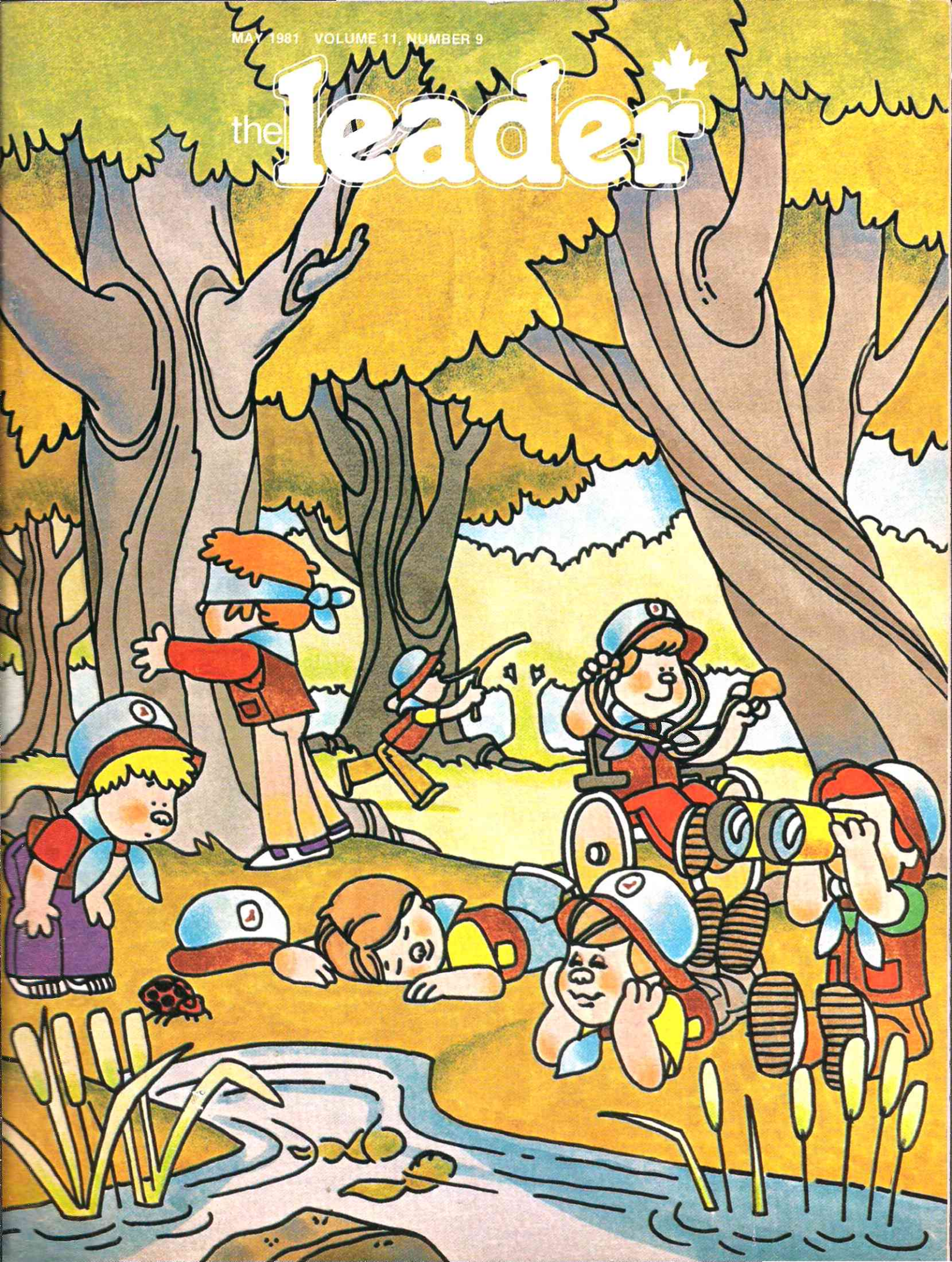


MAY 1981 VOLUME 11, NUMBER 9

the leader



pak-sak

by Carl Lemieux

Last summer, the Mohawk pack from St. Bruno, Quebec, donated and personally delivered a very unique geodesic dome to the National Headquarters of Boy Scouts of Canada. Because the boys used recycled cardboard for their building material, they have received a Project '79 Conservation Award and postcard set.

Inside each of the dome's triangles, every Cub pasted a profile of himself. They assembled the triangles with carriage bolts and wingnuts to create the dome. Each Cub in the pack participated to trace, score, cut, punch holes and paint his own triangle.

Leader Fred Bebe informs me that the Cubs worked very hard on this pack project, and besides the engineering experience, they gained a structure suitable for use as a six lair, a sixer's meeting place, or a game hide-out.

During the month of June they visited the National Office and presented the geodesic dome to us. The

photo shows the pack from St. Bruno with leaders and dome near the totem

in front of the National Office.

Hats off to the Mohawk pack! X



2



Part of the aim of Boy Scouts of Canada is to provide opportunities and guidance for the spiritual development of the young people in our programs. On a recent visit to Prince Albert, Saskatchewan, I mentioned this and asked some of the leaders to send me their suggestions about how to do this.

Lynn Evans and Mickey Zwack, who use an opening and closing prayer with their ceremonies, sent this material. They say they are not too sure of the origins of the prayers, but they've found that colonies using them have been pleased with the outcome.

Opening prayer

God be near us, God please hear us,
We are Beavers who love you now,
God be near us, help and cheer us,
Lead us in our sharing hour.

Closing prayer

Help us O Lord to love thee day
by day,
To do our duty and enjoy our play,
O Lord, over us care,
And as Beavers help us to share,
share, share.

They also encourage an informal discussion with the Beavers, usually while they are still in dam formation, about their ideas of God and how they can fulfill the promise to love God and help take care of the world. Lynn says that the feedback is amazing.

Both Lynn and Mickey ask leaders in other areas to share their ideas for spiritual development. The input would be especially useful at training courses to help leaders who find it difficult or uncomfortable to carry out this particular objective.

Please send your ideas to me in

care of the Leader and I will make sure that Lynn and Mickey receive them.

Here's a game from D. Buchanan, a Beaver leader with the St. Mary's 21st Beaver Colony in Kerrisdale, Vancouver, B.C.

Slap The Beaver's Tail

Have the Beavers sit cross-legged in not more than two rows facing a leader. The leader gives instructions clearly and, where possible, demonstrates the actions the boys must take. The gesture that ends the game should always be a tail slap. For example, tell the boys: put your nose on your knee, and hands behind your back, toes on your toes, elbows on ankles, tongue on the nose (this can be fun to watch); stretch your arms above your head; clap your hands; wiggle your ears; close your eyes and shake your head; snap your fingers; slap the Beaver's tail!

Do you have any games that your Beavers love to play and really enjoy? Send them in so that we can share them with other leaders. X

Editor
Bob Butcher

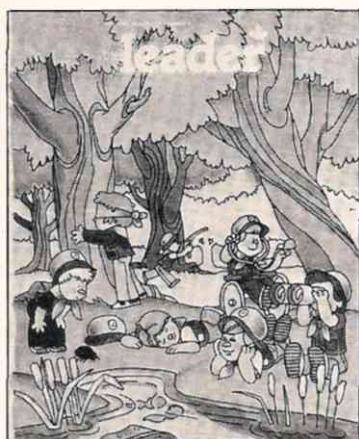
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THE CANADIAN LEADER magazine is published 10 times per year by Canyouth Publications Ltd., P.O. Box 5112, Stn 'F', Ottawa K2C 3H4. Subscription, advertising or editorial enquiries should be directed to the Editor. Second class mail registration 2405. Yearly subscription price to registered members, Boy Scouts of Canada, \$3.00. Others, \$5.00. Outside Canada, \$7.00. **ADVERTISING POLICY.** Advertisement of a product or service does not indicate approval by publishers. Publishers do not assume any responsibility by warranty or otherwise with respect to products advertised.

ISSN 0036-9462



COVER: "Spring is bustin' out all over" this month, and boys are straining at the leash to break free and explore. Let them go with ideas from this issue: exciting Cub outings; see, hear, smell and touch activities for Beavers in the world of nature; information about camping stoves and foil cookery. The excitement of spring belongs to all boys, including those who have disabilities of one kind or another. Lyle McManus urges Scouting to actively welcome boys with handicaps, because they are "One of Us".

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The Canadian Leader Magazine

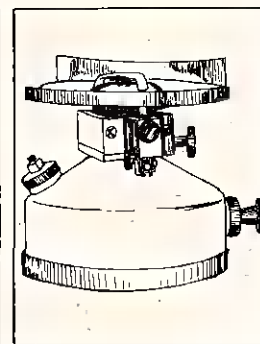
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by Linda Florence

Beavers Unleashed

The out-of-doors. Scouting tries to lead boys toward an appreciation of its beauty, power, complexity and value. It provides them experiences in meeting the pleasures and excitement offered by nature's world, and aims to develop the knowledge and attitudes that will enable them to live in harmony with their natural surroundings.

It's a big order, but fun to fill, especially if you are starting the process with young Beavers.

Boys between the ages of 5 and 7 are naturally curious, eager for new learning and ready to be unleashed.

But before they can name, classify, know — before they even *want* to do these things, they need opportunities to explore and experience with eyes, ears, nose and hands.

When you take your Beavers out-of-doors you'll find some of them already 'tuned in' to their surroundings. But others will not have developed the habit of looking around at the world, and it is up to you to alert and guide them.

Point out things, ask questions, invite them to sniff and to feel, and share with them your own responses to what you see.

You don't have to be a naturalist in order to lead Beavers into nature. For example, in sight of a willow tree I might tell them how much I like willows. I love their graceful shape, and they cheer me up in early spring because they are often the first trees to start to green. Questions about the location of the willow will lead to an account from my experience. Because willows need a lot of water, their roots spread great distances in search of it. In fact, the roots of my favourite willow tree travelled all the way from the end of a very long walk-way leading to my grandmother's

door, grew through the foundations of her house, and poked right into sturdy pipes to find the water in her plumbing system.

Or I could say how much I love oak trees, because they are among the last of the trees to lose their leaves in autumn. And even when the oak beside my driveway gives me extra work in the fall because it attracts dozens of squirrels who make a mess of my car with the acorn shells and bits of leaf and branch they drop, I'm very glad it's there.

Not very earth-shattering observations perhaps, but they provide a form of simple identification for Beavers, they pass on some information; and they are likely to encourage the boys to share their own stories of encounters with nature.

And it isn't necessary to have access to wilderness or park surroundings in order to experience the out-of-doors. You'll be surprised to discover how much of the natural world you can find in a small patch of grass, a section of playing field, or even along a stretch of city sidewalk.

Remind the Beavers of their promise to take care of the world. Treat nature kindly and try not to disturb or destroy things. If you pick up something for a closer look, remember to put it back where you found it.

LISTENING

- On a spring day when the grass is dry, have the boys lie down with an ear to the ground. What can they hear? What do they think is going on down there?

- Invite the boys to sit or lie on the ground in a good 'listening' position, close their eyes and listen for bird songs. Tell them to raise a finger when they hear a bird singing, and to raise another finger each time they think they hear a different song. After about a minute, compare numbers of fingers and together try to identify different songs and the birds who are singing them. As part of this exercise, ask the boys to sit with eyes closed and see if they can count to ten without hearing a bird sing.

- You can make this a more general listening activity. Tell the boys to close their eyes, listen for as many different sounds as they can hear, and try to figure out what they are. After they've worked at it a little, let them talk over what they heard. They might identify water burbles, wind in trees, bird songs, animal rustles, a friend's tummy-rumbles, traffic noises, an insect's buzz. Let boys who missed a sound try again, this time listening specifically for that sound.

- Spring, when the sap is running, is a perfect time to listen to a tree's heartbeat, but you'll need a stethoscope. The experience is most satisfying if you listen against the bark of a deciduous tree of six inches in diameter or more. Before they listen to the heartbeat of a tree, have the boys listen to their own heartbeats.

LOOKING

- With the Beavers, lie under a tree and look up at the patterns made by leaves against the sky. If you're lucky you'll spot a bird or a squirrel making a nest. Watch the animals (help the boys to focus their attention with 'hand field glasses', described in *Fun at the Pond*, April 1981). What things are they using to build their homes? Where are they building them? Why do you think they are putting the nests in those places?



- Tell the Beavers to look around to see how many different kinds of trees they can find. Help them to identify the things that make the trees different.

- Take a close look at the branch of a tree or bush. Talk about the new buds, how buds are arranged on the branch, whether all trees have the same arrangement of buds. Find the scars of old buds and leaves.

- Look at leaves of different kinds of trees. Let the Beavers feel them. Talk about their different sizes, shapes, colours and textures.

- Have the boys mark out a piece of ground with a circle of string and take a close look at the territory within the boundary to see how many living things, or how much evidence of life, they can find. Tell them to lift pebbles and look closely at leaves and stems. A Beaver can 'make himself smaller' while he searches his territory if he has a magnifying glass.

- Even along a sidewalk the boys will find life; things growing in cracks or along the edge of the pavement. They may find a seed shell or a leaf skeleton. Where did it come from? There will be 'bugs'; ants, beetles, perhaps spiders or spider webs. You may find signs of impending eruption in asphalt or hardpacked ground. Something is pushing up from underneath. Ask the Beavers what they think it is. The answer can be surprising. A bulging heave in asphalt near the edge of a parking lot mystified me. For several days the paving material continued to buckle, crack and crumble. Finally the cause was revealed. It was the tiny young shoot of a thistle seeking the sun and breaking through all barriers to find it.

- There's a fun-kind of experiment your Beavers can do back at the pond to demonstrate the strength of a growing plant. Prepare a shallow pan for planting by lining it with gravel and filling it with potting soil. Soak six lima beans overnight. Plant the beans in the soil, leaving about two inches between them. Place one penny directly over the spot where you've planted the first bean, two pennies over the second one, and so on until you have stacked six pennies over the sixth bean. Poke toothpicks into the soil around the pennies to make a fence so that the growing beans can't simply shove the coins aside. Watch what happens.

- Have the Beavers follow a crawling insect to find out how fast it moves, what it eats, and where it lives.

- If Beavers pick up creepy crawlies (as they will) have them handle gently and look carefully. What colour is the bug? How many legs does it have? Where is its mouth — eyes? How many segments does its body have? Make sure you tell the boys to put the critters back as close to where they picked them up as possible.

TOUCHING AND SMELLING

- Guide each lodge on a short blind walk to a nearby spot. While they are there, invite them to explore with their hands and noses. Have them hug a tree, if there is one at the spot. Ask them to tell you how the bark feels against their cheeks, against their hands. Let them feel and smell leaves to identify shape and texture. Let them get down on hands and knees to explore carefully for stones, logs, moss or grass. Lead them back to the starting place and let them find their spot again without a blindfold.

- You can restrict the exercise to trees if there are a variety in the area. That is, blind walk each lodge

to a different kind of tree, let them explore as described, return them to the starting point and let them find their own tree again with blindfolds off.

- Help the boys look closely at spider webs that you find. Examine them for evidence of the spider's past meals. If you're lucky enough to see an insect land in the web, you can watch the spider's reactions. You'll learn something about the web by running a finger along the smooth outside strand. Try the same trick on inside strands and they will stick to your finger. The web will be destroyed when you try to pull away, and you will be able to watch how the spider escapes to start a new web in less busy surroundings.

THINGS TO MAKE AND DO

- Take along paper and wax crayons, charcoal or pastels so that Beavers can make rubbings of the leaves and bark on different kinds of trees.

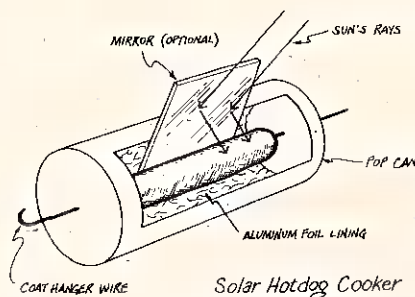
- If there is a tree stump in the area, let the Beavers make a stump rubbing. You'll need a piece of sturdy paper large enough to stretch over the stump with some to spare so that it can be tacked firmly around the sides. Using the broadside of a piece of charcoal or a wax crayon, rub over the paper in one direction only. From the number of rings that show on the rubbing you can tell approximately how old the tree was when it died, and you will see evidence of wet years (wide rings) and dry years (narrow rings).

- Use the sun to make leaf prints. Pin different kinds of leaves on a piece of coloured construction paper and set in bright sunlight for at least one hour. The prints will show not only leaf outlines, but also the vein patterns.

- When you feel the wind on your face and see it move grass and the leaves of trees, it's only natural to want to play with it. Nothing invites a person to 'go fly a kite' more than

a beautiful spring day. The Beavers can make a simple kite from one square sheet of heavy paper and some string. Fold the paper and attach the string as shown in the accompanying diagram.

- If you happen to find a forked branch or two, why not try a little water witching? Water diviners say that willow or maple branches are the best for the job, but any kind will do. Let the boys take turns. Instruct them to hold the ends of the fork in palms-up hands with the main branch pointing towards the sky, and to walk slowly. Budding water diviners may find that, if they approach water, the stick will move of its own accord until the main branch is pointing down toward the water source. It works for those who have the gift. Perhaps it will work for one of your Beavers.



- Use the sun when you're preparing an outdoor lunch. Although it may not be practical for feeding all the boys, you can cook at least some of your hotdogs the solar way. Make a solar hotdog cooker from a pop can, aluminum foil and about eight inches of coat hanger wire. Cut a two-inch wide window in the side of the pop can (sturdy scissors will do it) and line the can with aluminum foil, shiny side up. Poke a hole in each end of the can to support the wire upon which you've skewered a wiener. Set the cooker in direct sunlight and watch the hotdog cook. Set up another cooker in the same way, but place a

small hand-mirror behind the wiener in the can. Compare the cooking rates of the two wieners.

GAMES

- *Animals on the loose* — Give each Beaver an animal name and have them form a circle with one boy in the center. The boy in the center calls out two animal names (not his own) and the boys with those names must run to change places without being caught. If the center boy catches another boy, the two exchange positions. If the center boy calls "animals on the loose", all the boys must change places.

Vary the game by making it *walking trees*, or *birds on the loose*, or *wild-flowers*, particularly if you have recently been learning the names of trees, birds or flowers.

- *Shapes* — Where there are a variety of trees, have a Beaver or a group of Beavers shape their bodies to resemble a certain kind of tree while the others try to guess what kind of tree it is.

- *Pretending* — Have Beavers silently act out a kind of animal for other Beavers to guess.

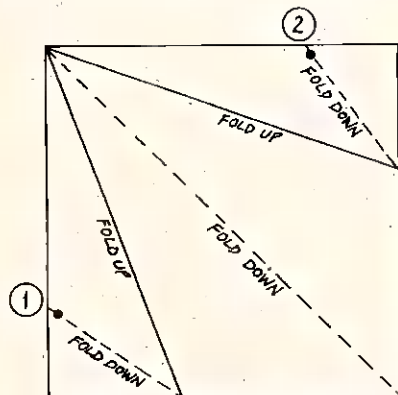
Let the boys pretend they are: trees in a breeze, bear cubs, a flock of Canadian geese coming in to land.

- *Find a Friend* — Whisper into each boy's ear an animal name which he is to keep secret. Give two or more boys the same name. The object of the game is for like animals to find each other by their characteristic calls. Tell the boys to scatter (but define the limits of the playing area), and on signal have them all start to move around making the appropriate animal sound as loudly as possible and listening for someone else giving the same call. For example, a bear will growl and look for another growling animal (who may or may not be a bear). The game is over when every animal has found his friend (or friends).

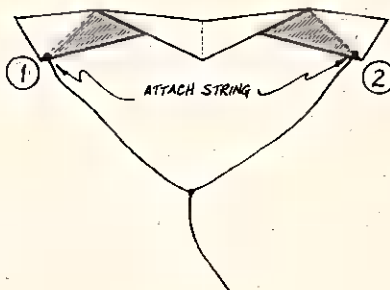
You can jazz this up by first having the boys find a friend, and then having the friends seek their prey. Owls would search for mice, and mice, obviously, would try to avoid owls.

Spring. There's the feeling of urgency, of grass under foot, of air soft and sun warm on the skin. There's the pungent smell of growing things and new-turned soil, the delicate perfume of blossoms. You can hear bird songs and running water and wind in trees. You can see blue and yellow and pink and green, the whole world new and alive with colour and bustle.

Unleash the Beavers. Go out and enjoy! X



Simple Paper Kite



Cub Ramble with an Indian Theme

by Helen Singh

In case you should find some sunshine and a free weekend, the 1st Little Fort of B.C. would like to share with you some ideas for a Cub ramble with an Indian theme.

Eight Cubs, two adults and two Scout assistants participated in our ramble. We first visited local fossil beds across the river, and then held Indian activities at Dunn Lake, just a short drive away.

Crafts

The boys made headbands from scrap cloth and feathers donated by a grouse. They fashioned cardboard shields and cardboard spears tipped with paper 'arrowheads'. I very briefly considered letting them find shards of shale from the fossil beds to lash to sticks from the bush. But I remembered that some of the boys tend to get carried away, and discarded the idea as too dangerous.

We decorated the boys with 'war paint'; lipstick, green and blue eye-shadow and black eyebrow pencil.



Songs

We had a simple lunch of hotdogs over a campfire, and sang songs with nonsense words like Hi zigga zumba, Sarasponda, Ging gang gooli.

Games

Here are some games that we found fitted successfully into our Indian theme.

Take Cover — Distribute five small strips of scrap leather to each Cub as Indian 'wampum'. Cloth is okay, but

leather looks more like deer hide. The leader walks through the bush while all the Cubs follow or 'stalk' him. At intervals, the leader yells, "Take cover!" and counts to ten with eyes closed. Any Cub who still can be seen after the count of ten must give up one of his 'wampum'.

Watch for the Cub who walks too far behind. And, you'll find that you have to count very quickly, because the boys are extremely adept at hiding.

The Cub who has the most wampum left at the end of the game is the Indian 'Chief'. Give five more wampum to the poor slow Cub who is bankrupt in no time, and let him start over.

Scalp 'Em — The boys made simple folded newspaper hats. Then, armed with their cardboard shields and a swatter (a rolled newspaper), they attempted to 'scalp' their enemies by knocking off their newspaper hats. Anyone who lost his scalp had to pay a forfeit of three yellow leaves to a leader before he could re-join the game.

There should be a penalty for hitting too hard or for purposely making a face shot. You can 'burn (the offender) at the stake' — i.e., make him stand at the campfire for three minutes to 'cool off'.

Magic Herbs — Here is a game that the Cubs talked about for days after the ramble. It is a variation of the old standby, the scavenger hunt.

We dressed a leader as the 'medicine man' in a braided wig and Indian

headband, and gave him a rattle to shake (peppercorns in an empty Worcester sauce jar). The two sixes with us became two tribes — yellow tribe and green tribe.

Play began when each Indian pulled a slip from an envelope to find out what disease he had. From a second envelope he pulled another slip to learn what herb he had to find in order to cure the disease.

As the Indians returned with their herbs, the medicine man shook his rattle over heads, chanted his magic spells and cured the tribes. The first tribe to bring back all of its herbs won. The other tribe died from disease, pestilence and plague!

These are the diseases we used. I enjoyed making them up as much as the boys enjoyed having them!

- There is an earwig nest in your ear.
- A snake is peeking out of your belly-button.
- Purple pus is coming out of your eyes.
- You have porcupine quills in your armpits.
- You can't stop coughing up orange frogs.
- Green hairs are sprouting all over your chest.
- You have warts on your tongue.
- There are green pimples all over your nose.
- Your left eyeball keeps falling out.
- There is an extra nose growing under your chin.
- When you burp, your head falls off.
- Maggots keep dropping out of your nose.
- You are growing a shaggy, brown, 10-foot long tail.
- When you blink, oink-spiders jump out of your eyes.
- Black, slimy leeches are sucking the blood from your forehead, and they won't come off.
- All of your hair fell out. Grey worms are oozing in and out of your scalp.

Here are the cures for these ghastly diseases. These should be varied to suit the location and the time of year.

- 4 rose hips
- a mullein leaf
- black tree moss
- a rusty tin can
- a winged insect
- a seed
- a fungus
- a flat rock, good for skipping
- cedar bark
- a thorn
- a serrated leaf
- a compound leaf
- a caterpillar
- a round rock
- a mushroom

ONE OF US

by Lyle McManus

Scouting is for all boys who want it and can use it. Its purpose is to aid mental, physical, social and spiritual development through programs that require self-initiative, skill, learning, participation, sharing and brotherhood. 1981 is the International Year of Disabled Persons, and its motto is *Full Participation and Equality*. The two go together rather nicely.

How did I come to believe that boys with handicaps should be a part of regular Scouting programs? That view, I suppose, has been developing gradually throughout my Scouting life. I began to realize that each child is a person exactly like me: someone who copes with a difficult and frequently incomprehensible world, expands in the warmth of sympathy and understanding, and creeps back into his shell when rebuffed.

Bright or dim, introvert or extrovert, maimed or whole, all are people, just like me. A handicap makes it that much more difficult, but we all share the world into which the disabled must fit; into which they ardently desire to fit, inconspicuously and unremarkably, like their fellows. Their reaction to being treated as someone different or special is the same as mine; distress, anxiety, frustration and embarrassment. I fervently believe that we all are entitled to feel accepted and acceptable in the mainstream of life.

Society, of which Scouting is a part, is beginning to embrace the ideology of normalization, a principle that focuses on the importance of physical and social integration of disabled and non-disabled individuals in order to maximize the development of those

with handicaps. Such a process encourages the establishment and maintenance of personal behaviours and appearances which are as culturally normal as possible for both the disabled and the non-disabled. The components of normalization and integration also suggest the importance of seeing a person with a disability as a total person who has strengths and weaknesses and the right to be treated with dignity.

It seems clear that integration is maximized when society becomes more open, humane and accepting of differences. Integrating boys with disabilities into regular Scouting groups facilitates development of culturally normal behaviours, and prepares the non-disabled boy to be open, humane and accepting of individual differences in adolescence,



and later as an adult.

The basic premise of Scouting for boys with handicaps is that the boy with a handicap wants most to be like other boys. Scouting can give him that chance. Boys with handicaps can participate as Beavers, Cubs, Scouts, Venturers or Rovers, just as all others can. Boy Scouts of Canada recognizes that there are no standard boys — the kind you can steer about like machines in exactly the same way, to have exactly the same fun, to learn exactly the same things from exactly the same instructions. That is why the programs of Scouting are so readily adaptable to a youngster with a physical, mental or emotional limitation. Common sense adjustments can be made where necessary. The programs are flexible enough for the leader to make necessary adaptations to meet the capacity of the boy, and at the same time to offer him a challenge and demand his best effort.

Whenever possible, integration of such a boy into a regular group is preferred and encouraged. Boys are urged to join with local groups and take part in as many activities as possible. The idea is to allow every boy the opportunity to meet and face the real world and to participate directly with his community.

There are a number of ways in which a boy with a handicap can be introduced to Scouting. In your travels around and about your community, you may encounter a young fellow who wants and could use Scouting. Boys who are already members often know about boys with handicaps and where they live, but have not thought of them as potential members. You may want to plant a seed.

The parents of a boy with a handicap might ask if you would take their son into your section. An officer of an organization working with the handicapped might make an enquiry. How will you respond?

How will you go about bringing a boy with a handicap into your program and working with him? There are answers to these and other questions in the excellent handbook, *Scouting for Boys with Handicaps: A Leader's Guide*. Here you will find basic steps and hints that have been used and found effective by Scouters who are working with boys with handicaps.

Get to know the boy before he actually joins your section. Establish a good relationship with him so that he will feel secure enough to overcome the doubts and hesitations he may have about joining Scouting. Discover the nature and scope of his limitations and his capabilities so that

you can determine what assistance you may need or what type of program adaptation you may want to make, and so that you have an idea of where and how he will fit in with the other boys.

Involve his parents and keep them informed. They may not want to become involved at first, but if you keep them up-to-date on what their son is doing, they gradually will begin to recognize the worth of Scouting for their boy. Find ways that those who want to be involved can be of service. Seek advice from parents of other boys, public professional groups, school personnel and other Scouters. They are all part of your community and can help with your questions or concerns.

If you have any doubts about the capacity of the boys in your group to accept a boy with a handicap, check it out with them. We often underestimate the ability of boys to understand the extra challenge and needs. Once they understand the situation, become part of the decision to accept a boy with a handicap, and are encouraged by leaders, there is usually little difficulty.

Emphasize the things that the boy can do, rather than those he cannot. Let him explore his own boundaries with a sense of challenge, and allow him the dignity to risk. Once he finds his boundaries, he usually will compensate by sharpening his existing skills. Encourage him to focus on such skills.

Be patient. Help him to become one of the boys. This evolves mainly through understanding and caring. Other boys in your section will pattern their behaviour on yours.

Modify requirements only when necessary to meet his ability. Maintain the element of challenge and best effort that you ask of all members. Where adaptations are necessary, raise the standards for skills he can do, rather than watering down requirements he's unable to handle.

Common sense is your greatest asset. If the boy fails some task, ask yourself, "Is he unable to do this because of the degree of disability, or is he unable to do this because he has always had it done for him?"

He will want to be included in every activity. This may mean modifying a game so he can play, or having him referee an unmodified game. Allow him to feel part of the program and the gang. Your imagination and enthusiasm will guide you. There are limitations to what a boy can do, and he will be aware of these. Provide quiet encouragement and opportunities for things he can do. Because of

his handicap, he may need more time to practise the skills he finds difficult, or he may have or want to develop skills that will fit him for a special job in the program; keeping the troop log, or supervising his patrol's records.

Too frequently, a handicap has been the label by which a boy is known to his teachers, to his friends and even to his parents. If we carry this preoccupation into our sections, we will fail to see behaviours that help the learning process. If we know more about the things the boy can't do than about the things he might be able to do, we are not likely to select the best program components for the individual boy.

The calm, wise, ever-perfect leader is a myth. No one expects you to have all the answers all the time, or even to know in advance how you will handle the challenges of working with a special boy. There may even be times when you wonder why you chose to be a leader in the first place.

They aren't unusual feelings, but they are very real. Don't be afraid to go to the family and other leaders when you need support or encouragement. The local service team can be a great source of support and information. Your local council may be able to put you in touch with a specialist service Scouter. The family doctor, social worker, teacher or community service organization can advise you and help you to adjust to this new aspect of your leadership role.

The boy you bring into your section is already an individual when you meet him. Boys with special needs have already had experiences that colour their view of the world, just as have each of your new members. They have likes and dislikes, habits, attitudes, their own peculiar brands of charm, and, probably, hurts. The boy with a disability will have spent time in hospital. The teenager who can't recall a secure family life may have had a scrape with the law.

Whatever their special needs, even when they have known love, these boys know what it feels like to be unsure of where they belong. Even though they want very much to be part of your colony, pack, troop, company or crew, boys with special needs will require time to come to terms with their new experience in their own unique ways. Knowing they have Scouting chums who will stand with them and urge them on can mean the difference between having just a piece of life, and profiting from their whole share. With your help, encouragement and acceptance, they can be one of us. A

Scouter's alphabet

by David Goss



Scout from another area and have her dress in a Scout uniform. You will involve her in all the usual troop activities, but will make sure that no one discovers she is a girl. You can use any means you like to protect her identity, and you can keep the other boys away from her as much as possible. But you must carry out the normal troop program of the evening.

Because the other patrols will be issued challenges too, and will try to determine just what your challenge is, you can use any devices you like to pretend your challenge is other than to disguise a girl and have her assume the role of a member of this troop.

Ice cream making — If you know someone who owns one of those new electric ice cream making machines, provide him the ingredients and invite him to your program closing to make some delicious ice cream for the boys. Have on hand all the nuts, chocolate sauce, fresh strawberries, whipped cream and cherries needed to make each lad the biggest ice cream sundae he can possibly eat.

Ice skating — Few areas in Canada do not have an ice rink that is open in the summer months. While these rinks are usually booked for hockey camps or figure skating schools, they often have a few hours of ice time for sale. Summer ice is seldom cheap, but it is a novelty, and it might just be a good way to wind up your year's program or to add to the fun of some Scouts who are visiting you from another part of the country. Of course, if there is no ice skating, you can always try roller skating. The rage is still on for this sport, and new rinks open every day.

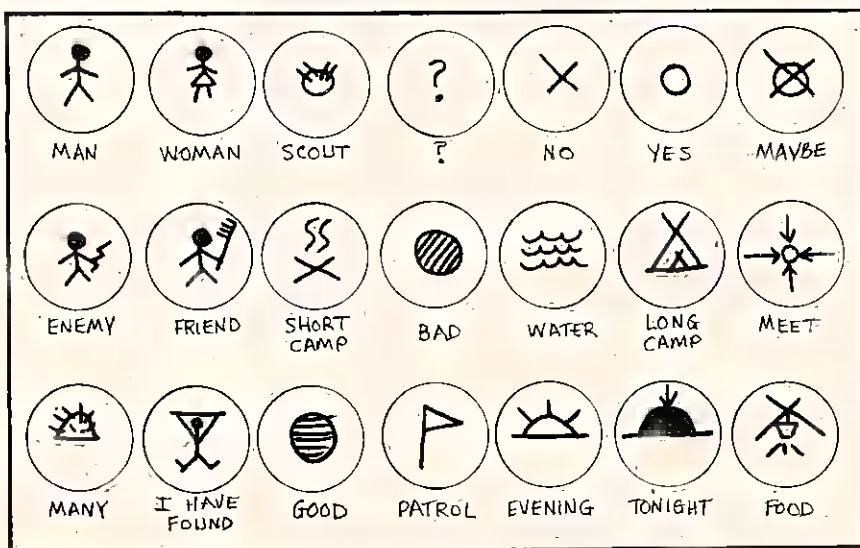
Your Challenge. Reveal this to no one, and take pains to make sure you can carry out the entire meeting next week without anyone's becoming aware of what you're doing. At the same time, the other patrols will be involved in a challenge, and they will make every effort to prevent your discovery of what they are doing. If you do discover what they are doing, come to the Scouter. He will give you the chance to tell everyone what it is you think your rival patrols have been challenged to do. If you are wrong, you will be subject to the ridicule of the troop, and perhaps some hot-oven treatment at the end of the evening. But if you're right, and the first patrol to unravel the mystery of a rival's challenge, your entire patrol will be treated to an ice cream sundae after the meeting. Here is your challenge.

You are to arrange for a Girl Guide to come to the next meeting disguised as a new Scout recruit. If you like, you can pretend she is a transfer

Back to the leaders. You can see that a meeting like this must be planned carefully. Games must be well thought out, and it probably would be best to stage this on a 'bring a friend' night. A meeting when patrols work basically on their own projects before coming together for a demonstration would be the best type of program. Allow just enough interaction that each patrol has a chance to view, but not to study, the other new members. Make sure the new members are not put on the spot in any situation, especially early in the program. And of course, they should not be asked to speak! Will it work? It won't if you don't try it.

Indian signs — I've illustrated several Indian signs that can be used for passing messages to your boys. Try them in wide games, etc., or for giving instructions at camp. Of course, these are but a few of the many pictorial symbols suitable for communication. You can develop many more. Eventually you might have a unique troop code which only your own boys can read. Why not develop this idea?

Impossible feat — This may be impossible. But then again, it could be a lot of fun to find out. Go to the patrols and give each of them the challenge below. Make sure that each patrol thinks only they are receiving this particular challenge. They should believe that the other patrols have a different challenge, and that each patrol will try to determine the nature of the other patrols' challenges before their own is discovered. Once a patrol discovers what another patrol is doing, they must be prepared to publicly state their findings and to accept the ridicule that follows if they are wrong. As you can see, there is plenty of scope here for patrols to set up deceptive schemes in order to hide their real activity, which is:





Indian woggle — This woggle is made from sawn cedar limbs on which a Thunderbird pattern has been arranged with rice. You might find some dead cedar to make the discs at camp and, if you keep the rice in unmarked glass jars, you can tell the boys the grains are dried quills. Because the Indians used quills to fashion many decorations, you would be making the craft a bit more natural, but you likely won't fool anyone! Once the 'quills' are glued on the discs and have dried, they can be painted with quick-drying airplane enamel. A standard woggle glued or stapled to the back of the disc will provide a slide for the neckerchief.

Inner tubes — During the winter, inner tubes were a regular sight on the toboggan slides in our town. This is something new to me and it might be to you. Why not investigate the possibility of acquiring a couple of tubes of the truck type, or those that fit the large graders. Have them ready next winter for an outing that surely will be different. You might also use inner tubes at camp, but with extreme caution. No non-swimmer should ever ride an inner tube, and even swimmers must wear an approved life-jacket or preserver. Probably the safest way to use inner tubes, aside from the winter use I've described, might be to lash them together to support a raft. At least if one breaks, the others will keep the raft afloat. If my memory serves me correctly, a New Brunswick Scouter used this method for rafting down the Miramichi. Why not investigate the possibility in your area?

Inspection — Packs or troops that keep points on a monthly basis, usually base many of the points on a weekly inspection. Sometimes this is a bit of a drag for the boys because it can become routine and repetitious. Here are some ways to vary your inspection.

- Let the patrol leader (sixer) inspect the patrol nearest to his. He will be much more critical than you could be.
- Let the boys arrange mistakes in their uniforms. If you miss a mistake during the inspection, they receive a bonus point.
- Let the boys ask you Scoutcraft questions from the handbook. They receive bonus points if they stump you.

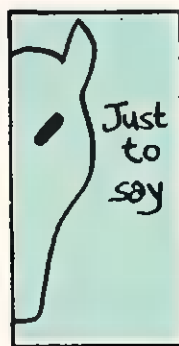


FIG. 1.

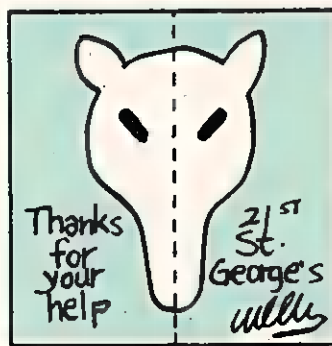


FIG. 2.

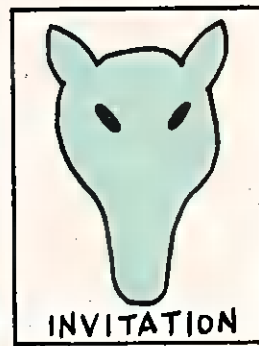


FIG. 3.

- Have mistakes in your uniform that the boys must notice.
- Arrange for a father or mother to carry out the inspection.
- Have an entire patrol or six carry out the inspection of one of the other patrols or sixes.
- Use Kim's Game in your inspection. Show the boys a tray of goods, turn around, remove one, and give a point if they can tell which you've removed.
- Invite the district commissioner to do your inspection. Don't limit it to a short five minutes at the opening. Include an opportunity for each patrol or six to do a demonstration on which the commissioner will be asked to comment and award points. (Make sure he knows beforehand the subjects they will demonstrate.) At the evening's end, he can summarize the troop or pack's good and bad points.

- Invite a member of the Girl Guides to do the inspection. She will be especially critical of uniform sloppiness, dirty hands, ears, etc. I don't think any of us have ever seen a dirty or sloppy-looking Girl Guide.

- Don't ask for the usual Scoutcraft skills demonstrations at inspection. Do something different — something that takes a little imagination.

Invisible ink — This is always fun to use on hikes or in pack or troop meetings, but a word of caution. Messages that must be heated in order to appear, are bound to result in some burned papers. On a hike, always provide a sealed alternate message which is not to be opened unless absolutely necessary. The easiest way to make invisible ink is with orange or lemon juice, or with alum in a solution of water. Warming the paper will reveal the message. Messages are best when written on the paper with a sharpened craft stick, unless you happen to have an old quill or a modern calligraphy pen.

Invitation — If you're in the habit of inviting guests to your pack meeting, you might like to try this idea. The invitations can be made in advance as a craft project. The idea also can be adapted to thank you notes, which always should be sent to those who help with your program. To make the invitation, fold a 8" x 5" sheet of construction paper so that you have a piece 8" x 2½". Draw half a wolf's head as in fig. 1. Cut it out carefully so that you both leave the shape in the cut paper and have a complete wolf's head as well. Glue the cut-out sheet onto a contrasting colour to make the card in Fig. 2. Glue the wolf's head on to a folded sheet of construction paper (4" x 8") to make the card in Fig. 3. You can experiment with this idea, and can easily adapt it for the Beaver and the Scout sections of the movement. A



SIX ROUND OBJECTS PLEASE

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by Judy Evans

The Scavenger Hunt. What a terrific activity for the Cub-age boy. It satisfies all his natural cravings for grubbing around in the dirt, collecting junk and stuffing his pockets with things that wiggle.

It offers the leader unlimited possibilities. Through this activity he can teach the boy to observe, to conserve, to become familiar with local history, to notice changing seasons and to generally increase his awareness of things around him.

I'm sure hundreds of other packs, like ours, have had both successful hunts and those they'd rather forget. We started with the usual, and uninteresting, simple list of objects to collect. After the third hunt and a few loud objections from the boys, we decided that, if we wanted to continue to use the activity in our program, we'd better vary it a little.

Our first inspiration was to ask for

20 different signs of spring's arrival. The usual buds, pussy willows, grass and worms arrived, and also a pair of long winter underwear on loan from a neighbour's washing line.

"Mrs.... said she was going to put them away now. That's a sign of spring, isn't it?"

They wheeled in a couple of bicycles as well, and brought a gerbil cage complete with six babies ("They only have them in the spring, you see."), and a rather reluctant baseball coach in full uniform.

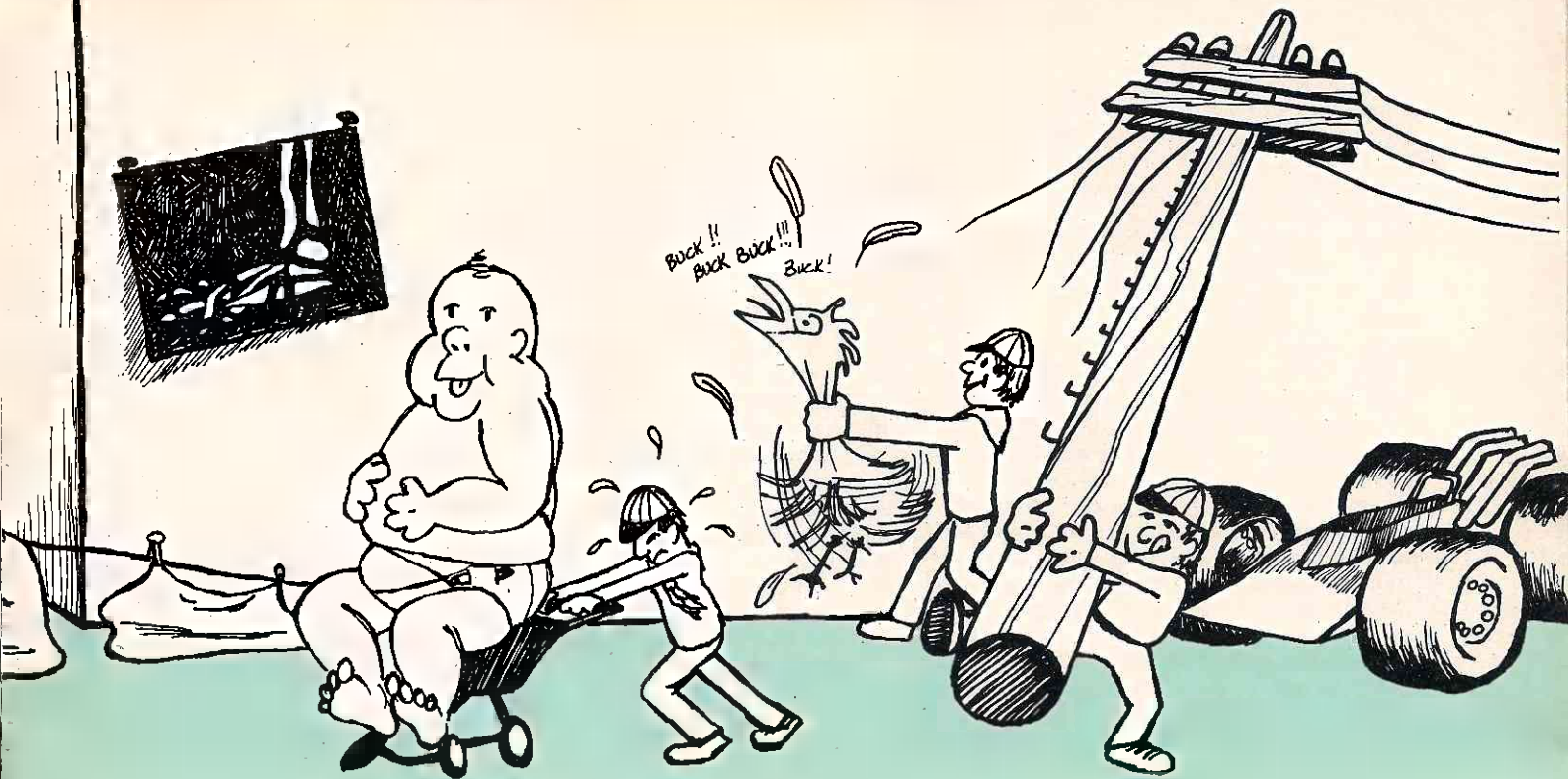
Once we started, we quickly realized that the variations are unlimited. For example, colours make an interesting hunt. "As many different yellow objects as you can find," for example. Our first attempt at this came unstuck because, although we remembered to bar access to houses, we forgot about the local candy store owner. He suddenly found himself deluged with youngsters asking him

to sort out all the yellow jelly beans.

And then there's the Alphabet Hunt — one object beginning with each letter of the alphabet. The time allowance can be cut for this one because its scope is so wide. We expected the difficult letters to pose a problem but, as usual, we under-estimated the boys. 'Q' produced a Q-tip, 'Z' a zipper, and 'X' an x-ray of a rather mangled foot!

On our first hunt of this kind the hall quickly filled up with outsized articles like logs, tractor tires and the like. Next time we gave each six a large brown paper bag with instructions that all 26 articles had to fit inside!

For the longest time, we considered scavenger hunts a good-weather activity. You know, blue skies and sun. Then we tried one in the winter, with surprisingly successful results. We asked for things like a single snowflake (yes, they can bring it in before it melts), an icicle more than a foot long,



a green leaf, and a picture of a non-migrating bird and a non-hibernating animal.

At about that time we also quit keeping our hunts for daylight hours. Hunts in the dark are very popular (but then, isn't *anything* in the dark!). We made our boundaries considerably smaller and, for safety's sake, confined the search to an area with which the boys were very familiar.

We added to the atmosphere by preceding the hunt with a short story involving this terrifying situation. There are only four remaining tribes on earth, and the oxygen in the atmosphere is diminishing rapidly. With only half an hour before a gruesome demise, they must reach a distant planet where oxygen is plentiful. But, to live on the other planet, they must take with them a survival kit. Once they've gathered the kit, they can launch their rocket ships. Then comes the list of kit 'essentials': an ear of corn for future food supplies, water in a rust-proof metal container, a Bible not more than six ounces in weight, etc.

Be prepared for the boys' considerable ingenuity. For example, on one hunt, "a creature with four legs" produced a Cub on all fours, my good-natured dog, and a china donkey sporting a sombrero. ("But Akela, you didn't say it had to be alive!")

A "round object" produced a steady stream of tires from a pile convenient-

ly stacked outside the local garage, while an ounce of rainwater was transported in anything from a ten-gallon bucket to a dripping Cub cap.

For one winter hunt, a leader put on the list a bird's feather, with the comment, "That'll stump them." No such luck. We received a pet budgie in a cage, a wall hanging made of feathers, a live chicken, and an ostrich feather from somebody's grandmother's hat.

Because boys of Cub age possess such a vivid imagination, it's important to be as specific as possible. If you send them on a "critter" hunt, be sure to say exactly what you mean by "critter" or you will receive all the local pets, the odd worm and somebody's young brother.

One hunt taught us the importance of stressing that it is *objects* we want. We decided to give each six a letter, and asked them to find outside as many 'things' that started with that letter as possible.

The usual pile of garbage arrived. Then one of the brighter sixers, who'd been given the letter 'S' lined up his six and, pointing to each Cub, said, "Three more things. He's Soft in the head, that's one; he says he's Sick, that's two..."

"And they told me I was Stupid, so I suppose that makes three," offered the youngest member.

"You forgot Sex," added the second. "You remember, we saw that outside."

"Well you can forget *that*," cut in Baloo. "Geez — what an imagination!"

"That's not fair!" was the indignant response. "We saw a couple of girls outside and they're a sex, aren't they?"

Scavenger hunts don't have to be for objects only. A collection of facts can be just as much fun to obtain. Items like the construction date of a certain building, the Saturday opening time at the post office, or the name of the street on which you'll find the town hall, all serve to increase the boy's knowledge and appreciation of his surroundings. We have two small and very old cemeteries in our village, and no hunt would be complete without at least one question like, "When did so-and-so die?" or "How old was whosit when he died?" Or ask for the signatures of people who serve the community: Guide captains, local councillors, fire and police chiefs, etc.

You don't have to hand them the question on a plate, either. Instead of asking directly, give them a clue. "She looks after the girls in blue. He represents government. Who do you call when you set the house on fire?"

They don't always find the right person, but they have to ask an awful lot of questions even to come close. The signature of someone who has served in a war will baffle them completely, because 'war' to a boy of that age means anything from a dinner-table fracas to a *Star Wars* battle, and Darth Vader just isn't available.

To be truly effective, a scavenger hunt must be well thought out and carefully planned beforehand. Think back to the evening your program went up the spout and you decided to fill in with an impromptu hunt. "Good for at least half an hour," you muttered as you frantically scribbled a list of the first 20 things that came into your head. Two minutes flat, and they were back, having learned absolutely nothing and twice as rowdy, thanks to their increased oxygen intake.

Aside from the pre-planning aspect, it's important to stress certain ground rules. As with any outside activity, boundaries must be clearly defined. "Stay away from the dump and the minister's garden," is not enough.

Our boys have a rather unnerving fascination for the railroad track that runs through the end of the village and, no matter what we asked, someone always produced a large metal bolt and, once, a railway tie. Finally

we declared the whole area out of bounds.

Make sure you stress the usual rules about respecting property and private possessions. If you are on a fact-finding hunt, it's both courteous and good public relations to check with the people involved beforehand.

I would strongly recommend that you never ask for the signature of the oldest person they know. A Cub's idea of an elderly individual is anyone over the age of 30. At least, that's what I told myself after being asked to sign three forms during one hunt.

Supervision is a must. It's all very well to send out individuals or sixes, but every pack has its nervous youngster, its accident prone group and, of course, the little fellow who always gets lost. How much or how little supervision will depend on the boys, the circumstances and the area.

It's also important to put a time limit on the hunt. We've found half an hour

to be the absolute maximum for the usual type of hunt. By that time, the boys are becoming bored or frustrated.

Give some thought to the possibility of extending the theme of the hunt through the rest of the meeting. If you ask for facts about local history, have one of your older residents meet the pack later to describe what things were like years ago. If you have a nature list, use the items collected to make a plaque during the remainder of the meeting (Black Star requirement #2). Or include a walnut on your list and make it a Cub woggle (Tawny Star requirement #2).

The scope is as broad as your imagination and, because there are so many variations, you can hold a scavenger hunt more than once or twice a year. The more difficult you make the list, the more ways the boys will find to get around it and the more fun they'll have in the process. One thing's for sure. They'll surprise you every time! λ

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Letters should be kept as brief as possible. The editor reserves the right to shorten letters when necessary. Address: **The Editor — Letters, the Leader, P.O. Box 5112, Postal Station 'F', Ottawa, Ontario, K2C 3H4.**

Dear Editor Bob,

Thanks for the January LEADER. Who is the artist who did the cover picture? He sure has a unique and open style, by golly!

-Bert Smith
Longview, Alberta

Ed's Reply: Our cover artist is Bruce Rawlins. We think he does super work, and we're glad our readers like it as well.

Dear Sir,

I've read your magazine for years, used ideas such as the new *Peanut Butter Beavers*, and thought you might like to hear from fellow leaders

and readers.

-Hawkeye and Big Bear
62 Immaculate Heart Beavers
Edmonton, Alberta

Dear Sir,

I am a Cub leader 130 miles west of Melbourne. Use the LEADER for most of my Cub meetings. Its articles, ideas leave our *Vic Scout* "for dead". Keep up the good articles.

-G.F.
Lake Bolac, Australia

Dear Sir,

At our last district meeting we discussed the article in the December 1980 LEADER concerning Keo.

Keo seems to be something of a mystery to many Beaver leaders and so these articles are usually helpful. One point which prompted quite a bit of discussion was the question, "Has Keo done an opening or closing ceremony?"

The Beaver Leaders' Handbook indicates that the opening and closing ceremonies are done by any invested leader, and so the question is raised as to whether Keo is classified as an invested leader.

We would appreciate it if you would comment on this point.

-Jim Madsen, district commissioner
Cartier District, Quebec

Ed's Reply: You are correct. The handbook indicates that the ceremony is to be conducted by an invested leader. The article, written by Donna Dunning of the National Capital Region, talked about leadership development. Allowing Keo to conduct any of the ceremonies will assist in his development as a leader. The success of the Beaver program comes from its flexibility, and here is a prime opportunity for development of a young person that should not be overlooked.

There's another way to look at it, and that is to widen the context of the term "invested leader". Keo is an invested member of Boy Scouts of Canada and, as Keo, he holds a leadership position in the Beaver colony.

Dear Sir,

I have been a Brownie or Guide leader for over 41 years and still find many helpful ideas in this excellent magazine. Camping is my favourite part of the program, and I've collected many hints from the boys' issues!

-Mrs. R.W.
Kaslo, B.C. λ

Venturer Log

by Phil Newsome

1980 Amory Adventure Award

The National Commissioner, Lieutenant-General Chester Hull (Ret.), has announced that the **10th Burnaby Northview Venturer Company** won first place in the 1980 Amory Adventure Award competition.

The expedition undertaken by the 10th Burnaby began on June 26 with a flight from Vancouver to Prince Rupert. At this point the company boarded a ferry which took them to Skagway and the start of a hike on the 'trail of 98' over the Chilkoot Pass to Lake Bennett. The company also visited Whitehorse and Dawson City before returning home to Vancouver.

In a future issue of **the Leader** we hope to share some of *Yukon Gold*, the log submitted by the company. It's an excellent description of an exciting and adventurous undertaking.

At this time of year, many companies will be planning their summer activities. Remember that the closing date for entering the 1981 Amory Adventure Award competition is **December 31, 1981**. The competition rules are:

1) **Adults** — Persons of 18 years and over may not take part in the planning,

preparation or execution of the activity, but may be consulted. They may accompany the team during its activity only:

- when the law demands it (e.g. driving a vehicle, entering restricted areas, etc.)
 - as an instructor or supervisor, if learning a skill is required for the activity
 - when safety demands it.
- In such cases, these persons must limit their participation to their specific function.

2) **Duration** — The adventure activity must last a minimum of 72 hours, of which at least 60 hours must be consecutive.

3) **Logs** — Each company will submit an illustrated log, prepared by the participants unaided by adults, which will:

- State the company number and/or name, the advisor's name and address, and the name, age and address of each Venturer.
- State the purpose of the activity.
- Indicate how and why the activity was chosen.

• Record details of planning and preparation.

• Provide a day-by-day account of the activity. It should:

- i) give an account of the route;
- ii) report the type of country, terrain, bush, waterways, hike trails, flowers, bird and animal life;
- iii) describe features of historical interest, monuments, battlefields, ruins, historical routes;
- iv) describe human life, industrial and agricultural development, local crafts;
- v) be illustrated with photographs, sketch maps, sketches, leaf specimens.

While the rules of competition require that the log of the adventure activity be the unaided work of the team, it is suggested that teams seek advice and gain prior experience in log-keeping.

4) **Judging** — The judges are appointed annually by the Deputy Chief Scout and their decision is final. The judges base their evaluation of the activity on the logs submitted and assess the activities for:

- a) initiative
 - in the choice of activity
 - in preparation for the activity
 - during the activity.
- b) effort during preparation and execution of the activity
- c) achievement of purpose
- d) quality of the log

5) **Return of logs** — Under normal circumstances, the logs entered into this competition will be returned. However, Boy Scouts of Canada reserves the right to retain them once they are submitted in competition. A

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A CREST WORTH SWAPPING FOR ...



...is usually made by

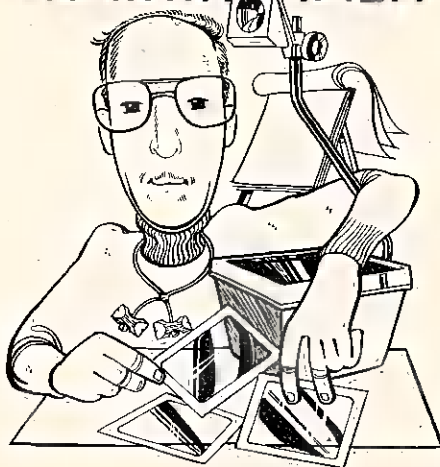
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TRAINING TALK



by Reg Roberts

This month Reg has adapted an article by Ted Witt first published in American Camping Magazine, Feb. 1978. The article is reprinted with permission of the editor.

THE TEACHABLE MOMENT

The educational aspect of camping is one of its most valuable assets. Conscientious camp program directors insist on planning for a wide range of educational opportunities. In spite of good planning, educational objectives are seldom met completely. Thus, camp directors are usually looking for means which will strengthen the educational aspect of the camp's program.

One method by which educational objectives can be more completely met is full utilization of the spontaneous teachable moments which arise as a normal part of camp life...

What is a teachable moment?

A teachable moment is a time when the camper and the situation have made all the conditions right for learning to occur. ... The camper has opened the mind's door and invited someone else to come in and share. The value of the teachable moment resides in the fact that the camper is ready to learn because he is asking to be helped. ...

Opportunities for teachable moments come often and in many forms. It may be a camper's comment: "I wonder what made that tree look like that."

It may be a point of disagreement within the group... It may be the discovery of something never noticed. ...

It may be the discovery of a new skill ... (or) ... a question that one had never thought to ask, or never

had nerve to ask. ... It may be a failure of some kind: "That has got to be the worst cookout meal I've ever tried to eat!" The list of possible teachable moments is limitless and unpredictable.

Opportunities

Because of the unpredictable nature of the teachable moment, it is difficult to teach leaders how to adequately recognize and respond when they arise. The benefits of these moments are limited only by the inability of the leader to use the teachable moment to maximum advantage. Thus, high on the priority list of every camp director should be time spent with staff helping them to recognize and respond to these valuable teachable moments. ... Every teachable moment is an opportunity.

It was a wise person who observed that some persons (kill) opportunity, others take advantage of opportunity, and a few persons create opportunity. ...

The ... weapon most often used to kill the excitement of a teachable moment is insensitivity. Often camp leaders simply do not hear or see what the camper is trying to communicate. ... The cause may be simply pre-occupation. At worst, the cause is sheer callousness to what is happening. ...

Sometimes the ... weapon is insecurity on the part of the leader. An



issue may be raised with which the leader is either uncomfortable or unknowledgeable. Rather than expose the personal insecurity, the leader chooses to ignore or sidetrack the teachable moment. ...

Another ... weapon is mis-ordered priorities. The leader may be more concerned about meeting an agenda than meeting the needs of a camper. This ... may be observed in a comment such as, "We don't have time to stop and talk now. It's time for us to go swimming." ...

An often-used ... weapon is employed by the camp leader who is overly eager to display his knowledge to the impressionable campers. A camper asks a question which opens the door for some creative and probing thinking. The unthinking leader (eager to impress) gives a quick, very factual 'answer' which quickly closes the door. ...

The tragedy of the (dead) teachable moment is that it can seldom be revived. The time was right and time can seldom be turned back to recover the mood of receptivity present when the teachable moment first came. Any attempt to inject new life by use of artificial respiration is a failure. ... The first step in adding the teachable moment to our educational tool kit is to have the sensitivity to recognize it.



The next step is to have the security and competence to deal with the teachable moment. Using the teachable moment ... takes many forms. ... The form depends upon the situation, the leader, the environment and the nature of the issue.

On some occasions the opportunity may be dealt with in a simple, direct and straight-forward way. This is the most often used. It is also the most often misused. Creative thinking is stifled by a direct answer. Camp leaders need to learn to help a group expand thinking powers by assisting them in the discovery of their own answers. A good method is to ask leading questions which require thinking.

For example, a group may discover a malformed tree and someone asks why it became that way. The leader's temptation is to give a direct answer. However, to take maximum advantage of this opportunity the group leader can ask a series of questions such as:

- Is this the only tree you see shaped like this? Are there other trees of this species in the area? If so, do they have the same characteristics?
- Do you see in the area any evidence which might indicate the cause? Let's brainstorm. What possible causes are there? Of all possible

causes we've thought about; which is the most likely? Why? Could it have been prevented? Was it caused by nature or man? In light of what you know about ecology, should the tree be left as is or should it be cut?

When such a process is followed something more important than the answer is taught — campers develop the ability to think!

Campers seem to have the ability to ask questions to which leaders do not know the answers. This should not threaten the good leader, but should serve as a greater motivation. A sensitive leader may say in this situation, "I'm not sure what made the tree malformed, but let's see if we can find out." The leader and campers become co-searchers for the truth.

In using the teachable moment, a wise leader will want to turn to the group for suggestions. This is especially true of situations involving differences of opinion, dealing with failure, or discipline problems. . . Campers will often be able to solve their own problems if the leader is open to their suggestions. Leaders may also discover that the camper's solution may be superior to their own.

All teachable moments do not necessarily require an answer. Some may require a question. For example, after a bad cookout, the sensitive leader may simply ask, "Well, what went wrong?"

Sometimes even spoken words are not necessary to respond to a teachable moment. It may require no more than a warm accepting smile or an encouraging and affirming hug.



How to create opportunities

A teachable moment is a spontaneous outgrowth of a group or individual experience. The emphasis is on spontaneous. Although one cannot anticipate or manufacture teachable moments, an alert leader can help create an environment so accepting

and cordial that campers are more likely to open themselves to desirable change.

If a camper knows that he will be accepted and loved under all circumstances, that he will not be laughed at or belittled if he asks a question that is important to him, that suggestions offered will be given equal consideration along with all others, that he is secure in the group — then the conditions are right for the camper to open himself to possible change. . . . Creating this kind of atmosphere makes it more likely that teachable moment opportunities will come.

An alert camp leader may, without being manipulative, encourage and create some situations in which campers are more likely to create teachable moments. For example, a hike through an area victimized by forest fire will almost certainly cause the campers to raise questions. The good leader is constantly seeking situations which stimulate the camper to want to learn.

Many camp leaders are so eager to have their group succeed, that they will go to any extreme to keep them from failure. This attitude may be an injustice One of the most creative teachable moments may be after a failure. The leader should be willing to let the group fail so long as the failure does not jeopardize the health or well-being of the campers. If handled properly, what happens in the teachable moment of failure may be more creative than what happens after a success. It should be noted, of course, that a group or individual faced consistently with failure should be given the opportunity to succeed

The ability to creatively use a teachable moment may be the most valuable tool available to a camp leader. The ability can be cultivated and should be stressed and practised in staff training In cultivating this skill each staff member can:

- Learn to listen to what persons are saying.
- Keep eyes and ears open to what is happening in the dynamics of the group.
- Become acquainted with age group characteristics and the types of questions raised by persons of various ages.
- Become familiar with as many camp-related topics as possible.
- Learn to help persons clarify issues that are raised.
- Learn where to locate authoritative information about subjects with which they are unfamiliar.
- Learn when to speak and when to remain silent. X

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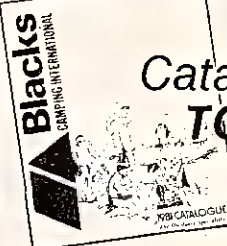
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by Bob Milks

WE MADE IT!

When the goal was first set, 20,000 Scouts, Venturers and Scouters seemed an impossible number. But the latest figures indicate that, with hike-masters and service staff, we have exceeded the goal by about 200 participants. We made it!

This means that for the period July 1 to 10, the jamboree site, a city of more than 7000 tents, will be the eighth largest city in Alberta. In size the jamboree will surpass attendance at CJ '77 by almost 4000. So **CJ '81** will now hold the record as the biggest camp ever in Canada.

The airlift to **CJ '81** also will exceed the 9000 boys and leaders moved into Prince Edward Island by air in 1977. Needless to say, we are using all available forms of transportation to carry people to the jamboree.

FAMILY AND NON-STAFF CAMPING

Coming to Alberta this summer to visit **CJ '81** or the Calgary Stampede?

Stay at **Camp Gardner**, Calgary Region's camp located on the Elbow River only 20 miles from Calgary, and 35 miles from the **CJ '81** site.

We have **140 camping sites** available from noon June 29 to noon July 11.

Facilities

- 100 electrical hook-ups, water taps, sewage-dump, modern washrooms and showers, swimming pool, Trading Post.

Activities — July 1-10

- Archery, archery golf, BB gun range, obstacle course, nature walks, crafts, movies, fishing (Alberta license required), evening campfires. Indian teepees are available for children's sleep-overs.

Cost per day

- \$6.00 per trailer or RV

PARTICIPANTS FROM OTHER COUNTRIES

Boy Scouts of America were given a quota of 500 participants for the jamboree, and we expect to see all 500 there.

In addition, 14 other countries have indicated they will send a patrol to the jamboree. They are; Australia, Barbados, Bolivia, England, Honduras, Israel, New Zealand, Peru, St. Maarten, Sweden, Trinidad, Taiwan, Venezuela and Norway. This will make **CJ '81** truly an international jamboree.

FAMILIES AND OTHER VISITORS

Because we will be using computer print-outs that list all jamboree participants, a search for your son when you come to visit the site should be reasonably easy.

On arrival at the jamboree, look for the Information Booth near the main gate. Personnel there will be able to direct you to a sub-camp which will, in turn, direct you to your son's camp.

There is one major problem. On most days, Scouts and Venturers will be busy with activities morning and afternoon. Meal times and evenings would seem to hold the best chance of finding your son on his site.

We hope that Scouts and Scouters unable to attend the jamboree as participants although they are in Alberta at the time, will drop by to visit **CJ '81**. But we must point out that there is no accommodation available for overnight stays. Make your own arrangements to stay at one of the many local campsites within easy drive of the jamboree site. We caution you to remember also that, since it will be stampede week, there will be a high demand for such sites.

We also want to stress that the only meals available to visitors, whether families or non-participating Scouts, will be canteen snacks. We regret that we can't offer more, but our resources are strained to capacity to handle the 20,000 participants at the jamboree.

SIGN OFF

And here, pre-jamboree publicity ends. The next step is to send the stories out to the media during the jamboree.

We've had quite a good response to a previous article on jamboree publicity. A number of councils have informed us they've contacted weeklies and cablevision stations in their communities. Keep passing the word.

See you at the jamboree!

- \$3.00 per tent or tent trailer
- Electrical hook-up, \$1.00 extra

Bookings

Camping Services
Scouts Canada, Calgary Region
P.O. Box 3247, Station B
Calgary, Alberta
T2M 4L8

Include name, mailing address, number of campers (give children's ages), name and phone number of your Scout affiliation, type of camping unit and whether electrical hook-up is required, and expected date of arrival and departure. **A non-refundable deposit of \$3.00 per day must accompany your booking request.**

Upon receipt of your booking, Camping Services will send you confirmation and a welcoming package containing information about Camp Gardner, a location map, and literature about the Calgary stampede, Banff and other points of interest. A



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New Brunswick Scouters' Conference	60.16
*Kawartha District, Ont.	107.14
*1st Deep River, Ont.	216.13
*Peterborough District, Ont.	1,407.75
*Sudbury District, Ont.	592.86
*Greater Toronto Region, Ont.	9,001.71
*South Georgian Bay District, Ont.	562.87
*Trent Valley District, Ont.	331.84
*St. Catharines District, Ont.	599.30
*Prince Edward County District, Ont.	168.09
*Wallaceburg District, Ont.	282.37
*New Brunswick Provincial Council	6,566.04

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

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FUN AT THE POND

by Kay Hotham

It's spring again and time to take the colony outdoors into the fresh air. This month Fun at the Pond looks at ponds. Ponds are fascinating places to explore, observe, study and play around. A trip to a pond will fit nicely into one of those warm Saturday afternoons when the sun is beaming and the birds are chirping.

'Adopt' a Pond

If you're planning to take the Beavers to a nearby pond or slow-moving stream, you might want to consider 'adopting' it (with permission from the proper authorities, of course). If allowed, put up a sign and plan several visits to the area to observe the changes in vegetation and wildlife as spring turns into summer.

Put the Beaver promise "to help take care of the world" into practice. Have the colony pick up litter and generally keep 'their' pond clean. It's never too early to encourage respect for nature and the conservation of the natural world.

The First Trip

A little advance work is needed before you make that first trip to the pond.

First, make sure that everybody is properly dressed. This means sturdy outdoor gear that is water and mud proof, including boots. Have everyone bring plastic containers and jars for collecting samples. Send home an equipment list if necessary. Be prepared for minor accidents like bumps and falls. Ponds are slippery in the spring.

At a previous meeting, prepare the colony by explaining the things they should look for in, on and around the water.

Bullrushes, pussywillows, various grasses and even water lilies abound in wet areas. There should be many unique rocks and stones for the colony's collection. If the route to the pond includes a walk through the woods, there's plenty of scope for nature activities like those suggested

in *Beavers Unleashed* on page 4 of this issue.

Duplication

To start things off when you arrive at the pond, try this activity.

Gather five natural objects from the immediate area (rocks, weeds, leaves) and spread them out on the ground. Allow the Beavers a minute or so to look at them closely and then ask them to find similar objects in the area.

After they've searched for awhile, call the colony back together and explain a little about each object. By this time the Beavers will have discovered all sorts of interesting things, and will be raring to go!

Colours

Also upon arrival at the pond, ask the Beavers how many different colours and shapes they can see in front of them without moving from where they are standing. You can do the same exercise with sounds.

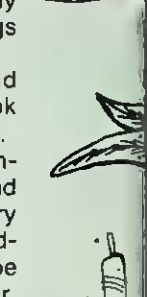
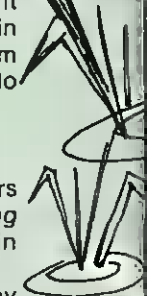
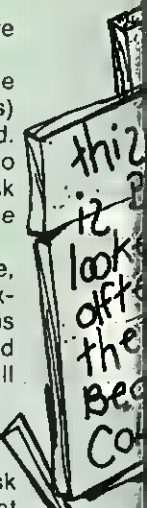
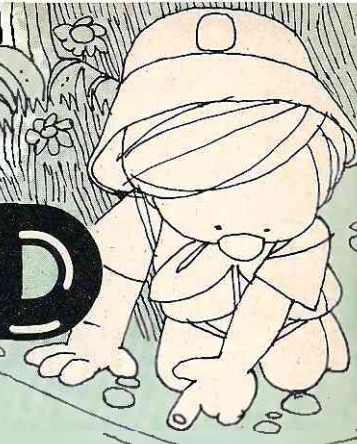
Tadpoles

The most interesting (for Beavers anyway) aspect of a pond in spring will probably be the things that live in it, particularly tadpoles.

If your timing is right, the colony will be able to collect tadpole eggs and bring them home.

Tadpole eggs are usually found along the edges of ponds, and look like clear jelly with black polkadots.

Have the Beavers fill large containers with water from the pond and carefully scoop in some eggs. Very soon the eggs will hatch into tadpoles, or pollywogs, and should be transferred to a bigger container, such as a fish bowl. The colony will be able to watch the tadpoles' growth into frogs (or toads), and eventually can return them to their natural habitat. Tadpoles eat algae (more on this later) which grows naturally in water exposed to sunlight. They will also



eat commercial fish food, lunch meat and egg yolk.

Prepare a flannel board chart or poster detailing the stages of a frog's development. The egg becomes a tadpole with a tail and then grows hind legs and forelegs. Finally the tadpole loses its tail and becomes a frog.

Beavers will also enjoy drawing tadpoles in their various stages of development (a good stand-by activity for rainy days).

Algae

Algae is a water plant found in ponds. It provides food for many living things in and around ponds, including tadpoles.

Let Beavers grow algae by collecting a jar of water from the pond. Place the jar, without a lid, in the sun for several days, adding water as it evaporates.

A greenish brown growth will appear in the jar and can be studied by the Beavers with a magnifying glass. It will also provide homegrown food for the colony's tadpoles.

Other Creatures

There are many other creatures inhabiting a pond and its banks. Spend some time in the library and you'll be amazed at the variety of wildlife common to most ponds.

If you're really in luck, there will be a beaver dam in the vicinity, but observing beavers is an activity that requires much patience and quiet.

What Watery Animal Am I?

After a session discussing common inhabitants of a pond, try this game.

Pin a picture of a pond creature to the back of one of the Beavers. Don't show him the picture, but let the other Beavers see what it is.

The Beaver must ask questions to discover his identity. The others can answer only yes, no or maybe.

Invent an Animal

Here's a good way to use up all the odd craft material you have left over after the winter. Set the Beavers loose among the cotton, balloons, string, paper, glue and other stuff, and have them create an animal that could survive in the pond along with tadpoles.

There's always Leapfrog

If the colony becomes a little excited over the whole project, have them use up some of that extra energy playing leapfrog.

Pair up the Beavers and have them leapfrog along a course or, just declare a general leapfrogging period. One way to get the game going is to have leaders leapfrog over each other a few times. This may cause a stir, but is guaranteed to start things off on the right foot.

Hopping

Frogs and toads are also noted for their hopping ability (and, in the case of Kermit, their singing ability). Play follow the leader in a circle in a playground or nature trail parking lot. Begin by hopping on two feet, switch to one and add variations as the game goes along. Hop forward, backwards and sideways. Hop on one foot and swing the free one. Then switch.

Encourage the Beavers to "R-RIB-BETT!" as they hop.

Ten Little Beavers

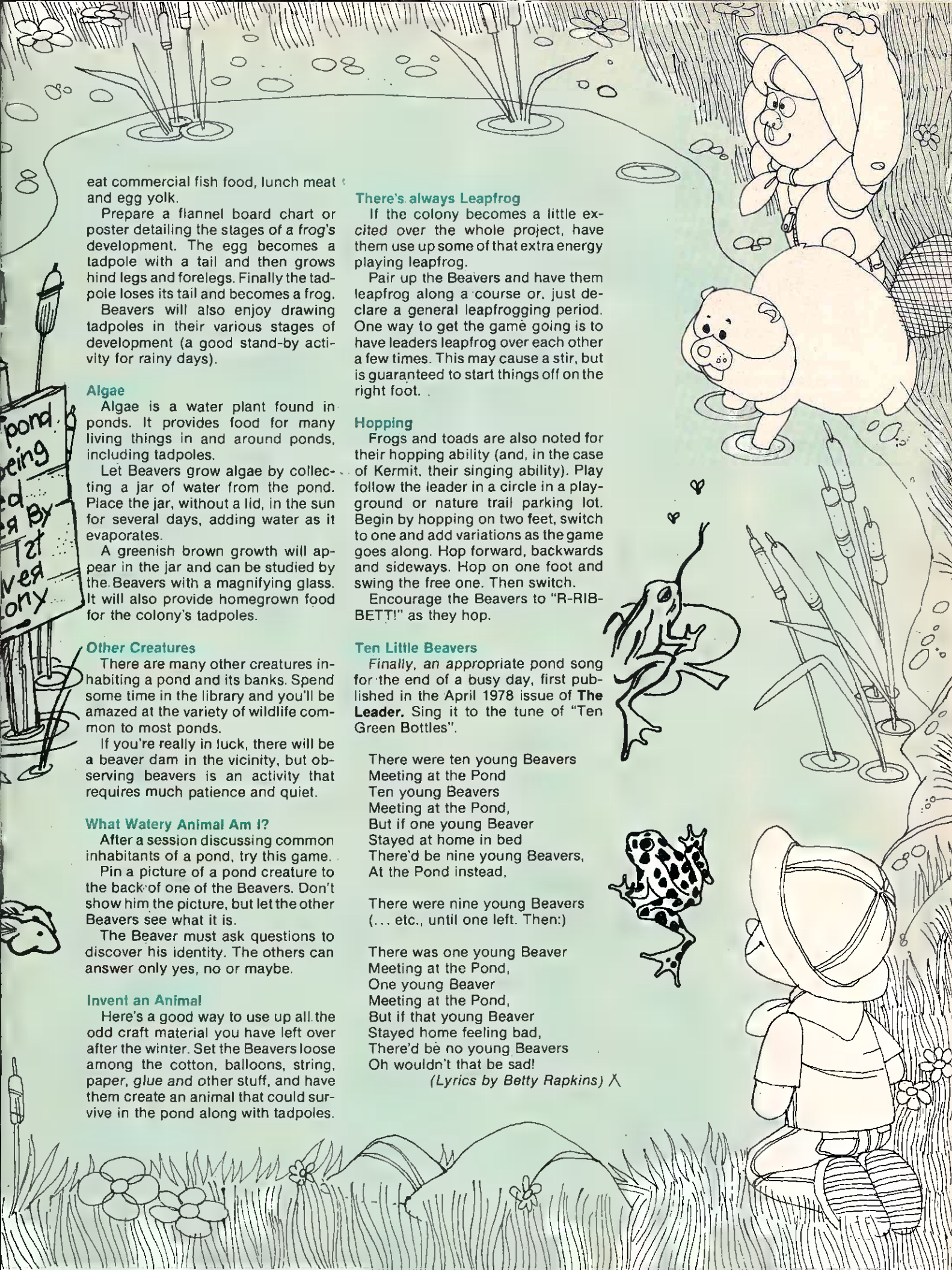
Finally, an appropriate pond song for the end of a busy day, first published in the April 1978 issue of *The Leader*. Sing it to the tune of "Ten Green Bottles".

There were ten young Beavers
Meeting at the Pond
Ten young Beavers
Meeting at the Pond,
But if one young Beaver
Stayed at home in bed
There'd be nine young Beavers,
At the Pond instead,

There were nine young Beavers
(... etc., until one left. Then:)

There was one young Beaver
Meeting at the Pond,
One young Beaver
Meeting at the Pond,
But if that young Beaver
Stayed home feeling bad,
There'd be no young Beavers
Oh wouldn't that be sad!

(Lyrics by Betty Rapkins) X





One or two things your Patrol Leaders might like to know:

- Porridge pans are best cleaned with *cold* water. Hot water will make the beastly left-overs stick like glue.
- It is asking for trouble to hold down a piece of wood on the chopping block with one hand while operating on it with a bow saw with the other.

- Rope manufacturers now specify the *circumference* of a rope in inches and the *diameter* in metric (millimetres). To convert the first into the second simply multiply by eight.

- The practice of rolling up the tent brailings before morning inspection is definitely not approved by the camp advisors of our sister movement. Why not? For the very obvious reason that the sod cloths are still damp, having been soaking up the wet all night long, and will quickly infect the canvas brailing with mildew. The Guide method is to detach the brailing loops from the pegs and sling them over the guylines, where the lovely fresh air can get at them.

- When stalking a wild creature at close quarters, never look it directly in the eye. And, believe me, if you have never had the thrill of pitting your wits against a wild creature in its native haunts, you don't know what you are missing!

- Ropes of man-made fibre are dangerously susceptible to any abrasive strain (e.g. the chafing of a climbing rope on the edge of a rock platform). We have proved this by sawing clean through a six mm line with its own tail in a matter of seconds. So far as we are aware, no one has ever tried to do the same thing with sisal or manila. Why not have a go and report back? The idea is to stretch your line like a fiddlestring between two firm anchorages and then set two men to work on it with a short length of the same rope.

EDITOR'S NOTE: For more information on knotting with synthetic rope, see *Patrol Corner* in the April '81 issue of the *Leader*.

We are all agreed, then, that whenever the patrol is to be the unit of activity in future, instructions should pass through the Patrol Leader, never by direct word of mouth from Scouter to patrol? Further, that the Patrol Leader should never be taken *completely* by surprise in front of his own men? That's not to say that he should be given the full story, of course. As we all know, the art of good Scouter-ship is to feed the lad with just enough technical know-how to enable him to lead his men confidently into action when the time for action is upon him.

A simple frinstance would be to get the Patrol Leaders to practise joining ropes together with sheepshanks during the coffee break at the next meeting of their council. Then, on Troop Night a few weeks later, you could call 'em up, hand out two lashing lengths per patrol and invite them to join them together, hold a tug-o'-war in their own patrol corner, then release the knots simply by shaking the ends.



THE PROBLEM:

To get the rope over the branch and back again without crossing the stream, so that it can be stretched tightly between the oak on the far side and the birch tree on this, to give the patrol something to hold on to when they ford the treacherous, swift-flowing water. The three inch hawser is much too heavy to throw. (*Don't look now, but one possible solution will be found in the end-piece*).



When stalking a wild creature, try to avoid looking it directly in the eye.

The latest news from Bracebridge, Ontario, Canada, is that the 14-man crew of the Sea Scout ship 'William Tinkiss', under the command of Skipper John E. Purchase, have been carrying out further experiments in 'blind orienteering' and have come up with some interesting results.

You will remember that the idea is to mark out a straight line on flat ground and then blindfold your men and send them off one by one along the line to determine the degree of deviation to port or starboard. The long-standing theory is that in these circumstances (such as in a heavy mist, for instance) the tendency will always be to drift to the left (or per-

haps it was the right, I can't remember which), but this has not been confirmed by previous experiments. Anyhow, on this occasion Skipper Purchase carried the thing a step forward by trying to determine whether left or right handedness and left or right eye dominance had any bearing on the behaviour of his guinea pigs. The results (carefully tabulated, I need hardly say) seemed to indicate that double dominant right produces a significant backing to port, to the extent that of the seven Scouts in this category, all save one drifted in that direction. It is more than likely that double lefts have the same tendency in the opposite direction but unfortunately the 'Tinkiss' could only raise two lefties, and one headed 12 degrees off course to starboard and the other, disobligingly, two degrees to port.

On the basis of the available data, the boys of the 'William Tinkiss' are inclined to think that deviation of this sort may be caused by the longer stride of the dominant leg. Interesting, don't you think? Worth further investigation, perhaps? Of course, the difference in the length of stride may only be fractional and therefore hard to determine by crude experiments on soft ground. Still, you could always give it a go.

Another thing. What about ear dominance? This has not escaped Skip Purchase, but so far he has found no way of determining the variables. More scope for research in this direction too?

Meanwhile we are pleased to announce that the editor of the *Leader* has agreed to certify the good ship 'William Tinkiss' as a worthy member of the Lunatic Fringe. This will be the first award of its kind in maritime history. The certificate has been forwarded to Mr. Scott Northey and Miss Karen Northey, the Mate's children, who took part in the great experiment and will have the honour of presenting the certificate.

This month's prize quote:

"Our Youth now love luxury. They have bad manners. Contempt for authority. They contradict their parents, chatter before company, gobble up their food and tyrannize their teachers."

— PLATO (427-347 B.C.)

CROSSING THE STREAM — OFFICIAL SOLUTION

The Patrol Leader would unlay one strand from the hawser and remove one of its constituent strands to give him a light line of sufficient length to go at least three times between the two trees, with a few metres to spare. From this line he would cut one third and weight one end to make a loblino. He would middle the remaining length and weight it at the centre, anchoring the ends at some distance apart on the bank of the stream to frustrate the natural tendency of the strand, still under the discipline of its parent rope, to couple with its other half by twisting up together, which, of course, would make life very difficult for our Patrol Leader. The weighted middle would then be thrown across the water, to hang over the branch in the form of a wide 'V'. All that need be done then would be to throw the loblino through

the 'V' and draw one end of the line back across the water to complete the circuit.

Meanwhile, the Assistant Patrol Leader would be re-laying the loose strand back into the rope (no sweat), so that, once the messenger line was in position, the hawser could be hauled over the branch and back again. After that it would be just a matter of looping the hawser round the birch tree, straining it with a harvester's hitch to take up the slack, and finally making fast to the tree.

If you are thinking that this is no way to treat expensive cordage, rest assured that if everyone concerned worked in a seamanlike fashion, the rope would be restored to its normal condition and no one would ever notice that one thread was missing from one strand — surely a small price to pay in coping with an emergency situation with who knows what at risk! ^

AN O.T.L. MICROCHART



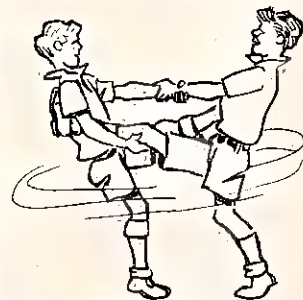
CHINESE GET-UP
From sitting position partners rise and sit, rise and sit, without unlocking



DANISH WRESTLE
Partners grasp hands, outside of right feet together. Push and pull to make partner move right foot.



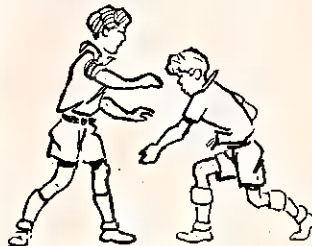
DUCK FIGHT
No holding or interlocking fingers. Jump about to make partner pull hands down or sit.



FLYWHEEL
Foot under partner's arm. Grip wrists. Lean back. Spin



THE HEAVE
Partners stand side by side, legs astride, feet touching, hands on knees. On signal each grips partner and tries to lift him clear of the deck.



KNEE BOXING
Only slaps on the knee are registered



TRIAL OF STRENGTH
No. One clasps hands. No. Two has five secs. to pull them apart

TRIAL OF STRENGTH



HEAD TO TOE WALK
One man does a handstand against partner and places hands on his feet. They walk!

Fort York Exercise



by Fred Fishell

The Scout Select Embodied Militia of York was called out once again in May 1980 to defend the province of Upper Canada.

Historical weekends, when the Scouts act as a levy of militia during the War of 1812, have been staged by Toronto Scouts in 1974 and 1975 (see **the Leader** May '76), but this year's weekend far surpassed the previous ones.

Six companies, each of 40 enlisted men and three commissioned officers, complete with battalion staff and colour-party, were paraded. Both wing companies boasted drummer boys. Those from the Grenadier Company could even play their drums, and were most impressive!

For months the boys, with the help of their parents, worked long and arduously to build wooden replicas of Brown Bess muskets, shakos, back-packs, cartouche boxes, bayonets and scarlet tunics appropriately decorated with regimental badges, plumes and braid. Their leaders, aided by wives and girlfriends, laboured equally hard.

At the Friday night campfire, after the traditional swearing-in of the militiamen, the garrison regulars (Grenadiers of the King's 8th Regiment of Foot) who had volunteered to drill and train recruits, were decorated. The new Regimental colours were presented and blessed by the garrison chaplain. Veterans rejoining the colours were recognized. Eight of the leaders, acting the part of officers and sergeants, had participated

in one or both of the previous campaigns: Even more to the point, one ensign and two of this year's sergeants had participated previously as privates, when they were Scouts.

On Saturday the troops, in full red-coat uniform and equipment, learned the drill from garrison drill sergeants, assisted by leaders of sergeant rank. In the meantime, the officers learned their roles in the coming proceedings.

His Worship Allan Redway, Mayor of the Borough of East York and "Lootenant" Colonel Lou Schumaker of the U.S. Marine Corps, conducted by LCol Blakely of the militia, then reviewed the assembled troops. The boys whose uniforms and equipment particularly appealed to the reviewing party, were awarded decorations.

After the battle drill, in the course



of which the parade ground was cleared of spectators at bayonet point, the boys were marched off to watch films. Old Fort York had asked that we move off the grounds for the afternoon so that they could deal with their regular tourists.

While the other ranks had their supper, the militia officers were guests of the garrison at a Mess Dinner. All the niceties of the period were observed and 'over the port' instructions were given for the war game.

Companies were given specific objectives which were to be carried out manoeuvre-style using tactics of the period. The garrison, in an observer role, assessed casualties and successful completion of tasks. A declared casualty had to drop down for a count of 30, return to his home base and tag-up, at which point he was free to rejoin combat as 'reinforcements'. A truce was called at the half point. The three attacking companies were given defensive tasks and the defenders received offensive objectives.

Sunday morning the battalion formed a hollow square around an altar of colours draped over the regimental drums. The Reverend Major Ken Maxstead conducted a very inspiring military service.

After church parade, the boys marched off by companies for musketry and artillery drill, demonstrations of the field forge, of medicine and medical tools of the period and of military weaponry from the 18th century to the present day. Highlights were the opportunity for companies to serve and fire several rounds from a field-piece, and for individuals to discharge a Brown Bess (East India pattern tower musket).

After lunch the boys struck and folded the army tents they had erected Friday night, and returned home.

The curatorial assistant of Old Fort York, Brevet Colonel Thomas E. Arnold Esq. and Assistant Deputy Inspector General, Capt. Barry Sandler, his predecessor at the Fort, both declared the militia select, "Well and Truly Embodied" and fit to serve under the colours with King George III's regular troops.

FOOTNOTE: We understand that, inspired by our feats of arms, the Niagara Falls District is considering enacting a similar scheme at Fort George, Niagara-on-the-Lake, and plans are well on the way in the Caribou District, St. John's Newfoundland, to stage another event of this sort at The Battery, in conjunction with the historical group which performs the Tattoo there every summer.

Supply NEWS

by Jim Mackie

75th Anniversary

The 75th Anniversary badge and crests are now available from Supply Services.

- Scouts Canada Crest, 06-014 \$1.00
- World Scouting Crest, 06-015 .65
- 75th Anniversary Badge, 06-013 .60

The badge, which may be worn on the uniform by all registered members, is available through your local Scout office only. The 'wearing' location for the badge will be decided at the National Council meeting in Toronto this month.

27 Years with Baden-Powell

In October, 1980, Mrs. Eileen Wade, the founder's confidential secretary from 1914 until his death in 1941, signed a contract giving Boy Scouts of Canada exclusive rights to her book *27 Years with Baden-Powell*. First printed in 1957, the book is an easy-reading intimate view of Scouting's first family. When acknowledging an advance copy we'd sent her, B.-P.'s daughter, Betty Clay, wrote how happy she was to see the book reprinted. "... I shall buy copies for my grandchildren and nephews," she said. The pictures in the book are from family albums, and the artwork is Baden-Powell's own.

Pedo-Meter

Our ad in the March issue of *the Leader* featured the new digital Pedo-Meter Walker. From personal testing we can say that, if properly set (and this is easily done), it gives an accurate recording of distances covered. When placed on a belt in a direct line with the trouser crease, it is also easily worn. The only thing you should be prepared for is suspicious glances from those you pass while walking or jogging. The pendulum in the Pedo-Meter sounds rather like a ticking bomb, but since no one has immersed us in a tank of water or called the bomb squad, it probably isn't as loud as the wearer thinks it is.

Campfire Record #2

Because our first record was so successful, we are giving thought to Campfire Songbook Record #2. We want your help. If you have a favourite campfire song that you feel should be included in #2, write and tell us about it. We can't guarantee to use every suggestion, but we will do our best.

The songs you send don't necessarily have to be of the 'homemade' variety. Most songs can now be cleared through channels, for a fee.

We will very much welcome your help.

75th Anniversary Crest

This is a special woven reproduction of Baden-Powell's famous "mighty oaks from little acorns grow" sketch denoting Scouting's world growth from the Brownsea Island beginning. Cat. No. 06-016 - \$1.60. A



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PATROL CORNER

by Phil Newsome

I received the following ideas from the St. Johns United Scout troop of Pointe Claire, Quebec. With the summer camping season now in sight, they may provide a program item for a troop outing.

FOIL CAMPCRAFT COOKERY

Scouts' enjoyment of the outdoors, adventure and fun are second only to their love of food. At camp it seems that they live from one meal to the next. We can capitalize on their apparently insatiable appetites and teach them new skills at the same time as we have fun.

Foil cooking has been around for awhile, but it's surprising how little it is used in the Scouting program. The possibilities of foil in camping and backpacking are many, and so are its advantages.

- It's light-weight and eliminates the need for cooking and mess kits. Food can be prepared ahead to avoid waste.

- It's versatile. It can be used to cook a complete meal or individual courses. Food can be fried, baked or roasted in it, and it can be used to make cooking utensils.

- It saves time. There are no dishes or dirty pots to worry about after eating. Just crumple up the used foil and return it to your pack.

A complete meal in foil

Food cooks in foil the same way it does in a pressure cooker. It is therefore important to seal it airtight

and to include some liquid to provide steam.

• Instructions

- 1) 2 pieces heavy-duty aluminum foil (12" x 18").

- 2) Take one piece of foil, place shiny side up and put food in the center.

- 3) Join the two ends and fold securely twice.

- 4) Flatten and taper the sides and fold the tapered ends tightly two times.

- 5) Place the seam of this package face down on the other piece of foil (shiny side up).

- 6) Repeat steps 3 and 4.

- 7) Place on a bed of hot coals. Cooking time is approximately 15 minutes per side.

• Pork chop recipe

1 large or 2 small pork chops, 1 cup broccoli or other vegetable, sliced mushrooms, 2 tbsp condensed golden cream of mushroom soup, seasoning to taste. Allow about 20 minutes per side.

Program Ideas

Have your Scouts build a solar reflector cooker and let them cook a meal. Complete plans are given in *Roughing it Easy* — 2. Top off the perfect meal with a freshly baked apple pie. First you'll have to build a cardboard foil oven, also found in *Roughing it Easy* — 2.

Challenge your Scouts to make a complete breakfast without the use of utensils. They can fry bacon and eggs on a piece of foil wrapped around the ends of a v-shaped stick. They can build a reflector oven from v-shaped sticks, cross bars and foil to bake mouth-watering buttered

rolls. What? No coffee for the leaders? Shape foil by placing it over a tree stump to produce a make-shift pot in which to boil water. Some of these hints are found in *The Outdoorsman's Cookbook*.

The programs are directed primarily to the camp environment, but you can also incorporate some city activities. How about a troop smorgasbord? It can be prepared in one or two evenings or, even better, at a regular troop meeting combined with a Saturday outing. This is how we did it in our troop one winter.

We gave a talk and demonstration on foil cooking. Then we told each Scout to prepare a meal at home and bring it with him Saturday morning for a backyard cookout. In the morning we discussed fire making and the use of altar fires, and had the boys cook their own meals.

Our intent was for all meals to be different so that they could sample various dishes. Boys being boys, it didn't quite work out that way. All but two meals were duplicates of the demonstration. Next time I'll assign food from different countries to patrols so that they'll have to develop a smorgasbord theme.

Selected Readings

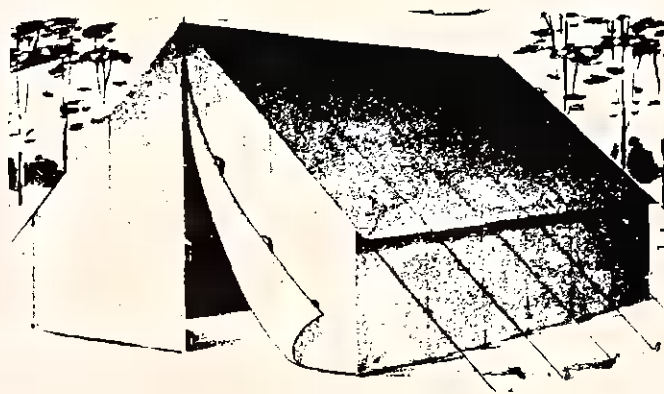
Carhart, Arthur; *The Outdoorsman's Cookbook*, MacMillan, N.Y., 1955.
Rustrum, Calvin; *The New Way of the Wilderness*, Collier, N.Y.
Thomas, Dian; *Roughing It Easy-2*, Warner Books, N.Y., 1977.
Wolf, Leonard; *1,001 Tips for the Great Outdoors*, Contemporary Books.
A Foil For All Seasons, can be obtained by writing Alcan Canada Products Ltd., Toronto. A

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'SCOUTMASTER'

THE WOODSMAN'S CODE



Man is an intelligent, adaptable animal, with new knowledge of the environment and our effects on it, and with increasing appreciation for the joys and rewards of wilderness experiences. Enlightened outdoor users with a feeling of stewardship for the land are attempting to travel and camp with a minimum of impact on the natural environment.

With the start of the camping season upon us, it is wise for Scouters and boys to review the provisions of a woodsman's code.

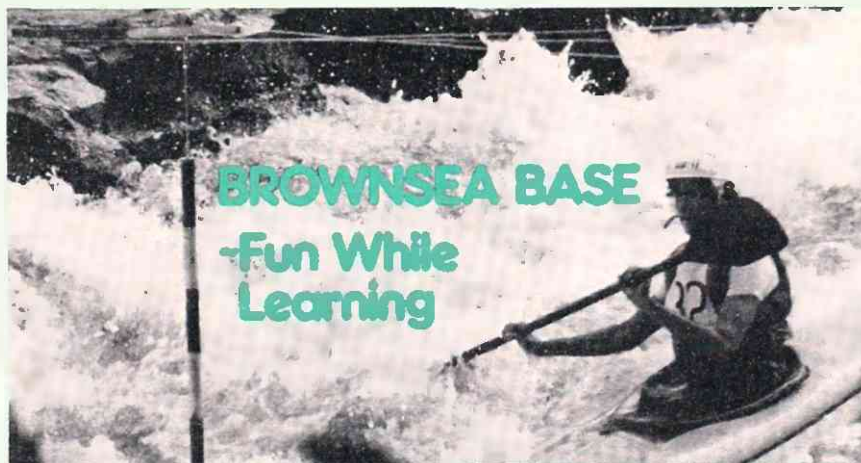
1. Keep the group small.
2. Prepare carefully and be self-sufficient.
3. Use existing trails and portages.
4. Use switch backs in trails.
5. Follow game trails rather than breaking new ones.
6. Wear lug-soled foot gear only when absolutely necessary.
7. Use existing campsites.
8. Do not overstay or expand the campsite.
9. Use natural materials for shelters only in emergencies.
10. Do not landscape the campsite.
11. Use the natural drainage of the site, and a floored tent.
12. Use stoves as required to minimize environmental impact.
13. Keep fires small.
14. Use existing fire pit.
15. If there is no fire pit, remove ground cover and set aside. Dig down to mineral soil, away from roots and overhanging trees. Before leaving area, cover dead ash and replace ground cover.
16. Use only deadfall for firewood.
17. Burn to a white ash. Retrieve all non-burnable garbage.
18. Extinguish all fires completely. Douse, stir, douse again.

19. Use existing outhouses.
20. If necessary, dig a small shallow latrine at least 35 m from open water.
21. Use single-ply white toilet paper and bury completely.
22. What is carried in must be carried out. Burn it, bash it, bag it and bring it back.
23. Waterways are not sinks, bathtubs or laundry facilities. Use a dish pan and dump wash water into a hole located at least 150 ft. away from the shoreline.
24. Use a biodegradable soap (Sun-light type).
25. Because you are a guest in someone's home, remember to act accordingly.
26. Avoid over-fishing, over-hunting and over-trapping.
27. Obey all fish, game and forestry laws and regulations.
28. Do not pick wild edible foods or craft materials except where abundant. Conserve.
29. Pack out all non-biodegradable garbage you find.
30. Evaluate existing woodcraft projects. If inappropriate, dismantle.
31. Eliminate unnecessary firepits. Leave bundles of dry wood covered so that it is available for emergency use.
32. Fill in over-used latrines situated too close to water.
33. Inform authorities of the mistakes of others which are too extensive for you to cope with.

**Take nothing but pictures,
Leave nothing but footsteps.
"Walk softly in the wilderness."**

The Woodsman's Code is an excerpt from the Canadian Camping Association Woodmanship Leaders' Guide, copyright 1979, C.C.A. Printed with permission. A





by Bob Jackson, director Brownsea Base

The Ontario city of Peterborough has much to boast about. Its world-famous lift locks, centennial fountain, educational facilities and many other landmarks are a result of the very colourful history of the area. Peterborough citizens are proud of their city and past, and are very proud also of recent developments and additions to the city. One of the more recent developments is Brownsea Base, the watercraft training program operated by the Peterborough District Council.

After a few years as a trial program for a limited number of groups, in 1966 Brownsea Base became a watercraft training program for all Scouts in the Peterborough District. Its beginnings were humble. Scouts and leaders built a few small sailing prams and purchased a few used canoes. But the first few years were an overwhelming success, and as more and more Scouts took to the program, interest and challenge were increased with the initiation of a kayak section.

Soon it was necessary to add a great deal more equipment to the inventory. Some members began to compete in local, provincial, national and international events, and some of these became champions.

In the early '70's, Brownsea Base approached the Girl Guides with the idea of a co-ed program. The Guides have participated ever since, and Brownsea Base is very proud of the example it sets as a project of joint co-operation and friendship between the Boy Scouts and the Girl Guides.

Brownsea Base still operates from its original location in the heart of Peterborough. The building is located on the main street adjacent to Little Lake, where most of the instruction takes place. Because the lake is a summer-time focal point for thousands of tourists who pour into the city, and for many of the residents

of the area, the entertainment value of Brownsea's sailboats, canoes and kayaks have put Scouting and Guiding in the Peterborough spot-light.

The original aim of Brownsea Base was to provide water safety and watercraft training for all boys from all economic backgrounds. Because we still feel that a low-cost program reaching as many young people as possible is important in our community, we have kept costs and registration fees to the minimum. Many people wonder how we can present such a program for so little money.

Our basic goal is to give watercraft and water safety training for our members, and we encourage them to develop their skills to a competitive level. Our long term goals are to continue to operate a quality program, to keep enrolment as high as we can physically handle, and to do so with the original aim and basic goal in mind.

The Brownsea Base course operates for eight weeks during the summer. Participants must be registered members of Scouting or Guiding, and must be members of good standing with their own group in order to apply. First year members must pass a swim test and, if successful, may participate in the first year canoeing program. Those who complete a first course can, in subsequent years, choose advanced canoeing, kayaking or sailing.

Each course participant attends two instruction evenings a week, and each evening culminates in games and fun events using the watercraft. Fun while learning — that's what Brownsea Base is all about.

The first year canoeing course consists of instruction in canoeing basics with emphasis on safety, strokes, rescue, repairs and canoe tripping. The program covers all the Scout requirements for the Canoeing badge and more. Those who continue canoeing after the first year learn the

finer points and develop skills enabling them to paddle in marathon racing canoes, a highly specialized type of craft.

Many sailboats of various sizes are at the disposal of those who prefer sailing, and many of our people become very proficient competitive sailors.

The calm waters at one of the beaches on the lake are where novice kayakers begin. Here they learn various strokes and techniques, and the Eskimo Roll, before they are taken below the dam to some very rough whitewater. We are proud of the kayak section, which takes kayakers constructed by course participants and instructors to many competitions.

They say there is no rest for the wicked, and we certainly don't have much rest. In addition to operations four evenings a week, we're involved in many weekend events. Weekends find the kayak section in practice or competition, the sailors in practice or off for sailing trips, and the canoe section on overnights to unoccupied lakes. All the trips feature fun, competition and a night-time campfire.

At closing night ceremonies when summer ends, the Scouts and Guides are presented Brownsea Base crests for attendance, achievement and trip participation, trophies and medals.

The very ambitious program of Brownsea Base wouldn't work without the dedication and support of the instructors. They come from all walks of life. Some are leaders already associated with a Scouting or Guiding section, while others are parents or other adults who have skills and time to offer. It takes a large number of adults to operate a program the size of Brownsea Base, and to operate the program the way they do. Last summer 45 adults were involved, and we hope for even more this year.

The work is not over when courses end. Letters are sent to leaders of Scouts or Guides who participate at Brownsea Base. The letters give details of their progress and participation and make recommendations on the basis of completed badge requirements. And the summer coming demands planning and work that includes personal visits to Scout and Guide groups in order to promote the program.

It's the sincere hope of everyone at Brownsea Base that this account of our very unique program will spark the interest of other districts or groups and encourage them to make Scouting even better by setting up their own 'Brownsea Base' programs. Good Luck, good Scouting, and **Think Well** A

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You serve on community projects, doing hard physical work aimed at protecting the environment. You do social work with people. You live with a group of

young Canadians from all parts of the country and learn friendship and French. You may choose to spend 3 of your 9 months learning military skills. You're responsible to your group for a fair share of the cooking and the cleaning.

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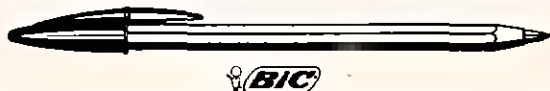
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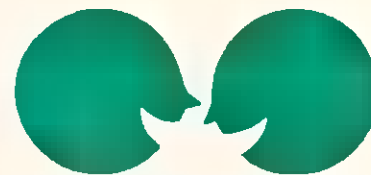
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A WORD TO CHAIRMEN

(of Group Committees)

by Pat Horan

... about service to the community

Dear Murray,

The Toc H Association had a slogan that said, "Service is the rent we pay for living on earth."

At your next meeting discuss with your Scouters the idea of service to your community. They are likely to have some plans already in mind and a co-ordinated approach will increase the effectiveness of your efforts. May is a terrific time for everyone to apply already learned skills and gain new skills through well planned and conducted community service projects.

- In the March '81 **LEADER**, Syd Young wrote about *Trees for Canada* and how the group committee could play a key role in this dynamic program combining conservation and a community good turn.

- You may be aware of the *Save a Life — Learn CPR* course, usually co-sponsored by provincial heart associations and local YW/YMCAs. CPR is a valuable and relatively simple skill to learn. Check your local branch of the Canadian Heart Foundation for details.

- Also in the March **LEADER**, Dave Goss spoke about locating and tending graves of a community's first settlers. You could develop this idea into a worthwhile project in cooperation with local branches of *genealogical societies*. It might lead to an interesting family picnic centered around the recording of grave stones in old cemeteries.

- Look around your group meeting place. Could Scouts trim lawns, plant trees, touch up paint, wash windows, scour the kitchen, upgrade the storage room, etc., etc.?

- When is the last time your Scouts visited and entertained senior citizens? Plan this as an exchange or sharing session where, in small groups, the seniors tell the boys of their lives, travels, interests. Provide refreshments. Consider something similar for children with handicaps, people in hospitals and inmates of prisons. Our Salvation Army friends can advise in the latter area.

- Do you have a relatively stable group with lots of kids and a full complement of leaders? Why not share your good fortune and 'Adopt a Group' struggling in the inner city, or an ethnic group, or a special group for boys with handicaps. Write if you need concrete ideas on this project.

- In your camp plans, be sure to allow for members from families of limited means. Many Scout councils have special 'campership funds' but, if not, help is often available from local service/fraternal groups.

Let us know about your special service projects, and whether you managed any of the above.

Sincerely,

Pat x

the 7th Caribbean Jamboree

by W.B. Witchel



Take the fun and excitement of a Scout jamboree, stir in tropical beaches lined with curving coconut palms, add the calypso rhythms of steel bands, sprinkle liberally with the generous people of Trinidad, and you have the 7th Caribbean Jamboree.

Participation in a jamboree is one of the most memorable activities we can experience in Scouting. Those who were fortunate enough to have been part of the Canadian contingent to the 7th Caribbean Jamboree came home with a full share of memories.

Picture us gliding in a glass-bottomed boat over a turquoise ocean towards a snorkelling adventure at a huge coral reef. In rubber sandals to protect our feet from the sharp dead coral, we walked or swam mask-down in the warm water, among royal blue parrot fish, strangely striped trigger fish, big yellow fish with black tails, big black fish with yellow tails, and hundreds of tiny mullets.

Later we looked through the glass bottom of the boat at underwater skyscrapers of live coral, home of billions of minute sea animals. We swam at the 'nylon pool', a natural formation like a borderless pool with a bottom of superfine ground coral and green crystal, set within the darker sea. On our return to land we watched peli-



cans dive-bomb the water for their dinner. Soon we sat on a large verandah amid lush vegetation to gorge ourselves on such delicacies as flying fish, shark, barracuda and shrimp.

It wasn't all idyllic. Trinidad and Tobago escaped the fury of Hurricane Allen, but the heavy backwash of rain turned the jamboree site into a quagmire. There was no escape from the mud, despite the many contraptions which sprang up, Scout-like, in every site. Streams flowed everywhere during the heavy daily downpours, and disappeared hours later leaving hastily dug drainage channels and scattered bogs to remind us to be prepared for what would come the next day. But no jamboree would be complete without some great challenge to bring out the best in the boys!

"Culture shock" best describes my reaction after leaving Canada as one who securely blends with the white majority, when I cleared customs a few hours later and found I had become a very visible minority. The wonder of it was that sometime during the first four days a beautiful thing happened. The various races of Trinidad live in integrated harmony, and in that healthy milieu I lost all consciousness of colour.

"Calypso time" produced more culture shock until I learned to accept it. I'm sure all the Islanders took great pleasure in watching us try to cope with it. Calypso time is *any* time. For instance: "Be at the bus at 8:15 sharp because it will leave promptly as scheduled at 8:30, or maybe at 9:00, or 10:00... well... not too much later than 10:30, unless there's a good reason." They may not be as punctual on the Islands as we are, but we, not

they, have the ulcers, high blood pressure, strokes and heart attacks!

We had so many adventures. There was the cruise on a coast guard boat to a former island leper colony where we swam within view of South America. There were the hundreds of girls who visited us in camp and became good friends. There was a drive over the rugged coastal range where the tortuous road gave magnificent bird's-eye views of palm-lined beaches far below.

We suffered trips on primitive roads where lunacy replaced skill at the wheel, and enjoyed parades and ceremonies.

There were our hospitality day visitors who ate the pancakes we made from 10 a.m. until closing time and came back the next day for more. There were the latrines. There was my Venturer, **Innes van Nostrand**, who recruited a Trinidadian buddy for his crew and proceeded to win the sailing regatta trophy for Canada (with a share to Arima, Trinidad). There was the youth forum where co-ed Venturing became a very serious topic. There were houses on stilts, and bananas and coconuts growing like weeds.

Our contingent leader, Bill Robinson, drove himself non-stop to ensure that our glorious adventures happened as planned.

Most important of all our experiences was the sharing of a few wonderful days with our hosts, the friendly, kind and relaxed people of Trinidad.

There is only one antidote for the empty feeling left when new friends are bid good-bye, and an adventure ends. We might not be able to plan a return to Trinidad, but we could immediately start the planning for **CJ '81**, our great Canadian Jamboree in the Rockies. \wedge



On his latest, and perhaps last, major tour of western Canada in February, Percy Ross, chief executive of Boy Scouts of Canada, took the time to "get down to the boy level". Our picture shows him telling some of the 2nd Kilkenny Edmonton Cubs stories of how the movement was started.

32

Jim has served as a field executive in British Columbia, district executive director in Victoria, B.C., regional executive director in the Fraser Valley

Region, regional executive director in Edmonton and provincial executive director in Quebec.

Our Notebook file has accumulated a lot of bits and pieces recently from the *World Scouting Newsletter*. Here is a sampling which may be of interest to readers.

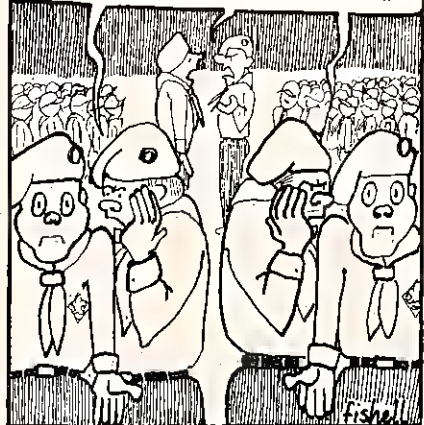
• Thus far, five countries have announced plans to issue stamps for the 75th anniversary of Scouting in 1982. They are: Fiji, Haiti, Kenya, Papua New Guinea and Peru. As of last December, six other countries have indicated they probably will issue stamps. The Canadian Post Office will not issue an anniversary stamp, but consideration is being given to *producing* a 15th World Jamboree stamp for 1983.

• Also of interest to stamp collectors is a new book published in Italy which includes the Scout stamps of Asia. The 180-page book contains colour reproductions of 399 stamps, 43 maps and 61 flags, plus information on Scout and Guide programs in Asian countries. It is produced in English, French and Italian. Previous volumes have been published on Europe (1970), the Americas (1974), and a supplement (1977). The new volume at U.S. \$30. is much higher in price than previous ones because of its size and colour, and inflation. Readers can obtain information or an order form by writing to:

Edizioni Scoutismo/Cataloga Francobolli Scout/Piazza della Libertà, 10/ 00192 Roma/Italy.

If the shoe fits.....

IF SOME PEOPLE WOULD JUST
STOP STANDING AROUND, DOING
A LOT OF COMPLAINING, WE COULD
GET THIS SHOW ON THE ROAD!



- Four children and three adults shipwrecked on a remote island off Western Australia survived for five days by drinking seawater distilled in a pressure cooker, eating fish caught with shark bait on an improvised hook and keeping warm with fires started with a binocular lens. The seven were rescued when a trawler sighted a makeshift flag they had made from their sunken yacht's mast and a sail which they placed on a high cliff.

The seven were the yacht's skipper, a former Scout, a friend who is a Scout leader, his wife, a Cub Scout leader, and their four children, all with Scout training. They collected rocks to build a wall as a barrier against cold winds and used sailcloth as a makeshift tent. Exhausted, hungry and suffering from mild exposure, the party attributed their survival to techniques learned in Scouting.

- Scouts in Jackson Hole, Wyoming, USA, have a unique fund-raising project. They collect antlers that are dropped by migrating elk herds. (Elk grow a new set each year.) The antlers are sold in an auction. Most are purchased for export to China, Japan and Korea where the antlers are believed to have special powers. A set of antlers can weigh 13,5 kg (30 lbs.). Last year the Scouts collected \$57,000. This year, 200 Scouts hope to gather four tons and earn even more money.

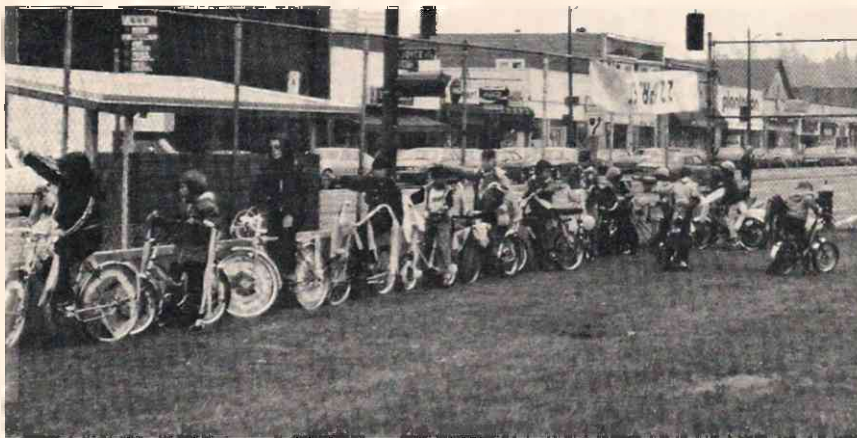
- Building monkey bridges has always been popular with Scouts, but the bridges usually aren't very useful after the fun is over.

Scouts and Guides in Indonesia decided to do something more lasting. Instead of making a bridge, they worked on getting the water first.



Picture by Bill Carnev. Edmonlon Examiner

Chief Executive Percy Ross gets down to boy level.



More than 2,000 Venturers and Guides spent three days building a large irrigation canal in the Indonesian district of Subang, in western Java. The canal is important because it will enable two rice crops to be grown each year, instead of one.

The canal is 2½ km long, 1 m wide and deep. It brings water to 60 hectares of rice paddies and will more than double the rice production.

The canal, with a new road also built by the Scouts, will have a very positive impact on the economy and community development in the area.

We thank Jack Adair of the Vancouver Coast Region for the information and photo of the September 1980 Bicycle Rodeo held in the Carleton District. The rodeo, first held in 1974 as a pack exercise, is now an annual event. The response after the first year was so great that the following year, all the Cubs and Scouts from the district were invited. In 1975, the Vancouver Police Department added its co-operation and since then has provided a safety check on all bikes. As well, they often put on a show demonstrating how the department uses their police dogs.

During the rodeo, participants are tested for bike safety, rules of the road, ability to handle their bikes through traffic lights, signs, etc. They are also tested on their ability to control their bikes while throwing beanbags through targets and riding in a spiral pattern. The event is generally well attended and ages range from 3 to 83 as both children and adults enjoy taking part.

Apart from providing a fun and educational community event, the rodeo reinforces Scouting's image as a vital community resource. Holding it in September "gets through to the boys"

the important aspects of bike safety just as school is starting.

Prizes are awarded for the best decorated bike, a first aid post is manned by a qualified first aider, and a Scouting booth is operated at all times by an experienced Scouter whose role it is to recruit boys and leaders.

One of Scouting's concerns in recent years has been the development of energy consciousness in boys and leaders. The following information from Prince Edward Island illustrates that Scouting can not only create awareness, it can also find effective money-saving applications for energy conservation ideas.

We are told that solar heating is holding down winter camping costs at Prince Edward Island's two main Scout camping sites, Camp Riverdale and Camp Buchan.

At Camp Riverdale, 15 solar collectors help heat two buildings which

accommodate a total of 48 campers and 12 leaders.

Provincial Council President Brian Scott and Executive Director Gordon Kerr were worried about the plumbing freezing at times when the camp was unoccupied and the oil furnace thermostat was turned down.

With the assistance of the local *Institute of Man and his Resources*, and three Canada Works employees, they designed and helped build the solar system so that it feeds a flow of sun-warmed air to the core of the buildings where the plumbing is located. The system has performed beyond their expectations and has reduced heating costs dramatically.

On a sunny day in February, the solar panels were putting out more than enough heat to keep the interior at a comfortable temperature.

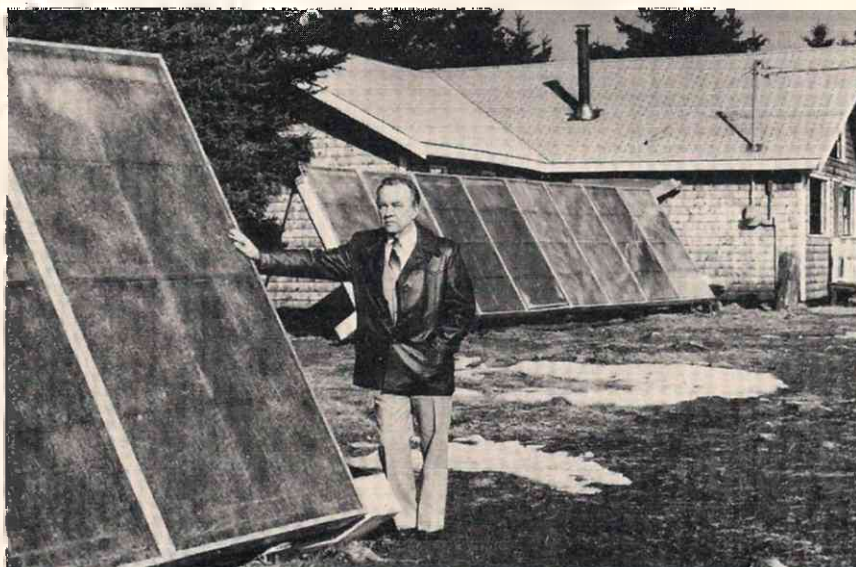
The construction method used was to take sheet metal, corrugate it on the site, paint it black and then mount the sheets in insulated boxes covered with unbreakable rigid plastic. Each array of collectors is supported by creosoted posts.

Brian says the panels supply 250 cubic feet of air per minute at 115 degrees F when the sun is shining.

Solar panels have also been installed at older Camp Buchan. There they supply heat to the winter quarters and also, through a heat exchanger, pre-heat the camp's hot water for summer kitchen use.

Funding for the solar projects was in the form of \$26,000 from Canada Works, \$1,000 from the Scout Trust Fund, and \$1,000 from local Boy Scout Council funds.

The solar installations are always of great interest to youngsters and thus serve an educational purpose as well as protecting the camps from skyrocketing energy costs. X



Brian Scott displays P.E.I. Scouting's solar collectors.

partners

by Pat Horan

Working together to serve youth #2 Parent/Community Organizations

Of Scouting's 11 major sponsor organizations, parent and community organizations represent the largest numbers (1126 Scout groups sponsored in 1980). They are one of the fastest growing sponsor groups and one of the least structured.

Unlike other partners of Scouting, few of these groups are organized on a provincial or national basis. Each seems to operate in a more or less autonomous fashion. Weekly newspapers often carry news of their programs and activities, including those involving Scouting.

Since 1973, parent-type partners have increased the number of Scout groups they sponsor from 89 to 416. Some of these partners may have an affiliation with the Home and School Federation.

In recruiting sponsors from other community organizations, local Scout



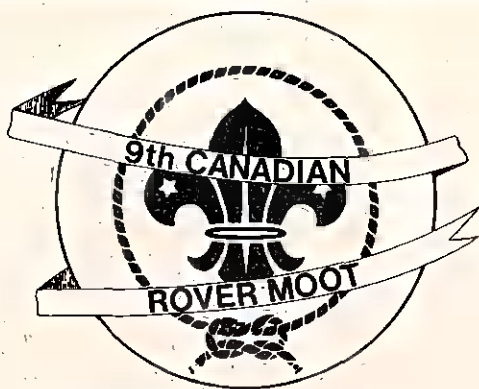
councils have used imagination and some style. Sponsors in this category include: clubs of all sorts (Rod & Gun, Yacht, C.B. Radio, Fish and Game, Amateur Astronomers, Sports, Sailing); ethnic organizations (Armenian, Latvian, Lithuanian, Estonian, Filipino, Chinese, Moravian, Scandinavian Brotherhood); government related agencies (housing authority, coast guard, town and township

councils, recreation boards, rate payers); women's groups (IODE, CWL, YWCA, Lioness, Kinettes, Ladies Orange Association); and assorted organizations like the Mystic Order of Samaritans, Knights of Pythias, Commercial/United Travellers, and Realtors.

Scouting must be aware of the needs and interests of such groups. It must continue to identify mutual areas of concern and to work with the groups to help them in their work with young people. The continuous growth of these groups indicates that they are meeting not only the needs of their members but also those of the boys and adults in groups they sponsor.

Because parent and community organizations operate without the support of a provincial or national network, local Scouting personnel must see that they are well supported and well recognized for their work on behalf of Scouting.

Through effective use of *The Inventory of Community Recreation Resources* (see program handbooks), community events columns in daily/weekly newspapers, and perhaps the yellow pages, membership management personnel of local Scout councils may find a special focus for their work. A



**Boy Scouts of Canada
9th Canadian World
Invitational Rover Moot
Camp Wetaskiwin
St. Catharines Ont.
Aug. 16th — 25th, 1982**

Please return this form to:

Mr. Boydan Mykolyn,
9 Jackes Ave.,
Toronto, Ont. M4K 1E2

WE ARE PLANNING TO GO!

_____ Rovers
(how many)
of the _____ are making
(name of crew)
plans to be present at the 9th Canadian Rover Moot
in Aug., 1982
Please send information about the Moot Program
to the person named below.



SCOUTER'S 5 MINUTES & GAMES



20 Steps to Successful Fire-lighting

1. Saw a dead limb into short logs.
2. Bandage left hand, sharpen saw and remind yourself that it could have been worse.
3. Carefully chop one short log into kindling.
4. Bandage left foot, repair boot, sharpen axe and remind yourself that it could have been much worse.
5. Very carefully shave one piece of kindling into slivers.
6. Make a small pyramid of all the slivers (including those embedded in your hand).
7. Apply a lighted match to the pyramid.
8. Apply another lighted match to the pyramid. (The greater the need for the fire, the more difficult it will be to light.)
9. Make mental note that 'a Scout is cheerful' and apply yet another lighted match. (A fire will self-ignite if a cold salad is planned for supper.)
10. Add kindling and gently blow into the base of the fire.
11. Stop coughing, dry your eyes and apply ointment to burned nose.
12. Apologize to the Scout who happened to be within earshot and assure him that your remarks were not addressed to him personally.
13. When fire is burning, search for saw and/or axe and collect more wood. (The desire for a fire increases as the supply of wood decreases.)
14. Upon discovering that the fire has gone out during your absence, soak wood with can of lamp oil.
15. Treat face and arms for second degree burns and relabel the can of lamp oil to read 'Gasoline'.

For Beavers

• *Hit the Deck* — One Beaver is captain of the sailing ship, the others are the crew. A definition of terms is necessary to set this ship afloat. The captain calls, "All hands to: starboard, port, bow or stern", and the sailors race in the appropriate direction. When the captain calls, "Boom coming over!", sailors 'hit the deck' by throwing themselves down on their bellies. Rotate captains either randomly or by choosing the first or last sailor to 'hit the deck'.

• *Corral that Horse* — Best outdoors. All Beavers, except one who is the horse, form a line. They build the corral by holding the boy in front around the waist. On signal, the corral tries to surround and pen the horse, without falling apart. Let energetic Beavers play the game several times with different horses.

For Cubs

• *Night Trail* — In the dark, Cubs follow a string onto which different objects have been tied at intervals. Their job is to identify the objects by touch, and to remember all of them when they report in at the end of the trail. It can be an individual effort, or a collective challenge for sixes.

• *Sharp-eyed Scavenging* — Leaders prepare an outdoor trail by placing man-made objects along it. Some of the items should be obvious (a coloured balloon tied to a branch; a lightbulb among the daisies), and others should be less easily spotted (a piece of black rubber hose in a damp area of tangled sticks; a red bead under a fruit-heavy berry bush; a scrap of brown cloth in the crook of a tree).

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Send the Cubs along the path with directions to note what 'litter' they see without disturbing any of it and without pointing it out to their buddies. At the trail's end the boys quietly report to a leader the number of objects they spotted. Unless they've made a perfect score on the first pass, the leader tells them there's still more, and sends them back for another go. When all (or nearly all) have been spied, retrieve the objects and talk about why some were easy to see and others were not.

It's a good 'observing' game and a novel introduction to camouflage. A number of spin-off activities are possible, including an outdoor session on looking at ways that natural things camouflage themselves.

For Scouts

- **Wet Egg Toss** — Fill small balloons generously with water for an inexpensive version of an egg-toss. Scouts in pairs toss the fragile missile back and forth between them, increasing the distance tossed with each successful catch. A great game for a hot day!

- **Rollercoaster** — For this one, may we suggest a piece of ground with a little 'give'. Scouts lie as closely-packed as possible side by side on their stomachs. The Scout at the starting end rolls over onto his neighbour, and continues rolling all down the line until he's back on his stomach at the end. At this point the next Scout gets rolling. Once things are in motion, the rollercoaster starts moving along at quite a clip. Put two or more rollercoasters in motion and have a race.

16. Assume an air of superiority and ask which of the watching Scouts noticed your deliberate mistakes.

17. After the sudden torrential downpour, repeat steps 1 — 16.

18. Observe the phenomena that:

a) no matter where you locate the fire, you will always be directly in the path of the smoke.

b) When you move, the smoke will follow you.

c) The smoke will seek to reach the maximum number of people.

d) When you move far enough away that you receive no heat or light, the smoke will rise straight up in the air.

19. Pay special attention to the fact that:

a) A fire is much more difficult to put out than it is to start.

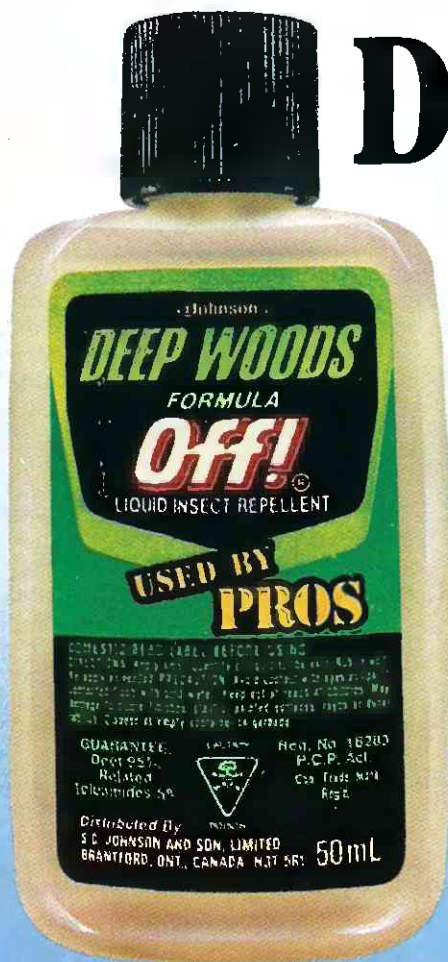
b) The further you are from a water supply, the more water will be required to extinguish the fire.

c) Ten minutes before your planned dousing of the fire, someone will add a fresh supply of wood.

20. Give silent thanks for the discovery of natural gas and the invention of the kitchen stove.

— Our many thanks to Colin Wallace, assistant Scoutmaster Troop 99, Rochester, Mn.

Those who draw inspiration from the tale of B.-P. at Mafeking will be interested in this bit of news from England's *Scouting* magazine. As of September 19 last year, Mafeking has become **MAFIKENG**, a Tswana word meaning 'place of stones'. The name change came when the town was incorporated into the independent Republic of Bophuthatswana at midnight on that date in 1980.



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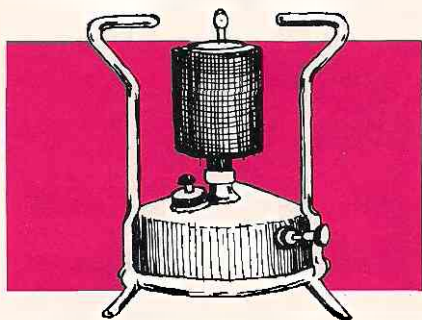
- 100% repellent
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Outdoors

Carl Lemieux

STOVES

There are many types of camping stoves on the market. Often the stoves seen at Scout camps are of the white gas variety. But fuels for camping stoves range from kerosene to white gas, butane, propane or alcohol. Each fuel has its advantages and disadvantages, and this month I would like to discuss some of these.



Kerosene

This is the least volatile of all fuels and, if we compare prices, kerosene is by far the cheapest. As well, it is available almost everywhere.

A disadvantage is that it burns dirtier than gasoline and the smell when some is spilled on clothing or camping gear is not pleasant. But, it will not burn if you spill it on your hands or clothing. Kerosene won't light unless it is in a gaseous state.

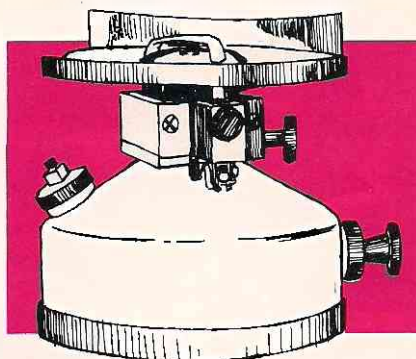
Any stove that uses kerosene needs some sort of volatile priming fluid to vaporize the fuel so it can burn. A vaporizing tube or generator continues the process after the kerosene is lit.

On kerosene stoves the passage of fuel to the burner is assisted by a pump.

White gas (Naptha)

In comparison to kerosene, white gas is considerably more volatile. That makes it a more convenient fuel for backpacking but, at the same time, means it is slightly more dangerous. If you spill some of the gasoline on your clothing or camp gear and fire is nearby, white gas will burn until it is completely consumed.

It's a clean burning fuel that won't dirty your pots and, because of the greater efficiency and the ease with



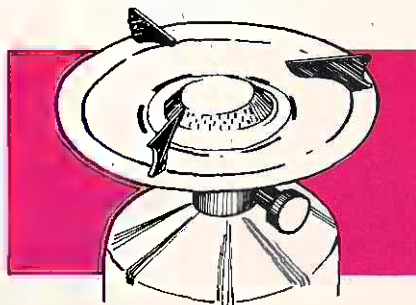
which white gas stoves operate, most campers prefer them.

If we consider weight, white gas is a very efficient fuel compared to others. Unlike kerosene, it doesn't require a priming fuel to preheat the vaporizing tube. Sometimes all that is required is to fill the generator with some fuel from the stove itself. It makes priming less of a fuss, and the stove doesn't have to be nearly so hot to produce a satisfactory flame.

If you see the stove die or if the flame is yellow, you simply lower the flame for a few moments. This heats up the tube, turns the flame back up and returns it to its blue state.

Because white gas is a volatile fuel, the handpumps are unnecessary except at high altitudes or in very cold weather.

White gas is readily available throughout North America but, if you leave the continent, you may have some difficulty obtaining it.



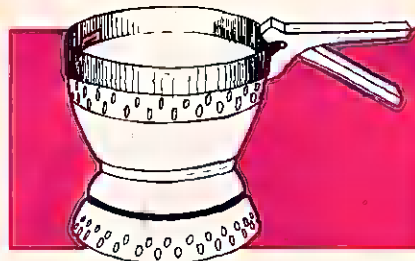
Butane and propane

These are as efficient in terms of weight as white gas and kerosene, but they are much more expensive. Neither butane nor propane are as readily available as the other two fuels. Both burn very well and cleanly,

and they are quick because they are uncomplicated. You simply put a match to them and they are lit, just like a butane or propane kitchen stove without a pilot light.

Alcohol

An alcohol burner or stove does not radiate as much heat energy as a stove using other fuels. Alcohol is relatively more expensive than the other fuels, but is very clean and very convenient. Because it operates in the same manner as butane and propane, there is no pressure pump and no need for priming fuel. It works well in cold weather and an alcohol stove is a very simple piece of equipment to use.



When purchasing camping equipment, keep in mind that Boy Scouts of Canada supports the light-weight camping ethic. Single burner stoves are more compact and easier to transport than the suitcase type of stove.

Although you may need a number of these small stoves, an even distribution of the weight among the patrol re-inforces the concept of interdependence and co-operation.

There are many differently styled stoves on the market, but most use one of the fuels I've mentioned. When choosing a stove, take into consideration where you are camping and what type of camping you are going to do.

As an avid camper, I prefer a single burner white gas stove. It is a bit bulkier than some other types, but I like it for its efficiency.

Do any of you want to share your experiences with other types of stoves? The Leader would like to hear about them. A

John Sweet's CRAFTS FOR CUBS

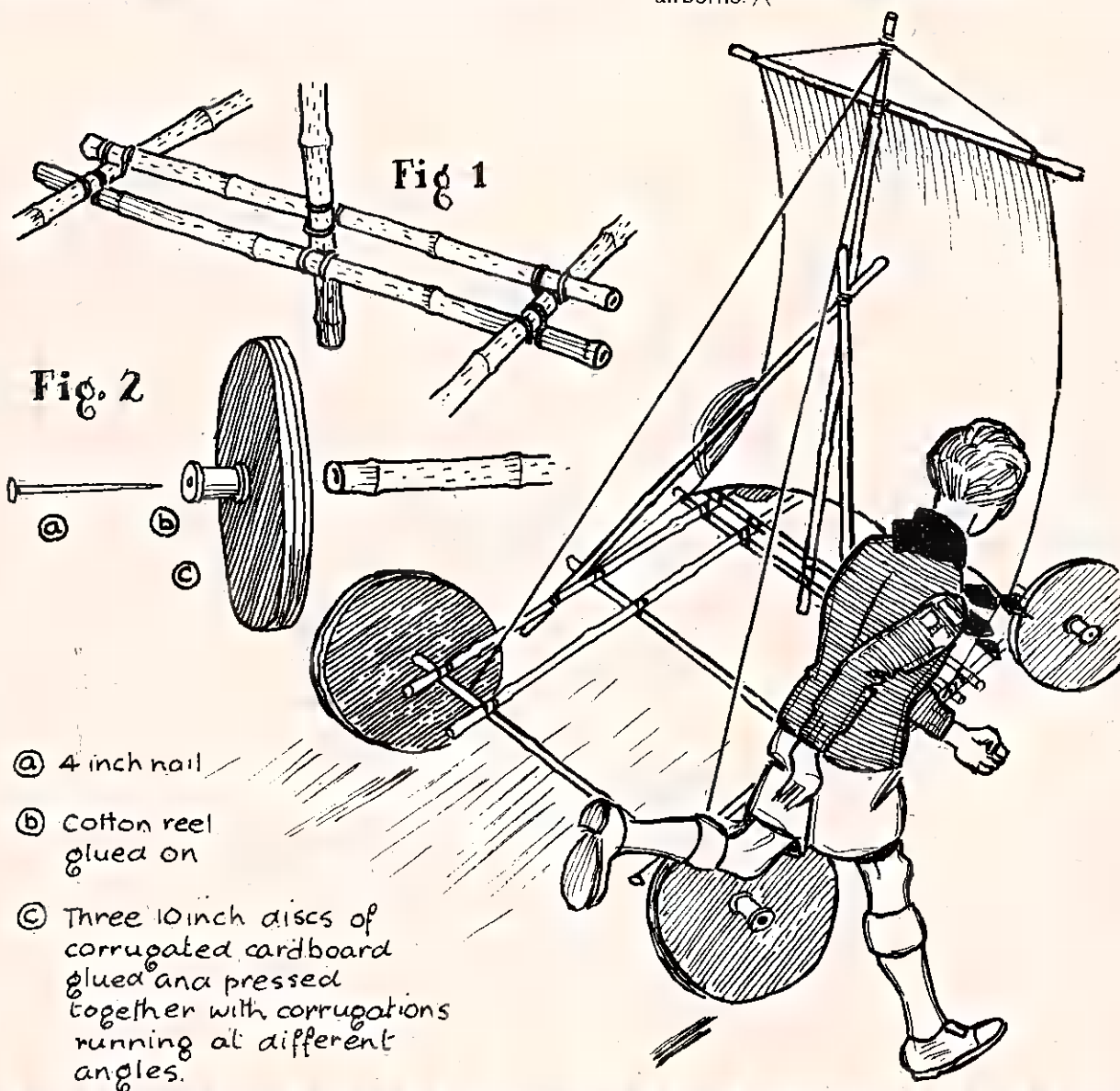
A MODEL LAND YACHT

You will need eight 6-ft. and six 4-ft. garden canes, 22 four-inch elastic bands, a hank of string, four cotton reels (wooden spools), four 4-in. nails, a good supply of corrugated cardboard from discarded packing cases, a sharp knife and a tube of quick-drying household glue.

Fig. 1 shows how to step the mast.

Fig. 2 shows how the four wheels are constructed. The circles of cardboard should be drawn with a pair of compasses, so that you can easily pin-point the exact centre when gluing the 'hubs' in position.

Choose a breezy day and a smooth stretch of playground or tarmac (not a busy roadway!) for your maiden voyage; and it might be as well to put a weight of some sort on the after end of the yacht to act as ballast. Otherwise your land yacht might easily become airborne! X



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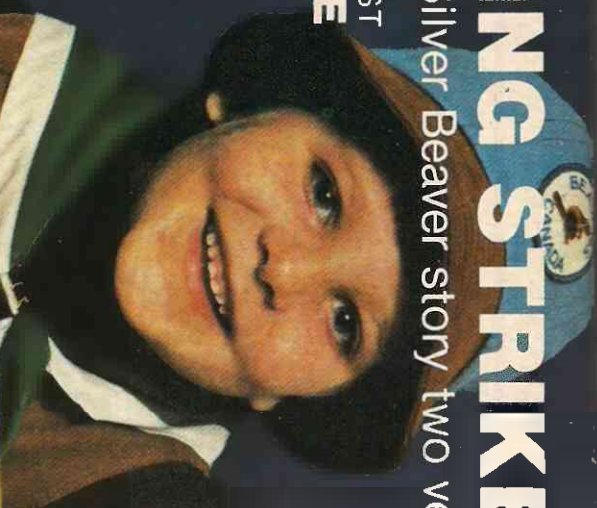
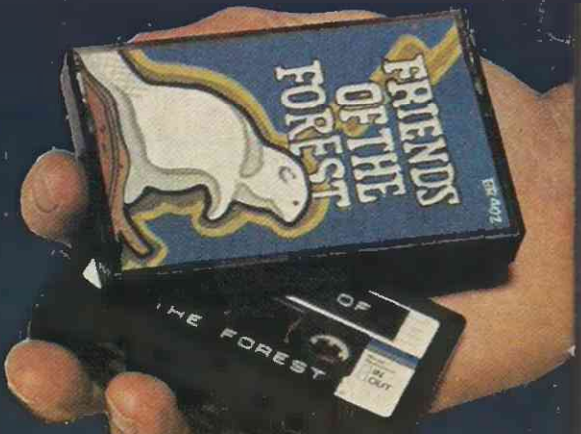
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