

the leader

MARCH 1982 VOLUME 12, NUMBER 7



sharing

by Gerry Giuliani

KEEO IS A CUB

When I started in my present assignment as program director for Beavers, I decided that what I wanted to do, as soon as possible, was to get some feedback from you on the role of Keo: how it is working for you; what kind of selection, training and support is necessary for both leaders and Keos to make the role work, etc.

While going through some files I came across this training material written by J. Davis. Now, I don't know who J. Davis is, nor does anyone else nearby seem to know. So, J. Davis, if you are out there and you read this: yes, this is your material and we thank you for it.

I include this item here to stimulate discussion. I'm vitally interested in your ideas and feedback because we are in the midst of a Beaver program review, and NOW is the time to write.

In the story *Friends of the Forest*, Keo is the biggest beaver in the pond. One day during a storm, he is struck by a bolt of lightning which turns him into a silver beaver. He finds he is able to talk in human language. The other beavers decide it is up to Keo to talk to all their human friends on behalf of all beavers.

In the colony, Keo is a boy from

the local Cub pack. He wears his Cub uniform with a silver scarf which has on its back a Beaver crest, the symbol of his connection with the Beaver program as Keo.

The Leadership Team

Keo is part of the leadership team. He should attend program planning sessions and sharing sessions, and take an active part in the colony meeting.

Keo is a valuable part of the leadership team because:

- he is closer to the Beavers' own ages and can sometimes see things from the boys' point of view more easily than the adult leaders.
- sometimes boys with problems prefer to talk to Keo, who is an older boy and a friend.
- Keo is a link between the Beaver program and the Cub program.
- He can inform Cub leaders of the Beaver program and Beaver leaders of the Cub program.
- He introduces Cubbing to the Beavers and helps make the transition easier for them.
- He participates in the Swimming-Up Ceremony and escorts the Beavers up the river to Cubs.
- Keo is an example of what each Beaver can become as he grows; a Cub, then a Scout, etc.
- He understands and lives the

Beaver promise and law, but at a deeper level than do the Beavers.

- He is a link when Beavers and Cubs have joint functions like Christmas parties or picnics.

Leadership training

Taking the part of Keo can be an important growth experience for a Cub. Here he has the chance to work with a team of adults in program planning and to see the results of his work at the colony meeting. It's an opportunity for him to make a contribution to the Scouting movement of which he is a part.

If your group has a Cub pack, talk to the leaders. They know their boys and will be able to help you find a good Keo. In selecting Keo, remember that he must be able to express himself; to talk to both leaders and Beavers.

Once you've selected a Keo, have a leader spend time with him to inform him about the Beaver program, his duties, the types of crafts, games and songs used in the program, and anything else that will be of help to him.

In most cases, Keo remains with the colony for one year, but this need not be a rigid requirement. The boy chosen may not work out well, or may find that he can't manage the time because of other activities. There may be another Cub in the pack who is eager to work as a Keo for part of the year. The arrangements should be flexible enough to suit the circumstances.

Here are some sharings from: Lynn Davenport, a Beaver leader from the Cedar colony in Petawawa, Ontario.

In our colony we have a weekly project that really gets the boys talking and sharing ideas: the *Cedar Colony Good News Newspaper*.

Right after the opening we go around the circle and ask each boy to tell us about the best thing that happened to him during the week. Once in awhile we change the question to, "What did you share last week?" We write down his report and, once a month or so, the colony goes over the paper. It's always fun to remember happy times.

A little game that we play might be fun for other colonies as well. We make up a "Colony Laugh Bag"; a paper bag filled with notes giving action directions like *Hop around the circle, Sing a Song, Act like a robot*, and so on. A round from the bag gives Beavers a chance to show off. Of course, no one is forced to take part, but it is a time when the shy ones can take centre stage for awhile. X



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COVER: The March winds may blow and even bring snow, but spring is a promise we can feel. For those who anticipate traditional spring month events, our cover feature gives solid tips on Kub Kar rallies. For those who find winter's final days hard to take, we offer several avenues for relief. You can sing your troubles away, burn off the blahs in furious physical activity, forget winter woes by planning spring and summer camps, or slough away the cold by anticipating the warm green season symbolized by Easter. It's time to think spring!

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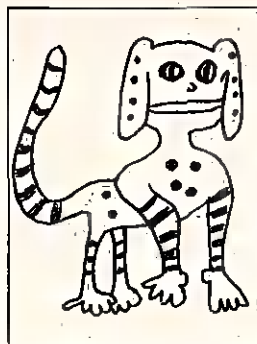
the leader

The Canadian Leader Magazine

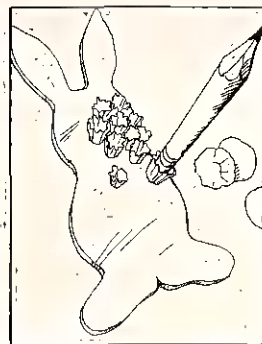
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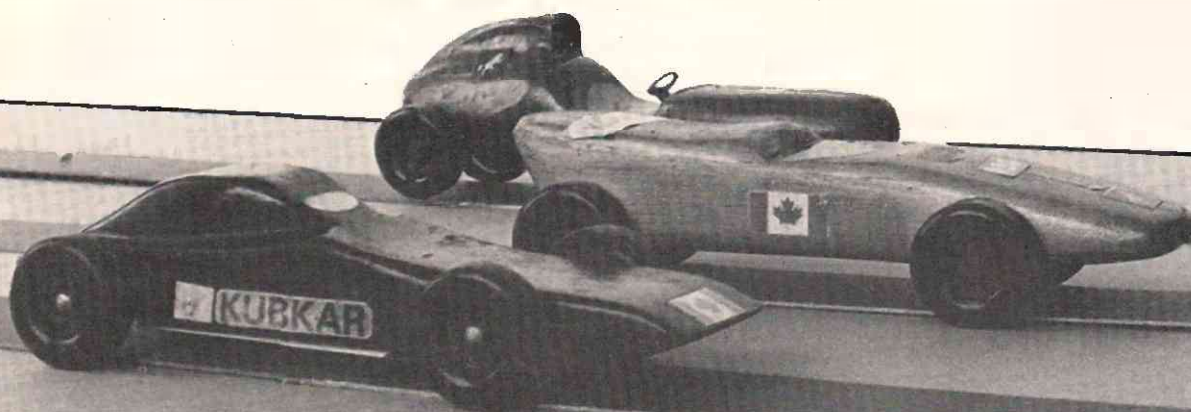
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Kub Kar

TIPS



by Gordon D. Hutchison

What child doesn't love to make toys from cardboard, wood and bits of string? Many boys are mechanically inclined and, when given the opportunity to work with saws, hammers and wood, get right into the spirit.

Kub.Kars give some direction to this instinct by providing a structured, multi-skilled activity that can be built into a pack's program year. As an added benefit, it can involve a number

of parents and friends in close working relationships with the boys.

In its simplest form, the Kub Kar activity means making a model car from a kit consisting of a block of wood, plastic wheels and special nails for axles. Cars can be built for scale modelling, racing, or just for fun. They can be rough and rugged chunks of pine with wheels, sleek reproductions of vintage automobiles, or outrageous representations of an 8-year-old's

imagination.

The important thing is that the boys have fun. In the process, they might also:

- learn the fundamentals of plan drawings and design;
- use (hand) woodworking tools for the first time;
- sand and paint their own creation;
- gain the satisfaction of making a quality toy.

They'll also make some progress on their Tawny Star 1, 2 or 4 requirements, and parts of the Carpenter and Handicraft badges.

You can end the program after making the cars, or develop it further into such activities as producing a showcase of your Cubs' handiwork or competitive racing.

If you're not sure about competitive racing and don't want to invest scarce time and money in building a track, check with neighbouring packs. You might borrow a track from them or arrange a joint meeting to test the reaction of your boys to a racing program. Your leadership team should consider all the options first, and then discuss them with the boys.

In our pack, we consciously involve all parents at one time or another during the year. Kub Kars provide parents the chance to do more than the usual service support projects like driving or supplying goodies. The Kub Kar activity offers them direct program involvement and close interaction with a small group of boys.

TIPS FOR SUCCESS

Find an Expert

Bagheera offered to take Kub Kars as his program responsibility for a portion of the year. To build the track, he recruited the assistance of Raksha's husband, who had a reasonably well-organized basement workshop and handyman skills. The two of them became quite involved and built three or four test cars to provide a base of expertise upon which to conduct the program.

Somehow we knew that Mr. Raksha would take a big interest in the activity. He became our expert and advised boys and parents both on basic construction techniques and finer design points. This left Bagheera to keep in contact with the adult helpers and to organize all related program activities.

Adult Counsellors

The Kub Kar kits make super Christmas gifts. If you distribute them before giving adequate instruction, caution the boys to do no work on the cars, other than paper and pencil designs, until the next meeting.

Ask the boys to find an adult counsellor to help them make the car. We prefer to have fathers participate, but mom or a relative or family friend of either sex is fine. The intent is to build a relationship while making a car.

Invite the adult counsellors to a pack meeting where they can see some of the dynamics of your pro-

gram first-hand. It's best to brief the adults separately while the boys are occupied with a quiet game. Outline the project, show some cars built by leaders or friends, and underline the importance of encouraging the boys to make the design decisions and do as much of the work as they can. Stress that the activity is not to become a competition between counsellors. Then, for the rest of the meeting, put counsellors and boys together to start designing.

We found that not all boys are interested in making cars, and that some of them were unable to find a suitable counsellor. We asked our volunteers to double up to help boys without counsellors.

Because most of the car production is done in spare time, partial participation only becomes a concern at subsequent pack activities like rallies or design judging. To include your non-builders, you can assign them special duties as racing officials, judges, crowd control monitors, and so on.

The Workshop

Try to avoid making the cars during regular pack meetings unless your hall can tolerate inexperienced woodworkers. It's better simply to introduce design at a regular meeting, and leave it to the inventiveness of the counsellors to find suitable work places. Alternatively, it might be possible to schedule construction time in a school or private workshop.

Last year our pack was small. For design and the initial cutting stages, we held a meeting in the home workshop of a parent. The adults did only the difficult sawing with power tools. The boys did all of the design work, simple cutting and shaping with hand tools, and plenty of filing and sanding. After a regular hour and a half meeting, the boys had completed basic car shapes. We sent them on their way to finish the sanding and painting on their own time. But, because the installation of wheels is critical, we told the boys to have their counsellors help them with this final task.

With larger packs, the counsellors arrange workshop time at their convenience and work with only two or three boys at a time.

Fair Competition

It's pretty difficult to prevent competitive instincts from becoming part of Kub Kar racing. The trick is to use competition as a stimulus rather than the objective.

Because, as Scouters, we encourage every boy to do his best, all boys who put in a reasonable effort should feel like winners. Only one boy can take first place in a run-off com-

petition but, by creating several categories of competition and using "concentric rounds" of elimination, you can give every boy a chance to race several times, and a good chance to place at least once. You can award inexpensive coloured ribbons or home-made prizes to every boy.

It's a good idea to have your Kub Kar expert and a couple of helpers with tool kits at all events. They can do alterations and repairs between races to demonstrate how changes in design, weighting and wheel alignment affect the outcome. The boys should be encouraged to improve their cars between meets.

Well-Rounded Program

Don't overwork the program if you want it to survive for next year. The key is to have just the right number of events so that the annual return of Kub Kars will be greeted with enthusiasm.

A well-rounded program should have these elements.

- The first night with cars should give equal emphasis to design and racing if you include both elements. Bill the racing activity as "trials" so that the boys can assess the success of their handiwork. Racers should be checked for weight and dimension limitations. The boys who opted for design should tell the pack where they got their ideas and how they made them work.

- A second night should provide a well-structured competition for design and competitive racing. This is a good time to invite your service Scouter to take part in a regular meeting. Ask him to be the senior judge of the design competition, for example. Conduct a formal weigh-in and measurement check and exercise strong discipline to ensure good order in the racing.

- Plan one or two joint rallies and design competitions with other packs. You can hold them on a regular meeting night or set up something special for a Saturday afternoon. Some packs hold "invitational" meets at shopping centres each year; great PR for Scouting.

- The climax of the program should be participation in the largest rally held by your council, region or area.

Managing a workable Kub Kar program takes a little practice. You might be lucky, or you may end up with a disaster. Check with the boys to find out their reaction. Hold a post-mortem with your leaders and the more interested helpers. Re-work the program for another year, and keep reminding yourself and your helpers that this is a project for the boys.

TIPS ON DESIGN

The fundamental approach is the same whether a boy plans to make a racer, design car or a model of a vintage automobile. General regulations and specifications are packaged with every Kub Kar kit. Racing cars must comply with the weight and measurement limitations. Both racer and design class cars must be based on the parts provided with the kit. Individual groups may modify the details as appropriate to their needs.

Designing

Boys should bring pictures of cars from magazines, newspapers or other

effectively a few good strokes will improve the shape.

They may need to do some filling with artificial wood compound before the final sanding. Some people fill the saw cuts intended for the wheels and later drill pilot holes for the axle nails.

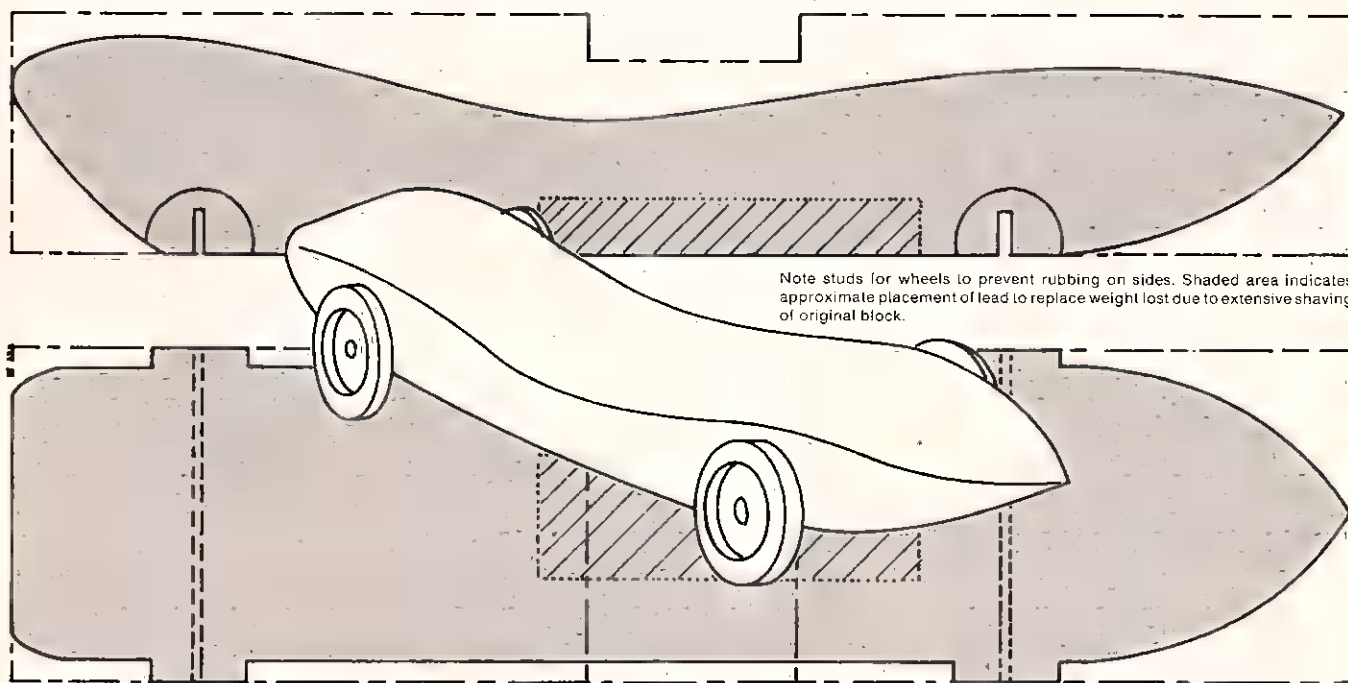
Painting

Sand the block smooth. Drive a 2 - 2½" nail a short distance into the bottom of the car body to make a handle to use while painting. Apply a primer coat and then two or three coats of a good high gloss enamel, lightly sanding between coats. Most

first-place finishes. The most important factors are correct wheel alignment and free-running wheels.

- The mold marks on the wheels and axle nails can be removed by careful filing. Secure an electric hand drill in a vice or clamp and insert each nail and wheel in the chuck. When rotating, apply the file to the surface until smooth. Watch for overheating of the plastic.

- Graphite is the only suitable lubricant for this combination of plastic and aluminum. Regular motor oil will become gummy and reduce performance.



sources to stimulate design ideas. Provide squared paper for the design sketches. First, draw rectangles representing the sides and top of the block; then detail the design. The sketch should include the cockpit channel and two saw cuts where the wheels are to be fastened.

Counsel boys as their design progresses. Once they are satisfied with their sketch, they can transfer it to all six sides of the wood.

Shaping

Supervise each cut. This is the time to offer advice on securing the wood in a vice or clamp, and to give specific instructions about sawing. Adults should refrain from working the wood except to demonstrate or to help with a step that is clearly too difficult for the boy.

A fair amount of shaping with a rasp or file will likely be necessary. It takes some perseverance to keep the boys going because they tire of this detailed work quickly. Show them how

paint stores and automobile supply outlets sell small cans of automobile enamel suitable for this work.

Mounting the Wheels

Even though the Kub Kar block has saw cuts for mounting the wheels, you should drill pilot holes for the nails to avoid splitting the wood. For racing cars, accurate alignment of wheels is one of the most important steps, and pilot holes will help in this task.

Do not use glue to hold the wheels in place. From the bottom side of the car, drill pilot holes for small screws adjacent to the axles. These set screws will hold the wheels securely in place, but will allow for replacement of broken wheels and for fine adjustments.

TIPS FOR RACERS

- Aerodynamic design considerations are almost meaningless because of the length and shape of the track. Maximum weight does not ensure

- The car body should be designed so that the wheels do not rub on the sides. Washers are not permitted, but the wood can be shaped to provide studs for the axles. Alternatively, wheel wells can be whittled around the circumference.

- Extra weighting to the maximum allowable limit seems to be most effective just forward of centre. It can be applied by securely fastening screws, bolts, fishing weights, coins or whatever, to the top side of the car. The best way to add weight is to make a channel in the underside and pour in molten lead. This procedure could be dangerous to the uninitiated, so seek experienced help.

ONE FINAL TIP

Encourage your boys to keep a special container for their cars. A shoebox lined with scraps of cloth will do fine. A little carelessness during the excitement of a rally can result in a tragedy at a crucial point in the competition. X

GOOD OL' DODGEBALL

by Rick Tracy

I can't believe how popular dodgeball is. At first I just assumed that our pack didn't know any other games. But after working one summer on a municipal day camp project, I came to the conclusion that the addiction is widespread.

If your pack or troop are not yet afflicted with this highly contagious sport, or if they are stuck playing the same version over and over again, I can offer a number of variations that may be of use to you. In all of them opposing groups throw a relatively soft ball at their opponents, who are out when hit and unaffected if they catch the ball.

The simplest form probably is line dodgeball which is usually played indoors. The team with the ball divides evenly and the two halves form lines at opposite ends of the room. The other team moves around between the two lines and tries to avoid being hit by the ball. Boys who are hit drop out until none remain, and the teams change places. To declare a winner, time each team as it eliminates the other. The same game can be played outdoors with the ball-throwers in a circle rather than in two lines.

Indian Dodgeball is an interesting variation in which a team can win without knocking out any opposing players. It's played on a rectangular court with a centre dividing line and the added challenge is a pin of some kind (we use a plastic bowling pin) which is placed upright in the centre back of each end of the court. To win, a team must knock over the opposition's pin while protecting their own. You can add to the excitement by declaring that a player who shoots a ball which is caught by an opponent is out. If the game slows down too much, throw in a second ball.

The next two versions came to me from francophone kids who participated in a local day camp this past summer.

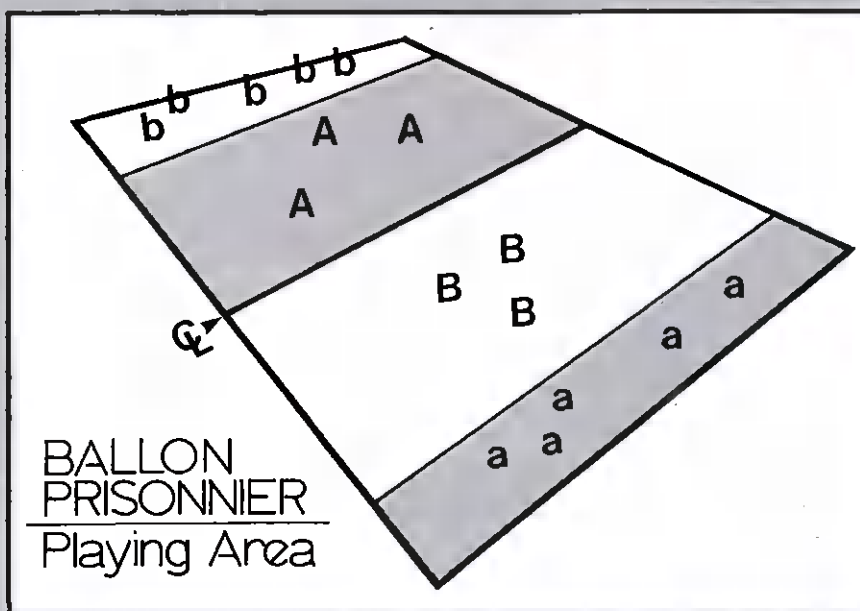
Ballon Prisonnier is played on a rectangular court with a centre dividing line and lines marking off two end zones. Play begins with team "A" and "B" in appropriate places (see diagram) and one player from each team in the end zone behind the opposition ("a" and "b"). When a player loses his life in the usual fashion, he joins the single player behind the opposition. Players in section "A" and "a" are both permitted to fire at players "B", and players "B" and "b" fire at players "A". There's one slight complication. The player who begins in section "a" or "b" is permitted to rejoin the rest of

Best played in a gymnasium, the game begins when a leader throws a ball into the playing area. Anyone is allowed to catch the ball, but he can take no more than three steps in any direction after he does. The three-step rule applies to everyone who has possession of the ball.

A boy with the ball tries to hit any of the other boys who, obviously, scatter. If hit by the ball, a boy must sit down on the floor where he is. The game continues as other players get the ball and try to put out other players.

So far it's quite simple: when you're hit, you sit down. The complications start when we describe how a player who is out can get back into circulation. If a loose ball happens to roll close enough to a "sitting-down" player that he can catch it, he is permitted to grab it, to stand up and, without taking any steps, to throw it at a player still in circulation. If he puts the player out, he is back in the game. If he misses, he takes his place on the floor again.

As you will see when you play the game, even the first person out has a good chance of getting back in and winning. And because players are never really eliminated from the action, they enjoy the game even when they are "out".



his team as soon as he is replaced by a player who was actually hit out. With this one exception, once a boy is put out, he remains in the end zone for the rest of the match. The game is over when all boys on one of the teams are out.

Ballon Chinois is much easier to play than to describe. In this version of dodgeball there are no teams or dividing lines. The object is for everyone to try to be the last boy standing.

The game is over when only one boy remains standing, but you can vary this by setting a time limit. Depending on the skill of the boys, *Ballon Chinois* with 30 players will last from 15 to 30 minutes.

The first time your group plays *Ballon Chinois*, there'll be confusion over some of the finer points, but after they get the knack, they'll find it an enjoyable and exciting diversion.

Have fun and "bonne chance"! X

SONGS ARE FOR SINGING




by Linda Florence

All across the country, Beavers and Cubs sing songs. When they run out of old songs, they make up new ones and, luckily, many of them send both old and new to **the Leader**.

For the most part, we try to share the songs in our "clip-and-save" cut-out pages, and we're always very pleased when someone sends us an "old favourite" which originally appeared in this magazine.

Sometimes, though, we find that many of the "new" songs won't fit our cut-out format. Which is a shame! Songs are for singing, not for sitting silent in a filing cabinet. That's why we've pulled out these ones to pass around here. Sing and enjoy.

The first two selections, sent by Jo Brygider of Maple Ridge, B.C., are favourites of the 1st Laity View Beavers.

HAPPY BEAVER (Waltzing Matilda)

Once a happy Beaver
worked along the river bank,
Chewing the branch of a sycamore tree,
And he sang as he worked
and played along the river bank,
You'll come a-building a dam with me.

CHORUS:

Building a dam, building a dam
You'll come a-building a dam with me,

And he sang as he worked
and played along the river bank,
You'll come a-building a dam with me.

All the beavers joined him
working on the river bank,
Chewing and cutting
as happy as could be,
And they sang as they worked
and played along the river bank,

You'll come a-building a dam with me.

BEAVER IN THE POND

— action song
(*Farmer in the Dell*)

The Beaver in the pond,
The Beaver in the pond,
Heigh-ho, a derry-o
The Beaver in the pond.

The Beaver picks a mate... etc.

The mate picks a kit... etc.

The kit picks a squirrel... etc.

The squirrel picks an owl... etc.

They all pick a branch... etc.

They all build a dam... etc. (For the final verse, all the Beavers still outside the circle, move in and pack up tightly but gently with the others to form a dam).

The favourites of Beavers in the Trenton District were collected in a song book which Patricia Collette, ADC Beavers for the district, sent to the Leader. The next four numbers are from this excellent resource.

WHAT CAN YOU DO LITTLE BEAVER

(action song to the tune of "Have You Ever Seen a Lassie")

(Beavers in circle formation, the "Little Beaver" in the centre.)

What can you do, Little Beaver,
Little Beaver?

What can you do,
Little Beaver in the dam?

("Little Beaver" performs an action; e.g. stands on one foot. Beavers in the circle imitate his action and sing...)

We can do that Little Beaver,
Little Beaver,
We can do that,

Little Beaver in the dam.

("Little Beaver" slowly looks around the circle and points to another Beaver while the rest sing...)

Who do you choose, Little Beaver,
Little Beaver?

Who do you choose,

Little Beaver in the dam?

(song continues with the newly chosen "Little Beaver" in the centre).

GOODNIGHT BEAVERS

(*Goodnight Irene*)

Foxes sleep in the forest,
Lions sleep in their dens,
Goats sleep on the mountain side,
And piggies sleep in pens.

CHORUS

Beavers good night,
Beavers good night,
Good night Beavers,
Good night Beavers,
I'll see you in my dreams.

Whales sleep in the ocean,
Zebras sleep on land,
Hippos sleep by the river,
And camels sleep on sand.

Froggies sleep in ponds,
Shells have sleeping clams,
Goldfish sleep in their fish bowls,
And beavers sleep in dams.

Coyote sleeps in the canyon,
A birdie sleeps in a tree,
And when it's time for me to rest,
My bed's the place for me:

KEEO SONG (*Camptown Races*)

I have a friend that you all know,
Keo, Keo.

I have a friend that you all know,
Keo, Keo Beaver.

CHORUS:

Keo, Keo Beaver (2x)

I have a friend that you all know,
Keo, Keo Beaver.

Keo has a very good friend,
Rusty, Rusty.

Keo has a very good friend,
Rusty, Rusty Jones.

Keo is a new colour,
Silver, silver,
Keo is a new colour,
Silver, silver beaver.

Keo has a new voice now,
Talking, talking.
Keo has a new voice now,
Talking, talking beaver.

SOME LITTLE BEAVERS

(*Six Little Ducks*)

Some little Beavers
That I once knew,
Had yellow, green, blue tails
Red and white ones too,
But the one little Beaver
with the huge tail in back,
He led the others with a

SLAP, SLAP, SLAP.

Quickly to the river banks,
They would flock,
Chopping, chopping
Trees like blocks,
But the one little Beaver
With the huge tail in back,
He led the others with a
SLAP, SLAP, SLAP.

Down to the beaver dam,
They would go.
Building, building,
To and fro,
But the one little Beaver
With the huge tail in back,
He led the others with a
SLAP, SLAP, SLAP.

Then with their lodges
They would meet,
And all politely
Take a seat,
But the one little Beaver
With the huge tail in back,
He led the others with a
SLAP, SLAP, SLAP.

Down to the river
They would sail,
Looking for a Beaver
With the same colour tail,
But the one little Beaver
With the huge tail in back,
He led the others with a
SLAP, SLAP, SLAP.

Home at night to lodge
They would come,
Sleeping, sleeping, Ho hum hum,
But the one little Beaver
With the huge tail in back,
He led the others with a
SLAP, SLAP, SLAP.

*We've long wanted to present these
four lively songs for Cubs. They were
written for the 2nd Windsor (N.S.)
Pack by Elizabeth Watson, a teacher,
Beaver leader and mother of a 2nd
Windsor Cub.*

OUR CUB PACK

(She'll Be Coming Round the Mountain When She Comes)

We're the best Cub pack this town
has ever seen, (Yes, we are)
We're the best Cub pack this town
has ever seen, (Yes, we are)
We're the ones who beat all others,
Just go and ask our mothers,
We're the best Cub pack
this town has ever seen.

CHORUS

Singing Ay-ay yippee yippee Ay,
Singing Ay-ay yippee yippee Ay,
Singing Ay-ay yippee, ay-ay yippee,
Singing Ay-ay yippee yippee Ay!

We work hard for all the badges
on our arms, (Yes, we do).
We work hard for all the badges
on our arms, (Yes, we do).

We do sports and crafts and camping
And we sing when we're out tramping
We work hard for all the badges
on our arms. (CHORUS)

You cannot imagine just how much
we know, (No, you can't)
You cannot imagine just how much
we know, (No, you can't)
We know so much information,
We're the best in all creation,
You cannot imagine just how much
we know. (CHORUS).

THE BEST CUB PACK

(John Brown's Body)

(Pack name) is the best Cub pack
In all the whole wide earth,
And we really aren't boasting
For we really know our worth,
We have games and lots of laughter,
We have jokes and lots of mirth,
And we'll show you that's no lie.

CHORUS

Glory, glory, hallelujah (3x)
And we'll show you that's no lie.

We're really good at games and
crafts,
And maps and other things,
And the only time we want to leave,
Is when Akela sings,
We really are so well-behaved
We're angels without wings,
And we'll show you that's no lie.

We're the boldest and the bravest,
We're the truest and the best,
We're the strongest and we prove it
When we beat out all the rest,
And in case you don't believe us,
Well then, come and be our guest,
And we'll show you that's no lie.

We work so hard on Apple Day
And then we plant some trees,
We stand out in the weather
When the other people freeze,
We've marched so much we've worn
our feet

Right up above our knees,
And we'll show you that's no lie.

SUMMER CAMP (Early One Morning)

Early one morning,
just as the sun was rising,
I got up from my sleeping bag,
and opened up the door.
Rain was just pouring down,
rain was just pouring down,
Every minute it grew worse
and rained a little more.

I went right back to bed,
and snuggled in my sleeping bag,
Akela was calling so
I got back up again.
"Line up for sausages!"
"Line up for sausages!"
Floating in my little plate,
in half an inch of rain.

We all dressed for swimming and
we went down to the water's edge,

I stuck in my big toe
and pulled it out again.
The water was freezing cold,
the water was freezing cold,
I looked down at my poor blue toes
and counted only ten.

The campfire was started and
we sat right down to sing a song,
We huddled close together for
the temperature was low.
The fire froze to icicles,
the fire froze to icicles,
The rain had stopped at last but
in its place we got some snow.

Next year for summer camp
I'm going to pack my winter coat,
I may take my snowshoes and
my skates and skis along,
Skating on Lake Mockingee,
Skating on Lake Mockingee,
I'm sure to be prepared next year
in case the weather's wrong.

I'M A WOLF CUB (Alouette)

I'm a Wolf Cub,
a very clever Wolf Cub,
I'm a Wolf Cub, as clever as can be.
I can dance and I can sing,
I can do most anything.
Yes I can (No you can't)
Yes I can (No you can't).
I'm a Wolf Cub,
a very clever Wolf Cub.
I'm a Wolf Cub, as clever as can be.

I'm a Wolf Cub,
a very special Wolf Cub,
I'm a Wolf Cub, as special as can be.
I can stand upon my head,
I can even make my bed.
Yes I can (No you can't)
Yes I can (No you can't).
I'm a Wolf Cub,
a very special Wolf Cub
I'm a Wolf Cub, as special as can be.

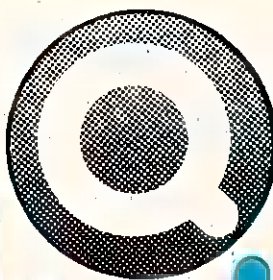
I'm a Wolf Cub,
a very smart young Wolf Cub,
I'm a Wolf Cub, as smart as I can be.
I have badges, I have stars,
I have even been to Mars.
Yes I have (No you haven't)
Yes I have (No you haven't).
I'm a Wolf Cub,
a very smart young Wolf Cub,
I'm a Wolf Cub, as smart as I can be.

*Our final number is a little picker-
upper for a moment when your sing-
song, or any other part of a meeting, is
starting to drag. Sing it several times,
increasing the tempo each go. (Tune:
Jingle Bells)*

Clap your hands, stamp your feet,
Let's all stand up, please.
Face to the left, face to the right,
Hands down on your knees.
Sit down now, stand back up,
Clap your hands two beats.
Now let's all wipe our brows
And flop into our seats! X

Scouter's alphabet

by David Goss



Quantity Judging: Ask any three individuals to estimate the number of people in a crowded room and you're bound to get three widely different guesses. Set up a jar full of beans and ask for numerical estimates of the contents and, again, you will get many varying answers.

Scouts should have training in such matters and providing this training can make for some interesting programming. There are tricks you can use, of course, to estimate numbers, the easiest being to square off the area, count the number of items in one square, and multiply by the number of squares in the area. Look up the Kim's Games training ideas in *Scouting for Boys* and adapt them to help with quantity judging.

Quarter Trick: Here's a campfire or skit night stunt, but you'll have to practise it first! Introduce a mystic who claims he can tell whether a man or a woman has passed him a quarter. He asks both to identify their quarters (by date) before placing them on a board held in front of him. The boy immediately feels both quarters, noting which is the warmer of the two. The warmer coin had to come from the man's pocket and the colder one from the woman's purse. After some deliberation, which appears to be mind reading, he announces to whom each quarter belongs, much to the surprise of all.

Queer Job Club: The idea here is to dream up some queer jobs for your boys to do. You'll have to adapt to suit your local conditions, but here are some examples.

- Find an old car tire and roll it along the street for at least two miles by propelling it with a stick.

- Find a way to erect a Scout flag on the highest hill near headquarters.

- Cook a pan of fudge or tea biscuits as a treat for the troop.

- Find a way to drop an egg 13 feet without breaking it.

- Build a pair of stilts and have someone learn to walk on them for a distance of at least 20 feet.

Quick Stew: Something to try on a spring hike. It's not really a stew but, according to the *Fieldbook* of the Boy Scouts of America, it is quick. **Ingredients:** 2 lbs. hamburger or the equivalent in canned meatballs; 4 cans condensed vegetable soup; ½ stick margarine or ¼ cup oil. Heat meatballs or make balls from the hamburger and brown in fat. Pour undiluted soup over the meat and allow the mixture to heat thoroughly. Season with salt and pepper.

Quick Thinking: These quandaries are taken from the *Saturday Evening Post*, 1948. They represent true cases and are the kind of thing that could happen to anyone. See how your boys would solve these problems, then tell them what the people who actually were involved did. Perhaps the answers your boys come up with will be just as workable.

(1) One day Lawrence Bolz drove up a country lane, parked his car in the shade of a large tree and started towards a nearby house to make a business call.



The jobs are to be done between 7:00 and 8:00 p.m. and the patrol leader will have the task of organizing his lads to accomplish them in the time allotted. The Scouter will provide nothing, but should perhaps have plans for the stilts, a recipe for fudge or biscuits, and the Scout flag readily available. Each patrol is to do all five events independently.

He was barely out of his car when a fierce dog lunged at him. The dog was, fortunately, chained to the tree, and Mr. Bolz managed to get out of his way, but the position of the dog prevented him from re-entering his car. How could Mr. Bolz get back into his car without being bitten?

(2) One evening, an insect flew into James Corwin's ear. He was unable to

reach it to remove it. The noise of the insect's beating wings as it tried to move about was likened by Mr. Corwin to the sound of an airplane. It was not too pleasant. Can you figure out how Mr. Corwin removed the insect from his ear?

(3) When a sudden thunder storm overturned Mrs. H.K. Modery's canoe, she managed to swim to a rocky little island a mile offshore from her family's cottage. Inside a small abandoned shack she found an old kerosene lamp and a few matches.

Because all the wood on the island was too wet to build a fire, the lamp was her only means of signalling for help. But it held only about an inch of kerosene — not enough to reach its short wick. Can you guess how she lit the lamp and summoned help?

ANSWERS

(1) Mr. Bolz moved slowly around the tree, staying just out of the dog's reach. The dog angrily followed him and, in doing so, wound his chain around the tree trunk until it was so short he couldn't possibly reach Mr. Bolz's car.

(2) He placed his ear close to a bright light and the insect, attracted by the glow, immediately flew out.

(3) She dipped the lamp in the lake and scooped up enough water to fill it. The kerosene rose to the top of the water and nicely covered the wick. The lamp was still burning an hour later when a motor boat rescued her.

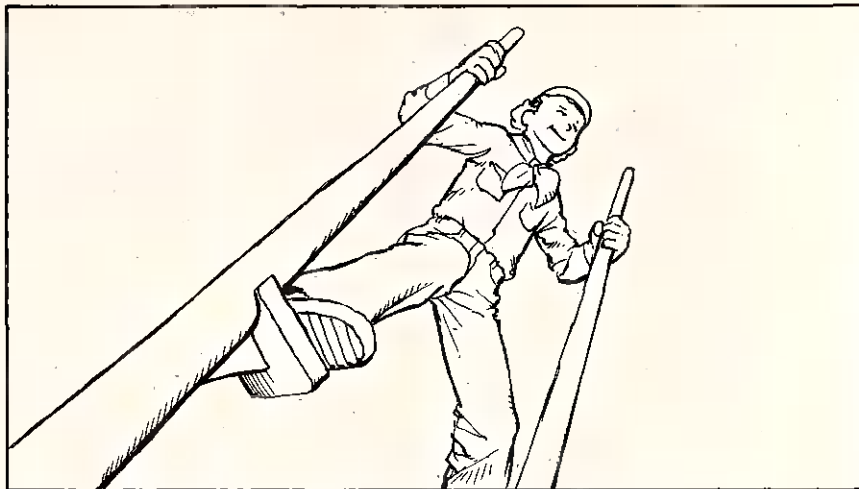
Quilt: Quilting has made quite a comeback as a hobby. There's bound to be someone associated with your group who has the talent to carry off this project.

Have this person design and make a 75th anniversary baby quilt to present to a baby boy in your community who is born on Baden-Powell's birthday, February 22, 1983. Along with the quilt, present the baby an invitation to join a local Beaver colony in September, 1988.

This should provide a good promotion opportunity and could result in some press coverage for your group, especially if the entire colony goes to the home of the newly arrived child or, if the group is church sponsored, is present when the child is baptized.

Alternately, you might simply have a quilt made up for display purposes, using the various patches as a way to tell the history of your pack, troop or colony. There's no reason why the boys can't trace and cut the designs to be used in such a quilt. This will make it truly a group project.

Quizzes: A quiz is always a good filler for those few spare minutes, or for



times when everyone can't be involved in an activity. By keeping a few handy quizzes and some pencils and paper in your brief case, you'll save many a meeting. Here are some suggestions.

• **Famous Faces** — Cut out and mount the faces of famous men and women and let the boys identify them. As an alternative, cut out the faces of very familiar people and personalities, like the prime minister, your provincial premier, a hockey star, etc. With typing corrector, paint out one or more of their features (an eye; an

en their observation powers.

• **Common proverbs** — Leave blanks in common sayings and see what kind of answers you get. For example:

1. A stitch in _____ saves nine.
2. Birds of a _____ flock together.
3. Where there's a _____, there's a _____.
4. It takes two to _____.
5. All's well that _____ well.
6. That's the way the _____ bounces.
7. Every cloud has a _____ lining.
8. It never rains but it _____.

Where there's a Scout, there's a Camp!



eye and a nose; etc). Have the boys try to identify the partial faces.

• **Famous Symbols** — Choose symbols or logos of a dozen well-known firms. Pick symbols which either contain no words or which allow easy blocking out of the words. See if the boys can identify them. The logos of the National Film Board, Kodak and Bank of Montreal are good examples.

• Arrange to have pictures of familiar places in your town taken from slightly different angles, or in an out-of-season setting (i.e. a favourite summer beach in the dead of winter). Let the boys identify the spots and sharp-

9. There's no _____ like an old fool.
10. People living in _____ houses shouldn't throw stones.

ANSWERS

- | | |
|--------------|------------|
| 1. time | 2. feather |
| 3. will, way | 4. tango |
| 5. ends | 6. ball |
| 7. silver | 8. pours |
| 9. fool | 10. glass |

Some of the more hilarious replies we received when we did similar quizzes were:

- Where there's a Scout, there's a camp.
- It takes two to make a pair. X

FUN AT THE POND

by Kay Hotham

Beaver leaders everywhere know that a colony of Beavers holds an almost inexhaustible supply of energy and noise. If your Beavers are bursting with more life than you imagined possible, give them a chance to work it off in some energetic games.

The *Beaver Leaders' Handbook* includes many game ideas. If your games session takes place indoors, make sure the area is clear of sharp edges and offers plenty of room to move around. If you're planning an outdoor games session, look for a clear flat spot free from obstacles.

Equipment requirements for Beaver games are usually minimal. The games here use hoola hoops and boxes. Basic gymnastic tumbling is also good for Beavers, if you provide proper mats and watch to see that no boy injures himself while attempting a handstand. Be sure your Beavers wear running shoes with securely tied laces.

Beavers easily catch on to simple games, especially if leaders participate with them. So, if you're planning a games session, bring your running shoes too.

Warm-Ups

It's always wise to warm up muscles for five minutes or so before you begin any strenuous activity.

Play bouncy music (disco is perfect) and start with a slow walk around a circle. Add arm and head circles; lift knees and swing arms. Gradually increase the tempo until you have a brisk walk, a skip, a hop and, finally a gentle jog. When muscles are loosened up, the Beavers are ready to go!

Freezing Statues

The first thing to establish in a games session is the meaning of "Freeze!" Total quiet with no movement becomes necessary at some point when the Beavers are running and climbing.

Explain that when a leader calls "Freeze!" there should be no movement or noise. To illustrate the idea, start the Beavers moving quickly (hopping, skipping) around the room. Shout "Freeze!" when they really get going. They must hold their position until you tell them to move again. If you like, you can declare that any Beaver who moves or makes a noise must miss a turn.

Throw in a variety of arm and hand movements and some slow motion stunts too. The Beavers will love it.

As your games session continues, shout "Freeze!" every once in awhile to stop the action for a ten second spot of peace and quiet.

Up and Over

For this game you'll need boxes of different sizes and colours — at least one box for every two Beavers. Large appliance boxes are ideal.

Give each pair of Beavers a box and have them place it among, but not too close to, the other boxes. When the boxes are arranged, every pair of boys goes to the box of another pair and follows instructions like: step over all the boxes; step over all the small boxes; step over the coloured boxes only; jump, hop or climb up backwards over the boxes, etc.

Beaver Tails

A form of this game is often played on ice skates.

Choose four Beavers to be "it". They must try to tag as many of the other Beavers as possible.

When tagged, a Beaver joins hands with the boy who tagged him and runs along with him. Only the original "it" and the last person attached to the "tail" may do the tagging.

The game is over when all boys have been tagged.



Hula Hoops

This activity involves three Beavers per hoop. Two Beavers hold the hoop while the other follows instructions such as: go through the hoop head first, feet first, backwards, etc. Rotate the position so that everyone has a turn.

Puddles

Place hoola hoops on the floor around the room. Have Beavers skip through all of the "puddles" until they're told to stop. Beavers then find a puddle and sit in it. Give directions such as: put right hand in; jump in and out with both feet; put knees and head in the puddle; etc.

End the game with the word "Splash!" and let Beavers pretend to splash each other.

Beaver Tangle

Have the Beavers make circles of five or six boys. Each Beaver holds his arms out straight in front of him and crosses them at the elbows. He then grabs the hand of another Beaver in the circle with each of his hands. But, he may not hold hands with Beavers on either side of him, or hold two hands belonging to the same player.

The object of the game is for the Beavers to untangle themselves without unclasping their hands. They should try to return to a circle formation in which everyone is holding hands.

Hugs

This is a version of the traditional "it" game with a twist.

One Beaver is "it" and tries to tag the other boys in the colony. The only way to escape "it" is to hug another Beaver.

To prevent Beavers from simply standing still and hugging one player, signal when to change hugging partners. Encourage the Beavers to hug a different person each time they try to escape from "it".

Closing Walls

Define a rectangular playing area by placing boxes at each corner. The Beavers skip around the playing area within the marked boundaries.

Tell the Beavers that the walls are closing in on them. Every 30 seconds or so, reduce the size of the playing area by moving in the markers. Beavers must try to keep moving around without touching another person.

Mirror, Mirror

You'll need a source of lively music for this imitation game.

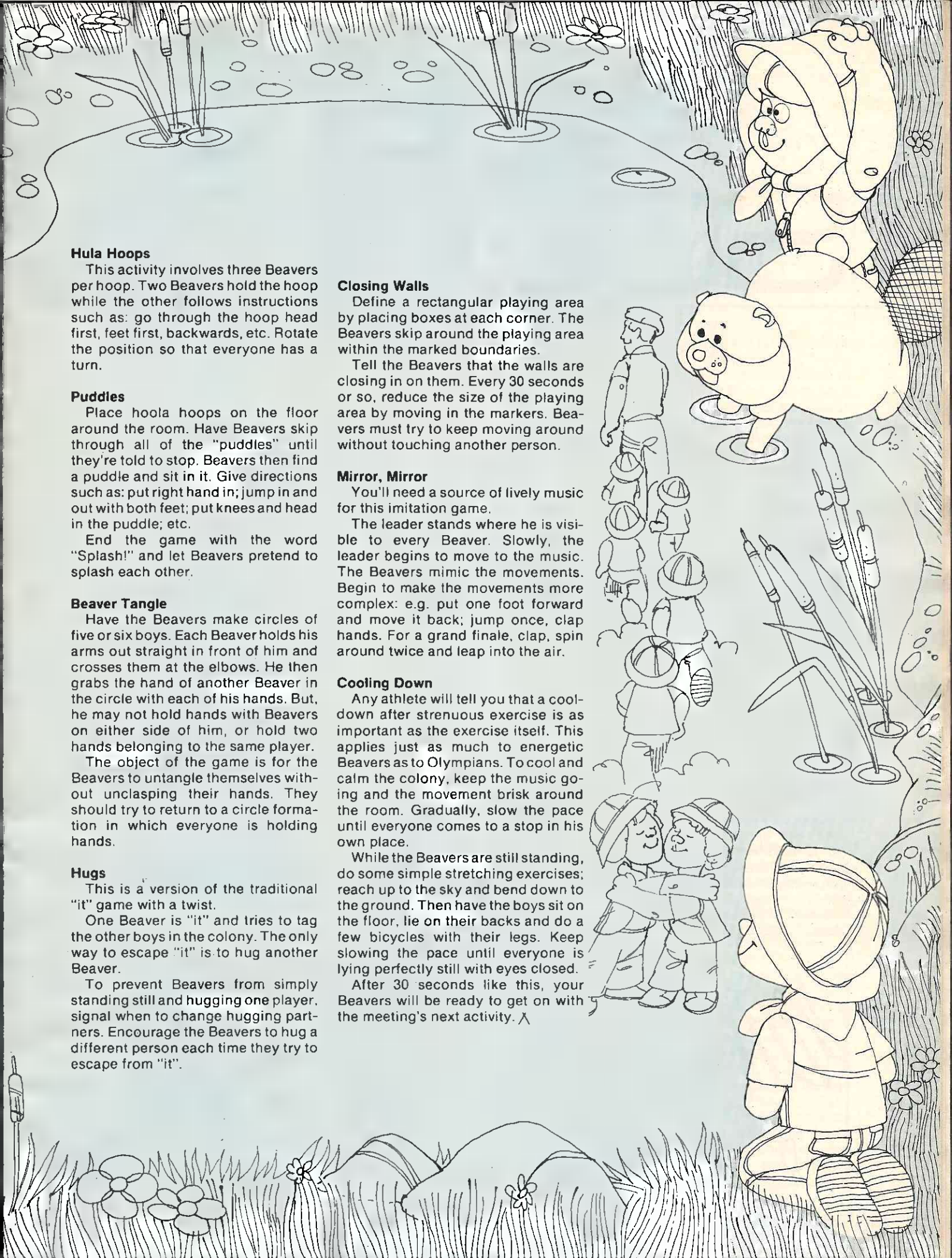
The leader stands where he is visible to every Beaver. Slowly, the leader begins to move to the music. The Beavers mimic the movements. Begin to make the movements more complex: e.g. put one foot forward and move it back; jump once, clap hands. For a grand finale, clap, spin around twice and leap into the air.

Cooling Down

Any athlete will tell you that a cool-down after strenuous exercise is as important as the exercise itself. This applies just as much to energetic Beavers as to Olympians. To cool and calm the colony, keep the music going and the movement brisk around the room. Gradually, slow the pace until everyone comes to a stop in his own place.

While the Beavers are still standing, do some simple stretching exercises; reach up to the sky and bend down to the ground. Then have the boys sit on the floor, lie on their backs and do a few bicycles with their legs. Keep slowing the pace until everyone is lying perfectly still with eyes closed.

After 30 seconds like this, your Beavers will be ready to get on with the meeting's next activity. X



ALIEN SCOUTS

IN LITTLE FORT

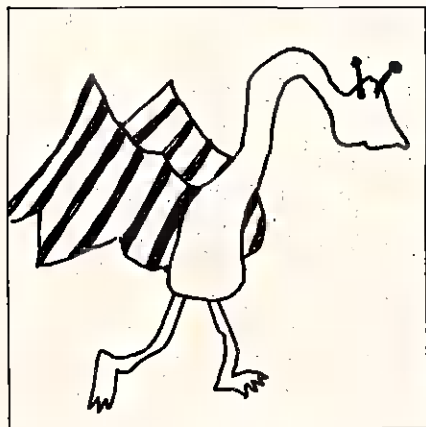
by Helen Singh

Inspired by Rick Tracy's *Theme Nights for Cubs* (the *Leader*, Feb. '81), the 1st Little Fort Scouts combined some ideas and came up with a *Backwards Space Night* for nine Scouts of their own troop and nine from Clearwater, four leaders and three Scouters-in-Training.

Splashdown was set for 1830 hours, blastoff for 2030 hours; and leaders and Scouts wore shirts, berets, scarves, sashes, pants and coats backwards, no easy feat for those of us with "el paunchos grande"! We think the strange backwards phenomenon occurs when aliens breathe Little Fort air, a special combination of woodsmoke, silage and Hereford manure.

In preparing for Space Night, the most difficult task was to choose from the vast number of available references and decide what was pertinent to the theme, all the while keeping in mind that there would be limited time for instruction.

Because I've always been fascinated by "black holes", I chose to use a *Readers' Digest* article about them. I also drew upon National Geographic's picture atlas, *Our Universe*, which includes an excellent section on imaginary space creatures, and its



record of space sounds. Saturn and Voyager I were big news at the time, so I researched tidbits of information like: "*Voyager I weighs less than one ton. Its transmitter power is equivalent to the power of two Christmas tree bulbs. It has flown for 3 years and 2 months. Meanwhile, Saturn shifted position by 960 million kilometres, and the calculations for Voyager I were out by less than a minute.*"

My main aim was to impress upon the Scouts that outer space is *cold*, having no atmosphere to capture heat energy; *silent*, in the sense of what we normally classify as sound; and *dark*. These discussions can lead to other thought-provoking problems like "Why is the sky blue?" After two days of research I had my notes condensed to five pages, which would take at least three meetings to cover!

We used horseshoe and closing ceremonies to open and integrated the visitors with our regular patrols, the Nighthawks and Wildcats. For identification we pinned scrap leather wings and tails to the fronts of the Scouts, and asked each boy to think of a space name (Gweep, Titan, etc), which we recorded and taped to his back. To make the evening as theatric-

cal as possible, Scouts and leaders decorated each other with green, blue, black, red and yellow stage make-up. Then, after instruction and listening to the recording of space sounds, we sang a cuckoo song to fit the occasion.

DEEPEST SPACE (Tune: Cuckoo)

Oh, I went out to deepest space
Where the lemonade's good,
And I heard there a cuckoo bird,
On the rocket she stood.

Hi-li yah (beat hands on thighs)

Ho-li-rah-ki-ki-yah (clap thighs,

clap hands, snap fingers)

Ho-li-rah-cuckoo (repeat above action: Sing these two lines three times).

Ho-li-rah-ki-ki-yah HO! (actions as above but end with hands on lap).

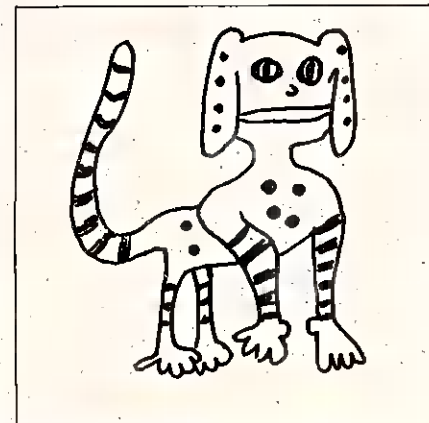
Second and third verses are the same as the first, but add two finger snaps and "cuckoos" in the chorus the second time around, and three finger snaps and "cuckoos" the third time.

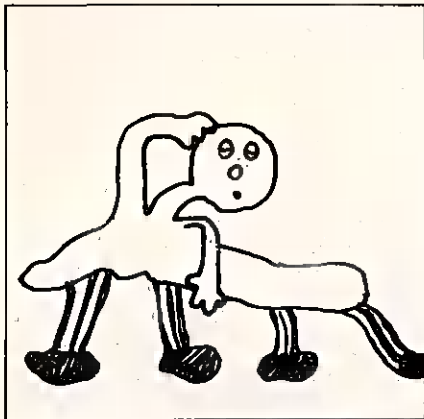
Our next song was as unscientific as the first.

SPACE BLOB (Tune: Paw Paw Patch)

Where o where o where is Space
Blob? (three times)

Sitting in a black hole.





What does a Space Blob eat for breakfast? (three times)

Pollywogs and ketchup!
Pickin' up pollywogs, puttin' in-a pocket (three times)
Sitting in a black hole.

How does a Space Blob make his French toast? (three times)

With dragon blood and cardboard!
Pickin' up dragons, puttin' in-a pocket (three times)
Sitting in a black hole.

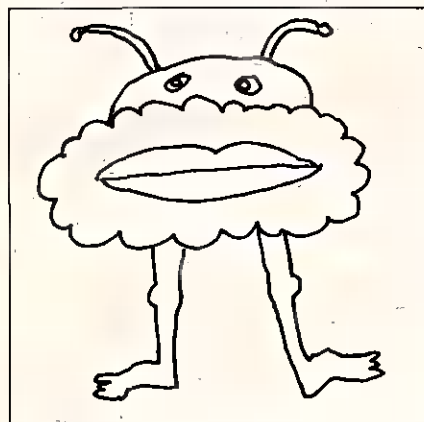
What does a Space Blob use for deodorant? (three times)

Pickle juice and garlic!
Pickin' up pickles, puttin' in-a-pocket (three times)
Sitting in a black hole.

Who has a Space Blob for a mother? (or father, mustn't be sexist: three times)

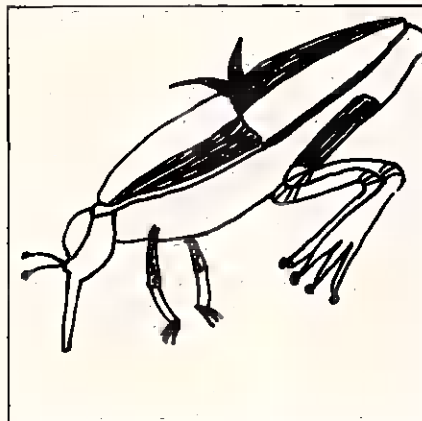
Stand up if you have one.
Pickin' up Space Blobs, puttin' in-a pocket (three times)
Sitting in a black hole.

Games and competitions are as important at the Scout level as they are in any of the younger boy sections. This is particularly true for Alien Scouts, whose very existence depends upon team co-operation, spirit and imagination. Here are some of our Backwards Space Night games.



Space Blobs vs Earthmen: Choose one Scout to be the Space Blob and give him an identifying feature (e.g. a rope tied around his thigh, waist or arm). In our case, Space Blob wore a belt of scrap material while Earthmen wore an armband of (free) Forestry marker tape. Earthmen stand at one side of the room and Space Blob takes the centre. When the lights go out, the Earthmen try to reach the safety of the opposite wall without being caught by the Blob. Lights may go on at any moment, and the Earthmen then run to safety as quickly as possible. An Earthman who is caught (has his armband broken) becomes a Space Blob and helps to capture other Earthlings.

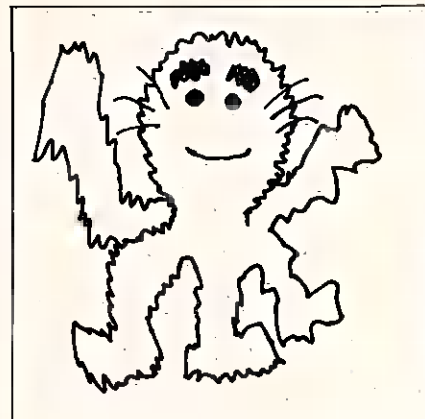
We intended this game to be a milder version of *British Bulldog* (not my favourite) and were surprised when the Scouts became quite aggressive in their efforts to evade capture. We didn't ask the participants to run backwards because we couldn't picture how anyone, even a Space



Blob, could catch someone and run backwards at the same time.

Inoculation Blanket Relay: In this battle, Scouts are pitted against time and a terrible space disease. Scouts in teams according to patrols, each team with a blanket. "Doctors" are stationed at the opposite wall to provide the inoculations (a dab of red felt pen on the earlobes). Teams must carry, one at a time, each of their members to the doctor on the blanket. You can vary the rules (carry each boy both ways, or carry one way and race back) and, for this game, it's safe for them to run backwards. You'll find that the blankets literally fly down the hall when they hold a small Scout, while at other times, they definitely scrape bottom. The losers of the race collapse into a gooey black heap similar to the mushy gunk made by over-mature Shaggy Mane mushrooms.

Kill the Beebops: Players in teams of two, one behind the other, facing the

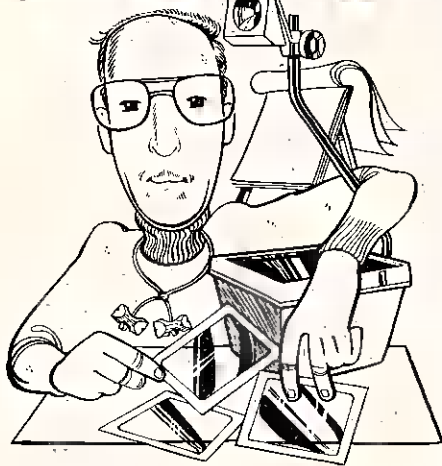


centre of a circle which is occupied by a Beebop (an inflated balloon). Teams number 1, 2, 3 around the circle. At the command "change", team partners simply change positions. At the call "one", "two" or "three", players in the back position of the named teams run around the outside of the circle, and dive between the legs of their partners into the centre of the circle to kill the Beebop. They must pop the critter by sitting or lying on it. There is no need to keep score, and you stop the game when you run out of Beebops.

Time Capsule Relay: Similar to Hidden Kim's Game. The articles we had for identification were: cinnamon sticks and anise seeds; winter trees and shrubs; winter seeds common to our area (vine maple, thistle, burdock and columbian lily); moose, deer, rabbit and horse droppings, and other Earth treasures. You can use anything you are studying at the time: knot samples, first aid items, articles of winter clothing, map symbols, etc. Hide the treasure pile behind an overturned chair or bench and choose the PL or APL of each patrol to be the scribe. The other Scouts in the team take turns running to the treasure pile to identify an item and returning to have it recorded by the scribe. Players run backwards both ways. Set a time limit. The winning team is the one which correctly identifies the largest number of items, and their triumph gives them a successful space-shot and an assured posterity.

Horseshoe and opening ceremonies concluded our Backwards Space Night. The Aliens then consumed numerous cups of pure, unadulterated "Martian Joy Juice" (orange drink), infinite numbers of "Galactic Goon Gobs" (cookies and cupcakes baked and decorated by Scouts Daniel and Michiko Singh), and "Plutonian Zistle Cakes" (apricot nut loaf). The adult Aliens drank "Space Mud" lightened by a substance which came express all the way from the Milky Way, of course! X

TRAINING TALK



by Reg Roberts

VOLUNTARISM

I spent yesterday with ten newly appointed executives who were attending a Scout Executive Initial Training Course, a part of their in-service learning program and a requirement for all new staff members.

Some I had met before; some I was meeting for the first time. With each of them I was eager to share some of my own experiences from working as a professional staff member in a voluntary organization. These experiences are based in feedback from volunteers and my own insights, and they're valid not only for the professional/volunteer relationship, but also for the relationship which exists between volunteers.

Throughout its 75 year history, Scouting has shown a remarkable ability to recruit people into the movement. It has not done so well in keeping people for an extended period of time. It's evident that some people who volunteer their services to Scouting find much satisfaction and stay for many years. Others, for a variety of reasons, stay only a short time and then move on.

It's reasonable, of course, that Scouting attracts both the long-term and the short-term Scouter. My concern is whether those who are of the short-term persuasion leave because we haven't met some needs that we could easily have met. It's around this concern that my comments to the new executive staff members were made.

Because Scouting is an organization with an aim and a set of principles to which people can easily relate, many will want to join. Ensuring that these people gain satisfaction from their voluntary service and stay longer, is something both professional and volunteer people need to work at all the time. We should ask ourselves these questions.

Motivation

- Do we make an effort to learn exactly why a person joins Scouting? It's easy to pass off the question by saying "to help young people" but, more often than not, other reasons can also be identified.

- Do we recognize that, to do something they consider important, people are giving their most precious commodity — themselves and their time?

- Do we recruit volunteers without really telling them what we want them to do, or without advising them what will happen as a result of their help?

- Do we oversell and under deliver; i.e., make promises when we're trying to bring in volunteers, and then forget to follow through?

- Do district, regional and provincial bulletins contain anything about the decisions made at the council level? Are most people kept informed?

- Does the council office present itself positively to the volunteers, not just while seeking their help, but also after they have signed up? Are volunteers encouraged to visit the office? Are they made to feel at home, or are they moved out in a hurry?

- Do we allow for advocacy? As an organization, what do we advocate: care of the environment? Year of the Child — the Disabled? Do we encourage people to speak out on the issues of the day that affect us?

- Do we send "welcome back" letters to our leaders just before the September start up?

- Are we aware of changing life styles and how they affect Scouting? Are we aware of the changing roles of women, senior citizens, divorced or separated people, single parents, the disabled, and do we consider all members of our society when recruiting?

- Do we monitor positions in an ongoing way so that we have people ready to step in when a position becomes vacant?

- Do we look for insights into all ethnic cultures with a view to extending Scouting to meet the needs of cultural groups in the country?

- Do we regularly ask ourselves, "What do volunteers get from Scouting that they can't get elsewhere?"

Training

For most volunteers, the first six months are critical. If they stay that long, the possibilities are greater that they will remain in the organization for a reasonably long time. If that is to happen, we need to be sure that someone in each council is very concerned about volunteer needs.

- Do we state clearly that training is expected? Do we say how much training we expect, and provide a time

frame for accomplishing it?

- Do we say that Wood Badge I and II are required by all section leaders if they are to be effective?

- How do we feel about mandatory training before a leader and a section get together? That's the way in which Beavers started so successfully. Why didn't we continue?

- Do we give service team members special training related to their particular job?

- Do we run formal courses for council members before they become active in their council positions?

- How well do we prepare group committee members for their job of relating to the section leaders, the sponsor and the local council?

- Are our service team members equipped to provide on-the-job training to meet the developing needs of section leaders? Do we encourage this to take place?



- Are qualified trainers provided with opportunities to practise training regularly? Are women encouraged to lead courses?

- Do we consider what skills and interests can be covered by our training courses to help volunteers become effective in their personal lives as well as in their Scouting work?

Recognition

Probably not something that most volunteers actively seek, recognition is, however, always a welcome thank you for a job well done. The lack of recognition can stir even the most dedicated volunteers to question why they belong to an organization that doesn't seem to know they exist.

- Do we keep accurate records of such background information as length of service, training, recognition given, special activities of each of

our volunteers?

- Does the council receive regular information on those people deserving of recognition? How does recognition take place and where?

- Is anyone ever overlooked? Why?

- Are people publicly thanked in the council bulletin or the annual report? If so, how widely are such publications circulated? Who gets to know about the recognition?

There are many ways of recognizing volunteers: a letter to an employer giving thanks for time allowed off; or to a spouse, saying thank you for being supportive of your partner's Scouting activities. Volunteers welcome social gatherings such as a Scouter's Club, a dance, or a bowling or curling party, and conferences or seminars where both training and purely fun/social happenings take place. Recognition has many forms



and we need to consider them all.

Evaluation

I suggested to the new staff members that it is important to review their relationships with volunteer leaders regularly. It's important for trainers, council members and service team members to do the same. It's also important to take action and make some repairs where relationships appear to be a bit frayed.

- Do we see voluntarism as a personal growth opportunity for each volunteer? If we do, the volunteers need to be made aware of how well they are doing.

- Do we let volunteers know what other positions are available for them to serve in? If they show an interest, do we help them acquire the skills to move into new positions when they are ready?

- Do we give honest feedback to volunteers when they do a good job, and also when their performance is less than satisfactory?

Resources

Recruiting and keeping volunteers is often dependent on how well they feel they are being treated and looked after. This depends on things like whether they:

- find an adequate stock of supplies when they visit the Scout Shop;
- are advised about the books and equipment they require from day one in their volunteer position;
- receive their copy of the **Leader** and local or regional mailings within a "reasonable" time after joining;
- are invested promptly and receive a membership card and district and provincial insignia;
- know who they can call on for service and support and where they can get advice, not just about Scouting matters, but in other areas as well.

General

- Canadians, although not quite as mobile as they were a few years ago, are still likely to move their place of residence fairly often. We need to keep track of people so that we can advise other councils when someone is about to move into their area.

- In the last few years, the development and use of job descriptions has become a little more popular. Some areas now have a clear outline of volunteer roles and positions. This is much more satisfactory than giving a volunteer only a vague idea of what he's volunteering to do.

- In the past, we'd never talk about a person leaving Scouting. Once we'd recruited volunteers, we wanted them forever. Today, it's acceptable to ask people to join and serve for a defined period of time — say three years. If they wish to stay longer, that's wonderful. But, if they choose to leave at the end of the period, that's also quite acceptable.

- A final thought. It's no longer enough for Scouting simply to seek out people and ask them to do a job. It has become imperative that, when we ask people to serve, we clearly spell out the job we want them to do; the options open for serving in other positions; and our acceptance of a time limit on their period of service. We also must show them that their service is truly important and that we do, indeed, care about their personal growth.

Professional staff people need to be aware of what I have written, and so do volunteers who serve with other volunteers. X

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SCOUTS CANADA

by Bob Milks

TAKE YOUR SCOUTS TO BROWNSEA!

It's probably not feasible for you to take your troop to England for a camp on Brownsea Island. In fact, if every troop tried to do it, the island would doubtlessly sink! But you can re-create the spirit and the concept of that historical camp. After all, this July marks the 75th anniversary of the Brownsea Island camp which we recognize as the very first Scout camp.

B.-P. took 21 boys to Brownsea. Remember that none of these fellows had been Scouts because, before the camp, there were only a few isolated groups doing "Scouting".

The Brownsea boys were formed into four patrols; Curlew, Raven, Wolf and Bull. We've found the program run at the camp in the records, and we know from photos that the boys ran relay races, played a game called "Spotty Face", and made a mattress from grass.

Re-enacting Brownsea could be a lot of fun for both you and your Scouts. With a little preparation, it could also be a good showpiece for Scouting; a way of letting the public see how Scouting started.

Program — Brownsea, July 1907

Day 1 — After settling into camp, formation of patrols and distribution of duties, orders, etc., each subject of the course was explained with demonstrations. Patrol Leaders received a special course of instruction in the field for them to impart subsequently to their patrols.

Day 2 — *Campaigning*: Camp resourcefulness. Hut and mat-making. Knots, fire-lighting, cooking. Health and sanitation. Endurance. Finding way in strange country. Boat management.

Day 3 — *Observation*: Noticing and memorizing details far and near. Land-marks, etc., tracking. Deducing meaning from tracks and signs. Training eyesight, etc.

Day 4 — *Woodcraft*: Study of animals and birds, plants, stars, etc., stalking animals. Noticing details of people. Reading their character and condition, thereby gaining sympathy, etc.

Day 5 — *Chivalry*: Honour. Code of the Knights. Unselfishness. Courage. Charity and thrift. Loyal to King and Employers or officers. Practical chivalry to women. Obligation to do a "good turn" daily, and how to do it, etc.

Day 6 — *Saving Life*: From fire, drowning, sewer gas, run-away horses, panic, street accidents, etc. Improvised apparatus. First Aid. Albert Medal, etc.

Day 7 — *Patriotism*: Colonial geography. History and deeds that won the Empire. Our navy and army. Flags. Medals. Duties as citizen. Marksmanship. Helping police, etc.

Day 8 — *Games*: Sports comprising games or competitive practices in all subjects of the course.

Brownsea Uniform

There were no Scout uniforms at Brownsea. Our photos show that boys wore their standard clothes.

B.-P.'s "uniform" seemed to start with a black or dark fedora. The felt hats sold at exhibitions and midways, without names embroidered on them, come the closest to his headdress that I've seen. His shirt was striped and had white cuffs and collar — the kind of thing that was popular about two years ago. Bermuda style dark shorts, knee socks and a dark narrow tie completed the outfit. And on the left sleeve, suspended from a pin at the shoulder, he wore a white ribbon which came down to his elbow.

Possible Brownsea Projects

Consider roping off an area as an island. B.-P. and his Scouts travelled to Brownsea on the motor launch "Hyacinth". Unfortunately, the "Hyacinth" is no more, so assign the Scouts the task of transporting gear onto the island. It will make a good pioneering project.

If you were to run Brownsea as a display, even in a shopping mall, you might have your Scouts paint a backdrop of the Brownsea Island campsite.

Duration

Although Brownsea ran for nine days, your Brownsea camp could be compressed into a weekend. Each period in the three days could feature one day's program from Brownsea: morning — day 1; afternoon — day 2, etc.

Participants

Your Brownsea camp is an ideal time to involve boys who are not already in Scouting. Have your Scouts invite a friend to camp. Who knows, the newcomers might find the program as much fun as the boys did in 1907.

Authentic Touches

Don't wear uniforms for camp. Try to dress as closely as possible to the way the Brownsea campers dressed.

Use "Bell" tents, and blankets instead of sleeping bags. Your Scouts can try packing a blanket roll.

Invite parents and other people in the community to visit your Brownsea Island camp. Don't forget the media. It's a chance to involve your group in the 75th anniversary program and to gain recognition for it.

If you have a spare photo after your camp is over, we would like one. Send it to the 75th anniversary committee in care of the **Leader**. X



partners

by Pat Horan

#5 The Roman Catholic Church

Since the inception of Scouting, the movement has had papal endorsement. In Canada, this approval was reinforced by a resolution of the Canadian Conference of Catholic Bishops: *"that the Bishops express their support of the Boy Scout and Girl Guide Movements in Canada and suggest that (church) regions and dioceses consider in what manner these Movements can best be used in the formation of youth"*.



In a message to the national commissioner, a spokesman for the Conference said, "We are very proud and pleased to be able to participate in so fine a Movement for youth. In particular, we find it very satisfying to participate effectively in the leadership given by Boy Scouts of Canada. Your organization is certainly among those with whom we feel quite privileged to collaborate."

With the full cooperation and support of His Eminence G. Emmet Cardinal Carter, the Archdiocese of Toronto has a Task Force on Scouting ready, willing and able to meet with parish personnel to discuss the potential that lies in a partnership between the Church and Scouting. Through the partnership, it is expected that boys in the parish can learn to love and serve God better. It gives them rich opportunities to express their love by practical service in the community and to share in the world-wide brotherhood that is an aspect of both the church and Scouting.

Official endorsement and support of Scouting has also been extended by the Knights of Columbus and other Catholic organizations, so that today there are over 400 Catholic sponsored Scout groups serving the needs of about 20,000 boys under the guidance of some 3,600 adult leaders.

Among the resources available to assist Catholic organizations to strengthen or expand their Scout work is *The Catholic Church and Scouting*, a brochure produced by the Toronto Task Group. If you wish a copy, write to diocesan chaplain: **Rev. J. O'Donnell, St. Thomas More Parish, 1 Dormington Drive, Scarborough, Ontario, M1G 3M9.**

Other resources are *The Catholic Church and Scouting* film/slide series; the *Religion in Life* pamphlet for Catholics; the *Religion in Life Program* film/slide series; *The Role of the Chaplain* pamphlet and *Let's Celebrate*, a grab-bag of spiritual ideas for Scouters. These are available from your local or provincial Scout office.

If you would like further information about the Roman Catholic Church and Scouting, call your local Scout office, or write to Father O'Donnell or to the director of sponsor relations at the national Scout office in Ottawa. X

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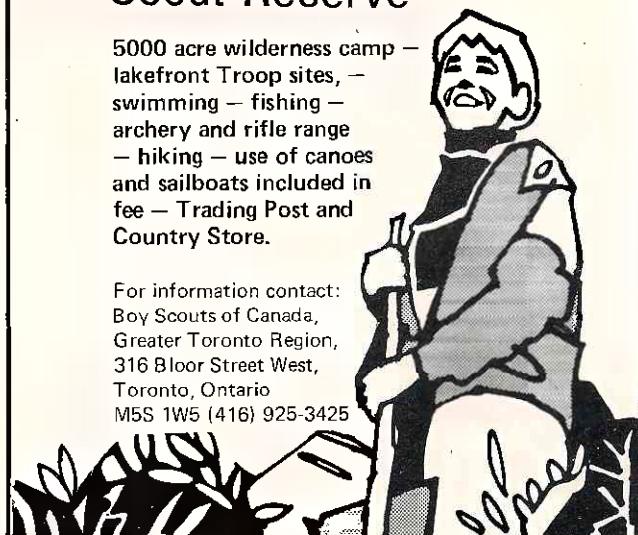
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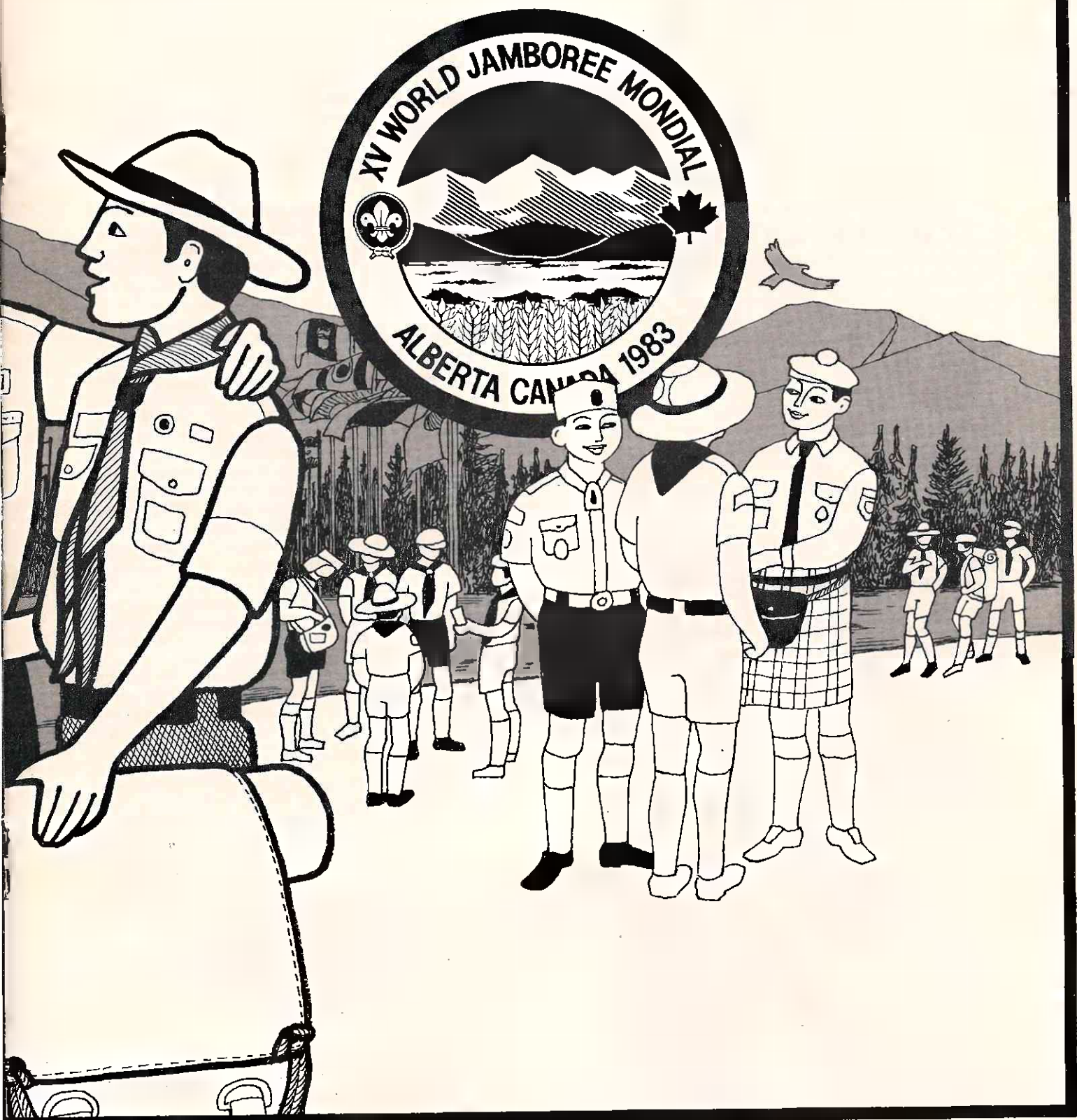
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supply news

by Jim Mackie

CANADIAN WILDLIFE SERIES PINS

The Canadian Wildlife series of 16 native animals and birds has been a popular item with crest collectors since its introduction. Now, for Scouters and boys who collect pins, we have produced the four most popular crests in 7/8" pins. Full-colour duplicates of the crests shown on page 14 of the current edition of the Youth Catalogue, they sell for \$2.25 each. If initial sales are good, Supply may introduce others in the series. Order now from your local Scout Shop or dealer: **60-602 Beaver; 60-605 Fox; 60-608 Wolf; 60-613 Moose.**

BADEN-POWELL PEWTER SCULPTURE

As noted in the December column, we've added an attractive pewter sculpture of Lord Baden-Powell of Gilwell to our line of presentation items. The full-figure sculpture of the founder in traditional stetson and short pants stands 33/4" high and the remarkable detail includes his decorations and Scouting awards and badges. The figure is mounted on a 3/4" base inscribed on one side with the world symbol and on the other with the words *Lord Baden-Powell — Chief Scout of the World*. The purchase includes a screw which will enable you, if you wish, to mount the figure on one of a selection of wooden bases which will be available in a range of prices.

75 YEARS OF SCOUTING IN CANADA

For the first time, the history of Scouting in Canada has been collected into one book. The over 320 pages and 200 photos, representing all areas of the country in unique and often amusing anecdotes, are drawn from material in Canadian Scouting's museum at the national office, early publications of the movement, and *The Scout Leader* and *Canadian Leader* magazines. Radio and TV promotions, newspaper articles and magazine reviews will increase demand for the book, so don't wait too long to order yours from your local supplier. The limited first edition hard cover will sell for \$14.95; the soft cover for \$6.95.

INDIVIDUAL MESS KIT

In the Aug/Sept '81 column we announced that our supplier had discontinued production of the Individual Cook Kit. We've now found a source for a good heavy duty aluminum kit and have supplied samples to all Scout Shops. The item, much superior to many of the lighter aluminum models we tested, will retail for \$14.95.

FREE STUFF FOR KIDS

Our supplier of popular craft books, General Publishing Co., Ltd. of Toronto, recently sent us a sample copy of *Free Stuff for Kids*, a book that lists more than 300 free or very inexpensive things kids can order by mail. Because it's updated annually, we won't stock it, but it contains a wealth of program support materials for all ages. Published by Mussen Book Company, it's available in major book stores for \$3.95. X

by Gerry Giuliani

This account of a Cub weekend camp comes from Ken Shigeishi, pack service Scouter in the Scarborough West Area of the Greater Toronto Region.

They've been sunburned and wind-chilled, rained upon and squirted at; they've sweated and shivered; and they've had FUN and MORE fun. What could the leaders think of next?

The Cubs were ready for anything, and the enthusiastic "HERE!" screamed out by more than 200 boys and their leaders to open the 3rd annual "Katimavik" weekend camp proved it.

"Katimavik", the Inuit word for "meeting place" is the annual weekend camp for all Cubs in the Scarborough West Service Area of the Greater Toronto Region. It's a chance for all the Cubs and leaders to "meet" at the same "place" to have a great time.

Planning for this event begins each year in February. All the pack Scouters in the area are invited to provide their ideas and criticisms, something which has helped make the camp better every year. This year several leaders suggested that we maintain a non-competitive format and make all events a fun adventure in which everyone would be encouraged to "DYB".

After much jam-sessioning, we chose the theme *International Year of Disabled Persons* for the camp at

Bruce's Mill Conservation Area, just outside of Toronto. We decided to focus on the boys' good fortune, rather than on the various disabilities themselves, and to keep all the events simple and easy to understand.

The camp used a number of Kim's games to get the point across. For example, we asked Cubs to identify at least a dozen items by smell alone. Ever considered what it would be like if you couldn't recognize "yecky" or "yummy" smells?

We modified a popular television commercial which compares soft drinks and used it with orange juice. In our taste test, the sweet-brand won hands down over the sour variety. Probably of more importance, some of the Cubs now have an idea of what it might be like if they couldn't taste... mustard, ketchup, hamburgers, marshmallows...

The game "sleeping pirate" becomes much more challenging when played on a grassy field. And it's far more exciting if the penalty for making too much noise is a squirt of cold water rather than a simple, "Bang! You're dead!"

The obstacle course drove home the idea of how fortunate the boys are to have a good sense of balance and full use of their arms and legs. Other active games like broom ball, activities with a 2.5 metre moon ball, egg and spoon relays and three-legged races rounded out the program. Cubs

could relax and pass a star requirement by making a woggle from a plastic airline napkin holder and macaroni. A few friendly boy-initiated interpack soccer games started up, and many boys found sun-bathing a nice thing to do.

The service team had received a valid complaint about the safety of the torches the boys make to light a gigantic bonfire at camp each year. This year we set up a special committee to examine critically this popular aspect of camp. As a result, we improved the torch design, and all of the leaders approved its continued use. Once again, because of their careful scrutiny, we had a safe and successful torchlight parade.

"Katimavik" is not your ordinary "ho hum" area camp. In a sense, each pack is holding its own camp. Each provides its own transportation and brings its own tents, food and drink. Each leader has input to the program and knows exactly what activities are taking place. A leader from any pack can relax a little knowing that, while he is running one activity, his Cubs are in the capable hands of another leader he has met, doing an activity he knows about.

This is not an event planned by the service team. Its success depends on the effort of all the leaders in the area. Without them, it wouldn't work. The team approach to the camp is just one of many reasons why Katimavik keeps on getting better every year. A



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ON THE LEVEL



by John Sweet

It isn't often we are given the opportunity to scoop the world in this modest article but, thanks to an excellent fellow in South Wales, we believe, we truly believe, that this month we've got something rather special for you in the way of practical Scoutcraft. I say "believe", but of course we shan't know for certain until your patrol leaders have done their homework and reported back. All I will say at this juncture is that if the thing comes up to expectations, your boys will be amazed at their own prowess. Amazed and delighted is what they will be. So will you. (So will we!)

Now read on. We are deliberately withholding the scoop until later in the program in the hope that you will play the game by plodding through all the usual dull stuff first. Come! Restrain yourself. And, please, no peeking!

ODDMENTS

- Probably the best knot for lowering an unconscious person is the triple bowline. This is merely an ordinary bowline, made on the double in the middle of the rope, with an extra long "tail" so that you have three non-slip loops instead of two, one for each leg and the third to go under the armpits. Not recommended, of course, if broken bones or serious internal injuries are suspected, e.g. after a fall in the mountains.

- Improvised stretchers are rarely comfortable. Plenty of padding between patient and stretcher will be much appreciated.

- A few years ago a Venture Scout from Gravesend in Kent, England, arranged to get himself marooned with the minimum of overnight kit on a small island in the Medway. For

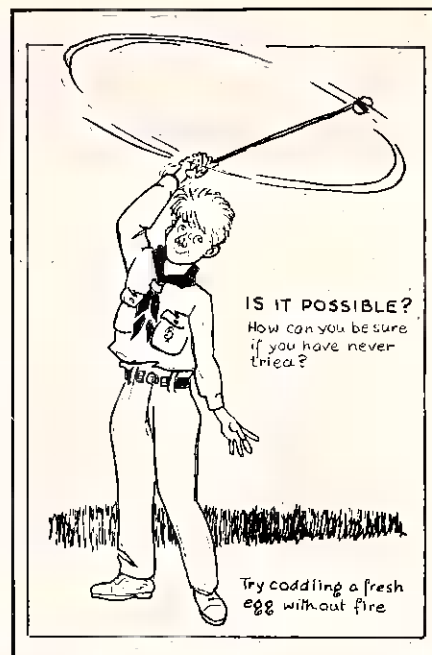
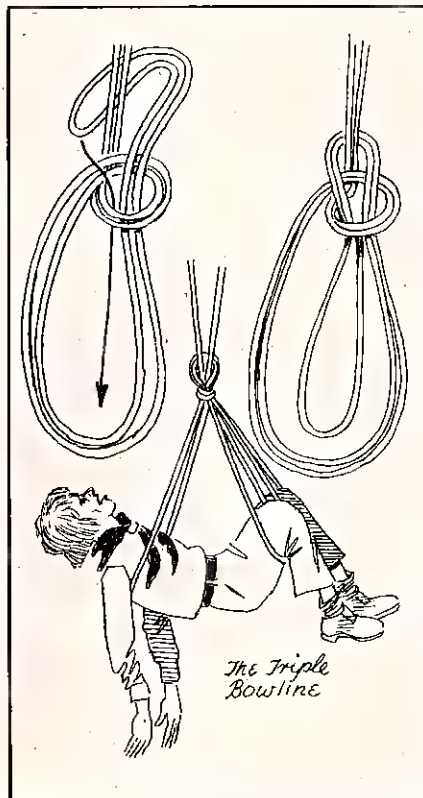
breakfast on Sunday morning he had a fresh egg, which he parboiled by sticky-taping it to one end of a string and whirling it round his head. He reported later that it was quite edible. *Quite edible!* But, of course, we have to bear in mind that he was ravenously hungry at the time. You could always get your patrol leaders to do a bit of research themselves...

- Which brings us to Timothy Andrews of King's Lynn, Norfolk, England, who prepared a dollop of play-dough for some strange patrol activity and then tucked it away and forgot all about it until his Mum found it in the drawer where Timothy keeps his socks. To the astonishment of parent and Timothy alike, they found that the dough was pregnant with a large number of white semi-transparent crystals, roughly cubic in shape and about the size of the pip of a tangerine orange. What in thunder, Timothy wants to know, had been going on? Possible explanations addressed to Timothy c/o 8 Valley Close, Holton St. Peter, Halesworth, Suffolk, England, will be forwarded.

- If you intend to wear ankle socks with your heavy walking boots, wear them when you go to buy your boots.

- If the air temperature is moderate, the best wet-weather wear in camp is bathing trunks and heavy boots with ankle socks. You will find that the novelty and apparent "toughness" of the experience will raise morale appreciably.

- Tools with cutting edges should



be kept sharp. A frequent rub up with a hand stone is better than occasional grinding.

- An American idea for backpackers: make "soap leaves" for a wayside freshen-up by soaking a paper towel in a solution of half water and half liquid soap from one of those proprietary brands we aren't allowed to mention. Lay the towel out to dry, then cut it into "leaves" of convenient size and stuff them into the pocket of your pack. Moisten before use.

If you have access to a few acres of open ground, without too many obstructions — a sports field or public recreation ground would be ideal — line up the troop in open order, point out some easily identifiable object in the middle distance — a tree, goal-post, flagstaff, or even a spare assistant Scout leader — and get each boy to blindfold himself where he stands, still facing the object. Tell them they are about to contribute to a worldwide research project in "Blind Orienteering" promoted by the editors of SCOUTING magazine (U.K.), the LEADER (Canada) and SCOUT (Australia). What they have to do is wait until you touch them one by one on the shoulder and then start walking in what they imagine is a beeline for the distant objective, stopping, still blindfolded, when they think they are within (say) 20 paces of it. When all have come to a halt, give the order, "Off blindfolds!"

Historical note: When this activity was first tried out on a village patrol in Merioneth, mid-Wales, many years ago, one boy actually walked round

twice in a tight circle, finishing almost where he had started. The others scattered themselves like grazing cattle over the landscape. Only one boy, the patrol leader, got anywhere near the mark and he was quick to explain that he had "cheated" by keeping the wind on his left cheek and listening for cars changing gear on the hill just outside the village. What a lad! I wonder where he is today.

This one comes to you, belatedly, I fear, from Mr. Ray Hughes, who when he first wrote to us in the year 1952, was Scoutmaster of that fine troop, the 14th Blackpool on the Lancashire coast, England. Fact is, I remember the occasion only too well because, when I tried to explain it to the readers of our (then) weekly paper *The Scout*, I got it wrong myself and brought a hornets' nest around my ears. Never mind. It is an instrument for measuring the height of an object without having to approach its base.

To make the Ray Hughes Estimator, you will need a school ruler or straight edge, a length of fine twine and the nut of a small bolt. Put a figure-of-eight loop in the middle of a length of string and secure the ends to the ruler as shown in the diagram. Tie the nut to one end of another length of string and secure it to the loop so that, when the gadget is held by the loop, your makeshift plumbline will hang at the halfway point on the ruler.

Now take a square of light card of 10 inch size, fold it diagonally and, placing it with its base along the top of the ruler and the point at the back-sight of your level (see diagram) mark the point where the diagonal crosses the string with a blob of chewing gum, balsa cement or sealing wax. Next fold the card in half, fold it again diagonally and in the same fashion, mark the point of intersection on the string.

To use the apparatus, retire until point X is in line with the object to be estimated, move forward until point Y is in line with it and the distance between the two points on the ground, plus your own height to eye-level, will give you the height you are seeking.

Now, do not, on any account, take our word for it. You never know. In trying to be helpful, I may again have got it slightly wrong. That is for your patrols to discover. Let each make their own Ray Hughes Estimator and, at the first opportunity (patrol time on troop night would be as good a time as any), send 'em out to estimate the height of church tower or steeple,

town hall clock or whatever is available in the local land or town-scape. Compare results and drop us a card.

Meanwhile, our compliments to the inventor of this marvellous gadget and best wishes to the 14th Blackpool for their continued success.

Finally, as promised, our *pièce de résistance*.

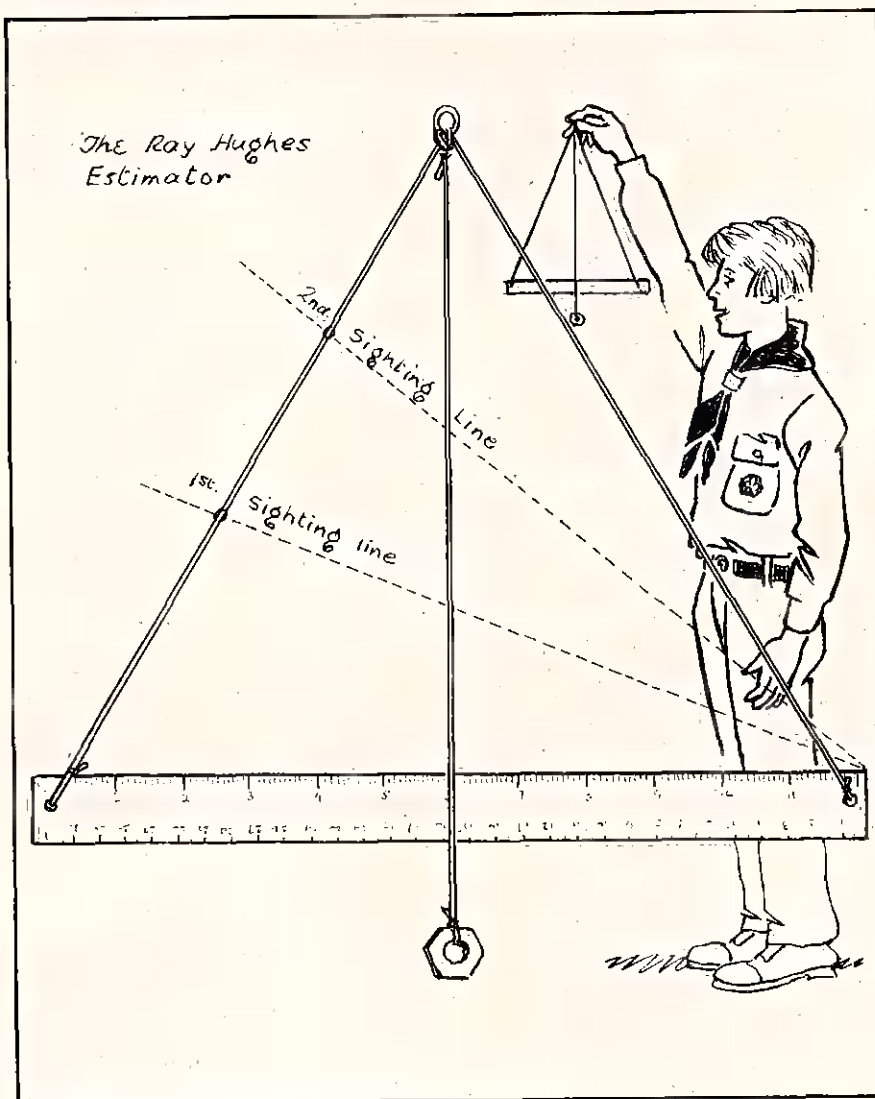
To avoid a repetition of the 1952 debacle, we will pass it on exactly as received from our friend, Mr. R.A. Hendricksen, Scout leader of the 29th Cardiff.

"I see," he writes, "that SCOUTING magazine (U.K.) has published a chart on line-throwing. From personal experience I know how difficult this can be and seeing the chart suggested this letter to you. By a very simple technique, line-throwing can be made foolproof! The method you adopt is the "throw bag" technique and, as I have never seen it in print in Scouting literature, I thought your readers might be interested.

"All you need is a suitable container. The one I use is a chemical container approx. 12" high by 6" diam. into which the lifeline can be placed. In my own case I have 70 ft. of approx. 6 mm synthetic line. Basically, all you do is drill two holes through the bottom of the container and thus attach your line. The line is then packed, not coiled, in the container. I find it best to push it in, hand over hand, until all the line is in the container, apart from a loop to hold. To throw the line, the whole container is thrown underarm, with the loop held in the other hand. As the container, plus rope, is fairly heavy, there is a good weight to throw with sufficient momentum to make the line play out in full.

"The method is very effective as the line can be kept ready for instant use. There are no tangles or careful coiling, and virtually no training is required to throw the line successfully. Using this method, the line would be fully extended, i.e. the full 70 feet every time, and tremendous accuracy can be obtained."

We await your reports. X





FIRST AID FOR CUBS

by Judy Evans

One of the most difficult things we must do in the Cub program is teach the boys badge or star work without making it seem like an off-shoot of school. Anything that smacks of straight teaching will automatically be switched off by the less academic youngsters and suffered through by the rest.

The fact remains that a well-rounded Cub program includes a fair slice of learning, and it must be accomplished in one way or another. Take the subject of first aid, which appears twice in the *Cub Book*, once as a requirement for Blue Star and again as a badge.

At first glance it appears to have little appeal to the boys, who usually consider first aid a field for adults only. After all, when Johnny is smacked in the eye with a baseball, to whom do they run? To the nearest adult of course. Our instructions reinforce this. "Go and get adult help" is one of the first things they are told to do. And rightly so. The Cub age boy's scope and knowledge is very limited and, in some situations, going for help is as much as he can do.

In recent years, however, first aid has ceased to be an adult prerogative. More and more young people are being trained to recognize and deal with emergency situations. Even a child can turn over an unconscious casualty who may asphyxiate if left on his back; or apply pressure to a badly

bleeding wound; or perform mouth-to-mouth rescue breathing.

How do we convince the boys about both the importance of learning first aid, and the need to achieve a high standard of performance? First we must recognize their limitations. A 7 or 8 year old Cub can learn only very simple first aid: how to handle small burns, cuts, insect stings, bruises, etc. His 10 year old counterpart should be able to meet the more advanced requirements for the first aider badge without difficulty.

Younger boys often find it hard to relate to the subject at all, for a couple of reasons. First, they have short memories and only recall the most horrific of accidents. Second, any first aid they have received will almost certainly have been rendered by the closest adult while they kept their eyes closed!

One thing to which they do relate well is animals; their own pets in particular. They can all picture the dog who has been left out in the sun with no water — how sick and unhappy he looks. They will remember the bird who flew into the front window and stunned itself, the cat who cut his paw, or the horrible fate of the gerbil who was unwise enough to investigate the furnace. Animals provide a good starting point for first aid instruction. The younger Cubs can see why they are learning and will attack the project with considerably more enthusiasm.

Although the older boys are ready for something a little more substantial, again the first priority is to stimulate their interest. We explain what we are going to teach them and include a brief blurb on why it is something they should know. Then we run through the requirements of the badge, just to give them the idea.

Now comes the fun part. We sit them in a circle and ask them to recall either an accident they've witnessed or an accident they've had. This leads into a grisly half hour when they tell of all the mangled knees, black eyes and sawn-off limbs they can dredge from memory or imagination. When Baloo starts to look a little green around the gills, we call a halt. But, by that time, the boys have made our point for us and realize there is some purpose to what they are about to learn.

A "derring-do" tale about a Cub who performs some life-saving first aid is useful here. It gives the boys something to identify with. Everyone likes a hero, especially if he is your size.

Does all this seem like a lot of hullabaloo just to lead into a teaching session? It isn't, you know. If you don't first lay the groundwork by stimulating their interest and desire to learn, your hard work over the following weeks will all be for nothing. Certainly, a boy will work to earn a badge, but if he's not really interested, he'll learn only the minimum required to get him through and will promptly forget it.

Once the boys are all keyed up, it's time to get on with the actual teaching. We find a short, concentrated course far more effective than an extended one, and we set aside a good chunk of our program time each week until it is finished.

There are several ways to get the information across. If a leader has first aid training, you can do it yourself. Perhaps one of the parents would like to help out.

Alternatively, both the St. John Ambulance and the Red Cross Society will provide personnel and equipment. The advantage of using the latter two excellent resources is the films that they have. The boys love to see all the mangled limbs and blood-soaked bandages that flash across the screen and will remember the details far longer than if you taught them by conventional methods.

The courses run by the first aid associations are set up so that teaching and practice follow each other in quick succession. For example, a short talk on the importance of controlling bleeding is followed by a bandaging session. It is a good system to follow. This way the boys rein-

force what they have just learned and also maintain a high interest level.

If you are teaching the course yourself, don't forget to throw in a little "accident prevention" awareness. After you've described an accident, ask the boys how they think it could have been avoided and spend a few minutes emphasizing the point.

Throughout the course you should constantly review what they've learned. Don't make heavy work of it. Play "Hot Potato" with the first aid information they've been taught, or give them two minutes to put a decent sling on their sixer. Make it fun. That way the boys will retain what they learn and be eager to continue their first aid training when they reach the older sections.

At the end of the course, stage a full scale "accident". Casualty simulation is your chance to dispel forever the notion that you are a dull dog.

First you need to recruit one or more willing (and brave) volunteers. Then you stage the accident. The size and complexity of this is up to you. It can range from holding up a finger with a throbbing bee sting on the end, to a nuclear war casualty station.

The element of surprise is essential. Your "accident" should be delayed until at least a couple of weeks after the pack's first aid training is completed. By this time any knowledge they've retained is probably there for posterity, and you'll have an accurate gauge of the success of your teaching.

Boys being boys, the more horrible your simulated victims look, the better they will like it. For added flavour, the casualties should be someone they know and like. If you pick someone who's not too popular, he's likely to be left there to die or to be treated to a neck tourniquet. Look to your older boy sections for help. Perhaps your Venturer Company or Rover Crew will set up the whole thing for you.

The scene goes something like this. You are right in the middle of a knot-tying session when someone rushes into the hall. In a fair imitation of a hysterical citizen, he cries, "There's been an accident!" There will be a pregnant pause while all of the Cubs look at you expectantly. When you show no sign of moving, the smartest boy will say, "Oh, I get it!", and head out the door. The rest of the pack will follow.

The first time we tried this we decided our breathless messenger should arrive when all the leaders were out of the hall. A sad mistake. Twenty-five boys, convinced they were about to see something really gross, simultaneously dived for the narrow doorway and produced two *real* casualties in

the process.

During the course we'd stressed the importance of having a first aid kit on hand. We'd also shown the alternatives that are available, like using scarves for slings and the like. To make casualty simulation more workable, we kept our basic kit on view in the hall. It contained band-aids, antiseptic and such, but slings and pressure dressings were conspicuously absent so the boys had to improvise a little.

As we expected, once the Cubs twigged to the fact that this was a put-up job and their rude comments about the long-suffering casualties died down, the sixers organized their boys and started to render their form of first aid. They cleaned cuts, applied band-aids, put cold compresses on bruises and turned over the unconscious Venturer to keep his airway clear while he lay still and tried not to laugh.

When all of the casualties had been snatched from the brink of death, we untied them and returned to the hall for a follow-up discussion. The feedback from the boys was far more than it had been during the course itself, because they were keyed up about what they had done.

So now you have 25 first aid "experts" running rampant. Don't let their enthusiasm die. Keep in mind that first aid skills need to be constantly sharpened. You can be devious about this. Appoint a pack "First Aider" for each of your outings. He should be responsible for making sure the first aid kit is complete and on hand, and he should deal with any accidents within his capabilities. If it is presented as a prestige job, you'll have the boys clamouring for the honour.

At camp, rotate first aid responsibilities around the tents so that all sixes have a turn. Use the occasional first aid film in your program. New ones are constantly being produced. Run an inter-six or inter-pack competition. The possibilities are as varied as your program. Don't do the subject to death; just resurrect it on an occasional but regular basis.

One final word. Leaders in the Scouting movement shoulder a large responsibility. We work with youngsters whose main aim seems to be to destroy themselves before they reach maturity. The type of program we offer, with its emphasis on the outdoors, has an inevitable element of risk as well. Taking all into account, it becomes quite clear that, at some point, we will all be called upon to deal with a first aid emergency.

Knowing this, it is surely part of our individual responsibility to take training in first aid ourselves. In serving these boys, we should be able to deal

competently with any first aid emergency they might throw at us.

The training does not have to be extensive. The St. John Ambulance Emergency Course is only eight hours long and the Standard Course, which gives a little more detail, runs 16 hours. The knowledge you'll gain will benefit both boys and leaders, and add considerably to your peace of mind.

CASUALTY SIMULATION

Useful Equipment

- soft flex palette knife
- small paint brush
- lots of tissue

Useful Ingredients

Basic Blood

- 16 oz. blue liquid starch
- 3 oz. red food colouring
- 1 tsp. yellow food colouring

Thin Blood

- 8 oz. basic blood
- 1/2 tsp. denture adhesive powder

Thick Blood

- 1 oz. basic blood
- 1/2 tsp. denture adhesive powder

Light Coagulated Blood

- Melt and blend together 2 tbsp. white vaseline and 1 1/4 inches red grease-paint.

Dark Coagulated Blood

- Melt and blend together 2 tbsp. yellow vaseline, 1 1/4 inches red grease-paint, and 1/8 inch #7 brown grease-paint.

- restorative wax (flesh and bisque), obtainable from a mortician or an embalming materials supply house
- plastic model cement
- charcoal or graphite dust
- cold cream and soap for clean-up

Procedures for:

- **BURNS:** Put a light coating of vaseline on the burn area. Coat the area thickly with plastic model cement and let dry for 10 minutes. Have the victim move and twist the area so that the cement breaks away in places, and use the end of the paintbrush handle to lift other spots. Paint red greasepaint (or red lipstick or rouge) on and around the area to give an inflamed look.

For deep burns, add a sprinkling of fine charcoal or graphite dust. Make blisters by covering a blob of yellow vaseline with a single layer of white tissue. Paint on some thick liquid blood.

- **WOUNDS:** An incised, lacerated or punctured wound can be simulated easily with a slight build-up of restorative wax coated lightly with denture adhesive powder. Add a piece of bone for a compound fracture, a piece of steel or glass to make an embedded object, and a little blood. X



by Linda Florence

As the lion of March roars out the final storms of winter, it's difficult to believe that nature is quietly preparing a season of rebirth. But Easter will arrive early in April, and a happy way to weather winter's blustery ending is to prepare for this joyous spring festival.

Anticipate spring with some of these Easter ideas. They are suitable for Beavers, Cubs and older boys because, although the techniques are simple, they offer scope for increasingly sophisticated rendering.

CARD IDEAS

Signs of Spring

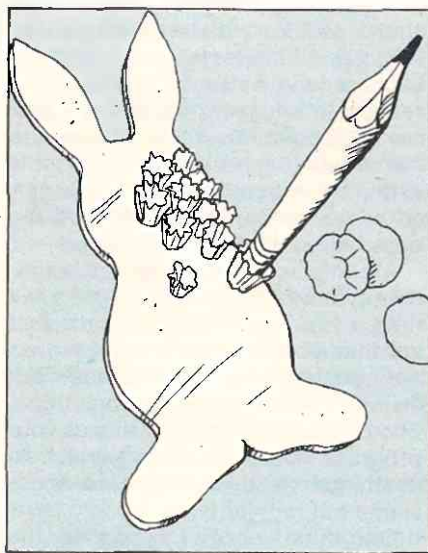
Have the boys collect spring pictures from magazines. Fold a piece of construction paper in half to make the card. Cut different shaped pieces from many different pictures and glue them to the front of the card in a springtime collage.

Fluffies

You need: stiff paper to fold in half for the card; various colours of tissue paper; a pencil with an eraser; white glue.

Draw a large bunny, baby chick or baby duck on the front of the card. (Beavers may need a pattern). Choose a colour and cut lots of 7 cm (3 in.) squares from the tissue paper. Place the eraser end of the pencil in the centre of a square of tissue and mold tissue up around the pencil. Spread a thin coat of white glue on a

portion of your card pattern, then press the tissue-covered end of the pencil onto the glue. Lift out pencil; tissue sticks. Repeat, gluing the tissue puffs very close together until the whole bunny or chick is very fluffy.



You can use tissue of different colours to highlight the pattern; e.g., give bunny pink ear linings, a pink nose and blue eyes.

Cherry Blossoms

Fold stiff paper in half for the card, and make a fairly thick mixture of black paint. Dip brush into paint and allow two or three drops of the paint to fall onto the bottom part of the card front. Use a drinking straw to blow gently on the paint drops so that they spread upward like tree branches. Let

dry.

Shake some popped popcorn in a bag with powdered red tempera paint. Glue clusters of pink popcorn blossoms onto the tree branches. For a finishing touch, add some small green tissue paper leaves.

EGG IDEAS

Marbled Eggs

Protect work area well with newspaper. Thin oil paint to pouring consistency with turpentine, and fashion egg-dippers from wire. Pour some paint onto water in a tub or dishpan and stir gently with a stick. You can use several colours of paint at a time. Dip hard-boiled eggs into the oil-painted water and remove quickly. Let dry.

Blown Egg Characters

For blowing, eggs should be at room temperature. Use a large needle to puncture a hole in each end of the egg, making one hole larger than the other. Poke the needle far enough into the larger hole to break the yolk. Blow gently through the smaller hole, catching the egg in a clean pan. Wash the emptied shells carefully and, while they're drying, scramble up an egggy treat.

With a little imagination, glue, paint, coloured markers, cotton balls, and scraps of paper, fabric or felt, the boys can create many characters. How about a bunny, for example? Draw face with coloured markers, glue on white cotton balls, add paper ears, broomstraw whiskers, and a red ribbon tie. Or make a Beaver or Cub by painting the egg flesh-coloured, gluing on face features and hair, and adding a hat and neckerchief made from paper, felt or fabric.

If you want to paint the eggs a solid colour before decorating, give them a bath of vinegar to help the paint adhere better. Make cardboard strip collars into which you can glue the small end of the egg so that it will stand.

Nature Eggs

The idea for these naturally dyed eggs came from a *Ranger Rick Activity Guide*. The finished product looks almost as if it had been carved from wood.

You need: eggs; the brown outer skins from about a dozen onions to make the dye; bits of grasses, dried flowers, leaves or seeds to make a design; a pan of water; some cheesecloth; and a surface heat source.

Put the onion skins into the water, bring to a boil and leave simmering over low heat. Arrange grasses, seeds or flowers on an egg in some kind of

design, wetting the shell a little so that the materials will stick. When you have a design you like, carefully wrap the egg in a single layer of cheese-cloth and tie it in place with string. Put the egg into the simmering onion-skin mixture and let boil for about seven minutes, or until the egg is hard-boiled. Remove, let cool, unwrap and give to a friend as a gift that is both beautiful and edible.

GIFT IDEAS

Greenery

Nothing says "spring" better than a gift of green. Let your boys prepare a miniature garden in a tray to give to someone special.

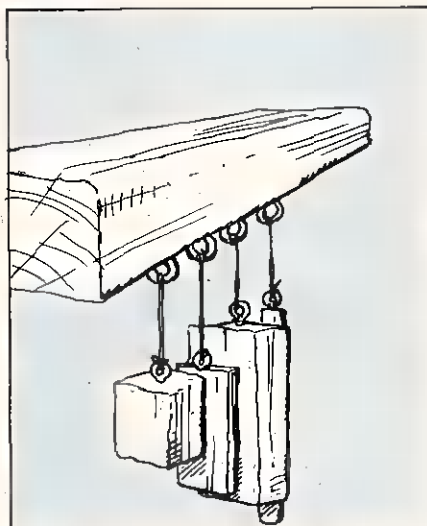
Use a seed tray or any other flattish container that will hold a depth of about 2½" of soil. Line it with gravel for drainage, fill it with potting soil, and start landscaping. Use pebbles to lay a path, stones to build a rockery, and a small plastic tub to make a pond. Then, plant some seeds. Radishes grow quickly, and herbs will be both pretty and useful. For instant green bushes, start carrot tops growing in a saucer of water. When they begin to produce greenery, transplant them into the miniature garden.

- Younger boys will enjoy making puppet planters as gifts. Look for a source of the small plastic hand-puppets that are often given away in fast food restaurants. To make the planter, fill the puppet, including arms, with potting soil. Use a fine stream of water from the tap to completely dampen the soil, and tie the bottom of the puppet closed.

Poke six holes around the bottom of the planter, about half an inch up from where it's tied. For planting, use a pencil to poke a hole in each of the puppet's hands. Push a seed from an orange or grapefruit into each hole, making sure that it's completely co-

vered with soil but not too deeply buried. When the seeds have been sown, stand the puppet upright in a shallow container; a saucer or small foil pan. When you put water into the pan it will be pulled up through the holes in the bottom of the puppet to keep the soil moist.

Check the puppet regularly because, when the seeds germinate, you must make sure they are aimed to grow up out of the holes in the hands. As they grow you may have to enlarge the holes to accommodate them. A mother or grandmother will be delighted to receive this little creature bearing a live sprig of greenery in each palm.



Wind Chimes

When windows can finally be opened to the fresh spring air, the gentle song of wind chimes is pleasant to hear.

Wooden wind chimes won't tinkle, but they make a happy clunking sound in a spring breeze. Use a long narrow piece of wood for the cross-piece and five or six chunks of scrap wood cut into different lengths for the "clunkers". Put a small screw eye in the end of each clunker, and screw a row of as many screw eyes as you have clunkers in the bottom of the crosspiece. Make sure they are placed close enough to each other that the clunkers will swing together when the wind blows.

Attach a leather shoelace or a length of sturdy string to the screw eye in each clunker, and hang clunkers from the screw eyes in the cross-piece.

- If your boys prefer more traditionally sounding chimes, try this idea for making them from clay.

Use a rolling pin to roll out a thick slab of clay on wax paper. Cut whatever shapes you want your chimers to be from the clay slab, make designs

on them if desired, and use a sharp pencil or stick to poke holes in the top for hanging. Paint them when clay is dry and finish with a coat of shellac. String the chimers with cord or leather thongs, tie them to a rod of some sort, and hang in the breeze.

Cherry Blossom Sculpture

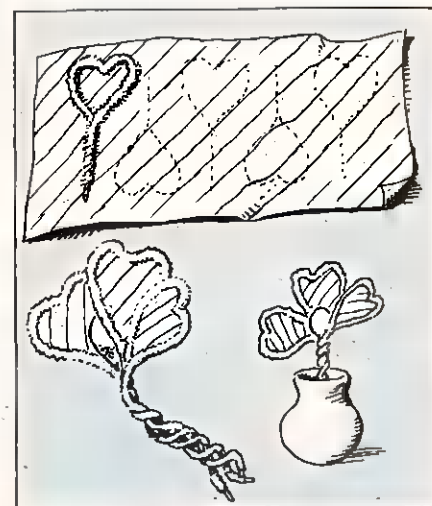
You can make a simple but pretty Japanese-style still life from a small tin or jar lid, clay, some twigs and coloured popcorn.

Paint the can or jar lid black and trim with gold to make a vase. Fill the vase with soft potter's clay, poke a pleasing arrangement of twigs into the clay, and let it harden.

To make the blossoms, shake popped popcorn and powdered tempera together in a bag. Red, pink, lavender and orange paint will make pretty pastel blossoms. Glue clumps of blossoms onto the twigs.

Everlasting Bouquet

Put scrap fabrics and pipe cleaners together in a colourful Easter bouquet. Make a petal pattern from paper and trace it many times on a piece of fabric. Choose pipe cleaners of a colour that matches or complements the fabric. Glue a pipe cleaner around the edge of each petal you've traced on the cloth, leaving part for a stem. When glue is dry, trim away fabric.



Make a flower centre from a circle of cloth stuffed with cotton. Put the flower together by grouping petals around the flower centre and twisting the petal stems together. Finally, wrap a long green pipe cleaner around all the petal stems, and wrap green florists' tape around the bunched wires.

Group several flowers made from different fabrics into a bouquet, tie with a ribbon, and make somebody very happy.

Suddenly, it feels like spring! X



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A WORD TO CHAIRMEN

(of Group Committees)

by Pat Horan

...about recognition in its many forms

Dear Murray,

It was encouraging to read of the awards presented to so many of your colleagues at the annual meeting of the council. I couldn't believe that the ever-young and effervescent Bower Carty was presented a 45 year Long Service Award. How time flies!

I hope you will take time to arrange personally for formal recognition of those with whom you work. Your local Scout council can help. In your position you are also able to encourage recognition in its many other less formal ways. How about these ideas?

- a note or card of appreciation to someone for a job well done;
- a short personality sketch or profile on each of your leaders in the sponsor's bulletin;
- a word of praise for your leaders from the sponsor's representative in the pulpit;
- a careful introduction of new members to your group committee so that the newcomers feel comfortable and accepted;
- a full report on group activities in the sponsor's annual report. Include names — correctly spelled;
- a small token of appreciation to the spouses of your leaders — not necessarily at Christmas;
- a card to the family of members who are ill (boys as well, so encourage leaders to do the same);
- a card or phone call ("When will we see you again?") to boys who are away for some weeks;
- birthday or anniversary cards for leaders/spouses/committee members;
- an occasional reminder to Scouters about presentation of service stars to their boys;
- the promotion of a "Who's Who in Scouting" column in the council bulletin, company house organ and local community newspaper;
- a radio or cablevision talk show featuring your key leaders and/or boys;
- an occasional group letter to parents to thank them for their support, to ask and welcome their help, to let them know more of your work;
- a public listing of the names of Scouters on the bulletin board in your church hall;
- a public listing of the names of sponsors and times of meetings on the bulletin board in the local shopping centre, and on cablevision.

There are many other ways to recognize leaders, boys and supporters. Recognition provides the personal touch — a feeling that someone cares. As a result, individuals are likely to continue and improve their efforts in and for Scouting.

Why not raise the topic at your next committee meeting and put it on the agenda for your coming Scouters' Conference?

Sincerely,

Pat

X

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EDITOR'S NOTEBOOK



by Bob Butcher

Elsewhere in this issue you can read about Kub Kars, but here I want to share with readers some information sent to us by Akela Anderson of the 1st Trinity Cub pack in Sussex, New Brunswick.

Last year, Andy's pack of 25 boys decided that they would concentrate much of their energy on a single major project in which they could involve as many of the leaders, fathers and town businesses as possible.

At a meeting one night, Cub Cory Scott suggested to his packmates that they should build go-carts. He showed them a book from the library which contained plans for tackling such a project. Since the boys seemed keen on the suggestion, the leaders sat down after the meeting to have a closer look at the idea. Before long, their enthusiasm took hold.

The group planned to build 25 cars at a projected cost of \$100 each. An approach to several of the community

businesses brought support in many forms. Some contributed funds and others donated materials. Through a rather imaginative scheme, the group convinced some businesses to buy advertising space on the cars with the promise that they would appear in the town's parade at the end of the summer.

After three months, sufficient funds were gathered and the pack was able to begin construction.

Because of the extreme danger of some large power tools, the leaders felt it wise to pre-cut all of the materials for the cars.

"Finding lots of time and a lot of assistance for a project like this can be extremely hard," reports Andy, "but I must thank a long list of men who gave of themselves when they were called upon."

After many evenings and long hours over a six month period, the pack had completed most of their task. The cars were sent home and fathers and sons spent another month sanding, filling and painting them. Andy says that the fathers were becoming as excited as the boys.

Finally the vehicles were ready for the parade. With two farm tractors pulling them, the 25 cars steered by 25 Cubs, covered over 200 feet of the parade route.

Andy writes, "All the bright-coloured cars were most impressive but, above all, the radiant light from some 25 smiles was the best thanks that anyone had ever received."

If any of our readers would like the plans for these cars, Akela Andy is prepared to respond to requests sent through **the Leader**.

"But," warns Andy, "have lots of time, lots of help and, most of all, have someone who will take charge to keep up the motivation."

Membership in the Boy Scouts of Canada continues to increase. In the organization's last statement of membership (August 31, 1981) there were a reported 240,859 registered boy members and a further 46,647 registered adult members.

In these days of falling birthrates a numerical increase is even more significant because it indicates that the organization is attracting a larger percentage of the boys in the eligible age groups.

To reflect this, Scouting also reports its membership in terms of percentage of eligible youth. For example, the Beaver program draws 21.2% of the boys aged 5 to 7; Cubbing attracts 26.9% of boys who are 8 to 11; and the Scout section enrolls 10.7% of Scout-age boys across Canada.

The foregoing served to introduce a bit of information shared with us by Scout Executive John Pettifer of the Interior Region of British Columbia.

John writes that at the Revelstoke annual meeting in December, the community of Mica Creek reported a 93.3% penetration rate. The figure was reported somewhat sadly because the Girl Guides boast a 100% penetration rate in the community.

All eight Cub-age boys in Mica Creek are members of the pack, and six of the seven Scout-age boys belong to the troop. While the number of members may be small, the penetration rate certainly looks impressive.

John adds that there is no truth to the rumour that the one boy in Mica Creek who refuses to belong to the group is being transferred!

It has been a while since we last heard from Scouter Ken Lee of the Nahani Scout troop in Dorval, Quebec, but he wrote recently to share information about this year's drive for Christmas baskets at the Dorval shopping centre.

Scouts Doug Goodfellow, Jeff Poyant, Mike Masella and Paul Fearnley are one step closer to their Chief Scout Award because of their efforts in organizing this project. The balance of the troop and a group of Scouts from St. Marks in Dorval assisted them in manning the collection points during the seven-day period.

Donations of food and money were also sent by the Chimo and Mohawk Pine Beach Cub packs.

A total value of food and money of \$1,704.51 was realized and forwarded to the needy via five different organizations.



If the shoe fits.....



Another story in *World Scouting Newsletter* caught our attention recently. It concerns a Scout from Fiji who left home to attend a Jamboree in New Zealand in a wheelchair and returned home able to walk.

Scout Abinesh "Abby" Motiram was selected by the Fiji Scout Association to be part of their contingent to the 9th New Zealand Jamboree held a year ago January.

From birth Abby has suffered from hemophilia and, for the previous four years, he had been confined to a wheelchair.

At the Jamboree, Abby was examined by a doctor who suggested he be seen by a specialist in Auckland when the jamboree was over. The verdict was that Abby's legs could be straightened without surgery by intensive physiotherapy.

The treatment took longer than expected. He spent 28 days in hospital and a further three weeks as an outpatient, but the time passed a little easier with all the visits and hospitality from Scouts and their families.

Because there is no agreement between the New Zealand and Fiji governments to cover medical expenses, a public appeal for donations was launched with the news media carrying reports of Abby's progress. Over \$5000 was received from individuals, Scout groups, B.-P. Guilds, and a Rotary Club — sufficient funds to cover medical costs and to send Abby home with a year's supply of the blood products he needs.

It was a big moment for Abby when he walked down the steps of the airplane in Fiji with a new lease on life and memories of so many Scouting friends who helped him.

A recent bulletin from Canada Post brought to our attention information which may be of interest to Scout stamp collectors, especially those living close to Toronto.

This May 20-24, Toronto will be the site of **Canada 82**, North America's first International Philatelic Youth Exhibition. All young philatelists aged 12 to 25 and their families are invited to attend the exhibition being held in the Queen Elizabeth Hall at the Canadian National Exhibition grounds.

The event is billed as an "opportunity to see some of the finest youth stamp collections assembled for competition on an international level, and to meet other young collectors".

Foreign postal administrations will attend, bringing with them a bit of their own country and culture through their stamps.

Canada's National Postal Museum will set up displays that include some rare unique stamps. Visitors will be able to see how a stamp is made by watching an engraver prepare an actual stamp.

In our October *Editor's Notebook* we printed an appeal from "Skink" Dutton of Winnipeg concerning the possibility of establishing a Scout radio net for Scouters who are licensed amateur radio operators.

Unfortunately, Scouter John Ficner of Ottawa didn't notice the piece in our notebook or he might have coordinated his own plans with Skink

sooner. As it turns out, John has proceeded on his own to initiate just the kind of project Skink suggested.

From John, we've learned that on Jan. 13, 1982, The Canadian Scouting Net was initiated on the 20 metre amateur radio band. The net, which has been in the making for several months, was inspired by the more active participation by Canadian stations during Jamboree on the Air last year.

"Also," John says, "it appeared to be a super 75th anniversary project."

The net control station VE3SHQ is located at the National Capital Region headquarters in Ottawa and is operated by a Rover crew. News items from National Headquarters and National Capital Region Headquarters were featured on the first occasion. They will continue as regular items on the net, as will noteworthy information from Supply Services.

Although participation on the first session was light, John anticipates that it will increase as the months go by.

A special 75th anniversary QSL card is available from VE3SHQ for confirmation of contact with this station.

The Canadian Scouting Net will meet regularly on the second Wednesday of each month at 0100 u.t.c. on 14.135 MHz in the 20 metre band.

As Skink suggested, Scouters can talk about training, jamborees, camporees, organizing visits, JOTA and, perhaps, events taking place in the many Scouting regions across Canada. Scouter John Ficner (VE3DQM) hopes to meet you on the air. X

Scouter John Ficner works with Cubs Sean Monaghan, Chris Plexoto (camera shy) and Matthew Ficner of the 110th Ottawa Optimists Group during the 24th J.O.T.A.

— Photo: Debbie Ficner



letters

Dear Sir,

Though teaching the Christian faith is our foundation, badges and camping are part of our program. We attempt to run a well-balanced program. You can get close to God in winter camping or a Bible lesson by the ocean.

This letter is to encourage you in your aim as we go forth in ours. We enjoy your magazine for its camping, recent articles on the disabled and Scouter's Five Minutes.

— L. Pelletier, Brigadier

Evangel Temple Crusaders, Dartmouth, Nova Scotia

Dear Sir,

The Canadian Leader is a first class periodical for Beaver, Cub, Scout and Venturer leaders and seems to be getting even better.

— Wayne Greenall, Toronto

Dear Bob (Butcher),

As I watch troops perform the old Scouting skills, I shudder at how few know Scoutcraft and the lashing and knotting techniques.

We hold a tri-district camp each year and I watch a group which uses the old Scout staff putting the others to shame. Why? Mainly because they practise in the winter while the other groups "don't have the equipment" (i.e. Scout staves).

— Gerald Collette, Trenton, Ont.

Reply: We passed the letter and accompanying article about the Scout staff to Scout Program Director Phil Newsome, who answers here.

Dear Gerald,

The traditional Scout staff is now an

item of our past. I would not deny that, on occasion, it had its uses, but I believe the damage it did to Scout meeting hall walls as well as to numerous troop members out-weighed its usefulness.

The substitution of short broom handles when learning knots and lashings is far more practical. The handles create fewer storage problems and fewer temptations to practise spear-throwing and various tripping exercises while en route to and from a meeting.

Every troop should have, as part of its equipment, various lengths and types of rope that can be used to practise Scoutcraft skills in the knotting field. As with other skills, it is only through persistent practice that a high degree of proficiency is developed.

Dear Sir,

First of all, I'd like to say that I enjoy the new, refreshing look **the Leader** has taken. One thing I miss are the colour photos which used to appear on the cover, but that doesn't mean the cover drawings aren't fantastic!

A question directed to Pat Horan who writes *A Word To Chairmen*. Who is Murray? This column has brought up a number of good points which help not only group committees but section leaders and service team personnel as well. Thanks Murray, whoever you are!

Three cheers to David Goss for the *Scouter's Alphabet*, another invaluable aid to all in the movement.

Similarly, your centrefold, *Fun at the Pond*, by Kay Hotham, shows a lot of hard work and planning. I wonder how many pack Scouters have used

the material and changed the name to "Fun at the Rock Circle"?

I was wondering if you had considered a series of spots on "Crazy Ideas". As an example, a recent issue of *Scouting* (U.K.) showed a group of Scouts taking plaster casts at a zoo! Apparently they were able to make arrangements to enter empty cages. What a marvellously crazy idea, and one that worked. There must be many more of these ideas floating around which someone would be willing to try.

Once again, thanks for making **the Leader** a magazine that's really worth looking forward to and reading, "cover-to-cover".

— Ken Shigeishi, pack service

Scouter, Scarboro West Area, Ont.

Ed's Reply: We should explain that we received Ken's letter quite some time ago. It was six single-spaced pages long and we sent him a personal reply. We've culled from his many nice comments and useful suggestions some that we want to share.

Pat Horan's "Murray" is a real person who was group committee chairman for many years. While Murray doesn't really ask all the questions, Pat has chosen him to personify group committee chairmen in general.

A reminder to you and other leaders: our Swap Shop is just the "spot" for any crazy ideas that may be "floating around". We hope you'll float them in the direction of **the Leader**.

We thank Ken for his compliments, for his ideas, and for his follow-through contributions which you'll find in this month's Swap Shop and Paksak. **A**

swap shop

Ken Shigeishi, pack service Scouter in the Scarboro West Area of the Greater Toronto Region, decided to drop off a couple of "quickies" for the shop.

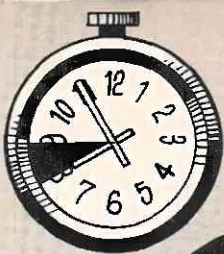
Look Up!

Many Cubs make the emergency first aid kit suggested for green star in

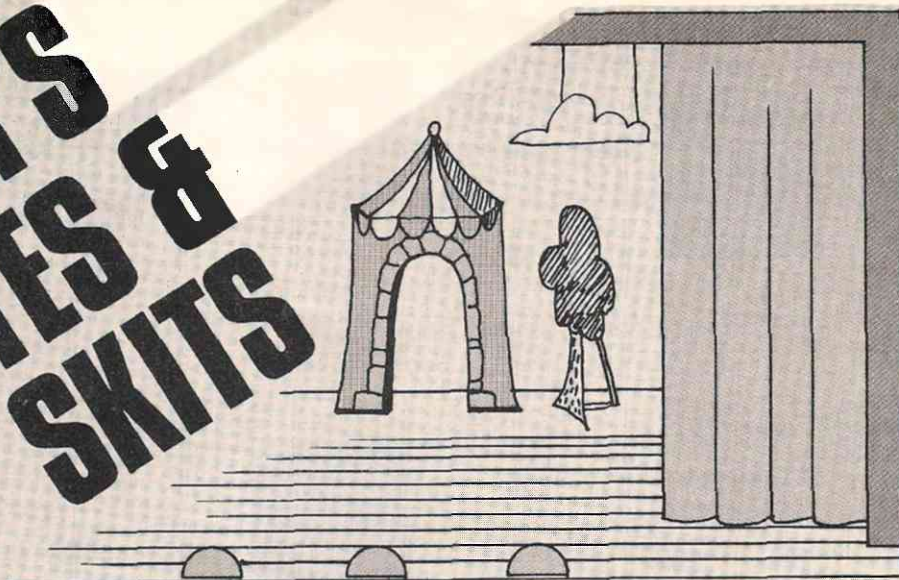
The Cub Book and tape a mirror to the container. The next time you're on a walk in the woods, have the Cubs carry their kits mirror side up. Keeping one eye on the sky and one eye on the path provides some interesting viewing of what's happening above you. Be careful about the sun reflecting directly into your face.

Grab!

This was one of the favourite games of our Cub pack. Place one beanbag (or other object) per person at one end of the hall; and line up the Cubs at the other end. The leader calls out any number of instructions: walk backwards 10 steps; do 10 push-ups; take a giant step forward; etc. Suddenly he yells, "Grab!" and all Cubs race to the other end to get a beanbag. Reduce the number of beanbags by one each time. The Cub who does not grab a bag either sits out or, a better alternative, loses a life and then returns to the game. **X**



SCOUTER'S 5 MINUTES & SKITS



This month, when winter seems reluctant to release its icy grip and spring tends to drag its heels in coming, we offer thoughts to lift spirits and the corners of lips.

Recipe for a Wonderful Day

1 cup friendly words; 2 heaping cups understanding; 2 cups milk of human kindness; 2 heaping tbsp time and patience; 1 dash gentle humour; 1 pinch of spice of life; 1 drop warm personality.

Measure words carefully. Add cups of understanding to milk of human kindness. Sift together three times to make smooth, and cook on the front burner. Keep temperature low so that it never boils over. Season with gentle humour, warm personality and spice of life. Serve in individual molds.

— Circle Ten Council, BSA, Pow Wow 1979

• *A smile is a curve that can set many things straight.*

A smile costs nothing, but creates much. It happens in a flash, but the memory sometimes lasts forever. It cannot be bought, begged, borrowed or stolen, but is something that is of no earthly good to anyone unless it is given away. So — if, in your hurry and rush, you meet someone who is too weary to give you a smile, leave one of yours. No one needs a smile quite as much as a person who has none left to give.

— Circle Ten Council, BSA, Pow Wow 1979

• *A merry heart doeth good like a medicine.*

• *An ounce of mirth is worth a pound of sorrow* — Richard Baxter.

Happy hearts and happy faces,
Happy play in grassy places,
That is how in ancient ages
Children grew to kings and sages.

— L.K. Frank

A series of short, snappy and very corny skits can make a delightful part of an evening to which your pack or troop has invited guests. One of the most effective ways to present this type of entertainment is to use blackouts between each short scene.

I — Cast of 5: merchant on stage at lights on, others enter one at a time, look at sign and do their thing.

Merchant (hangs up sign FRESH FISH SOLD HERE): Sure did spend a lot of time and money having this sign made up, but it's worth it, it's worth it!

Boy 1: You don't need the word FRESH, surely? You wouldn't sell anything else, would you? (rips off word FRESH, exits)

Boy 2: Why use the word HERE? I mean everyone knows it's here! (rips off HERE, exits)

Boy 3: Holy cow! Everyone knows that a store sells things. Why do you need to say SOLD? (rips off word SOLD, exits)

Boy 4: Hey friend. You really don't need that sign. Everyone can smell them for at least 10 blocks! (merchant chases boy off stage: blackout)

II — **Jack:** Hey Joe, how do you say "t-w-o"?

Joe: Two!

Jack: How do you pronounce "t-o-o"?

Joe: Too!

Jack: Now tell me, what is the last name of the man who wrote Tom Sawyer?

Joe: Twain.

Jack: Now, say it all together.

Joe: TWO TOO TWAIN!

Jack: Very good. When you get a little older, I'll teach you how to say "fire engine".

Each of the next three skits has only two speakers, one on stage watching several other boys doing the action, the second entering to start the dialogue.



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Action: Several boys repeatedly blowing up balloons until they break.

Boy 2: What are they doing?

Boy 1: Blowing up balloons.

Boy 2: Why?

Boy 1: It's a contest.

Boy 2: Oh. What does the winner get?

Boy 1: Nothing

Boy 2: What does the loser get, then?

Boy 1: He gets to buy more balloons!

Action: Several boys looking up at the ceiling as if watching something marvellous.

Boy 2: What are they doing?

Boy 1: Watching a trapeze act.

Boy 2: (joins group, looks up, returns): But there's nothing up there!

Boy 1: I know.

Boy 2: You know!?! Then what are they looking up for?

Boy 1: They're rehearsing!

Action: Several boys watching another boy crack a whip at a frozen chicken.

Boy 2: What's he doing?

Boy 1: Practising.

Boy 2: Practising what?

Boy 1: He wants to be a lion tamer.

Boy 2: But that's not a lion. That's a chicken!

Boy 1: So is he!!

Involve the audience in the final number. At lights-on, one boy is kneeling on the floor. He invites guests to join him in a game of WOLF. When he has several people kneeling in a circle around him, he asks each in turn if he knows how to play WOLF. Naturally, each says, "No." After the final reply, he says, "Well what the heck are we all doing down here on the floor then?"

(blackout)

Thanks for these ideas to Pow Wow Books 1979 and 1980, Circle Ten Council, B.S.A.

- The real way to get happiness is by giving out happiness to other people. — B.-P.

Smiles — A Story

Once upon a time, two brothers decided to leave home and move to the city. Just outside the city, one of the brothers met an old man.

"How are the people here?" he asked.

"How were the people in your town?" the old man replied.

"Oh, all of them were cross. They grumbled all the time," the brother answered. "That's why I decided to leave."

"Well, you'll find the people here are exactly the same," the old man said; and moved on down the street.

A little while later, the second brother met the old man and asked him, "How are the people in this city?"

"How were the people in your town?" the old man answered.

"They were very nice — always cheerful and helpful," the brother replied. "I hated to leave."

"Well, you'll find the people here are exactly the same," the wise old man smiled, and the two moved on down the street together.

— Thanks to Scout magazine, Australia

- Nobody ever hurt his eyes by looking at the bright side of things.

Once life's little ills annoyed me,
When life's little ills were few;
One fly in my pot of ointment
Put me in a dreadful stew.

Since I'm older, life has taught me
The infrequent good to prize;
I now rejoice to find some ointment
In my little pot of flies!

— Thanks to Notepad, N.S. Provincial Council, August 1981.

venturer log

by Phil Newsome

A month ago I received a copy of the newest publication of the Canadian Recreational Canoeing Association (CRCA), the *Canoe Travel Handbook*.

The canoe is part of our Canadian heritage, and many of our companies, as well as boys in other program sections, are discovering the beauty of the canoe as a way to explore the wilderness area of our country. The purpose of CRCA is to promote safe canoeing and canoe travel, and this new booklet is an excellent resource document that will enable any canoe group to ensure safe tripping.

The booklet has two major parts. The first is a check list that leaders and administrators can use to ensure they've planned carefully and have taken all possible precautions to guarantee a safe and enjoyable canoe trip. The second part offers the rationale for each item in the check list. It provides the answer to the age-old questions "Why?" and "Is it necessary to do all this planning? Let's just go!"

As the introduction to the *Canoe Travel Handbook* says, "Accidents in canoeing affect everyone who travels by canoe!" Small groups and individuals should follow the check list just as a pilot checks his flight plan and his plane prior to take-off. Being prepared will make your trip a far more enjoyable experience. It will

also ensure that the waterways of Canada are safe for recreational canoeing. Canoes do not cause accidents. People do!

The price of the book is \$6.00, and it is available either by writing the Canadian Recreational Canoeing Association, P.O. Box 54, Hyde Park, Ontario N0M 1Z0; or by contacting your provincial canoeing association as listed here.



Newfoundland

The Newfoundland Canoeing Association, P.O. Box 4351, St. John's, Nfld.

Prince Edward Island

P.E.I. Outdoor Recreation Association, 4 Vista Street, Charlottetown, PEI, C1A 3J9.

Nova Scotia

Canoe Nova Scotia, P.O. Box 3010

South, 5516 Spring Garden Road, Halifax, Nova Scotia B3J 3G6.

New Brunswick

Canoe New Brunswick, 1014 Smythe Street, Fredericton, N.B. E3B 3H2.

Quebec

Fédération Québécoise du Canot-Camping Inc., 1415 rue Jarry est, Montréal, P.Q. H2E 2Z7.

Ontario

Canoe Ontario, 160 Vanderhoof Ave., Toronto, Ont. M4G 4B8.

Manitoba

Manitoba Recreational Canoeing Association, 133 Woodhaven Blvd., Winnipeg, Man. R3J 3K2.

Saskatchewan

Saskatchewan Canoe Association, Box 6064, Saskatoon, Sask. S7K 4E5.

Alberta

Alberta Recreational Paddlers Association, 11241-34A Avenue, Edmonton, Alta. T6J 3M4.

British Columbia

Recreational Canoeing Association of British Columbia, Box 1160, Station "A", Surrey, B.C. V3S 4P6.

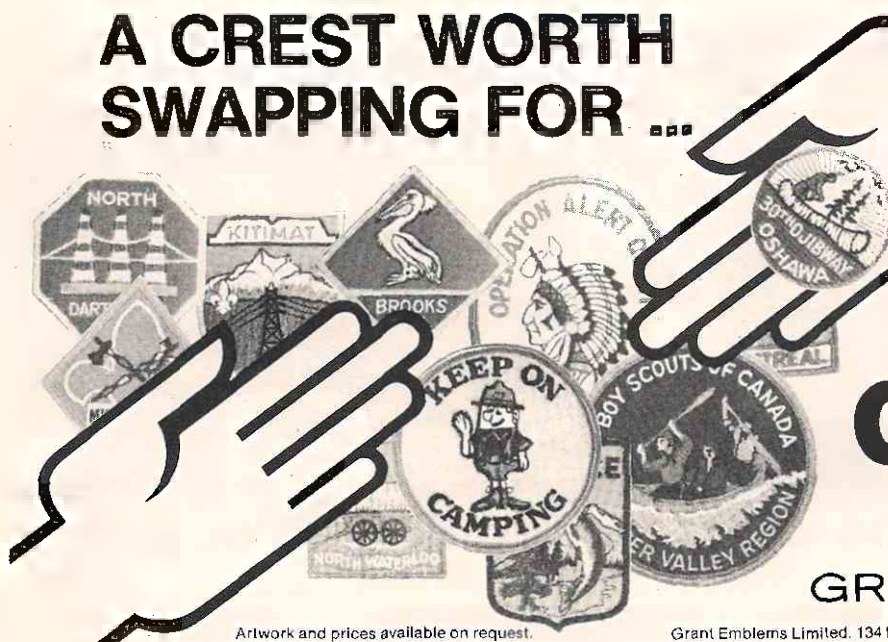
Yukon

Yukon Voyageurs Canoe Club, Yukon Sports Federation, 302 Steele St., Whitehorse, Yukon Y1A 2C5.

North West Territories

Aquatics Instructor, City of Yellowknife, P.O. Box 580, Yellowknife, N.W.T. X1A 2N4. X

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patrol corner

by Phil Newsome

The following troop program came from Troop Scouter Bud Jäcobi of St. Catharines, Ont. He describes it as a "mental conditioning exercise" designed to prevent Scout drop-out because of peer group pressure.

OPERATION AWARE

Purpose: To immunize Scouts so that they can shrug off the Scouting put-downs they may face at school and on the street.

Preparation: Tell the boys the true story of Peter, who had just been enrolled at a private school-like Upper Canada College where students live in and visit their parents only during holidays.

On the first night in the dormitory, Peter got into his pyjamas and, as was his custom, knelt by his bedside to say his prayers. Immediately the other boys sneered because he was "religious" and called him names. Although Peter felt hurt by their razzing, on the following night he again, bravely, knelt down to say his prayers. This time, nobody jeered. They all admired his courage.

On the third night, several other students actually joined him to kneel beside their beds for prayers.

At the end of the week, every single boy in that dormitory knelt for bed-time prayers each night. They had followed his example.

Discussion: Why do some boys outside of Scouting put down a Scout? Ask for your boys' own ideas. One conclusion might be that these guys have a low self-image. Because they have problems, they resort to "front-



ing" or acting cool to impress others and hurt them. Perhaps they don't feel good about themselves. Inside they may be weaklings who could not handle the challenging outdoor activities offered by Scouting.

What's the best way to respond to insults? Get ideas from your boys. One method might be to say, with a smile: "You haven't got the guts to be

a Scout. Why don't you try it? I bet you can't hack it. Scouts do things that aren't for chickens; things like shooting, judo, cliff climbing, cave exploring, survival training, cross-country orienteering, pioneering, canoe tripping up north, night stalking, go-carting, etc."

Role Playing: Pick two Scouts, one who plays a boy who razzes the other. He says that Scouting is for "brownies", "sucks", "sissies", "fags" and "squares". The other responds. Time limit about three minutes.

Conditioning: Have half the troop sit facing the other half across a line on the floor. On command, one side razzes and the other side responds. Change sides after five minutes. The boys will enjoy this greatly, but keep it verbal. Don't allow them to stand up or fight. Repeat this exercise occasionally through the year.

NEW SILVER STAGE SWIM BADGE CORRECTION

In the November issue of the *Leader* there is an error in the opening description of eligibility and testing procedures for the Silver Stage swimming badge. The paragraph should read:

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. A Scout may earn and 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. X

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outdoors

by Gerry Giuliani

Food poisoning is a serious problem. In fact, it happens to most of us at some time, in varying degrees, and we seldom know what it is. The information here has been extracted from the *Dispatch*, no. 32 (winter 1982) and is reprinted with permission. You can obtain a complete copy of the article from **Health and Welfare Canada, Educational Services, Health Protection Branch, Ottawa, Ont. K1A 1B7**. It contains information that is important for all of us who are preparing food for camp.

Microbial Food Poisoning

Food-borne disease is of major significance to the Canadian public. It is suspected that the annual number of cases is at least 125,000 and, quite possibly, as high as 500,000. The tell-tale symptoms of nausea, vomiting, diarrhea and stomach cramps are often mis-diagnosed by sufferers and physicians alike as virus infections.

The most common causative agents, by far, are microbiological, in particular *Salmonella* species, *Staphylococcus aureus* and *Clostridium perfringens*. They can multiply rapidly in moist, warm protein-rich foods such as meat, poultry, fish and shellfish, milk, eggs and in most canned food. These microbes may act in one of two ways; as infectious organisms or as toxinogenic organisms.

Infectious organisms, once they are eaten, can multiply in a person's digestive tract and cause illness either by invading the tissue or by producing toxins to cause gastroenteritis. Most infectious food-poisoning organisms are heat sensitive and their

numbers in food can be controlled through adequate cooking and refrigeration.

Toxinogenic organisms themselves are quite harmless when eaten; their danger lies in the poisonous toxins which they produce in food. Some toxins are especially dangerous because they are heat stable; that is, once they are formed, even extended cooking at high temperatures will not destroy them.

Safety Precautions

A slimy coating around food or putrid smell are sensory clues to the presence of microbial contamination. However, others may not be so obvious. The existence of botulism, for example, which is one of the deadliest forms of food poisoning, may not be evident at all. Therefore, it is up to the consumer to adhere to the temperature, time and other safety guidelines.

In the area of canned foods, although manufacturers take special precautions when processing, consumers should avoid using any cans that are badly dented, bulging, or leaking, as well as those which, when opened, appear bubbly or spurt out their contents.

Do not eat food that is rotten, putrid or sour tasting; it probably means there is microbial contamination and ingestion will result in illness. At greatest risk are old, young and ill persons.

Processed products suspected of contamination should be reported to the store manager and the local municipal health unit or the nearest Health Protection Branch office. It is important that the imprinted code number on the suspected product be

kept so that the problem can be traced to its source and fully investigated.

Consumers who do canning or preserving in the home would be wise to follow the safety procedures outlined in Agriculture Canada's booklets, *Canning Canadian Fruits and Vegetables* and *Jams, Jellies and Pickles*.

By reporting suspected cases of food poisoning to the local municipal health unit or the Health Protection Branch, consumers may not only prevent others from similar suffering, but also indirectly assist the Branch in developing a more accurate data base for research.

Factors in the Growth of Food Poisoning Organisms

Time-Temperature

While little can be done about some factors, the amount of growth can be reduced if foods are kept either hot or cold. Susceptible foods left for more than two hours at temperatures between 4°C and 60°C (40°F and 140°F) are in the DANGER ZONE. They may be hazardous and should be discarded. Micro-organisms can multiply rapidly at room temperature. In fact, many food-poisoning bacteria can double in number every 15 minutes at optimum temperatures for growth: 35-45°C (95-113°F).

Below 4°C (40°F), the growth of organisms is inhibited. Above 60°C (140°F), heat will kill most organisms and inhibit the growth of others.

Moisture

Food-poisoning organisms favour foods abundant in moisture. Certain liquids and semi-solid foods, such as jams, can be safely stored at room temperature only because they have high concentrations of sugar which tie up the moisture, thereby making it unavailable to bacteria. Salt is also used in some foods for the same reason.

MOULD

This information is an excerpt, reprinted with permission, from the bulletin, *Mould — more than meets the eye*. It's also obtainable from Health and Welfare Canada.

Hazards of Mould

At some time, most of us will see or have seen mouldy food. Our natural inclination is to scrape the mould away so that the food is not wasted. Before doing so, we should consider the following facts.

Some moulds produce toxins called mycotoxins. Unfortunately, it is not possible to tell which moulds produce mycotoxins and which moulds are

harmless simply by looking at them. Consequently, removing visible surface mould growth from a food and then eating the food could be dangerous. Some of these mould toxins are highly toxic even in small amounts and, in animal tests, have been found to cause cancer. Some mycotoxins can survive for a long time in food. Some are not even destroyed by heat; so, cooking won't help.

Here are some safety tips to help you minimize the risks associated with moulds and mycotoxins when buying, preparing or storing food.

- Avoid produce that has bruises on the skin or any sign of rot around

the stem portion.

- Avoid buying cheese covered with cottony white or green spots, unless mould is a characteristic of the cheese, such as in Camembert and Roquefort. Avoid exposing cheese to the air unnecessarily after use because it may become contaminated and mould can grow several days later, even in the refrigerator.

- If hard cheese has developed a patch of mould growth that is confined to one area, the cheese can be salvaged by cutting away the mould to a depth of 2.5 cm.

- When in doubt about a mouldy food, discard the food. X

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