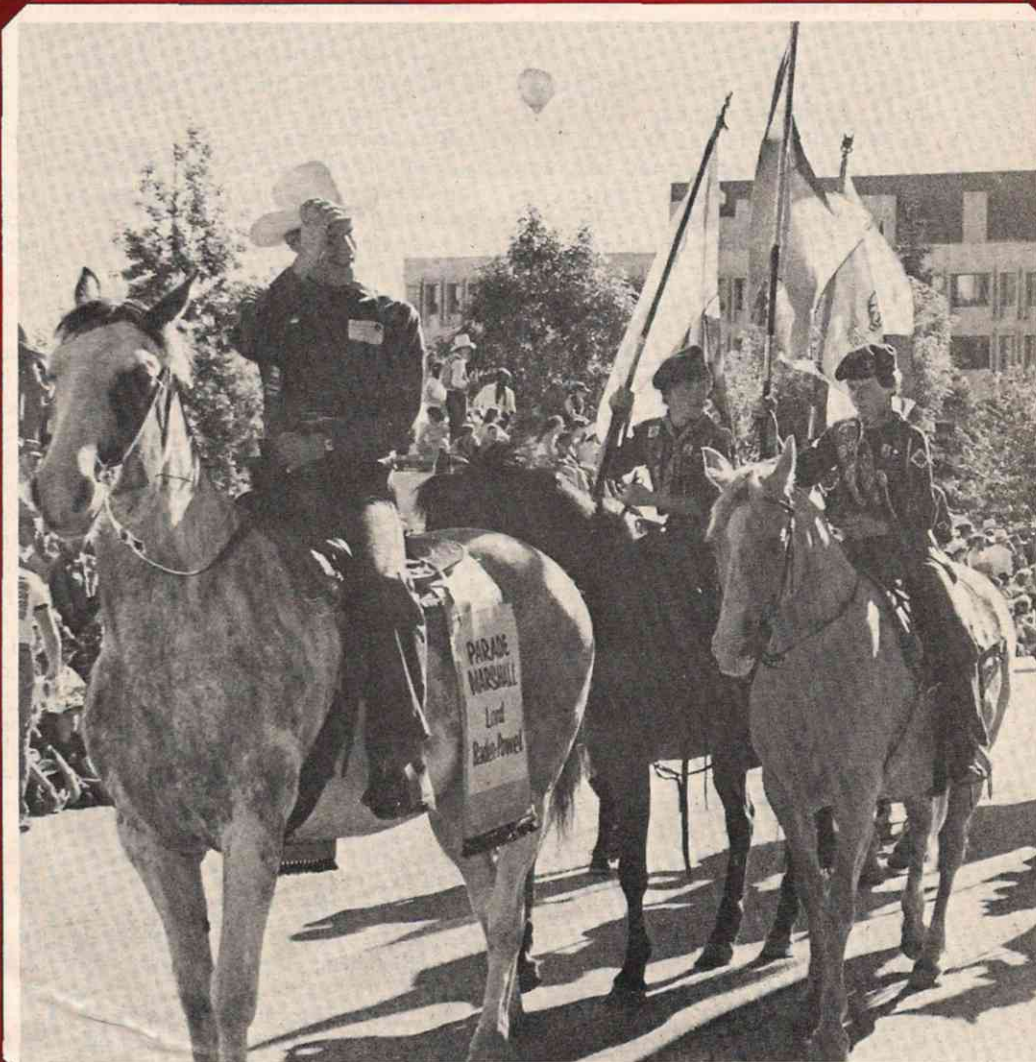


NOVEMBER 1981 VOLUME 12, NUMBER 3

the **leader**



NEW

SWIM BADGE REQUIREMENTS FOR SCOUTS

by Phil Newsome

The Canadian Red Cross Society has replaced the familiar *NOVICE TO SENIOR WATER SAFETY PROGRAM* with a totally redesigned package. The new Water Safety Program has two major objectives:

- to instill safety-mindedness in, on or around water;
- to teach swimming skills.

There are eight colour-coded levels and an optional survival award in the new program. The levels have been carefully structured to facilitate a smooth progression through the program. The content of each level has been divided into four categories: safety education; safety skills; movement skills; and continuous activity.

Passing from one level to the next no longer requires a final examination. The new program features a system of continuous evaluation. The instructor follows each student's progress step-by-step, advancing the student when he or she has completed all the items required at that level.

In keeping with the changes in the Red Cross Water Safety Program, Boy Scouts of Canada has adjusted its *Scout Swim Badge requirements* and suggests that there be a one-year transition period between September 1981 and September 1982 to allow for community swimming facilities to adopt the new Red Cross program. During the transition period both the old requirements and the new requirements will be accepted for the Boy Scout swim badge at all levels.

Here are the new requirements for the Scout swim badge at the Bronze, Silver and Gold levels:

BRONZE STAGE

A Scout who has earned the Canadian Red Cross Society's Swim Skills VI (Green Level) Award is eligible to wear the bronze stage swimming badge. A Scout may earn and wear



the bronze stage swimming badge on completion of an examination by a Scout examiner. In this case, a Scout is *not* eligible for the Red Cross Swim Skills VI Award.

Requirements

1. Demonstrate an understanding of the basic principles of ice safety focussing on:
 - locale
 - thickness
 - emergency procedures
2. Perform two different throwing assists with a line attached.
3. Demonstrate effective rescue breathing, including turning the victim to a face-up position.
4. Perform a feet-first entry with one foot take-off. Head must remain above the surface at all times and eyes must remain open.
5. Tread water for three minutes and be able to communicate verbally while performing this activity.
6. Complete the following strokes over the prescribed distances:
 - Front Crawl — 50 m
 - Back Crawl — 50 m
 - Elementary Back — 25 m
7. Complete an endurance swim of 150 m. Using a stride entry, swim continuously for 150 m using two different strokes.

SILVER STAGE

A Scout who has earned the Canadian Red Cross Society's Swim Skills VII (Grey Level) Award is eligible to wear the silver stage swimming badge on completion of an examination by a Scout examiner. In this case, a Scout is *not* eligible for the Red Cross Swim Skills VII Award.

Requirements

1. Demonstrate an understanding of the following:
 - water hazards: weeds, currents and local hazards;
 - life jackets and P.F.D.'s — advantages/disadvantages of both and proper care of this type of equipment.
2. Perform three different reaching or throwing assists.

3. Demonstrate effective rescue breathing from land, dock or boat to a victim in the water.

4. Perform a shallow dive (maximum depth 1 m) and glide to the surface.

5. Perform the following surface dives:

- head-first surface dive using either head-up crawl or breast stroke in the approach. The dive must be a minimum of 2 m.

- foot-first surface dive with a descent of a minimum of 2 m.

6. Tread water for 4 minutes and demonstrate the ability to tread water using arms only and legs only.

7. Complete the following strokes over the prescribed distances:

- Front Crawl — 50 m
- Back Crawl — 50 m
- Elementary Back Stroke — 50 m
- Breast Stroke — 25 m
- Legs only using whip or inverted scissor kick — 25 m

8. Complete an endurance swim of 300 m. Using a shallow dive entry, complete the 300 m using any three strokes of your choice.

GOLD STAGE

A Scout who has earned the Canadian Red Cross Society's Swim Skills VIII (White Level) Award is eligible to wear the gold stage swimming badge. A Scout may earn and wear the gold stage swimming badge on completion of an examination by a Scout examiner. In this case, a Scout is *not* eligible for the Red Cross Swim Skills VIII Award.

Requirements

1. Demonstrate an understanding of all phases of water safety including water sport safety, skin diving, and water skiing. Understand the signs and prevention of hypothermia.
2. Demonstrate effective performance of all reaching and throwing assists.
3. Demonstrate effective performance of rescue breathing in the following situations: victim on land; rescuer out of the water, victim in the water.
4. Perform a shallow dive to a maximum of 1 m.
5. Perform a stride entry with eyes open.
6. Tread water for five minutes.
7. Perform the following surface dives:
 - head-first surface dive with an underwater swim of 5 m.
8. Complete the following strokes over the prescribed distances:
 - Front Crawl — 50 m
 - Back Crawl — 50 m
 - Elementary Back Stroke — 50 m
 - Breast Stroke — 50 m
 - Side Stroke — 25 m
9. Complete an endurance swim of 500 m. Using a stride entry, swim continuously for 500 m using any four of the strokes listed in requirement #8.

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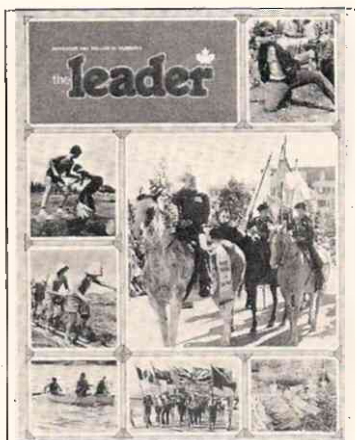
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COVER: As we face the approach of Canada's long winter, we take a fond look at the summer past and anticipate an exciting season to come. Jog your memory with a Jamboree Review that captures CJ '81 in words and pictures. Help your boys prepare for the festive season by offering them a chance to make gifts for Christmas giving. In this in-between month you'll also find Scout swim badge requirements, Kub Kar racing, a Beaver circus and, on the Letters page, the answer to a puzzling Scout camp question. Snuggle down and enjoy.

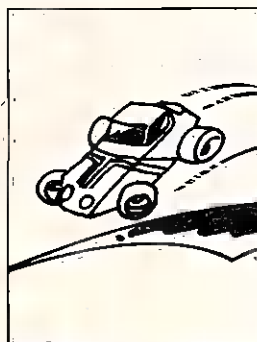
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The Canadian Leader Magazine

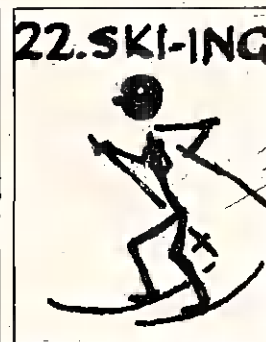
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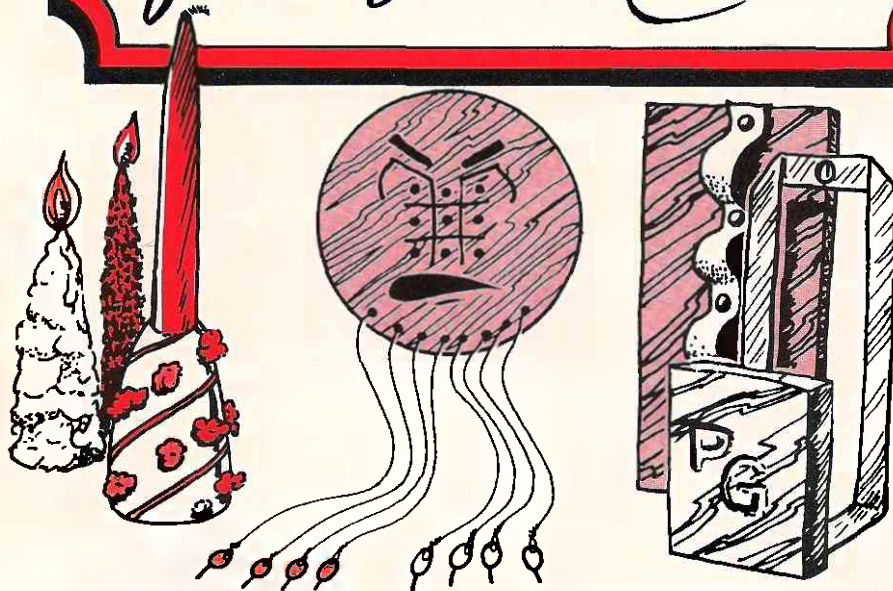
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Christmas Gifts

for Boys to Make



by Linda Florence

Christmas is for loving and giving, and no gift is nicer than one lovingly made by the giver for a very special person.

Although the love and time a boy devotes to making something for mom, dad, brother or sister should guarantee a perfect gift, what often results is a disappointment. The experience can be an emotional disaster if he tries to make something beyond his ability to accomplish to his satisfaction, or if he fashions with care an object that is dutifully displayed for a day before it falls apart or is tucked away in a deep corner of some forgotten cupboard. After all, the gift is for someone he loves, and he wants it both to look nice and to be appreciat-

ed and used.

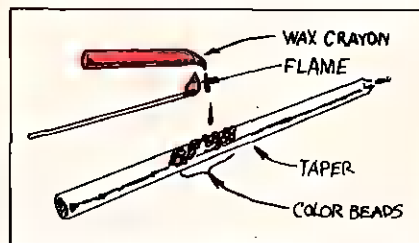
Remembering a time when my daughter, downcast and reluctant but having nothing else to give, handed over an offering she felt she'd flubbed in the making, I've tried to select some ideas for gifts that the youngest Beaver can construct successfully and present with pride. Recalling the pain in my son's eyes when a piece of a dangling something-or-other fell off as he handed it to me and the plaintive words, "How come you never use that thing-a-ma-bob I made you?", I've also tried to choose sturdy, usable things. Perhaps you'll be able to offer boys in your colony, pack or troop a number of possible projects so that each can choose the most appropriate gift for his family or friends.

GIFTS FOR THE SEASON

Holiday Tapers

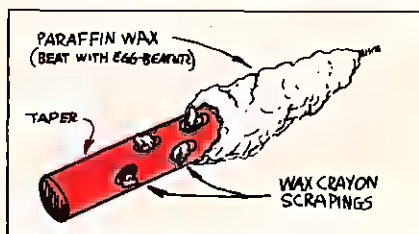
Because Christmas candles are always an appreciated gift, you may already have planned a candle-making session. You might like to try two taper ideas, both of which require a stock of inexpensive white candles and wax crayons.

- **Dripped Candles:** Have the boys (Cub age and up) work in pairs over trays or cardboard that will catch the drips. One boy holds a white candle by the top and at a slight tilt. The other chooses a crayon (green, red and gold are nice Christmas colours), holds a match or candle flame under it



and, as it melts, lets the crayon drippings fall onto the candle. By using combinations of colours and changing the position of both candle and crayon, they can achieve quite striking effects.

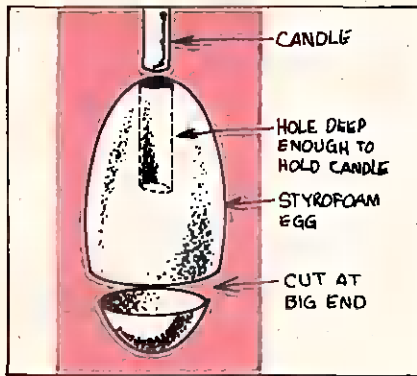
- **Iced Candles:** Add paraffin wax, egg-beater, fork or tongue depressor, and knife to the material/equipment list for this beauty. The boys poke small holes (1/4" diameter) about every two inches down opposite sides of a white candle. Stuff the holes with scrapings from wax crayons, perhaps



filling some with red, some with green and some with gold. Beat melted paraffin with an egg-beater until it has a fluffy texture, then use the fork or tongue depressor to "ice" the candle with whipped wax. As it burns on the Christmas table, the candle will decorate itself with festive green, red and gold drippings.

Taper Candle Holders

You can make holders for the tapers from small bottles with mouths into which the candles will fit, the top section cut from a quart-size plastic bottle, or six-inch styrofoam eggs. Cut 1/4" from one end of the egg to give a flat base and scoop out of the top a hole large enough to hold the candle firmly.



Paint or decorate as the imagination dictates, or try this interesting idea with day-old popcorn, white glue and spray paint. Glue popcorn onto the bottle or egg until you have a pleasing shape. When the glue is dry, spray the popcorn with gold or silver paint. If you like the snow-like effect of its natural colour, try a spray of clear lacquer instead.

PROJECTS IN WOOD

Christmas Card Hanger

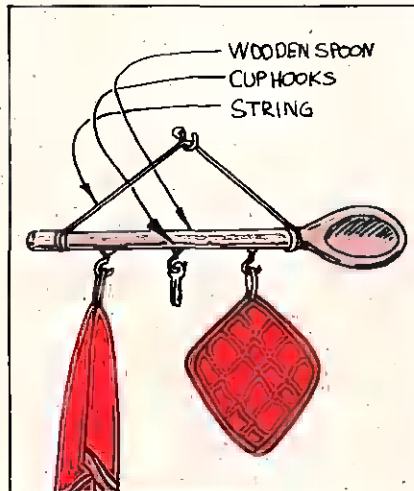
Here's another seasonal gift for Beavers and young Cubs to make. Have them paint a wooden coat hanger red or green and tie a bright red ribbon around the neck. Mom can pin cards to wide strips of green, red or gold ribbon or felt glued to the bar. The width of the ribbon or felt will determine whether you want to design the hangers with two or three strips for cards.

You can also make this from a wire coathanger, but it won't be as easy to paint, and young fingers will find wrapping the wire with coloured ribbon or tape a painful and frustrating process.



Handy Kitchen Hanger

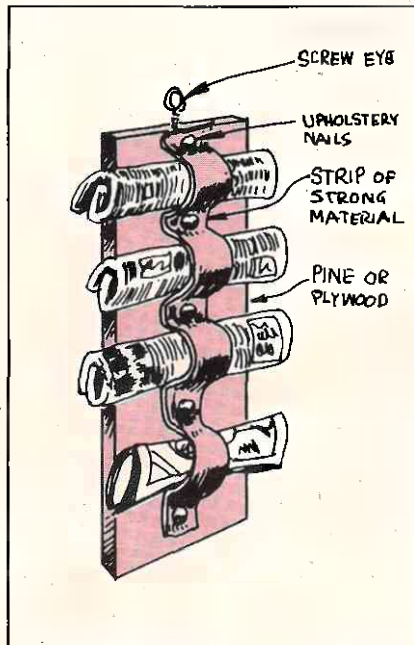
From a large, inexpensive wooden spoon, three cup hooks and some coloured string, a Beaver can make his mom a hanger for keys, potholders or kitchen towels. Tie the string at each end of the spoon handle to make a loop that will allow the spoon to hang flat against the wall. Screw three cup hooks into the bottom edge of the handle at even intervals. A leader should help the boy mark spots for the hooks and get each screw started. If the young craftsman prefers colour to a natural wood look, let him paint the spoon.



Magazine/Newspaper Holder

A great idea for a "reading room", especially if mom always complains of the litter.

You need: a piece of 1/2" pine or plywood 15" x 3"; upholstery nails; a screw eye; a strip of strong material like canvas, sailcloth, heavy burlap or lawn-chair webbing; varathane or paint.

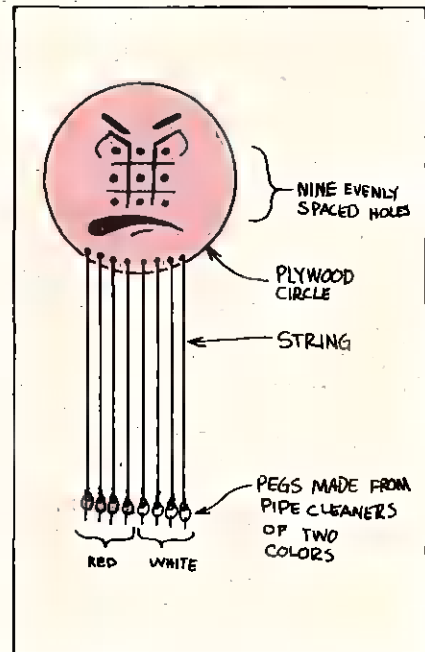


Sand the wood smooth and apply finish. When it's dry, mark the centre of the wood at a point 1 1/2" down from the top edge to provide the first nail guide. At 3-inch intervals directly under the top guide, make four other marks. Firmly nail the material to the top mark and, using a rolled newspaper or magazine to determine the size of each loop, nail the rest of the strip down the wood in a series of loops. Trim the bottom edge and add the screw eye to the top for hanging.

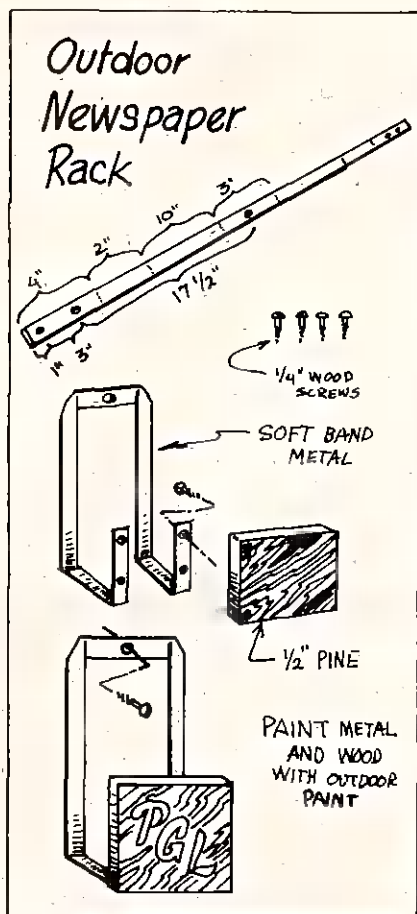
A boy with a bit of money to spend might want to make this a family gift by loading it with the most recent copies of a favourite magazine for mom and dad and some comic books for sisters and brothers.

Cross Octopus

This re-usable tick-tack-toe board is something a Cub or Scout might like to make for a younger sibling. You need: a piece of 1/4" or 1/2" plywood; paint; 8 equal lengths of colourful string for legs; 8 pipe cleaners for playing pegs (4 of one colour and 4 of another).



With a jigsaw, cut a circle from the plywood, sand smooth and paint a bright colour. Use paint or felt pen to draw the critter's eyes and mouth, and the playing squares in the centre of the face. As illustrated, drill a hole to take the playing pegs in each playing square, and a series of eight evenly spaced holes near the bottom of the circle. Tie string legs through each of the bottom holes. Bend ends of pipe cleaners into loops to make playing pegs. Tie pegs of one colour to the ends of the first four legs, and the remaining pegs to the other legs. Attach a hanger to the top of the back of the head.



Outdoors Newspaper Rack

A boy whose dad mutters about the state of the newspaper tossed daily onto the stoop might want to tackle this more ambitious project. He'll need: a 4" x 4 1/2" piece of 1/2" pine; a 35" length of soft band metal (1/16" x 1/2"); 4 quarter-inch wood screws; outdoor paint.

On the band metal, measure and mark positions for bends and screw

holes as shown in the diagram. Use a hand drill and 1/8" bit to drill the screw holes, then bend the metal carefully to shape. Sand the wood, screw it to the metal and paint both metal and wood with outdoor paint. When it is dry you can use another colour of paint to add identification or decoration to the wood (NEWS, house number, initials, etc.).

Happy Face Mitten Rack

Scouts can build this handy fellow on their own, but Cubs will also be successful if someone cuts out the head before time. The project is adapted from an idea that appeared in the November 1968 issue of *Boy's Life* magazine.

You need: an 8" x 8" piece of 3/4" pine or plywood; two lengths of 3/4" x 1 1/4" wood, one 14 inches long for the crossbar, the other 5 inches long for a vertical support block; two wooden spring-loaded clothes-pins; two 3/4" wood screws; two large buttons or goggle eyes; a plastic or rubber ball nose; paint; upholstery nails and finishing nails.

Use a jigsaw to cut a 7 1/2" diameter circle from the pine. Sand all the wood pieces smooth. Measure and mark the vertical diameter of the head and the centre of the 14" crossbar so that you can line them up perfectly before gluing crossbar and block to the back of the head. Mark and drill small holes in the legs of each clothes-pin, and drill lead holes for the screws in the crossbar to avoid splitting the wood when you screw clothes-pins to crossbar.

Paint the whole thing, including clothes-pins either white or yellow. When dry, mark positions for facial features. Attach button eyes with upholstery nails or glue on large

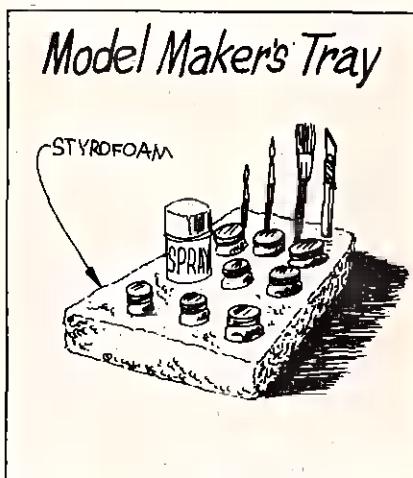
goggle eyes; nail on ball nose with a finishing nail; paint happy mouth or draw on with felt pen; attach a hanger to the top of the vertical block for mounting.

In winter the recipient of this rack can hang mittens from clothes-pins and toque or scarf from nose, either to dry or simply so that he knows where to find them. At other times Happy Face will hold small sacks for soiled laundry, or items of clothing set out at night to be ready for wear in the morning.

QUICK & EASY FOR ALL

• *Pencil holder*: Using white glue, completely cover the outside of a clean cocoa or baking powder tin with a collage of used postage stamps. Add a light coat of varnish when the glue is dry.

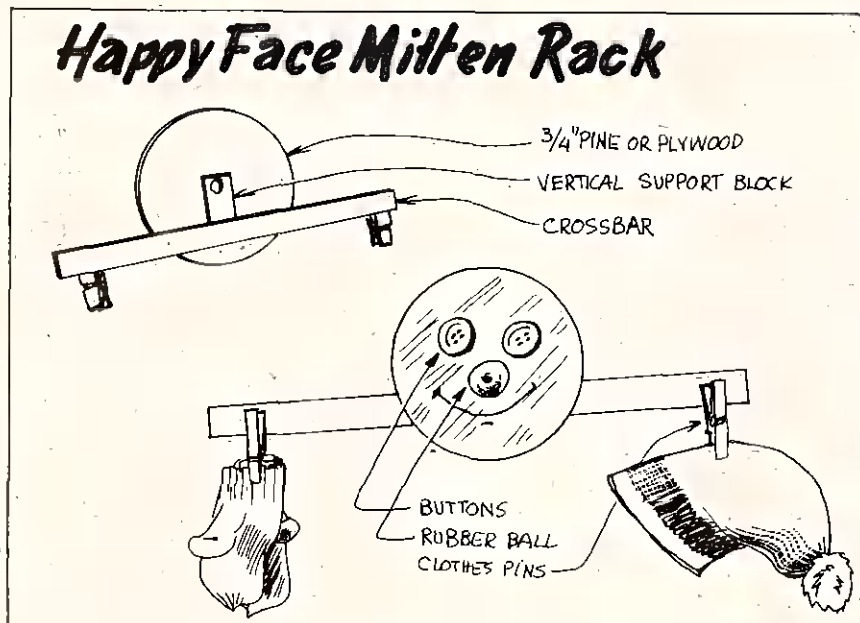
• *Savings bank*: a peanut can with plastic cover is ideal for this. Carefully cut in the plastic lid a coin slot large enough to take a quarter. Glue a strip cut from an old discarded map around the outside of the can and varnish when the glue is dry.



Model-maker's paint & brush tray:

This idea comes from the February '81 issue of *Boy's Life*. You need a reasonably thick slab of styrofoam. In it cut half a dozen holes that will fit the size of the model-paint bottles normally used by the model-maker. Stick a set of brushes, handle first, into the styrofoam along the top edge.

• *Pouch purse*: Make it from the pocket of a worn-out pair of jeans. Carefully cut around the outside of the pocket to retain the stitching that holds it to the jeans. Attach snaps, button and button-hole, or strips of Velcro fastener for closing the top. Loop stitch around the edge with colourful yarn and add cord of the same colour to make a strap. If you like, paint a design or initials on the front, or decorate with patches, beads, or whatever else suits the fancy of both giver and intended recipient. X



the HAPPY GIVE

BRING BACK THE GOOD TURN

by Charles Stafford

When a boy helped an important American businessman find his way in the London fog and then refused a tip because he was a Scout, he inspired the carry-back of Scouting to the U.S.A. In its early days, the Good Turn was one of the most exciting and valuable acts of Scouting. Boys quickly caught on to the idea until, in the eyes of the public, Scouts and good turns became synonymous.

Today this very positive public image of Scouting seems on the wane. If such is the case, Scouts are missing not only opportunities for their development, but also chances to experience the simple joy of giving. That alone is reason enough to refocus on good turns in Scouting.

A good turn may be simply defined as "willing action by anyone that helps and/or brings joy to another". It is integral to Scouting. The idea, present in all our programs, stems directly from the principles: *to love and serve God and my fellow man, and to develop my own potential.*

Note that the definition says "willing action". A good turn must be voluntary; in other words, a "happy give". Action performed unwillingly is not likely to be a good turn because the commitment to doing a good job will not be there. And, in face to face situations, unwillingness becomes apparent and, obviously, detracts from the effect.

Although good turns are not done for reward; the "happy give" brings joy to both the giver and the receiver. The receiver feels delight that someone cares, and the giver shares the feeling generated by his caring. The task may not always be pleasant in itself, but its doing brings satisfaction and an enhanced sense of self worth to the doer because, in the process, he has considered others as well as himself.

There are two possible reasons why good turns aren't as evident as they used to be. Perhaps a boy's need to earn money in order to gain some independence may have diverted his attention from the idea of doing something for nothing. Or perhaps

the very simplicity of the idea may have been obscured by the desire to do "special" good turns, often of a group nature.

We should try to re-introduce the idea of simple little good turns. It's possible that lots of little good turns do far more good than one or two big ones. They are certainly more stimulating to the doer. Consider these four types of everyday good turns.

Positive Strokes and Encouragement

Have you noticed how easily people criticize others and how rarely they compliment or encourage? How different things would be if the proportions were switched! A smile, a compliment or an encouraging word gives a lift to life. A good turn can be as simple as a wink, a pat on the back, a hug, or anything that says: "You're okay"; "I really enjoyed hiking with you"; "That was fun. Thanks!"; "I like the way you did that"; "Try again — you nearly did it"; "Well done!"

Developing Independence

A boy does a good turn whenever he makes the load on others lighter by doing more and more things for himself: makes his bed; prepares his sandwich for lunch; sews on his badges; returns things to their proper places; picks up his responsibility in a group by doing anything that needs to be done without waiting to be asked.

Helping Others

Look around to see who needs some help. A boy can cook meals when mom/dad isn't well or is home late; shop for an invalid; fix his brother's/sister's bike; invite a lonely boy to join his club or Scout section; teach a friend a skill; prepare CARE parcels for the needy; read to a blind person.

Helping the Community

Some kinds of community good turns may not be as satisfying as others because they're impersonal: removing hazards like broken glass from the street; cleaning up the church yard; distributing a flyer; doing a conservation project; maintaining a footpath; reporting vandalism.

But there are community good turns like becoming a Candy Striper or running a bicycle safety program for kids which involve boys with others in an exciting way.

Leaders must be careful not to accept good turns on behalf of their boys before they've consulted with them. A good turn is not a duty and can not be imposed. If it's not a "happy give" it's not worth giving.

Here are some ideas to awaken your boys to the possibilities of good turns.

- Hold a contest to develop good turn slogans like "Turn on to a Good Turn".

- Brainstorm opportunities to do good turns.

- Together with your boys, determine what skills they might be able to share with boys in another section or organization by helping at a meeting.

- Pin up in your meeting place a large sheet of paper upon which boys write down good turns they've done in the past week. No need to add names. Part of the closing procedure might be a short discussion of the list and positive words for those who performed the tasks.

- Ask the boys to survey their community (or part of it) to find things that need attention. Study the list and let groups (sixes, patrols) choose tasks from it. Be sure to obtain permission where necessary.

- Consider adopting a child or a pack or troop in a Third World country. Write to them and send them things that will help them. The adoption of a child must be carefully considered because it requires continuity, long term commitment, and regular payments. But it can be a very exciting and worthwhile project.

- A six, patrol or Venturer company might want to adopt the garden of elderly neighbours who are having difficulties with its upkeep.

- Perhaps you can develop a reporting system in which the boys bring to meetings information about people in need. This allows them to share their awareness of opportunities for good turns.

- Consider what your unit might do for people who help you: the fellow who lets you camp on his property; the resource people who lend their expertise on occasion; the Group Committee; parents; the fire station everyone visits; etc.

- Think about what you can do for people with disabilities, and what they can do for you.

Scouting is action — learning by doing. Let's be up and at it and doing good turns! A



by Judy Evans

Kub Kar Rallies come in all shapes and sizes. At one end of the scale are the district or region affairs where racing drivers display gleaming models and 10-speed bicycles are awarded as prizes. The tracks are masterpieces of precision, complete with electronic timers and computerized scoring systems.

Then there is our group. Exchange the aircraft hangar for a church hall and the racing car driver for the local garage mechanic and you begin to get the picture. Our electronic timer is a leader swinging a stop watch, and our computerized scoring system is Bagheera, who made an "A" in math once.

But it's all only a matter of degree. Take a pack of Cubs with a Kub Kar each, mix with a track of some description and, presto!, you have a Kub Kar Rally.

We made our first attempt a couple of years ago after a division meeting at which a leader of another pack reported on his rally. Several others chipped in enthusiastically with details of their events while we sat in the corner wondering why we'd missed all this fun.

Then I remembered. The previous year I'd come across the design for an electronic Kub Kar circuit and, in my innocence, had assumed that this

fancy piece of equipment was necessary for a rally. From what we were hearing this was obviously not so and, as we sat and listened, we learned that the simplest structure would do. More importantly, we learned that the division had one we could use.

For Christmas that year we gave the boys Kub Kar kits, announcing at the time that a rally would be held in the near future. We told them there would be two sets of awards, one for design and one for race winners, and emphasized that the finished product could not weigh more than five ounces.

During the next few weeks we researched the whole subject among other leaders in the division. All were enthusiastic about their own rallies and we picked up numerous hints. For example: "Take the cars from the boys as soon as they arrive or half of them won't even make the first race.", and "Watch for the fellow with the horn that squirts water... every rally has one."

In mid-January we announced the date and asked for a progress report on the cars. Everyone, it appeared, had finished his, except Martin, who never finishes anything. They were admirably cagey about their designs and one youngster, obviously concerned that someone might copy him, had put his masterpiece in the family safe.

"I'm not taking any chances," he

announced emphatically. "My cousin used a pretzel for a fender once and someone copied his idea and won first prize."

At each of the meetings over the next three weeks a minimum of two Cubs arrived with cars in hand and insisted that *this* was the week. It added considerably to my long-time argument that Cubs should never be told anything more than a week in advance. It did, however, serve to increase their enthusiasm so that, by the time the night arrived, the boys were really excited.

We took heed of one tip from an experienced Kub Kar rally promoter who suggested that we keep a couple of spare kits on hand. "There is always at least one boy who demolishes his car the night before the rally," he told us. "I keep a couple of spare kits around so he can buy a second one in time to join in."

Sure enough, on the Monday night I received a phone call. A tearful voice asked me if I had another Kub Kar kit because his had rolled down the stairs and into the sump pump "and the stickers all fell off and it's kinda scuzzy."

The evening arrived. We'd found a judge for the design competition, a mother to distribute drinks and doughnuts afterwards, and six pairs of earplugs. We were all set to go.

As each Cub arrived, he was relieved

ed of his car and we labelled the underneath with a number. Randy, one of our new chums, insisted on holding onto his vehicle while we attached the number sticker because, "If I don't keep an eye on it, those guys will eat the jelly beans on top... I know they will!"

The boys produced a wide range of car types from the original block of wood. One youngster, who either had let his mother decorate his car or had Valentine's Day in mind, put a heart on the front and some rather tatty lace paper around the sides, much to the unkind mirth of his friends. "What's that... the Love Bug?" yelled one of them.

"Well, at least I did something with mine," he retorted, looking scornfully at his tormentor's rather uninteresting block of wood.

The weighing-in which followed the registration and numbering of the cars brought some wailing and gnashing of teeth. Because it was our first attempt at a rally, it was to be expected that some Cubs wouldn't take the specifications too seriously. The previous week Bagheera had once again painstakingly explained that a heavier car would go faster than its lighter counterparts, but the caution fell on some deaf ears. We had to remove a solid lead bolt from the bottom of one Cub's car, and a Battlestar Galactica type model belonging to another boy was stripped of at least half of its laser beam equipment.

It was necessary to judge the best design in the first part of the evening. Some of the cars only just stayed together when stationary. They'd never survive to be judged at the end of the evening.

We originally planned to divide the cars into two categories; one for boys who completed the project themselves and a second for those who had adult help. We'd explained this to the pack when they first received their kits but, on the evening of the rally, the idea came unstuck.

"My Dad just set up the lathe," insisted one Cub.

"Mine did a bit of painting, but not much," said another. "That doesn't count, does it?"

One after another they eliminated their cars from the "boy and adult" category, leaving us with no choice but to scrap the idea.

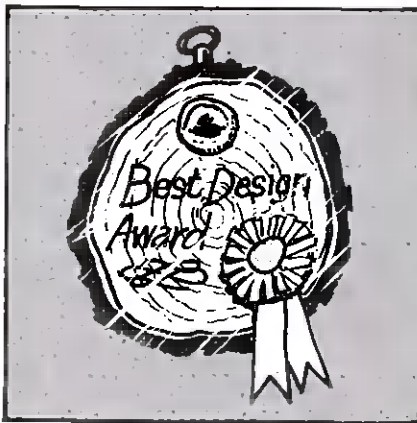
"Now don't tell me you did that by yourself," said Rann to a Cub who displayed a gleaming Porsche-style job.

"Yes I did," he insisted with obvious sincerity. "It was this shape when I woke up in the morning after we took them home and I painted it and put the wheels on without any help at all!"

A quiet word in the judge's ear solved our problem. For third place he chose a rather lopsided wooden jolly that obviously had not seen an adult hand. "This car has a great deal of character," he commented.

"Looks all crooked and bent to me," observed one Cub skeptically. "A lot like your car, Akela."

Presentation of the awards for the best design were left until the end of the rally. I should mention the trophies here. Our funds being a little on the low side, we were limited in our prize-giving. We didn't feel we could approach companies for such a small event. Our local merchants are good to the Scouting movement in a variety of ways during the year, and it seemed unfair to ask them to participate. So we were on our own, which was just as well. All a boy needed was some tangible recognition of his achievement — something he could wave under his parent's nose when he said, "Guess what... I won!"



This, in mind, Bagheera, who is very handy with a saw, made round wooden plaques by sawing circles off the end of a log. He burned the details into the front with a wood-burning kit and stuck two small Cub emblems cut out of last year's Scout catalogue on either side of the lettering. Then he varnished the whole thing a couple of times and screwed a small metal loop into the top. I must say the results were very impressive, and the price (a total cost of 23¢) was definitely not to be sneezed at!

The judging completed, we moved on to the second part of the evening. We had sat and agonized about the fairest way to run the races, keeping in mind that no youngster, no matter how crummy his car, wants to be eliminated in the first 15 minutes. We finally came up with a system that met our needs. No Cub would be out of the running until at least half-way through the evening, assuming that his nails held out that long.

We set up the track at the end of the hall and placed a row of chairs on

either side. Only the four Cubs who were racing at the time were allowed to stand, but the arrangement was such that everyone had a good view. One leader monitored the head of the track and one looked after the finish, which left the others to keep a general eye on things. All except Rann, that is. He was "pit man" for the evening. Cars that disintegrated en route were taken to his auto repair corner to be fixed. As we expected, he was kept fairly busy and, by the end of the evening, most of his spare parts were used up.

We were off! In quick succession the cars zoomed down the track. On the first run, one of Randy's jelly beans fell off and, with undue haste, was popped into the mouth of a delighted recipient, who thus provoked a fight with the enraged owner. The Love Bug turned out to have speed as well as looks and was just beaten in the final race by a beautifully engineered sports model that was obviously the product of considerable expertise.

The evening ended with refreshments and the presentation of awards by the division commissioner. Then, after a reminder to bring back the cars for a display at the Father and Son Banquet the following week, the boys were sent on their way.

The timing of the event was not what we expected. We thought the judging and races would completely fill the evening. This was far from being the case. Each race takes only a matter of seconds, which means that if everything goes smoothly, an incredible number of cars can be run in half an hour. We'd warned the parents that we might go overtime but, in fact, we finished early. We decided that future rallies would include either a film on car racing or a talk by a local racing car driver. This would nicely round out the evening and keep the boys' enthusiasm high.

The Cubs who were really interested in racing went on to the district rally. There they were able to pit their workmanship against that of a larger number of boys and to run their cars on a far more sophisticated track. As for our local rally, it has become an annual event and one of the highlights of the Cub year.

Judy Evans' account of a small-town pack Kub Kar Rally is the first of a number of Kub Kar racing features planned by the LEADER. Watch for an article about construction of Kars and tracks, and for a reprint of Don Judd's popular plans for an electronic Kub Kar timer, complete with corrected schematic and up-to-date material list. X

Scouter's alphabet

by David Goss



MERRY CHRISTMAS...what better way to use the letter "M". And what better way to get into the Merry Christmas mood than to devote some pre-Christmas program time to crafts associated with the season.

These ideas should appeal to every section because they can be made more or less difficult to suit the age and skills of the boys. All of them have

been tried and, although I don't know who originated them, all have been seen on "down east" craft tables. I've simply adapted them to use with our boys.

I hope that you'll have as much fun with these as our youngsters do, and that the finished products will find a place in your boys' homes to help them enjoy a Merry Christmas.

Lifesaver Elf

Materials:

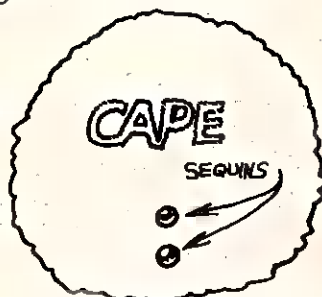
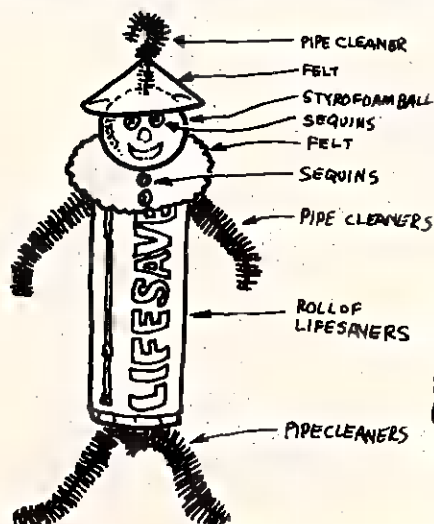
- one roll of lifesavers
- one 1½" styrofoam ball
- red felt pieces as per pattern
- two 12" pipe cleaners
- one 5" pipe cleaner
- four sequins

Tools:

- skewers to punch holes
- pinking shears or scissors
- glue

Procedure: Use pattern to cut out felt hat and cape. Paste two sequins on cape. Pierce a small hole in each end of the foil on the roll of lifesavers

through the hole. Twist pipe cleaners at the bottom to shape legs and those at the top to shape arms. Put the 5" pipe cleaner around the centre of the arms and extend up to form hanger. With skewer, make a hole through the centre of the styrofoam ball and punch a small hole in the centre of the cape. Slip cape over the 5" pipe cleaner, and then slip the head over the pipe cleaner as well. Cut a hole in the top of the hat and slip it over the pipe cleaner, then glue the hat to the head. Glue sequins to the head for eyes. Glue on small pieces of felt for nose and mouth.



Cup Candy Santa



Jelly Bears



CONSTRUCTION PAPER



STYROFOAM CUP



SMALL CHRISTMAS BALLS



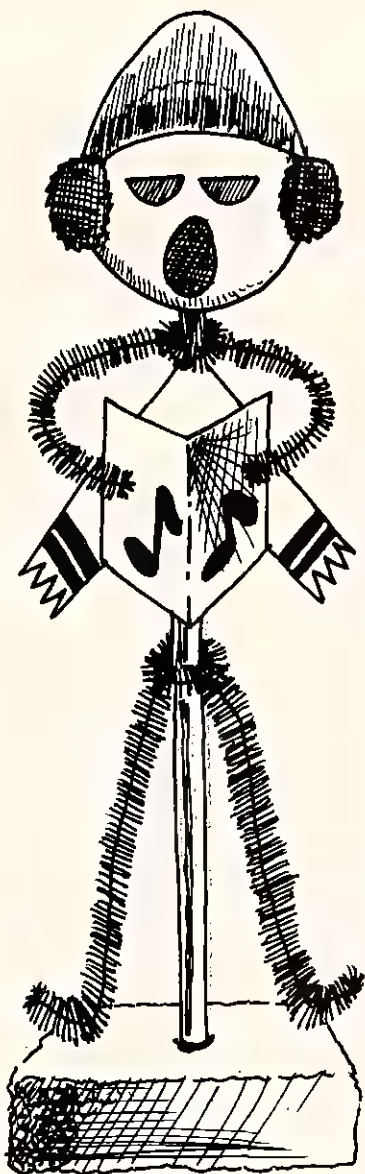
COTTON BATTING

Materials:

- styrofoam cup
- 3 small Christmas balls
- cotton batting
- Christmas candies
- red construction paper
- glue, scissors, clear plastic wrap

Procedure: Glue on a cotton batting band for the hat and a bushy cotton batting beard. Glue a ½" strip of red construction paper around the top of the cup. Attach Christmas balls for eyes and nose, fill with candy and wrap in clear plastic. This makes a good bazaar item, or a great gift for a brother or sister.

Sucker Singer



Materials:

- one 10-cent all-day type sucker
- pipe cleaners
- construction paper
- felt scraps
- scrap styrofoam
- glue

Procedure: Glue felt to the sucker (preferably a solid colour candy) to make a face, earmuffs, and hat. For the scarf use a piece of felt in a colour which contrasts with that of the pipe cleaners and face pieces. Twist a pipe cleaner into place to form arms, and a second one to form legs. Make a book of construction paper and glue to end of arms. Push the end of the sucker stick into a piece of scrap styrofoam so the singer will stand up. Make several singers and set up a choir.

Craft Stick Tree Ornaments

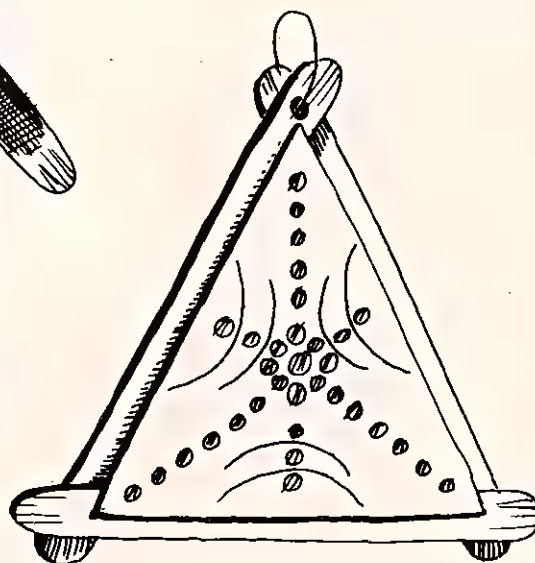
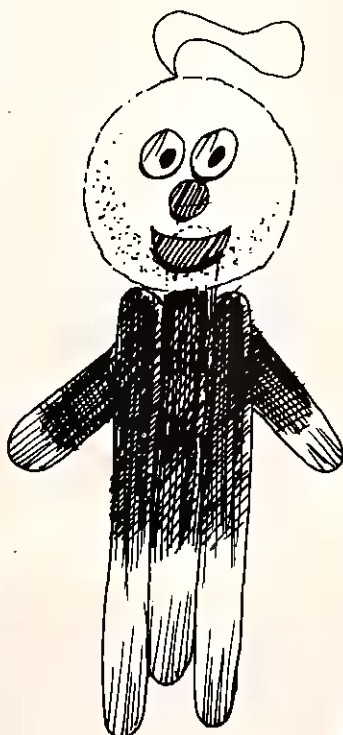
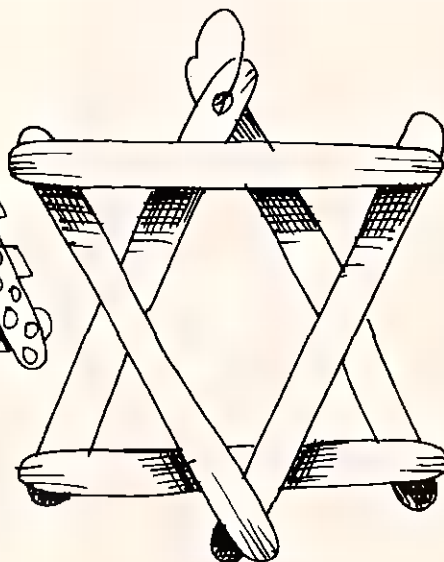
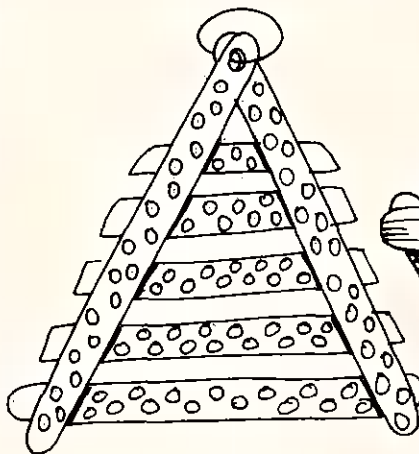
• **Ladder-tree:** Glue three sticks to form a triangle. Shorten cross sticks to fit. Give the ornament colour by painting the sticks or wrapping them in foil. Glue sequins all over the tree.

• **Star of David:** Glue sticks in formation illustrated. Paint if you like.

• **Toy Soldier:** Glue three sticks together as illustrated to make body. Split a stick for the arms. When glue is

dry, use markers to colour a jacket and trousers. Push a styrofoam head onto the protruding centre stick and add features with markers.

• **Tree:** Glue three sticks into a triangular shape and glue cardboard of a contrasting colour to them. Make a sequin design on both sides of the ornament. X





jamboree

by Bob Butcher

"I recognise more fully than before the great value of Jamborees... it is good for each generation of Scouts to see at least one big Rally, since it enables the boy to realise his membership of a really great brotherhood, and at the same time brings him into personal acquaintance with brother Scouts of other districts and other countries. He learns new Scouting ideas and camping gadgets, and comes out a better Scout for the experience."

B.-P.'s Outlook, June 1932

History has it that Lord Baden-Powell had wanted an event to which Scouts would be invited to put on a massive demonstration of the skills and ideals of Scouting. A suitable name for such a gathering was needed, and the first thought that came to B.-P.'s mind was "corroboree", an Australian word used to describe large tribal gatherings. That didn't seem quite right, however. Eventually he thought of the fact that boys would be "jammed together" at these events, and combined "jam" with "corroboree" to produce "Jamboree".

This July, 20,000 Scouts and leaders "jammed" together in the Kanana-ski Valley in Alberta for the largest Jamboree ever held in Canada, larger than CJ '77 in Prince Edward Island and the World Jamboree at Niagara-on-the-Lake in 1955. Most came by aeroplane, train, bus or automobile, but one group of Venturers from Oshawa took 23 days to cycle 3700 km to the site (see *Venturer Log*, page 15).

During the 72 hour assembly period, the population of the Jamboree grew until the gathering could be ranked Alberta's eighth largest city. CJ '81 had many of the features and facilities

of a city: its own central water system, telephone exchange, electrical utilities, hospital, grocery stores, bus transit system, garbage pick-up, bank, post office, weather bureau, newspaper and police detachment.

It differed from other cities in that the majority of its population was aged 11 to 17. These young people travelled both from all parts of Canada and, several hundred of them, from far away countries. Groups came from the U.S.A., Australia, England, Honduras, Israel, Peru, Sweden, Trinidad, Venezuela, Japan, South Africa, Mexico and several Caribbean countries.

Canadians and foreign visitors alike sampled a profusion of program opportunities.

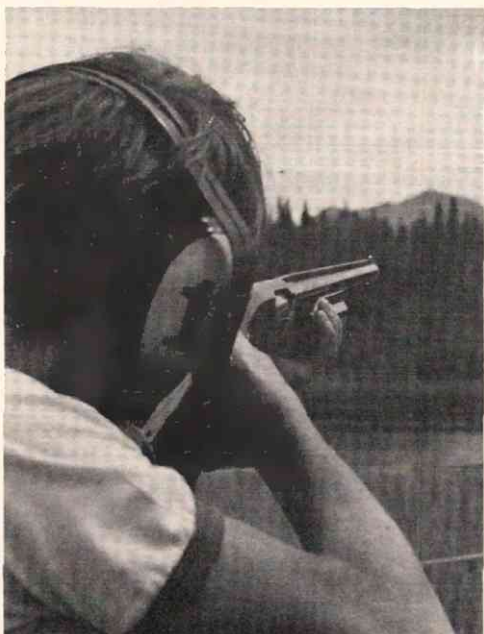
Venturers were challenged with activities such as archery, canoeing and kayaking, river rafting, orienteering and trap-shooting. Perhaps their most demanding program event was the 36-hour mountain hike.

Scout program activities were no less challenging for that age group. Some of the favourites included overnight hikes, leathercraft, an obstacle course, pioneering, Scoutcraft and assorted games. *Cap Handi*, a rather unique opportunity, gave Scouts the challenge to perform simple tasks with an adopted disability.

Scouts and Venturers shared the chance to take a tour of Banff, visit the Calgary Stampede, trade stories and experiences at Katimavik, and indulge in the age-old Scouting practice of swapping badges, crests and pins.

A group which found their Jamboree experience especially rewarding were the 44 Scouts with handicaps and 33 Scouts with handicaps from Calgary who joined them for a week-end.

The several thousand adults at the Jamboree deserve special mention





too. Nearly all of them gave weeks of vacation time away from their families and paid their own Jamboree fees and travel costs for the opportunity to work, unrelieved from dawn to dusk, looking after other peoples' children. Many had spent two years in the planning and preparation for the event.

Only once, at the Jamboree Ceremony, were the 20,000 participants brought together in the same place at the same time. The ceremony included greetings from the Alberta Minister of Recreation and Parks, a challenge from Camp Chief Chester Hull, and addresses from Governor General Edward Schreyer, Scouts Canada President Walter Tilden, and Lord Robert Baden-Powell, grandson of Scouting's founder.

Supporting his grandfather's view on the value of large Scout gatherings, Lord Baden-Powell challenged Scouts and Venturers to take advantage of the Jamboree to meet someone new, to look around at the people they didn't know who were sitting near them, to reach out to a stranger, to introduce themselves and to make a date to meet later.

Randy Davis of Kitchener, Ontario accepted this challenge by approaching Lord Baden-Powell at the end of the ceremony and inviting him to meet with his patrol. Lord Baden-Powell accepted the invitation and met with the group later that day.

Like many other CJ '81 participants, Lord Baden-Powell and the Kitchener boys are hoping and planning to meet again in the Kananaskis Valley at the 15th World Jamboree in 1983.

Boy Scouts of Canada Photos: John Little, Paul Odermatt, Doug Derbyshire, Marion Rhodes, Frank Maine, Jane Woods, Bob Butcher, Don Keyes. A

1 At Cap Handi, Scouts attempted various tasks with an adopted handicap. On a ½ km hike in the bush on crutches, a boy gains an appreciation of what disabled persons face.

2 Trap shooting was a highlight for Venturers. After a period of instruction and some coordination exercises, they lined up at the firing line to see how many clay pigeons they could knock down.

3 Facing personal obstacles and challenges was a common part of the jamboree program for both Scouts and Venturers. They tackled it all, whether working through an assault course or staying in the saddle of a mechanical bronco.

4 Lord Robert Baden-Powell, grandson of Scouting's founder, was a popular figure at CJ '81. He spent much of his time meeting with boys.

5 The mountain hikes took Venturers and Scouts through some of the most scenic areas in all of Canada.

6 River-rafting was a popular event with Venturers. Our photographer wanted to go along for a ride but was too frightened to take his costly camera equipment through the rapids.

7 While reports of bear sightings were greatly exaggerated, the Alberta Parks people had to tranquilize a few bears and transport them from the vicinity. Campers took many precautions with food and garbage to avoid attracting these creatures to the site.

8 Pioneering still remains a fascinating activity for Scouts and Venturers, and many structures decked the skyline in the various program areas.

9 Scouts with handicaps did not miss out on many of the activities. These boys enjoyed leathercraft projects, olympic events, Indian crafts, trips to Banff and the Calgary Stampede, and many other things.





Dear Sir,

I commend you on your decision to introduce a *Letters* column. Communications are important in an organization as large and widespread as ours, and I hope readers will take advantage of this new means of sharing ideas, voicing concerns, or just generally expressing their views on current issues. As an occasional contributor to the magazine, I have been concerned at the lack of a vehicle for feedback (good or bad) on the value or validity of articles which appear, and I look forward to the benefit of more reaction from readers in the future.

In that vein, your *Scout Camp* puzzle in the April issue was quite a challenge! Now that we've all had several months to figure out the solution, would you care to publish the answer (and in so doing, prove to us all that you actually solved the problem!).

— Jim Sharp, Montreal, P.Q.

Ed's Reply: The answer to the Scout Camp puzzle is: the Alberta Scout has the pet skunk and the Ontario Scout drinks water.

We used the same puzzle in the CJ '81 newspaper and it proved a popular item with the boys. Already embarrassed at the length of time I took to solve it, I was put to absolute shame when a lad of 13 walked in with the correct answer 30 minutes after the paper hit the street.

We will gladly print more of these brain teasers if our readers care to send them in.

Dear Sir,

I am an assistant Cub and Scout leader with the 50th Bolton Scout Group. Recently I came across the last two issues of "The Canadian Leader".

I found it an excellent magazine, and read both copies avidly from cover to cover. The many varied articles ranged widely; from simple ideas to fill five minutes at a meeting to deep and thought-provoking articles on "the nature of the beast" that we are working with and how to get through to him. There was no sign of

the low-quality space-filling writing which seems to fill many other Scout-ing magazines

— Jeremy Farrell, Bolton,
Lancashire, England

To Whom it May Concern:

As a Scouter and member of the 1st Gilwell Scout Troop (South Waterloo), I wish to protest the printing of such articles as "Cub Ramble with an Indian Theme" (the LEADER, May 1981). In recent years it seems that little editorial care is given to maintaining a position of printing quality examples for new leaders to follow — examples based on Scouting fundamentals and objectives.

I protest this article on the following points:

a) It sets a singularly poor example for new leaders and the non-Scouting public.

b) The "diseases" would leave most boys with nightmares — perhaps adults too.

c) This sort of programming degrades Indians, does not teach boys about how Indians lived or live now, and does not reflect good Cub program methods.

d) *Ging gang gooli* is not a song with nonsense words, but is a tribal chant not related to North American Indians, and should be sung accordingly...

— Robin Guthrie
14th Cambridge Cub Pack

Dear Sir,

We read, with interest and enjoyment, your Paksak article in the LEADER of June/July 1981. Thank you for your support of the program. We look forward to hearing of the reports from your leaders.

— J.D. Ramsden, training officer
St. John Ambulance

Dear Sir,

Today I found the LEADER in my mail box; an error. What amazes me is to see not one non-white face in that magazine. I'm sure you can do better than that.

— Bryan Condon, Weymouth, N.S.

Ed's Reply: If Mr. Condon had been interested enough to peruse other issues from the past year, he might not have been so quick to judge.

Dear Judy (Evans),

In response to your June/July '81 article in the LEADER: *Burnout* describes accurately what happens to so many, even those who may not as yet have identified the problem. Your presentation is provocative in bringing out varied experiences and could produce much thought exchange, hopefully leading to some remedy. Congratulations on an excellent presentation.

— Frank G. Muirhead
Kingston, Jamaica

Dear Sir,

I would like to correspond with a Canadian Scouter interested in training. If possible, could you put me in touch with a fellow Scouter.

— Louis E. Sandhop
24 Twisting Drive
Lake Grove, New York 11755

Dear Sir,

I am curious as to why Scouts Canada has not introduced a periodical for the older boy sections where we need to generate interest. If a magazine appealing to the 14-18 age group could be marketed through which Scouts Canada could promote the Scout and Venturer programs, I feel certain that it would pay dividends in recruitment figures and in messages of thanks from leaders.

— Gordon Rose, district commissioner, Fruitbelt District, Ont.

Ed's Reply: Your observation about the lack of a youth publication is a common one and there is a simple explanation for the situation. Cost.

You may be aware that after THE CANADIAN BOY folded because it became too expensive to produce and distribute, three modest boy publications were launched by Can-youth: Canadian Boy (Cubs); New Trails (Scouts); and Now (Venturers). These publications, born in early 1971, died within the year. Even then, staffing, printing and mailing proved too expensive.

The LEADER struggles to balance the books despite minimum staffing and every attempt to pare production costs as much as possible (inexpensive paper stock, limited use of colour). Thank goodness for the dedicated Scouters who volunteer their time and talent to keep the pages filled with helpful, informative and enjoyable articles. X

Venturer Log

by Phil Newsome



I received this story and photo from Mike Mamo, president of the 1st Sherkston Venturer Company. Mike's company has a special interest in stock cars.

Our racing career began in March 1980 when we started to build our new stock car. The members of the Venturer company found racing was fun and learned many new things.

The stock car we built last year was a '66 Chevrolet. The Venturers built it with the help of Mr. Carm Mamo, Mr. K. Rushton and Mr. J. Rushton of Port Colborne. Funds

were supplied through the Venturer bank account and through sponsors. All the people and companies who assisted in the construction should be commended for their efforts.

This year we decided to build a new stock car and used a 1975 Mercury Montego. Mr. Mano did the welding, but many of the Venturers can now weld as well. Ken Rushton handled much of the engine work and the rest of us also learned how to do minor engine repairs.

The class in which we race does not allow us to do much to the motor of the car. It is called the Bomber divi-

sion; the class for starters and people who are racing just for fun.

We plan to race every Sunday night at Humberstone Speedway near Port Colborne, Ontario. Our advisor, Mr. John Vorstenbosch, is our driver, and the Venturers form the pit-crew.

If you are ever up there, look for the car. It's the black and gold #37. If you would like further information about racing, rules or stock cars, please write. Send mail to:

Mike Mamo
R.R. #1
Port Colborne, Ontario
L3K 5V3

PEDAL POWER

The 13th Oshawa Venturers didn't choose the easy way to go to CJ '81, but their 23-day trip brought more than one reward.

Inspired by the Terry Fox Marathon of Hope, Venturers Paul Dunne, Jeff Henderson, Mike Gardner, Geof Marlow and Charles Hayes, decided to bicycle the 2300 miles separating Oshawa and Kananaskis Country in an attempt to raise money for the fight against Cystic Fibrosis. When they arrived at CJ, tired, wet and satisfied, they had earned \$10,000 for C.F. research.

The weather might have been more co-operative for their daily 100 miles on CCM 10-speeds. "We only saw two or three days of sun!" remarked one of the company as they dismounted at the jamboree site.

Despite the wet and a few "pile ups", the Venturers met many friendly people en route and agreed that the trip had been a great experience. But it wasn't a venture they were chomping at the bit to repeat; at least, "Not for awhile!" A

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TRAINING TALK



by Reg Roberts

It's customary for a trainer to look back over a recently completed training event to ask, "How did it go?" and "How well did I do?" Generally, one can bask in the warm glow of a job well done or remembered comments from participants who "really learned" from the experience.

In the words of a popular song of a few years ago, "Is that all there is?" Surely there must be more trainers can do to assess their effectiveness than just reflect on the good feelings left when it's all over.

A paper I received from friends in a regional council some time ago sets out some guidelines that trainers can consider for their own use. The guidelines provide a system for appraising one's performance in a step-by-step manner. With some adjustments of my own, I share them with you.

TRAINER SELF-APPRAISAL GUIDELINES

Purpose: to improve the quality of training in the area in which you serve and your effectiveness as a trainer of adults in Scouting.

Goals:

- To encourage you as a trainer to be involved in and responsible for reviewing your performance;
- To provide you performance feedback from the other trainers;
- To assess the learning needs of trainers;
- To provide direction for your future growth.

Procedure:

- 1) The course leader shares the appraisal process with the training team at a pre-course planning meeting. Each trainer receives a copy of the appraisal sheet and the guidelines. Each member of the team com-

pletes the appraisal sheet as soon as the course is over. Shortly thereafter, the team sits down together as a group to discuss each individual's comments and to share feedback on each other's performance. From this discussion, positive and negative results can be identified, strong points built on and weak points noted. The weak points make a valuable source of subject areas for future training programs for the trainers.

2) Sometimes it's difficult to remember what happened on the first evening of a weekend course. It's even more difficult to remember the happenings of the first day on a week-long event. To enable you to accurately recall your performance when you do sit down to write your appraisal, it's essential to keep a daily log or journal. Brief notes jotted down at lunch times, supper breaks and the end of each day will add clarity to your thoughts about both your own and other trainers' performances.

3) The provided list of things to look for in your presentation will help you consider all aspects of the event. The items listed are meant to stimulate your thinking. Not all may be relevant to any particular course, and you may wish to add ideas of your own.

4) Complete the self-appraisal form on your own. Choose a quiet time when you can think through each aspect of the event without being disturbed.

5) When you meet with the rest of the team, talk as openly as possible about the things you've included on your appraisal sheet. Listen carefully to what each trainer has to say, be objective and supportive, and provide any additional feedback you can.

6) At the end of the appraisal meeting, each trainer should know clearly the areas in which he or she was most effective, the areas where improvements can be made, and the subjects that should be considered for a staff training session or program in the near future.

7) Having identified new learning areas, push for one-night training sessions on problem solving, communication skills, outdoor activities, or whatever else is required. Don't let the next training course come along before the weaknesses have been corrected.

THINGS TO LOOK FOR IN YOUR PRESENTATION

Goals, Content and Preparation

Were goals stated, explained, reached? Were expectations fulfilled? Were participants' needs taken into ac-

count? Did the content match participant and organization needs? Did content take into account Scouting's aim? The learner's job and section? Did content flow from the course goals? Was an evaluation done? What did it tell you?

Presentations

Were sessions easily understood? Did you give a clear overview and provide an organized flow? Were there regular summaries to pull things together? Did you accomplish the stated purpose? Were aids used to enhance the presentation? Did they add to or take away from the presentation? Did the aids fit the situation; i.e. overhead, film, slides, flip chart, etc.?

Discussions

Did you use group discussion? Were you able to use different types of questions to focus on specific areas; i.e. overhead, direct, relay, reverse, etc.? Were important areas covered? Was there wide participation? Were you able to deal with problem people in discussion? Was discussion method appropriate to your purpose?



Methods and Techniques

Did you use other methods appropriate to your goal and content; i.e. role playing, case study, brainstorming, demonstration/performance, problem solving? Was there variety in your methods?

Learning Process

Was the presentation of information followed by action; i.e. opportunity to put into practice? After a learning activity, did participants have a chance to explore what they learned? Were reactions solicited? Were important areas covered? Were learnings geared to back-home application? Was the atmosphere such that learners could make mistakes? Were

participants active or passive? What conclusions can you draw from this?

Directions

Were directions for activities adequate? Were too many instructions given at one time? Was time allowed for questions? Were instructions followed immediately by action?

Staging

During presentations, were you well placed in the room? Visible? Were participants organized with a minimum of disruption? Were furnishings well placed? Were audio-visual aids well placed? Competently operated? In good operating condition?

Time Limits

Were allotted time periods well chosen? Were time limits followed? Over-run? Flexible? Could some things have been done more efficiently?

Participants and Staff

Did participants become adequately acquainted? How was this handled? How were various levels of experience and expertise among participants recognized or taken into account? How were roles divided among trainers? Did this help or hinder? Did you feel a real part of the training experience? Were participants involved and interested?

Materials

Was good use made of resources (people, material, handouts, etc.)? Was the choice of material appropriate to this event? Were materials readily available and organized for distribution?

Design and Atmosphere

Did the design make sense in terms of the stated goals? Participants' expectations? Physical facilities? Time available? Experience and participants? Trainer's experience? Number of participants? Did the sequence of activities flow easily? Was there continuity to the design? Was there flexibility in the design? Were changes made? What atmosphere was created? Serious? Humorous? Comfortable? Challenging? Eager?

Course Planning

Was there a systematic approach taken to planning this course? Were you involved in the planning? Did you have sufficient time to prepare? Did you have a sense of ownership of the program? Did you meet often enough as a total team to plan? Were trainer resources and experiences well placed? Were participants well

prepared for the course? Were all physical arrangements made? Was equipment properly gathered? Were self-appraisals discussed?

Physical Presentation

Was your voice level appropriate for the location? Speech pattern too fast? Too slow? Varied in inflection and rhythm? Was the tone of your voice agreeable? Interesting? Boring? Harsh? Soft? Was your eye contact sufficient? Did your facial expression convey interest? Tenseness? Boredom? Was your dress distracting? Did you sit, stand, move in a way that conveyed confidence? Nervousness?

Verbal Behaviour

Was your wording clear? Simple? Specific? Of appropriate length? Non-repetitious? Stated in every-day language or in jargon? Did you speak without notes?

Interventions

Were your levels of seriousness and humour well balanced and appropriate to program and participants? How did you handle questions? How did you deal with conflict? Did you demonstrate active listening skills; i.e. paraphrasing, empathy, etc.? Were you non-judgmental in your feedback? Did you help or hinder discussion? What did you do to facilitate communication?

Trainers — Team

Were trainers introduced? Visible? Did trainers support each other? Team work? Co-operation between trainers. Did trainers seem competent? Organized? Knowledgeable? Prepared? Were all trainers involved in activities? Was caring and concern for participants evident? Was flexibility demonstrated by the trainer at all times?

SELF-APPRAISAL FORM

This one-page sheet should include trainer's name, course name and date, and ample space for the trainer to respond to these points:

- The things I like best about the way I performed were:
- The things I didn't like about the way I performed and would like to do differently are:
- Further areas of learning/training that would help me perform more effectively are:
- Other observations:

So there you have a way of looking at your own performance and that of others.

If you choose to try it, let me know how it works out. If you are already using a method of your own, let me know that too.

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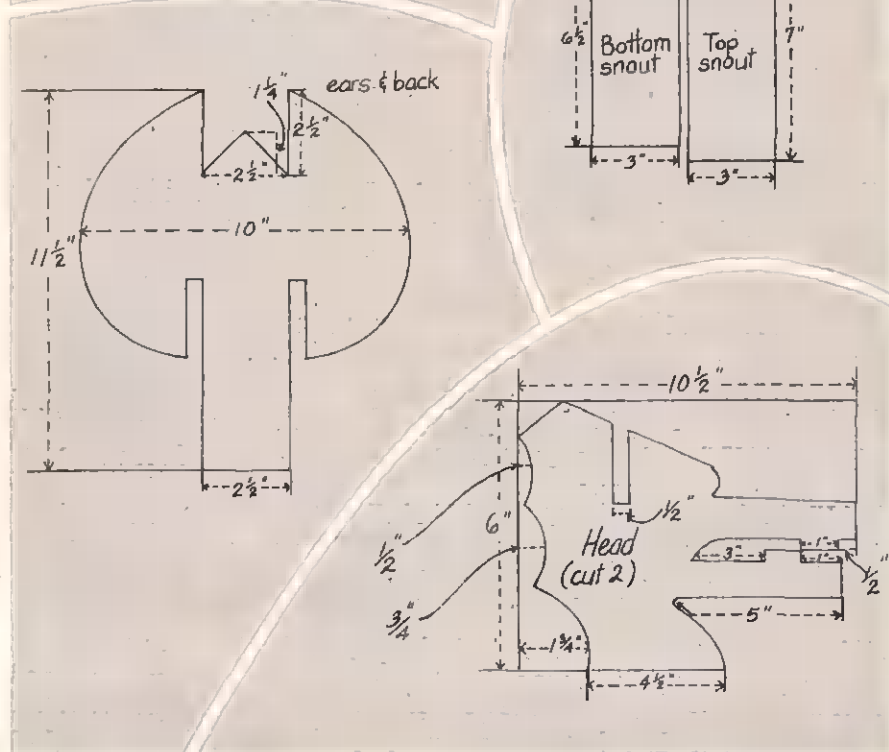
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pak-sak

by Carl Lemieux



Wooden totem heads are being discontinued by Supply Services. That was the message I received late in spring. The decision was made for a number of reasons.

- The manufacturer's costs are extremely high and suppliers could not be found. Fewer than 75 heads are sold each year and the tooling of machinery to produce such a small quantity is neither economical nor worthwhile for a supplier.

- Costs for Supply Services to produce the Wolf Head are also prohibitive. For example, to make the necessary mould would cost from \$4,000 to \$6,000.

The acquisition of a totem head usually is a once-in-the-life-of-a-pack purchase. Because production costs for the article would be so high, it's doubtful that packs would be able to make such an expensive purchase.

But all is not lost. A pack can make its own totem head from 1/2" plywood or pine. I've provided plans to help. Using the dimensions given, make patterns on paper squared off in inches. Transfer patterns to wood before cutting each piece. To assemble, fit slot in each head piece into slots on ear/back piece. Join front of head pieces with top and bottom snout pieces. X



On May 31 I attended the National Capital Region's 9th annual Beaver picnic, held on the grounds of Government House, the residence of the Governor-General. Fifteen hundred Beavers and leaders came prepared for fun.

The planning for such a large event had to be very detailed, and the day well-organized. Planners used a base system so that boys in all groups could participate in many events. Main bases set up around the huge field offered several activities: leap frog, a craft table, sack races, and whatever games leaders could develop with the tires, balls and parachutes provided as equipment.

Parachutes, most borrowed from schools where they are often used in gym programs, were the hit of the day. They inspired not only the most

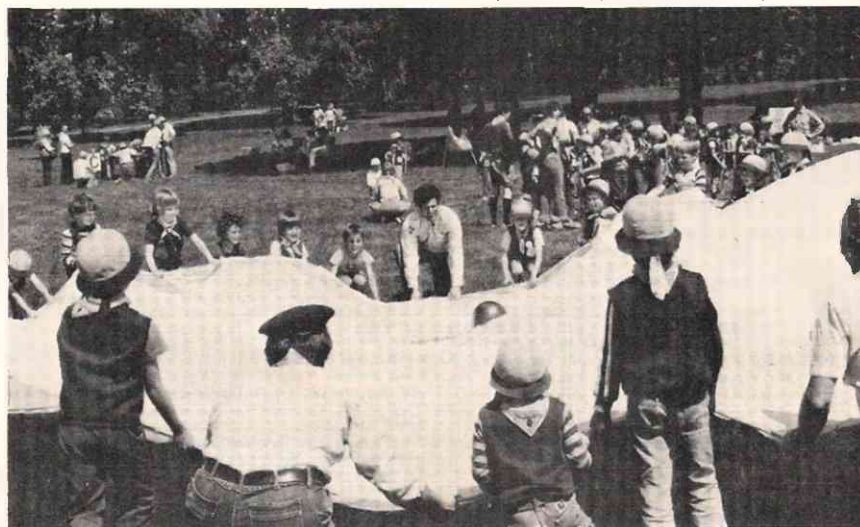
intriguing, creative and innovative games, but also the most excitement.

Most of the parachute games were simple, but all involved co-operation, co-ordination, lots of energy and lots of fun. One game started with a ball in the centre of the chute. The object was to keep the chute billowing and the ball moving without letting the ball fall off the chute.

"Robins and Worms" provided more boisterous fun. Four robins and four worms were chosen for each round.

Worm Beavers scurried underneath the chute on all fours, while robin Beavers took positions on all fours on top of the chute. As the other players kept the chute rippling so that the worms' movement couldn't be detected, the robins tried to catch the worms for lunch.

For a one day event of such a size, the amount of time required to organize and set up was phenomenal, but the end result was judged well worth the effort by those involved. X



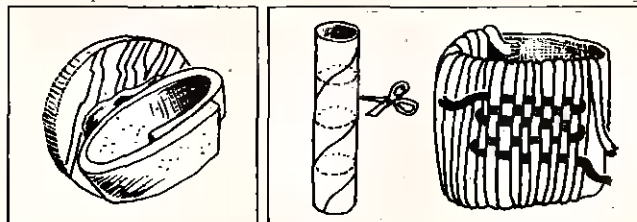
SCOUTER'S Swap Shop

Pack Scouter Rick Tracy of Lennoxville, Quebec, sent two simple woggle-making ideas to supplement the woggle designs he gave in our January '81 issue. Cubs can easily finish a number of these basic woggles in an evening.

Wooden Circle Woggle: From a piece of 1/8" plywood, cut a number of small circles with a hole saw (a type of drill bit). Cubs sand the discs and glue a leather loop on the back with five-minute epoxy (the hardest part is to hold it until it's dry). Then they decorate the discs to suit their fancy. Supply acrylic paints, wobbly eyes, scraps of yarn, cloth and fur, and white glue. If the boys prefer, the same woggle can be made from small squares of wood.

Woven loop woggle: This standard craft woggle takes time and patience to make well, but does an excellent job. You

need toilet paper tubes and lengths of yarn of assorted colours. Cut the tubes into four equal sections, each of which is the form for one woggle. Give the form a close, vertical wrapping of one colour of yarn, then interweave another colour to make an interesting pattern. No two will be alike.



Troop Scouter Bud Jacobi from St. Catharines, Ontario, offers further suggestions for patrol challenges.

- **Longest Line:** Ask each patrol to take off articles of clothing and place them end to end in one line. The items might be shoes and laces, scarves, belts, shirts, socks, berets, handkerchiefs, etc. The patrol that makes the longest line in a given time wins.

- **Human Centipedes:** A patrol must figure out a way to move each member from a given point to another. The part of the body that touches the ground must be different for each boy. Some must be carried. Best effort wins.

- **Spaghetti Challenge:** Each patrol cooks spaghetti. Before patrols can eat the meal, each member must try to tie a reef knot into his cooked noodle.

- **Tank Race:** Tie together all boys in a patrol with rope and have them run from a starting point to a finish line. Boys may be blindfolded to increase the challenge. $\wedge$

The FUNNIES

DESERT ISLANDERS

At a recent pack meeting, we announced that in 15 minutes we would leave for a desert island, and each six had just that long to decide what they should take along. Below, with no apologies, we record what was chosen. We regret to announce that, although each six could take 10 items, none chose to take mothers, sisters, or even (despite spirited debate) teddy bears.

Red, Blue, Black and Green Sixes, conservative all the way, elected to take clothes, although Yellow Six did select needle and thread. Brown Six suggested girls, but only Red Six needed swimsuits. Brown Six, who obviously watch too many movies, suggest a "22 cal", while most of the others suggested axes, knives, guns and (only Yellow Six) bullets.

Black Six suggested a radio "to keep in touch", as did Blue Six. Green Six suggested a "C.B.", and Red Six a T.V. Blue Six had a practical bent and suggested both a flare gun and a water purifier! They added a "friend" (always nice to have), a survival book, shovel and rope.

Red Six were more keen on basics such as a tent, a sleeping bag (presumably a large one), food and matches. Green Six had a similar list of fundamentals, but included a compass and cooking utensils.

Finally, while Brown Six suggested a toilet, it was Yellow Six who included toilet paper. They also suggested a cow, which would be handy, and Red Six suggested a "lifetime supply of food" (we're still checking the rule book on that one). Brown and Green Sixes wanted a boat and Yellow Six a canoe. The other sixes presumably were not interested in returning. I suppose Black Six had the radio to keep in touch; Red Six had their television; Blue Six had a friend... Who needs anything more? $\wedge$

Courtesy of the 175th Toronto Group Wolf Cub Pack Newsletter, May 1981. Thanks to Justin White.

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FUN AT THE POND

by Kay Hotham

The excitement of a circus is a thrill for children of all ages. Whether or not the members of your Beaver colony have visited a circus, they'll love the circus you can create together on a meeting night this season.

To set the stage, make appropriate "big top" decorations for your meeting place using lots of crepe paper streamers. Display a few large posters that advertise the Beaver circus at meetings before the big night arrives.

I've included suggestions for making clowns, but it would be ideal to have some real clowns visit. Try to recruit a few theatrically inclined Scouts or Venturers from your group. A local high school or community theatre group might also be able to send members in clown costume to entertain the Beavers.

To add to the circus atmosphere, try to bring some circus music on tape or record. A background of happy circus music when the Beavers arrive is sure to start things off on the right note.

The Monkey's Tail

As each Beaver arrives, give him a large spool and one end of a thick string, the other end of which is attached to a large cardboard monkey in the middle of the room. The strings should be criss-crossed over and under each other on their way to the monkey. At a signal, all the Beavers begin winding their string onto the spools. The one who reaches the monkey first claims it as his lodge's prize.

Obviously there will be much confusion and tangled string, and the Beavers will have to co-operate with each other to become untangled.

Coffee Cup Clowns

For this simple craft you will need: paper coffee cups with handles; cone-shaped paper drinking cups; pleated paper baking cases; glue, crayons and scissors.

To make the clown, have the Beavers draw a clown face on a coffee cup

with the handle in the position of the clown's ear. Glue on an extra handle for the other ear. Use crayons to decorate a cone-shaped paper cup as a hat, and glue a baking case to the bottom of the coffee cup to form the clown's ruff.

If you tie a piece of yarn to each ear, you can string up all of the clowns to make a bobbing circus streamer across the meeting room.

Ring-master

Every circus needs a ring-master. This is a chance for Hawkeye or Rusty to don a top hat and step into the ring.

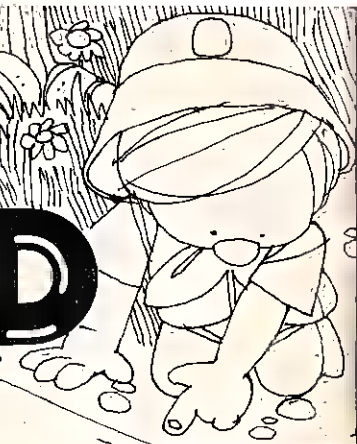
Form the colony into a big circle. The ring-master calls out the name of a circus animal and gives an action demonstration if necessary. For example, he might call, "Waddle like ducks", "Gallop like horses", "Lope like lions", etc. The Beavers imitate the actions and sounds of these animals as they move around the circle. After all have had a chance to experiment with a variety of animal movements and noises, the ring-master proclaims, "The circus parade will now begin!" Each Beaver then chooses an animal and joins a parade around the room. The ring-master's call is also a cue for the clowns (if you have them) and big top music. After the excitement, the Beavers will be ready for a drink and some popcorn.

Popcorn Pop

No real circus is complete without popcorn, cotton candy and lots of other gooey things to eat.

Watching popcorn pop is almost as much fun as eating it. You need an electric popcorn popper and a large sheet for this activity.

Spread the sheet on the floor and have the Beavers sit along the edges. Put the popcorn popper in the centre of the sheet. Pour in some oil and popcorn, but leave the lid off. Soon the popcorn will fly in all directions, reaching amazing speeds and heights.



Warn the watching Beavers that the popcorn popper is hot and so is the just-popped popcorn.

After the show is over and if your floor and sheet are relatively clean, have the Beavers collect all the popcorn in one large bowl for the colony to share.

Balloon Puppets

For this craft you will need one balloon for each Beaver, several bowls full of soapy lather, and some paint.

First rub the inflated balloons with soapy lather and let them dry. The dry lather will make the paint adhere more easily to the rubber.

Next, have the Beavers paint circus animal or clown faces on the balloons. Add paper hats.

To make the balloons stand by themselves, slip the neck of each balloon through a slit in the centre of a piece of stiff cardboard.

Acrobats

Acrobats and trapeze artists are other circus entertainers the Beavers will enjoy imitating.

Learning to do a somersault is an exciting thing. Turn your Beavers into circus acrobats by demonstrating some simple tumbling and balancing skills.

A low balance beam or a chalk line on the floor will give everyone a chance to practise balancing. Heel to toe walking across the floor in a straight line is a challenge in itself. Or have partners sit face-to-face on the "tightrope" with feet flat on the floor and toes touching, grasp hands and pull each other to a stand, without toppling off the rope. Then they can try, by sitting back to back with knees bent and feet flat on the floor, to rise to a standing position by pushing against each other's backs. Perhaps they can both rise and sit again without losing balance and falling into the safety net.

If you're going to do some tumbling, make sure there are lots of gymnasium mats available and that everyone is wearing suitable shoes.

Balance Round

Here's something a little more difficult for balancing Beavers. For each Beaver draw a three-foot diameter

circle on the floor. Draw a starting line across the circle. Instruct the Beavers to stand feet together with toes just touching the inside of the circle. All are to move to the left at the signal.

At the word go, each Beaver raises his left foot and slides it slightly to the left, placing the ball of his foot on the line. He then crosses his right foot over the left one, and places it beside the left one so that the outside of both feet are touching. Then he must untangle his left foot and begin the whole movement again. Everyone must try to remain on his chalk circle and go all the way around.

An easier variation is to use the same circle but have the Beavers simply side-step on the balls of their feet all around the circle.

Buzzing Balloons

Beavers sit in a large circle with a leader standing in the centre holding an inflated balloon. (The balloon will last longer if it is not fully inflated.) When the balloon is tossed into the air, the Beavers make a buzzing noise, but they must stop buzzing as soon as the balloon hits the ground. Any Beaver who buzzes after the balloon is on the ground drops out for a turn. This is also a good game to play with a big soft rubber ball outdoors on a warm, windy day.

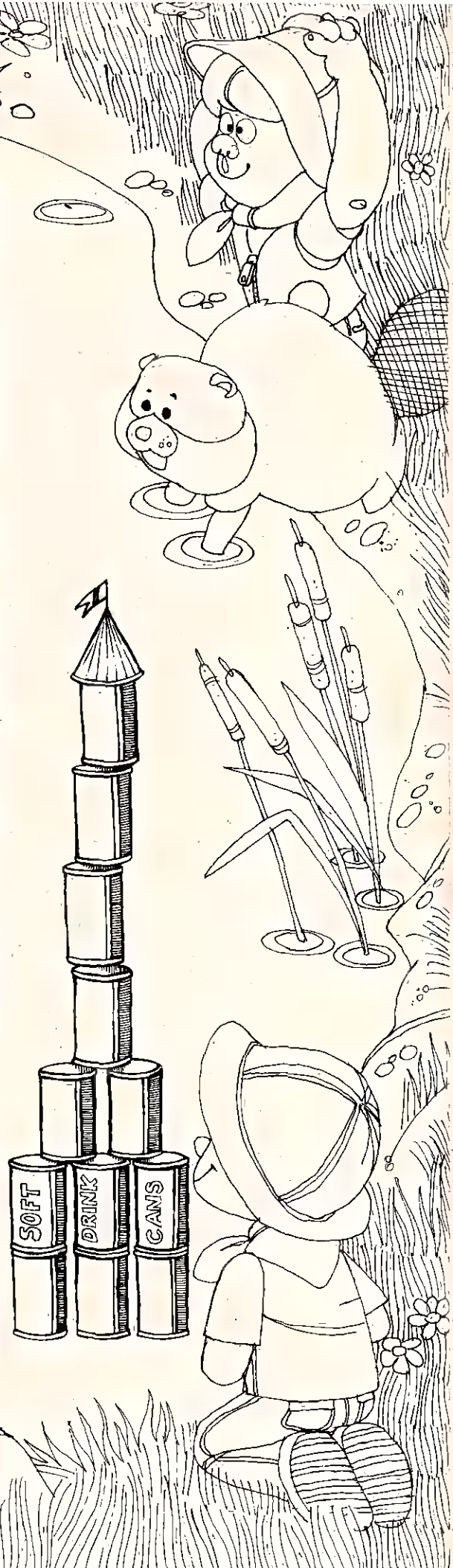
Pyramids

The human pyramid built by an acrobatic team is another circus highlight for your Beavers to copy. Instead of people, supply the boys with lots of paper cups and encourage them to build a pyramid as tall as they can. Empty soft drink cans or plastic containers will work as well.

Jugglers

How about some juggling? Give each Beaver a soft ball and put the boys in groups of two or three. Have them toss the balls from one to another, trying to see how long they can keep all of them moving at the same time.

These are only a smattering of ideas you can adapt from under the big top, so strike up the band, bring on the clowns, and get set to enjoy "the greatest show on earth". A



ON THE LEVEL



by John Sweet

It is well to remember that a pioneering spar may look perfectly sound while concealing flaws which make it as reliable for pioneering purposes as the proverbial carrot. These flaws are known to foresters as "shakes" and can only be detected by "ringing" the butt on any hard surface, when the unseen faults (star shakes or ring shakes) can be distinctly felt as well as heard. A Scout pioneer of any experience will automatically "ring" every spar before use. Unsound spars should be clearly marked and reported to the quartermaster when they are returned to store. At his discretion, they will then be sawn into shorter lengths, ringed with red paint and assigned to other uses away from mainline pioneering.

Arising from the above, can anyone think of a method of pin-pointing the exact location of a shake in a flawed spar, without the use of axe or saw?

We believe that the one sure way to convert a gang of boys into a Scout patrol is to make them joint owners of their own gear — tents, cooking pots, tools, cordage, the lot. Not as individuals, of course, but as Pigeons, Peckers, Peewits, whatever they call themselves. A sense of shared possession is a great unifier.

I used to wonder why a certain country-based troop always came out near the top in the County Camping Competition, even when they didn't actually win it. One day I asked their Group Scout Leader.

"Funny you should ask," he said. "It started when we decided to give each patrol their own paraphernalia. Actually made it over to them, I mean. For keeps. A special minute in the group council records and all that, to show that it was for real."

"And then," I prompted, for like all the best Group Scout Leaders he was a man of few words.

"Search me," he said, "All of a sudden they got mad-keen on camping. They even bought their own copies of a book called *Enjoy Camping* — first one, then another. After that they really started looking after their gear. Then they started winning this County Camping thing."

Must be a moral somewhere in that (true) story.

ODDMENTS

- If hot water triggers off an attack of toothache in camp or on the expedition, cold water will usually bring temporary relief. But the cause of the trouble will still need attention, of course.

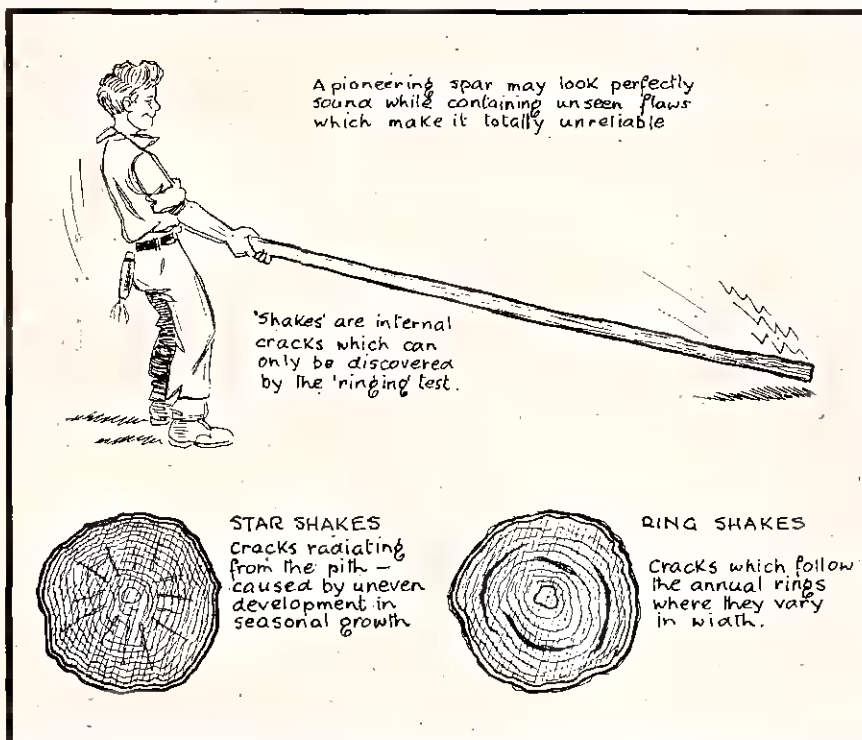
- New ropes should be strained before use. A good method is to stretch the rope between two convenient trees, then grasp the middle and pull outwards (one man only), first in one direction, then the other. If you like, you could make it more interesting by measuring the rope before and after.

- They tell me that sound travels at approximately the same number of yards per second as there are days in the year. During patrol time next week, get each patrol to set up its own range and put this theory to the test. You never know. It might even be fun. At one end of the range, which we suggest should be twice 365 yards long, they will need something to produce, simultaneously, a bright flash and a sharp crack; at the other end, a watch with a second hand.

- Suggest to your patrol leaders that when a new boy comes up into the patrol, one of the older and more experienced Scouts (not necessarily the assistant patrol leader) should take him under his wing until he has found his feet — without, however, making a meal of it. The less the new boy suspects that he is being taken care of, the better. It may not do him a lot of good, but it ought to be a new experience for his secret sponsor.

- As we all know, knots of any kind have a weakening effect on rope by creating "nips" and bends which impose an unequal strain on the constituent fibres. It is said, for instance, that a reef or sheet bend will reduce the actual breaking strain of a rope by as much as 50%. With blocks and tackle, you could test this statement by setting up an apparatus that will impose an equal strain on two lengths of sisal twine cut from the same ball, one free of knots, the other containing a reef or sheet bend. Time the operation and let us know the result. Take special note of where the break occurs and see if you can identify the precise nip or bend which caused it.

To make the O.T.L. version of the whip-control aircraft you will need a few sheets of corrugated cardboard, a



tube of quick-drying household glue, a few inches of insulation tape, a length of fishing line or fine string, a six inch nail, a discarded cotton reel and a four-foot garden cane. And for tools, a craft knife and cutting board and a straight-edge.

Make enlarged copies of the plane sections on squared paper and, with carbon paper, transfer the outlines to the corrugated cardboard. Where several sections are to be glued together (as, for instance, to make the fuselage) it will very much increase the strength of the unit if the corrugations run in different directions, some along the length of the section, some at right-angles, others diagonally. Do make sure that tabletops or benches are adequately protected by your backing board before you get to work with your craft knife to cut out the sections. For the wing and tailplane you will need two thicknesses of cardboard, glued together. The fuselage will consist of four thicknesses. You will notice from the diagram that the middle two thicknesses incorporate the canopy and tail-fin and that the cone section has been reinforced with an extra thickness at each side.

Perhaps your most difficult task will be to cut slots in the fuselage to take

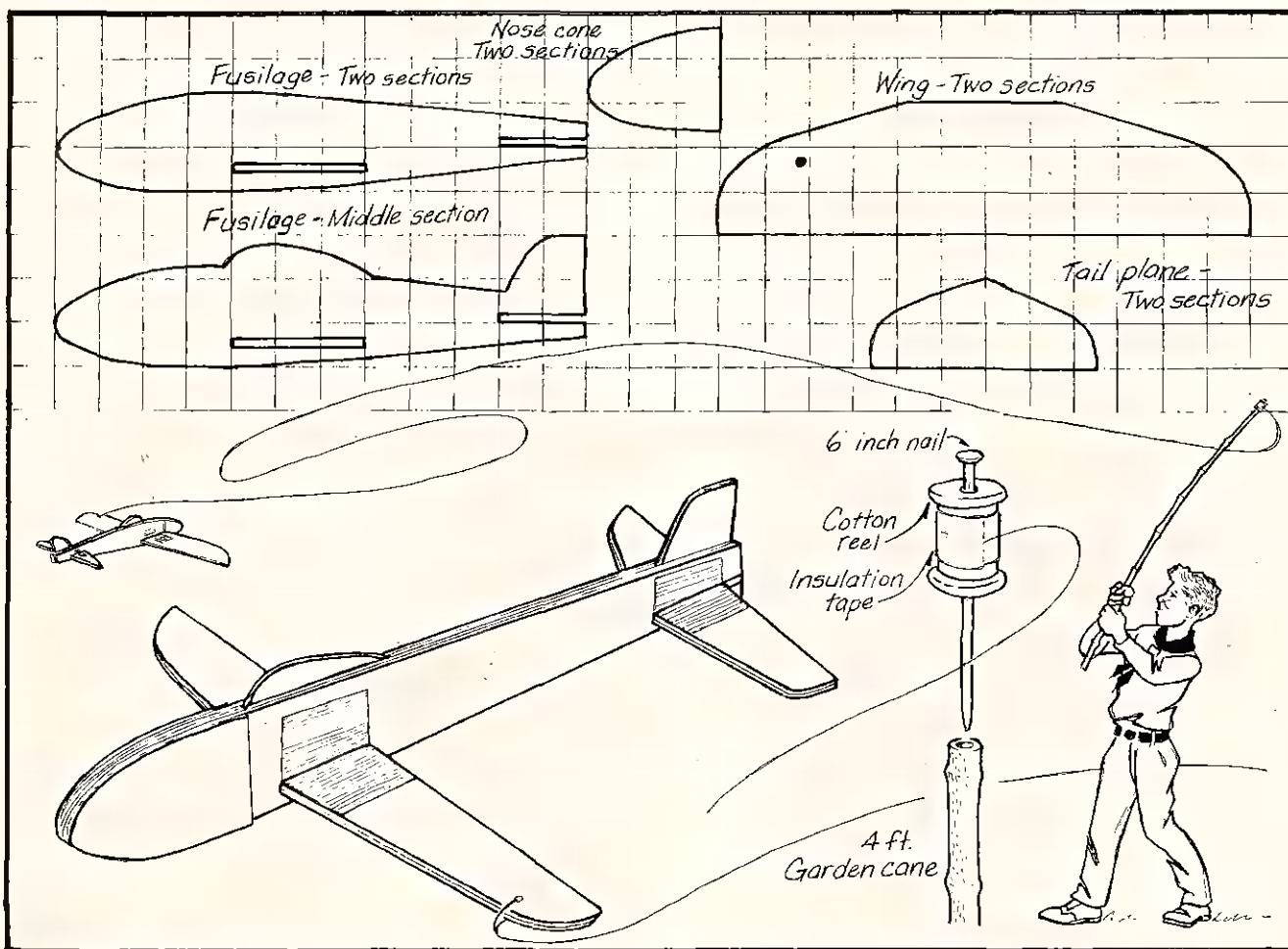
the wing and tailplane. This is best done one thickness of cardboard at a time, before all four are glued together, and it need hardly be said that the slots must correspond exactly so that the wing and tailplane fit firmly into the slots and are in perfect balance. All joints at right-angles should be strongly reinforced by several thicknesses of insulation tape, for bear in mind that unscheduled crash landings are bound to occur before you become expert in controlling this flying object and the jointed sections will be the first to suffer.

The control rod consists of a garden cane with an empty cotton reel turning freely on a six inch nail inserted in the thicker end. You will find it a good idea to make the point of the nail red-hot over a gas-flame (protective gloves are recommended!) so that it burns its way tightly into the cane without splitting the end. The free end of a 12-foot length of fishing line or thin string is then tied and taped to the cotton reel and the other end tied to the lefthand wing-tip about an inch or so from the leading edge. I'm told that a coat of clear varnish will not only give your "flying object" a smart appearance, but will also help to protect it from possible damage.

When the plane is ready for take-off, lay it on the ground pointing in the line of flight and launch it with a whip-like flick of the cane so that it becomes airborne at speed. Keep it flying in circles at a good height from the ground. The cotton reel will turn on the nail and prevent the line from wrapping itself round the cane, which is always a nuisance. Spectators should be kept out of the flying zone and the navigator should practise bringing his aircraft to a smooth, three-point landing before he attempts any aerobatics.

I think I should tell you that our own pilot model was field-tested by the sixers of the 1st Holton St. Peter Cub Scout Pack at a recent Parents' Night in the school playing field and we are happy to report that, although we had difficulty in keeping our younger spectators out of the flying zone, more damage was done to the plane than to the Cubs themselves, who in the manner of their kind, seemed to enjoy getting in the way of the circling aircraft. To meet their requirements, our future plans include the installation of an anti-aircraft battery of some sort — perhaps on the lines of our well-known plastic lemon shooter.

But that is for another day. A



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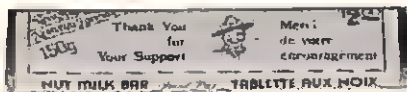
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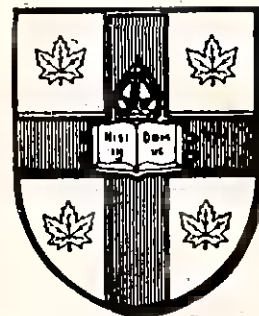
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partners

by Pat Horan



#3 The Anglican Church of Canada

Historically, the Anglican Church has been a strong supporter of Scouting. The Primate, the Most Reverend E.W. Scott has endorsed Scouting and expressed his strong conviction that it is needed even more today than it was a few years ago when he was a volunteer Scouter.

Two important steps have been taken to facilitate communications between the church and Scouting.

- The Rev. James Small of Mono Mills, Ontario, has been appointed the national LINK person between Scouting and the national program committee of the church.

- Local task forces on Scouting and the church have been set up by the bishops in the dioceses of Toronto, Ottawa, Huron and Ontario. Another is being formed in Niagara and similar plans are underway in dioceses across the country.

Jim Small and members of the diocesan task forces have been active participants at the National Partners Conferences and the Ontario Relationships Conferences.

As a result of this strong support for Scouting, there are now 465 active Scout groups established in one out of every six Anglican parishes across the country. These groups serve an estimated 22,750 youth members and 4,750 adult leaders.

In the church, the focus is the parish. The task force in Toronto has produced *The Anglican Church & Scouting*, an excellent pamphlet that shows how Scouting can be an integral part of parish work. This brochure has been adopted by all the other diocesan task groups.

In addition, these resources are available:

- *The Anglican Church & Scouting* film slide series
- *The Religion in Life Program* pamphlet
- *The Religion in Life Program* film slide series
- *The Role of the Chaplain* pamphlet
- *The Wayfinder Program* brochure of the Toronto task force

- *Let's Celebrate* handbook.

The BAC (Brotherhood of Anglican Churchmen) has expressed interest in supporting Scouting, and Gerry Rowsome, president of the Ottawa branch, attended the National Partners Conference.

If you need further information about the Anglican Church and Scouting, call your local Scout office, or drop a line to:

The Reverend James M. Small
The Parish of Mono
53 Simcoe Street
Mono Mills, Ontario L9W 3T5

Supply NEWS

by Jim Mackie

FLAG POLES

Our flag pole supplier has informed us that he is finding it very difficult to produce a quality wooden pole at a reasonable price. He has suggested and, after seeing samples, we have agreed that in the spring he will begin to make our poles from a light-weight painted metal. Wooden poles will continue to be available as a custom item, but prices will be much higher.

CUP and SAUCER

And more bad news from manufacturers! Paragon, the maker of our English bone china cup and saucer, has informed us that they are no longer interested in producing the item. We are looking for an alternative source willing to produce the relatively small quantity that we require. In the meantime, we regretfully must discontinue the cup and saucer.

'81/82 CATALOGUES

By now everyone should have received copies of the 81/82 catalogues; a 16-page edition for youth members and a 12-page edition for Scouters. If your catalogues haven't appeared, we suggest you call your local office or service team to find out where to pick them up.

1982 CALENDAR

That mighty fund raiser, the Scouts Canada calendar, is now available through your local council. The theme of the '82 calendar is 75th Anniversary and it features not only 13 full-colour photos but also a page of vintage pictures and a page of historical Scouting data.

STAFF CHANGES

We are pleased to announce that W.E. Johnson, our director of sales and marketing for the last four years, has been appointed executive director, Calgary Region, Boy Scouts of Canada.

Bill's successor is Robert L. Bareham who was director of program, Nova Scotia Provincial Council, for the last three years. Bob joined the Supply staff on August 24.

NEW TENTS/BACKPACKS

Through the cooperation of a well-known Canadian tent manufacturer, we have been able to develop a two and a four-man tent for sale through Shops and dealers. Also now available are three all-new backpacks.

All items have been thoroughly tested by the camping and outdoor experts of the National Program Committee, and the final products incorporated their recommendations. As well, the tents were used, with good results, by a number of councils at CJ '81 in July. Watch for a feature ad in a future issue of **the Leader**, or check out the items personally at your local supplier of Scouting equipment.



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PATROL CORNER

by Phil Newsome

SCOUTING'S KNOTTY PROBLEM — PART III

In the first article on ropes and knots in the April '81 **LEADER**, we brought your attention to the difficulty of tying knots in the new types of rope introduced since the second World War: polypropylene; polyester; and nylon. We've introduced three

knots which are safely tied in these man-made fibre ropes; the "S" Knot, the Modified Timber Hitch, and the Figure 8½ Loop.

This article introduces a fourth knot developed by the Boy Scout Rope Committee for use with the new types of rope: the "Locking Bowline". In all types of rope, the "Locking Bowline"

is more secure than the bowline knot.

The "Locking Bowline" is a loop; a knot used for tying a loop at the end of, or in the middle of, a rope.

This knot is much more secure than the bowline, especially with stiff or slippery rope. It is suggested for use when it is necessary to tie a non-slipping loop around either an object or yourself.

Although it is stronger than the bowline, it is not as strong as the Figure 8½ Loop. Use the latter when it is not necessary to tie the loop around an object.

The Locking Bowline

Step 1: Pass rope around object.

Step 2: Form overhand loop as shown in drawing. (Just as in tying regular bowline, the working part of the rope always passes on top of the standing part as it flows into the working loop).

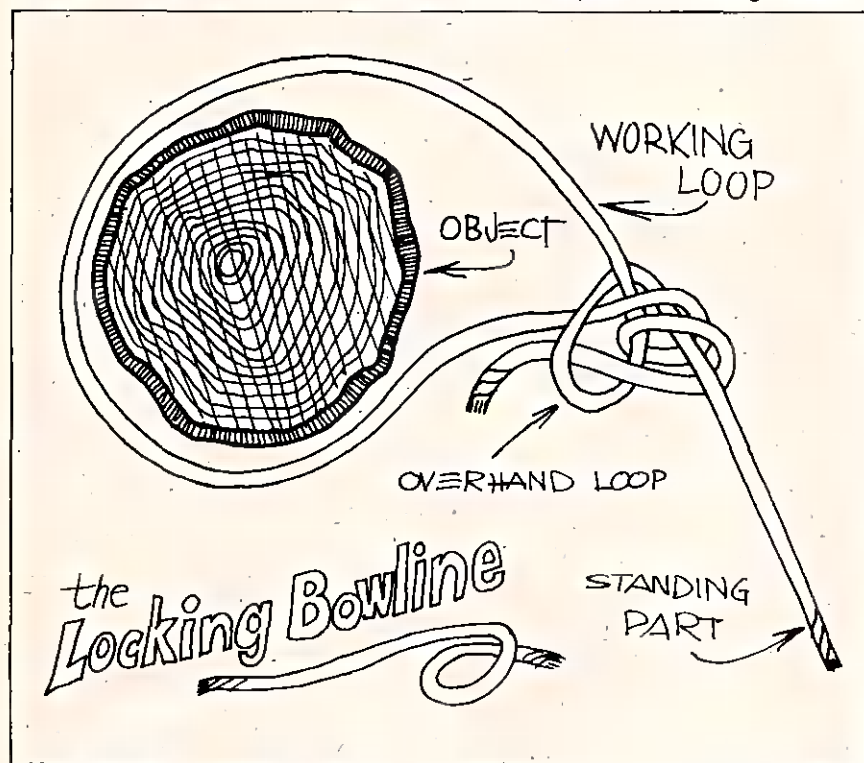
Step 3: Push the end of the rope up through the overhand loop and around behind the standing part as shown.

Step 4: Repeat Step 3 and then push the end down through the overhand loop.

Step 5: Thoroughly tighten the knot. The final tightening requires firm, alternate pulls on the end and on the branch of the working loop lying beside the end.

Note: When tying this knot around yourself, remember that the overhand loop (Step 2) looks like a figure 6 from your point of view.

Next month Patrol Corner continues its examination of knotty problems with information about the working load of different types of rope and the strength of various knots. X



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by Bob Milks

The Spirit Lives On has been selected as the theme for Canadian Scouting's 75th Anniversary program. This theme is based on a proposal by Rick Davis, a member of the Greater Toronto Region's public relations committee.

It's a theme that will become familiar both to our membership and to the general public as we celebrate 75 years of Scouting in Canada. Our celebrations will cover almost 18 months from February 21, 1982 to July 14, 1983. There will be several highlights during this period and we should start planning for them now.

- **February 21, 1982:** Scout/Guide Week starts.
- **February 22, 1982:** Launch of 75th Anniversary program and a celebration of 125 years since the birth of B.-P.
- **August 1-9, 1982:** 75th Anniversary of the first official Scout camp at Brownsea Island; Brownsea Island camps with the theme "take a friend to Brownsea".
- **February 20-27, 1983:** Scout/Guide Week; 75 years of Scouting in Canada; group reunions, whether for five or 75 years.

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the outside,
looking in.**

• **July 4-14, 1983:** 15th World Scout Jamboree in Kananaskis Country near Calgary, Alberta; Join-in Jamborees; wind-up of 75th Anniversary of Scouting.

The 75th Anniversary team has been working on this celebration for over a year. The most visible result of the work has been the introduction of the 75th Anniversary logo which can be seen on a uniform badge, a crest, a pin and a coffee mug. You'll soon see it on posters, repro sheets and special anniversary posters. In production at the time of writing are a TV promo, newspaper supplements and displays.

All of these are only things, but some will help people in Scouting become aware of our anniversary. Others will help tell the people in our communities that we are celebrating 75 years of Scouting in Canada.

A number of events are planned between February '82 and July '83. They are the real core of our Anniversary program and they cannot operate without your support.

Here's a brief outline of each event. Watch this column in coming months for more information and more ideas.

February 21-28, 1982 — Scout/Guide Week is an ideal time to launch our 75th Anniversary program. Next month this column will feature suggestions for Scout/Guide Week celebrations.

February 22, 1982: We celebrate the 125th Anniversary of the birth of Scouting's founder, Lord Baden-Powell. What a cake it would take to hold 125 candles. What a potential for a birthday party!

February 2-6, 1982: These dates mark the launch of a special project called the *Book of Members*. The 15-month project should involve every member in our Anniversary year.

August 1-9, 1982: Bring a friend to Brownsea! What a way to enjoy a novel camp program (albeit designed 75 years ago), and to introduce some non-Scouts to the fun of camping. Start thinking about holding a Brownsea Island Camp in the summer of '82.

February 20-27, 1983: Scout/Guide Week celebrations of course! If your group really wants to join the celebration, hold a group reunion. This will be the major emphasis in all our promotion for this period.

July 4-14, 1983: It's a World Jamboree in Canada, the 15th World Jamboree. It's been a long time since Canada hosted the 8th World Jamboree in 1955.

As a World Jamboree it will attract Scouts from as many as 90 different countries. The world requirement limits Canadian participation in the jamboree to Scouts and Venturers who are 14 years of age or older by July 4, 1983.

It looks like there will be close to 15,000 boys and leaders at this jamboree. It is expected that there will be 4500 participants from Canada and a similar number from the United States. England is planning for a contingent of 1500.

For those who can't attend as participants or staff, we will be circulating information on Join-in Jamborees.

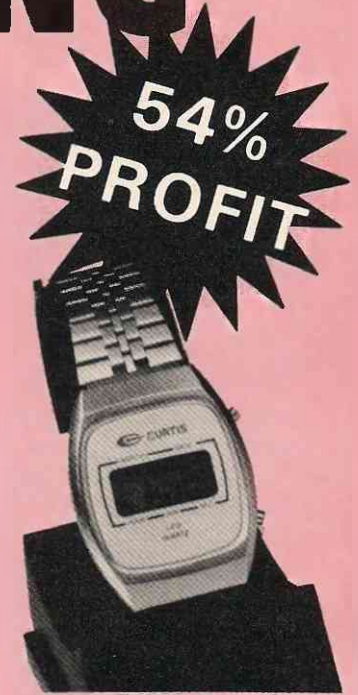
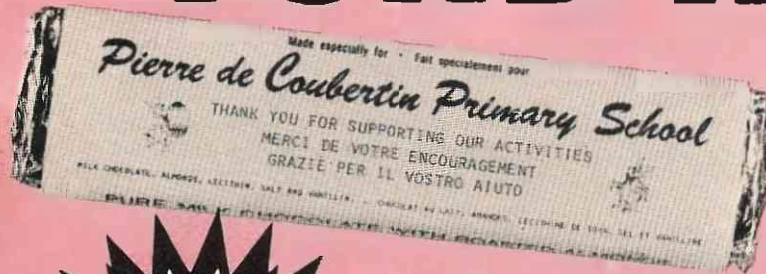
As with any celebration, our members will judge its success by what they do, not by the media coverage. The 75th Anniversary provides us the opportunity for a major event every six months over a period of 18 months.

It will require advance planning to ensure that these events are a success, so start planning now. If we really get into these special projects, we could find that "The Spirit Lives On!". A

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A WORD TO CHAIRMEN

(of Group Committees)

by Pat Horan

...about Stop, Look and Listen

Dear Murray,

I was quite impressed by the article *Stop, Look and Listen* in the fall issue of your council bulletin, THE COURIER.

Tim Ray reminds us again that although we have 24 hours a day, what we do with that precious time, especially free time, is up to each of us.

His excellent suggestions for section Scouters can be applied to all volunteers and other leaders. If, as suggested, we mark up a calendar (by the way, the 1982 Scout calendar is excellent, and a good fund raiser!) with "free time" duties, we'll have an impressive list including:

- meetings to which we are committed
- meetings we may wish to attend
- meetings for which we have invitations
- section meetings
- training, conference sessions
- camps and hikes
- personal educational sessions
- fun things like golf, hunting, fishing, reading, all of them time-consumers that often are overlooked when we make up such a list.
- business trips
- family expectations; holidays, coaching, shopping, driving for ballet and other lessons for the kids, etc.

Tim's point is that unless we STOP, LOOK AND LISTEN, we will become swamped; we will lose an important link with ourselves; we will forget where we are going in the rush of getting there.

Far too often, we shrug off the nagging thought, "What is all this really about?", and we continue the same hectic pace.

Tim tells us to take time to STOP; take time to LOOK at yourself, where you are, what you feel, what you want; take time to LISTEN to yourself, to your family, to your close colleagues. Try to identify what you are really trying to accomplish.

Of special importance is Tim's recommendation to section Scouters (let's include ourselves as well) that they sit down with members of their family to see what "needs" can be re-allocated, adjusted or adapted. Then they can adjust their calendar to fit.

Let's share Tim's thoughts with all leaders. Let's cut down on the "burn-out" syndrome.

Yours sincerely,

Pat

X



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EDITOR'S NOTEBOOK



by Bob Butcher

Our photo shows Tim Chevrier, 18 year old member of the 27th Sault Ste. Marie Venturer Company, receiving his Duke of Edinburgh's Gold Award Certificate of Achievement.

Tim was one of 92 young people from all across Canada who were presented to Her Majesty the Queen Mother at a special ceremony in Toronto in July.

The Duke of Edinburgh's Award is a challenge to the young people of the Commonwealth from Prince Philip to excel in leisure time activities of public service, expeditions, skills or special interests and fitness.

The Duke of Edinburgh's Award Programme is available to all Scouts, Venturers and Rovers between the ages of 14 and 25. For details, Scouters

may contact the National Director of the Award Programme, 320 Newkirk Road North, Richmond Hill, Ontario L4C 3G7.

The provincial commissioner for the Northwest Territories has informed us that the **3rd N.W.T. Jamboree** will be held from 5 to 13 July, 1982, at a site just off the Ingram Trail near the Cameron Falls on the Cameron River.

The program will be a water based program requiring each patrol to carry with them an approved life-jacket and a paddle, as well as light-weight camping gear. A two-day water safety program will be mandatory for every person attending the jamboree. It will be followed by a choice of either a one-day outing by canoe, a two-day trip by canoe or, for the experienced Venturer, a three to five-day canoe journey. The canoe tripping will take place over river systems 50 to 75 miles in length.

The balance of the program will include some of the traditional jamboree activities like an obstacle course and pioneering, but even these will be centred around the water: fishing, scuba diving, water fights, river crossing, rafting, canoe jousting, swimming and mud-fights.

The overall plan is to use the wide-open spaces of the Northwest Territories as much as possible, without restricting participants to a defined area. The Northwest Territories is probably the last place in Canada where this is still possible. In addition, there will be tours of the local

gold mines, the Northern Heritage Museum and Yellowknife itself.

Plans for the evenings include a gong show, a mini folk festival, Inuit games, a magic show, crafts such as Eskimo soapstone carving, and a geology course.

The organizers plan to invite 200 Scouts from the Northwest Territories and 200 Scouts from southern Canada, so that there is a one-on-one ratio between northern and southern boys.

If the shoe fits.....



Some time ago, **the Leader** learned of an annual Christmas Toy Shop operated in St. John's, Newfoundland. Our inquiry brought the following information from Scouter Tom Furlong of St. John's.

In 1928 the Scouters Club of St. John's decided that the number of underprivileged children in the area justified their becoming involved in providing toys at Christmas. In those days there was no "baby bonus", welfare cheques were small, and able-bodied relief had not yet become Unemployment Insurance. As a result, there were some 2500 children without a Christmas stocking.

The plan was to enlist the generosity of the people of St. John's to "Help Prevent the Tragedy of the Empty Stocking". The slogan worked wonders and the response was overwhelming.

In the beginning, when people reported they had things to donate, a uniformed Scout would pick them up to take to the Toy Shop "of no fixed address". There other Scouts would repair, mend or remodel. At that time



Photo credit: Norm Scudellari



When the accompanying photo arrived at **the Leader** without any explanation, we looked at it and said, "So what! It's a photo of a Cub and a leader posing for the camera."

So much for our powers of observation! Just before we filed it under "miscellaneous photos", our astute assistant editor finally grasped the significance of the picture. Akela Ed Mulcahy of the 15th Highlanders Capilano District B.C. has a truly one-of-a-kind item, and we don't mean his hat. Pictured with Ed is Cub Todd Hanna. Thanks go to Grace Hubbard for sharing the photo with us.

toys were made of wood, plaster of paris, or some other easily fixable material.

The Toy Shop has remained dependent upon the generosity of owners of vacant property who donate their premises for a couple of months at the busiest time of year.

From 80 to 90% of all toys donated were repairable, but because the supply never equalled the need, there was reason to appeal for funds.

The City Press did yeoman service by publishing the names of donors throughout the campaign.

Radio, and in later years, television, contributed its share. Just about every year there was a program by a group of Scouts, and advertisers were also asked to give the project a plug.

That part of the business community which dealt in toys and other articles for children placed large bins labelled *Scouts Christmas Toy Shop* in conspicuous places in their stores with signs urging patrons to "Buy two — Put one here".

The initial appeal for funds was simply a notice in the press. The next advance was the placing of suitably marked tins in banks and other establishments where there was bound to be loose change.

The "Odd Cents" campaign was a novel approach adopted one year. A form, similar to a cheque, was inserted in the papers. It asked the signer to instruct his bank to donate the odd cents in his account at the end of November to the Toy Shop. This netted \$350 in its first year, and that was during the "dirty 30s"!

Another stunt was a Limerick Contest. A prize was offered for the best concluding line to *A lot of Boy Scouts have agreed/The best way to do*

their good deed/Is to collect broken toys/For small girls and boys...

The latest stunt is the "Bob-a-Job" campaign, modelled after the British scheme in which Scouts canvass the area offering to do odd jobs for a fee.

Although at first Scouts collected and made deliveries in uniform, they soon did the rounds in mufti to avoid stigmatizing recipients. Today a note is sent to the parents advising them when to pick up their parcels. If parcels remain on Dec. 23, Scouts see to it that they reach their destinations in time.

St. John's has a reputation for being a charitable city, and there's no doubt that Scouts have helped to channel the charity of the people at Christmas time.

In preparing for CJ '81, most Scout patrols and Venturer companies held weekend "pre-camps" to field-test their equipment and polish their outdoor skills. Groups in the Vancouver Coast Region were no exception. Over 500 boys assembled at a site in the Fraser Valley near Mission B.C.

As usual for a weekend in April, it rained cats and dogs and, as our photo shows, some groups found they were camping in an "overnight-made lake". Where else could you go into your tent by canoe?

After this "survival weekend" the Vancouver Coast bunch were well-prepared for CJ '81. Thanks go to Jack Adair for sharing the accompanying photo with us.

For other news and photos from CJ '81, turn to pages 12 and 13. X





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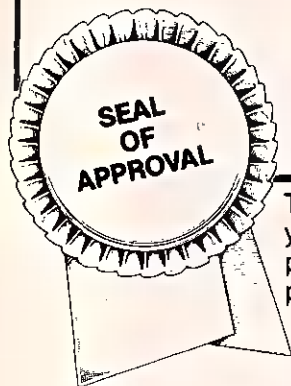
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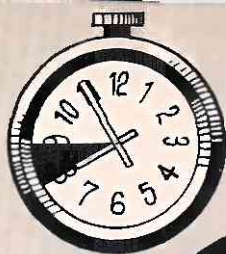
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SCOUTER'S 5 MINUTES & UNITS



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We are able to go to school
Some of us have ten-speed bikes
We have loving parents
We have never gone hungry
We don't know what war really is!
What is hunger? What is a concentration camp?
What is an air raid? What is a bomb?
What is fear?
I know we are free!
I know who liberated us!
I know what they sacrificed!

Thanks, soldiers, for our freedom.
— from the *London District Council Digest*,
Nov. 1980.

For those who've supposed that Warm Fuzzies had something to do with Canada's long, cold winters, here's the story that started it all. Originally from the Northwest Territories Council bulletin, it was first printed in the Leader, October 1976.

Once upon a time there was a tiny village nestled between two mountains. Each person in the village was very happy because at birth he was given a bag of *Warm Fuzzies*. You could reach into your bag and pull out a *Warm Fuzzy* whenever you wanted, and everybody wanted to all the time. *Warm Fuzzies* were given to other people on the street, at home, everywhere: *Warm Fuzzies* made you feel just like they sound; warm, happy and contented. Everyone in the village was happy. Everyone but the bad witch.

Now we all know that bad witches like us to be unhappy. This bad witch was no exception. She tried and tried to make the people stop giving away *Warm Fuzzies*. One day she whispered to little Johnny Brown, "If you keep giving away all your *Warm Fuzzies*, you won't have any left for yourself."

Christmas Shadow Play

If your colony, pack or troop hasn't time to stage a full-scale Christmas production this year, try a shadow play using the story from an appropriate Christmas carol. *Good King Wenceslas* or *The Little Drummer Boy* are two that come to mind. All you need are cardboard props, a white sheet strung up in front of the audience, and a strong light about six feet behind the sheet. As the music plays, the actors mime the story behind the sheet. If you dampen the sheet before you present the play, the shadows of the players will be stronger and sharper.

Cake Auction

So your pack wants to raise money for a special good turn they'd like to do this Christmas? Try this idea, adapted from *Scouting* magazine, B.S.A. Hold a father and son cake auction. Each Cub and his father are to make a cake together and bring it to a special meeting where it will be judged under such categories as yummiest; flattest; most colourful; most interesting; gooiest; etc. After the judging give everyone a taste of each cake and auction off the remains. Fun and profitable!

Foil Hints

- Make Christmas cookies shaped like stars and bells, wrap them in aluminum foil and hang them on the tree. They'll stay fresh for eating and make a nice treat for unexpected guests both young and old.
 - Coin collectors can keep their coins from tarnishing by wrapping them in aluminum foil.
- thanks to Reynolds Aluminum

Envelope Activities

On occasions when the older boys seem bored, provide "envelope activities" for Bea-

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vers who can work independently or in pairs without supervision. Cut out some of the good animal puzzles and mazes you'll find in magazines like **OWL**, cover them with clear Mac Tac and slip them into envelopes along with a felt-tip marker. After a boy has traced the maze or finished a puzzle, his work in felt-pen can be easily erased and the maze returned to the envelope for another boy to try another time. — thanks to **WOODPILE**, Kootenay Boundary Region.

Box of Sticks

Scouting (U.K.), May 1981 issue, suggested a practical and economical addition to a pack or troop equipment box: a large collection of round sticks.

To make them, cut dowelling into approximately 20 cm lengths and smooth the ends with sandpaper. As long as you have lots of sticks, their uses are virtually unlimited for games, contests and indoor obstacle courses. For example:

- Substitute sticks for hands in a game involving a ball. Any handling of the ball must be done with two sticks, either chopstick style or in any other manner the boys can devise.
- Try relays in which sixes or patrols vie with each other to build the tallest tower in the shortest time or, after the tower is constructed, to take it down, one stick per boy, in the shortest time without having the whole structure collapse.
- Have teams compete to see how many sticks they can balance on a matchbox.
- Use sticks for model pioneering projects.
- With sticks as rollers under a flat piece of wood, hold contests to see which six or patrol is first to ferry successfully one of its members across the room on a "rollerboard".

Hints — page 610

Johnny didn't listen at first, because everyone always had lots of *Warm Fuzzies*. The more you gave away, the more you got. Then the witch said to Johnny, "If you give away **COLD PRICKLIES** you will be able to keep all of your *Warm Fuzzies*." Well, Johnny got to thinking about this and noticed that his mother was always giving away *Warm Fuzzies*. So was his father and his sister. Soon, he thought, they would have no more for him. So Johnny started saving his *Warm Fuzzies* and giving out **COLD PRICKLIES** instead. Soon the whole village was giving **COLD PRICKLIES**. Everyone was gloomy and sad and very grouchy. The village was no longer happy. There wasn't a *Warm Fuzzy* to be found!

This went on for years and years and the wicked witch was very happy. One day an old man came to visit the village. When he spoke to anyone they frowned at him, turned their backs and walked away. But the old man continued to be friendly, polite and pleasant, and one day a very young boy smiled back at the old man. It made him feel good — so good that he patted his dog, and the dog didn't bite him! It was the first *Warm Fuzzy* given in some time. The little boy dug out his bag of *Warm Fuzzies* because they were much nicer than **COLD PRICKLIES**, and he started giving them away. The townspeople grumbled and growled for awhile, but soon they felt like giving *Warm Fuzzies* too. One by one they went home to find their *Warm Fuzzies* and soon everyone was giving out *Warm Fuzzies*. The bad witch was so upset and disgusted that she left the village and took all of her **COLD PRICKLIES** with her. To this day the village is happy and contented. Maybe, just maybe, if we give out enough *Warm Fuzzies*, our world can be as happy and pleasant as you'd find it there.

Scouter's Five Minutes — page 494

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Outdoors

Carl Lemieux

I have just returned from an exciting and fabulous experience at CJ '81. I hope that all of you who attended CJ enjoyed it as much as I did.

While at the jamboree I had the chance to walk around to see the type of equipment used by groups for their camping experiences. I was encouraged to notice that a significant number of groups use quality equipment lines (Diamond Brand, Eureka, Sierra Designs, Thomas Black and Sons, etc.) rather than gear purchased strictly on the basis of price at the local discount store.

I took the opportunity to speak to some leaders about their equipment. The statement I heard over and over again was; "You don't need your equipment when the weather is fine. It's when it's bad that you are glad you spent the extra bucks on quality!"

Among those to whom I talked were the 1st Woodstock Ontario Scout troop under the leadership of Scouters John Duffy and Phil Aspden. Scouters Duffy and Aspden spoke proudly about their equipment and the Scouts who took care of it. The quality of the equipment and its care were obvious to anyone who saw their campsite. Although their Thomas Black and Son brand tents were four years old, you couldn't estimate the age simply by looking at their condition.

John Duffy said that the troop puts major emphasis on teaching the boys to have respect for their equipment. They learn how to use it properly and take care of it. Proper care and appropriate use is the key to owning good equipment.

The 1st Woodstock troop used kerosene stoves, and all of their equipment fit into the packs of troop members. They didn't need patrol

boxes. The boys didn't have to carry anything in their hands while hiking in. They carried everything neatly hidden away on their backs.

When they were leaving the site, there were no sleeping bags dragging behind the Scouts. They hadn't packed excess clothing, but their uniforms looked smart, even after the long stay at the jamboree.

The key, John Duffy said, was the training the boys received. They understood their importance as representatives of Boy Scouts of Canada in the public eye.

The main thrust of this article really is to reflect what many leaders have said in the past and will probably continue to say in the future. We are all aware of the rising cost of housing, food, clothing and recreation. But if you are really interested in an activity or hobby, you should equip yourself with tools and materials that will do the job well and will last a long time.

Camping is one of the principal methods used by Scouting to fulfill its aims, and therefore it would seem logical to outfit a group with gear that will answer the needs of the program. Many groups, however, have opted to buy equipment at their local discount store where the costs are much less.

I'm not saying that all equipment stocked at such establishments is inferior, but when it comes to tents, packs and sleeping bags, some of the products offered leave much to be desired. Many discount stores carry a good assortment of quality line stoves and lanterns and, because they can buy in great quantities, they can offer such equipment at a favourably competitive price. For some unexplained reason, the same is not always true about the tents, packs and sleeping bags that they stock. Perhaps the rea-

son is that camping supplies are only a sideline to their main interest.

Camping gear does not have to be expensive to be good. There are a number of co-operative camping equipment outlets that offer very good equipment at reasonable prices (see your Yellow Pages for those nearest you). And although the price of an item does not necessarily indicate its quality, you must be prepared to accept the fact that good workmanship, high grade material and practical design do not come about cheaply.

The "imitators", as I like to call them, usually introduce their wares not too long after the top names come on the market with a new piece of merchandise. They usually take a serious look at the design and try to reproduce the article so that they can cash in and undercut the market.

The ploy is usually successful with the novice equipment buyer, but the old saying, "Once burnt, twice shy!" really comes home to roost after the camper has to cope with the equipment in bad weather. As the leaders at CJ said, it is in bad weather that you really need your equipment to hold up and keep you snug, dry and warm.

Those of you who attended CJ '77 can remember our windstorm and the number of poles and tents that did not stand up to the big blow. The tents that took the storm in stride were, for the most part, those of a high quality. Remember that if you pay \$39.95 for a tent, you can not expect it to perform like a \$100. tent built for bad weather.

Young people who experience camping with good quality equipment and have been taught proper care and respect for their equipment, develop a very positive attitude towards the outdoors. They learn that to prepare for a "nightmare free" experience, they must determine what type of equipment they require and buy what best suits their purpose.

Before you buy gear for your group at a cheaper cost, consider the need to develop the boys' respect for equipment and its proper use so that they can truly enjoy their camping experiences within Scouts Canada. Remember to choose equipment appropriate to the type of camping you are doing. You don't require an exorbitantly priced tent designed for a base camp on a mountain climb when the majority of your camping is done in the lowlands.

Buy wisely and camp well.

(For other comments and advice about camping equipment see OUTDOORS, May '81, Nov '80, Jan '80, May '79 issues of the Leader.)



Good, well-cared-for gear of the 1st Woodstock Ontario troop looks smart and stands up to conditions at CJ '81.

John Sweet's CRAFTS FOR CUBS

ACTION DRAWING

Most Cubs love drawing. The Scouter's aim should be to encourage them to put plenty of movement into their pictures, creating the impression that their characters simply can't wait to get off the page altogether.

A few tips for your 'action' artists:

- Action drawings should be attacked. Don't be afraid of your pencil.
- For preference, use a medium soft (B) pencil, and keep the sharpener handy.

- If you use an eraser, keep it clean. A good plan is to scrub it with a nail brush in warm water. Rubber is waterproof and can be wiped dry immediately.

- In your mind's eye, 'see' the line you intend to draw on the paper before your pencil touches it. Then draw boldly, with a single sweep of fingers and wrist.

- Straight up-and-down lines stand still. Slanting lines move.

- Curved lines have more 'go' in them than straight lines.

- Remember that you will always be inclined to 'under-state' movement; therefore your aim should be to exaggerate it.

- No one can teach you to be an artist. You must learn by doing. A busy pencil is your best instructor. Look at figure 22. It is not very convincing. See if you can do better. Note how the curl of woodsmoke brings drawing 23 to life. Now get out paper and pencil and have a go. Remember! ACTION is the word.

1. SLOUCHING



2. STROLLING



3. STEPPING OUT



4. ON PARADE



5. PICKING -



6. UP -



7. SPEED



8. JUMPING



9. HOPPING



10. SKIPPING



11. CLIMBING



12. SKATING



13. LEAPFROG



14. FOOTBALL



15. DIVING



16. HIKING



17. TUG-OF-WAR



18. STALKING



19. PRESS-UPS



20. SALUTE



21. GRAND HOWL



22. SKI-ING



23. COOKOUT



24. GOODNIGHT



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