from the cob, mashing it, and shaping it. Dust the cakes with cornmeal, wrap them in green husks, and place in hot ashes to bake.

For a final treat, Cubs will love popcorn as much as the plains Indians did.

- To conclude your Indian Village activities in style, hold a campfire ceremony where Indian names are presented as game prizes or general awards. Here are some you will find appropriate.

For racers: Apekatos — antelope; Hatuya, Nodin — wind; Kabato — runner; Wadjepi — nimble; Wapoos — rabbit.

For other games: Chissakid — juggler; Gitchi-saka — big stick; Songan — strong; Onjima — strong hand; Wasswa — spearman.

For camp chores: Apelachi — helper; Ayita — worker; Bodaway — fire maker; Chabakwed — camp cook; Nokisan — wonder cook; Mashkiki — camp doctor; Wawinges — skilful.

For campfire entertainers: Anang — star; Anoki — actor; Namid — dancer; Tahessakid — entertainer.

Special awards: Chitanitis — strong friend; Gabeshiked — camper; Gagoiked — fisherman; Yukpa — merry; Mitigwakid — forester; Wahbit — keen eyes; Weetomp, Koda — friend.

- Finally, both Scouts and Venturers will be at **CJ '81**. Why not invite a Beaver colony to join your camp for an overnight? There are a number of jamboree activities you can adapt so that they're fun for both Cubs and Beavers. OUR WORLD offers a nature trail ramble. How about an **OBSTACLE COURSE**, or an **OLYMPICS**. At **CJ '81** the Olympics events will include stilt races. Both Beavers and Cubs can race on tin-can stilts they've made themselves.

More jamboree ideas for camps and day events

EMERGENCIES — Set up situations for competitions in which Cubs can put their first aid and emergency learning to the test. Perhaps they could rescue and treat victims of fire, drowning, choking, a fall, cuts and lacerations, etc.

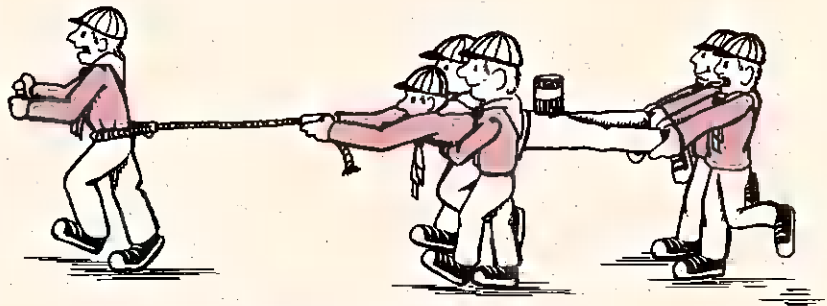
PIONEERING — Supply materials and instructions for Cub pioneering projects like those described in *Crafts for Cubs* in the January, February, March and May issues of the

Leader. Make it a challenge situation between sixes.

CAP HANDI — Here's an opportunity for both Cubs and Beavers to increase awareness and sensitivity to the needs and capabilities of people with disabilities.

Have boys try to accomplish different tasks under various handicapping circumstances; blindfolded, ears stuffed with cotton, the dominant arm (leg) immobilized, both arms (legs) immobilized. Challenge them to try to play a favourite game while disabled in some way. Let them design game modifications that would make it possible for a boy with a particular disability to play.

- Arrange with a disability center or special school to invite youngsters with handicaps to a day or half-day event with your Cubs and Beavers. Use those who work with the disabled as resource people to help you plan and run your event.



Chuckwagon Race

MOUNTAIN HIKE — Find the nearest hill and plan an upwards ramble. Older Cubs might have an over-night hike like the Venturers at **CJ '81**.

KLONDIKE — Set up a gold-panning activity as part of your day outdoors. If you don't have a convenient stream, plant the 'gold' in sand at the bottom of dish pans or wash tubs.

SCOUTCRAFT — Design Cubcraft activities: knotting relays, orienteering, compass games (e.g. guide a friend who has been blinded by an explosion safely through a mine-field using compass directions only).

Try some observation (tracking) games. If you can find damp earth or sand, make footprints under different conditions; walking, running, limping, with a load, without a load, etc. After everyone has duly noted and discussed their characteristics, set the boys loose to decipher a set-up situation from footsteps and other signs.

RODEO — Hold rodeo-style events and serve flapjacks for lunch.

- **Roping competition** — Lasso cardboard cattle-heads set up along a fence or on saw-horses.

- **Round-up Tag** — Start with a cowboy, a brander and the rest of the boys in the cattle herd. Mark out the playing area. While cattle run randomly in the playing area, Cowboy singles out a cow to cut from the herd. He tries to manoeuvre his cow to the edge of the playing area without touching it. When he 'blocks' a cow, the cow must always move away in the opposite direction (e.g. when the cowboy blocks from the left side, the cow must move away to the right). Once Cowboy has freed the cow from the herd, he tags it and leads it away to the brander, who paints an "X" on the cow's brow with flour and water paste. The cow then becomes the brander, the brander becomes the cowboy, and the cowboy joins the herd.

- **Chuckwagon Race** — The chuckwagon is made from the bodies of all members of the six: two 'back wheels' support the 'chassis' at the leg end; two 'front wheels' support the chassis under the chest; and the chassis holds a rope looped around the belt of the 'horse'. Food for the six (e.g. a can of beans, ½ dozen wieners) is carried on the back of the 'chassis'. Chuckwagons race along a course which ends at the food preparation area. Serve sixes their lunch or snack in the order that they arrived at the chow-table.

Jamboree year will be one that almost 20,000 Scouts and Venturers will always remember. Through a Join-in Jamboree, you can make it a year to remember for Cubs and Beavers too.

Many of the ideas for Indian activities in this piece came from the Book of Authentic Indian Life Crafts, by Oscar Norbeck, Galloway, 1974. A

A New Beginning

by John Pettifer

A thousand miles north of Thunder Bay, Ontario, a Cessna 180 skimmed the tree tops and landed smoothly on the frozen surface of Wunnumin Lake. The Rev. Ralph Rowe, priest/pilot and honorary field commissioner, stepped from the plane to cheerful shouts of greeting from his parishioners and from the Scouts and Cubs of the 1st Wunnumin Lake.

Ralph was on one of his regular trips into the Indian villages scattered across the vast Keewatin diocese. Here he would conduct services, visit parishioners, deliver some furniture, and meet with the boys and leaders of the 1st Wunnumin Lake Scout group. Before he returned to his base in Kenora, the scene would be repeated in five other villages: Kingfisher Lake; Bearskin Lake; Sachigo; Muskrat Dam and Weagamo. In all of these Indian villages, active Scout programs involve nearly 250 boys and leaders.

How did Scouting reach these isolated native communities whose only link with the outside world is by air or via hundreds of miles of ice-covered rivers and snow-covered tracks across the muskeg?

It began in the spring of 1975 when Wayne Job, then the district commissioner for the Kenn-Kee District in Northwestern Ontario, spoke to a group of Anglican Church ministers and catechists on the topic of Scouting. The occasion sparked questions and aroused interest about the viability of Scouting as a program for boys in the Indian communities of Northwestern Ontario. One priest in particular was especially interested.

A man with some boyhood Scouting background who'd worked with Indian groups while an Ontario Provincial Police officer on Manitoulin Island, the Rev. Ralph Rowe found the prospect of using Scouting in the villages of his far flung parish both appealing and challenging.

He contacted Bob Carlaw of Thunder Bay who, at that time, was provincial field executive for Northwestern Ontario. It so happened that a Part I training course was planned for Kenora. Ralph Rowe was invited to select at least one adult from each of his villages to attend the training session.

Although it was a difficult undertaking because of the vast distances and travel logistics involved, it was felt that the course participants could provide a nucleus of at least one

energetic leader in each village. It would also provide an answer to the inevitable question of leadership when moves were made to initiate the groups.

The next step was to introduce Scouting to the communities on a carefully planned basis. Seeing Scout/Guide Week as the most opportune time, Ralph Rowe and Bob Carlaw made a special trip around the area. At each village, the two sat down with the chief and council to recount the story of Scouting; how it started, what it did, how it was supported and, most important of all, how it generated a spirit of brotherhood. They showed the councils how Scouting would help the boys to help others. They explained the badge scheme and service bars to show how the boys progressed and developed as they learned new skills.

In each case, they followed these meetings with a second, similar meeting of parents and boys. Again they told the story and displayed the badges.



There was no question about the boys' enthusiasm. Once the idea had been accepted by the council at each village, the boys were divided into a pack and a troop, and were formed into sixes and patrols. Then Rev. Rowe, with Bob Carlaw's assistance, conducted an initial section meeting, and followed up in discussions with the newly recruited leaders about how the program activities should continue.

This particular stage of the process was neither easily nor quickly accomplished. The village council and parent meetings were often long as everyone carefully and thoughtfully discussed every point. Trust had to be established, especially by the field

executive, who was a stranger to the villages.

"I found my greatest asset was my interest and caring for them," Bob Carlaw said later. "Being willing to live as they do, to fit in as one of them, to share in their work and fun."

The trust that developed kept the groups alive and spurred even greater interest and support. One of the keys to this was a training program that followed through as promised. The villagers who attended the Part I in Kenora and formed the basic leadership team, completed their Part II training in the summer of 1977 at Trout Lake near Thunder Bay, and in February 1978 were the first Cree Indians in Northwestern Ontario to be awarded the Woodbadge. Later, others travelled to Blue Springs in southern Ontario to complete the Woodbadge as well.

A year after the first trip into the villages, Ralph Rowe and Bob Carlaw made a second tour, this time accompanied on a voluntary basis by Nick Koster, then district commissioner for the Oakville District in southern Ontario. Nick's games, singing and ukelele playing were enthusiastically received in all centres and generated even more excitement and support for the programs. Some of the groups expanded into Venturers and Beavers. Each stop on the tour brought new investitures of both boys and leaders.

Since 1978 the groups have continued to flourish under the guidance of Ralph Rowe, officially designated *Honorary Field Commissioner* by the provincial commissioner. Bob Carlaw, now provincial field executive in the Halton Region of southern Ontario, continues to share the excitement of involvement in these groups, as does Doug MacDonald, his successor in Northwestern Ontario. Doug has already made two trips into the villages and is planning a third for 1981.

With approximately forty boys under indigenous leadership in each village, the Scouting programs are now very much a part of the way of life in these communities. One of the long-range objectives of the movement is to make Scouting available to all boys. Scouting acknowledges, with deep appreciation, the support given by the Anglican Church, Keewatin diocese, in helping to make this happen for boys a thousand miles north of Superior!

The title for this article comes from the title of a slide/cassette presentation of the first trip into the villages by Ralph Rowe and Bob Carlaw. The presentation can be rented for \$2.50 from the Ontario provincial office. A

Shaggy Dog Stories

by Betty Rapkins



8

When I was young I used to hike through the English countryside as a member of the U.K. Youth Hostelling Association. After a good day's tramp, my friend Pam and I flung ourselves onto our cot beds in the hostel dormitory and, while English country mice steadily chomped their way through everything in our ruck-sacks, we vied with each other to think up the worst possible shaggy dog story.

Are you familiar with shaggy dog stories? They are very, very long tales. Indeed, the essence of telling them is to make them as long and detailed as you can before you finally reach the punch line. Well, not so much punch line, perhaps. More *fizzle* line, which makes them delightful for telling round the campfire.

Here, to give you the general idea,

and in my own words (they should always be told in your own words), is the very first shaggy dog story. It explains how such stories received the name.

Once upon a time, way up in the very north of Canada, there lived a trapper named Sam. He was a poor man, but a great reader, who shared his hard and lonely life with several well-thumbed adventure yarns and a large shaggy dog called Rover.

Now Rover wasn't much of a dog as purebreds go, his pedigree having taken many a turn for the worse. You'd be hard put to say whether he was mostly terrier or wolfhound or huskie. But he was big and likeable and, because of the cold climate, had a really exceptionally thick shaggy coat.

One day, as Sam tramped along his trap lines, he called in at another trapper's hut. The hut was empty but, on the table, was a newspaper. Not a very up-to-the-minute newspaper, but a lot more up-to-date than anything Sam had read lately. So he fell upon it eagerly and read it from cover to cover. And there, on the back page, an item caught his eye. It said that, way down in the southern part of the country, an eccentric millionaire was offering half his fortune if only someone would bring him his dying wish, a really shaggy dog.

This piece of news had a startling effect on Sam. Here at last was a way to make his fortune. It was obvious! No more struggling through bitter winters. No more loneliness and hardship. He would simply head south with big, oh-so-shaggy Rover and the ailing millionaire would be a happy man. And so, of course, would Sam.

Carefully he tore the item from the newspaper and placed it in his innermost pocket. Whistling for the dog, he hurried to his own cabin and there made preparations for his journey. It would be a long haul through some of the worst of the winter months, but he could do it!

And so, with packsack and snowshoes, and Rover on a makeshift lead, he headed south.

(At this point you should add your own horrific tales of icy crevasses, blizzards, starvation, polar bears, thin ice, thick snow — anything to make the journey as difficult and as courageous as possible.)

Weeks passed as Sam and Rover, footsore, frostbitten and fuddled from lack of food, fought their way nearer and nearer to the millionaire's death-bed. Would they find his house? Would he have found another dog? Would he still be alive? Urgently, Sam made enquiries at each trading post or small homestead he passed.

"My word, that's a shaggy dog you have there!" folks remarked whenever he stopped.

As he drew nearer to civilization, he learned with great relief that the search for a dog continued and that the millionaire's mansion lay at the top of a steep hill just visible on the horizon.

Up they climbed, tired and tattered, arriving eventually at the huge oak-studded front door. Raising a weather-beaten hand, Sam tugged at the wrought iron bell-pull. Distantly the bell clanged. The door opened and a butler stood in the doorway.

"I've come about the shaggy dog story in this newspaper," said Sam, carefully drawing out the clipping from his innermost pocket and offering Rover's lead to the manservant.

Silently the butler withdrew with the dog. Sam listened to his footsteps cross the vast hall and ascend the massive circular staircase. He waited patiently on the doorstep, dreaming of the luxury soon to be his. At last the butler reappeared. Solemnly he handed back the dog.

"Not shaggy enough," he said, and shut the door.

Well, yes, that's it folks, and now you know what a shaggy dog story is. Here's a potted one for you to embellish before you toss the idea around among your boys one firelit night after a long day's hike...

A young Scout was travelling on a long train trip across Canada. Sitting across from him was an older man, very neatly and precisely dressed. Across his knees he carried a briefcase upon which he nervously drummed his fingers. Since he looked to be rather an angry sort of man, the boy didn't like to start a conversation.

Presently the man opened the briefcase and took out two paper napkins, a pocket knife and an apple. Carefully he peeled and cored the apple. He placed all the peelings on one of the two napkins and folded it into a neat parcel. Then he moved his briefcase to one side, stood up, and walked to the end of the coach. By craning his neck, the boy was able to watch him move out onto the little platform at the end of the car and throw the parcel of peel onto the tracks.

When the man returned he dusted his hands, sat down and lifted the briefcase back up across his knees. He picked up the peeled and cored apple, carefully cut it into thin slices, placed the slices onto the second napkin and made a similar neat parcel. To the boy's amazement he then repeated his routine. He moved to the end of the coach and threw the parcel on the line. When he returned, he picked up his briefcase, took out two more napkins and an orange which he began to peel... *(Now you spin out the story, having the man take all kinds of fruit, one at a time, from his case, peel each piece and throw away first the peel and then the fruit itself.)*

At last the young Scout could contain himself no longer and simply had to ask the man what he was doing.

"I'm making a fruit salad," said the man.

"Then why do you keep throwing it away?" the boy asked.

"I should think that was obvious," snapped the man. "I'm throwing it away because I don't like fruit salad!"



Well, okay. Groan if you like, but Pam and I developed quite a reputation on the hostel circuit for the length, the detail, the sheer nerve of some of our shaggiest tales. Let me end with my personal favourite and, when you've finished throwing rocks in this direction, why not send us some of yours?

There once was a sailor returning to his ship. Just as he approached the edge of the dock, he slipped and fell into the water between ship and dockside. As he hit the water, the ship began to swing toward the harbour wall, and he would have been crushed to death had not a little man, with great presence of mind, thrown a rope and hauled him to safety.

"Whew, thanks!" said the sailor. "You saved my life. Tell me, is there anything I can do for you in return?"

"Well actually," said the man, "there is something. I'd dearly like to work aboard ship and, in fact, I was just on my way to look for a job when I saw you in the water. If you could put in a word for me, I'd be greatly obliged."

"Done!" said the sailor. He took the little man on board and tracked down his immediate superior. "This man saved my life just now, and he really would very much like to have a job on the ship."

"Well, I don't know," said the Petty Officer. "We have a full ship's complement, but I'll certainly put in a word on his behalf to my superior. What does he do?"

"I'm a Gloop Maker," said the little man eagerly.

Not wishing to appear ignorant in front of his subordinate, the Petty Officer didn't like to ask what exactly a Gloop Maker was, so he went to see the Chief Petty Officer.

"This man saved the life of one of my seamen," he told the Chief. "Do you think we could find him a job aboard? He's a Gloop Maker."

Not wishing to appear ignorant in front of his subordinate, the Chief asked the Warrant Officer, who asked the Sub-Lieutenant and so on, all the way through the chain of command until the request reached the Captain. After congratulating the little man, the Captain, not wanting to appear ignorant, named him ship's Gloop Maker and ordered the Supply Officer to provide whatever materials were necessary for work to commence.

The little man asked for a strong block and tackle fitted up on the after-deck, a small stool, a hammer and chisel, a portable furnace, a lump of iron measuring four metres by four metres, several kilograms of copper and several more of silver.

As the ship sailed, the little man set his stool alongside the huge chunk of iron, lit the furnace and began to melt down the copper and silver. Then, with much hammering and chiselling, he began to add blobs of copper and curlicues of silver to the sides of the lump of iron.

Each day crew members stopped and stared at the wondrously strange thing taking shape at the ship's stern. But not wishing to appear ignorant, nobody asked the Gloop Maker what he actually was making.

"Coming along nicely," said the captain as he made his daily rounds. "Any idea precisely when it will be --ah-- ready?"

"Oh yes," said the man. "At 1400 hrs. on July 15 we shall sail through the centre of the Bermuda Triangle. That's when it'll be ready, and I'd like the crew assembled on deck at that hour, if you please, sir."

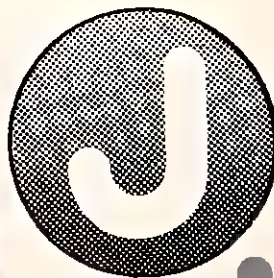
And so, the great day dawned, the men assembled and the Gloop Maker put down his hammer and chisel. Proudly he stood back and indicated that the block and tackle should be lowered onto his masterpiece, whose copper and silver curlicues gleamed in the sun. Carefully, he directed it to be lifted from the deck and swung round until it hung over the sea at the ship's stern.

"Ready, steady, go!" he cried, and he cut it free. And, as it fell into the deep blue waters of the Atlantic, it went, "GLOOP!" X



Scouter's alphabet

by David Goss



Jamboree — Thousands of Scouts will gather in Alberta this summer and they'll have a great time. Unfortunately, few of them will be given the opportunity to tell their jamboree story this fall.

The jamboree provides a wonderful opportunity not only to spread the good word about Scouting in your community, but also to give the young travellers practice in public speaking. It's the kind of training that will stand them in good stead for the rest of their lives.

While there is still time, be sure to order the slides of the jamboree that will be available, or use your own slides, pictures, trading items and souvenirs to present an evening's entertainment about the jamboree.

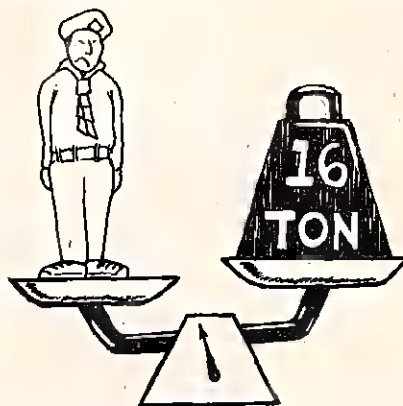
If the group committee has been particularly active in raising funds to support the boys who attend the jamboree, make sure they are invited to hear how good a time your boys had. Ensure that their help is publicly acknowledged and that they receive the thanks they deserve.

If one boy doesn't want to present a look at the jamboree alone, make it a group project and assign different segments of the program to different boys. For example, one boy might tell about the preparations, another describe the trip, and a third talk about the site itself. One boy could prepare a lunch as it was done at the jamboree, and another might show and explain the slides, souvenirs or other paraphernalia collected at the jamboree.

An evening like this is a good way to lead into the 1981-82 Scouting year and, although I won't repeat the idea next month when I write about 'Kick Off Activities', I hope you keep it in mind.

Judging - Most boys, and adults too, have trouble judging things like distance, weight, time, width, height,

numbers and odours. Ask any three Cubs or Scouts the height of their meeting hall and you'll receive three different answers. Ask them the volume of water in a pail and you'll get a stunned look.



Providing training in such matters can be a lot of fun, and the training will be beneficial to any boy throughout his life. Here are some ideas to start you off.

Have every boy make a wallet card containing information like:

- My height
- Height of my eyes above ground
- My upward reach to the top of outstretched fingers
- My arms' span from fingertip to fingertip
- Span of my hand from thumb to little finger
- Length of my foot
- Distance I cover in 10 steps

Then make sure you use the information in your programs to measure the size of halls, pianos, storage boxes, etc.

You can devise a similar card for outdoors. Include information like:

- Normal height of power poles
- Normal width of streets
- Normal width of sidewalks
- Width of trackbed between tracks

- Length of a section of railway track

- Normal height of a bungalow
- Time it takes to walk a mile

There are various ways to judge heights (by shadow, pencil method, inch to the foot). All were part of the first class requirements in the old Tenderfoot to Queen Scout program. They are well worth looking up in the old handbook. For judging heights and distances, also see *Scouting for Boys*, page 106-108.

You can have lots of troop room (or pack room) fun in learning to identify odours. Place items like onions, toothpaste, oil, spices, paint, etc. in styrofoam cups covered with lids in which you've cut a small slit or punched several holes.

Weight guessing can be interesting too. Have boys assign weights to a variety of objects. They'll be surprised at how far out they are in most cases.

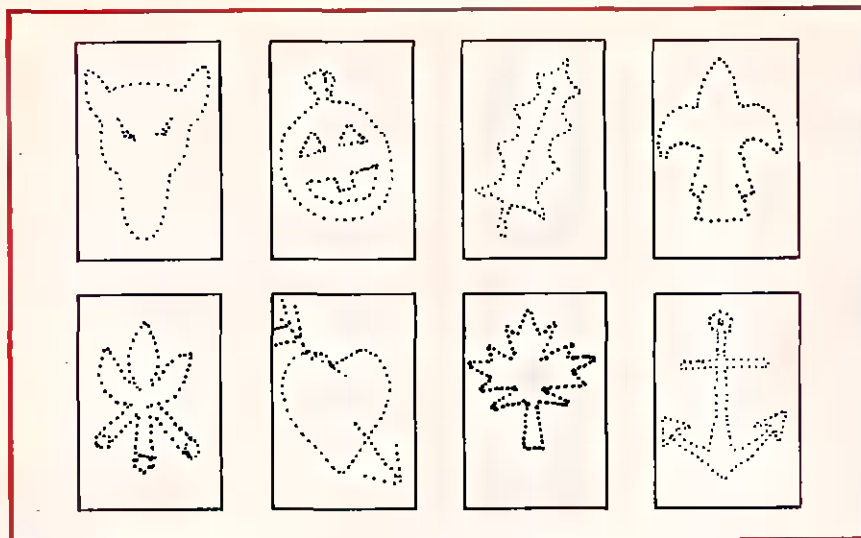
Time judgement provides difficulties for all of us. Sometimes a minute can seem like an hour, and an hour like only a few minutes. Test your boys. Tell them all to sit down and stand again when 30 seconds have passed. Once the first boy stands, so will most of the others! Note the times and do the exercise regularly until the boys learn to judge accurately a half minute, a minute, etc.

Explore the sense of touch by placing common objects in sewn cloth bags (somewhat like beanbags) which you've identified by number. Boys feel each bag and write down the name of the object they think is inside.

Judging sounds can be good for a 10 minute diversion, especially as an inter-patrol activity. Have one patrol go behind a curtain and make 10 sounds for the other patrol to identify, then reverse positions. If someone can tape sounds prior to the meeting, the entire troop or pack can enjoy the exercise at the same time. And, of course, you'll provide a wider audio experience because you can include bird songs, bus motors, radio commentators, running brooks and other equally interesting sounds.

You can set up another sound judging trick by placing objects into pairs of empty pop cans. For example, in pair (1) you might place three marbles, in pair (2) sand, in pair (3) bolts, etc. Mix up the cans and give them a shake. The object is for the boys to match up the pairs by sound alone. This is most suitable as a Beaver or Cub activity.

Juice Can Decorations — Begin now to save juice cans so that you can try some juice can crafts in the coming season. After filling them with water



and freezing them, you can punch nice designs in the cans. Use them for atmosphere around your indoor campfire, or to bring the jungle into your Cub pack. They make effective decorations for Hallowe'en and at Christmas too.

Draw a simple design on paper and tape it to the can. With hammer and nails, punch holes through the design and into the can. When the design is complete, empty the can of ice, paint it and set it over a low candle. I've given some possible designs, but don't limit yourself to these.

Jump and Look — A jumping game ideal for Beavers. All are in position in a circle with eyes closed. The leader places a disc (a poker chip will do) under the foot of one of the boys, then asks all boys to open their eyes. On signal, the boys begin to jump. The Beaver who has the disc under foot must be careful not to jump too high

because the others will try to spot the disc. The boy who finds the disc becomes the one to place it under some other Beaver's foot the next time around.

Jump the Shot — This is a popular game with boys, although it can be dangerous. The boys form a circle around a leader who has a length of rope just slightly longer than one half the diameter of the circle. An old sneaker is tied to the end of the rope and the leader whirls this weighted end around, gradually feeding out the line until it reaches the boys. He is careful to keep the rope low, just at heel height, and the boys must jump over it as it passes by them. A boy is eliminated if he's struck by the shot.

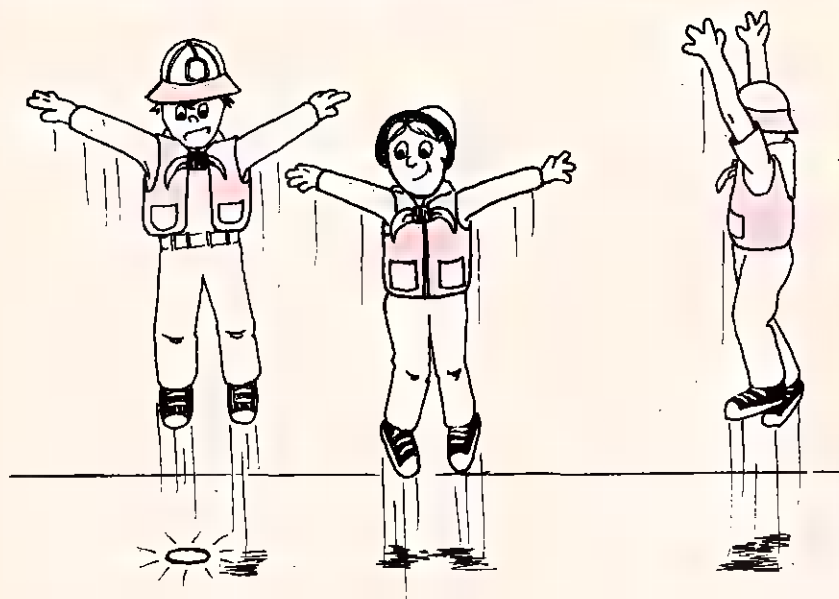
Take care to keep the sneaker low, and don't let out too much line. If the rope twirls around a boy's leg, it can pull him over and send him forcefully down on the backside!

Jump the Stick — Another game, less dangerous than the last. Patrols line up in relay formation and the lead boy holds a Scout staff or broomstick. On signal he runs to a marker, circles it and runs back. As he approaches his team he holds the stick parallel to and about 12" above the floor, and team members must jump the stick as he runs past. When he reaches the last boy, all members of the team stand with legs apart. The stick-bearer throws the stick between their legs to the first boy in line, who repeats the run.

After the last boy has run, the stick is carefully fed between the boys' legs from back to front. All boys grasp the stick and run the same course as before. This portion of the game invariably produces the most fun when some boys can't hang onto the stick, or when two patrols collide while rounding their markers.



11



June and July — Most of you will wind down your program until mid-September, and possibly you'd just as soon forget about the weekly grind of coming up with fresh ideas. But, if you plan to continue for another year (and we hope you do), I'd like to suggest some summer reading that will make next season's program both easier to prepare and more workable. Take just a few minutes regularly to really read *Scouting for Boys*, *The Cub Book*, *The Scout Handbook*, and the leaders' books. Visit your library to pick up books on games, stories, stunts, skits and songs, and choose from them some which you think will suit your group. Ask for a 'holiday loan' so that you can take your time with them. Then, next fall and winter you'll have an endless source of previously researched material to fall back upon, and you'll avoid that last-minute scramble for program ideas. A

I Remember Roger



by Lee Dalton

During this International Year of Disabled Persons, we all are becoming more aware of the needs, hopes and frustrations of people with handicaps. We've been alerted to the requirements which will enable those in wheelchairs, those with crutches, those who are blind or deaf, and those who are mentally retarded, to take their full and rightful place in society.

But not all disabilities are so obvious to the eyes. The "Roger" in this story is a youngster who has a learning disability. There are many boys like him, and often their disability is not recognized, either by parents, by teachers, or by Scouters. Rather than receiving the help and encouragement they need, they are labelled "lazy", "stubborn" or "stupid", and soon, like Roger, they are lost.

"I Remember Roger" first appeared in *Scouting* magazine, B.S.A., Nov/Dec 1980. It is reprinted with permission of the editor of *Scouting*, and of

the author.

Roger was a brand-new Scout who came into the troop full of expectations of fun and adventure, but it didn't take long for the leaders to notice that Roger was different. Oh, he seemed bright enough when you sat down and talked with him. But he was terribly awkward and extremely hesitant to try anything new. He was a consistent loser at any Scout games that required coordination or quick thinking. And, even though he struggled long and hard, Roger never did learn the Scout Oath or the Scout Law.

I discovered one evening that Roger couldn't read. The other Scouts talked about how "dumb" he was and about his difficulties in school.

I couldn't understand it. Roger seemed bright and alert, although I had noticed that he seemed always possessed by an air of sadness. He

could talk at length and in considerable depth about subjects ranging from airplanes to waterbugs. On troop outings we could always count on him to solve practical problems like how to pitch a stubborn tent or build a fire in the wet. He seemed to soak up knowledge, to analyze and use it, as long as he didn't have to read or write or memorize or use any complex coordination skills.

Roger had been with the troop almost a year. He was an eager Scout even though he never earned any advancement badges. It was long before the days of skill awards and Roger never even *tried* to meet any of the Tenderfoot requirements. The boys in his patrol were exasperated because the patrols won points for various things, including advancements.

Roger never missed a meeting. He was always on time. His uniform was always fresh-washed and pressed, but barren of badges. He seemed to

accept with good nature the efforts of the boys to find some way to be sure that he was always on the *other* side in any competition.

Roger's parents were interested in him and attended all the functions to which parents were invited. They admitted that they just didn't know what to do about Roger. They further admitted their disappointment in him. I finally decided that Roger *would* advance even if it killed me, and I went to work on him. I persuaded. I badgered and cajoled. I tried to help. It was while I was trying to help that I lost him.

We were working on some kind of knot. I had shown him how to tie it at least a hundred times, but his attempts at copying me resulted in a hopeless tangle each time. Fed up, I finally slammed my hand down on the table and asked loudly, "What's the matter with you? This is simple. All you have to do is pay attention!"

Shock and hurt and disappointment all ran together on his face. He looked at the tangled rope on his lap and muttered, "My folks say I'm dumb. The other kids say I'm dumb. And now you've said it!"

It was too late. There was no way to recall what I'd said and my apology seemed to fall on ears deafened by too many harsh words. Roger attempted a few meetings after that but finally drifted away to some other place.

Today, many years later, I'm older, a lot more experienced than I was then, and I know that I'd recognize Roger as one of a legion of learning disabled children. Far from being retarded, a child with learning disabilities is generally of average or above average intelligence. *Because of this*, he is usually keenly aware of his own difficulties but is completely unable to do anything about them without assistance.

We don't fully understand learning disabilities and their causes. They may be the result of some unseen birth injury, or stem from incomplete neurological development or even some sort of "error" in the body's neurological system. They may result from illness in the newborn or very young child, or possibly from environmental factors (such as exposure to certain chemicals) in the child's life. There is mounting evidence of a strong correlation between consumption of tobacco, alcohol, or drugs (both legal and illegal) by women during pregnancy and learning disabilities in the children born to them. On the other hand, significant numbers of these children come from families with no apparent "bad habits".

Whatever the cause, we often see the results in unhappy, frustrated children and in unhappy, frustrated adults who simply cannot understand the reason for the child's "stupidity".

Learning disabilities are usually specific. That is, they affect one set of abilities, such as reading or the performance of mathematical functions. Sometimes, they may be broad-ranging, with difficulties in several areas. They may manifest themselves in memory or language associations or in coordination or in any of a wide variety of ways. But they are basic organic problems that lie completely beyond the control of the child. The trouble is, it's the child who gets the blame and the shame.

Some learning disabilities seem to be related to maturity and those lucky children may compensate and outgrow them provided they can find encouragement from caring adults long enough to outgrow the disabilities without giving up in frustration. There are many more boys suffering from learning disabilities than girls. And learning disabilities are not a function of race, culture, or economic status.

Learning disabilities are tragedies. We find that a large percentage of the inmates in our prisons have them. We find a high incidence in teen-age and young adult alcoholics and drug-dependents. Who can count the number of really brilliant people that spend their lives at menial tasks because of learning disabilities? The bitter fact is, no one can really assess the true cost to us in dollars, productivity and human misery.

You can gain a small personal understanding of the misery faced by these children and adults by trying a few simple exercises. For example: Tilt a mirror above this page and read the rest of the page looking only in the mirror.

Or, how about this? Cut out a bunch of odd-shaped pieces of different coloured paper. Make two of each piece. Put one set on a table in front of you and the other on a table behind you, out of sight. Have someone arrange the second set into a pattern. Now have him explain to you, *using words only*, how you should move your pieces to duplicate their pattern. For an even more frustrating experience, view your moves and pieces in a mirror. Still not satisfied? Then let your audience give advice or try to rush you. Let them tell you how easy it really is. Let them laugh at you. If that doesn't drive home the problem, consider spending every day with your dominant hand tied behind your back... understanding what is going on during a day in which every-

one you meet speaks only Swahili or Navajo and everything you try to read is written in Arabic or Old English... losing your memory, or part of it.

What you have just done is experience for a moment some of the perceptual, coordination, comprehension, and retention problems faced by some learning-disabled people. Not much fun, is it?

Perhaps you can better appreciate the enormity of the problem if you realize that studies show that as many as 16 per cent of our high school students have significant learning disabilities. All of us have learning disabilities of some kind, although most of us have learned to cope and compensate for them. It is only the severity of the problem that separates you and me from Roger.

But what could I have done to help Roger and what can you do for the Rogers you may meet in your troop or pack?

First, look for clues like these: It may be the boy who falls over his own feet in games. The one who has trouble learning the Oath and Law or the Cub Promise. The one no one in his right mind would depend upon to win a game. The one who doesn't seem to have any desire at all to earn a skill award or merit badge. The one whose behaviour disrupts the meeting every week, or who acts as if he wants to be part of the group but sits in the corner, too shy to try. The one with the extremely short attention span.

A good rule of thumb: Watch for the boy who has more than the usual number of difficulties in Scouting but who seems to have average or above average potential. Or watch for boys whose performance is marked by great contrasts; excellence in some areas, difficulty and frustration in others.

Second, examine yourself and your program. Is part of his difficulty *your* fault? Are you encouraging him? Is your meeting or activity interesting and active? Are the other boys giving him a hard time for any reason? Have you and the other troop leaders taken time to know him?

Third, talk to his parents. If you're convinced that you have done all you can, seek a short session with his parents. Set the stage by praising the boy (even if you have to dig pretty deep for something to praise). Then ask, in a gentle way, if similar problems occur at home or at school and what, if anything, is being done to help the boy. Seek their guidance on how you may fit into the efforts. (But beware! Some parents become extremely defensive when the subject is broached. If that happens, back off!)

If they share with you the fact that special efforts are being made at school, you may ask their permission to go have an informal chat with his teachers.

Fourth, with the parents' permission, have a talk with his teachers. They will probably be able to provide a great deal of insight into things you may do to help the boy succeed in Scouting, and will probably be delighted to have your efforts added to theirs. But remember, in most places it will be necessary to obtain written permission from the parents before the teachers may discuss the boy with you.

Fifth, tailor your program slightly to fit the needs of that particular boy. But don't skip or water down requirements for any awards because you think they may be too difficult for him. He'll see through that and the other boys will rightly resent watching him get by with less than is required of them.

Keep all the requirements, but use his strengths and avoid his difficulties as you help him meet them. You'll find that each boy with learning difficulties has a different way to learn and make progress. It may be a simple matter of reading the requirements to him or allowing oral instead of written responses...

You might also try helping him to select the most appropriate merit badge to start with. You may have to allow more time for difficult requirements and modify your standard methods to accommodate the Scout with learning disabilities.

Give him praise and recognition frequently as he earns it, even if the step is small. Find jobs he can do with

relative ease. He doesn't want a free ride and can, with your help, learn what's required for practically all the requirements... Show confidence in him and you'll soon see him growing confidence of his own.

I know of one Scout troop that has an assistant Scoutmaster who does nothing but give the special boys the help and patience they need.

Sixth, be alert to what the other Scouts think of Roger. Is he the butt of all the jokes? The last to be chosen for a team game? The one who is never trusted by the patrol with any important responsibility? If he's the one who's not chosen, you might start assigning teams by lot instead of choice. If he's the butt of the jokes or the one not trusted, you might do as a teacher I know did. He had a "Roger" in his class of Scout-aged youngsters, and he understood that most teasing is a result of lack of understanding or awareness, so he arranged for the rest of the class to "walk in Roger's shoes" for awhile. He set up a series of extremely frustrating tasks at which they couldn't possibly succeed. As they struggled with the tasks, he and the other students badgered and teased until they actually reduced some of the kids to tears.

Cruel? Perhaps. But when the teacher conducted a very frank and open discussion about persons with learning disabilities and how they can be helped, the kids understood and came through like troopers. "Roger" became *their* "Roger" and they did all they could to help. Gone was the teasing and the pressure. Roger was the first one chosen for a game. Patience became the watch-word. Roger's learning problem didn't evaporate,

but Roger learned to smile, gained confidence, became a success in the eyes of his classmates and in his own eyes. And all of a sudden, Roger's slow and difficult progress in school became just a little more rapid, a little easier.

And seventh, remember, not all badges are made of cloth or golden metal. Advancement doesn't always equal success in Scouting. There are far greater things, like feelings of self-worth and confidence, that will do more for a boy than a whole shirtful of patches or a collection of merit badges. For Roger, learning to tie a knot or to swim or to build a fire or to stand straight and unafraid in front of other people and other boys may be an achievement of Eagle caliber in itself.

If a boy stands a little taller each time a new badge is sewn on his shirt, what can happen when he feels your arm on his shoulders and your voice saying, "Roger, I'm proud of you. You've done a terrific job!" Imagine! Words of real praise, coming from the mouth of one of his heroes. (You are, you know.)

And think of yourself. I'll guarantee that when you pin a badge on Roger it'll feel better than if all the (highest awards) in the world had just been hung around your neck.

As for me, I have no idea what happened to my Roger. I'm not really sure I'd like to know because it might hurt too much. I'd like to be able to say, "I'm sorry," but how do you say you're sorry when you have broken a dream? Maybe, though, I can show it by making sure I never break another dream for another Roger. ^

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Venturer Log

by Phil Newsome

How many times have you heard the question, "Why do we have to wear the Venturer uniform?" or, "Do we have to wear our uniforms?"

To provide more ammunition for answering the inevitable question, here are a few points to consider. They apply to the wearing of any type of uniform, including the one designed for Venturers.

- The uniform is psychologically important to both those who wear it and those who view it.

- Wearing a uniform helps the members of the company to establish status and an esprit de corps.

- The wearing of a uniform indicates an acceptance of responsibility.

- Those who see Venturers in uniform are given the feeling that the wearer can be trusted and has been trained to provide service.

- The appearance of a member in a neat and clean uniform sets the Venturer apart from the mundane crowd.

- The wearing of the same uniform by all youth members in the company creates a sort of bonding between company members and makes them part of the same team. This bond often helps Venturers to work together to get a job done.

- The wearing of the Venturer uniform is a symbol of achievement. The fact that a member is qualified to wear the uniform, that he has earned the privilege of wearing it while others in his peer group have not, lends prestige.

Some thoughts on recruitment

"We have a great bunch of guys in the company now. Who needs the hassle of getting a lot of new kids to join? Recruitment — who needs it!"

The Venturer company that expresses these thoughts probably does have a great company — now. But within six months, it's just about ready to fold. Members move away, others leave for college or university and before long, the company is down to a handful. The program begins to suffer and if action is not taken promptly, there's little left except memories.

The process described happens all too frequently. Some companies are able to revive themselves, but, unfortunately, they are the minority. A good recruiting program in which all members of the company participate can prevent membership decline and section losses.

There are many reasons for young

people to join Venturers: the fun, outdoor activities, hikes, excitement and challenge; to get away from parents for awhile; to do their own thing, learn new skills, meet other young people and travel.

Venturing offers something for everyone. But aside from the obvious benefits for those who join a company, there is a need for new people to supply the company with new ideas and fresh enthusiasm. A larger company membership means an ability to handle bigger projects with a greater guarantee of success. And it's well to remember, that the larger company has a greater choice when selecting youth leadership for its various projects.

There are generally two main methods for recruiting new members. In the first, members of a company work on their own to recruit friends by talking about the company activities and plans and introducing them to other company members or inviting them to take part in a company event.

In the second method, a company undertakes a systematic search of the Scout troops in their general area. They survey each troop to locate boys who are approaching Venturer age, and members of the company make contact with the potential new members to introduce them to the Venturer program.

Good results have been achieved using a combination of both techniques. This brings in new members who have had little former contact with Scouting, and also keeps Scout troop members aware of the Venturing activities to which they can look forward as they reach Venturer age. λ

15

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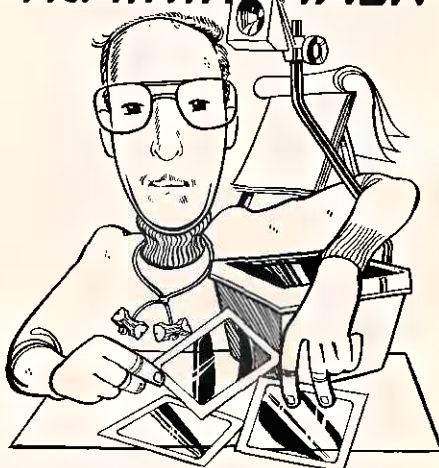
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TRAINING TALK



by Reg Roberts

SPIRITUAL DEVELOPMENT AND SCOUTING

The May *Beaver Happenings* column made a request for people to share their ideas about spiritual development. It was suggested that such sharing would be especially useful for trainers to help leaders who find it difficult or uncomfortable to deal with this subject.

As well, since I wrote about *Loving and Serving God* a year ago, I've had requests for further thoughts on the spiritual aspects of Scouting. Although my background is that of the United Church, I believe that what follows has application to leaders and boys of all denominations, and of all other faiths.

The aim of the movement clearly states that we provide guidance to boys and youth in their spiritual development. The first of our principles leaves no doubt that we must, to the best of our ability, love and serve God. Further, each section in Scouting asks its members to make a promise to do their duty to God.

Duty to God or loving and serving God takes many forms. Depending upon the age of the boys or young people with whom we work, it needs to be encouraged in different forms.

It isn't as simple as having Beavers bring in a quarter for the Brotherhood Fund, or suggesting that Rovers canvass for the Heart Fund, although both are worthy causes. And it isn't enough to hold a church parade on one Sunday of the year, although that also is a worthwhile activity.

As I write, Easter is just a few weeks away. It's natural for me, a Christian, to be aware of the story of Jesus and the happenings that led to the crucifixion and resurrection. It's appropriate to ensure that boys of the Christian

faith know Good Friday isn't just another holiday, and Easter isn't simply the time when the Easter Bunny comes through with chocolate eggs.

When boys of many faiths belong to the same pack or troop it is, I believe, still quite appropriate to provide an opportunity to talk about the man who gave His life for others, and the effect His act has had on the world ever since. What does it mean to love one another? Why are people intolerant? Is it right to let people be pushed around? Should we stand by and watch it happen, or should we take some action to stop it?

Let's look ahead a few months to Thanksgiving. Is this, too, just another holiday? For what are we giving thanks? You can provide an opportunity for much discussion about the blessings we have.

For instance, you can ask members to brainstorm and list things for which they can be thankful. Such a list might include: having a healthy body; being promoted to a new grade; having a mom and/or dad; having a mouth that can laugh and sing; living in a free country; having regular holidays; eating peanut butter; being able to read a good book or watch T.V.; having friends; owning a bicycle; saying a prayer.

With only a little prompting, many of these thoughts would appear on the list to open up possibilities for further discussion and strengthen our spiritual commitment.

I mention Easter and Thanksgiving. There are other dates on the Christian calendar, and many holy days celebrated by other faiths. It would be an unfortunate lost opportunity if we let them slip by without some exploration of what they mean to us. We may be members of different faiths, but we all are children of God.

THIS IS GOD'S WELL

Throughout history in every culture, people have told stories that try to define our relationship with God, and to explain some of the mystery.

In Haiti they tell a story of a time of severe drought when all the rivers dried up and all the animals called upon God for help, and God answered them by creating a well of sweet, fresh water. Then He asked for a volunteer to be caretaker of the well and keep it clean and free from abuse.

Mabouya the lizard agreed to take the job. Thus God appointed him caretaker and directed him to the mango grove in which the well was located.

Soon the other animals, one by one, headed to the grove to drink. But as the lizard heard the first one ap-

proach, he called out, "Who comes walking in my grove?"

"It is I, the cow," a voice replied.

"Go away! This is God's grove and the well is dry," the lizard called back.

The same thing happened to the horse, the dog, the sheep and all the other animals who came to drink but had to leave, still thirsty.



When God heard about this He became very angry. He had created the well so that the animals could quench their thirst, and still they suffered. As God approached the well in the mango grove, the lizard called out, "Who comes walking in my grove?"

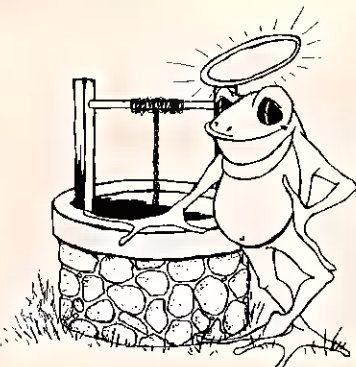
"It is I, God. I come for water."

"Go away, God, the well is dry," the lizard shouted.

God then called all the animals together and said, "You came to me because you were thirsty and I created a well. I appointed Mabouya to be caretaker, but he gave no thought to the suffering of other creatures around him. Instead, he wanted the well to himself. Because he is selfish and conceited, he is no longer caretaker of the well and may never drink from it again. From now on, lizards will have to drink from mud puddles after the rain's fall."

Then God appointed the frog as caretaker of the well and said, "The frog will not say the well is dry, but will welcome everyone saying, 'This is God's well! This is God's well!'"

And, to this day, there is a saying among the people of Haiti: "The hole in the ground is yours; the water in the well is God's."



Similar stories abound in the literature of many cultures. Canada is fortunate to have stories from the Eskimos, the Indian bands and ethnic groups of all races. You can find other tales that originate from China, India, New Zealand or Greece. *Old Tales for a New Day* is an excellent collection of such stories. Written by Sophia Lyon Fahs and Alice Cobb, it is published by Prometheus Books, Buffalo, New York.

After telling a tale like *God's Well*, it's a natural step to ask boys to relate the story's happenings to their own lives. Selfishness, greed, conceit and suffering all are part of the story, just as they are of life. How does God help us to deal with such things? What does God mean to us? Why do we seek His help?

TAKING CARE OF THE WORLD

Another aspect of the story of the well is that of the caretaker role. The Beaver promise is "to love God and help take care of the world". In the story, it's easy to see that the lizard, Mabouya, didn't do a very good job of caretaking. You can apply the story to the Beaver promise and talk about the many simple ways in which boys of that age group might actively fulfill their promise to care for the world.

The same holds true for older age groups. The move from taking care of the world to 'stewardship' of the world is a very short step. Cubs promise to do a good turn every day. A Scout promises to live by the Scout law and "to be wise in the use of his resources". Venturers promise to "respect my fellow man" and Rovers commit themselves to an active expression of the principle, a part of which is "to respect the rights of individuals".

Stewardship is all of those things and much more. It is:

- care and consideration for all life
- feeding the hungry
- helping the sick and disabled
- protection of those being pushed around
- being a friend to those without friends
- making sure that all people of the world share the bounty of the earth
- being honest and truthful with others
- seeing that people are treated justly
- resolving differences by peaceful means.

With guidelines like these, trainers and leaders can encourage discussion about our duty to God in respect to our stewardship role — our role as caretakers of everyone and everything in the world around us.

With that sort of background, the quarter for the Brotherhood Fund or canvassing for the Heart Fund takes on a new meaning. Avoiding acts of vandalism in one's neighbourhood leads to actively preventing others from vandalizing the neighbourhood. Not pushing others around leads to aiding those who are being pushed around. Not wasting food oneself, leads to being concerned enough to do something about those who are starving in other countries.

With the theme of caretaking or stewardship introduced, how about looking at such things as:

• *Caring for creation* — Have members imagine what it would be like without birds, or grass, or their pet dog.

• *Caring for things* — Consider the advertisements in a newspaper that encourage us to throw away things and buy new ones.

• *Caring for time* — Think about time we waste and what we could do if we used it more carefully.

• *Caring for money* — Do we spend money wisely, and could we use it better to help others?

• *Caring for friends* — How do we treat our friends? How about mom and dad, sister or brother?


• *Caring for others* — This is the year of the disabled. Are we doing all we can with our skills to help and understand those who are not as able as we? We are all God's children. We are our brother's keeper.

My final thought on stewardship is to ask how many of you responded to the request mentioned at the beginning of the article. Stewardship is also caring enough to help others by sharing ideas.

Much of what I have suggested to help you explore loving and serving God requires some *action*. It may be that, because your last exposure to church was as a 12 year old in Sunday School, you don't feel qualified to speak up on the subject. Be aware that you probably have a lifetime of experience to call upon and you certainly can interpret right from wrong, good from bad, peace from war and care for the environment from the destruction of it.

Read some books from the great religions of the world. Read some stories like the one I've re-written here. Consult with your chaplain. Look for happenings in daily life that suggest a subject you can share with your boys or those you train. Set an example.

And remember, "This is God's well". Drink from it often for your spiritual well-being. A



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Scouting for the

a Blueprint of Ideas

by Bud Jacobi

Why do some Scout troops struggle to retain a handful of boys, while others keep four to six patrols year after year? It's easy to blame group committees, Scouters, a lack of facilities and equipment, the socio-economic background of the boys, competition from sports teams or cadets, or a poor public image. These may be factors, but let's look a little deeper.

Judging from personal observation (and I include our troop in this), my first suggestion seems obvious, but isn't always evident. *We must have far more action, adventure, imagination, variety, fun and challenge to appeal to the boy of today.*

When peer-group pressure ostracizes Scouting as a movement for 'sissies', 'squares', 'fairies', 'oddballs' and 'sucks', no real boy will accept, for long, weekly meetings which merely offer long-winded inspections and announcements, a couple of games and some knot-tying or first aid lecture.

My second suggestion is that we stress Scout spirit and pride, smartness of appearance and discipline.

Contrary to the philosophy of Dr. Spock, boys of Scout age much prefer the 3 F's of Scout discipline: *friendly, fair and firm*. Many Scouters tend to be too permissive and to lower standards for fear of losing boys. As a result, their Scouts have little respect either for them or for their program. They fool around and alienate those who are really keen. Finally, they drop out, and often the frustrated leaders simply quit. Clowning by some boys, if unchecked, will spread like measles and ruin the troop. Without a sense of achievement and mutual satisfaction, both Scouters and boys feel they're wasting their time.

Ever heard of B.P.'s patrol system?

Use it. I mean, really apply it! Trust your Court of Honour (with proper guidance), train your patrol leaders and demand a lot from them. Make them feel they're responsible for the success of the troop and its program. Let them try the PL self-rating quiz included in this article.

Provide a varied, exciting program of weekly 'mystery' challenges, badge progress and outdoor fun (even at winter meetings). How about tobogganing, snowshoe or skiing outings, winter survival, cliff climbing, cave exploring, ice fishing, trips to exciting places of interest, monthly swims or scuba diving at the YMCA, courses in judo, St. John's First Aid, Royal Life Saving, orienteering, canoeing, backpacking, stalking and tracking.

Undertake projects like building models, radio sets, kayaks, rockets, sleds, back-packs or other equipment, and fund-raising drives. Rehearse for Open House (Parent's Participation Night) an entertainment such as a Gong Show, 'Beauty' contest or fashion show; a play; Scouting demonstrations (simulated casualties and rope rescue, using a climber if a gym is available). Encourage your boys to earn the troop specialty badge and achievement stages. Plan for summer camp and camporees. Make your program relevant and realistic, and demand the boys' best.

Involve boys in the planning and running of the program. Set 'target levels' for an 'Algonquin Adventure' or similar highlight. Offer advanced Scouting skills to your senior boys, instead of a rehash of previous activities.

Develop boy-leadership in various ways. We make one of the PLs 'Troop Leader of the Month' while his APL takes over the patrol and gains valuable experience. Our project leaders take charge of a swim-a-thon, roller-skate-a-thon or bowl-a-thon against other troops; or an orienteering chal-

lenge of hiking cross-country with flashlights and map to a given area for a wiener roast at night.

On special camp-outs we put potential junior leaders in charge of challenges like: build a lean-to shelter model; invent a patrol yell or skit; run a wide game; demonstrate various types of fires and boil water in a paper bag; make an unusual gadget; cook tea in a tree. Then there are 'emergency actions' like a plane crash, flash flood, snake pit, mine field, time bomb, vanishing blanket, longest line, highest mark, blindfolded Eskimos, rope-bridge obstacles, cookie-jar-in-tree.

Indoors try a pie-eating contest (no hands); a gadget to cook eggs over a candle in foil (using flashlights but no hands); 'electrified' wire (move victims and rescuers over it without touching it, using flashlights and gym mats); a 'secret mystery message' in code (milk and lemon juice). Have them identify taped 'mystery sounds' or solve a simulated crime. Play a game of 'atom spies' outdoors, using sparklers or litmus paper and vinegar, and disguises. There are some good ideas in *The New Games Book*, Doubleday/Dolphin.

A newsletter to parents and dad and son hikes work wonders to keep interest and support. Each September, distribute to schools pamphlets that project a hardy, rugged image of outdoor Scouting and outline your program highlights. Ask your patrols to invite guests to a meeting or outing, present an appealing program and involve them immediately.

Keep in close touch with your Cub pack. Visit them and run a game or tell a story. Have your boys serve as helpers (Cub instructors). Hold a combined bus-trip, outing, swim, tobogganing party, so that the Cubs become familiar with the troop and its leaders, and look forward to 'going up'.

80's

LEADERSHIP SELF-RATING QUIZ FOR PLs AND APLs

Rate yourself honestly as a leader and try to improve where needed.

- 1) What signs of a real patrol spirit exist in our patrol?
- 2) How much thought and time do I devote to my patrol outside of the weekly troop meetings? (Mention patrol activities organized during the past three months).
- 3) Do I really know every boy in my patrol — his talents, interests and needs? Do I keep careful records about him?
- 4) How do I get every boy involved and show him that I care (that he is important to the patrol)? Do I prepare a program for 'Patrol Corners' before each troop meeting?
- 5) If a boy misses troop meetings, do I contact him immediately before he loses interest, and try to enthruse him? (Or if he fools around at meetings).
- 6) Is my patrol an active patrol and keen on making progress in Scouting skills? Do I help each boy advance? Do I stress the outdoors?
- 7) Does my patrol try hard to win the patrol competition and genuinely regret losing points? How do they serve as 'duty patrol'?
- 8) Do all boys attend troop outings, special events and participate in fund-raising drives?
- 9) What patrol projects have I undertaken and what equipment obtained for my patrol?
- 10) How do I set a real example to my patrol in living the Scout Law, progress in badge skills and smartness of uniform?
- 11) What methods have I found effective in maintaining discipline (control) in my patrol at meetings and camps?
- 12) What have I done to recruit more members for my patrol?
- 13) Do I faithfully communicate Scouters' messages to all my patrol and notify the leaders if I cannot attend meetings?
- 14) Do I speak for every boy at the Court of Honour (problems, adventure ideas, suggestions, requests) and loyally carry out its decisions?
- 15) How do I help the Scouters without being asked and show them that I appreciate their efforts? A

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FUN AT THE POND

by Kay Hotham

Accompanied by three energetic young neighbourhood boys, my puppy, Sheba, recently spent a wonderful hour in the muddy field that adjoins our back yard. When they returned, dirty, wet, panting and utterly happy, it was obvious they'd all had a marvellous time. There's something about mud and water that simply delights both children and puppies.

This in mind, Fun at the Pond celebrates the arrival of summer with a day of watery, muddy activities for your Beavers.

Equipment, Clothing and Locations

It goes without saying that a watery, muddy Beaver day requires some special clothing and equipment.

If you're planning an activity of this kind, send home a note to warn parents. Suggest that the Beavers wear old clothing and/or bathing suits, and bring both a towel and a change of clothes.

Our water activities and game ideas are suitable for shallow water such as in wading and paddling pools, for the shallow ends of swimming pools, and for lake edges. The activities can be combined with a swimming outing or can be part of a day spent playing with water in other ways.

Leaders who plan a swimming day with Beavers should consult the revised "Water Safety Regulations" published in the March 1981 issue of **the Leader**. You'll find further ideas for water games in the Boy Scouts of Canada *Water Activities Handbook*, available at your local Scout Shop.

If you decide to stick with the mud and shallow water activities, any grassy area, preferably one with a hill, will do. Round up one or two inflatable paddling pools, sandboxes and lawn sprinklers and let the Beavers loose.

Water Slide

This activity requires a suitably steep hill, a long narrow piece of plastic and a system to keep it wet. Set up a hose and keep the water running constantly, or work out a bucket

system with leaders and helpful parents. The wetter the 'slide' the more slippery it becomes, and the more fun for Beavers.

Of course, you can also create a water slide using a regular playground slide and a hose. A slide with a sandy surface at the bottom is best. Wet slides are fast, and someone might be hurt if the landing is on a hard playground surface.

Mud Pies and Sand-castles

Beavers would certainly enjoy making mud pies and sand-castles.

Suitable mud can be found just about anywhere, but in case you can't find it, collect a couple of buckets full of earth and add some water.

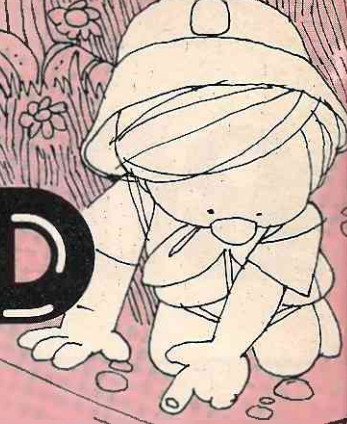
Encourage the Beavers to make animal shapes, pies and cakes and whatever else comes to mind.

Building sand-castles is also a popular activity. Borrow a sandbox and encourage some colony-designed buildings. Use plastic cartons and various kitchen containers for castle 'molds'.

Paddling

No summer water event would be complete without a paddling pool to splash around and cool off in. Make sure that everyone has a chance to splash a lot after they've finished in the mud section.

It's suggested that throughout this watery event the colony be divided into lodges and rotate to the various activities. This is particularly sensible when it comes to paddling pools. Eighteen Beavers a-splash in one paddling pool might be a bit hectic. However, if you've ever yearned to become a member of John Sweet's 'Lunatic Fringe', this might be your chance. How many Beavers can you fit into one backyard size inflatable paddling pool?



Sprinklers

If you don't have more than one paddling pool, remember that running under a sprinkler is just as good. A grass surface is best for this activity. Make sure towels are handy for both paddlers and runners.

Bobbing

Here's a game to play in the paddling pool.

Have the lodge form a circle and join hands. The leader, standing at the edge or in the middle, calls out instructions such as: "Everyone with black hair (blue eyes, a red bathing suit, etc.) sit down." Continue until everyone is sitting in the water.

Underwater Bubbling

Once the Beavers are sitting in the water, challenge them to make the longest, or funniest, bubbling noise.

Soap Bubbles

Blowing soap bubbles is another traditional summer pastime. Here's a guaranteed home recipe for soap bubbles:

- 1 Tbsp soap flakes
- 2/3 quart hot water
- 1 tsp sugar
- 4 Tbsp glycerine or olive oil

Shake this mixture well, strain and let cool. The glycerine or olive oil will make the bubbles stronger and shinier.

An easier method is to use liquid dishwashing detergent. Have the Beavers make bubble blowers by bending lengths of pliable wire into different shapes.

To make things really interesting, add a couple of drops of food colouring or water soluble paint to each batch and let the bubbles fly.

Wave Making

Back in the paddling pool, have everyone sit down and hold the edge. By moving back and forth, the lodge should be able to make a BIG WAVE.

Name Ball

Form the lodge into a circle in the pool, with one Beaver in the middle. Have him throw a ball into the air and call the name of one of the waiting Beavers, who must catch it before it hits the water. If the catcher succeeds, he becomes the thrower. If not, the thrower tries someone else. Make sure everyone has a turn.

Balloon Break

If splashing about in the pool isn't enough, have a 'balloon break'. Fill some balloons with water and instruct the Beavers to try to break them by sitting on them. This activity calls for some energetic bouncing up and down and will result in wet behinds.

Boating

A water day also needs some boating. Most Beavers will have suitable toy boats to bring from home, or they can make boats from paper. If your colony has used the suggestions in the February 1981 issue of *the Leader* (*Fun in the Sun*), the Beavers will already have penny sailboats. Arrange a few races or have a competition to see which paper boat stays afloat the longest.

Sneak and Squirt

If the colony likes to play tag, give an old detergent bottle full of water to the Beaver who is 'it'. He must squirt someone in order to pass on the tag.

Have enough detergent bottles on hand so that everyone has a chance to squirt something during the afternoon. Leaders should beware of the 'sneak and squirt' tendency of some Beavers.

Finally

Fun at the Pond will return in the August/September '81 issue at the start of a new Scouting year. We would love to hear your comments, suggestions, complaints and experiences about Beavering in Canada.

Have a good summer! X





One of the problems about inventing mythical emergencies for discussion is the difficulty of persuading the reader to accept the assumption upon which the situation is based.

In that 'Mountain Rescue' thing in our February outburst, for instance, you were presented with a situation in which your climbing companion had flaked out on a narrow ledge halfway down a vertical rock face and was liable to peg out from exposure unless you got him off the ledge and into a more sheltered spot without delay. Whatever else you did, this was to be regarded as the Number One priority. I had thoughtfully provided you with a few bits and pieces of rock-climbing gear and you were invited to say how you would use it to lower your friend, almost twice your own weight, down the rock face, before abseiling down yourself.

We now have to tell you that we have been happy to receive an interesting letter from Mr. Keith Gudgin of Luton, Bedfordshire, England, who is not only an active Scouter but a qualified Mountaineering Instructor as well.

Mr. Gudgin is less than enthusiastic about our own solution to the problem and has made some useful comments. Here they are, together with our replies.

Mr. G: What were you doing on a rock face in severe conditions?

Mr. S: We were caught by a sudden change in the weather — something which is not unknown in mountainous country.

Mr. G: Modern rock climbers don't use pitons in this country any more. We use artificial chockstones. Pitons damage the rock.

Mr. S: I must admit I didn't know that. Pitons were still in use when I did my stint on the nursery slopes in North Wales and they are in my copy of Barford's Pelican book, dated 1955, which, incidentally, is just about the

time when this imaginary incident occurred.

Mr. G: The piton you show in your picture looks home-made.

Mr. S: Does it? All I can say is that it was based on the diagrams in Barford.

Mr. G: It is dangerous to attempt a rescue from a rock face on your own without proper training and equipment. The correct way to tackle this problem would be to secure the victim to the rock face using natural belays where possible. If none can be found, use chocks. Make sure the victim is warm by putting spare clothing on him and placing him in a bivvy bag. You should then abseil down and fetch the Mountain Rescue Team.

Mr. S: We didn't have a bivvy bag and were wearing all our spare clothing. Fetching the Mountain Rescue would have taken time. Time enough for the unconscious man to die.

Mr. G: Lowering an unconscious person on a waistline, waist belt, etc. can inflict more injury on the victim and might even kill him. Hanging on a waist line restricts breathing.

Mr. S: Agreed. (We've already dealt with this one in O.T.L. in our little 'Rescue from a Crevasse' problem.) A good deal would depend on how long it would take to lower the 'victim' down a 30 ft. rock face. Perhaps he used his own judgment in relation to the situation as he saw it. After all, he had the advantage over the rest of us that he was on the spot at the time. Anyhow, I have just carried out a little crude research by stringing myself up from my waist-length from a steel girder in the garage. Can't say I enjoyed it but at the end of four minutes was still able to whistle a few bars of 'Greensleeves' and could have lasted longer if my wife hadn't caught me at it.



Mr. G: Please point out that proper training is required before venturing on to the mountains and rock faces of this world, and that mountain rescue should not be practised without proper instruction and properly qualified persons in attendance.

Mr. S: Roger. Will do. Many thanks. Over and out.



We are indebted to Mr. Jan van der Steen of the Netherlands for this excellent drawing of his all-purpose Scouter-waker-upper, without which no well-appointed Scout camp should be.

Of course we have seen many such gadgets in years gone by, but none, I venture to suggest, as elaborate and comprehensive as this. Unfortunately we have temporarily mislaid Mr. van der Steen's decoding document, lacking which we have been quite unable to follow the mechanics of the system throughout all its permutations. Perhaps the combined intelligence of your Patrol Leaders can succeed where we have failed. The search for the missing document continues. If it turns up in time, you will find it in the endpiece to this article. If it doesn't, you won't, but in any case do let your PLs have a look at the drawing.



TOPICAL TIP: If, while on a backpacking expedition in wet weather, your walking boots become waterlogged, stuff them with newspaper when you take them off at night. On a very cold night you can conserve body-heat, which is self-generating, by lining your sleeping bag with more newspaper, which can be used to repack your boots in the early morning.



You could break new ground with your Patrol Leaders if, at the end of the next meeting of their council, you handed to each a full set of surveying equipment as detailed below and led them out to the school playing field or other flat surface, there to carry out a genuine plane-table survey.

Your first task will be to knock three pickets into the turf in the form of a triangle with unequal sides. You should then hand to each boy a hank

of sisal twine, all of exactly the same length, with a metal tent peg at each end, and invite them to pin down their baselines at different locations equidistant from the centre of the triangle.

The surveying equipment would comprise a small drawing board with a sheet of paper pinned to it, two large pins, a school ruler or straightedge and a pencil. Baselines of identical length will already be drawn at the bottom of the paper. Each Patrol Leader will then take sightings on the three pickets from each end of his own baseline (taking care, of course, to align his board correctly before doing so) using the two pins as a crude but efficient alidade. The pin holes in the paper, one at each end of the baseline, the others indicating the lines of sight on the distant pickets, will enable him to draw radial lines from each end of the baseline in turn. Where the lines cross will indicate the exact position of the pickets. The sides of the triangle should then be drawn in and cut out with scissors. Provided the surveyors have done their work with sufficient care, it will be found that the triangles are identical in every way — which, if it does nothing else, will prove the efficiency of this bit of elementary Scoutcraft.

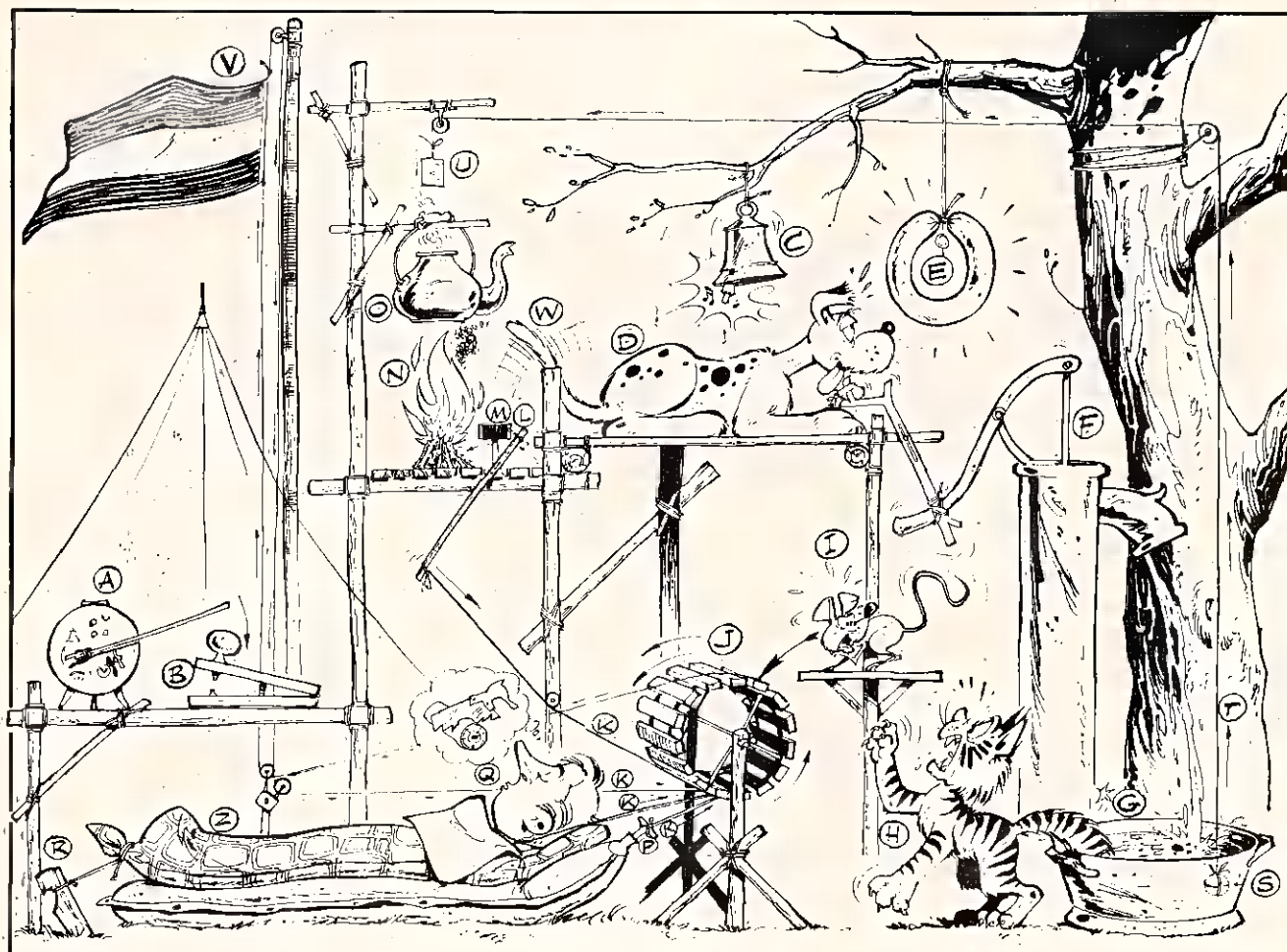
At the end of the exercise, the survey party should be led to the nearest coffee house and regaled with suitable refreshment.

TOPICAL TIP: Now is the time to suggest to your Patrol Leaders that they should start collecting empty squeeze-type plastic bottles so that they can build themselves unsinkable shallow-water rafts, with outriggers. Meanwhile, perhaps some genius in your troop would kindly design the O.T.L. prototype and submit it for possible publication.

ENDPIECE: Key to the Jan van der Steen Scouter-Waker-Upper. At the hour set by the Scouter the alarm clock (A) gets working — silently, because the bell has been removed. The extended arm of the key on the back of the clock sets the signalling key (B) to work, so that, through hidden wire,

bell (C) wakes dog (D). Dog sees sausage (E), gets hungry and starts eating sausage. The movement of his jaws sets the waterpump (F) working and water falls in the basin (G). The cat (H) wakes up, because its tail is in the basin and it gets angry when the tail gets wet. The cat immediately wreaks its fury on the mouse (I) who seeks refuge on the wheel (J). The turning of the wheel tightens rope (K) so that first of all the match (L) is struck on the matchbox (M) lighting the fire (N) to warm water in the kettle (O). The dog (D), happy with the sausage (E) fans the fire (N) by wagging his tail (W). The second rope (K) hoists the flag (V) and pulls the plug out of the air mattress (Q) so that the Scouter (R) drops into the water in the kettle (O) which is just on the boil.

Note: When setting up this machine in camp, take care that the Scouter is further to the left to create room to get out of the sleeping bag. Copyright: Jan H. van der Steen, Holland. X





24

BURNOUT

by Judy Evans

"Gee, I've never seen Bob hit the roof like that before, and over such a small thing too! That kid looked as if he didn't know what hit him!"

"Carol burst into tears last night at the meeting. All I did was ask her how far her group had gone with the Red Star. She's been missing meetings too. I wonder if she's losing interest?"

"I can't get Ken to do anything with enthusiasm these days. I don't know what's wrong with him. He sure isn't the assistant he used to be. Remem-

ber how keen he was when he first came?"

Sound familiar? If it does, read on. Maybe the leader in question is simply going through a bad phase, and there is nothing you can do except offer your help and sit it out. But maybe he is suffering from burnout.

Lately a great deal is being written about burnout, a newly coined word that is particularly appropriate in today's fast-moving society. It's usually applied to shift workers, mothers of

small children and single parents who carry the load of both a full time job and the running of a home. It means just what it says. An individual reaches the point where all reserves of energy are used up and every task is an effort.

Let's look at it in relation to Scouting. Does it apply and, if so, when and where? How would you recognize it and, more important, what would you do about it?

The acute cases are not hard to pin-

point. Your trusty Scouter of 20 years, who has always been noted for his calm in the face of adversity, begins to yell and scream at every minor mishap. The previously benign countenance becomes lined and angry looking, and the former dulcet tones change into a snarl or a bellow.

It's rarely that obvious. The symptoms I've described are the end of the line. Scouters often leave the movement long before the terminal stage. Scouting has ceased to have meaning for them, or it isn't fun any more. Perhaps they find they can no longer relate to the boys. Meeting nights become a drag.

To be realistic about it, we all have our off days. You're late home from work on a meeting night and are greeted by your child, who has been bitten by the dog next door and needs stitches. Off to the hospital you go, eating a bologna sandwich on the way. Back home with ten minutes to spare before meeting time and nothing prepared. Cancel it? You can't. The commissioner is coming to show slides and you've already put him off twice. You quickly take the phone off the hook and change. Three minutes before you have to leave to unlock the hall, you can't find your scarf. General enquiries reveal that someone remembers it being used as a diaper on one of the dolls, but it could have been the one left at school after 'Show and Tell'.

You know the scene. Is it any wonder that, by the time you reach the hall with your shirt half buttoned and a Beaver scarf around your neck, to greet the commissioner (who, of course, was early and waiting outside), your blood pressure is dangerously high and you're seriously wondering if it really is worth it.

It happens to all of us. When the dust has settled, we can usually laugh about it and carry on cheerfully the next week. It's when the smaller frustrations, the ones we handled easily before, start to bother us, that we need to take a close look at ourselves. Is it just a bad patch, or are we pushing ourselves too hard?

Scouters are an intense bunch. We have to be. We deal with boys and young men who respond poorly to half-hearted efforts. If we want our programs to be productive and our boys to keep their interest, we must be on our toes and full of pep — no easy task week after week.

In Scouting we tend to have a rather peculiar attitude toward our leaders. We assume that because they willingly spend an hour and a half each week with a group of boys, and devote weekends to camping, meetings and

training sessions, they have few other important demands on their time. We forget that the majority have a full time job and children of their own. A significant number also have other interests and their timetables must look like those of the transit commission on holiday weekends!

Although advertisements tell us that a daily dose of vitamin B 142 will give us an inexhaustible supply of energy, the fact remains that we do run out. There are, of course, exceptions. You know the guy I mean. He's up before the first light at camp, running round the field in his track suit and hollering into the tents. He's the one who finds you hidden behind the tree gasping for breath after a game of soccer and suggests that you all go for a ten mile hike. The same fellow will set up a program of badge and star work that leaves you wondering if you'll have any time to sleep for the next few weeks.

The ordinary Joe just isn't like that. However admirable our energetic friend is, and no-one will deny that he badly need him in the movement, he is the exception. The rest of us have limited energy reserves and it just isn't possible to operate constantly in high gear. To try to achieve that level on a permanent basis leads to frustration, and burnout.

Maybe we should look at the subject from square one, when we're initially trying to find leaders. Group committees are frequently guilty of downplaying the commitment they require. It's an understandable mistake. In the chairman's head are visions of leaderless Scouts roaming the streets at night, or the awful possibility that he may have to run a group himself. Consequently, when he finds a likely candidate, it's only natural to want to cheat a little in describing the demands. Natural but unfair. To tell a prospective leader that all you require of his time is one and a half hours a week will probably lead to resentment, and a shortened length of service when he discovers the load is heavier than expected.

On the reverse side, a prospective leader has an obligation to tell the group committee just how much time he is able to spend with his section. If you only have one and a half hours a week to spare, say so. That way at least everyone knows where he stands, and you won't find yourself constantly making excuses or feeling pressured to do more.

Along the same lines, commitments outside Scouting are always changing and the demands on your time will fluctuate accordingly. If your personal schedule becomes too

heavy because of an unforeseen occurrence, don't be a martyr and try to do everything. Call your group committee chairman. Explain that you are unable to attend meetings, for however long it may be, and ask for a replacement to tide you over. If you have an assistant or a number of leaders in your section, it should be no problem. Take the time off. Your boys will benefit far more than if you tried to do everything, and you won't feel tied to an inflexible commitment.

Too many boys and not enough leaders? You think you can manage and you probably can, for a while. But on a long term basis, both your health and your program will suffer. Ask for help. If there is no help, compromise by temporarily changing your program to include such things as outside first aid courses, parent talks about hobbies, programs run by the boys themselves, visits to other sections, etc. All of these activities demand less of you than the regular meeting. In the meantime, keep asking for a saviour.

If burnout has become a fact rather than a possibility, there are several ways to deal with it. A switch of roles in your section sometimes works. The leader of any group has considerably more planning and organization to do than his assistant and consequently the pressure is greater. Suggest that your assistant take your place for a month or so. He will enjoy the challenge and you will have your rest. If this is not feasible, is it possible to delegate responsibility more? Would a training weekend help? We know how much fun they are and somehow, even though you've run around like the Road Runner for two solid days, you come back feeling relaxed and refreshed.

If you're at the point where you would like to quit, think about taking a leave of absence instead. A month or so away from the weekly hullabaloo will probably have you raring to return, especially when you catch sight of your group heading out to camp or marching in a parade. You can keep your hand in during your leave, by sitting in on the group committee. They will welcome both you and your expertise, and you won't feel completely cut off from Scouting.

Above all, don't let things drift, until you're thoroughly fed up and ready to leave in disgust. If you are beginning to suffer from burnout, face the fact and do something about it. In the long run you will do both the boys and yourself a favour, and your involvement in Scouting will be not only much longer, but also far more enjoyable. ^

PATROL CORNER

by Phil Newsome

24th JOTA — October 1981

The many reports received from across Canada indicate that last year's JOTA had over 600 Cubs, Scouts, Venturers, Rovers and leaders working radio stations with the help of local amateur radio operators.

Many districts and regions have incorporated JOTA into a Cuboree or Camporee weekend program that provides more boys the opportunity to talk to Scouts in many countries around the world.

Last year, a Toronto-based Scout troop was able to make contact with an operator at the South Pole. A National Headquarters station, VE3 SHQ, manned by a Rover radio crew, contacted more than 63 stations, including GB3 WSB, the World Scout Bureau amateur radio station.

The 24th JOTA will be held on the weekend of October 17th and 18th this year. It will start at 0001 hours Saturday and run through until 2359 hours Sunday (Greenwich Mean Time).

The purpose of JOTA is to encourage communication between members of the Scouting family in different countries around the world. This is not a contest, and no prizes are issued. The two main objectives are to provide an opportunity to talk



to other members of Scouting, and to open up new fields of interest.

If your Scout troop would like to take part in JOTA, start by obtaining the names and addresses of your local amateur radio operators or radio club. Approach one or more of them to see if they are interested in helping your troop. If you are unable to contact a local amateur radio operator, we suggest that you write the Canadian Amateur Radio Federation for the name of the nearest radio operator in your area: **Canadian Amateur Radio Federation Inc., P.O. Box 356,**

Kingston, Ontario, K7L 4W2.

Boy Scouts of Canada has produced a pamphlet called, *JOTA — How Canadians Can Participate*, and this is available free of charge from:

**National Organizer, JOTA
Scouts Canada**

**P.O. Box 5151, Station F
Ottawa, Ontario, K2C 3G7**

At the close of the JOTA weekend, each participating group is asked to send in a report of their JOTA activities, as well as a list of participants. Participation certificates will be sent to all those whose names are listed in the reports. Photographs of activities are most welcome and some may be used to illustrate the Canadian report to the World Bureau.

The month of October is not far off, and the key to success for any JOTA event is planning. Now is the time to contact your local amateur radio operator to make sure that he will be free to help you on the weekend of October 17-18. The official world Scout frequencies for the 24th JOTA are:

- 80 metre band — Phone 3,740; 3,940 Khz: C.W. 3,590 Khz
- 40 metre band — Phone 7,090 Khz: C.W. 7,030 Khz
- 20 metre band — Phone 14,290 Khz: C.W. 14,070 Khz
- 15 metre band — Phone 21,360 Khz: C.W. 21,140 Khz
- 10 metre band — Phone 28,990 Khz: C.W. 28,190 Khz.

Will your Scout troop be calling "CQ Jamboree"? Now is the time to start planning for it. A

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Supply NEWS

by Jim Mackie

BIG NEWS FOR BEAVERS

Every once in awhile we come up with a new product that really excites us. Our two latest items for Beavers certainly fall into this category.

The 35 minute cassette tape (cat. no. 60-403, \$8.95) of *The Friends of the Forest* story, professionally recorded with music and sound effects, will bring a new dimension to the Beaver program in your pond.

The Friends of the Forest cut-out kit (cat. no. 71-102, \$5.50) contains not only a full colour, self-standing background depicting forest, stream, beaver dam and the Jones' cabin, but also individual cut-out figures of all the important characters in the story.

The two items will become valuable program aids at your pond and, if purchased by the boys to take home, will allow them to involve the whole family in the fun of Beavering. The package also contains a number of suggestions about how to prepare and to best present the cut-outs.

JOHN SWEET

Supply Services recently signed with John Sweet a contract that permits us to publish in Canada his two popular books, *Scout Pioneering* and *Pioneering in Town and Country*. Exchange rates on the English pound, shipping charges and import taxes have so increased the retail prices of these books that, without the new arrangement, we would have had to discontinue them.

PRESENTATION ITEMS

Three attractive items have been added to our presentation line and will appear in the 81/82 catalogue. The first is a 9" x 11" wall clock with walnut base, white numerals and national logo on a black plastic background, and separate engraving plate. The second is a desk set with walnut base, clock, engraving plate and pen. Both items are powered by a single battery (not included), and the clocks carry a one-year warranty.

The third item is a 2" x 3" Italian marble paperweight that features a 1½" diameter circular disc containing the national logo and separate engraving plate. Now available from Scout Shops and dealers (cat. no. 60-300, \$9.95).

KUB KAR KIT INSTRUCTIONS

In response to a letter from a Toronto Scouter, we soon will include in the kits a paper containing all measurements converted to metric. When next printed, the instruction sheet will also be in metric. X



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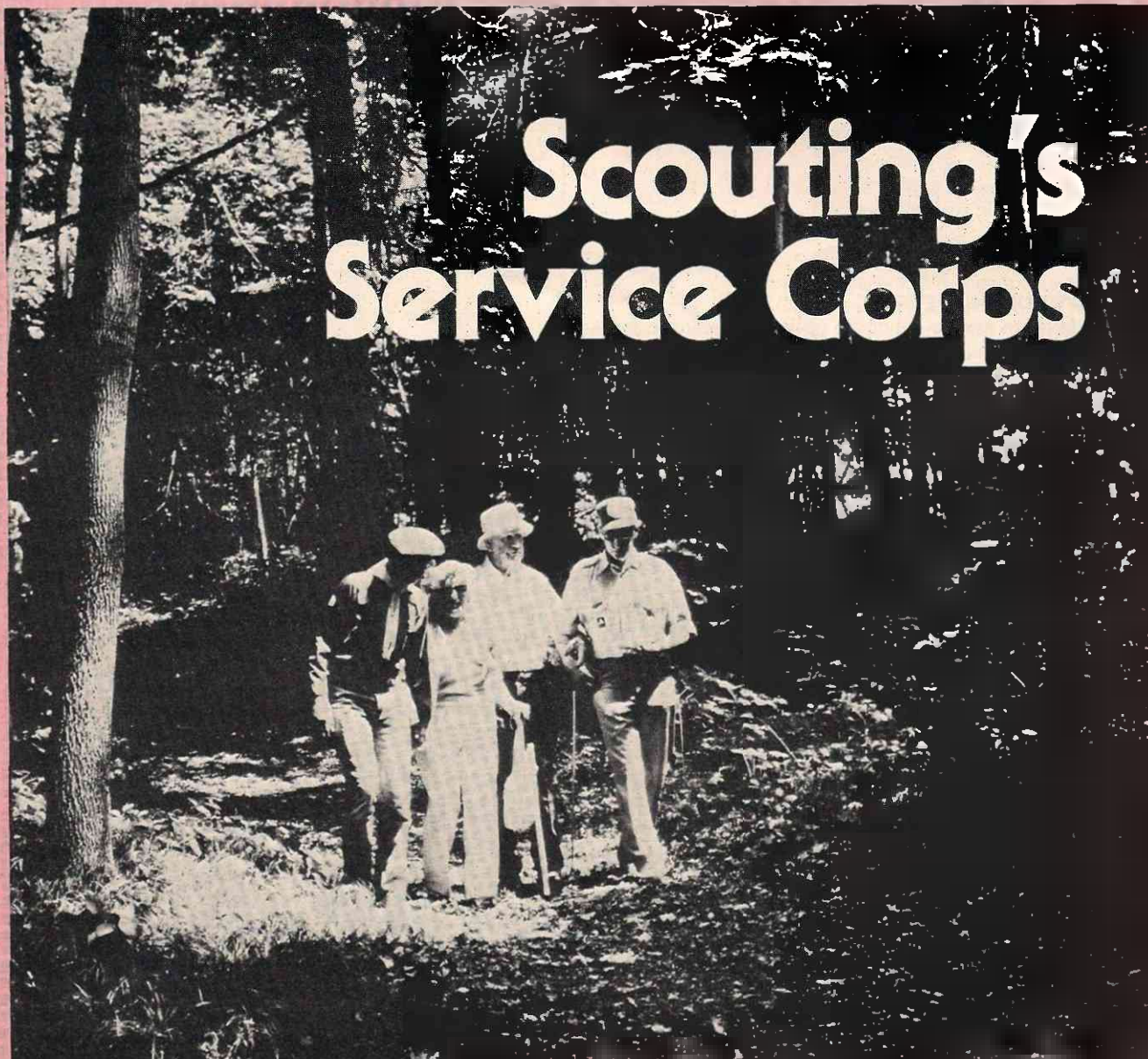
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Scouting's Service Corps



Service Scout Lance Mercer and Service Scouter Gerry Hietkamp lead two blind citizens over the nature trail at Camp Sylvan. Photo: The United Way

28

by Kay Hotham

In the early days of Scouting, each section was given its own motto. For Cubs the motto was, "Do our best"; for Scouts, "Be Prepared"; and for Rovers, "Service". These mottos continue in Scouting today, and when you put them together they express the spirit and purpose of the movement: "To do our best, to be prepared, for service."

In several areas across the country, Service Corps have been formed in order to fulfill the aim of service to the community and to Scouting.

The Saskatoon Council has perhaps the oldest Service Corps. First organized in 1958, it originally was called the *District Public Service Troop*. The district executive commissioner was appointed Scoutmaster and his staff served as assistant Scoutmasters.

In 1973 the Corps changed its name to *Headquarters Service Corps*. Under a Corps coordinator, it recruited and trained its own assistants.

In the fall of 1977, the Corps came under the direction of a Corps steering committee headed by a coordinator. The steering committee is a combination of adult Scouters and elected members of the Corps, and serves as the main planning arm of the Corps.

The Corps consists of 16 to 18 Service Scouts, six to eight instructors, and four to six Scouters. Total membership ranges between 26 and 32, and member appointments are made annually by the steering committee.

John Hanlin, executive director of the North Saskatchewan Region, provided some more details about the operation of the Saskatoon Service Corps.

The Corps states three main functions as its role:

- 1) To perform service to the public, organizations and individuals who request help through the area Scouting service centre.
- 2) To perform service to Scouting as required in the area.
- 3) To staff and operate the Anglin Lake area campsite and the Rangifer Bay northern canoe operation during the summer months.

The Corps' first service aim is a major one and involves much planning and cooperation on the part of Corps members. Some examples of services to the community performed by the Corps over the past few years are: distribution of posters for the *United Way*, digging out fire hydrants during blizzards, and helping senior citizens by running errands and doing odd jobs. When the local school

board asked for advice on planning canoe trips, the Corps sent over their Canoe Guides (more on them later).

In providing service to area Scouting, the Saskatoon Service Corps helps to maintain the area Scout centre. It is available to any local group that requires a special demonstration of first aid, camp-craft, archery or other skills perfected by Corps members. It also forms an honour guard for special occasions and functions as a representative of Scouting at many events.

What makes all this activity even more unique is the fact that the Corps does not meet as a group on a regular basis. Communication with members is usually by mail, with occasional meetings for specific activities. But a special phone team is elected each year and has the responsibility to ensure that everybody arrives at the right place at the right time.

The Corps has a strict list of requirements for would-be members, the most important being a demonstrated ability to act and live as a Scout. Service Corps members are usually between 12 and 15 years old and are recommended by their troop or company Scouter. John Hanlin assured us that, "There is quite a waiting list for the Corps."

After submitting an application, Scouts are interviewed by a Corps Scouter, usually the Corps co-ordinator. This interview ensures that the new member is aware of the commitment he is making. The Corps insists that a member's home troop activities take precedence over any other activities.

Once admitted to the Corps, members attend an annual week-long training camp at Lake Anglin to enrich Scouting skills and learn about the Service Corps operation.

The Corps program includes the position of Instructor, for which annual appointments are made. Corps Instructors must have been members of the Corps for at least two years, and have served as Instructor-in-training for at least one year. Instructors are competent in life saving and first aid, and are required to successfully complete an Instructor's training course. They usually specialize in at least three camp skills, assist Corps Scouters to organize and supervise activities, and help to train new members.

The third stated purpose of the Service Corps is the most ambitious.

The Corps staffs and operates the Lake Anglin campsite and the Rangifer northern canoe base. The Lake Anglin campsite is popular with local Scout troops and is full from the moment the season opens. Here

Instructors from the Service Corps conduct training sessions for campers in such activities as nature lore, canoeing, sailing and archery. John Hanlin says that because it is quite natural for Corps members to specialize in skills in which they are keenly interested, the Corps has a good variety of 'experts' on practically every subject related to Scouting.

The other part of this service is the operation of the Rangifer Bay northern canoe base and canoeing program. This requires Corps members with very special skills and the Corps makes Canoe Guide appointments each year.

Canoe Guides also hold an Instructor rating and must fulfill both Royal Life Saving and Saint John Ambulance safety and first aid requirements. They must be familiar with at least three of the canoe routes used most frequently by Scouting canoe parties. This includes a thorough knowledge of campsite locations and rapids, and the ability to read compass and map and to handle any possible emergencies.

Following the Churchill River, Canoe Guides escort parties of about 12 Scouts and several Scouters on trips which vary in length from 35 to 60 miles and last from five to seven days.

A Canoe Guide must first serve two summers as a Canoe Guide-in-training. He must display an aptitude for decision making, responsibility, and ability to cope with the isolation experienced on northern wilderness trips.

The section of the Churchill River travelled during the trips is wide enough in many places to be mistaken for a lake. The excursions involve whitewater canoeing, portaging and light-weight, isolated camping. Everyone who embarks upon a canoe trip, including Scouters, is required to pass a canoe orientation course at the base camp.

The Canoe Guide on these trips is given full authority over all members of the party, a system which works well and is obviously necessary. As John Hanlin comments, "Some of these young fellows have guided for three years and they know what they're doing!"

The Saskatoon Service Corps meets as a total group once a year at the Fall Family Night. At this time new members are invested, appointments are made for the following year, and farewells are said to members leaving the Corps. Traditionally, the menu on this night emphasizes wild game, and members go on special hunting trips to supply the deer, moose and even

bear for the feast.

Corps members leave the group when they are 18, and John Hanlin assures us that many of them go on to become Scouters.

Because they work closely together, a 'kindredship' grows among past and present members of the Corps. The relationship is marked by the existence of a coast-to-coast alumnae organization which includes a few European members.

Dick Girardin, district field executive for the London District, is one of the people who probably would attend a reunion organized by the Saskatoon Service Corps Alumnae. A former member of the Saskatoon Corps, he has organized a service corps in the London area.

The London Service Corps is approximately two years old, and has a membership of between 16 and 18 boys. The emphasis is on service to the community and to Scouting and Dick Girardin says, "There is such a tremendous demand we can't keep up!"

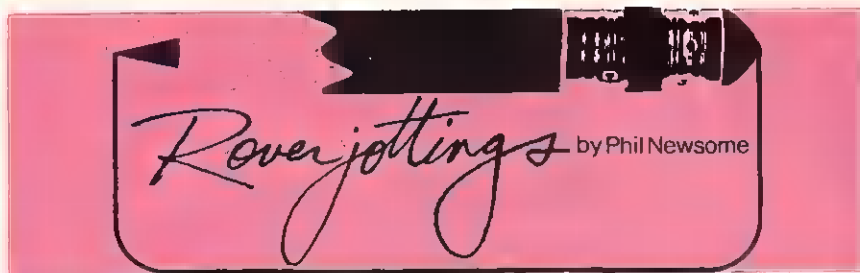
The Corps is directed by a steering committee and, at present, concentrates upon increasing membership and planning training for Corps members.

One of the London Corps' first community service projects was to plant bulbs on the site of the new regional art gallery in the fall of 1979. The Corps returned in the spring when the gallery opened to spend a week helping with security and checking coats, and were invited back this April.

As one of their service projects last June, the Corps organized and hosted an outing at Camp Sylvan for members of the Canadian Institute of the Blind. Then last October, in the spirit of Terry Fox and in co-operation with the local YMCA and the London Public Utilities and Recreation Department, the Corps acted as course marshals for *The Great London Run-Around*, a five and 10-kilometer fundraising walk/run.

The London Service Corps was present at the March annual meeting of the London District Council, acting as ushers, distributing name tags and running errands. This month the Corps will run an orienteering meet for Scouts. Members of the Corps will also be part of the volunteer staff at Camp Sylvan, the London District main camp site.

There are probably other Service Corps either in the planning stages or in full operation across the country. Whatever the size or activity of a Scout Service Corps, the word 'service' represents its most important function. A



KATIMAVIK — an action, learning challenge for young Canadians

Katimavik is a federally funded national volunteer youth service program open to all Canadian youth between the ages of 17 and 21. Rovers may be interested in contributing their service and energy to Canadian communities by participating in the program.

Katimavik was founded in the spring of 1977 in response to a need expressed by many Canadians for a stimulating and socially useful youth program. By September 1977, one thousand participants were in the field and at work in 30 project sites across the country. Since then Katimavik has evolved and expanded. It now has a background of solid achievements in hundreds of communities throughout Canada, and has involved many thousands of young Canadians.

Candidates are selected at random,

by computer, to reflect a cross-section of the Canadian population. The criteria considered are sex, mother tongue, family income, province and size of home community (urban or rural).

Every participant is assigned to a 33-member project team which again reflects a cross-section of the volunteers. Each team works on three specific projects, grouped to offer participants a wide variety of work experiences and living situations.

The volunteers spend about three months at each project site where they are provided accommodation and one dollar a day spending money. At the conclusion of their service they receive a \$1000. honorarium to ease their return to the job market or to academic life.

Specific activities vary with each project and may include such challenges as environmental clean-up, trail cutting, reforestation, construc-

tion, park maintenance, improvement of recreation facilities, restoration of historical sites, surveys on community energy consumption, and many more. Opportunities for community service may involve work with the elderly at a senior citizen's home, or work with the handicapped or with children in day care centres. It all depends on the needs of the host community.

There is an optional military experience for those who are interested. Military option participants spend three months in a program sponsored by the Department of National Defense. The program includes first aid, defensive driving, use of compass and map charts, fire fighting, physical training, parade drill, rifle handling, field craft and survival, and casualty evacuation, as well as a general service knowledge.

In addition to the military option, volunteers spend six months on two regular Katimavik projects in two different provinces. The military experience may be the first, second or third of the projects.

For further information, Rovers may contact:

**Katimavik
Participants' Office
2270 Avenue Pierre Dupuy
Cité du Hayre
Montreal, Quebec H3C 3R4**

30



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*Kampenfelt Bay District, Ont.	\$ 653.00
*West Durham District, Ont.	836.16
*Belleville District, Ont.	612.90
*Essex District, Ont.	197.57
*Presqu'île District, Ont.	33.81
*Northern Lights District, Ont.	451.28
*Welland District, Ont.	148.39
*London District, Ont.	2,379.05
*Peterborough District, Ont.	1,407.74
Third Two-Bead Reunion, Que.	28.81
Mrs. Emma K. Asellta, Calif., U.S.A.	11.25
2nd Westmount Cub Pack, Que.	17.90
*1st Dryden Group, Ont.	325.00
West Whalley District, B.C.	48.35
2nd Highland Creek 'A' Cub Pack, Ont.	20.00
160th Woodbine Group Committee (in memory of Mr. H. Simpson)	20.00
Nova Scotia Provincial Council	10.00
*Nova Scotia Provincial Council	857.08

*1st Dryden Group, Ont.	162.50
*Niagara District, Ont.	1,160.72
*Northern Lights District, Ont.	152.40
*Yellow Briar District, Ont.	243.34
*South Frontenac District, Ont.	1,049.63
*2nd Collingwood Group, Ont.	130.17
*Kent District, Ont.	407.83
*Hamilton District, Ont.	839.55
2nd Canadian B.-P. Guild, Victoria, B.C.	50.00
1st Canadian B.-P. Guild, Burnaby, B.C.	50.00
South Georgian Bay District, Ont.	67.34
1st Pierrefonds Panther Cub Pack, Que.	16.06
*Manitoba Provincial Council	1,227.09
Maple Ridge Pitt Meadows District, B.C.	140.00
*Elgin District, Ont.	1,333.94
1st High Prairie Scout Troop, Alta.	55.53
South Sask. Region Train the Trainer	30.00
*Moira Valley District, Ont.	462.36
*York Summit District, Ont.	480.29
*Sault Ste. Marie District, Ont.	1,307.48
*Pine Ridge District, Ont.	268.62
*Cobourg District, Ont.	440.50
Cochrane Scout Group, Alta.	60.00
Greenfield Park Jubilee Scout Troop	80.00
Harry W. Bryant, Ont.	25.00
Quebec Provincial Council	1,000.00
St. John's Region Venturers, Nfld.	111.00
*1st Longlac Scout Group, Ont.	44.00
*National Capital Region, Ont.	4,492.77

*indicates Trees for Canada donations. Fifteen per cent of Trees for Canada proceeds is designated for World Scouting Development Projects.



A WORD TO CHAIRMEN

(of Group Committees)

by Pat Horan

Dear Murray,

We thought that the following ideas taken from the May 1981 issue of **The Totem** magazine, Oshawa District, might be of help to you as you prepare to rebuild or revitalize your group committee for the fall. Adapt them to your situation.

Experience as a committee-man is frequently the first Scout-related activity since boyhood. It could be the young family man's stepping stone into a more active relationship as a uniformed leader or with a group committee and, in general, to broader community service.

So here is a great opportunity, not only for your own personal growth and self-improvement in community and business life, but also for action in Scouting-related growth, dedicated to the ultimate purpose of *serving* more boys.

What can you do to promote growth? From relevant experiences, I submit the following general statements and leave you to fill in the necessary details.

- Find out promptly what are the duties and responsibilities of a committee-man. Study the profusion of related material available from the growth committee or the council office.
- Make it fun, but discharge your duties with the zeal one normally associates with and expects in any community service organization.
- Do a good public relations job for Scouting by exhibiting an obvious joy and pride in what you do, and conveying this to associates at work and play. They, too, may be willing to work with you.
- Recognize and publicize the importance of your sponsor and the leaders of your group.
- Encourage your children and their friends in their Scout work. Remember, Scouting is not just another activity "to keep kids off the street", but a rewarding experience in building character.
- Make a list of improvements that can help your group, give them a priority and have your committee really GO ACTIVE!

Finally, if you've had some growth successes already, tell us what made them click so that we can share them with others.

Many thanks to Oshawa District for these ideas.

Sincerely,

Pat

X

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EDITOR'S NOTEBOOK



by Bob Butcher

Last year in Dunnyville, Ontario, five Venturer Companies representing Cayuga, Hagersville, Caledonia,

Dunnville and York, organized a pet show which attracted some 80 entrants. Participants competed in categories for dogs, cats, birds, rodents, and "other".

Beaver Randy MacDonald's dog took first place ribbons in categories that covered everything from "loudest bark" to "strangest looking".

Torin and Ryan Rumball's Persian won the "top cat" ribbon, and Beaver Shawn Hamilton's rooster took the top award in the bird's category. After the cats went home, Craig Marshall's gerbils captured the rodent ribbon, and a gigantic arigora rabbit beat out several pet rocks in the "other" category.

We extend our thanks to John Pettifer in the Ontario Scout office, for sharing this with us, and to the Cayuga Regional News for allowing us to reprint the accompanying photo.



If the shoe fits.....

FIRST IT'S A SUMMER CAMP, NEXT YOU'LL WANT A WINTER CAMP AND BEFORE LONG YOU'LL EXPECT TO BE TAKEN TO CAMPOREES, JAMBOREES,...



From a recent issue of **World Scouting Newsletter** we have learned about how, in several countries of the world, Scouting is focussing on *The International Year of Disabled Persons*.

- In Vienna, Rovers and Rangers are helping parents of handicapped children to build an addition to a therapy centre, and improve the playground facilities. Cubs, Brownies, Scouts and Guides are holding a street festival to raise money to buy more equipment for the centre.

- The Asia-Pacific Region conducted a week-long jamboree in Mouchak, Bangladesh. One of the qualifications for earning the jamboree award was to take a "Disabled Consciousness Route". Along this course a Scout is challenged to do four activities as if he were disabled.

- A new training centre has been built by Danish Guides and Scouts at Pindstrup, north of Aarhus. It was specially designed for easy access and use by people in wheelchairs or with crutches, and for people with hearing or seeing difficulties.

- Each year the Eclaireuses and Eclaireurs de France provide vacation camps for more than 1,000 young people who need recreation and special care while their schools are closed. The young people range in age from 8-19 and have a wide variety of physical and mental disabilities.

- Nearly 1,200 Dutch Guides and Scouts assisted 2,000 athletes in the 6th Olympics for the Disabled, held last summer near Arnhem. They helped the athletes with getting to and from events, meals, room cleaning, friendship and hospitality.



We've heard of many ways to celebrate Baden-Powell's birthday, but the story sent to us from Prince Edward Island falls into the category of "something unusual".

On February 22, P.E.I. Scout Council President Brian Scott and Girl Guide Commissioner Barbara Minard visited Charlottetown hospital. They went there to meet Matthew Ryan Dunville, born six minutes after midnight, and his mother Mrs. Virginia Dunville. Brian presented the family a Beaver T-shirt for Matthew to grow into, and Barbara presented the new arrival a toy owl on behalf of the Island's Brownies and Girl Guides.

Many Scouting groups like to travel to other parts of the country, but some would like to avoid the trouble of trucking a lot of camping equipment along or trying to line up a host group to house them. For those, the Canadian Hostelling Association might be worthy of investigation. Hostels provide comfortable, inexpensive lodging as well as a range of recreational and educational opportunities.

Visitors to the National Capital, for instance, can stay at the centrally located Nicholas Street Gaol Hostel. Rates are \$3.75 for members and \$5.25 for non-members. With one leader card, a group of 15 qualifies for membership rates. For details about the Ottawa Hostel, readers may contact: **Hostel Manager, Nicholas Street Gaol Hostel, 75 Nicholas St., Ottawa, Ont., K1N 7B9.**

There are other hostels all across Canada. For information about those in your area, look in your phone book

under either Canadian Hostelling Association or the provincial branch, or write to: **Canadian Hostelling Association, 333 River Road, Tower A, Third Floor, Vanier, Ont., K1L 8B9. (Tel. 613 746-3844).**

With the approach of the 75th anniversary of Scouting, many groups across Canada will be undertaking special projects to celebrate the occasion. For the past two years the Scouting district of Wildrose, near Camrose, Alberta, has been assembling a book titled *Scouting Trails in Wildrose*. The book contains 340 pages and 600 photographs or illustrations; some information about the

general growth of Scouting; stories from each of the 17 districts; information on jamborees; 50 autobiographies, including that of Pierre Burton; sketches, songs and poems; a memorial page and "a wealth of reading for the avid Scout fan". Total price for this book is reported to be \$25. and it was to be available at the end of April. Enquiries or orders can be sent to: **Mrs. Jean Trautman, New Norway, Alberta, T0B 3L0.**

The Nova Scotia provincial Department of the Environment has instituted a series of annual awards to be granted in appreciation of activities which will have a lasting effect on the enhancement, preservation and protection of the environment of the province.

The Scouting movement in Nova Scotia has been singled out to receive one of these awards for its participation in the **Trees for Canada** project.

At a ceremony at Province House in March, the Honourable R. Fisher Hudson, Q.C., minister of the environment, awarded Scouting an engraved plaque and a cheque for \$250. In presenting the award, the minister commented on the wide range of contributions the Trees for Canada project has made in Nova Scotia and around the world, and stated that of all the awards presented, this one was likely the most important.

Scout Allan Cunningham of the 2nd Truro Troop accepted the award from the minister on behalf of Nova Scotia Scouting. A



Photo: Nova Scotia Department of Government Services, Information Division.

LETTERS

Dear Sir,

I was both dismayed and shocked to read in *Scouter's Alphabet* by Mr. Goss, that he was recommending the Fireman's Chair Knot for rescue purposes. This knot should never be used in such a way. It is totally unsafe, even when used on a conscious person. Because it consists of two loose loops holding a firm body suspended, it has nothing to control that body should it become unconscious. As you no doubt know, the unconscious body is about as firm as soft jello. A person in this knot under rescue conditions could easily lose consciousness and fall from the loops to either more injury or death.

A much simpler, safer, foolproof "rescue knot" or sling is one employing a running bowline placed just above the victim's knees. While he is pushed forward in a sitting position, three or four turns are taken in the lead line and the resulting loop is placed under his arms. Regardless of his condition while in this sling, it is impossible for him to fall out.

I am a retired firefighter (31 years). I am also a leader of 45 years service and never, even when it was in the book, taught the sling as anything other than a fun knot to tie.

-W. Douglas Calhoun
Islington, Ontario

Ed's Reply: We called the Ottawa Fire Department to ask about the Fire-

man's Chair Knot. The man we spoke to had never heard of a knot with such a name, but our description of it brought a response similar to yours: it's not safe to use with an unconscious person. The department uses a "rescue knot" with the victim in a sitting position, as you describe.

In support of David Goss, we point out that he describes the knot as something they "had lots of fun learning... and practising". The reference to it as a "rescue" knot came from an obsolete Scouting publication which all of us might better have forgotten.

The program department, national headquarters Boy Scouts of Canada, suggests we also refer readers to Patrol Corner, April '81, where the dangers of using certain standard knots in synthetic rope are discussed.

Safe "rescue" knots for synthetic rope are at present being developed and tested.

Dear Sir,

I am the Scoutmaster for the Lysons All-Age School Scout Troop in the Parish of St. Thomas in Jamaica. I am interested in getting Scout pen pals for my boys.

-Noel Pinnock
30 Queen Street
Morant Bay P.O.
St. Thomas
Jamaica, W.I.

Dear Sir,

In a time when there are interest and lobby groups for almost every conceivable cause and organization, it's hard to believe that so few of us are actively and conscientiously promot-

ing Scouting within our own community. Scouting has as much to be proud of today as ever before. It has kept pace with the times and provides a valuable service to the community. We need to tell our story.

What activities do you have scheduled that could be of possible interest to the public: badges, father and son banquet, visits to a firehall or a police station, crafts?

Creating an image or getting a story across should be fun and for the boys. If you live in a large centre, why not get the boys involved in a cable television production, a shopping mall display or a camp on the green? For those living in a smaller centre, how about getting the boys involved in writing an article for the local newspaper, or in a display at the town centre?

-Joe Mior, Bobcaygeon, Ontario

Ed's Reply: Since these questions are really addressed to leaders, I'll leave it to our readers to respond.

Dear Sir,

Just a note to tell you how much I enjoy **the Leader**. As a Beaver leader I find *Fun at the Pond* and *Beaver Happenings* very useful and helpful. *Scouter's 5 Minutes and Hints* are also a source of ideas for Beavers, and just bringing up three very busy children. Keep up the excellent work.

-Mary Hughes
1st Southport Beaver Colony, PEI

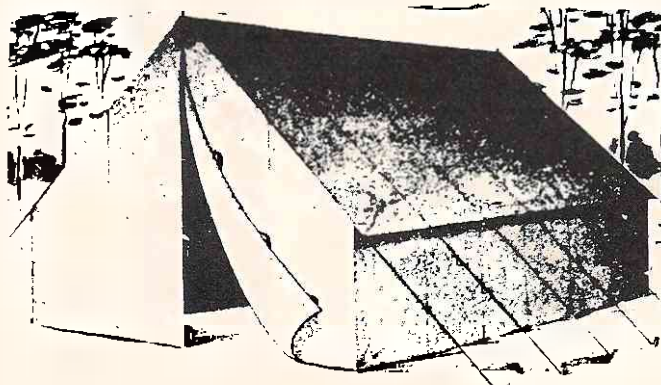
Letters should be kept as brief as possible. The editor reserves the right to shorten letters when necessary. A

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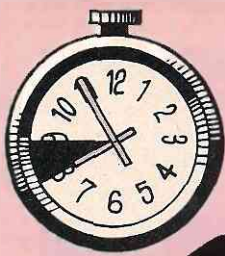
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'SCOUTMASTER'



SCOUTER'S 5 MINUTES & SONGS



We owe thanks for this lesson in procrastination to *THE SABLE* (Feb. '81), the Scouting magazine from the province of Mashonaland, Zimbabwe.

HE HAD A YEAR TO DO IT IN

He had a year to do it in!
So brushed the thought away;
A chap with half his energy
Might do it in a day.
A year! 'Twas too ridiculous,
As everyone should find;
However, he would get it done
And have it off his mind.

But not today. A few months hence
would suit him better still;
Meanwhile, a far less irksome job
Might occupy his skill.
He would not let the matter pass
Entirely from him, No;
And doubtless he might take it up
In, say a month or so.

He had six months to do it in!
For six long months had flown;
Well, why should that alarm a chap
With talents like his own?
The job, whence once embarked upon,
Would soon be rattled through;
However, he would think of it,
In, say, a week or two.

He had three months to do it in!
"Oh brother!" was his cry;
The thing hangs on me like a weight,
Each day that passes by.
Let's see: three months? Ah, that's enough;
But, just to clear the doubt,
Make arrangements for a start
Before the month is out.

He had a week to do it in!
And care was in his glance:

THAT'S WHERE IT ALL BEGAN

(Tune: Davy Crockett)

General Baden-Powell was a Scouting man,
He rounded up some boys for he had a plan
To Brownsea Island they did go,
And that was the start,
the start of our show.
That's where it all began!

He taught them to camp and to pioneer,
To scout in the dark and to have no fear.
The games that were played
and the songs that were sung,
In the years between,
round the world have rung
Brownsea, Brownsea Island,
That's where it all began!

He gave them the law and the promise too,
And the good turn that every Scout must do
He gave them their motto "Be Prepared"
That millions of Scouts round the world
have shared,
Brownsea, Brownsea Island, etc . . .

Our Beavers as well can belong and share,
And show the world that they really care
With hearts of gold and a cheery face
Love and joy for the human race.
Brownsea, Brownsea Island, etc . . .

The little brothers of the Wolf Cub pack
Down the jungle trails they all must track,
Opening their eyes until that shining day
They 'go up' to the troop in the Scouting way
Brownsea, Brownsea Island, etc . . .

Venturers and Rovers across the land
Service to all and to lend a hand
Adventure and challenge and honour, too,
Future leaders, we're proud of you.
Brownsea, Brownsea Island, etc . . .

-With thanks to *THE OUTLOOK*

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CALL A SCOUT

(Tune: If You're Happy and You Know It)

When you're down and feeling blue

CALL A SCOUT

They'll know just what to do

CALL A SCOUT

If you're ever in a hurry

Don't take the time to worry

All you have to do is shout

CALL A SCOUT!

If you need a helping hand

CALL A SCOUT

They'll take your garbage out

CALL A SCOUT

If the traffic that you meet

Has you scared to cross the street

They'll be there to help you out

CALL A SCOUT!

Now the Scouts are always helpful

Don't you see

They will lend a helping hand

To you and me

For they're wise in what they do

They are kind and cheerful too

And they always help you out

CALL A SCOUT!

-Lyrics by Esther Handy

CUBS, CUBS!

(Tune: Hail, Hail, the Gang's All Here)

Cubs, Cubs, We're friendly Cubs,

We all work to-gether

In fair or stormy weather

Cubs, Cubs, we're busy Cubs

Helping hands and happy hearts.

Fun, fun, we all have fun

Camping, cook-outs, races

Give us smiling faces

Fun, fun, it sure is fun

Making friends and taking part.

-Lyrics by Linda Florence

Songs — page 54

"It's hard," he cried, "that flight of time,
Won't give a chap a chance!"
He still delayed; the swift week passed,
As weeks will ever run,
And though a year was given him,
The task was still *undone*.

BEAVER'S PRAYERS

Opening:

God, I thank you for this day,

In my work and in my play.

Help me to be very kind and good

Help me to act, as your child should.

Closing:

Hear us God, Beavers bright

Keep us safe from morn 'til night

Guide us in your own sweet way,

Bring us back another day. -Amen

-Thanks to Barbara Oxford

1st S.A. Springdale Colony, Nfld.

CUB PRAYER

God our Father

Bless us as we gather here today

Help us all to understand our promise better

Teach us to love you more

And love all your people

And serve our country faithfully.

-Amen

-from the 31st Capilano Cub pack

THOUGHT FOR SCOUTERS

"For the boy is truth with dirt on his face,
Beauty with a cut on his finger,
Wisdom with bubble gum in his hair,
And the hope of the future with a frog in
his pocket!"

-from an address by Mike Downes, Victorian
Branch Commissioner for Scouts, published
in SCOUT magazine, Australia.

Scouter's Five Minutes — page 490

Attention Leaders
LOGO DRAWING
CONTEST

"WIN"
INDIVIDUAL PRIZES
CASH PRIZES
FOR THE
WINNER'S TROOP



We require
a LOGO
for the
"GRILLA"
— our new
combination
CAMP FIRE
GRILL &
BAR-B-QUE.

NOTE: Members of all troops are
invited to enter.

CONTEST RULES

- 1) The drawing should be of a gorilla (animal) cooking on our new Camp Fire Grill — "THE GRILLA", as illustrated in the accompanying advertisement.
- 2) Send your name and address with drawing, as well as your leader's name and address.
- 3) Drawing should be on a plain white sheet of paper 8 1/2" by 11".
- 4) All entries should be in no later than July 31/81. Winners to be selected Aug. 31/81.
- 5) Drawings should be IMAGINATIVE and CREATIVE (Winning LOGOS to be used in future advertising)

**PRIZES FOR LOGOS
SELECTED**

INDIVIDUAL PRIZES

- 1st. prize — 10 speed bike
2nd. prize — back pack & frame
3rd. prize — two man tent

TROOP PRIZES

to the winner's troop

- 1st. prize — \$100.00
2nd. prize — \$50.00
3rd. prize — \$25.00

**SEND ALL ENTRIES TO
ADDRESS BELOW.**

All entries become the property of
W.L. Connelly Investment Ltd.

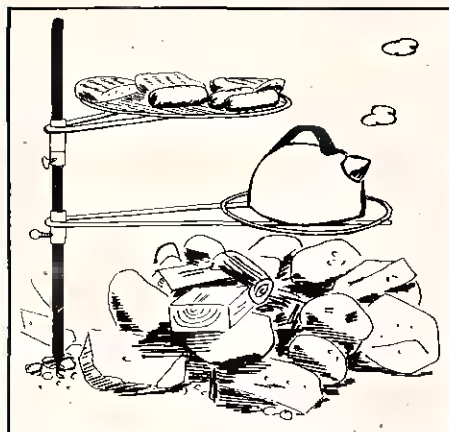
NEW

GRILLA

**CAMP FIRE GRILL
AND BAR-B-Q**

FOR CAMP FIRE

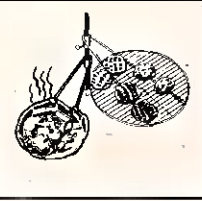
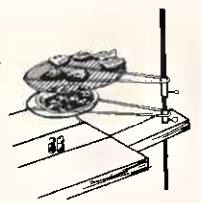
- Hammer steel post into ground.
- Position grills on post.
- Swing grills away from heat for easy food preparation.
- Adjust grills to any height above flame for desired heat.



**FOR USE
AS
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Mounts easily on
picnic table.

To Bar-B-Q
place pie plate or
cake pan on
bottom ring to
hold charcoal

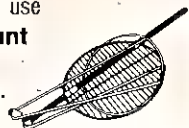


Compact and portable for
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**Special group discount
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GRILLA — \$17.95 ea.
Shipping included.

\$22.95

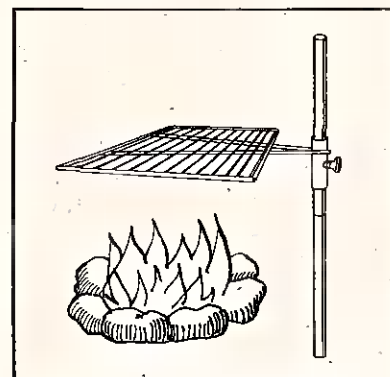


BACK-PACK MODEL

Baby GRILLA

**LIGHT WEIGHT 2 PIECE
ALUMINUM POST**

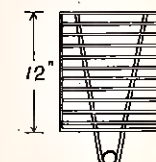
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For use as barbeque, place
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gravel underneath grill.

Convert to oven by placing
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pot over the food on grill.

DIMENSIONS



\$12.95

**Special group discount for
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Outdoors

Carl Lemieux

How aware are you of the extent of the wildlife population in your neighbourhood?

Consider making a wildlife map of the area. A six, patrol or company can do such a project, and the process and results will focus your attention on the conservation of wildlife. If you display your map in a school or local shopping centre, others can also become aware of the wildlife in your locality, and of how to conserve it.

Here are some steps to guide you in such an undertaking.

- Ensure that the area to be mapped is suitable. An area that encompasses a stream, a park, woodland or a coastal strip is ideal. Plan a reconnaissance trip to scout out the different parts of the area.

- On a 4' x 6' sheet of plywood, trace out the proposed area.

- Divide the group into teams and assign each to a specific area of the map so that the boys can gather the necessary detail.

- While on a field trip, record the number and kinds of birds, reptiles, mammals, insects, etc. encountered. Also record sightings of habitats such as nests and ground holes.

- Collect and, later, identify food sources, and make plaster casts of tracks and other spoor. As part of this activity, observe and record the different activities and actions of the wildlife you see. In other words, collect as much evidence as possible of the wildlife in the area.

- Once the data is collected, have each team compile it and transfer it to the map.

- Colour the different information so that it is easily distinguished. For instance, the symbol for birds could be blue, the symbol for insects green, etc. This also makes the map quite attractive.

- Plan an open house so that people can come to view your project. When talking with your visitors, stress the inter-relationship of all the area's resources.

It's important to make the point that the urban dweller suffers as much as the rural dweller when wildlife is not conserved. The relationship between recreation and conservation can be pointed out simply by mentioning the good and the bad fishing trip. Where

no conservation is practised, a lake can be literally fished out, and the fisherman will have only stories of a bad trip.

Consider also suggesting to your visitors, especially the city dwellers, how they can help to conserve the wildlife around them. Encourage the use of bird baths, bird feeders, hedges, and some shelters for the birds. Through this small gesture we all can help to take care of our part of the world.

The idea for this wildlife/conservation map comes from the Western Scouter magazine of Australia.

There is an interesting organization in Ontario called *Save Our Streams (S.O.S.)* which offers "a program designed to help improve and protect a stream in Ontario".

S.O.S. uses a simple approach. It arranges for a group to adopt a neglected stream and work to restore it to a cleaner, more productive environment.

When a group joins S.O.S., they receive a kit which outlines a step-by-step procedure for the cleaning and rehabilitation of streams. The kit is supplemented regularly with additional material.

The S.O.S. program is divided into four phases:

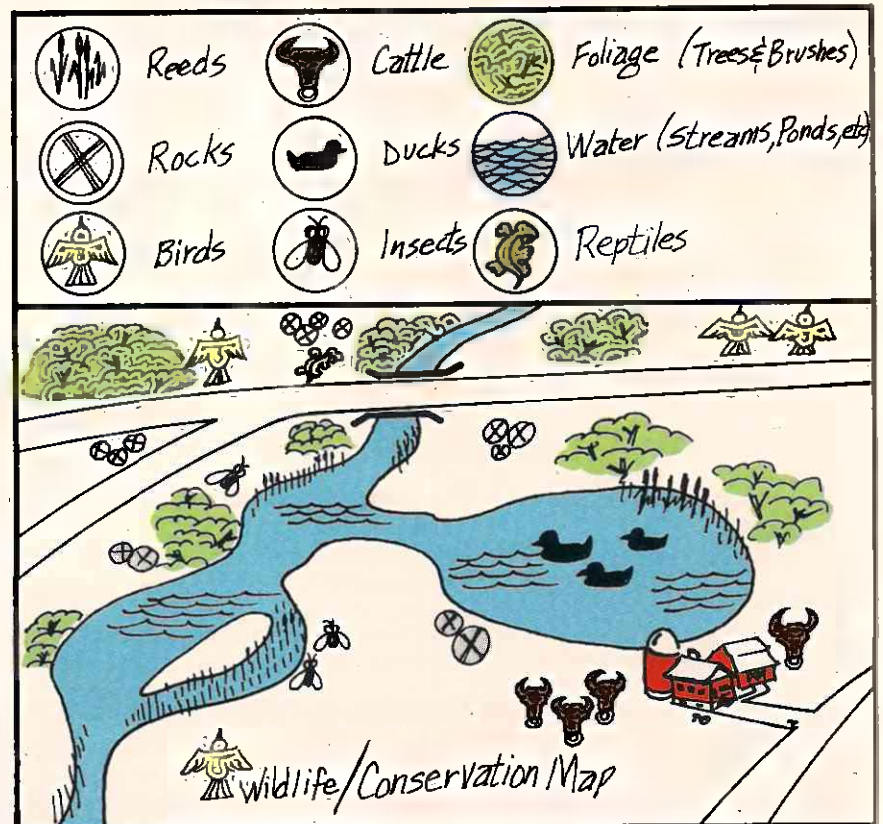
- 1) Assessment and clean-up
- 2) Planting shrubs and trees to alleviate erosion
- 3) Construction of habitat-enhancing devices
- 4) Ongoing surveillance and maintenance.

During the winter months you can ask local conservation authorities and/or your provincial Ministry of Natural Resources to conduct workshops that will help with the stream's management. For example:

- Discuss problems unique to the adopted stream.
- Plan for the following summer.
- Anticipate and solve possible problems before they occur.

If you are interested and feel that this might be a worthwhile project to help your group learn about the delicate inter-relationships of plants and animals within a stream, contact *Save Our Streams* at:

Save Our Streams
355 Lesmill Road
Don Mills, Ontario
M3B 2W8
Phone (416) 444-8419



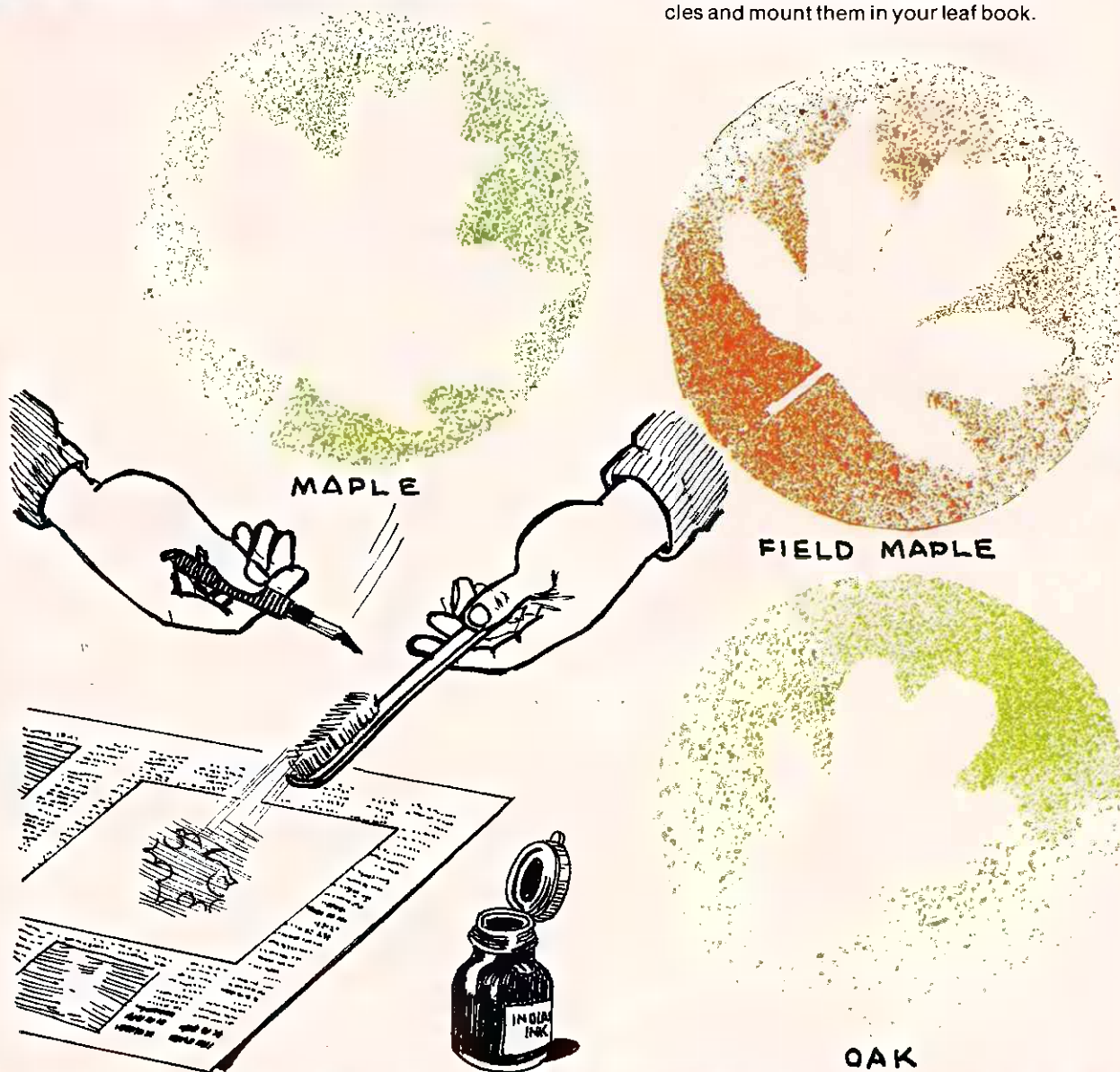
John Sweet's CRAFTS FOR CUBS

TREE SILHOUETTES

Apart from the leaves you have collected, you will need a discarded toothbrush, an ordinary pen, a bottle of black India ink, a sheet of newspaper and a smaller sheet of smooth drawing paper.

Artists call this 'spatter work'.

Spread the newspaper over your working table and lay the drawing paper in the center with the leaf lying on it. Take care not to put too much ink on your pen nib. Hold the brush as shown and draw the inky pen across the bristles, working towards the body. Repeat several times, taking great care not to disturb the leaf in the process. The 'spray' from the brush will dry very quickly and when you remove the leaf you will be delighted by the artistry of your handiwork. With a pair of compasses, draw a circle around each leaf, cut out the circles and mount them in your leaf book.





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