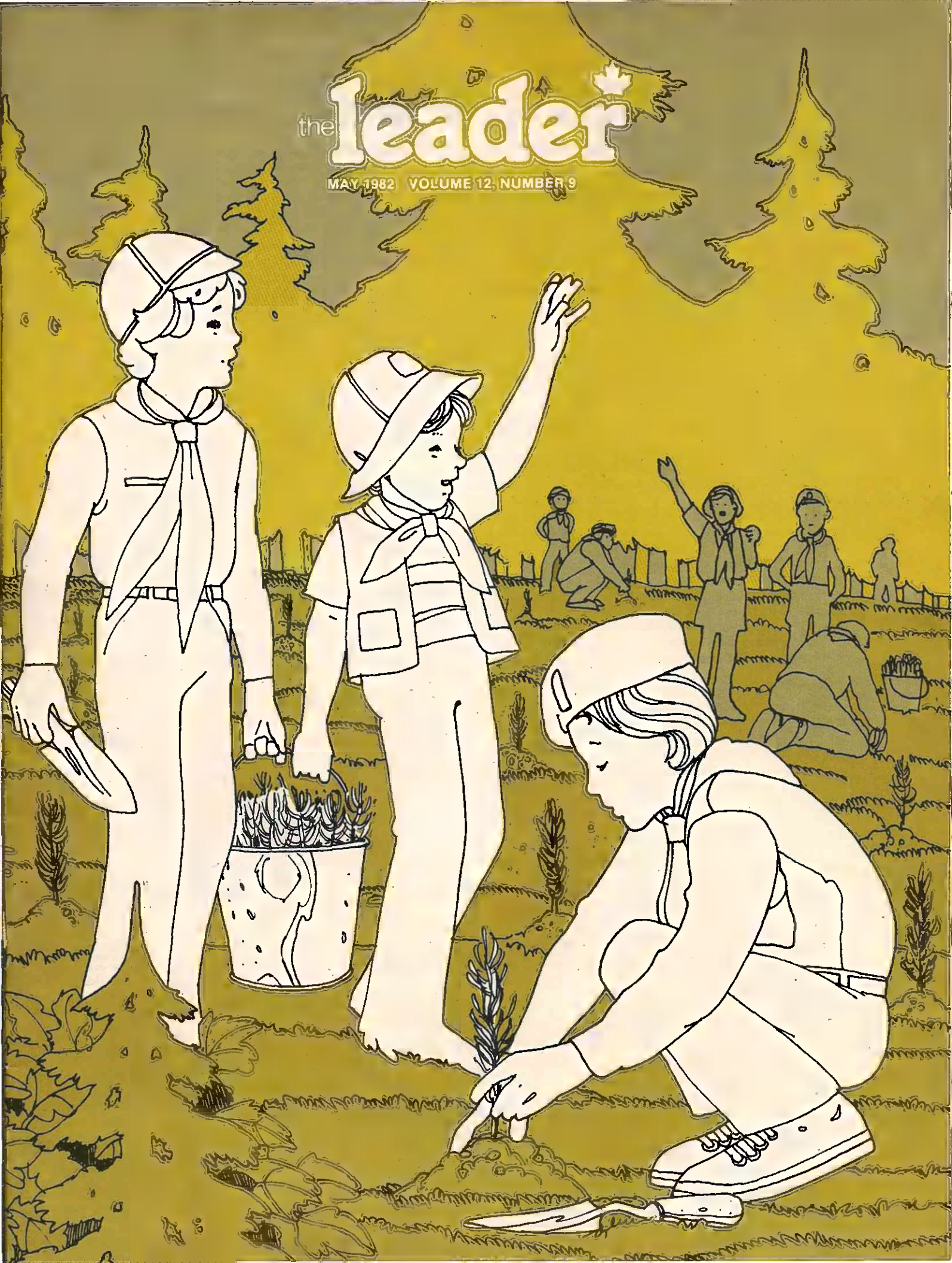


the leader

MAY 1982 VOLUME 12, NUMBER 9



sharing

by Gerry Giuliani

Here's an interesting idea sent by Pam Keenan of Ingersoll, Ontario. I think her imaginative character, whom she introduces in Chapter I of *The Exciting Adventures of the Mighty Super Beaver*, has great potential. Super Beaver can show up at Beaverees, during Beaver outings, or as a special visitor to a colony meeting.

Because Super Beaver comes from a different planet, he has a lot to learn about Beavers here on earth. And because he has lost his powers and is therefore grounded on earth, the boys will want to console him, learn about his experiences in outer space, and teach him all about their kind of earth Beavers.

You can apply your own imagination to expand the adventures of Super Beaver by writing further chapters for your colony or district bulletin. In these chapters, or during personal visits, your Super Beaver can discover why Beavers co-operate and share, why Beavers don't compete, why taking care of the earth is important, and why earth Beavers have different tails.

Pam's instructions for making a Super Beaver costume from readily available materials are fairly straightforward. I'm sure a visit from a walking, talking Super Beaver, who really isn't super because he lost his powers when he hit earth but, who has a lot of

stories to tell and wants to learn a lot from earth Beavers, will make an interesting impression on our little Beavers.

Super Beaver was first introduced to the boys at our Ingersoll Beaveree and now is used in the colony as a special guest. The boys love to see him and to hear about all his adventures. Just imagine how much there is for Super Beaver to tell about outer space, and to learn here on earth. He's become a great teaching tool for us, and you may want to make a Super Beaver for your boys. It's easier than you think.

All you need is a pair of shoes, some tights, and a long-sleeved T-shirt onto which you've sewn a cape. The most complicated part is the beaver head. I made ours from the fur of an old coat, added teeth and an antenna and there you are. Ready to wear anywhere, any time. Happy tail slapping!

The Exciting Adventures of the Mighty Super Beaver — Chapter I *Super Beaver Hits Earth*

There I was just sitting in the park minding my own business and soaking up the sun. All of a sudden, there it was, the most horrendous racket I'd ever heard!

I looked up at the wide open skies and saw a thing coming at me. It was

faster than a speeding bullet, more powerful than R2-D2. Was it a bird? No! Was it a plane? No! Why it was ... it was ...

I wasn't sure what it was at first. I slowly and carefully walked over to it. Funny looking thing! It wore shoes like the ones we wear. It had on tights, shorts and a T-shirt with a red flying cape attached to the back. And, it had an antenna in the middle of its head!

When it turned to examine me, I could see it almost looked like a sort of beaver. But it had no tail, and everyone knows that all beavers have tails, right? So I asked it what it was and, you'll never believe it! Sure enough, it was Super Beaver! He told me he was sent to earth to observe all beavers here and learn about their habits.

"Well, if you're a beaver, where's your tail?" I asked him. That's when he told me his sad story. It seems that one day an alien ship of wicked witches landed on his happy little planet. The witches cast evil spells on all the beavers who lived there, and put them all to sleep. When they awoke, their tails were missing! Ever since that day, all beavers there have had to do without tails. That's why they call their planet the Planet of the Lost Tails.

Poor Super Beaver! Can you imagine a beaver without his tail? Especially in times of danger.

Well, I asked him what life was like without a tail. He told me it was very hard at first, but he and his fellow beavers are used to it now. They use their antennae in times of trouble, he explained. He told me how his antenna flashes bright lights and sounds a loud siren which warns the entire planet of the danger.

This I had to see, so I asked him to show me how it worked. He tried and tried, but the antenna just stood there on his head, doing nothing.

"Okay, let's see you fly. Show me your powers and your super strength," I challenged him.

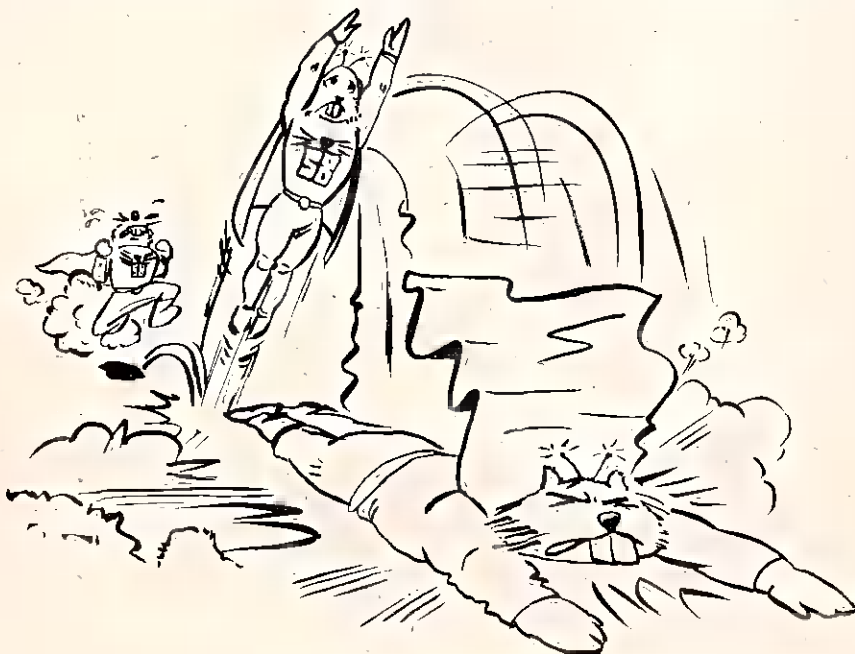
Well, poor old Super Beaver. He ran, took a flying leap and landed smack on his face! Some Super Beaver, eh?

He tried to show me his strength by moving the Scout building. Huh! All he did was hurt his paws!

The horrible realization suddenly hit Super Beaver. He could not fly on earth. He had no strength on earth. Super Beaver had been grounded!

Can you imagine having special powers and not being able to use them? Will Super Beaver be able to survive here on earth? Will he ever get his powers back?

Watch for Chapter II, and more adventures of Super Beaver! X



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COVER: It's "Dig Day" in May for Scouting groups not lucky enough to live where it's warm enough to plant trees in April. The Trees for Canada activity reflects the flavour of this busy, green and growing time of year, and our report on international development projects will add even more to your tree-planting satisfaction. Outdoor activities and nature studies are the focus this month: boys and critters; boys at camp; boys of all ages learning and having fun the Scouting way.

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CAMP SKY PROBE



by Donald L. Judd

A weekend Cub Camp can be the highlight of your Scouting year, or it can be a disaster. Some planning, a theme around which a program of activities can be developed, and good weather will help ensure success.

A very useful planning strategy for developing successful camp programs is the use of a theme to provide continuity in the activities and draw the program events together. With a bit of imagination, many ordinarily unrelated activities can be adapted to fit any one of a variety of themes; pirates, olympics, or wild west days. To illustrate the technique, I'll outline a program I used with the 85th Ottawa for a 1979 spring weekend Cub camp at Opemikon, the National Capital Region campsite near Perth, Ontario.

At that time, the US space program was very much in the news. I decided to try a space theme and looked for ideas I could adapt to provide an "out-of-this-world" flavour. Back issues of *the Leader* provided more

than I could use but, for variety, I included a few ideas from other sources as well.

We called the operation Sky Probe and I, as camp chief, assumed the title Mission Commander. We named the Sixes after American space program missions; Apollo, Electra, Gemini, Orion, and Selene. The adult leader assigned to each Six was designated Crew Chief, and the Sixer and Second became No. 1 Crew and No. 2 Crew respectively.

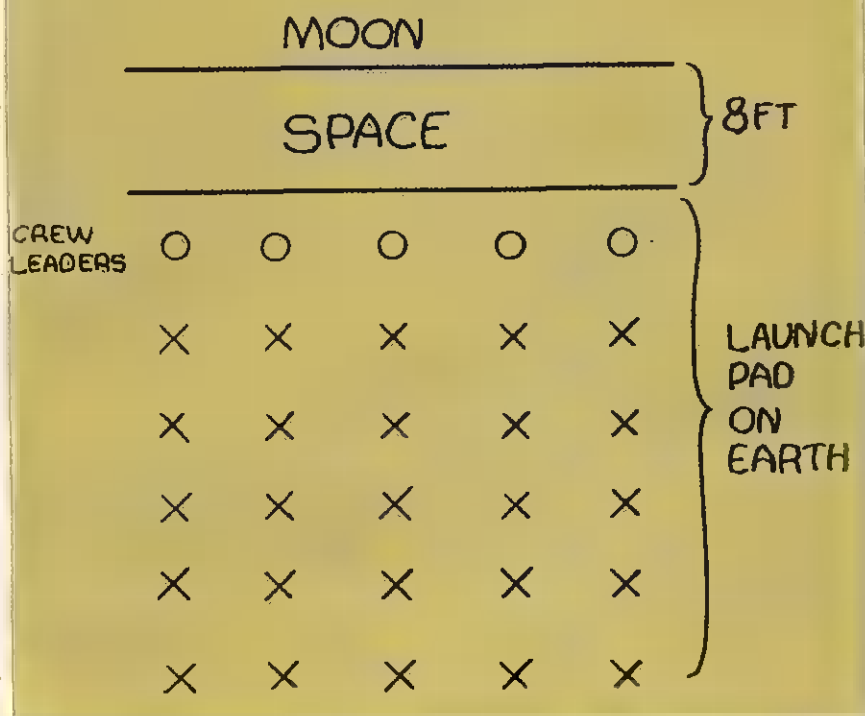
A few days before the camp, I made up the Sixes, but each Sixer selected his Crew Chief by pulling his name from a hat after we reached camp. This little trick eliminates any suggestion of favouritism and has worked quite successfully for us at other camps as well.

The boys arrived at camp just before noon on Saturday and had a few minutes to explore before digging into a lunch prepared by the galley crew, who had arrived earlier. After lunch we announced the crews, se-

lected Crew Chiefs and assigned quarters (Cub cabins labelled with space mission names).

As soon as everyone had settled in, we took an exploration trip (hike) to visit an asteroid crater. During summer composite camp, the hole is called a gold mine, but the speckles of mica and iron pyrites looked intri-

MOON RACE:



guinely like minerals from outer space and the boys happily searched for keepsakes.

Tuck was ready when we returned and, immediately following the "pause that refreshes", we assembled the crews for a Moon Race. From the comments we received at the end of the weekend, this was one of the highlights.

Moon Race

Crews assembled in relay formation facing two lines scratched in the sand about eight feet apart. While on the earth launchpad, they learned that the space between the two lines was, indeed, space, and that the far side was the moon.

For the mission, each boy had to construct a spacecraft and needed, as one of the absolutely essential materials, a chunk of shiny metal called IGNUM. A $1\frac{1}{2}$ " piece of crushed stone spray-painted with aluminum does very nicely. A single red dot on one surface serves to identify the material as a very special element.

Each boy had to locate one (and only one) piece of IGNUM and bring it to his crew chief at the launchpad. When all members of the crew had checked in with the precious metal, the crew chief exchanged the chunks for sheets of $8\frac{1}{2}$ " \times 11" heavy typing paper. All systems go, the boys then made paper darts and blasted them off for the moon.

The first team to shoot all of their ships to the target area received the highest points. Such excitement! But, another time I'll find tougher places to hide the IGNUM. The boys were so keen that the event took a lot less time than planned. And, a point to remember if you try this game. Hide a few more pieces of IGNUM than there are boys.

We had enough time left before supper to kick around a planet (soccer to those of no imagination) and, after supper, each crew set out on an expedition to look for a suitable base for making secret rocket fuel. As they searched, each boy kept a log of compass directions and course markers.

Mission to Mars

At about 8:00 p.m., we launched a Mission to Mars that involved two base stations through which the boys rotated.

Station 1 presented an emergency: a small member of each crew had fallen out of the air lock and was drifting in space. To rescue him, the crew had to tie five short ropes together with reef knots and throw the resulting line to the drifting crewman. The unfortunate fellow sat helplessly on a slide-a-boggan a few yards away and had to catch the line and tie it to the handle so that he could be pulled to safety. In retrospect, I think an aluminum flying saucer would have been more durable than the slide-a-bog-

gan. It might have worked better, and certainly would have been right in keeping with the theme.

At Station 2 the crew met a Martian — one of the Crew Chiefs dressed in his Martian best. Mission Control had instructed the crews to make a list of ways in which Martians differ from humans. The Martian remained hidden until the crew approached, then suddenly appeared, made a few statements and departed again. The crew was left to record the differences they'd noticed, or remembered from his statements:

- I am a Martian.
 - I have only one eye in my foot.
 - Because it is cold on Mars, I always wear earmuffs.
 - My legs are blue.
 - My mouth is in my stomach.
 - I like to eat wormy wood.
 - I brush my teeth with sandpaper.
 - My nose is in my right shoe.
 - I have three invisible wings.
 - I have a tail.
 - There are two eyes on my tail.
 - I have a special \$1.99 Supergalactic Star Wars belt that generates an invisible force field of 5 galaxies.
 - I have one horn on top of my foot.
- And the poor guy actually looked the part!



The next mysterious event was announced as a computer programming session. You and I know it as Bingo, but somehow the boys decoded all the numbers called into prizes, and I finally unloaded most of several years' accumulation of unused prizes from previous camps.

Immediately after breakfast on Sunday, the crews busied themselves in tidying their quarters for inspection. This got everyone into uniform and fitted in nicely with Scouts' Own. Out of uniform again, the crews received another map for the secret rocket fuel sites, and off they went to find them. This enabled them to complete requirements for Green Star #12 and Woodsman #6.

At our camps, the Sunday noon meal is traditionally cooked over an open fire. Since we were operating with a space theme, we issued commands to gather fuel and ignite "launch" vehicle (pun intended). The galley crew had prepared beans and wieners in aluminum foil, to be heated in the coals or, for those who didn't follow instructions, to be burned on the fire.

After lunch, leaders joined boys in an attempt to put a mini-satellite into orbit. To the outside observer it looked very much like a softball game, but really... have you no imagination at all??

Incredible Bulk

Everyone knows that there are all kinds of weird creatures lurking out in space. Our after-tuck wide game of Incredible Bulk had a distinctive Star Wars flavour.

The poor old Bulk, wearing a large garbage bag with holes to accommodate head and arms, was sent to lurk in the deepest part of the woods. We set up two teams of boys: the GOODIES, who had the scientific know-how to turn the Bulk back into a normal chap; and the BADDIES who wanted to capture him for display as a side-show freak. The GOODIES tried to find Bulk, approach him and remove the bag, thus making him normal. The BADDIES tried to find him, tie the rope around his middle and lead him (gently) back to base.

Meanwhile, Bulk, who had been sent off to the nether regions of space before the GOODIES and BADDIES were established, had no idea which was which. The GOODIES had to convince him that they only wanted to help him. If the BADDIES found him first, the GOODIES had to plan strategy to overpower the entire gang.

For this one, you need a leader with a strong constitution, and no glasses.

Astronaut Training

I'm no longer surprised at the stamina of youth and therefore didn't hesitate to schedule a seven station series of astronaut training for after supper.

• *Station I: Obstacle Course (to develop stamina!)* We laid the course

up a steep bluff behind the Cub cabins and made it a timed operation. With youthful exuberance, several teams did it more than once in an attempt to better their times.

• *Station II: Blindfold Test A (to demonstrate the necessity for clear communications)* We scratched two lines about a foot and a half apart to make an irregular path in the sand. It was littered with roots, logs and rocks around which the team had to guide, by verbal instruction only, a blindfolded member of the crew. Each boy, in turn, donned the blindfold. It was a popular event, but time-consuming.

• *Station III: Hot Asteroid Catch (to develop hand-eye coordination)* Two boys, each with a small ball, stood facing each other across a 10 foot distance. On signal, each boy threw his ball to the other. If they successfully caught the balls, they moved forward one pace and continued to throw, until one missed a catch, at which point the distance between the two was measured.

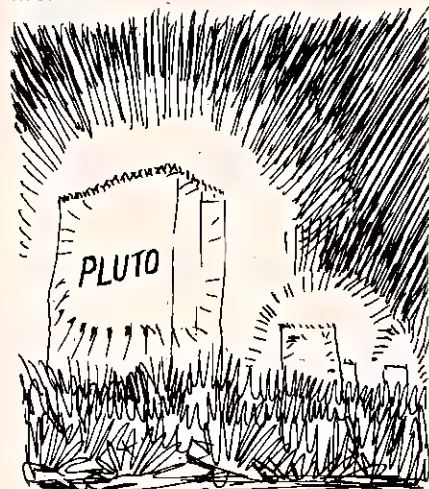
• *Station IV: Blindfold Test B (to train navigation techniques for the darkness of space)* We strung a rope about waist high in a zig-zag pattern among the trees. Boys, blindfolded with neckerchiefs, put one hand on the rope and the other on the belt of the crewmate ahead. Crews were timed as they raced through the course.

• *Station V: Mobility Test (to develop fitness)* Each crew member was required to perform at least five stunts: front roll; hopping; leap frog; thread the needle (*Cub Book* p. 76); duck walk; Chinese push-up (*Cub Book* p. 77); heel and toe race.

• *Station VI: Nuclear Fission (to demonstrate how to handle radioactive material)* We set a tin can on a mark in the centre of an eight-foot diameter circle scratched in the sand. The tin contained a small "radioactive" stick. Each crew received a tough elastic band (keep spares handy) to which was attached one five-foot string per crew member. The boys had to work as a team and spread out to stretch the elastic long enough so that it would just go over the tin. They then had to release the strings slightly so that they could pick up the tin from outside the 8-foot radiation area. Then, without touching it or spilling the contents, they had to move the tin to a marked location five feet away. Crews were timed on this event.

• *Station VII: IFO Sighting (for fun)* Each crew member was required to throw an IFO (frisbee) through the open doorway of a Cub cabin from a distance of 15 feet. IFO is, of course, an Identified Flying Object.

We took about an hour and a half to complete these activities. The flag lowering ceremony and another short session of computer programming (which cleaned me out of the remaining prizes) still left time for the boys to prepare skits before the formal campfire.



While the crews went into planning huddles, a small band of leaders secretly prepared path marker lights from large paper bags filled with a pound of sand. We printed the name of a planet on each bag and, as the crews assembled in front of the dining hall, put them into position along the trail leading to the campfire site. We stuck candles into the sand inside the bags and lit them to guide the procession through the darkness of space.

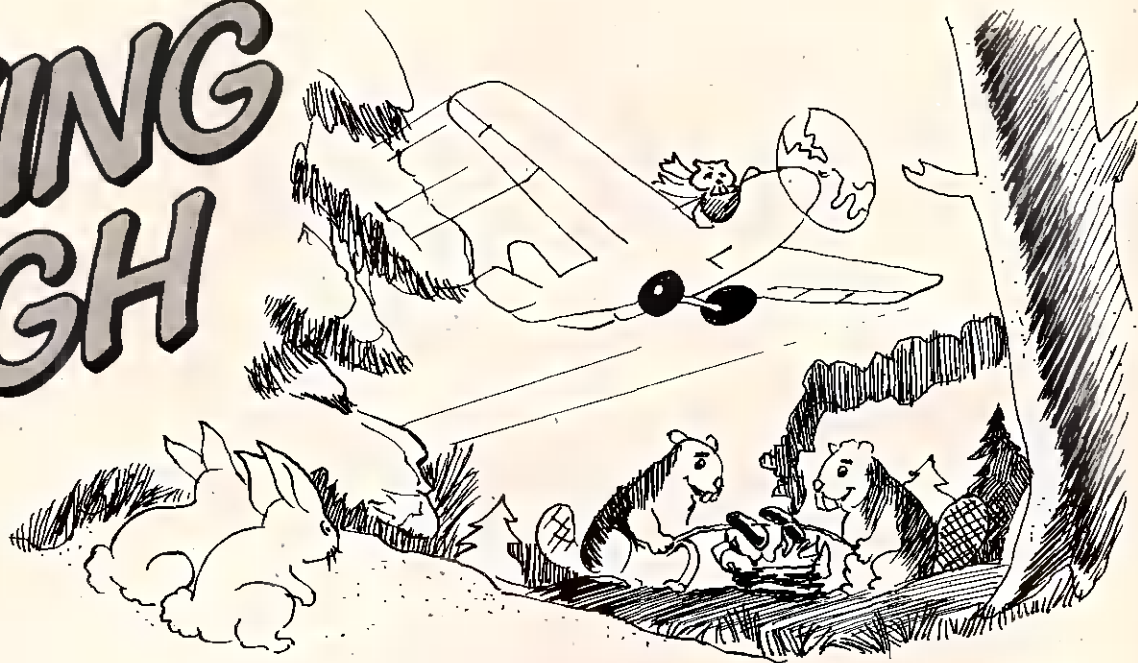
After inspection of quarters on Monday morning, we sent crews out for geological training. Teams made scouting expeditions of alien territory and returned with samples of articles beginning with each letter of the alphabet. Mission Commander checked the samples turned in to Base.

After tuck, crews had a period of R & R during which they could choose their own activities. Some chose crafts using available materials like soup alphabets, glue and craft sticks; stamp pads, pens and coloured paper (finger print art); and photo copies of paper space shuttles they could assemble and fly. Some still had enough energy left for a bit more exploring.

At closing ceremonies right after lunch, every boy received a badge and, of course, his prized piece of IGNUM to take home. There were other prizes for the two crews who earned the highest number of points over the weekend. But the important thing was that everyone learned a bit about the space program and had a lot of fun doing it.

Incidentally, I'm told that, although the drivers didn't sleep on the way home, everyone else did. A

FLYING HIGH



by Judith Marsden

We have two Beaver colonies in our small village: colony A and colony B. We maintain an amicable co-existence and join together occasionally for parties and special events. Because the village is small, many colony A Beavers are able to compare notes with colony B Beavers. So it was that the great airplane caper got off the ground.

We of colony A heard vague rumours that colony B had access to an airplane, totally equipped with willing pilot, airstrip and a bunch of budding Beaver passengers. These Beavers of colony B had learned their sharing motto well and were more than willing to share their excitement over the coming plane ride with their fellow colony A Beavers. Over and over again. In great detail.

Soon colony A was questioning its leaders about *their* airplane connections. Some Beavers began to remark on the rotten luck that had landed them in the poor deprived puddle of colony A rather than in the influential, well-connected pond of colony B.

It was clear that some action was required, but a quick poll at our next leaders' meeting revealed complete poverty in the pilot pal area. We ruled out a trip to Ottawa's airport because of the travelling distance. Then someone remembered there was a small local airport located a mere 10 kilometres from our village. This would be our target.

Because we knew we couldn't provide an actual plane ride for our Beavers, we decided that we needed something else to supplement and compensate. After much thought we hit upon the idea of an outdoor wiener

and marshmallow roast to follow the trip to the airport. We settled on a Saturday morning in late November for our excursion, and on my backyard fireplace for the roast.

Our Beavers were delighted with the prospect of the airport trip, slightly deflated because they would not actually fly, and wildly ecstatic over the idea of an outdoor wiener roast. This was new and different. We felt that we'd warded off a mass migration to colony B and, with a collective sigh of relief, savoured the excitement of our boys.

The odd twinge of worry crossed my mind as each morning of the week before our trip dawned bright, warm and sunny. I've lived in Canada for many a year and I *know* the weather rules. Sunny days all week demand payment in full on weekends.

Friday was cloudy and I dared to hope that this would be enough to appease the weather witches. I didn't really believe it and, with trepidation, listened to the forecast: "... possibility of the first substantial snow of the season, but greater likelihood of rain..."

We didn't want to cancel the wiener roast, but I confess to feeling rather hesitant about the idea of 20 dripping Beavers coming inside my house to cook their hot dogs over my wood stove. My new wall-to-wall carpet positively shuddered at the prospect.

"Ah well," I thought. "We're Eager Beavers, not Worry Warts. We'll cross our fingers, say a prayer and hope for the best."

There was no sun on Saturday morning and there was no rain. Instead, a thick blanket of snow lay over

the village and my backyard fireplace. I had to admit, it could have been worse.

Our convoy set off to the airport where we were given a guided tour, as well as a close-up inspection inside a DC-9. Our Beavers were impressed by all of the mysterious dials and levers in the cockpit and felt they had been treated to a special look at a secret place.

We returned to my snowy backyard where the good fairy, in the guise of my husband, had lit the fire for us. No doubt his early training as a Scout helped immeasurably because the wood was slightly soggy from the snow.

The Beavers spent some time building snowmen, looking at our two matronly rabbits, and simply enjoying a romp in the new snow. Meanwhile, I scurried around preparing such essentials as hot coffee for the leaders.

We'd bought wieners, lemonade (hot chocolate would have been more in keeping with the weather), a loaf of bread to substitute for buns, and marshmallows. Most of the boys ignored the bread and happily nibbled hot dogs right off the sticks. The marshmallows received similar treatment and quickly disappeared.

Before anyone complained of being cold, or asked for a tour of the bathroom, it was time to go home. We delivered the boys to their houses and were all finished by noon.

Thus colony A regained its first-class status in the village and our Beavers were happy. The only problem is that, now, they keep telling us that colony B has ice cream and cookies at all of its meetings! A

PATROL LEADERS IN ACTION

by Linda Florence & Bud Jacobi

Have you ever wanted to be a better patrol leader? Are you eager to learn some leadership skills? Do you have ideas you are willing to share with others? Have you wondered what happens in other troops, and how the patrol system operates? Are you keen about Scouting and how it can help you?

Then... do we ever have something for you!

The intriguingly promoted 1981 special weekend camp for patrol leaders, troop leaders, assistant patrol leaders and junior leaders in the St. Catharines District, Ontario, was a roaring success. Designed to give boys an opportunity to explore leadership techniques and exchange ideas, the *Patrol Leaders in Action* camp featured a rich variety of experiences and challenges.

The boys plunged immediately into the training exercise at tent-pitching time — a "leaderless experience" in which nothing was organized. The

next item on the agenda presented a complete turn-around — from *laissez-faire* to the "regimental" approach where boys were bossed, bullied, yelled at, criticized and called



names. It's not surprising that some of the Scouts became upset at the process, but it certainly proved effective staging for later discussions of good and bad types of leadership.

The pace continued throughout the first day and into the second. Rovers counselled patrols during a role-playing session dealing with common problem situations, and helped as counsellors in many other "patrol-run" events. Rovers also set up the obstacle trail and many of the challenges.

Patrols had opportunities to consult a resource list of ideas for patrol activities, and were expected to add to the list any ideas they had. During one session, a boy from each patrol demonstrated a Scouting game, skill or contest while the others evaluated his presentation. Patrol yells, invented by the boys to use during camp, also were evaluated. The exchange of

ideas continued with "swapshop" huddles and, later, during campfire program planning in preparation for each patrol's responsibility to run, in turn, the evening campfire.

A session of Court of Honour demonstrations acquired particular impact when a real case was included. One of the camp participants, who had used foul language in anger, appeared before acting junior leaders. They dealt with the situation in a very mature way while the other boys eagerly listened.

But the Scouts didn't spend the whole time sitting around just jawing or listening. They had a mystery meal and a novelty snack to prepare; initiative-testing challenges to meet; an adventure trail obstacle course to run; a wide game of "smugglers and coast guard"; and a midnight adventure mystery which took them rambling through the dark and left them talking for a long time afterwards. I mean, how would you react if you'd been awakened at night with the news that a flying saucer had been spotted near camp? When patrols took to the hills, they actually saw lights moving in the night sky. The Rovers had set up a very convincing scene, even to the scoffers!

The camp concluded with an evaluative discussion and presentations, and the expectation that the boys would continue to practise newly acquired leadership skills. Two months later, each of them received an evaluation form to help them reinforce their learnings and check their progress. Through this, it's hoped the weekend's promotion promise of "an active and adventurous experience in Scouting" will last throughout the entire Scouting year.



A number of patrol leadership problem scenarios were developed for use during the Patrol Leaders in Action weekend. Any of them could become a basis for discussion, demonstration or role-playing in response to either a potential or real problem situation in your troop.

"Yes, I knew they were going on the raid," said Joe. "But I promised that I wouldn't stop them. They didn't do any real damage anyway. How can I be a good patrol leader if my boys don't trust and like me? If they didn't trust me, they wouldn't tell me about things like this at all. How can I betray their trust and report it to Scouter? Besides, you must expect them to break the rules once in awhile. That's part of the fun — just to get away with it. They don't want a PL who's always watching and spoiling their fun."

- Why does this PL feel this way?
- How do you feel about his judgment?
- What would you do in his situation?
- Are raids acceptable behaviour?
- Should all leaders enforce the same limits?
- Is a PL's responsibility primarily to his boys, his Scouter, or parents?
- Would a PL ever be justified in hiding a boy's conduct from Scouter?

On his first night in the tent with his patrol, Don heard quite a few "hells" and "damns", some even more questionable language, and some unsavoury jokes. He felt these off-colour expressions were in poor taste and contrary to the Scout law. The boys seemed to be showing off as to who could tell the most obscene stories and utter the worst profanities. Don wondered what he should do.

- Is such behaviour acceptable among Scouts? Why?
- Is it wiser to ignore such language or to stop it right away?
- Could the boys be trying to "test" their PL?
- How can the PL react most effectively?
- Would this affect the PL's popularity with the boys?

Bill was beaming when he handed his lifesaving certificate to Scouter. "Now I've finally earned my badge," he said proudly. "Remember, I was really scared of the water when I first started swimming. Now the guys will look up to me. It's not an easy test. You have to be a strong swimmer to pass. Actually, you're supposed to swim a hundred yards of each of the major strokes, but the lifeguard didn't have the time, so he said as long as we knew the strokes, that's all he cared about. Wasn't that nice?"

- How do you feel about the lifeguard's action?
- Has Bill really earned his lifesaving badge?
- If you were Scouter, would you give him the badge?
- Has Bill a right to be proud of passing the test?
- Should a PL report a boy who cheats on tests?
- Should a leader pass a boy on a test if he really tries his best?
- Is it okay to cheat on a test if you can get away with it?
- Is the idea of "Scout's honour" or "trustworthiness" out of date?

Jim had recently been appointed patrol leader and was rather uncertain about how the boys would react to his orders but wanted to do a good job. He soon discovered that his patrol acted up during patrol instruction period. In vain he pleaded with them to take their badge work seriously. As soon as he showed a skill to a couple of the boys, the others would horse around, chase each other with ropes or tie knots in the bandages. Jim threatened to send anyone who wouldn't listen to Scouter, but no one took him seriously. He felt very unsure of himself and discouraged about his job.

- Why did he feel unsure of himself? What was he afraid of?
- Why did the boys fool around? To try him out? Because they were bored?
- What would you have done in the situation?
- Why weren't the boys afraid of being reported?
- Is there any value in patrol instruction period?
- Should a PL be able to control his patrol? How?
- Would a PL lose his popularity if he made an example of a boy?
- Would strong arm methods work? How about a quiet chat with the offender?
- What kind of PL would boys listen to?
- Should the PL be the boss or servant of his patrol?



Patrol Leader Al was in charge of his patrol on a canoe outing away from base camp. It was a hot summer day and the boys decided to stop for a rest on a shady shore where they could eat dinner. Suddenly Al realized that they'd forgotten to bring fresh water for mixing their drinks, and the lake water didn't seem pure. A couple of boys volunteered to paddle across to an island where cottages indicated drinking water would be available. Meanwhile, the other two wanted to go for a swim, and Al was trying to start a fire for cooking. He didn't know if the area was safe for swimming, but they argued with him until he said okay. Then he heard a yell, and watched Peter limp out of the water with his left foot dripping blood. Peter had a deep gash where he'd struck a sharp rock below the surface. The wound obviously needed prompt medical attention and stitches, but the other boys hadn't returned from the island. Peter was suffering from shock.

- How do you feel about Al's leadership? What mistakes did he make?
- Why is he facing a difficult emergency situation?
- What would you do about it?
- Should boys canoe without supervision? Swim in unknown waters?
- What first aid treatment is required?
- Should a Scouter expect his PLs to handle such situations wisely?
- What qualities are needed in a good PL?
- How should he organize his patrol and train them?
- How should Scouts support their PL?
- How should PLs support their Scouter? A

Scouter's alphabet

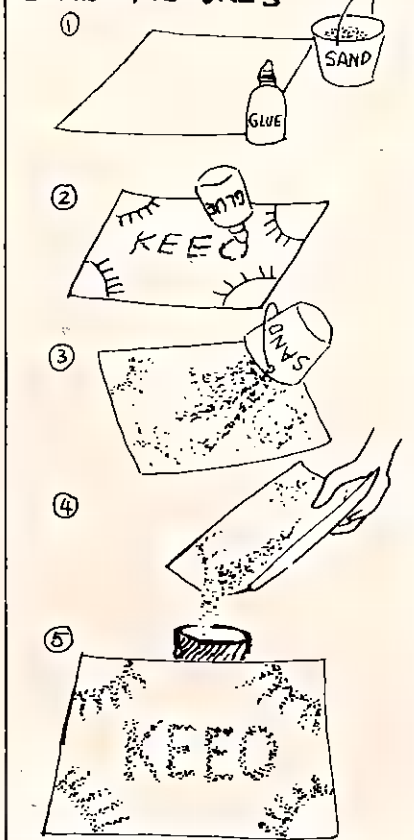
by David Goss

Sand Pictures — A simple seashore or (for you unfortunate inlanders) lake-shore sand picture makes a good craft idea for Beavers.

They squeeze white glue onto construction paper to make a design, or simply to spell their names. Then they slowly drop sand onto the glue, leave it to set for a few minutes, and finally shake off the excess. The resulting sand picture is something a Beaver will be proud to take home.

Have ample supplies on hand because this is a rather quick craft project and the boys will likely want to do two or three. They make nice mementos of a visit to the shore.

SAND PICTURES



Scout's Pace — Now that spring has melted the snow and hiking is again part of every troop's program (It isn't? Shame!), it's time to see if your Scouts can match the hiking pace of Scouts of yesteryear.

Originally, a boy doing the Scout's pace covered a mile in 12 minutes by alternating a quick walk and a short burst of speed. Nowadays, if my mathematics are correct, boys can relate to walking 1.6 km in 12 minutes, or 1 km in 7.5 minutes.

Once a boy learns how long it takes him to walk a kilometre, he can easily estimate how long it will take him to walk a given distance. Alternately, if he has walked some distance at Scout's pace, he will know how far he has travelled by the time elapsed in the trip. A good spring night's activity.

Scout Sign — It seems this isn't used as much today as it could be. When was the last time you met another Scouter and greeted him with the Scout sign rather than a left-handed handshake? Perhaps you can try to reintroduce this old tradition in your section. Instead of a full salute, two members simply flash the sign for their section as sort of a secret bond between them. Leaders use the traditional three-fingers-up Scout sign, but do not raise their fingers much above shoulder height.

Scrimshaw — Whalers of yesterday whittled away their long hours at sea and etched intricate designs into the whalebone. Many of their pieces have survived to this day. You can create a plaster of paris scrimshaw very easily to mark your next voyage, whether it be a weekend outing or a several-day trip to the wilds.

Begin by casting two plaster bases for each boy. Simply mix up the plaster to a thick, fast-drying consistency and pour out on aluminum foil so

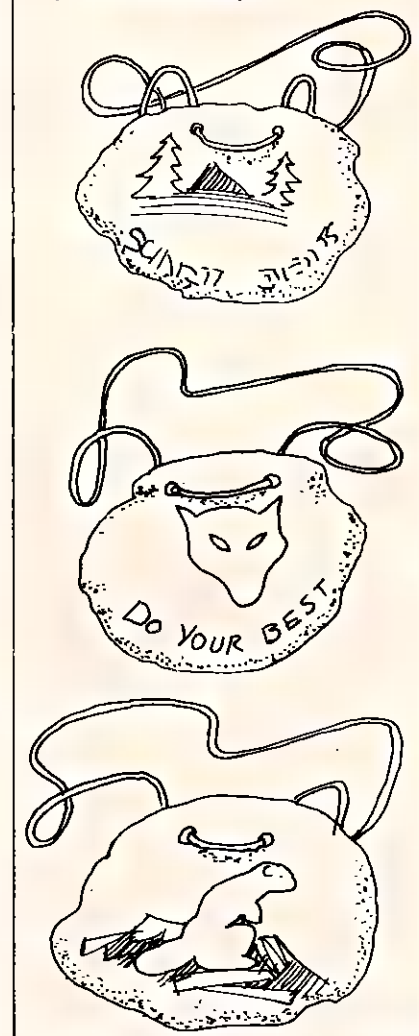
that it forms a circle about 2 inches across. When dry, lift off the foil and flip over.

Use a 3-inch finishing nail as the etching tool and scratch a design into the flat surface. To have success with an intricate design, work slowly and carefully, and regularly blow away accumulated plaster. Warn boys to keep plaster and plaster-coated fingers away from their eyes. It might help if you provide a few designs they can copy, or if you suggest a theme.

While Beavers will make very simple etchings, Scouts are capable of intricate work in this medium. They can use coloured fine-tipped felt pens to highlight the etchings although, in real scrimshaw work, lampblack was used. To duplicate the effects achieved with lampblack, simply darken the lines with lead pencil.

Boys can hang the finished project around the neck on plastic or leather lace inserted through two holes carefully drilled in the plaster near the top of the design.

PLASTER SCRIMSHAW



Slides — Many Scouters have gathered nice collections of slides which document the activities of their sections over the years. The trouble is, they seldom show them outside of the group itself. Here, then, is an idea for this anniversary year that could change all of this.

If you have such a slide collection, arrange a show which will take about half an hour. Tape or write a commentary that tells about your group and the slides you've chosen, and exchange the package with a Scouter from another part of Canada.

How, you ask? If you're willing to become involved in such an exchange, send me your name, address, phone number and section. I'll publish it in the columns W, X, Y and Z (October through December). From the list I hope to establish in this way, select someone whose slides might be of interest to your boys, and arrange the exchange directly with that person.

Once you've made contact and traded slides, you might consider the possibility of holding your slide show meeting nights simultaneously. After the show, the group might make a long distance call so that the boys in the pictures can say hello to one another. Alternately, your boys might tape messages for the boys with whom you made the exchange. It might also be helpful if groups exchanged maps, tourist literature, etc., so that each would know a bit more about the other's environment.

Such an exchange could form the basis of an interesting evening on a cold night in mid-winter 1983, and no doubt could lead to some long-distance friendships, some inter-provincial trips, or simply a chance to get to know the boys of your own country a bit better. Do write as soon as possible, though, because the deadline for the October issue is early summer and, if the scheme is to work, we must start the ball rolling now. Send your letters to me at **268 Montreal Avenue, Saint John, N.B. E2M 3K6.**

Stick Fight — I recall this one from my own Cubbing days. We were taken to Saint John's magnificent 2400 acre Rockwood Park and turned loose on its rolling hills to play. There were two teams, as I remember, one equipped with red popsicle sticks, one with green. A leader and all the green stick boys were stationed some distance away from another leader and all the red stick boys. The object was for red stick boys to reach the green stick leader, and vice versa. If you were challenged by a boy of opposite colour, you lost your stick and any

others you'd collected to him, and had to return to your leader for another.

No one ever permanently lost a life in this game, and the team which safely transferred the largest number of sticks to the opposite end was the winner. Actually, because I've remembered the day for over 30 years, I suspect the fun we had made us all winners. I think it says something about the tremendous importance of putting the OUT in Scouting.

Stilts — Although stilts are seldom seen these days, they can provide lots of fun, especially at a camporee or field day in combination with walking through obstacle course mudholes.

Encourage Beavers to try this fun on simple tin can stilts made from large juice tins through which you've looped two ropes. Cubs and Scouts may be ready for stilts made from 2x2 wood. Use bolt-on foot-holders so that they can adjust the height of walking upwards as they gain proficiency.

Two youngsters who live near me took to five-foot stilts last summer and walked through the community strumming guitars and serenading the neighbours. This idea would certainly draw attention if a Scout or Venturer was able to carry it out as part of a community parade. Of course, if your boys decide to try it, they should sing traditional Scouting songs, not the latest hits from the top 10.

Sweet Limerick Contest — As promised, here are the best entries in the limerick contest I announced in the October issue (*Scouter's Alphabet L*).

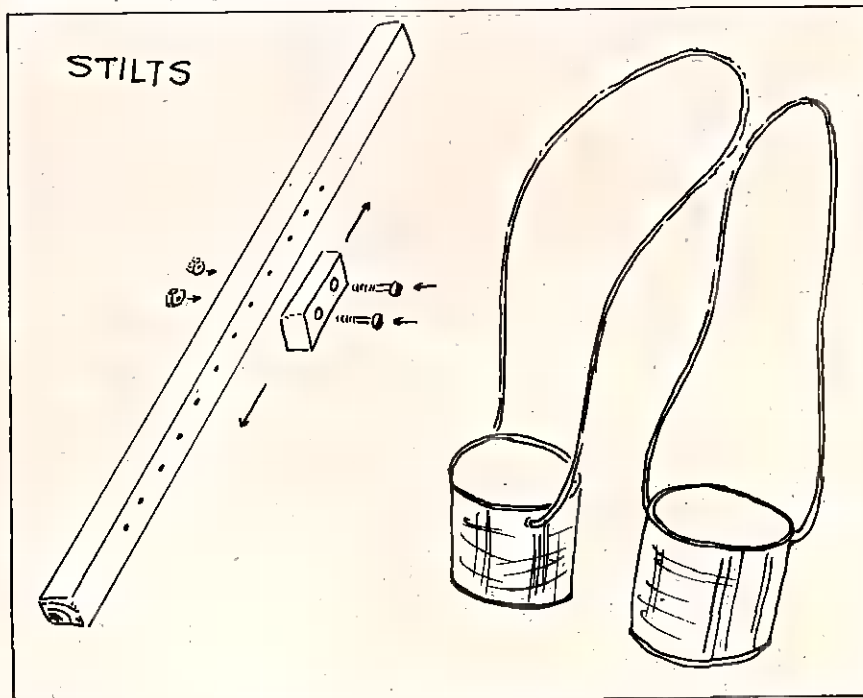
They're all from the 4th Cub Pack of Bowmanville, Ontario, under the direction of Akela Linda Sutherland. Although the limerick form rather falls apart in some of them, they all show a lot of Cub-style imagination. We hope John likes them as much as we did. (**Ed's Note:** *Thank heavens, David, you didn't announce a sonnet contest in this "S" edition of the Alphabet!*)

There once was a writer named Sweet,
His writing was real neat.
He wrote about a mouse
And a scary old house,
And a Wolf Cub that lived down the street.
— Robert Barrett

There once was a writer named Sweet,
Absent were hands; he used his feet.
Words were his gift; to all he'd greet
Telling of deeds and challenges he'd meet.
God's specially gifted Cub — Sweet!
— Jamie Terry

There once was a writer named Sweet,
Who wrote a lot of letters to his handi-capped girlfriend,
Who had no feet.
She had a Wolf Cub named Pete
Who carried her. — Sean Pickard

There once was a writer named Sweet,
Who was very, very, very neat.
He always washed his feet,
And never went to bed
On a dirty sheet. — Eddie Cook





BOYS LIKE BUGS



by Linda Florence

(and all things that flit, squiggle, buzz or wriggle).

Any Beaver or Cub leader can tell you that boys like bugs. They like to chase, catch and examine anything small that creeps, crawls, skitters or hops.

Cash in on your boys' fascination and help them learn more about their world with some live "bug" projects. Many of these ideas are drawn from two excellent resources: Janet Nickelsburg's *Nature Activities for Early Childhood*, published by Addison-Wesley (Canada) Ltd.; and *The Curious Naturalist* by John Mitchell (see book review in Dec '81 *Leader*). Material available in your public library will give you further ideas and background information. Remember that leaders should know more about the subject than their followers, and many of your boys already are experts.

CATCH 'EM

Elaborate specimen "catchers" aren't required, of course. Boys will readily pick up caterpillars, ladybugs and worms whenever they find them, and capturing grasshoppers or crickets in a glass jar is still a favourite pastime for most youngsters.

If you plan to keep your "bugs" for awhile in order to study them, gather up their food on the spot. Take some of the leaves on which you found them crawling, or the soil in which they were hidden.

- **Insect Net:** To catch bugs that fly or hop, make a long-handled insect net and swish it through the tall grasses in a field.

Undo a wire coathanger, bend it in-

to a hoop, and straighten a few centimetres on each end. Use needle and thread or a stapler to attach a swatch of muslin or mosquito netting around the hoop, and to close sides and bottom of the net. The shape of the net isn't critical.

Make the handle from a piece of broom handle or sturdy dowelling about a metre long. Gouge an 8 cm long groove down each side of one end of the handle, fit the straight ends of the hoop into the grooves, and wrap the connections securely with tape.

- **Berlese Funnel:** This simple device will help you catch bugs that live in the soil. You need a tin can with top and bottom removed; a glass jar; a funnel; a piece of coarse wire mesh (hardware cloth); and paper toweling.

Moisten the paper towels and place them at the bottom of the jar. Set the funnel into the top of the jar, and the piece of mesh into the funnel. Fill the open-ended tin with freshly-dug soil, and set it in the funnel on top of the wire mesh.

Place the device in direct sun or under an electric light. The soil creatures will burrow deeper to escape heat and light, and to find damper surroundings. As a result, they'll fall through the mouth of the funnel onto the paper towels, where you can collect them.

- **Plankton Catcher:** This net is designed to capture tiny plants and animals that float or swim in the water.

Cut out the toe of a discarded nylon stocking, fit a plastic pill bottle into the hole you've made, and secure it with an elastic band.

Bend a piece of wire into a hoop and attach with staples to the open end of the stocking. Attach three one-foot lengths of string to the hoop and tie the free ends together, then tie a piece of clothesline cord to the strings and you're ready to drag your net through the water.

CAGE 'EM

If you're only going to keep your animals for a short period of observation, a glass jar with a piece of net securely attached to the opening will be adequate. Make sure you put some of the bug's food into the jar.

You'll need a more complete environment for longer-term observations; that is, if you want to wait until a caterpillar spins a cocoon or a spider spins a web. Of course, it's not a good idea to keep anything caged forever, so when your study is done, set the critter free.

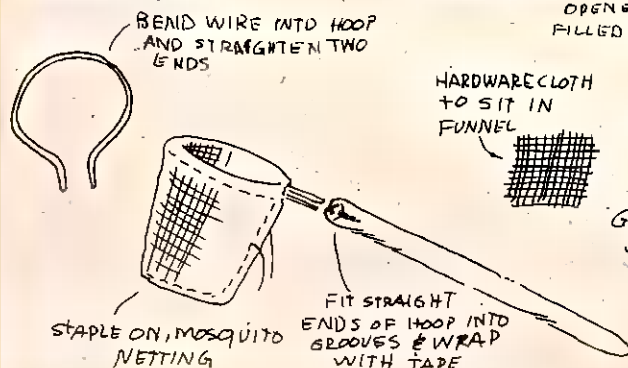
- **Critter Cage:** Construct a simple cage from a piece of window screen and two round cake tins. Bend the screen into a cylindrical shape with the same diameter as the tins, and sew the edges together. Cap top and bottom of the cylinder with the cake tins.

To provide a fresh food supply, put some water into a small glass jar. A jar with a lid is best, to keep critters from falling into the water and drowning. Punch holes in the lid, then poke the stems of the critter's food plant through the holes and into the water. If you don't have a lidded jar, prevent accidental drownings by stuffing paper towel or tissue around the stems of the plants.

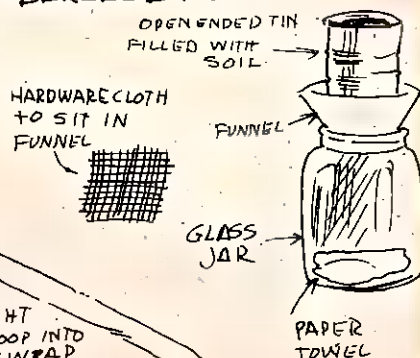
- **Worm House:** For earthworms, you need a special kind of cage. This home in a glass jar allows for excellent observation and demonstrates how earthworms aerate and mix soil.

You need some rich garden or potting soil, some sand and some chalk. Put a thick layer of dark soil on the bottom of a large jar. Add a thin layer of sand, another layer of soil, then a thin layer of chalk. Fill the jar almost full with layers in this manner.

INSECT NET



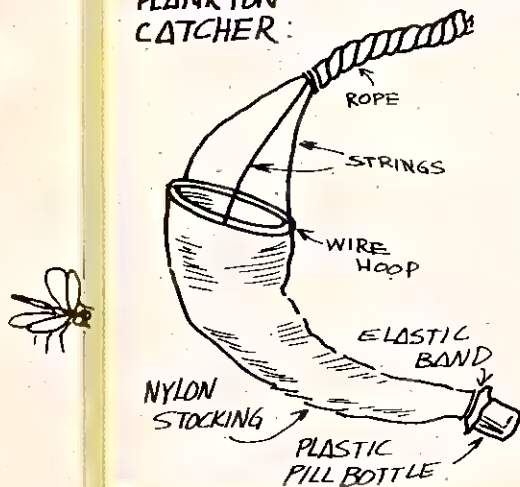
BERLESE FUNNEL



and moisten the mixture until it's thoroughly damp, but not soggy.

Add three or four earthworms and place some food on top of the soil. Feed worms grass cuttings or decaying leaves, cornmeal, and bits of table food like chopped apple, celery or meat. Every few days, cover the food with a thin layer of soil and add a bit more.

PLANKTON CATCHER:

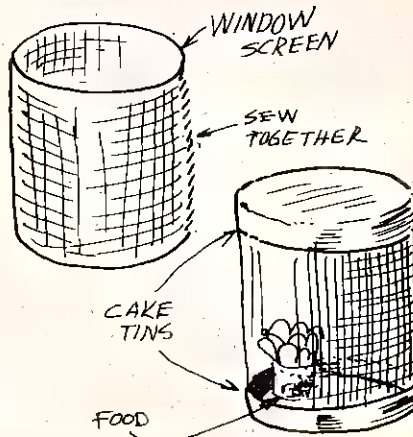


dark cover over their house when you're not observing them.

WATCH 'EM

Let the boys examine the bugs through a magnifying glass. Direct attention to the numbers of legs and body segments. Look closely at the legs, eyes, mouth and antennae of the critter. Watch how the bugs locate

CRITTER CAGE:



Because worms prefer the dark, make a cardboard cylinder to fit over the jar when you're not observing them. Keep the worm house in a cool place and make sure the soil doesn't dry out. If you cover the jar top with a piece of clear plastic in which you've pricked some air holes, it will help to keep the soil moist.

• **Ant House:** You can keep ants to observe their tunneling and building activities even if you can't afford a commercially-produced ant "farm". You need a large baking pan; a small, shallow baking pan that will fit into the large one; and a piece of glass (tape any sharp edges) that covers the small pan but does not extend to the walls of the large one.

Place the small pan inside the larger one and fill the larger one with water. This makes a moat so that the ants can't escape. Fill the small pan with soil.

To acquire ants, find an anthill and, after observing for awhile, dig up a shovelful. Make sure you have captured the queen, who is much larger than the other members of the colony.

Put the ants in the soil-filled pan and cover it with the glass. Put in a tiny, damp sponge, and keep it damp.

Feed the ants only small amounts at a time: a bit of mashed banana; perhaps a dead fly; a couple of bread crumbs or bird seeds; or a drop of honey. If you notice food starting to rot, remove it immediately.

Because ants become very inactive if they're not kept in the dark, put a

their food, and how they eat it. Reinforce the learnings by letting the boys sketch what they see.

Many bugs can be safely handled. Flip a ladybug over on its back and watch what it does. Let a caterpillar crawl on your hand, and watch closely to see how it moves. Do the same with a worm. How does it feel? Later, the boys can imitate the movements and hold their own caterpillar or worm races along the hall floor.

• **Spiders:** If you keep a spider, give it a large container with a soil floor. Anchor a couple of sticks in the soil, about 10 cm apart, to encourage the spider to make a web. Provide a small container of water and feed the spider flies or small moths. Throw the food into the web and watch what the spider does.

Look for different kinds of spider webs outdoors, and examine them with a magnifying glass. Try this trick for "catching" a web. You'll need white spray paint, black construction paper, and big sheets of stiff card-

board.

When you find a well-formed web, first make sure that the spider isn't at home. Then protect the building, tree or bush behind the web with a large piece of cardboard. You can prop, tack or have someone hold it in place. Finally, spray the web until it glistens white and bring a piece of black paper up to touch the web's wet side. Cut the strands of web that protrude beyond the edges of the paper, and let the masterpiece dry.

• **Ants:** Take some honey along with you the next time you're on a ramble. When you find an anthill, lie down close to it and observe the comings and goings for awhile. Then, put about a teaspoonful of honey, a couple of feet away from the anthill and watch what happens.

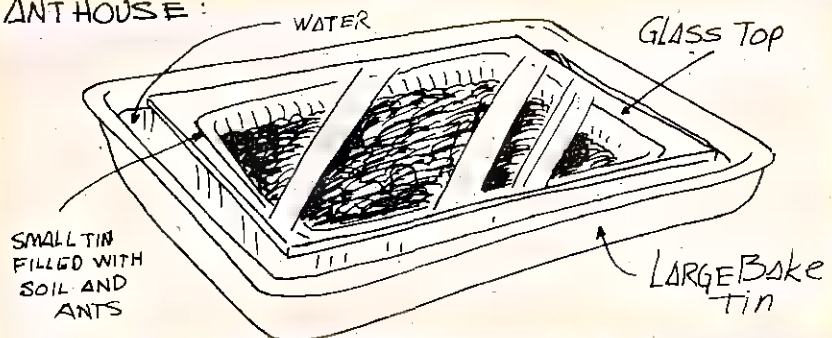
• **Caterpillars:** If you collect a caterpillar, bring along the leaves you found it on, and always replenish food with the same kind of leaf. When you put fresh food in the cage, look around for cast-off skin because, like a snake, a caterpillar molts as it grows.

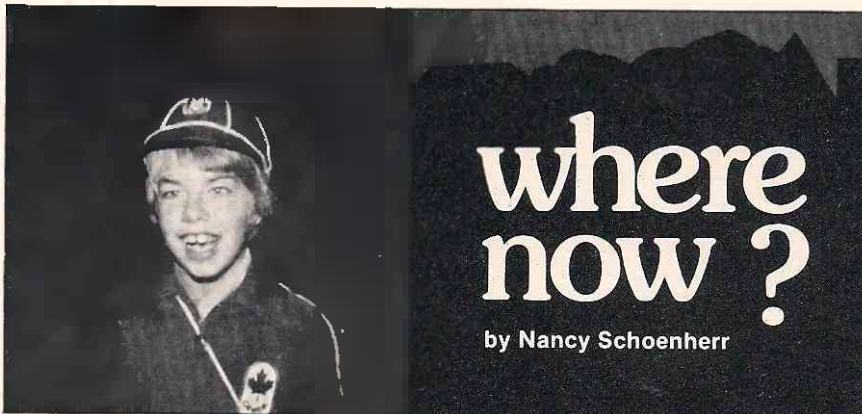
If you find a caterpillar crawling along the ground, or up a wall, it's probably looking for a place to build a cocoon and won't need food. Stand some sticks in the cage so that it can attach itself in readiness to go into pupation. Watch it spin a cocoon, and later, watch the butterfly or moth emerge.

Studying insects and other small creatures is fun for boys because it involves them in a variety of activities and outings. More than that, it allows them the responsibility of caring for a small, contained world, and leads them to appreciate the importance of all living creatures in the larger world. Through their observations they can gain a real understanding of the inter-relatedness of nature.

And, of course, your boys will become absolutely convinced that you're the greatest, if you let them play with bugs! X

ANT HOUSE:





Now that the 1981 *International Year of Disabled Persons* is out of the way, where are we?

Full participation and equality was the theme of the year. The challenge it posed to most well-meaning people was that we come to terms with our own attitudes towards disabilities.

Disabilities are not something that only others experience. A disability can happen to any of us, to someone in our families, suddenly, shockingly, at any age. A disability can be temporary or permanent. It can change a life completely. Does it scare you? It sure makes me think.

One in every ten Canadians suffers some kind of disability that makes living a full and productive life difficult. It is difficult because the attitudes of society put up barriers against disabled people. Has 1981 changed your attitude? I'd like to think or hope that it has.

Disabled or not, people want the opportunity to work, play, travel and live as any other members of the human community. Physical or mental disabilities should not be equated with incapacity to enjoy life and to live it as fully and usefully as possible. People should not be classified in terms of what they can't do, but rather in terms of what they can do, and what their potential is.

Pity for people with disabilities is a waste of time. They need integration into Scouting's programs wherever possible. They need to be challenged, not sheltered, and we can do that. There are hundreds of Terry Foxes among today's youth. They have his same desires and determination. Let's cash in on their abilities.

As we look back on 1981, and particularly as we enter into our 75th anniversary celebrations, we should remember that Scouting for the handicapped is not new. Scouting included disabled boys long before society decided to make a thing of it in 1981.

Halifax had a troop for blind boys in 1920, and Montreal's 113th Scout troop was set up in 1926 for boys in

the Crippled Children's Ward of the Shriner's Hospital. In Britain during the '20's, a troop of physically disabled boys called themselves the "Lizards of Leysin", and a troop for boys afflicted with leprosy was called the "Leper Troop". Perhaps today we wouldn't call a group a *Leper Troop*, but would we still have the ability and desire to work with such a group of boys? We've advanced in many ways in our thinking and attitudes. We try very hard not to label people. But have we also slipped back a little?

Everywhere we face the aspirations of disabled and handicapped people: aspirations to be the "same", to be "accepted" as equals. The message is coming through loud and clear. We all must be touched by the plight of so many people whose wealth of love and of sharing and caring has been left dormant for so long.

Sharing and caring has not been sleeping in Scouting. In the National Capital Region, where I live, a phenomenal number of boys with disabilities have entered the program in the last four years. Our leaders are people who are more likely to shed tears of happiness and hope than to waste tears of pity on our boys. In four years, I know of no leader in the region who

has refused to try to work with a "special" boy.

When I check back on the records, I see that our Beavers are now Cubs and Scouts. Many are moving on to the Venturer program. We have lost some of our boys, yes, but for the same reasons that any group loses boys. Families move away, but since new ones also move in, the program is an ongoing one. Some boys also lose interest, and sometimes, leaders "burn out". But basically, except for their requirements for a few mechanical aids and devices, and for some breakdowns in vocal communications, our boys are no different from the many other boys in Scouting around the world. The main thing is that they are BOYS.

After looking back at where we've been with Scouting for boys with handicaps, we can ask, "Where are we going in the future?" I know that Scouting can fulfill many needs of boys. Let's listen to what someone with a disability says:

"We do not want charity or special favours and privileges; only the same basic rights and freedoms as others. We wish to be treated as equal human beings; to be able to participate in the common life to the extent of our capabilities, without having to face unnecessary barriers to our involvement. We have the same needs and desires as anyone else: to be self-sufficient, self-determining; to have a measure of dignity and self-respect; to be contributing and responsible members of society; to enjoy the same basic freedoms, rights and responsibilities as anyone else in this country."

So, where do we go from here?

Nancy Schoenherr is co-ordinator for Scouting with the handicapped in the National Capital Region, Ontario. A



venturer log

by Phil Newsome

A short while ago I heard about what may be a very unique Venturer company; one that really appears to enjoy blowing its own horn!

The 6th Nanaimo Venturer Company of Nanaimo, B.C. was formed by a group of former Scouts and their friends who attended Woodlands Junior Secondary School. The unique feature of the company is that they are a Dixieland Band. The six original members all played in the school band and they've since added three new members to their musical company.

Practising Dixieland music and playing at local community gatherings are not the only programs for the active group. This June, 10 of their members will attend the Duke of Edinburgh's Award ceremony to receive their Bronze Stage Award from the Lieutenant-Governor of British Columbia. Among other activities, they took a three-day bike trip on the San Juan Islands to trace the events of the famous "Pig War" between the United States and Canada and, this March, they held a three-day campout on Galiano Island.

A monthly visit by the local RCMP in conjunction with a police service program, and the support of a local teacher in helping to coordinate a physical fitness program, show that the company is tackling a wide variety of program ideas.



For the future the Venturers are developing plans around an exchange trip with a company in Fredericton, New Brunswick, and are exploring the possibility of marching in the Calgary Stampede parade.

Dixieland music is what brought this company together and, while they enjoy playing for local Cub packs, senior citizen groups, telethons and Christmas events, the Venturers have found other activities to expand their field of interests.

Thanks to advisor Ken Knowles and all the members of the 6th Nanaimo Venturers for sharing their photographs and program events with us.

Best of luck in your future plans! A

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TRAINING TALK



by Reg Roberts

My comments this month are on a variety of different subjects, some picked up from recent reading and some from personal observations. Others are ideas shared with me by fellow trainers.

WOOD BADGE

Those of you who have been around for awhile know the value of Wood Badge training and how it can increase the effectiveness of a leader. You also know that the percentage of registered leaders who receive Wood Badge training is still quite small.

The other day, someone mentioned to me, again, that the term "Wood Badge" is deceptive. It doesn't convey what really takes place on a course and may even put some people off.

The term "Wood Badge", which certainly does give the impression of a "woodsy" experience, is derived from the two wooden beads received upon completion of the course. It's true that the course deals with the out-of-doors, and part of the experience could be called "woodsy".

Any Wood Badge event worth its name will cover such things as how to set up tents, cook outdoor meals and survive in the wilderness in a healthy state. On such a course, it's also customary to learn about basic knots, animal tracks, bird songs, tree identification and many other things that are helpful if you plan to make the most of experiences in the out-of-doors.

But Wood Badge is also learning about games and how and why to play them; learning how to build fires, plan menus, treat blisters on the feet and sing campfire songs or put on a skit for friends.

It's learning about the age groups with whom you will work; understanding the needs of young people in your

section; modelling behaviour; developing values, and sharing in the spiritual growth of youth.

But it's so much more. Wood Badge is learning about friendships and how they grow; learning to stand on your own two feet and also to rely on other people; learning about leadership and being a leader, as well as about leadership and being led.

It's a course on which you're often pushed pretty hard, but where there's an opportunity to challenge your inner strength. A lot of testing takes place during the event, but it also gives you a chance to learn just how able you truly are.

Those who have taken a Wood Badge course will know what I mean, and I'm sure that memories of your own Wood Badge experiences produced a few smiles and groans as you read. The really important thing is that trainers, service team members and leaders who have participated in a Wood Badge course, let others know what it's all about.

It isn't enough to say, "I can't tell you because it's a surprise" or, "Oh, you'll just have to wait and see!" If we want people to attend, we must tell them about the many practical things they will learn. We must also share information about the additional learning experiences a Wood Badge course provides; the kind of experiences which add wholeness and joy to our lives and



strengthen our relationships with others.

People who have earned their Wood Badge share a great deal of camaraderie because they've shared an experience and value what they learned about themselves and each other. Wood Badge holders should not be seen as an elite group. Indeed, it should be the special role of every one of them to encourage others to join the ranks. And many others will, if we let them know that Wood Badge is not simply a "woodsy" event, but also a happy and adventurous experience in personal growth.

CREED FOR LEADERS OF VOLUNTEERS

Eva Schindler-Rainman has written many books about working with volunteers. Her "creed" is something

trainers and service team people should always keep in mind.

- To motivate rather than captivate
- To encourage rather than discourage
- To link rather than divide
- To guide rather than goad
- To clarify rather than confuse
- To foster creativity rather than conformity
- To free rather than to limit
- To be involved rather than isolated
- To focus on others' strengths rather than on their shortcomings
- To enjoy and celebrate rather than become tired and pessimistic
- To foster one's own growth as well as that of others
- To give ideas, help and resources as well as to enjoy getting them
- To work independently as well as interdependently.

SUPPORTING NEW TRAINERS

Recently I had a conversation with an "old" trainer who expressed some concern about the support given to "new" trainers.

Reflecting on some of her own experiences, she wondered how often people are asked to accept a trainer role without being given much in the way of support or encouragement to do the job.

I think it's fair to assume that those we ask to take a trainer's position have expressed a desire to do so and have shown some related ability.

Something is wrong if the first-time "new" trainers come together with "old" trainers is when they sit down to plan a course. As trainers, you know that each time a course team is put together, a period of team building is needed before people begin to feel comfortable with each other. Imagine how awkward the fledgling trainer feels when thrown in with three or four others who have worked together previously. The "new" trainer really is the odd one out.

Think back to your own first time, and remember how it was.

- Team building takes time. New trainers are not familiar with all the

neat things that happened on that last course.

- New trainers have to work hard to feel accepted. They need all the help they can get.

- It's important to select trainers in the "off" time of year and to provide several opportunities for team building and skill and knowledge learning before putting together course teams.

- Experienced trainers should be prepared to share their experiences with the new trainers as much as possible. It's one way to help them learn.

- If possible, put new trainers on a team with someone with whom they feel comfortable. A feeling of security is important.

- Material that new trainers develop for sessions should be checked over for content and for presentation style, planned training aids, time allotted and handouts required. It's not a bad idea to do a run-through beforehand, just to see how it all fits together.

- Sometimes, when it's obvious that a person is struggling, it's necessary to come to the aid of another trainer. Some discussion about how this should be handled is useful. It's also important to carry out such "rescue" operations carefully and with consideration.

- New trainers need access to the resources others have gathered over a period of time. Don't hold back these resources. Encourage new trainers to take advantage of everything available.

- Words of encouragement and pats on the back will do much to establish confidence. Never overlook an opportunity for a kind word.

- Honest evaluation is always required. Don't say that a poor performance was a good one simply to avoid hurting someone's feelings. Provide accurate feedback about the things a person can change or improve:

A new trainer will need time to feel comfortable as a trainer. Each "old hand" can help in many ways. Course leaders have a particular role to play because they tend to set the tempo and climate. The welfare of the course team depends very much on how the course leader orchestrates the team's actions.

May and June are typically Wood Badge course months. Are your trainers prepared? Are the new trainers integrated into the teams? Have you had some informal gatherings as well as the formal planning session?

I know it all takes time, but time invested in the development of new trainers is always well spent.

INTRODUCTION TO SCOUTING

An *Introduction to Scouting* is one of the first formal "training" events in which an adult, new to Scouting, is involved. I say "training" event because an *Introduction* is intended to help potential volunteers learn more about Scouting, and to help Scouting, through the person who conducts the intro, learn something about the potential member.

A set of guidelines for conducting an *Introduction to Scouting* is available from your Scout Centre; catalogue #21-215. Here are a few other points to consider.

- Have a definite structure in mind or on paper for how you plan to use the introductory material.

- Set a comfortable, conversational tone for discussion.

- Share some information about yourself: who you are; your role in Scouting; why you are conducting the introduction. This will often draw out the new prospect.

- Be open and honest at all times. Don't paint an unreal picture of Scouting in your area.

- Be flexible. Although you have a definite design for the session, be prepared to leave it so that you can deal with the interest areas of the participant. Come back to your plan later.

- Do your homework. Get as much information about the person (from other leaders, the group committee, etc.) as you can before the session. It lets the prospect know you are really interested.

- Be sure to state clearly just what the purpose of the discussion is.

- Avoid yes/no questions and answers. The objective is to learn as much about the person as possible, and to give as much information as possible about both Scouting and the position you hope this person will accept.

- Be enthusiastic. Even if you've conducted three other *Introductions* this week, act as if this is the first and most important one.

- Focus on things that are significant and important to the job you hope this person will do.

- Don't feel you have to do all the talking. A little silence may encourage the prospect to say more.

- Close the introduction with specific details about what will happen next, and be sure to follow through to see that it happens.

If you're warm, tactful, open and honest, you'll do much to set the potential member at ease, and to show Scouting is an attractive organization with which to become involved. X

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Campfires and Cream Pies I Have Known

by Justin White

illustrations: Fred Fishell

My sister-in-law, Joan, never did like me. Even before she married my brother, Jeremy.

It should not be surprising, therefore, that one of my worst Scouting memories involves her. We were having that most appalling of all experiences, a Parents' Night. Even then, I preferred to go to the dentist.

Joan had delegated me to lead a sing song. The group of boys we had at the time *hated* singing. Coincidentally, all the leaders we had also hated singing, and I suspect the feelings of boys, and leaders were not entirely unrelated.

It was in the "good old days" at the 103rd Toronto; at least the 175th Toronto refer to it as the "good old days" because it was before I changed packs and came to them. I led an off-tune and very reluctant rendition of Old MacDonald's farm with all the enthusiasm and success of a Torontonian trying to sell shares in the Argonauts on the 8th Avenue Mall in Calgary during Stampede Week.

Never since my 9th grade history exam had I been so dejected or embarrassed.

So you see, fellow Scouters, I too have suffered. Yet I now cheerfully lead sing songs and campfires, and will even deliberately play the fool in

skits. I suppose it's because there's a difference between feeling a fool and acting the part of one. When any of us participate in anything loosely related to entertainment, we have to be happy in our role. Not only that, but the entertainment has to fit the mood of all involved, including those who're being entertained.

The important thing is not to let early failures deter us. When I moved to the 175th, Barry Mitchell was saddled with an assistant more than a shade less than the greatest thing since John Sweet. With the pack, I was sent to build and light the campfire. Barry arrived, hours later it seemed, to find me on my knees beside a remarkably creative-looking campfire, and holding the proverbial empty box of matches in hand. The Cubs were thoroughly enjoying the whole thing, and Barry did well to control himself.

My assignment on the next night was somewhat less of a challenge and poor Barry thought he was safe. I was to instruct the Cubs on "proper behaviour" because another pack was joining us. I suspect they were coming to our campfire because their leaders couldn't light campfires or lead songs either. Their contribution to the program, aside from the extra Cubs, was to be a joke told by their



Akela. I gave the boys the usual lecture, and told them that when the guest Akela told "The Joke" they should be polite and laugh.

I mean, it wasn't *my* fault that his joke wasn't funny. It coaxed a half-smile to the boys' faces, and forced a giggle from one or two of his really fanatical followers. Then, to my horror and the utter disbelief of a numbed Barry, our pack remembered my instructions. Thirty-six Cubs smiled. Then they sniggered. Finally, they laughed as hard as they could force it. Two of our better actors actually clasped their stomachs and fell backwards off their leg to roll around on the ground in false paroxysms of hilarity.

Not long after that, Barry and his wife Janet, whom I relied upon at critical moments to hold him back from me, understandably moved north to Barrie and another group. I was left to recruit leaders who could light campfires or, if in doubt, would douse them liberally with liquid Scouting spirit and, if in continued doubt, would light them before the Cubs arrived at the circle.

Since then I've had years to perfect the technique. We now achieve about a 50-50 success rate with flaming arrow campfire openings where the arrow flies down a wire from a tree and actually lights the fire in front of the Cubs. The surprised awe of new Cubs when it works is almost worth the caustic asides from the sixers when it doesn't.

We are, however, running out of leaders who are willing to climb scrawny trees at dead of night, there to sway in the wind as they cling with one hand and desperately try to fire a cigarette lighter with the other while Akela shouts, ever more loudly, "And now I command fire to fall from the heavens....!"





We have a very tolerant, if sarcastic, pack. The Indians who were to arrive, properly attired, out of the mist on the lake to light the fire with a flaming torch, *would have been* a real hit if they had appeared, even the third time I yelled, "Who knows, we might even see those great warriors reappear; here, tonight. . . .!!!"

As the Great Warriors later said, it really wasn't *their* fault that they lost both oars from the rowboat. I am always sympathetic on such occasions. I've been there.

Skits, on the other hand, are intended to make everyone laugh, even though, in our pack, everyone normally has sore sides long before we get to the skits, especially if we have to light the fire first.

Every few years, after the memories of the last set of banquet skits have



been either forgotten or forgiven, some prune sits up in a group committee meeting and says, "Why don't the boys do skits for entertainment this year?"

The resulting preparations utterly demolish meetings for the next six months. The Cubs prepare skits which are basically improper, mumbled, lengthy, not funny and devoid of punchline. We then work with them to produce clean, well-delivered, short, witty skits complete with devastating punchline. We work with them right up to the last minute. Then, in front of all the parents, the skits deteriorate into elongated, unfunny mumbles which have no real ending. The only parts that anyone hears are the disgusting bits the boys ad lib and, what infuriates me most, the parents are always thoroughly delighted.

Except that, the following year, one leader-hating parent always says, "Why don't the leaders do a skit this time?" And, sometimes, the creative ones among us form a barbershop quartet, or even a chorus line. I was mildly successful in the chorus line, but was kept well away from the barbershop quartet because music was involved.

Nevertheless, we do oblige, and here's the skit I put on with my wife, Marjorie. She thoroughly enjoyed herself.

It was the end of a successful banquet and the audience contained Scouts, Cubs, Beavers and countless patronizing parents. Enter Akela wearing uniform (an old one). The trousers look like a good pair. There are certain small holes in the shirt, but they can't be seen. . .

AKELA: (sneaks on stage carrying a storybook). Hi! I'm Akela — you know, Beavers, the Cubmaster. I'm married to Kaa, but she doesn't know I'm here. She ALWAYS interferes in EVERYTHING I do. Anyway, tonight I'm going to tell you a bedtime story. (Unnoticed by Akela; Kaa strolls on stage). Here we go (opens book). . . . Once upon a time. . .

KAA: Now just hold on a minute! (Akela jumps — looks very pained). Is this a bedtime story? If it's a bedtime story, you should have your teddy bear and blanket (hands items over). . . .

AKELA: (holding bear and blanket) Once upon a time there was a Wolf Cub who. . .

KAA: A Wolf Cub? Well then, you should have short pants. . . (Cuts off pants at knees).



AKELA: . . . who went for a walk in the woods (Kaa produces branches for Akela to hold, along with the bear and blanket) . . . but got lost (Kaa yawns widely in boredom) and was caught in a terrible storm. It rained (Kaa picks up bucket sitting in wings and splashes water over Akela) . . . and snowed (Kaa thinks, shrugs, and breaks out an ice cube from a tray. She puts ice cube down Akela's neck. While Akela collects himself, Kaa pulls out banana and commences to eat) . . . The storm finally blew itself out in a terrible wind which tore past him (Kaa rips off Akela's sleeves from shoulder to wrist, rips down front pockets, etc. Kaa then calmly finishes banana and drops peel on floor while Akela rushes off stage and re-enters with a bucket that looks like the water bucket Kaa had earlier used. Akela rushes towards Kaa, slips on banana peel, dumps bucket of paper over audience. Then Akela recovers self, recovers book and rapidly turns pages to end of book).

AKELA: Anyway, he got home okay, and had a great turkey dinner. . .

KAA: Now, where can I get a turkey? . . . (encourages audience to point at Akela)

AKELA: And for dessert he had a . . . great . . . big (realization dawns) . . . cream . . . pie. . . (Joyfully, Kaa places pie in Akela's face)

CURTAIN (to rapturous applause)

Our campfires rarely work, but cream pies always do, at the 175th! X

FUN AT THE POND

by Kay Warren

May is a springtime month and a time when many Beaver leaders approach the end of another successful year of Beavering. You'll probably lose some of your Beavers to the intriguing world of Cubs in the fall, so here are some fun ways to make their last weeks in Beavers a time to remember.

Sharing

A good Cub follows the law of the pack and a good Beaver knows how to share. With sharing goes giving, and May brings Mother's Day. Father's Day follows on its heels in June.

The Moms of your colony will be delighted to receive a pomander for Mother's Day, and Dads will be especially pleased with a Beaver-made soap-on-a-rope.

Pomanders

Pomanders of oranges and cloves make closets and kitchens smell delicious. You'll need: a large orange for each Beaver; a knitting needle; whole cloves; cinnamon and orris root powder; paper, foil and ribbons.

Have a leader or Keeso carefully punch holes at equal spaces all over the outer skins of the oranges. Then have the Beavers fill the holes by pushing the stem of a clove into each one. Mix together equal amounts of cinnamon and orris root and roll the oranges in the mixture. Make sure the spicy powder coats the orange well between the cloves.

Individually wrap the oranges in foil and store in a dry place for two or three weeks.

The oranges will shrink as they dry. Before Mother's Day, remove the foil and wind a ribbon twice around each orange. Tie it firmly and leave enough for a loop so that you can hang the pomander.

You can also make pomanders from limes, lemons and apples.

Soap-On-A-Rope

Beaver Dads will be happy to receive personalized soaps-on-ropes.

To make soap-on-a-rope you'll need: a bar of plain white soap for each Beaver; a large darning needle; yarn or cord; and water colour paints.

Have a leader push a threaded needle through each bar of soap near one end. Keep the soaps in a cool spot (the fridge or freezer is a good idea) until the Beavers are ready to start work. Then, set up the boys with lots of water colour paints and brushes and tell them to paint the soap with a picture of Dad having fun.

A Beaver Garden

If you're looking for a long-term final project for your Beavers, remember that May is a busy growing time for plants and animals. Your Beavers might like to plant their own gardens and watch them grow.

You can easily spread this project over three or four meetings to give the things you're growing a chance to get started.

Begin with a demonstration of how a plant takes water and food from the soil to its leaves. This is easy to show with a stick of celery. Mix some food colouring and water in a glass jar. Cut the end off the bottom of a celery stalk and place the celery in the coloured water. After a while, you'll be able to see the coloured water gradually creep up the celery stalk.

Your Beavers can help plant an indoor garden. Use common varieties of vegetables and flowers and make sure that you have a sunny spot in which to place the garden. Beavers can grow individual gardens, or cultivate a garden as a lodge project.

Here are a few ideas to put you into the gardening spirit. You'll find many more in a book called *Look, Mom, It's Growing*, written by Ed Fink and published by the A.B. Morse Company. Check your local public library.

WAX PAPER
PLASTIC
FLOWERS
ICE CREAM
POPSICLES
MARI
JELLY
TO
P

Carrot Hanging Baskets

You need plenty of fat carrots and string for this project. Cut off a piece five or six cm from the top of the carrot. Trim off the leaves, but not the leaf stems. Scoop out the carrot at the cut end. Make two little holes on opposite sides of the carrot shell and put strings through the holes. Hang in a sunny window, scooped end up. Fill the hollow part with water, adding more as it evaporates. Leaves will soon appear and curl up around the carrot.

Carrot Gardens

Carrot tops also make pretty green foliage gardens.

Cut a piece about 5 cm long from the top of a carrot. Leave on the leaves and stem. Place several carrot pieces in a shallow container and fill the container with enough water to cover half-way up the cut ends. Add water as it evaporates. In a week or so, new fern-like foliage will begin to grow. Try the same thing with beets and parsnips.

If all of this digging and planting makes your colony restless, try a few games to keep them going.

Sun and Seeds

Beavers form a circle and kneel with hands over their faces as if they are sleeping seeds. One Beaver is named the sun. He runs around the circle and touches a seed. The seed jumps up and chases the sun around the circle. The sun must make it to the seed's vacant place without being tagged. The seed then becomes the sun and tags someone else.

If the sun is tagged by the seed before he reaches the seed's place, he must be the sun again. Play until all have a chance to be the sun.

Birds and Squirrels

Beavers form a circle around a "bird" who is blindfolded and has a dish of candy eggs placed beside him. The leader points at one "Squirrel" who tries to tiptoe up to take an egg. If the bird hears him, he points in the squirrel's direction and the squirrel returns to his place. Continue until all have a chance. Anyone who manages to snatch an egg takes over as the bird.

Butterflies

One Beaver sits in the middle of a circle. All the others keep their hands behind their backs. They pass around from hand to hand a coloured handkerchief or scarf, and chant:

Butterfly, butterfly, where can you be?

Butterfly, butterfly, come to me!

When the chant is over, the Beaver in the middle tries to guess who has the butterfly. If he's correct, the holder of the scarf takes the middle place. If he's wrong, he tries again.

If you want to stick to the Beaver theme, replace the scarf with a cardboard Brown Beaver and change the words of the chant.

Rabbits and Foxes

Beavers form a wide circle with hands joined and arms stretched out as far as possible. Choose one Beaver to be the rabbit and one to be the fox. The fox chases the rabbit around the circle, under arms and around the Beavers. When the fox catches the rabbit, each chooses a successor to continue the chase.

Flower Pots

After a busy time gardening, painting and playing, everyone needs a little refreshment. Surprise your Beavers with these "flowers" as a reward for all their hard work.

Line small plastic flower pots with waxed paper and fill with chocolate ice cream. "Plant" in the ice cream, a popsicle stick topped by a coloured marshmallow. Put gumdrops or jelly beans on the end of toothpicks and stick them into the marshmallow.

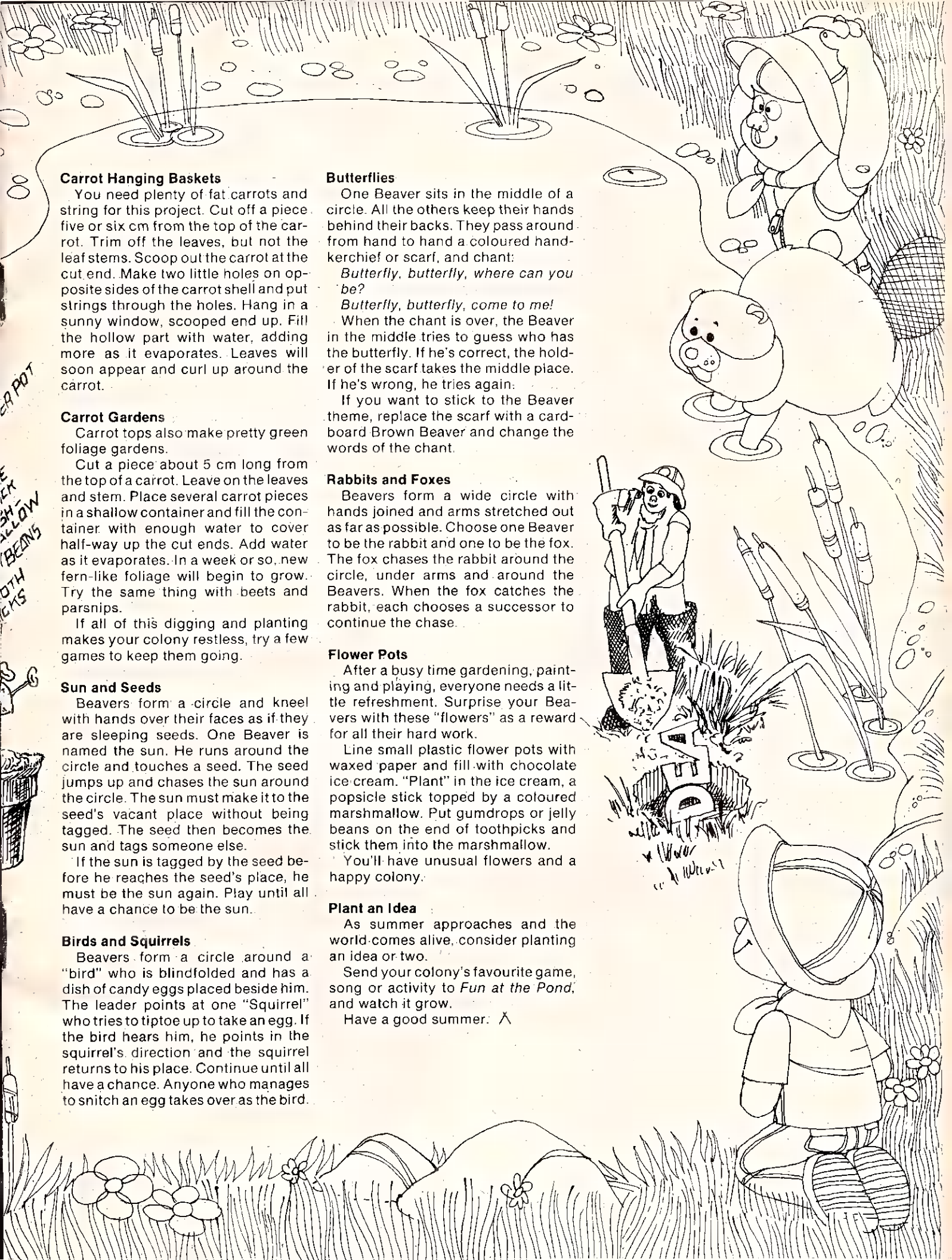
You'll have unusual flowers and a happy colony.

Plant an Idea

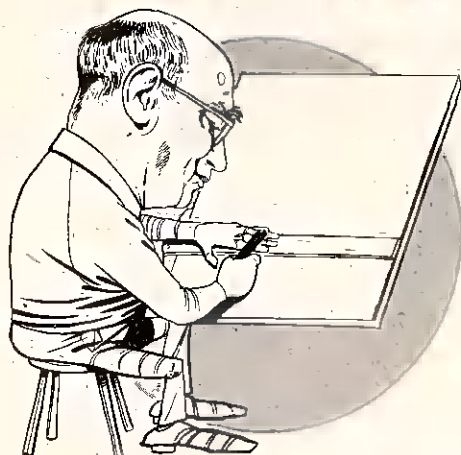
As summer approaches and the world comes alive, consider planting an idea or two.

Send your colony's favourite game, song or activity to *Fun at the Pond*, and watch it grow.

Have a good summer. A



ON THE LEVEL



by John Sweet

A Scouter of vast experience told me not long ago that he had come to the conclusion that he was spending too much time and thought in striving to maintain the interest of his older boys when it had become abundantly clear that they wanted out, although not yet of age (or inclination) for the Venture Unit. There were three of them. He took them out for a fish-and-chip supper at his own expense, shook hands all round, said "Keep in touch" and walked home all by himself.

I was doodling on the drawing board the other day and, as if of its own volition, my vagrant pen produced this unlikely scene — an outraged Scouter ordering one of his boys out of the troop room forever. "Go!" you can almost hear him saying, "and never let your shadow darken the threshold again." I was wondering what terrible misdemeanour could have justified such harsh punishment when a Scouter friend dropped in.

"Well, it's obvious," he said, breathing down the back of my neck. "The lad has been caught red-handed cheating at British Bulldog... Or," he added, after a moment's deep thought, "perhaps he's a Scot from Aberdeen and has tried to pay his subs with a counterfeit bawbee," and, as such people do, he cackled appreciatively at his own wit.

I feel sure your patrol leaders can do better than that.

Anyhow, the idea is that you should put it to them during coffee break at the next meeting of their council, with perhaps a small prize in the shape of an extra chocolate biscuit for the boy

who suggests the scattiest crime in the calendar, and then drop us a note.

- It is a mistake to cut a dead branch from a tree unless you can be quite sure of doing it without leaving a stump.

- Homesickness is endemic in first-time campers. The only antidote is to keep the patient busy. Rest will only aggravate his complaint.

Odd Observations

- Any Scouter who hopes to interest his patrol leaders in Scout-style pioneering by getting them to build small scale models would be well advised to give them elastic bands for their lashings and cut out all that fiddle-faddling with bits of string. The truth of the matter is that trying to lash with string is twice as difficult and four times as tedious and time-consuming as the real thing.

- Any experienced camper will tell you that elm simply will not burn on an open fire out of doors. At the same time, any country gentleman will tell you that, at his house, elm is always first choice for a log fire indoors.

- Only a person of considerable personal charm has any future as a con man. Not that all charming personalities are potential con men, but you might like to bear it in mind, Scouter...

A problem for your patrol leaders

As everyone knows, the Harvester's Hitch (sometimes called the Rope Tackle) gives a theoretical purchase of three to one, although the actual efficiency of the device is sadly reduced by friction. Never mind. In theory, it should be possible to set up a number of Harvester's Hitches in series, each acting on the one in front, to give a build up of 3 x 3 x 3 x 3 and so on. The impracticality of doing this is not in question. What your patrol leaders are required to say is how many hitches would be needed to give a theoretical purchase of 243. If they complain that this is too much like maths at school, they should be given a ball of thin twine and a number of



matches and invited to work it out for themselves by linking up three hitches in the same length of twine to give the maximum purchase.

Later, of course, they will have the opportunity to impress their patrols with their own expertise.

Laugh of the Month

When slightly decomposed bits of Jimmy Wilson's Cub Scout jersey were found in the stable wood, a police search failed to find the body, which was later discovered at home having its tea. (TANNADICE & MENMUIR TRAILS 1972).

"My Venture Scouts always turn up to Friday night meetings in jeans and pullovers," a Venture Scout leader wrote some time ago. "I always wear uniform. The other evening I was delayed at the office and got home just in time for a cuppa before dashing off to the Den — still in my gent's natty business suit. The boys were taken aback. 'Where's your uniform, Skip?' they demanded, disapprovingly."

Arising from the above (true) story, we have to confess that we, J. Sweet, never took kindly to the wearing of a uniform of any kind and, in fact, became and remain a lifelong Scout (in the Lord Kitchener sense of the word) in spite of it. When at long last we were forced kicking and screaming into statutory retirement, the only thing that consoled us was that, for the rest of our natural life, the wearing of Scout uniform was one thing we should not be allowed to do. No great deprivation, I can assure you. The truth is that, from the moment I moved from elementary to grammar school, the wearing of Scout uniform in public was an ordeal I would gladly have foregone.

This leads me to ask whether it has ever occurred to anyone that our uniform, which was intended to attract, doesn't? — that it might even be counter-effective? — that it may not be just the style of the uniform that turns us off, but uniform per se? — not just the Scout uniform, but any Scout uniform?

My proposition is that we should stop thinking of ourselves as a uniformed movement in the conventional sense and go in for gear that reflects the true nature of the exercise instead. A sort of all-purpose rigout. Work-

manlike rather than "smart". The point is that if you wear a smart uniform, smartness is all. The slightest deviation from the standards of the *Tailor and Cutter* sticks out like a sore thumb; and, as it is not in the nature of boyhood to remain natty for long — nor would any healthy-minded boy wish to do so — they invariably end up looking like fugitives from a dude ranch who have escaped by crawling through a hedge backwards.

So? you ask.

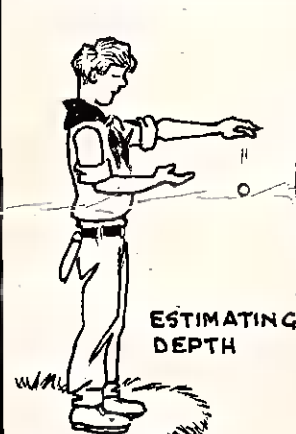
So, we reply, you put them in gear that looks casual and comfortable — and workmanlike. Something that smacks of mountain, moor and fen — not to mention crag and torrent, rather than of Saville Row or Carnaby Street in the springtime. Think of it! Supply Services would make a killing by bringing out a nice new line in adventure-wear for young explorers on land, sea and air, and underground too. It would be uniform (adjective)

without being the least bit like what is usually regarded as uniform (noun).

"A fine distinction, surely," I hear you mutter. Not if you take the trouble to consult your dictionary. Such a pity that such things as sheath knives and hand axes worn on the belt are no longer possible in our troubled society. However, there'd be nothing to stop us sporting the tools of our calling: climbing and caving gear; field glasses; maps and compasses; snorkels and goggles; first aid packs; the lot. Apart from other considerations — such as the deep psychological effect on the boys themselves — it would surely work wonders for our perishing public image which, as everyone would agree, is not what it was.

"There go the Scouts," one can hear the man-in-the-street saying to his neighbour. "Stripped for action as usual. Wonder what the young devils are up to this time out?" X

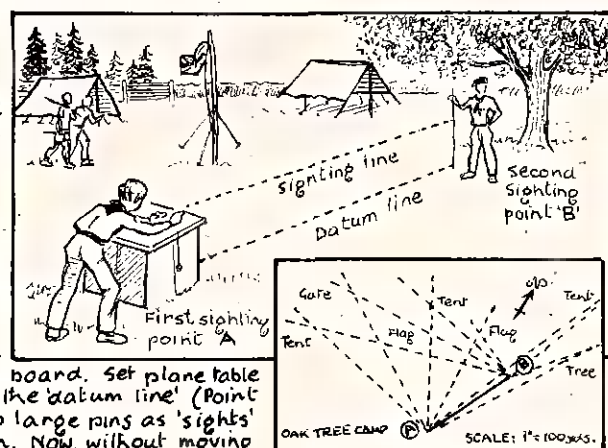
SCOUTCRAFT



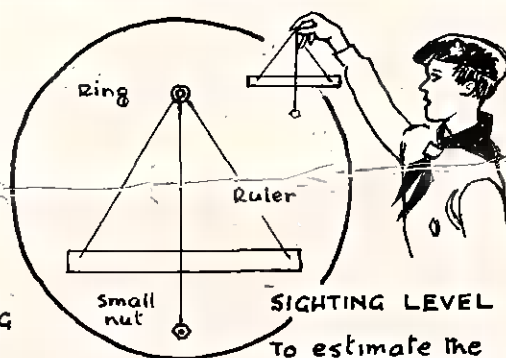
count number of seconds till stone strikes bottom, square it, multiply by sixteen and call it feet

PLANE TABLE

Estimate main dimensions of area to be surveyed and work out scale to suit size of drawing paper. Next decide position of your 'Datum line', peg it out with measured length of sisal and scale it off in the appropriate position on your drawing board. Set plane table over one end of the 'datum line' (Point 'A') and using two large pins as 'sights' align it as shown. Now, without moving the drawing board, take sights on other features, moving the second pin to give an accurate fix. With ruler draw lines from Point 'A' through the pinpricks. Repeat process from Point 'B'. Where lines cross will indicate exact position of object



ESTIMATION & SURVEYING



funnies

HOW TO PACK UP YOUR TROUBLES

Are you someone who has trouble packing up your troubles? Do you always forget to pack something? What you need is a system.

System #1 — Pack Everything

Pack every single item you think you might possibly need, together with everything listed in the *Scout Handbook*. Don't forget those "essentials" like your 3-speed-8-track-AM/FM-CB-blender. Weigh each item individually and then pack only those whose combined weight does not exceed 350 lbs. Be sure to include a hernia truss. A lightweight-backpacking rule of thumb is that your full pack should weigh less than one-fifth of your weight, stripped. This rule is best applied by those of us who are built like linebackers.

System #2 — Leave Everything

To decide what to leave behind, unpack after a trip and place all your equipment in three piles:

- Pile 1: things you used several times;
- Pile 2: things you used once or twice;
- Pile 3: things you didn't use at all.

The engineer of this system fails to explain how to pack for the initial trip. Moreover, if you find a deck of cards in Pile 1, or your toilet kit in Pile 3, then perhaps you should consider:

System #3 — Pack a Little at a Time

Often called "sacks in a sack", this system calls for you to make up several small packs and stash them into bigger

packs which you then put into an even bigger pack. The drawback is that half the load is nothing but containers.

System #4 — Proxy Packing

Have your mother pack for you. There may be some small shame when admitting to having used this method but at least, if anything is forgotten, you will be blameless. Besides, of all people, your mother knows that you're not nearly as tough as you think you are and, consequently, will pack the extras that you would consider unworthy of a backpacker with his own personal, hand-carved thumbstick.

In any of the above systems, please note that:

- Reference to your backpack as "luggage" will brand you as an aristocrat or a tenderfoot. Either way, you're unlikely to be voted "the best person to have along on an expedition".
- Regardless of the packing system used, all gear expands when removed from a pack. Therefore, your original gear can never be repacked into the same container.
- Any item needed first will always be packed underneath all your other equipment.
- The most essential item will always be forgotten.
- You will not discover that you have forgotten an item until you desperately need it.
- After you spend valuable time and effort to improvise or buy a replacement, you will find the missing item.
- The pack itself should be reinforced, lightweight, waterproof, adjustable, padded, multi-pocketed, protected by storm flaps, tough and functional; very much like a Scout.

— Colin Wallace A

partners

by Pat Horan

...working together (for a long time) to serve youth

During this 75th anniversary of Scouting, let's recognize and salute the organizations who have been working with us for so many years. Tell your people about this fine record of cooperation. Let us know if we have missed any groups, or if our figures are incorrect.

PARTNER GROUPS	YEARS OF SERVICE
Anglican	73
Baptist	62
BPOE (Elks)	61
Canadian Armed Forces	74
Canadian Association of Fire Chiefs	53
Canadian Home and School/Parent-Teacher Federation	53*
Jewish	57
Kinsmen	57
Kiwanis	63
Knights of Columbus	60

Lions International and Service	62
Lutherans	59
Mentally Retarded, Local Associations	48
Mormons	67
Optimists	57
Presbyterians	68
Physically Handicapped, Local Associations	59
Roman Catholic	62
Rotary	63
Royal Canadian Legion	47
Salvation Army	48** (67?)
United	55*** (68?)

* From date of Federation. Scouting was active locally before that time.

** From date of Agreement. "Life Saving" Scouts were active from 1915.

*** From date of church union. Scouting was active in member churches from 1914. A

supply news

by Jim Mackie

New Crests

Before the 1975 World Jamboree in Norway, the World Scout Bureau decided to try to involve as many members as possible in Scouting's most famous international event. Of course, only a small percentage of the total world membership would actually be fortunate enough to attend the jamboree, but many others could benefit by taking part in events similar to those in Norway in their own areas. The bureau prepared a large package of interesting program material on the history, customs and people of the Nordic countries, which was featured in **the Leader** and in national leaders' magazines around the world. All councils, groups and sections were encouraged to plan camps, camporees, conferences, parent & son banquets, and other events with a Join-in Jamboree theme. For the first time, a major part of the membership was able to feel a real part of the World Jamboree and its programs. Similar information was circulated before the ill-fated Iranian jamboree, but little of it had a chance to be used.

Before both jamborees, Supply Services developed Join-in crests which could be sold or distributed to Canadian boys and leaders who took part in an event with the Join-in theme. The World Bureau is now preparing information about Canada and Canadian Scouting for the 15th World Jamboree in Alberta in 1983, and Supply has prepared two appropriate crests for your use.

The six-colour **Join-in crest** shows the XV World Jamboree design in the centre and the Canadian and World flags on either side. It will be available shortly (**catalogue #06-017; \$1.50**). A **Welcome-Bienvenue crest** which shows the globe, left handshake, World and Canadian flags (**catalogue #06-018; \$1.15**), is especially appropriate for presentation to visitors from other countries and for sending to foreign friends. Get yours now and plan a Join-in Jamboree event for your boys.

Baden-Powell Pin

A 7/8" long antique copper-look pin showing the head and shoulders of Lord Baden-Powell will be available soon from your local supplier. It's an excellent item for pin collectors and for gifts to boys and adults (**catalogue #60-374; \$1.85**).

Bet'cha Can

In the near future you will receive information about the 1983 Scout calendar from your local council. This year we've decided to challenge every member to sell four or more calendars. Watch **the Leader** for more information and for **Bet'cha Can!** challenge information.

The calendar is one of Canadian Scouting's major fund-raising projects. Over the years it has helped raise money to support local involvement in such events as world jamborees, camporees, field trips and camps, and to buy camping and other equipment for the use of the boys. The calendar is not only a good fund-raiser, but also one of Scouting's best public relations tools because it's in the public eye year round. Plan now to have your section participate. Issue a challenge to both leaders and boys to see who can produce the star salesmen. X



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by Phil Newsome

Some time ago, I received a copy of the winning speeches presented at a contest sponsored by the Baden-Powell chapter of the I.O.D.E. in Quebec City.

The 1st place winner was Bobby Shaw of Ste. Jeanne d'Arc School, BFC Valcartier, Quebec, who gave this presentation.

French Toast and English Muffins

I would like to discuss with you a problem that we children face here in Quebec. Ever since I moved to Quebec, I have observed a great bitterness between the French and the English. This problem has been going on for many, many years. Why? I don't really know, do you?

Is it because of the different languages? Is there really any difference between a 12 year old French child and a 12 year old English child? Why is there so much misunderstanding between the two?

I can find no reason for this. In many cases our problem begins at home. The English parents will put down the French and the French parents will put down the English. While they're talking, we're listening. The next day we go to school and put this talk into action. So we are also a part of this problem. I know no one

is perfect but, if just one of us could stop and think about what we are doing and saying, it would be one step up the ladder of understanding and accepting people as they are.

I belong to a bilingual Scout troop and we all work and play together. We have no problems there. I have been playing hockey for the past five years and there have always been French and English boys on the team and we didn't fight with each other. We had one goal in mind and we worked toward that together — just as the Montreal Canadiens do. Does Steve Shutt not pass the puck to Guy LaFleur because he is French, or does Serge Savard keep the puck from Larry Robinson because he is English?

Of course not! Then why can't we do the same at school and at play time. Each child wants to be taught in his own language, but why is there such a division between the French and English? Why do we have to have recess at different times? Why can't we play basketball and floor hockey together? Why won't the teachers encourage us to mix together and solve this problem?

We sit back here in Canada and criticize other countries like Ireland, with its war between the Catholics and the Protestants, and the United

States, with the blacks and whites constantly battling. I think it is time we took a good look in our own backyard. We are no better, because we fight with the French and the French fight with us.

Our elders are trying to solve this problem but I don't think they are trying hard enough. If we, as children, start working now and try to do something positive, we might be able to move toward a better tomorrow for the next generation.

Will you help? Will you start today to make tomorrow brighter? We are all children — no one better than the other. I'm English and proud of my heritage as I am sure the French are proud of theirs. This is no reason to carry on a daily battle. Therefore, why can't we try to understand and learn from each other.

So let's have no more French toast and English muffins; just "Salut, mes amis."

Nicolas Tcharos of the General Wolfe Troop in Quebec City received an honourable mention for his fine presentation on the Scouting movement.

Our sincere congratulations to both boys for their thoughts about Canadian unity and Scouting. A

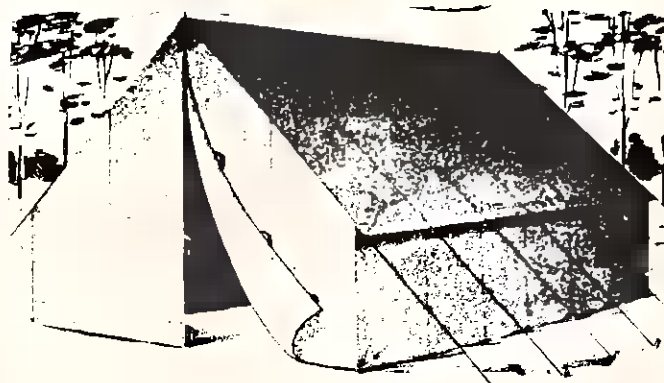
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SCOUTS CANADA

by Bob Milks

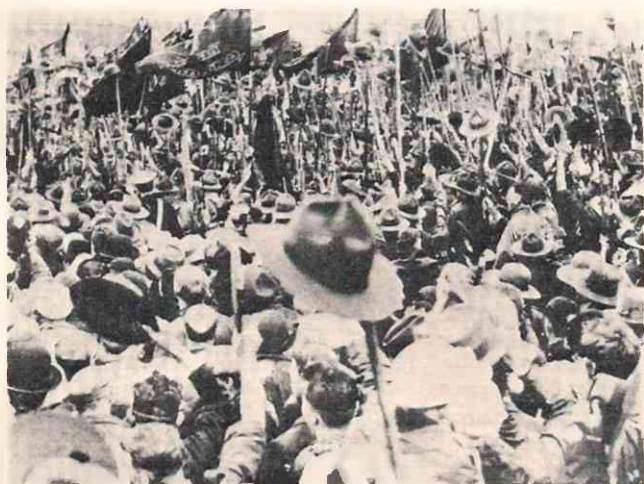
CONGRATULATIONS! You are showing in your 75th anniversary activities that the spirit really lives on.

As I prepare this column, the reports about events across the country are still coming in. It won't be possible to mention everything that has been done or is being planned, but I've put together a list so that you can see what others are doing. Perhaps it will suggest new ideas for your group or council.

In Ottawa there are plans for an ecumenical church parade and a ceremonial tree planting at Government House. Groups there are also participating in the Rideau Canal's 150th anniversary celebrations.

In B.C., Safeway stores put a Scout/GuideWeek logo on their shopping bags and plan to feature the 75th anniversary logo later on. London, Ontario is planning a historical display and slide and tape presentation. Nova Scotia held a 75th anniversary kick-off banquet with the Honourable John Buchanan as guest speaker. Sixteen groups from that province were recognized for having completed at least 50 years of continuous registered operation.

Quebec held an open house at its Service Centre and some 7,000 people showed up on the Saturday. We heard about one group who arrived in the morning and enjoyed themselves so much that they stayed all day.



CELEBRATE!

Greater Toronto Region held a "Celebration" at their annual dinner on February 27. They brought over the Honourable Mrs. Betty Clay as their guest speaker. Betty is the youngest daughter of Scouting's founder and shared a daughter's view of her father with those at the banquet. Mrs. Clay and her husband also visited other centres in southern Ontario and had a very busy period of receptions, dinners and media interviews.

Quebec council is working with a firm to have the 75th logo imprinted on sugar sachets. East Vancouver will hold a "Hands across the Border" celebration with American

Scouts. Central Alberta will feature the 75th at their Ice Stampede.

About 1,200 Scouts took part in a torchlight parade to the top of Mount Tolmie in Victoria. New Brunswick is putting together a photo album containing photos of every section, committee and council in the province. Newfoundland featured Scouting on either a page or part of a page in all but two of the province's newspapers.

Fourteen Woodward's stores in B.C. featured 75th anniversary window displays. Vancouver Coast held a family hikathon as a fund raising project. Ro-Vent '82 in Manning Park, B.C. was a fun day of snow sculpture, snowshoe races, a golf tournament and downhill and cross country skiing.

Throughout Ontario, May 29 will be parade day as Scouts in cities across the province hold Scout parades. Toronto plans a super production which may be covered by television. Nova Scotia held a Scouting display in the provincial museum and key Scouters were interviewed on TV at the museum. To date, we've received a dozen newspaper supplements of various sizes from various places.

Suggestions for group anniversary projects in local bulletins have included: family picnics; hobby shows; talent shows; soap box derbies; swim meets; bicycle rodeos; jamborees, camporees, Cuborees, Beaveerees; sugar bush outings; floats in local parades; a fashion show featuring Scout uniforms from 1907 to 1982.

Don't forget to do your part.

- Take a friend to a Brownsea Island Camp in July or August, even if for just a weekend.
- Start planning your group reunion for February, 1983.
- Complete your page for the *Book of Members*. If you haven't received one yet, check with your local council.

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INTERNATIONAL DEVELOPMENT PROJECTS

by Jim Sharp

"The 8th year of operation for Trees for Canada... has been another success... estimates indicate over 80,000 members have planted 2½ million seedlings (20 million over the eight years).

"The project has helped enhance the image of Boy Scouts of Canada and has made Scouting highly visible in the participating councils...

"From a program aspect, the project strengthened the objectives of the outdoors, conservation, environment and the principles of service, wise use of resources, doing one's best and preparedness..."

"...As of August 31, \$652,058 had been collected, of which \$92,843 has been received by National Council for the Canadian Scout Brotherhood Fund."

So reads part of the report of the Trees for Canada task group given to National Council at its meeting in Ottawa last November. Quite a success story, I'm sure you'll agree. But that report barely scratches the surface of the story.

Most of us who participate directly in Trees for Canada are aware of the tremendous impact the funds raised can have on our programs and activities. Eighty-five per cent of the money from Trees for Canada is retained for the benefit of Scouting at the provincial and more local levels.

But how many of us know what happens to the remaining 15 per cent? As the report mentions, that proportion of the money goes to the Canadian Scout Brotherhood Fund. Trees for Canada, in fact, is the main Scouting source of income to the fund.

Through the Canadian Brotherhood Fund, Boy Scouts of Canada supports community development projects undertaken by Scouts in the Third World. Because most of the projects receive matching grants from CIDA, the Canadian International Development Agency, the total impact is substantial. In the 12 months between September 1980 and August 1981, over \$200,000 was spent in project support.

To gain a better understanding of just what is meant by "community development projects", let's look at some of them. Boy Scouts of Canada's primary purpose is to help set up projects and, in cooperation with the Scout association and other government or development agencies in the country concerned, to provide necessary resources so that they become firmly established and self-sufficient. In this way, the development effort can continue even though Canada's support may last only a few years.

In **Honduras**, a four year project has just ended, but local initiative continues. As a result of one part of the project, a School of Arts and Trades operates in San Pedro Sula, the second largest city in Honduras. There, young people, and many of their parents, learn trades such as dressmaking, hairdressing, bookbinding, woodwork, carpentry, electricity, plumbing and refrigeration. The second part of the program aims to strengthen the Scout movement in the country through the formation of new groups, aid to existing groups, training of leaders and participation in local, national and international events.

Through the Brotherhood Fund, Boy Scouts of Canada contributed over \$50,000 to the Honduras project. CIDA contributed over \$100,000, and the Boy Scouts of Honduras and the municipality of San Pedro Sula added substantial money to buy necessary materials and equipment for the trade school, pay salaries of the teaching staff, and cover salaries and travel costs for Scout training and finance executives.

It has been very successful. In 1980 there were 806 students registered at the school. Despite some drop-out problems, over 60% of the graduates are able to find a job, and this is in an area with severe employment problems.

Further south, in **Peru**, the Scouts are engaged in an expansion project with the cooperation of the Ministry of Education of the Peruvian govern-

ment. Government cooperation is based on the recognition that Scouting experience complements formal education and can greatly improve a young person's development so that he or she (Scouting in Peru is co-educational) has increased opportunity to take a constructive place in society. This is particularly important in the rural areas of the country where conditions are very poor.

With the support of teachers trained in Scouting principles and programs, Scout troops are being organized in the schools. An interesting aspect of this cooperation between schools and Scouting is that both use the same uniform to avoid added expense. Scout badges are made of plastic instead of cloth so that they can be pinned onto the uniform for Scout functions and removed for school.

Canada's support for this project permitted the establishment of teams of project workers who are responsible for the consolidation and expansion of the program to new areas of the country.

Here, in capsule form, are some details of other current projects.

- A salt-water fish farming project in **Indonesia** aims to teach youth a skill and establish self employment opportunities through Scouting. The project should also increase local incomes and nutritional standards.

- The establishment of craft centres in five states in **India** is designed to help a core of unemployed young people learn useful satisfying skills that will increase their income.

- In **Jamaica**, the development of a fruit tree plantation will give Scouts increased income and job opportunities and should improve community nutrition. A similar project in **Upper Volta**, where Scouts have planted orange and mango trees, is expected to produce similar results.

- An interesting project in **Kenya** trains Scouts with disabilities to make and repair orthopedic appliances like calipers, crutches, wheelchairs and special shoes. Trained Scouts are establishing their own community workshops and are earning an income from them. At the same time, many people with crippling disabilities are reaping the benefits of their skills.

- Another project in **Kenya** will train village Scouts in vegetable gardening and good nutrition, and prepare them to start community education activities designed to improve the nutrition and general health of villagers.

- A mobile unit which brings training equipment and tools to communities in **Nigeria** is being field-tested with an eye to decentralizing training opportunities for young people in this

large country.

• In **Togo**, 30 Scouts with physical disabilities will be trained in literacy, poultry raising and handicraft production to help them establish employment opportunities.

• New sources of energy are being added to the Scout farm in **Sudan**. A project to build bio-gas installations and cooking stoves, and solar heaters and dryers will make the farm a renewable energy demonstration centre. The project will improve farm facilities and living conditions in neighbouring communities.

• A farming project in **Indonesia** will provide training and employment opportunities for young people and add variety to the community diet.

One recent project was a little out of the ordinary. Through it, Scouts from countries where the Brotherhood Fund has undertaken projects were sponsored to attend CJ '81. Three patrols of eight boys and a leader, from Honduras, Peru and the Caribbean, took part in the jamboree in Alberta. Funding for the project came from a \$1 per head subsidy paid by each

Canadian who attended the jamboree, and matching grants from the Canadian Brotherhood Fund and CIDA.

Three new projects were approved in January of this year. The first involves joint UK/Canada funding over three years to support a Scout field executive in the **Caribbean**. Another will buy a multi-purpose woodworking machine for a trade school in **Rwanda**, and a third will help with a Leader Trainers Course, also in the Caribbean.

Finally, the Canadian Scout Brotherhood Fund has provided funding on its own for the production of Scout and leaders' handbooks in **Benin, Senegal and Nigeria**.

Community development is an integral part of Scouting in Third World countries. Although it doesn't replace traditional Scouting methods or ideas, it tries to make Scouting more relevant to the needs of the community in which it operates.

In the world today, there are more than 16 million Scouts and leaders in over 150 countries and territories. A

very large majority of these Scouting brothers live in countries which either are classified as under-developed, or fall much below the living standard to which we are accustomed in Canada. What better way to serve brother Scouts in other parts of the world than to support the Canadian Scout Brotherhood Fund?

Whether or not you participate in Trees for Canada, but especially if you don't, consider other ways to share your group's financial resources with those who are less wealthy. Perhaps you can hold a special fund raising activity especially for the Brotherhood Fund, and tie it to a special program with an international development theme. In this way, you'll help bring our promise alive and do a valuable good turn at the same time.

Donations to the Canadian Scout Brotherhood Fund may be sent directly to: **Canadian Scout Brotherhood Fund, Boy Scouts of Canada, PO Box 5151, Station "F", OTTAWA, Ontario K2C 3G7**. Cheques should be made payable to Boys Scouts of Canada (Brotherhood Fund). A



DONATIONS

Pointe Claire District, P.Q.	\$ 25.00
1st Moncton St. George's Troop, N.B.	16.42
Secor District & Bendale Area, Ont.	37.50
Church Parade, Leader, Sask	68.29
Westmount District Boy Scouts and Girl Guides, P.Q.	102.64
Flin Flon District, Man.	67.33
1st, 3rd, 4th and 9th Penticton, South Okanagan District Girl Guides, B.C.	52.50
45A Toronto Group, Ont.	46.00
1st Isortlip Scouts, Cubs, Guides and Brownies, B.C.	31.00
St. Andrews District Scouts/Guides, Ont.	38.25
Seymour District, B.C.	84.40
Creston Valley District and 2nd Tirefoil Guild	75.45
1st & 2nd Brooklin Group Committees, Ont.	24.60
58th Hamilton Cub Pack, Ont.	30.00
2nd Kenora Scouts, Ont.	56.65
Chateauguay District Council, P.Q.	83.40
West Hants District Council, N.S.	187.36
1st Niagara Group, Ont.	19.00
460th "A" & "B" Beavers, Ont.	27.05
1st Assiniboia & 1st Kirkfield Scout Groups, Manitoba	118.39
Bytown Area, National Capital Region	26.95
Port Hawkesbury Scout Troop, N.S.	43.42
Nottawasaga District, Ont.	504.62
Huron District, Ont.	259.54

Waterdown Beavers, Cubs, Scouts and Venturers, Ontario	35.00
1st Chester Basin Guide & Scout Groups, Nova Scotia	10.00
Guntton Parent Committee, Man.	39.80
Grand Bay Group, N.B.	47.23
Woolastock District, N.B.	48.00
1st Westfield Group, N.B.	104.80
Cartier District Scouts & Guides, P.Q.	156.16
Kootenay Boundary Region, B.C.	2,504.98
Douglas District, B.C.	62.19
Prince Rupert District, B.C.	74.50
South Shore (Montreal) Districts, P.Q.	13.50
New Brunswick Provincial Council	24.28
South Lake Simcoe District Council, Ont.	73.62
Pine Ridge District, Ont.	55.38
Temiskaming District, Ont.	213.47
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St. Clair District, Ont.	500.32
Milton District, Ont.	510.23
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Kentville & District Council of Churches, N.S. (In Memory of Walter Wood)	98.92
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Bathurst District, N.B.	225.46
N.B. Council, Advanced Trainers Course	26.00
Yarmouth District, N.S.	120.70

*Indicates Trees for Canada donations. Fifteen per cent of Trees for Canada proceeds is designated for World Scouting development projects. A

swap shop

Scouter Ian Hamilton tells how he solved a problem with his 2nd Castle-gar Troop in British Columbia.

One of my problems on all camps or day trips was Scouts who left things behind — not litter, but their own belongings; scarves, hats, knives, socks without mates, etc. This left me to run around collecting lost or strayed gear.

I presume it's a job all Scouters get stuck with at some time or other but I found it especially difficult because I'm naturally impatient.

One day, as I grumbled about the amount of tax I have to pay, it occurred to me that I could teach our boys what is in the future for them. Now we have a "left behind tax" that I collect for items left behind after an outing. To claim the item, the owner pays 25¢ to troop funds. If the same thing is left behind twice, he pays 50¢ to get it back. I've threatened all sorts of horrible things if I have to collect for the same item three times, but so far it hasn't happened.

In fact, once I'd made the first collections (troop funds increased \$1.75 over two camps), the number of items left behind dropped considerably.

There's one snag so far: the PL who told me that one sock, with a hole in toe and heel, was not worth 25¢. But, there's just another little problem I've created for myself!

Ken Shigeishi from Scarborough, Ont. sent another series of "quickies" to the Swap Shop.

Challenge a neighbouring pack or troop to a Rubik's Cube Night. Hold contests to determine:

- the fastest time to solve the Cube;
- the fastest time to make a specific pattern;
- the largest number of patterns that can be made in a given time;
- the largest number of uses for the Cube.

Mimicry of Doug and Bob McKenzie of SCTV Television is one of Toronto's current fads. If your boys know who these characters are, hold a "topic for the day" contest. Which six, patrol or pair can come up with the most ingenious topic (who's the best "hoser")? Good day, eh?

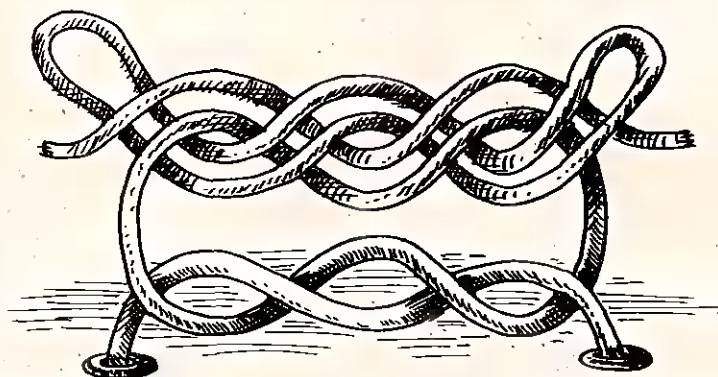
Play indoor frisbee with stiff paper plates. The "Chinette" brand work well. Hold the plate upside down and throw like a frisbee, but watch out for lamps!

Just before closing, tell boys to stand one behind the other in a circle. Then, one by one, each sits down on the knees of the player behind until the whole circle has become a "human chair". How long will your chair stay up?

Colin Wallace, who often sends funny stuff to the Leader, passed along this tip. A Canadian working in the U.S., Colin is Scoutmaster of Troop 99 in Rochester, Minnesota.


Thought your readers might appreciate learning how to tie their shoelaces using the Slippery Surgeon Knot. I realize this new knot has no dramatic pioneering/rescue appeal but, in an age when 90% of the population wears sneakers, it does have some practicality.

Start to tie laces as usual but twist them together one extra turn, then snug up laces. They'll stay snugged (advantage #1) while you form the loops and tie them with one extra turn as well. Adjust loops for length and tighten knot. The knot will stay tied during any distance run (advantage #2) and can be loosened easily by gently pulling the two ends outwards (advantage #3). Much more effective and easier to untie than the customary shoelace knot doubled. X



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Bet'cha CAN!

A WORD TO CHAIRMEN

(of Group Committees)

by Pat Moran

... about working together with sponsors

Dear Murray,

You may have noticed that a number of regional councils are planning and conducting successful relationship conferences or events.

They base the programs on the "partner relations" concept, which recognizes that Scouting may progress more effectively if it develops a realistic working relationship with the many willing organizations operating in local communities.

Essentially, the concept consists of three major points.

- Scouting has programs of appeal to boys, youth, families and concerned adults.
- Community organizations such as churches, schools and clubs have boys and potential leaders, or access to boys and potential leaders.

• Working together, Scouting and community groups provide mutual support and achieve mutual goals in their overall aim to serve youth.

On one hand, Scouting helps partner groups to:

- improve their image in the community;
- develop future leaders for their community;
- interpret their organization's purposes through service to youth;
- perform a valuable community service through the sharing of their members' experience and expertise with young people.

On the other hand, partner groups help Scouting by providing:

- links to and contacts in local communities;
- meeting place facilities at little or no cost;
- a pool of boys/youth in local communities;
- a pool of concerned adults who are eligible leaders and administrative personnel;
- the expertise of their members to help leaders and committee operations;
- financial support for special projects, camp and jamboree fees, etc.

Through this cooperative effort, mutual responsibilities are clarified and identified, strengths are reinforced, and weaknesses are reviewed and turned into strengths.

An essential working tool in the whole process is the pamphlet *Sponsoring and Administering Scouting*, with its excellent partnership diagram on page 3.

You may want to dig out your copy and review it at the next committee meeting!

Sincerely,

Pat

X

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EDITOR'S NOTEBOOK



by Bob Butcher

Service Scouter Carol McColgan of the National Capital Region shared with us news of something different tried by Ottawa Scouting this year. The council's public relations committee hit upon the idea of holding a blood donor clinic to kick off Scout/Guide Week, and asked Carol to co-ordinate the project.

The clinic was held at the National Headquarters and Scouters and parents of Ottawa Scouts came from all over the region to give blood. Local

radio station CKOY dropped in to do an on-the-spot report.

Many people were involved in the organization of the clinic, including the Girl Guides and the Ladies' Auxiliary.

Although the clinic didn't achieve its full objective of donors, Red Cross officials were pleased with the first-time result.

The project did attract a number of "first time donors" and provided Scouting a community service which gave it an active and involved image for Scout/Guide Week.

Carol informs us that the council is hoping to build on the success of the clinic by making it a regular event.

For readers who have not yet noted the resemblance to the caricature on page 16, our photo shows *Training Talk* columnist, Reg Roberts, donating a pint. Reg is by no means a first time donor. He calculates that this is his 55th pint given over the past 16 years.

We are pleased when Scouters write to tell us that one of our articles prompted them to try a new idea, or to write to share news of their own group's activities.

Our February *Editor's Notebook* story about the Hatchet Lake pack's

If the shoe fits.....



visit to the USS Mount Whitney prompted Cub Leader Jane Quadras of the 1st Prince Rupert pack to take pen in hand.

She tells us that one Wednesday after school, the Cubs assembled in uniform outside the local courthouse. The boys were supposed to sit in on a trial but, when they arrived, the proceedings had already finished.

The situation was salvaged with a touch of imagination and the boys were able to take part in a mock trial instead. The judge stayed to play the part of the judge, but the boys filled all the other roles. Some were even able to wear the robes.

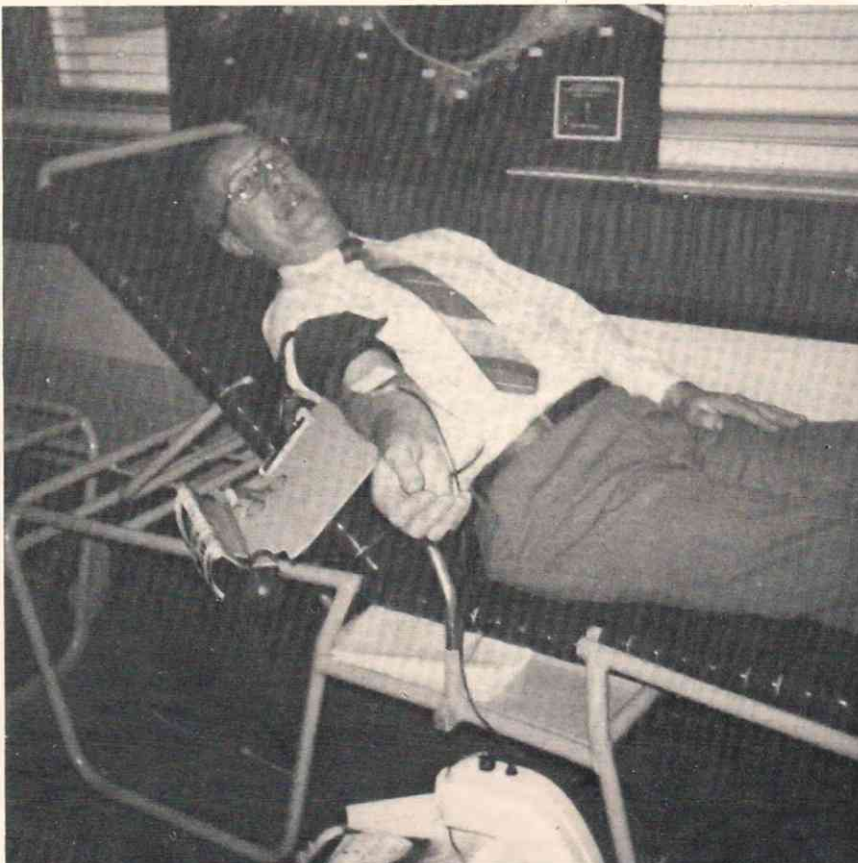
After they found the accused guilty, the boys were given a tour of the courthouse. The part they liked best was the secret passage leading down to the cells. The leaders asked the boys to write reports on this trip and, when they handed them in, they received credit for their Blue Star test #9.

The group made another trip, this one to the local radio station where they saw how everything was done. The visitors were then filmed on videotape and were able to see themselves on TV the following week. Reports on this visit earned the Cubs credit for their Blue Star test #11.

The pack has undertaken two anniversary projects: the assembly of a time capsule to be opened on the 100th anniversary; and the dispatching of a series of letters in bottles into the waters about Prince Rupert.

Stimulated by our January article on mystery outings, the leaders are planning a mystery camp for June.

"When we told the boys, they went squirrely with excitement!" writes Jane. "So, we'll let you know how that goes. Wish us luck!"



We wish you luck, Jane, and we hope that your story will encourage other readers to share their program experiences with us. We rely heavily on material from Scouters to fill our pages.

From the *World Scouting Newsletter* we've learned how Scouts in Thailand are involved in an artificial breeding program to increase the number of edible fish in their country's natural waterways.

In the classroom they learn about nutrition and how over-fishing has reduced the quantity and quality of available fish. They study fish reproductive cycles and learn how artificial propagation works.

The Scouts then take to the water with large nets to look for a local breed of carp. They weigh their catch and remove the hormone producing glands. The hormone is processed and injected into selected female carp to accelerate the development of their eggs. Later, the eggs are fertilized by sperm which Scouts collect from male carp.

Scouts keep the fertilized eggs in special containers until the fingerlings hatch. They then pack them in plastic bags filled with water and oxygen for transportation to rivers, lakes and ponds where they are released.

Elsewhere in this issue, in her article *Where Now?*, Nancy Schoenherr asks, "Now that the 1981 International Year of Disabled Persons is out of the way, where are we? ... The challenge it (the year) posed to most well-meaning people was that we come to terms with our own attitudes towards disabilities. ... Has 1981 changed your attitude?"

Nancy goes on to say, "Pity for people with disabilities is a waste of time. They need integration into Scouting's programs wherever possible. They need to be challenged, not sheltered, and we can do that."

Two stories about boys who've risen above their disabilities with the help of Scouting found their way into our Notebook file this month.

The first is a clipping and photo from the *Kingston Whig-Standard* sent by Troop Scouter Gene LeGier of the 1st Collins Bay-D Troop in Ontario. It announces that Scout Jay Loyst will receive the Jack Cornwell decoration for his character and ex-

ceptional courage in life from the Governor-General at ceremonies in Ottawa later this year.

Our photo shows District Commissioner Terry Jackman pinning the cloth emblem signifying the medal on Jay's uniform while Scout Counselors Pat Somers (left) and Virginia LeGier stand by.

"The boy's determination is an encouragement to the entire troop," said Commissioner Jackman. "He has shown others, particularly in his troop, what can be accomplished despite barriers."

Our second story about a boy with a disability in Scouting comes from Akela Cynthia Barnard of the 1st Poplar Hill Pack in Sydenham District Ontario. It is about Cub Steven Rollaston, who has two artificial legs.

"I must admit I was a little scared when Steven first came to my pack,"

writes Cynthia. "But everyone helped. The Cubs were great and it worked out very well. We are very proud of him."

Steven finished his Cubbing years last June and Akela Barnard demonstrated how recognition in one's own pack is as important as receiving a national Scouting medal. At the group's closing campfire, Steven received a plaque and a scroll which read, "In Appreciation of the Example of Courage and Perseverance Shown by Sixer Steven Rollaston During His Time with First Poplar Hill Cub Pack."

"I thought you might be interested in this story," writes Cynthia. "Who knows, maybe it will encourage more handicapped boys to join a regular Cub pack, and maybe it will give encouragement to some leaders who may be a little leery of taking those same boys." X



Photo: Jack Chaing/Kingston Whig-Standard

letters

Dear Sir,

I'd like to add further to Bill Henderson's letter concerning the article *Outdoors* in the Dec. issue.

As a first aid instructor with the St. John Ambulance for over 10 years, and also an Akela, I will never give any medication, especially to a child, unless I have written consent from the parents.

I am one of the people Bill mentioned who, given ASA, would be dead within the hour. If you refer to the *Standard First-Aid Book* published by St. John, you will find that it states "under no circumstances do you give medicine". It could not only produce undesirable effects, but also mask other symptoms.

— Patricia J. Stoffels, Oakville, Ontario

Dear Sir,

Read your article "75 Years of Scouting in Canada" and would like to comment on how interesting and informative it was.

We are new leaders and members of the Cub program, and your magazine serves as an excellent source of information and ideas.

This year 34 boys from the "country" had their first chance to join together as a Cub pack. The enthusiasm and efforts of these Cubs and parents are outstanding because of some of the distances these boys have to travel.

— Diane Cerezke, 1st Middle River Cubs, Nova Scotia

Dear Sir,

I am distressed by our leaders' current lack of respect for our uniform. I have been a Cub leader in various parts of Canada for about 12 years and have noticed this sentiment in many areas of the country. I am currently an assistant with a group in Ottawa.

At a recent Scouters' meeting, the subject of "smartness in uniform" was discussed and several leaders voiced the opinion that "hats are no longer a required part of the leaders' uniform". When I questioned their opinion, I was told that, because women do not like wearing a beret and there is, as of yet, no alternative to wear with the grey uniform, hats are no longer necessary for any leader.

This seems to me a very self-indulgent excuse for not wearing the com-

plete uniform. How many women (or indeed men) these days LIKE wearing hats of any description? Not very many, and I am among them. But, we demand that our boys wear an old-fashioned and out-dated cap, which most would rather not wear, simply because it is part of the Cub uniform. We discount points if they come to a meeting without it and, indeed, they are not even invested until they wear a cap.

And yet, many leaders of both sexes are invested, run meeting after meeting accepting the Grand Howl, and even receive their Wood Badge without ever owning a hat. It seems that we have established regulations for our boys but we disregard our own simply because they do not suit us. Where is our sense of justice?

I must clarify one point. I do NOT propose that leaders should wear their hats at all times while in uniform. I simply say that we should be wearing them for ceremonies, and for any other occasion when we insist that the boys wear theirs.

In all fairness, I do feel that Scouts Canada is very much to blame because they have neither given us ONE hat (in both official colours), nor discontinued hats altogether. In order to keep the organization consistent, they should set an official standard and not leave it to the individual leader.

I realize that one hat style can not possibly be expected to appeal to everyone, but I feel that we already have too many choices in uniform and, as a result, often look a bedraggled group. Some leaders wear green, some wear grey; most leaders wear badges on the uniform, some do not; some leaders even mix the green and grey uniforms (I realize this is not supposed to happen, but it happens because the choice is there). Here again, if our boys wore their uniforms in anything but the right way, we would tell them to correct the situation to conform to the rest of the pack.

Scouting is an organization that has a uniform, and anyone joining should be willing to wear the COMPLETE uniform, regardless of personal preferences.

— Carol Smith, ACM 139th Beacon Hill "A" Pack, Ottawa

Ed's Reply: We passed your letter to the program committee. They are most interested in the issue, particularly your concern about an apparent double standard; i.e., strict requirements for boys and "laissez-faire" for leaders. They share this concern and intend to examine and deal with the situation.

Dear Sir,

Just a note to say a big thank you for the lovely 10 days we spent at the Canadian Jamboree last July in Alberta. We thoroughly enjoyed it, met a lot of nice people and new friends, and learned many things.

We want to give a special thanks to our two leaders from Cape Broyle, John Tobin and Bill Kelly, and also to all the people who helped raise money for the trip.

— Scouts Keith & Sheldon O'Brien, Cape Broyle, Newfoundland

Ed's Reply: All the Scouters who worked hard to make the jamboree a success will be very pleased to read your thank you note. Because all leaders receive the magazine, the Scouters you particularly mention will see your message, and I'm sure they'll do their best to pass it on to others who were involved. Thanks for writing.

Dear Sir,

At CJ '81 I took a picture of a lady with Lord Robert Baden-Powell in the area of Katimavik. I believe she was on staff at the jamboree. She has grey hair and wears a green Scout shirt with a Capilano district badge on the front and two centennial stripes. I can't read the name of the badge. I hope she will read this letter and write to me. I have a very good picture for her.

— Jean Connolly, RR #1, Elginburg, Ontario, K0H 1M0

Dear Sir,

The answer to Gerald Collette's letter on Scout staves makes me shudder. Where's the discipline of the old Scout troop? It sounds to me as though the only use for a Scout staff was to tie knots!

I honestly think the staff is in the same category as the old Scout program. What was this program? It embodied all the things laid down by B.-P. as a basic teaching program and anything that was adventurous, active, interesting or just plain fun. The Scout staff had a definite spot in that program because of its many uses.

I feel it is most important for a Scout leader to read the old books on Scouting as well as the new, so he has a real insight into the aims of Scouting. B.-P.'s ideas were ageless.

I often wonder whether the program has changed over the years to benefit the leaders (including HQ staff) or the boys who need the program so badly. I suppose I should apologize. I was lucky enough to be in a superb, well-disciplined troop. Not everybody has had that advantage.

— "Reub" Cardinell, Guelph, Ont. A



SCOUTER'S 5 MINUTES & RECIPES



My Three Years in Cubs

○ I'm a little Wolf Cub short and thin,
My first year is about to begin,
If you don't help somebody, it is a sin,
When you win a badge, it will make you grin.

○ In my second year of Cubs I'm tall and lean,
To earn all my stars, that is my dream,
When we're in our six, we work as a team,
And I try to keep my uniform clean.

○ In my last year of Cubs, I am tall and stout,
I know what Cubbing is all about,
I've had fun and I want to shout,
Hey you guys, I've become a Scout!
— by Scout Jason Dunning: written in 1979
during his first Cub year with the 52nd Ottawa
(Haida) Pack.

He Was a Scout

○ The other day I met a lad
Who saw me looking really sad,
I felt so gloomy on that day,
The boy seemed carefree, bright and gay,
He smiled at me, and still I hear
His friendly greeting, meant to cheer.
He had no legs, but with that smile
He had me beat by many a mile,
And in my heart there was no doubt;
The boy I met, he was a Scout!

○ Some kids were playing in the park,
Just when my dog began to bark,
A bird had fallen from its nest
And vainly fluttered, took no rest.
The boys looked on. Without a word,
One gently grasped the helpless bird.
He found the nest and placed with care
The bird inside, and left it there.
And in my heart there was no doubt,
So kind a lad; he was a Scout!

Scouter's Five Minutes — page 505 May '82

○ The return of the hiking season means it's
time to sift through recipes for nutritious, high-
energy foods that you can prepare ahead and
carry along.

Nibblers

○ 2 cups salted peanuts
1½ cups large-flake rolled oats
1 cup raisins
½ cup shredded coconut
1 cup sunflower seeds
¼ cup honey
2 tablespoons cooking oil
½ teaspoon vanilla

○ Combine first 5 ingredients in a large bowl.
You can vary the proportions to taste. In sauce-
pan, heat honey and oil to boiling. Boil one
minute, remove from heat and add vanilla.
Pour over ingredients in bowl and toss to coat
evenly. Spread mixture out on flat pan and dry
for several hours. Seal in zip-lock plastic bags
and carry in pocket for on-the-trail munching.

Fruit Leather

○ Use ripe apples, pears, peaches, etc. Cover
a potful of fruit with water and bring to a
simmer. Simmer until fruit is soft, then drain off
juice and press the fruit through a sieve. Add
honey or sugar to taste. Pour the mixture onto
a greased baking sheet and put into a 250° F
oven until dry. Cut into strips and roll. Store in
an airtight container, and re-package in a
plastic bag on hiking day. Carry in a spot you
can easily reach when the hiking "hungries"
hit.

Walking Salad

○ Cut off the top of a large apple and core.
Scoop out most of the flesh of the apple and
chop finely. Add raisins, nuts, sunflower
seeds, and cottage cheese or plain yogurt to

Recipes — page 537

May '82

PROVINCIAL
BADGES
DISTRICT
BADGES
CAMPOREE
CRESTS
EVENT
BADGES
FREE DESIGNS
AND PRODUCTION
SAMPLES
TOURIST AND
NOVELTY BADGES
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the chopped apple. Mix well and stuff the mixture back into the apple shell. Replace the top of the apple, wrap in plastic or foil, and carry along to eat while walking.

Thermos Treat

- 2 tablespoons peanut butter
- 2 tablespoons honey
- 1½ cup milk
- 1 teaspoon vanilla
- 1 teaspoon wheat bran
- 5 ice cubes
- sprinkle of cinnamon

Put ingredients in blender and blend at high speed. Pour into chilled thermos, wrap with newspaper, and carry in pack. Serves four tired, thirsty hikers.

Mid-day Meals

- Cut a large Spanish onion in half and scoop out the middle of each portion. Fill one half with seasoned hamburger meat. Sprinkle on some grated cheddar, cap with the other onion half and wrap in heavy duty foil. Seal well and, when lunch time comes, put package directly on the coals to cook.

- Cook chicken dinner while you walk. Early in the morning, wash, dry and season a whole chicken. Cover it with barbeque sauce if you like. Wrap several stones in foil, and heat them until very hot. Quickly put a large heated stone in the chicken cavity and tuck others under wings and around thighs. Wrap chicken in heavy duty foil, then wrap the whole parcel in several insulating layers of newspaper. Put into a plastic bag, tie closed and load into your pack.

Tell one of your hiking buddies to bring along carrot and celery sticks, and have others bring bread and drinks. Hot chicken should be ready to unwrap and eat by noon.

Recipes — page 538

A child was drowning in the creek,
Some boys were near and heard his shriek,
Through the swamp they made their way,
Mud bogged them down and caused delay,
But one who saw they'd be too late,
Leaped from the cliff and trusted fate,
He broke his leg but, all the same,
Clung to the child 'til rescue came.
I heard the tale; could there be doubt?
They said the hero was a Scout!

— by Scouter Bud Jacobi, St. Catharines
Ontario.

Thoughts of a Scouter

Being a Scouter is a treasure
That one can never compare
To dollars, gold or silver,
And other material fare.
No, the wealth of which I'm speaking
Comes from a purer source of joy,
It's a being of God's own making
That we often call a "boy".

He's an active little fireball
Well-known by one and all,
I have the chance to be with him
Each week down at the hall.
He knows not of the cynics
And the skeptics of our day,
The whole world is his wonderland
And he invites us out to play.

When I'm with this lad at Cub camp
And he wonders at a tree,
I feel my inner wonderment
Come flowing out of me.
Under mountains, in the twilight,
Looking at the heavens above,
I know why I'm a Scouter,
I'm a Scouter out of love.

— by "Baloo" Anthony Gurr, 8th Fort Victoria
Scout Group, Victoria, B.C.

Scouter's Five Minutes — page 506

A PUZZLING GROUP

by Ken Shigeishi

In view of the popularity of our Scout Camp puzzler last spring, we offer readers yet another similar challenge. WARNING: Experiments at C.J. '81 showed that Scouts take devilish delight in solving such puzzles even before their leaders have finished reading them!

WHO'S WHO AT THE 1907th?

There are nine Scouters in the 1907th Group. Use the information given to discover what each of them does.

1. Roger and the Troop Scouter live on the same street.
2. Bob, Roger, Frank and the Beaver leader were beaten at golf by the assistant Cubmaster.
3. Rick is a very close friend of the Beaver leader.
4. The Rover advisor is taller than the Scout counsellor.
5. The assistant Beaver leader, Troop Scouter and Frank like to go canoeing.
6. The group committee chairman's wife is the Troop Scouter's sister.
7. Bill's sister is engaged to the assistant Cubmaster.
8. Bob and Harry each asked the group committee chairman to attend their section's Christmas party last year.
9. The Beaver leader and Troop Scouter each have two children.
10. The group committee chairman and all of the Beaver, Cub and Scout leaders, except Harry and Rick, are shorter than Jim.
11. Bill and the Venturer and Rover advisors like to go cross-country skiing with the Scout counsellor at his cottage.
12. Jack is taller than Frank. Tom is shorter than Frank. Each weighs more than the Cubmaster.
13. The Scout counsellor is either Tom or Rick.
14. Bill, Bob, Jack and the Scout counsellor are bachelors, but all the others are married.
15. Bob, Rick and the assistant Beaver leader are all service Scouters.

* DEHYDRATED * NOTHING TO ADD EXCEPT WATER AND HEAT * WATERPROOF *



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EACH PACKET SERVES FOUR * ECONOMICAL * CONVENIENT * NO REFRIGERATION

by Gerry Giuliani

It's May, and time for an outdoor ramble. Cubs have been cooped up inside long enough. Winter's over, the weather is warm and the snow is gone. Boys usually prefer to be outside anyway and, after a winter of confinement, it's great to move about away from the normal, routine meeting.

How about a ramble on a meeting night, or on the next available weekend? Rambles don't have to be highly structured formal events. In fact, one dictionary definition of a ramble is "a walk for pleasure, with or without a definite route". In other words, rambles can mean a walk-about from one interest point to another by a six, pack or any other grouping of Cubs who want to do something together.

Depending on what you want to do, a ramble can be local or require some travelling. It's not a test, but rather an informal opportunity to learn. Rambles require some planning, but the event itself should be loosely structured. Learnings and experiences are an option, but not a must.

In developing a ramble, it's useful to consider five key elements: what learning opportunities will be available; a general theme; the setting in which it will take place; the resource people who will be required; and a

specific challenge or objective for the event.

Learning Opportunities

It's always useful to have in mind a clear idea of the general intent of the ramble. The choice is up to you and your sixers and depends on the needs and wishes of the pack. For example, you may decide that your ramble will give the boys a chance to pick up some skills for their green star requirements. These skills may include the proper use and tying of knots, how to code a secret message, how to lay and light a fire in the open, how to use a road map, or how to predict a change in the weather.

Themes

Themes should be catchy ideas that help to turn on your Cubs' imaginations and focus them on the learning opportunities of the ramble. If you want the ramble to accomplish some green star requirements, your theme could be something like *Cub Knowhow* or *Do It Yourself*, or, simply, *The Green Star*. Some other possible themes for other learnings might be *Down in the Swamp*; *Pedal Power*; *Sugar Bush*; *Bagheera's Prowl*; *Spring's Sports*. Ask your sixers to help you select a catchy theme.

Setting

The next important decision is to select an area for your ramble that will provide a good atmosphere, interest your Cubs, and encourage them to get involved. It could be a local park or a farm. Part of the ramble might be a walk to your setting, or you may

need to arrange transportation. Having to use bikes, bus or train to get there can be an interesting part of the general setting.

The selection of your setting will be determined by your theme and the learning opportunities you want to provide. For instance, if the idea is to set up a number of stations where your Cubs can learn and experience five of the green star requirements, you'll need a large enough field or activity area to allow them to roam about and participate as they choose.

Resources

Once you've identified the learning opportunities, selected the theme and chosen the setting for your ramble, you have to decide who and what you need to make it happen. Do you need transportation? Do you need equipment and/or materials? Do you need an expert? Can your sixers be your experts? Can a parent help? Do you have enough leaders and can they handle it? If there will be an expense, is there enough money to cover the costs? Do you need funds from your group committee? Are there any community resources that you need to book?

The Challenge

The challenge gives extra encouragement to help build enthusiasm in your Cubs. It could be anything to do with any part of the ramble and gives the added incentive that can carry the excitement right through the ramble. For example, a star gazing ramble could challenge Cubs to locate the double star in the Big Dipper. A walk through the woods could challenge them to find and make a plaster cast of an animal track. A green star ramble could challenge the boys to learn a secret coded message from Bagheera.

The amount of time you put into planning for a ramble will depend largely on what learning opportunities you want to provide and where you want to hold the ramble. It does not have to be an elaborate affair. It can be simply a leisurely walk through your community to find out where the important facilities are located.

There's no question that rambles give Cubs the opportunity to get out and move about, to learn and experience new things, and to take part in an activity together. They help build morale and help you to get to know your boys better.

The chart gives a few more ideas about the kinds of activities you can have in a ramble format. I'm sure you will think of others to expand my ideas. Please let me know about an interesting ramble your pack may have. A

Theme	Learnings	Setting	Resources	Challenge
Green Star	fire lighting codes weather knots	local park; learning stations (helper at each station) Learn by sixes	leaders and sixers as helpers; old steel drums for fire lighting; kindling/ wood; pen & paper; rope; signs; Cub books; barome- ter; thermome- ter. (\$25.00)	decode a se- cret message from Bagheera
The Speed of Light	star watching; five constel- lations; satellites; light travel	local park at night; Walk there as a pack	leader or expert; telescope; binoculars	find double star in Big Dipper
Down on the Farm	how a dairy farm works	local farm; tour as a pack.	parents to drive and take part; farmer	milk a cow

outdoors

by Gerry Giuliani

This month, Ken Mikoliew makes a case for lightweight single burner stoves. Ken is a Scouter from the Greater Toronto Region who has considerable experience in lightweight camping. He is also a sales coordinator of leisure products for Taymor Industries, who make and distribute camping equipment.

The fire's out! — and stoves are in. Given today's concern about the environmental impact of camping, and Scouting's very valid concern for "no-trace" camping, it seems reasonable to expect most Scout groups will use lightweight backpacking stoves instead of fires for cooking. But, because of lack of information or cost, that is not always the case.

Now, I'm not saying that fires don't have their place in Scouting. But, where wood may be in short supply; in heavily used areas; or in primitive, fragile environments, fires are against Scouting's current camping ethics.

Most Scouters are familiar with the traditional two or three burner Coleman gasoline stove, as well as its equivalent in propane. These stoves, however, simply don't lend themselves to lightweight camping, whether it be stationary, backpacking or canoeing.

In lightweight camping, you must be able to carry all of your group and personal equipment on your back; not in your hands or on carts or tra-vois. This article will therefore address itself to choosing a suitable lightweight stove.

There is no such thing as a best stove to recommend. It depends on the situations and climates under which the stove will be used, and the budget available. In general, butane and propane stoves are cheaper to purchase, although fuel will cost more, but white gas stoves offer better year round performance.

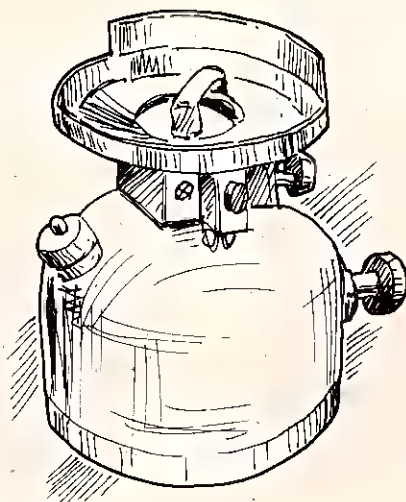
If your group camps only in the spring, summer or fall, a butane stove may be ideal. Most butane stoves weigh less than a pound without fuel, and are very compact.

Look for two types. In one, the fuel cartridge is permanently attached to the stove after initial installation (e.g. *Camping Gaz Globetrotter*). The other type has a removable cartridge

which makes it more convenient for packing but may also make it susceptible to leaking (e.g. *Optimus Mous-trap*). You can expect the fuel cartridges to last from 2½ to 3½ hours.

The problem is that butane does not vaporize below the freezing point, with the result that these stoves are impractical for four season campers.

Along with propane stoves, butane stoves generally are the easiest and safest to operate. You simply turn on the valve, light a match, and you're cooking. The advantage of propane stoves is that they'll work below the freezing point because of the higher pressure of the compressed gas. Because the fuel canister must be stronger, the cartridges are much heavier than butane cartridges. On the other hand, propane is generally more available than butane.



White gas (Coleman fuel) stoves are the most popular of all lightweight stoves. The fuel is readily available and inexpensive, and most stoves operate well in all seasons. These stoves are fairly expensive, however, and some can be finicky to start and operate.

The traditional stove of this type is a self-priming Svea 123R or Optimus 8R. To start these and other self-priming stoves, it's necessary to pre-heat the burner head with an open flame to draw up the fuel and vaporize it before

combustion. Once the stove is going, it needs no other attention, but getting it going is not always that easy.

White gas stoves can cost upwards of \$60 or \$70, but Japanese and Taiwanese copies cost considerably less.

You can obtain better winter efficiency by adding an optional pump to white gas stoves, or by purchasing those which already have a built-in pump. The pump makes lighting the stove easier, and will help it burn hotter in winter conditions.

The Coleman Peak I stove is one of the few white gas stoves which needs no priming to start, except in very cold conditions, but its weight and bulk are above average. If you use a small insulating pad under any stove during the winter, you will increase its performance.

It's important to ensure that your boys are fully trained in the operation of all stoves, especially the white gas models. Because uncontrolled flare-ups can occur, especially during the start-up procedure, close supervision is necessary. Remember also that you must *never* use a stove in a tent.

Liquid alcohol and "Stern" (jelled alcohol) stoves are ridiculously inexpensive to buy, but will probably never boil water in your lifetime.

At the other end of the price scale is the MSR G/K stove. It is the most efficient, hottest burning, lightest and most compact stove money can buy. It burns everything from kerosene to aviation fuel, and costs a mere \$130!

Kerosene stoves use an inexpensive fuel but are very expensive to buy, if available at all, difficult to light, and smelly if you accidentally spill fuel. Nevertheless, they are very safe stoves because of the fuel's low volatility.

The purchase of a set of lightweight stoves for your group need not be in addition to buying the traditional camping stoves a group may use. If properly selected, these lightweight stoves can be used instead of the traditional stoves for all types of camping. They will be not only a better investment at the campsite, but also easier to transport to camp and easier to store between camps.

Remember, as with all types of lightweight camping equipment, quality counts — in durability, convenience and, above all, safety.

A future issue of Outdoors will feature, in chart form, information about lightweight stoves currently on the market, including a summary of their characteristics and approximate prices. Watch for it! X

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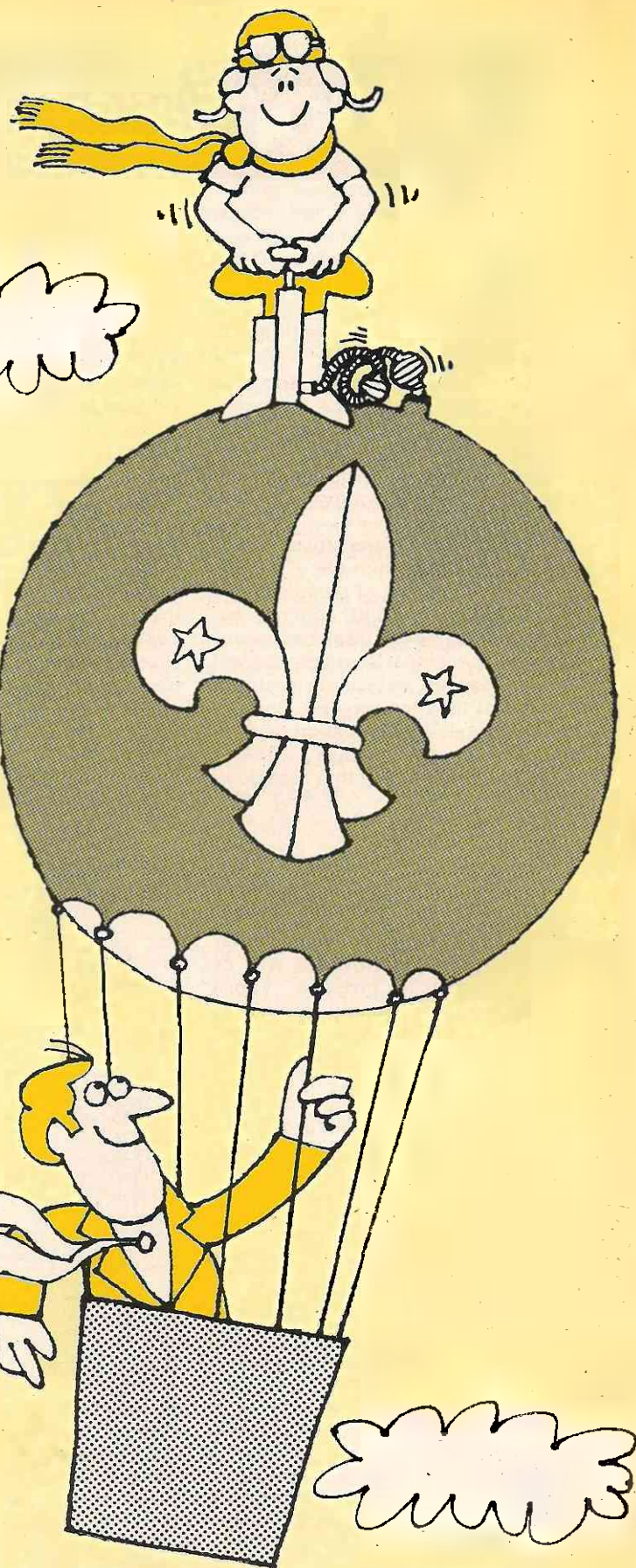
He needs your help!

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and 29 SCOUT SHOPS FROM
COAST TO COAST are striving
to make sure you can obtain all
the supplies you, and your
boys, require.

There are hundreds of items in our
catalogue. Your supplier cannot
carry large stocks of every item.

If you expect to order a large quantity
of one particular item give him lots
of warning. He will order it for you.

If you have a new group of boys coming into
your section, moving from Beavers to Cubs,
Cubs to Scouts, advise your supplier so he
can have the uniforms ready.



Give him a calendar of your special events,
kub kar rallies, camporees, banquets, etc.,
so he knows what to expect.

Their motto and ours is 'BETTER SERVICE'