

the leader

APRIL 1983 VOLUME 13, NUMBER 8



Spring Things



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4.25

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Available from Scout Shops and Dealers Coast to Coast.

supply news

by Jim Mackie

NEW! CRAFTS FOR CUB SCOUTS

This book is one of the excellent Pow Wow series from Boy Scouts of America and contains craft ideas that range from potato printing to scrap craft to plaster casting. It includes complete instructions, plans and material lists. Catalogue #20-906; \$3.10.

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NEW! THE SECOND COOPERATIVE SPORTS AND GAMES BOOK

A follow-up to Terry Orlick's first and very successful cooperative games book, this volume is 267 pages containing more than 200 brand new games. It's another excellent resource book for the group library. Catalogue #20-508; \$15.50.

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This is an easy-to-read, well-illustrated book that explains how a compass works and contains essential parts to make an actual compass. Your Cubs will enjoy an adventure with Christopher Compass and, in the process, will learn something useful. An ideal gift item. Catalogue #30-614; \$3.25.

NEW! LIGHTWEIGHT CAMPING BOOK

Recommended to Supply by Program Services, this 193 page book by Michael Halton covers many aspects of all-season lightweight camping, and includes suggested routes to explore throughout Canada. Catalogue #20-612; \$10.95.

NEW! EMBROIDERED BEAVER

A big beaver joins the large "Be Prepared" fleur-de-lys (#03-306) and Wolf Head (#03-317) crests. Approximately 6" x 6", it is ideal for campfire robe or jacket, or for framing. Catalogue #03-338; \$4.00.

MODIFIED B.-P. CREST

The "Sketches by Baden-Powell #1" crest (#06-020) is now available. The existing crest, #06-016, which was issued for the 75th anniversary celebration, has been modified by removing the words "75th Anniversary 1982" and adding, in the same spot, the words "Sketches by Baden-Powell #1". Watch for the third crest in the series, which will be available in the fall of this year.

75TH ANNIVERSARY AND WORLD JAMBOREE SOUVENIRS

None of the souvenir items developed for these two special events will be reordered. They will be discontinued when sold out. Collectors of Scouting memorabilia should ensure that they visit their local Shop or dealer to pick up supplies before everything is gone. X

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COVER: The "spring thing" on our cover is a nature awareness game, one of the many outdoor activities in this issue designed to make young boys want to take care of the world. April is bursting with all the Scouting ideas that pop up like daffodils in the spring: hiking and homemade camp foods; Beaver games for April shower days; canoe camping and Kub Kar racing; and thoughts on how to encourage Cubs to move up to Scouts, keep older boys, and communicate with parents. Spring is sprung, the grass is ris, and that is where **the Leader** is!

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the leader

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Taking Care of The World



by Linda Florence

Spring lures us outdoors to witness a frenzy of regeneration after the long winter rest period. There's fresh beauty to see, hear and smell. There's also new ugliness, often man-made: a mess of litter bared by snow's retreat; salt-damaged roadside vegetation; junk-strewn streams; injured and dying trees, the legacy of thoughtless, careless or malicious passers-by.

Spring's contrasts and its call to the out-of-doors make it an excellent season to focus on the kinds of learnings that will make Beavers eager to help take care of the world and Cubs keen to work for Conservation badges. Since you can use any number of approaches and as many activities as there are leaves in bud, the ideas you'll find here are only a starting point.

My suggestions are not formal nature or conservation studies, but rather enjoyable explorations during which a leader can pass on whatever degree of factual knowledge suits the ages and capabilities in the group. Let's face it: the feeling in the spring air is happy-go-lucky and boys want to play, run around and laugh a lot. There are many nature-oriented activities which give them the outlet and, at the same time, intrigue Cubs enough to delve deeper into certain areas and design more focussed projects, and increase Beavers' awareness and appreciation of the world and their part in it.

Many of the ideas are from three excellent sources which I recommend for your library: *The Ranger Rick Ac-*

tivity Guide (monthly); *Clouds on the Clothesline* by Jack Pearse, available from Scout Shops; and *The Second Cooperative Sports and Games Book* by Terry Orlick, soon to be available from Scout Shops.

Looking

A short silent walk with a lodge or six is a good way to encourage boys to see, hear and smell the natural world. The "silent" part might be a challenge for which you want to set the scene. You can ask the boys to imagine they are walking underwater, for example. Or have them recall the opening scenes of the movie and imagine they are E.T. and his friends, silently studying earth life forms.

Invite them to keep senses alert and to share what they see, hear or smell by silently pointing out things to others. You can also encourage them to bring along a pad of paper and a pencil to draw or describe in words some of their favourite things. Afterwards, sit in a circle to talk about your experiences, feelings and impressions.

On another kind of walk, boys can keep a craft record as they go if they carry along a small bottle of glue and a small flat board or stiff piece of cardboard. As they walk, they pick up natural objects (twigs, bark curls; dried moss, stones, acorn shells, evergreen cones and needles, seed pods) and glue them into a collage on the board. The finished products will make a nice display, and also can be the starting point for identification.

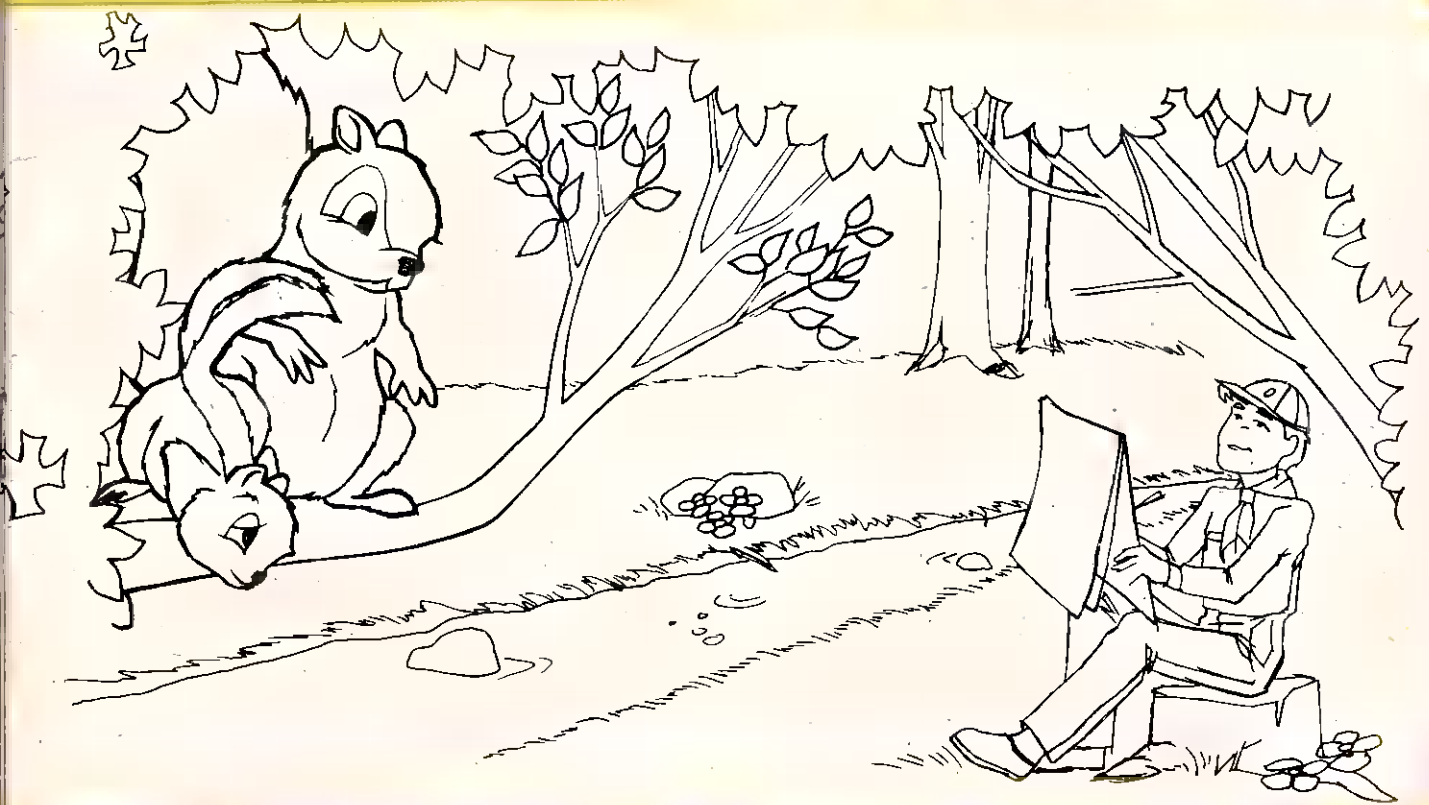
Or try a day and night comparison hike. During the day, put reflective tape in your pocket and take a walk. Stop at interesting spots along the way to point out natural features and talk about the animals and insects you see; the appearance of plants in the vicinity, and the smells and sounds you notice. Before moving on, mark the spots with pieces of tape.

Armed with a flashlight, repeat the hike after dark. Stop at the glowing markers. What differences do the boys notice? Do things look and smell the same? Are there animal signs or sightings? What about insects?

As an indoors follow-up, have the boys draw day and night pictures of one of the spots you visited.

"Match and find" activities also encourage observation. One idea is to prepare duplicate sets of cards on which you glue pictures of three or four natural objects found in the area (animal tracks; burrows; leaves; seeds or bark from specific trees; moss; flowers; etc.) Distribute the cards and have boys match them to find partners. In pairs, they search a designated area for the objects on their cards. Tell them to look only, and to remember where they found the things. After all have reported back, group-walk the area so that boys can point out what they've found.

A second idea means the careful division into two of natural objects like twigs, leaves, dead flower petals and the like. Distribute the "halves" and give boys time to match them up. Then, in pairs they search for the source and, if they can, identify it.



A relay with a twist is an enjoyable way for Cubs to explore the woods. Give each six a paper bag and send off the team to pick up as many fallen natural objects as there are boys in the six. They put the objects into the bag and return to a central point to label their bags. When all is ready, line up sixes in relay formation and tell them to exchange bags.

On signal, the first person in each team pulls an item from the bag and races into the woods to find a matching item. When he returns, the second person grabs something from the bag and races off. The first six to find duplicates for all items in a bag are declared winners. Later, teams compare items and discuss which ones were the easiest or most difficult to find and identify, and why.

Learning

Games are fun, but they can also deepen the boys' understanding of the things they've observed and talked about while looking around outdoors.

Web of Life requires only a piece of the out-of-doors and a ball of string, but it shows, in a very vivid way, the inter-relatedness of the natural world.

Boys form a circle around a leader who holds a ball of string. Ask someone to name a plant which grows in the area. The response may be "clover", for example. Give "clover" the end of the string to hold, and ask players to name an animal that eats clover for dinner. Perhaps it will be "rabbit". Connect clover to rabbit by

string and have rabbit hold on as well.

Keep going, bringing in other plants, animals, birds, soil, water, etc. For example, owl eats rabbit, and also mouse. Owl rests in a tree. Tree takes food from the soil. Insects take food from the tree. Birds eat insects. Soon everyone will be connected to everyone else in a tangled string ecosystem.

Now the leader tells a story. It may be about a careless camper who doesn't extinguish his fire, or perhaps about the day when a logger cuts down the tree. As "tree" falls, he tugs on his string. Everyone who would be affected by the death of the tree will feel the tug, and all of these give a tug on their string. As the chain reaction continues, all members of the ecosystem will find they are, in some way or other, affected by the tree's death.

If bats have been part of your observations and discussions, *Bats and Moths* is a great game to help boys run off energy and better understand how bats use sonar to locate food.

Form a large circle and place one or two blindfolded "bats" and four or five "moths" in the centre where they move around freely. Bats try to locate moths by calling out "Bat". Each time they do, moths must bounce back the sound by calling out "Moth". Bats try to trace the sound and get close enough to catch moths by tagging them.

Play rounds in short spurts so that everyone has a chance to be bat or moth. Tagged moths and unsuccessful bats rejoin the circle and are replaced by other players.

Frogs, Insects and Flowers is another active game for the whole group. Boys form three concentric circles: insects in the inner circle; frogs in the middle circle; and flowers, which remain stationary and standing, in the outer circle. Insects start the game with one knee to the ground, and frogs stand.

A whistle blast gives insects 10 seconds to run to tag flowers while frogs try to catch them. Insects can "fly" (touch knee to the ground) in order to avoid capture. When this happens, chaser frogs must make a 360° pivot before chasing them again, which gives insects a chance to escape.

At the end of each round, a captured insect becomes a frog and a successful insect or frog remains what he was. An uncaptured insect who hasn't reached a flower dies and becomes a flower, as does an unsuccessful frog.

The game is fast fun which shows how populations can change. If frogs do too well, they wipe out the insects and ultimately die. If they do poorly, too many of them die and the insect population becomes very large in comparison. In either case, the flowers, which need insects for pollination but can be killed by an overpopulation feeding on them, will suffer and, eventually, disappear.

Predator on the Prowl is an adaptation of the game *Red Light, Green Light*, which will be familiar to many Beavers. Have the boys name animals which prey on other animals for food and choose one of them — a hawk, for



example. One boy becomes Hawk and stands on a designated finish line. Some distance away, the others form a line facing him. Hawk turns his back to the others and yells, "Hawk's not watching!" The others start to move towards him, trying to cross the finish line without being seen. At any time, Hawk can turn to face them, yelling, "Hawk's watching!". The others must freeze. If he catches someone moving, he challenges the player to name an animal that Hawk likes for lunch! After a few turns, let the boys choose another predator and another boy to play the part.

Doing

Observing leads to appreciation; appreciation stimulates learning; and learning fires a desire to do something with the new-found knowledge.

During their explorations, your boys will certainly learn about litterbugs. They'll notice that litter not only spoils nature's beauty, but also damages natural life. They'll probably want to do something about it, and there are a number of approaches you can take.

Equip everyone with plastic garbage bags and go for a "litter walk", or pull junk out of that badly-treated stream you've noticed during your rambles.

Bring back the findings and have the boys create a "junk monster" from them. Caution them to handle metal junk with care to avoid cuts. In fact, it's a good idea if all wear some sort of work gloves both while collecting litter and creating with it.

The monster may be a free-form sculpture held together with epoxy cement, or a "junk king". For the latter, provide a basic skeleton — two strong planks or poles lashed to make a cross which the boys then "dress" with the litter they've found.

When the creation is complete, see if you can set up a display somewhere in the community. "Junk King" is particularly suited to standing outside, in a park, for example, though it's important to cement him together so that his parts can't be removed and strewn around again.

Have the boys make anti-litter posters to accompany the monster, and a sign which explains what it is and where it comes from.

You may prefer to let small groups work together to create "junk and foil" sculptures with the products from the litter bags. The first step is to glue an arrangement of junk onto a sturdy piece of cardboard and let the glue dry. Next, paint the whole surface — cardboard and junk — with a mixture of two parts white glue to one part water. Lay a sheet of foil over the arrangement, carefully crinkling and molding it over all the junk shapes. The foil sheet should be large enough that the edges can be folded over the edges of the cardboard and taped securely to the underside.

For an antique look, mix a few drops of liquid detergent with black tempera and paint over the surface of the foil. Let dry for a day, and gently polish the sculpture with a soft cloth. These creations also will make an effective anti-litter display.

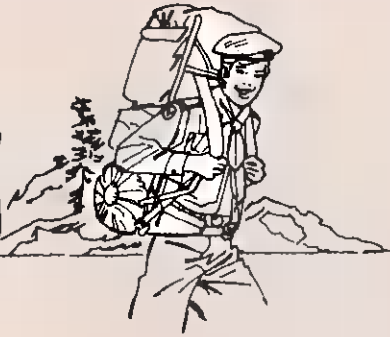
Another way to increase community awareness is to have the boys make and wear "campaign buttons". Use 8 cm (3") diameter circles cut from heavy cardboard and create slogans (*We Love Trees: Litterbugs are Losers!*) to apply with brightly coloured magic markers. Give the button faces a protective shine by covering them with clear contact paper, and glue safety pins to the backs.

Consider a long-term conservation project for the pack or colony, like adopting the trees along a street in your neighbourhood, for example. Each six or lodge can be responsible for one or two trees. It means arranging for permission, learning about the particular kind of tree so that the boys know how best to care for it, and year-round interest and attention.

As a tree's guardians, the boys will have a number of responsibilities: keeping the base clear of litter and dog droppings; loosening the soil around it; covering the soil with wood chips or planting ground cover to hold moisture and prevent soil erosion; fertilizing young trees once a month from April to July; and persuading neighbours to use calcium chloride rather than tree-poisoning rock salt to clear sidewalks of ice during the winter.

Spring opens up almost endless opportunities to make the concepts of ecology and conservation more than simply words to your boys. Grab as many of them as you can to put sparkle into your program and a shine on the world. \wedge

Hitchless Hiking



by Colin Wallace

Hiking is to Scouting what cleanliness is to Godliness and, if you love to go a'wandering, your knapsack on your back, these few suggestions may reduce the risk of a walk on the wild side.

Why take a hike at all? A purpose will help you avoid meaningless meandering. Remember that statements like: "It seemed like a good idea at the time" will be totally inadequate when you're 15 miles from home and plagued by blisters, cramps, and aching muscles. Similarly unexciting will be: "Because it was there". In any case, Sir Edmund Hillary has first dibs on that particular phrase. Focussing on the purpose of your hike may also keep you from strangling that impatient Scout who always asks, "Are we nearly there yet?", three seconds after you set out.

Whither shall you wander? A hike plan is essential, especially in a movement where preparedness is the watchword. Take maps and a compass and, at your home base, leave a schedule of your trip with someone reliable. Your plan should include proper clothing. I know one chic chump who was crippled for weeks with severely chapped thighs because he insisted on wearing burlap britches; fashionable but foolish. High heels are also out, and open-toed sandals, cowboy boots and satin pumps are only appropriate for beach bums, bronco busters, and ballerinas.

Once you're on the road, periodically check for hot spots. No, not the local discotheques. I mean inspect your feet for potential blisters and treat any likely areas with a little moleskin (How you catch the little mole is your problem). Foot hygiene is important, so carry spare socks and remember to launder your sweaty socks before they sprout mushrooms or penicillin cultures. On the other hand, if you neglect them long enough, you might be able to use

them as homing devices. Of course, you should never wash your socks or even soak your feet in any stream, however inviting it may appear. Use a basin; otherwise, the poor guy downstream from you will risk athlete's mouth.

If you have to travel off the road, don't climb over fences. Use the gates, and observe the *Keep Off, Private, and Trespassers Will Be Prosecuted* signs. Loosely translated, they mean *Keep Off, Private, and Trespassers Will Be Prosecuted*.

Avoid walking along railway tracks. They're built for speeding locomotives, not people. Try using those low handrails and you'll see what I mean.

Drink water only from your canteen, unless the source of water is labelled *Safe*. Even then, you should probably disregard the *Safe* sign if the waterhole is littered with bleached bones.

There's always a chance of getting lost, but don't be tempted to carve or spray paint your initials as trail markers. If you must mark your route, use breadcrumbs, Hansel and Gretel notwithstanding. Or, you might follow the example of one tyro tenderfoot I knew who squeezed a trail of toothpaste. Best way is to memorize outstanding landmarks, but make sure you pick something fixed and permanent, not a mobile home or a cloud formation. Also note that a shortcut is defined as a route where you can't find anyone else to tell you where you are.

Pack it in. Pick it up. Pack it out. Don't leave any kind of litter. This includes any trash you find along the way. Yes, yes, we know it doesn't belong to you, but remember that someone will come behind you and pick up all your rubbish.

Morale boosters are important, but singing, "We're on the upward trail" is inspiring only for the first hour.

Inevitably, nature will call and, if you gotta go, you gotta go. Dig a small cat hole, use it, cover it and mark it. This applies especially if you're hiking through downtown Winnipeg.

Hiking any kind of distance takes a certain amount of stamina. Work out a training program and build up gradually. Not too gradually, of course. Remember the Scout who wanted to toughen up for camp, so he switched the setting on his electric blanket to 3.

It's discourteous for a group to take up the whole sidewalk, so walk in single file where necessary. This may hinder easy conversation, but it does make it simple to see if the guy ahead of you needs a haircut. Keep together; no stragglers. Stay upwind of the unwashed members of your party, if need be. Six kilometres per hour is a fair rate of speed, but the group's pace should be geared to the pace of the slowest member, unless he insists on doing his Quasimodo impersonation at every opportunity.

Learn to walk correctly, with your toes pointed forward and leaning forward from the hips. You're doing it wrong if everyone who sees you coming starts to sing, "Here she comes, Miss America!"

There will be unforeseen problems and turning back may be the prudent thing to do. Temper this wisdom with the knowledge that most problems occur on the way back. I guess this means that the safest route is a big circle.

Hitch-hiking is still considered a form of begging and, as such, is prohibited. Besides, look at Venus de Milo. She was a chronic hitch-hiker who worked her thumb to the bone.

And don't forget to write a logbook and include some photographs of each hike. You'll want to remember all the glorious details of each and every journey. ^

SCOUTING and STAMPS STAMPS



Everyone likes to collect things. There's virtually no limit to the kinds of things people, especially kids, collect because it's "fun". But of all the different collecting hobbies, stamp collecting seems to be the most popular.

Stamps offer a welcome change from the routines of home, business, school and Scouting. Collecting can fill odd moments or occupy many hours and, no matter how much time you spend, you always seem to want more. Time flies when you're involved in your collection: looking for stamps; sorting and identifying them; mounting them in an album; and searching for them in enormous catalogues. Of course, there is also the fun of meeting fellow collectors and swapping, talking about and showing off your favourite stamps.

Scouting On Stamps

Collecting is also educational. The design of every postage stamp issued since the first one on May 6, 1840 in Great Britain, shows something interesting. Those who read this magazine will be amazed at the amount of information they can learn about Scouting from postage stamps.

Scouting has been featured on many stamps ever since the movement began. In fact, Lt. Col. Robert Baden-Powell, as he was then known, was shown on a stamp during the Siege of Mafeking in 1900 — seven years before the experimental Brownsea Island camp and the start of Scouting as we know it today.

The 75th anniversary of Scouting has become a very popular topic for postage stamps around the world and, as a result, Scout stamps are more readily available from stamp dealers. Now might be the perfect time to start up a collection of "Scouting on Stamps". You'll find a wide variety of stamps which show Scouting activities and uniforms in various countries.

A Few Definitions

You should become aware, at this point, that stamp collecting has a language all its own. This article is an attempt to give you some of the key words to help you with your collection. Actually, there are dictionaries of stamp collecting words but, if you are a beginner, don't burden yourself with all the technical jargon of the hobby. You will pick up new know-

ledge and understanding of stamps as you progress with your collection. Don't forget that your local dealer will be able to help you, and you may be surprised also to find how many people in your neighbourhood, among them fellow Scouters, are collectors.

Two of the most common terms are *regular* or *definitive* stamps, and *commemorative* stamps. The regular stamps are those which are designed for continued use over a long period of time. They are reproduced as the supply decreases. For example, the Queen Elizabeth II 32¢ stamps you use for regular mail are *definitives*.

The issues most popular with collectors are the *commemoratives*. These are special stamps which mark an anniversary or special event in the country. They are printed in limited quantities and are not reprinted when the supply runs out. They are the stamps which tend to increase in value and give stamp collecting some of its investment attractiveness.

Thousands of stamps never carry a letter at all. Many collectors buy stamps from the post office and place them directly into their albums. These uncancelled stamps are in *mint* condition. Stamps which have been put through the postal system are cancelled with black ink and are called *used* stamps.

When a new stamp is released in Canada, it often comes out in one city on the day it is issued — generally a city which has some connection with the person or event being commemorated. Letters carrying the stamps which are processed in the issue city carry the words "First Day of Issue" in the cancellation.

Post offices of the larger countries prepare special envelopes to receive the "First Day of Issue" cancellation. A special design, called a *cachet*, appears on the left side of the envelope. Thus, the entire envelope is called a *First Day Cachet Cover*.

Most stamps have a series of teeth or holes along the edge. These *perforations* allow easy separation of the stamps. The stamps issued in the 1800s did not have perforations and instead were separated by cutting with scissors. Such *imperforate* stamps are rarely issued today, except by former French colonies in Africa.

Some countries also issue *Souvenir Sheets* which add to a collection and usually contain the high value issue. Another new entry into the stamp



by Ken Shigeishi

A new hobby may be waiting for you, no further away than your mailbox or your nearest post office. It is a hobby you can work at alone, or one you can share with your family, friends and fellow "Scouts". Its fancy name is philately; its common name is stamp collecting.

With the help of stamps, you can take a trip around the world, recall events from the past, and have your own personal art gallery collection of kings and queens, artists, explorers, scientists, flowers, animals, birds, gems, landscapes, or whatever else you might fancy.

STAMPS STAMPS STAMPS STAMPS

market is the *Sheetlet*, and Canada has been issuing one to honour Canada Day for the past few years.

Collecting Tools

In addition to learning the language of stamp collecting, you should become familiar with some of the tools used by collectors. One of the most important is a set of tongs. They look like tweezers, but they have one important difference; the ends are flattened to prevent accidental tearing of the stamps. You should use tongs when handling stamps to avoid getting oil or grease from your fingers on the stamps.

To store your stamps, you will need some type of album. There are many kinds available in all shapes and sizes. It is not possible to find any one album which will hold all of the stamps ever issued. In general, the more you pay, the thicker the album and the more pictures of stamps there are to help you to identify them.

If you intend to become a serious collector, you should consider buying an album which will allow you to add your own pages and supplements for new stamps. You should also buy an album designed with pockets which allow you to mount stamps without using stamp hinges — small gummed pieces of specially folded paper. If you use hinges, you reduce the value of your stamps. Mint stamps become used stamps, and even good used stamps decrease in value. Never use tape or glue to mount stamps.

Some people collect stamps only on certain topics: dogs, cats, fish, uniforms, flowers, scientists, and yes, even Scouting. These collections are called *topicals* and your local stamp dealer can get you a special album to hold only stamps of your topic. You'll also find albums for stamps of only one country.

Getting Started

How should you go about getting stamps when you decide you want to start collecting? Begin by telling all your friends and relatives that you are collecting stamps, and ask them to save all of the stamps that come on their mail for you. Tell them not to worry about duplication, and not to try to tear the stamps off the envelopes. Ask them to cut off the corner of the envelope, leaving a wide margin around the stamp.

Next, try some places in your com-

munity. Banks, stores and companies all receive a large volume of mail. Perhaps, in return for the envelopes, you could arrange to check all of them for cheques, cash or letters which were accidentally missed when the envelopes were opened.

You can obtain foreign stamps in a similar way. Try contacting consulates, embassies and other foreign government offices for some samples.

Stamps are usually sold in stamp packets containing 50, 100, 200 or 500 different stamps from one country or on one topic. Whenever you can, always buy the largest packet possible. Avoid bags of stamps sold by the kilogram because they contain hundreds of stamps which are the same, and all of them are still on the envelopes.

If you begin to buy particular stamps, look for stamps which are centred and have an equal margin of white around the design. Stamps with a light cancellation are generally preferred over those with a heavy black mark. As you gain experience in the hobby, you will find other important aspects of stamps to look for before you buy them.

You can buy brand new stamps from the post offices of the issuing countries. Several stamp collecting magazines and newspapers publish the addresses for these offices. On July 6, 1983, for example, Canada will issue a stamp for the XV World Jamboree. To obtain a colourful brochure on this and other Canadian stamps, you can write to:

Philatelic Service
Canada Post
Ottawa, Ontario K1A 0B5

All of the stamps shown with this article are Scouting stamps which you obtain by visiting a local stamp dealer. They were taken from a collection which I started just a few months ago. Although it has rapidly increased in size, I'm not an expert on this type of collection so, if you would like more information, the contact in eastern Canada is:

*Scouts on Stamps Society
International
Maple Leaf Chapter
c/o Jack Lyons, Membership Sec'y
41 Avonhurst Road
Islington, Ontario M9A 2G7*
In western Canada, contact:
*Scouts on Stamps Society
International
Dogwood Chapter*



*c/o Alex Hadden
103-1160 West 13th Avenue
Vancouver, B.C. V6H 1N3*

Be sure to enclose a self-stamped self-addressed envelope for a reply.

It hasn't been possible to explain everything involved with stamp collecting in this article, so be sure to pick up a book from your library for a much more thorough treatment of this enjoyable hobby. Watch future issues of **the Leader** for an interesting article on jamboree stamps.

Happy collecting!

Special thanks to Mike Lieberman for the photographs. X

Make SCOUTS of your Cubs

The Moving Up Challenge

by Paul Ritchi

photos: Paul Ritchi



Cubs take part in a troop outing.

How often do we hear the cry, "Only a few of our last year Cubs want to go on to Scouts. Where did we go wrong? Why?"

If you understand why 90 per cent of final year Cubs hesitate to move on to Scouts, and learn how to combat the problem, you are well on your way to reducing the drop-out rate. Last year, 21 of our 24 final year Cubs went on to Scouts. The initial feedback from the boys tells us they are glad they did.

Most Cubs ask themselves several questions for which they want answers before they decide to move up to Scouts. They sound something like this.

Is the Scout program just like the Cub program, or is it really different and exciting?

Am I sure I want to start all over again now that I'm a sixer (or a second) and have lots of badges?

What types of badges can I earn in Scouts, and how?

Who are the Scout leaders and what are they like? Will I like them?

Do Akela and the other leaders talk about Scouts? Do they seem to like the Scout leaders? Do they work with them?

What have other Cubs or friends in the troop told me about it?

What's the Scout uniform like?

What exactly do Scouts do?

What does a Cub have to do to become a Scout? How long will it take to become invested? How long will it take to feel part of the troop?

What do my parents know about Scouts? Do they want me to move up into the troop?

How and when do I move up into Scouts? Will I feel glad or sad when the time comes?

As responsible Cub and Scout

leaders, we must sell the Scout program to Cubs well before they have to make up their minds about joining

We must sell the Scout program to Cubs well before they have to make up their minds about joining Scouts.

Scouts. We've followed a number of steps that help them answer their questions and give us a very high success rate.

Meet the Leaders

The Cubs know their leaders and, we hope, feel quite comfortable with them. But do they know the troop Scouter and his leaders? In our group, the Cubs know the Scoutmaster well enough that they've even given him a jungle name.

From time to time, the troop Scouter and/or members of his leadership team:

- attend a Cub meeting to run a campfire and sing-song;
- help with Cub badge work leading to Scout crafts or skills;
- attend a Cub weekend or summer camp to oversee the service Scouts;
- visit the pack to show slides or display prints that highlight what Scouts do.

We encourage them to drop into any Cub meeting or outing and invite them to one or more specific sixer and second council meetings. When they visit the pack, they're prepared to listen to the boys and to answer their questions. They show interest in the Cubs as individuals by learning their names. They always wear a full and

complete Scout leader's uniform when they come, and we are always delighted to see them.

Meet the Troop

Now that the boys have been exposed to the Scout leaders, it's important to expose them to the troop.

You can have a joint pack/troop meeting, for example. Plan a program in which all the boys can have fun, and Cubs don't feel they've been tromped by the Scouts. One idea is a controlled Crab Soccer game with players in a ratio of two or three Cubs for every Scout.

Cubs can also meet and work with Scouts during the annual Parent and Son banquet, Scout Week activities, a joint outing or tour, a Church parade, a group picnic, a parade, community activities, and Apple Day and other fund-raising projects.

Many of these activities will require both Cubs and Scouts to be in full uniform. If the Cubs see the Scout uniform on a regular basis, they will know what the Scout uniform is.

Inform Parents

Either troop or pack leaders can obtain the support of parents of Scouts-to-be. At a Cub parents' night, they can explain what the Scout program is all about and what their sons can look forward to. In this way, by a boy's third Cub year, the parents will be well versed on the Scout program.

Akela should send to parents of Scouts-to-be a letter which supports the troop program and backs up the Scout leader. Remember that the parents have come to respect and trust you, so that a letter from you will have more impact than a letter from the troop Scouter whom they may not know.

In cases where there is doubt about a boy's going on to Scouts, pack or troop Scouter or both might make a personal visit or phone call to parents.

Well in advance of "going-up" time, outline for parents what is expected from the boys and them, uniform requirements, and program highlights from the troop.

Final Year Specials

It's a good idea to spend some extra time with boys who are entering their final year of Cubs. You might invite them to a special evening out, perhaps for dinner, with some Cub and Scout leaders and some Scouts.

Arrange for them to visit the troop once or twice. Make sure that, while there, they are involved in the program and made to feel welcome.

Invite Scout leaders and/or Scouts to visit the pack and take aside the final year Cubs to explain the Scout program and encourage and answer their questions.

Have the troop Scouter invite final year Cubs to visit a Scout camp for a day, or join the camp for a weekend.

Encourage the Cubs to participate in a troop outing or campfire.

It's important that those who explain the troop program to final year Cubs point out the exciting changes

It's important that those who explain the troop program to final year Cubs point out the exciting changes they can expect as Scouts.

they can expect as Scouts. They'll select their own patrol leader and assistant patrol leader and form their own patrols. They'll plan their own camp, buy their own food and cook it. They'll choose which badges they are going to work on and they'll have a say in planning patrol or troop activities. They'll have a specific leader to work with their patrol, and an opportunity at a service role for themselves (e.g., helping with Cubs).

At the same time, it's important not

to overwhelm the boy. He needs to know that he won't be left alone to do all this — that a leader will help and guide the patrol.

Above all, don't try to pull the wool over a boy's eyes. He's heard from friends in the troop what they did last year. Don't make promises the Scout leaders can't keep.

The exposure you give should help the final year Cubs see that becoming a Scout is not all that difficult; starting all over again is not all that difficult. The Scout badge program is a very exciting one in which they can progress at a self-chosen rate.

Moving Up

Hold going up ceremonies whenever necessary and feasible. Ensure that leaders, parents and boys know what is expected of them and what is going to happen. It's helpful to hold a dry run or brief practice before the actual event.

Encourage all parents to attend this very special event, seek local press coverage, and try to conduct the ceremony by the book.

Above all, make it a joyful occasion. You may be losing a great sixer or Cub, but his leaving gives other boys in the pack a chance to develop their skills. It's a proud time for a boy who did well as a Cub and is moving up to the troop. It's a proud time for a leader who realizes that Scouting has not lost a boy, but rather has kept a possible future leader.

Investiture

Finally, every boy who thinks about going up wants to know, "When will I be invested as a Scout so that I can start off on the right foot quickly?"

You might, as we do, organize a program for first year Scouts before they go to the first Scout meeting.

All of our final year Cubs go away to the 10-day summer camp as Cubs. While there, they are treated as Cubs but spend a certain part of every day working with the troop Scouter on Scout tenderpad requirements. On one of the final days of camp, they put on their Scout uniforms for the first time and are invested. In other words, they go to camp as Cubs, and return home as invested Scouts.

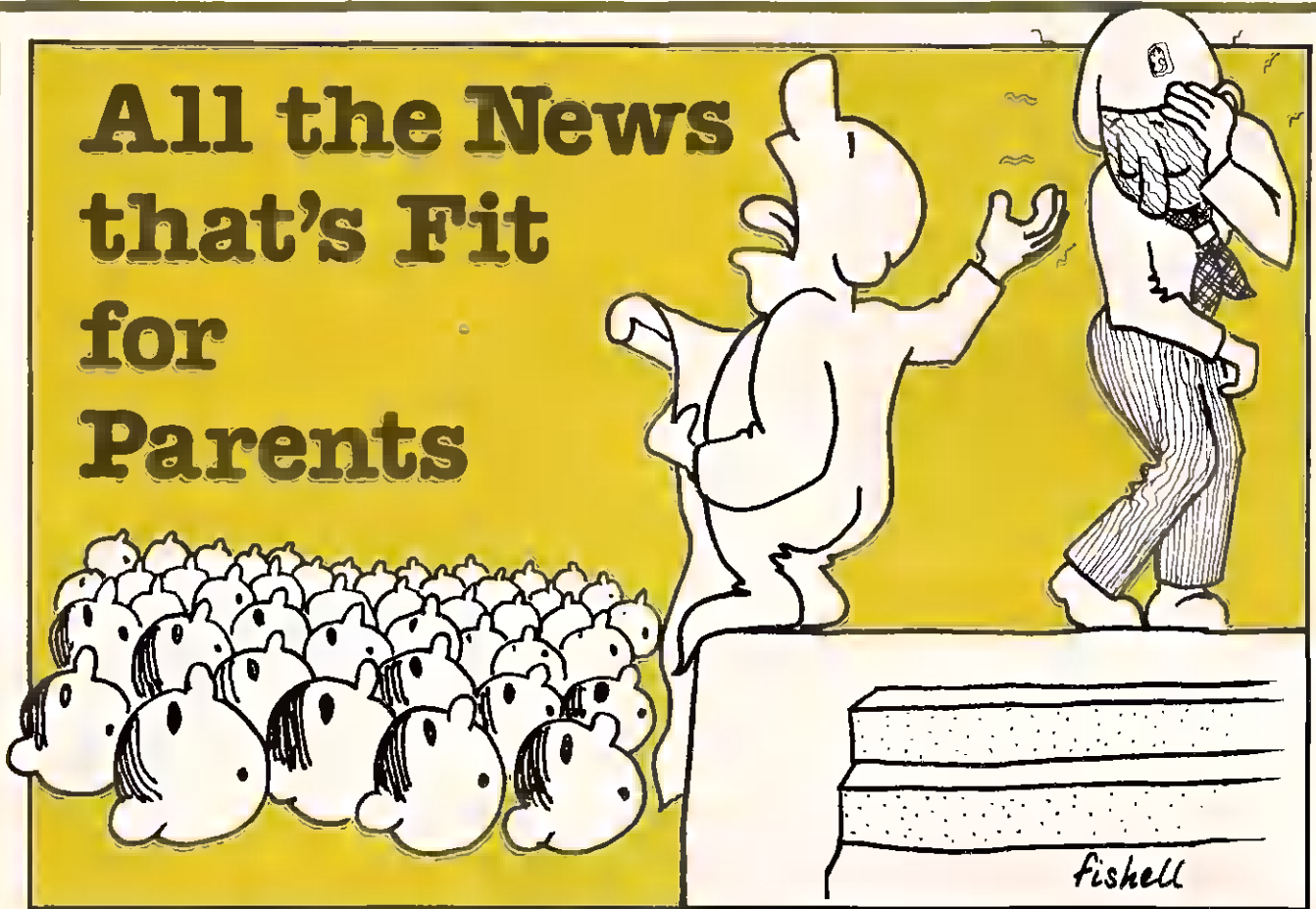
We've found this program very satisfying, and it provides the other Cubs encouragement to become Scouts. Parents, too, are encouraged about the troop.

"Boy, have they ever grown up," I've heard them remark. "I didn't recognize my son when he stepped off the bus as a Scout. Was he ever proud! Was he ever looking forward to his career as a Scout!" **A**



They go to camp as Cubs, and return home as invested Scouts.

All the News that's Fit for Parents



by Justin White

While many of us in Scouting take a certain amount of justifiable pride in our humility, it is difficult to argue with Rogers — or maybe it was Hammerstein — who suggests that “A bell is no bell lest you ring it”. When the bard adds that “A song is no song lest you sing it”, there’s no argument left.

Put more directly, fellow Scouter: if you’re going to have a great activity for your section, it’s worth telling everyone in advance, just to make sure someone shows. And, although a camp is a success even if only the boys know it was great, isn’t it nice when the parents hear *your* version as well as what tired Tim tells Mom as he falls asleep in the bath halfway through his after-camp supper?

Just for a change, let’s look at the 175th’s activities through the medium of the NEWSLETTER. Every few weeks, the parents of the Cubs receive a summary of the pack’s activities, as seen through the outpourings of Akela’s rose-tinted typewriter. Our newsletters sound something like this...

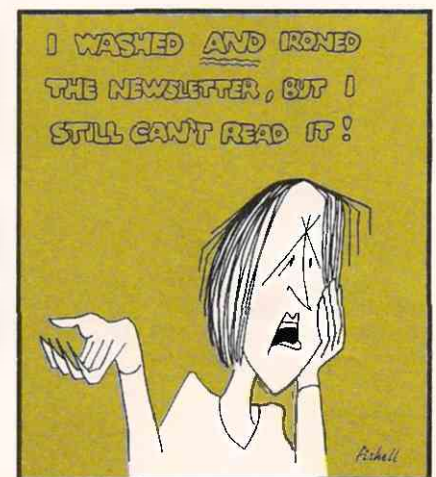
Activity Report

One of our more successful impromptu segments might have been forgotten in the unseemly rush to change the after-Cubs conversation topic from bedtime to television, were it not for this newsletter entry, printed in its entirety in the *Funnies* column of the Nov. 1981 LEADER. Those who read it will remember that we reported to parents what, in the space of 15 minutes, their offspring decided they should take to a desert island. None chose to take mothers or even, despite some spirited debate, Teddy Bears.

Some of the other things we thought parents should know included the fact that four of the sixes chose to take clothes, but one settled for needle and thread. The six who suggested girls were not the same bunch who mentioned swimsuits. Various weapons, including a “22 cal” were mixed with practical survival items, but only one group remembered the bullets. The same practical six thought of toilet paper,

but not the toilet that a rival six felt it would be nice to have.

Radios “to keep in touch”, a CB and a TV popped up on the lists, and one six decided they’d like to take along “a friend”. Because only two sixes added return transportation to their lists, we told parents that we presumed the rest were quite prepared to stay on the island forever.



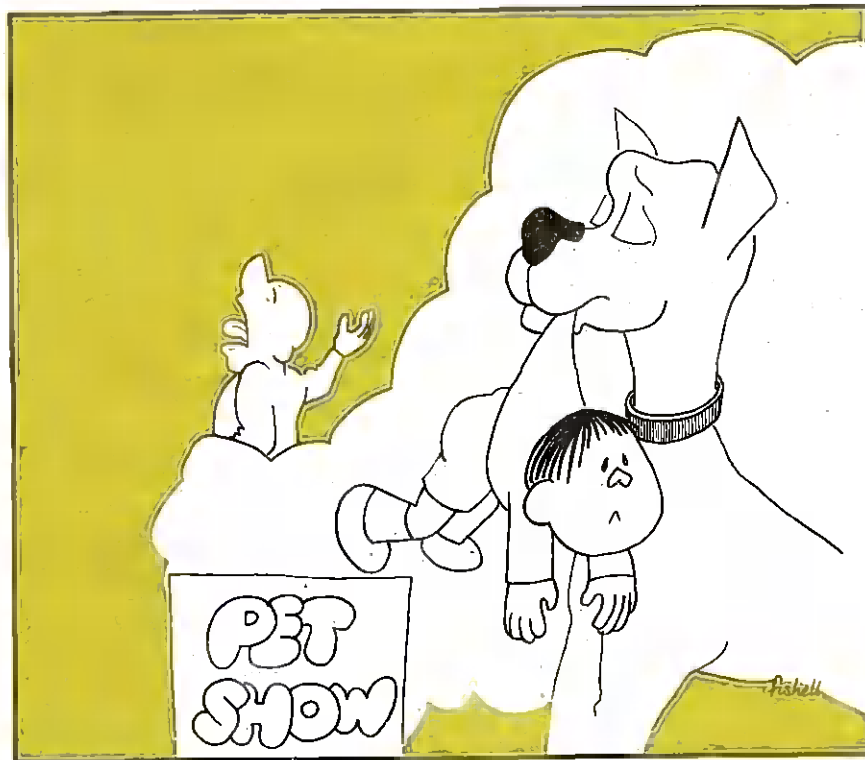
Advertising Break

Right after our description of this fascinating exercise which, I can only assume, was purloined from the pen of OUR HERO John Sweet, and while we had peoples' attention, we slipped in an advertising break for the group's uniform exchange program. Here we asked parents to turn in used uniforms to the mother in charge of such things, and to contact her if they had need of same. It's a helpful service in good economic times, but it's especially important now in bad.

away from Luke White, who has been known to be fearsome. Sisters may not be entered, but may enter their pets, as may younger brothers. Stuffed animals are welcome.

Owners (or their supporters) are required to scoop up any material deposited by live pets. We anticipate that the show will commence at 7:00 and end at 7:30ish. Since we will then begin an outdoor activity (brothers and sisters still welcome), parents are asked to remove pets as necessary at that point.

Rain day — June 5...



Event Announcement

Next came our first announcement of a family event planned for the coming spring.

On May 22, in the schoolyard, this display of pets — large and small, live or stuffed — will give your household heroes the chance to strut their stuff. By way of inspiration, the show is named after Luke White, Bedlington Terrier Extraordinaire, Holder of the North York Obedience Club 2nd Prize, Beginner's Division. Merit ribbons based on the unbiased decision of the judge (owner of Luke White), will be awarded in all categories.

Categories will depend upon what appears, but we expect anything which can run, crawl or slither to be leashed, caged, or otherwise kept

The event was well attended, and the greatest problem was that Akela, who had kept the advertising light-hearted, underestimated just how seriously the children would take the event. Fortunately, the plans allowed for no winners or losers — just a ribbon for each entry and an unlikely reason for its being awarded.

Highlights were the looks on the faces of owners of bull dogs and poodles when Akela announced that it appeared Luke was the only entrant in the thoroughbred division; and one Jason Lansdowne, who forgot it was Pet Show night but entered himself, proclaiming himself to be his Mother's Pet! He received a ribbon, of course.

Calendar

Every newsletter includes a list of future meeting dates because we know that the previous five newsletters either were lost on the way home or, if mailed, lost in the home. Every so often, we make ourselves feel better by claiming that we know "a select band of counter-revolutionaries" deliberately throws away our lists of activities and dates. We add that we also know these to be the same people who don't help at banquets or fund-raisers.

However you introduce them, the more times you mention activities to parents, the better.

Notes on Leaders

It helps, occasionally, to give credit to the leaders, who often are not known to parents or, at best, are known as "Bag-someone".

Jim Hamnett, who is depressingly creative, had a brilliant idea one night when we were denied access to our regular meeting place. Finding our plans asunder but the floor of the substitute meeting place chequered...

Mang suggested a game of Wolf Cub Checkers. We placed each boy on a square — those on one side with scarves, the others without — and proceeded to play checkers with Cubs as pieces. Each captured piece took a turn at directing moves, then went to Baloo who led a come-and-join-in sing song.

Baloo is our organization man, and has a strong Scouting background and flair. Mang ("We're going to pretend someone fell out of a coconut tree")? Well, he marches to the beat of a different drummer.

Chris, our teenage ex-Cub and leader extraordinaire, introduced a friend David who, on his first night with the Cubs, produced and directed a game in which the boys had to use what they could find in the way of bits and pieces to keep them above a crocodile-infested river. An obstacle course by any other name, you say? It depends on the leader who tells the story!

We've found that newsletters are good not only for saying what's going to happen, but also for giving thanks for help, and letting people know what we and their sons have done. Somehow, the enthusiasm spreads, and people feel willing to share their ideas.

Mind you, lots of those letters still wind up in the washing machine with Jason's shorts — at the 175th. A

EGGperiments

EGGplanations

by Ken Shigeishi

Last issue, Ken Shigeishi described a number of egg-based activities and experiments. If your Cubs try some of them, they doubtlessly will be left with a whole lot of questions: why? how? what happened?

To help you answer them or, better still, lead the Cubs towards their own answers, Ken has provided some scientific explanations.

Egg-Standing

An egg normally rests on its side because that's the position in which the centre of gravity is as low as possible. When you put it onto one end, it cannot remain balanced for more than a moment before it topples onto its side. The grains of salt help it to maintain a state of balance by providing just enough support to counteract gravity's pull.

Floating Eggshell

The half shell of an egg is almost light enough to float and the tiny air pocket is just enough to flip it bottoms up. This is the same effect you see when a sinking ship turns upside

down as it sinks (remember the movie "Poseiden Adventure"?). If you've carefully cracked the egg, you'll have no need to give the shell a "magic" flip with your finger.

Floating Eggs

The explanation here involves Archimedes Principle. An egg is denser than water and will sink. When you add salt to the water, you produce a solution of higher density than that of the egg, and the egg is buoyed to the surface. You can make a solution that has the same density as the egg. This balance will keep the egg suspended in the middle of the glass.

Spinning Eggshells

By moistening the plate you provide enough "stickiness" to keep the egg on it. The egg begins to rotate as a result of centrifugal force, which tends to push it out towards the edge of the plate. If you tilt the plate slightly, the egg will start to speed up. With some practice, you can hide the tilts and the egg will, as if by magic, become a spinning top.

Spinning Eggboats

This is a difficult eggsperiment. The egg shell combines with vinegar to produce carbon dioxide gas. As the gas is released, it propels the eggshell in circles. If you carefully design a paper boat covering so that there's only one opening, the egg should move in one direction only as the gas tries to escape.

Growing Eggs

The eggshell dissolves as it reacts with the vinegar. Soon the vinegar solution begins to enter the egg by a process called osmosis. In a few days, you have a large, liquid-filled egg.

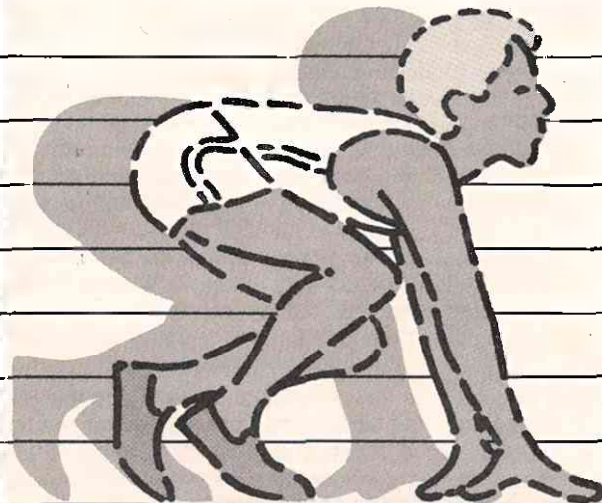
Hard-boiled or Fresh?

Put the egg on its side on a flat surface and spin it. Then, stop it and quickly let go of the egg. If the egg is fresh, it will begin to spin again by itself because the yolk has not had a chance to slow down and stop. On the other hand, a hard-boiled egg should remain motionless once you stop it.

Just a reminder: we're waiting for all of your brilliant egg-carton ideas to roll in. We'll publish the most original egg-carton crafts and gadgets in the magazine, and send a LEADER button to their originators. X

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CALENDAR COUNTDOWN

venturer log

by Phil Newsome

Last fall, Venturer Ritchie Hobden of Penticton, B.C., spent a week at the recently opened Terry Fox Canadian Youth Centre in Ottawa, a residential conference centre "capable of housing 3,200 16 and 17 year old students during the period of an academic year".

In his report on the experience, Ritchie explains that the Council for Canadian Unity, a national non-profit and non-partisan organization founded in 1964, aims to strengthen the unity of the country through promoting better understanding among Canadians. At the Terry Fox Centre, it offers a week-long bilingual educational and cultural program to give young Canadians "a better understanding of each other; an improved knowledge of Canada's institutions; and a greater awareness of the complexity and diversity of Canadian society".

Ritchie and a small western contingent, including a student from Kamloops and four from Whitehorse, flew to Ottawa from Vancouver on Nov. 7. After a welcome and assignment to rooms, the young people had an opportunity to look at a very full week's schedule which, during their stay, was devoted to "science and technology". Other themes offered on a rotating basis during the year are

Arts and Culture; Canadian Studies; Resources and the Environment; the Economy; and the Law.

Monday began with a "Getting to Know you" session, Ritchie reports, and continued with "a session on Canadian Institutions (which gave) general information on our governmental, judicial and cultural institutions". A film on acid rain showed how these institutions "tackle a modern issue which affects us all".

The students were then introduced to the science and technology theme, first in a "social context", and later with a talk and film about atomic energy research and development.

Discussion continued the next day when they "studied science and technology in a historical perspective", Ritchie says. The group toured Ottawa, taking in the parliament buildings, the supreme court and other local landmarks.

As one of the highlights, "We had lunch in the parliamentary cafeteria where we were visited by members of parliament and had the opportunity to ask questions," Ritchie reports.

Wednesday included a conference on transportation and visits to a nuclear research laboratory, the National Aeronautical Collection and the National Museum of Science and Technology. Taking in the Armistice

Day Service at the War Memorial on a "cold, cold" Thursday put Ritchie out of commission with a fever for a day.

"Nice nurse," he remarks, but he missed sessions on the electronics revolution and computer science. The final day was capped by evaluation sessions and a summary.

"I cannot describe in words the experience I went through during this week, meeting Canadian young people from across the country," Ritchie concludes. "From sharing with these people, I realize that we are all one and share the same problems. The only things separating us are our personalities and language. I realized, through this week, that Canada needs to stay as one."

"If any other youth have the opportunity to attend the Terry Fox Centre, I highly recommend it. I would like to thank the Canadian government and the Council for Canadian Unity for an opportunity which I will cherish for the rest of my life."

Thanks to John Pettifer for sharing Ritchie's report with us. Other Venturers who would like to know more may find information pamphlets about the Terry Fox Centre at their local highschools. Or they may write to: The Terry Fox Canadian Youth Centre, PO Box 7279, Ottawa, Ont. K1L 8E3. A

A CREST WORTH SWAPPING FOR ...

...is usually made by

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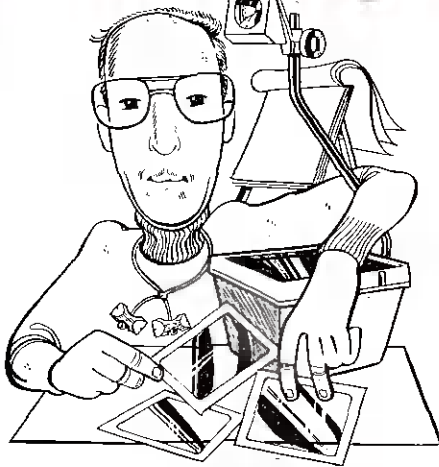
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Artwork and prices available on request.

The advertisement features two stylized hands, one on the left and one on the right, reaching towards each other as if exchanging items. Between the hands is a collection of various circular and rectangular emblems. Some of the visible emblems include: a North Star emblem with the word 'NORTH'; a 'KEEP ON CAMPING' emblem with a cartoon character; a 'BOY SCOUTS OF CANADA' emblem; a 'NORTH VALLEY REGION' emblem; a 'DART' emblem; a 'KIPMAT' emblem; a 'BROOKS' emblem with a swan; an 'OPERATION ALERT' emblem with a Native American figure; and a '30TH JUBILEE OSHANE' emblem. The background is white with a thin black border.

TRAINING TALK



by Reg Roberts

Keeping Older Members Part Two

In the last issue, I shared some thoughts with you on the problem of keeping older boys in the program sections. This month I would like to continue my exploration of this concern from a somewhat different point of view.

It may appear that the article last month primarily addressed leaders while this one is directed more toward trainers but, it's important to recognize that, regardless of our positions, we must all be aware of ways to retain older members. The Service Scouter role is particularly important. A Service Scouter needs to know not only about the training which is taking place, but also how that training can be effectively implemented and supported once the course is over.

At a recent meeting of the Adult Volunteer Committee, one of the members introduced a paper she had developed. It identified the objectives in Wood Badge training notes that could, if properly considered, do much to help trainers show section leaders how they can plan more relevant and appealing programs for older members.

Part I Wood Badge is likely to be the first formalized training most leaders are exposed to, and it's never too early to put across a message about the retaining of older members. Part I Wood Badge is an ideal time for trainers to consider how they will integrate this concern into their sessions; for service team members to figure out how they can build on that training; and for leaders to come to understand that, unless they take specific steps to program for older members, they will lose them.

What follows is an examination of some of the objectives in a Part I

Wood Badge outline for Pack Scouters, and some observations about how trainers can expand them to encourage participants to be more creative in planning programs which will appeal to older members.

Aim and Principles: This objective suggests that development takes place in many areas; mental, physical, spiritual and social. Do programs consider them all? How does development differ from age to age? Do different age groups have different needs? Such questions should be explored.

Program Sections: This is the one objective that indicates a need to have special concern for older boys. Consideration might be given to how they relate to and support younger boys. What leadership roles can they play? Are they learning skills and behaviour that will prepare them, not only for the next section, but for their future beyond that?

Promise, Law and Motto: What does "duty" mean for older boys? Does it differ from how it's identified for younger boys? What kind of "good turn" appeals to older boys? What kind of role models are leaders presenting to these older boys? Honour, trust, loyalty and duty to God are some of the values now becoming significant in their lives. How are values put across in Scouting?

Program Objectives and Planning: Before becoming involved in the planning process, it's essential to get some feedback from the boys to determine what their needs are so that they can be built into the programs. Particular attention must be given to the needs and desires of the older boys, including their need to apply their skills in the actual development of programs. Leaders have a tendency to program for the majority, and these are usually the younger boys. Watch out that the older boys are not forgotten.

Outdoors: The outdoors is for all ages, of course. But are there special roles for older boys? Certainly, by now they should have acquired skills which they can pass on to the younger ones. They should be safety conscious and able to run games, offer advice and guidance, and share their learnings with others.

Ceremonies: This is an area where older boys can play a major role. They can conduct flagbreak, say and, perhaps, write simple prayers, collect dues and carry out inspections.

Games: To be fun, games must be challenging, although not necessarily competitive. Leaders can consult

older boys about how to make some of our regular games less competitive, and encourage them to design and run games.

Stars and Badges: Younger badge earners may have gone after easy badges to get recognition rather than because of any real interest. With older boys, it's time to encourage earning badges that they see as relevant and meaningful. Have them look at their achievements. Are they helping them grow in knowledge and skill? Are they supporting school work or a hobby they may have? For older boys, it's time to get serious.

Handicrafts, Music, Stories and Play Acting: Older boys should be encouraged to work on projects suitable for their age and to aim for a higher quality of workmanship than that expected of younger boys. Leaders can provide help in improving craft skills which the older boys, in turn, can share with the younger ones. How about encouraging them to write songs and stories and lead the pack in them? How about acting out situations they find themselves in during the day, or working with younger boys to put on skits?

Responsibility and Accountability: Discuss the implications of "working with" older boys rather than telling them what to do. Remember last month's article where I said that older boys are probably in the "delegating" stage of development. The leader role here is not to continue to tell them what they must do, but to work along with them. If the older boys are to behave in responsible ways and learn to be accountable for their actions, they need freedom to move. A discussion among leaders on changing leadership roles to match changing maturity among the boys would be useful.

Understanding Boys: This objective is crucial and refers to understanding boys of all ages in a section. What differences are leaders aware of? What can some boys do that others can not? How does the mature boy cope with the "little kid"? What characteristics do they each have and what are the implications of these characteristics to keeping or losing the older boys?

The second part of this objective is *pack operation*. Trainers can stimulate some discussion about the relationship between an effectively operating section and the leaders' understanding of its members, both young and old.

Discipline: How is discipline handled? Is it something that only the leaders are responsible for, or is everyone

involved? How about modeling behaviour? How can the older boys help? Does the need for discipline change as the boys grow older? How does self-discipline get started?

Resources: Older boys are a major resource in themselves. Any boy in his third year in a section has a reasonable knowledge of the history of the section and how things "must" be done. Encourage leaders to draw on their skill and expertise.

Records and Administration: Older members can handle many areas of administration; keeping records, collecting dues, keeping charts up to date, making signs, and any number of other tasks.

Those are just some ideas drawn from the training notes for a Part I Wood Badge for Cub leaders. A similar study of Part I notes for other sections, or of the Part II Wood Badge notes, could result in a similar listing of areas that will enrich the programs:

I am sure you recognize that we must exercise some caution as we plan ways to retain older boys. Not all boy or youth members mature at the same rate and therefore not all will have the desire or ability to accept more responsibility, to take on a "leadership" role, or to move too far away from what the majority of the members are doing. That is fine, if they are content and Scouting is meeting their needs. The boys to be concerned about are the ones who are seeking more challenge. They will seek it elsewhere if we don't provide it for them.

My two articles on the subject will not solve all the drop-out problems but, if they create an awareness which makes us look at our present methods of training, servicing and program development, it might just be a significant beginning.

Feedback on Wood Badge Guidelines

On the first page of every set of Wood Badge Guidelines is a request which reads: "Trainers are asked to forward their comments, reactions and suggestions on these guidelines to" my address in Ottawa. The first guidelines were written in 1975 for the Wolf Cub Section and those for the Scout, Venturer and Beaver sections followed over the next couple of years.

Now, either these guidelines are so poor that no one has read them (although I know we have sold a great many copies), or they are so good that no one can find anything to comment on (and that's hard to believe) but, the simple fact is that, since their introduction, I doubt I

have heard from more than a dozen trainers.

The reason for the request was to keep the guidelines as current as possible and to make adjustments based on trainers' reactions to what works well, not so well or not at all. On my travels around the country, I do hear many discussions directly related to the training courses, but seldom anything about the guidelines themselves.

The reason for my curiosity at this particular time is my awareness that "family" or "combined" Wood Badge courses are becoming quite prevalent in some parts of the country. In this instance "family" means leaders from all sections participate at the same course, where they share some sessions together and take others separately.

I've talked with a number of people about this type of course and we've identified advantages and disadvantages. On the plus side, the courses are great mixers. They allow people from all sections to come together in friendship and to learn, first hand, about each other as well as about the various program sections. They also provide the opportunity for joint sessions in such areas as *Small Group Development; Leadership, Group Work Skills and Personal Growth; Campfires; Scouting and the Community; and Environmental Appreciation*, to name just a few.

On the minus side, we saw the danger of trying to combine sessions on subjects that should really be conducted separately. For instance, for each section, *Outdoors and Camping* have different implications and also different session time allotments. *Games* in the Cub and Scout sections are generally of a competitive nature. In the Beaver section they are not and, although it may be useful to explore the concept underlying non-competitive games as a total group, it's probably advisable to split when it comes to specific games.

As I noted, I have had little feedback on the guidelines in general, and even less about their application to such events as a combined Wood Badge course. I know that many successful training experiences do take place and perhaps that should encourage me enough to be unconcerned about the lack of feedback. Nevertheless, I really would like to hear from those of you who have served as trainers on a Wood Badge course — whether the standard or the "family" kind. Do the guidelines serve you well, or could adjustments be made to improve them for you? Let me know. I would truly appreciate hearing from you. X

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space shuttle



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the leader

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by Gerry Giuliani

Kub Kar Kraze

It's early February and I'm sitting in my office on a bright sunny day, knowing that spring will once again announce itself in a few short weeks and wondering what to write about for the April issue of *Paksak*. The assistant editor of the *Leader* walks in and puts a manuscript on my desk. From V.L. Dutton, a Scouter in Winnipeg, it's an item that is to appear in April's *Letters to the Editor* section of the magazine.

"You might be interested to see this," she says. I notice the title, *Competition in Scouting*, and then a reference to Kub Kars. She's right. I am interested. Spring is the time when most Cub packs participate in Kub Kar Rallies.

From time to time, I've heard some expressions of concern about Kub Kar Rallies. I've heard about parents, leaders and boys crying "foul" at other parents, leaders and boys on the subject of doctoring and tampering with Kub Kars beyond specified limits in order to insure maximum probability of winning. I've heard about parents and leaders who design and engineer racing machines — sleek, low, balanced, weighted and "aerodynamically proficient" — and give the boy the privilege of watching, and holding the sandpaper. I've heard about the big organized races which draw Cubs from all parts of a province, region or district for the honour, in many cases, of racing their cars only once.

And it seems to be all so, so, serious.

The problem of a heavy competition emphasis in Kub Kar racing is not a new one. In a letter printed in the December issue, Peter Gallen from Saskatoon more or less summarizes some of the concerns I've heard before. I do not know how prevalent the situations described in Peter's letter are across the country, but I do know that they exist. I also know that, in some provinces, regions or districts, the Kub Kar Rally is not an organized event, for the very reasons Peter describes. Many packs feel that they have better things to do.

The Original Idea

The Kub Kar was originally conceived as a good craft idea which could be used to expand a Cub's creative capacity. It was seen as a

bridge to link the boy with his parents in a meaningful and cooperative way. Kub Kar Rallies were seen as an opportunity to bring Cubs, fathers and leaders together to have a good time and enjoy one another's work. They were never intended to become the main spring event — the big pot of gold at the end of the rainbow towards which boys would direct their attention over a large part of their Cubbing year.

Is the original idea of Kub Kars and rallies lost? Does a rally have to be a winner-take-all event? Does it have to be organized on such a grand scale and involve travelling considerable distance to a main event held in a large public area? Does there have to be only one winner for the fastest car and one for the best designed car? Does there have to be any prize at all?

Doing Your Best

The Cub program is founded on the basic concept of doing your best. Wherever possible, games and activities should be such that everyone is a winner. Competition on the scale described by Peter Gallen and "Skink" Dutton was never intended to be a focus in the Cub program. Boys know when the cards are stacked against them. They learn quickly and they discover that following the intended rules doesn't make them winners, but it is the winners who get the attention. We know that, for boys of this age, it is important to belong and feel accepted. Are we teaching them that the only way for this to happen is to rig the game?

If the major intent of the Kub Kar Rally is to gather Cubs together in a happy exchange, then prizes could be awarded simply for being there. Boys could be given the opportunity to run their cars more than once. If this isn't possible because of the size of the rally, then perhaps the rally is too big.

Perhaps additional prizes, if needed, should not be "first place" ribbons. Perhaps there should be tokens of equal value for the fastest car, the nicest car, the slowest car, the lucky number car, the car with the roundest wheels, the car with the biggest number, the 25th fastest car, etc. There are all kinds of ways to have fun with this one.

Perhaps the rallies could be tied into a grand finale such as a party for all parents, leaders and boys; a parents and son banquet; a special campfire, or the like.

Maybe a real problem is that Kub Kar Rallies became too big, too serious and too important. I think the main criterion for any game in Cubbing, or any other Scouting program,

should be that it promotes cooperation, acceptance, involvement, and fun.

In November, 1982, I wrote an article for *Paksak* called *Doing Your Best Cooperatively*, and last month I shared with you a letter from a Pack Scouter in Alberta about the use of cooperative games in Cubbing. These items, along with the letters from Gallen and Dutton, may provide some insights and ideas for the next rally you plan with your pack.

By the time you read this, your pack may be gearing up for a rally, or packing away Kars after having completed one. You may even have decided that Kub Kar Rallies are not for you, or that you are determined to make the next one a little less spectacular and a lot more enjoyable.

On the other hand, you may feel that the Kub Kar Rallies you attend are just fine. In any event, I would like some feedback on this one. What do you think? Let me know. It will be useful if you give me some answers to these two questions.

- How can we ensure that Kub Kars and Kub Kar Rallies are enjoyable experiences for all those who participate?
- How can Kub Kars serve to help Cubs do their best — to make them all "winners"?



Photo: Paul Ritchie

Personal Fitness Requirements

In January's *Paksak*, the new requirements for the Cub Personal Fitness badge were listed. Unfortunately, there was a small error. Item 5 should read "50 metre run", not "30 metre run" as indicated.

Remember that May 15-23 is National Physical Activity Week. Why not make the Personal Fitness badge the main focus for your pack? For further information, refer to *Editor's Notebook* in the March issue of the *Leader*. X

swap shop

As the spring and summer camping season opens, V.L. "Skink" Dutton of Winnipeg shares an idea to help you survive the biting pests with which you share the outdoors.

After the lost Scout or Scouter has made camp, set out his signs on the ground, laid three fires, etc., he will be faced with the problem of getting adequate rest. In our part of the world, mosquitoes at night make sleep next to impossible and flies are a constant source of daylight torment. As a result, I've added to my "lost kit" a head square — one of those flimsy scarves the ladies wear to keep their curls in place on a windy day. I wrap it around my survival kit and keep it in my pocket.

I also carry a baby carriage net, which is larger and even better, but I keep it in my day pack because it takes up more space.

Ken Shigeishi of Scarborough, Ont. sends along some "bubble fun" for Beavers and Cubs.

Soap Bubbles

Bubbles are fun for both Cubs and Beavers. Make a simple bubble solution by mixing two caps of liquid dish-washing detergent in a glass of cold water. To make a simple wand, attach a rubber band to the end of a drinking straw. Dip into the bubble solution and gently blow on the elastic. By varying the size of the rubber band,

you can change the size of your bubbles.

Let boys experiment with a variety of bubble wands: wire loops; a piece of coarse mesh; a drinking straw with one end split and curled back; a kitchen funnel. If they use a funnel or wire loop wand, they may find a stronger bubble solution is more effective. Mix the detergent with warm water and add some sugar.

Bubble Balloon Chase

Give each team a cup of soap solution and a bubble wand. On signal, the first boy in each team blows some bubbles. He must then chase the bubbles to the finish line. He may move forward only while blowing bubbles forward. If all his bubbles break, he blows some more. At the finish line, he races back to his team and tags off the next boy. The object is to be the first team to chase all of their bubbles to the end of the course.

Bud Jacobi of St. Catharines, Ont. livens up troop night with some outdoor wide games and shares a couple with us.

Instead of the weekly meeting, a night-stalking wide game near the meeting place or at another suitable location is always a hit. Try **Atom Spies**, which is similar to capture the flag. Buy acid-testing litmus paper strips from a drugstore and distribute these to half of the patrols. Place cans of vinegar at different locations in the

playing area. Ask boys to bring flashlights and dress for outdoors.

Scouts hide the litmus strips on the body and try to reach the cans, around which you've established a freeze zone. They dip the litmus into the vinegar so that the strips change colour, and try to bring them back to a central point without being intercepted and searched by those who don't have litmus paper. If stopped, they must submit to a search and count loudly to 100.

Patrols gain a point for each strip that has changed colour they return.

Or, play **Storm the Fort** in a wooded area. Choose widely separated trees, one for each patrol, and place a safe sparkler in each. Give each patrol five matches. Using flashlights, the Scouts try to light the other patrols' sparklers while guarding their own. This won't work on a windy or rainy night.

Try a **Midnight Adventure** at camp. Wake patrols around midnight and announce that police have asked their help to locate a missing person (lost child, escaped animal, fugitive, martian, etc.). They are to search the bush area around camp, using only lanterns or flashlights and compass. Tell them to keep voices down and stay together, and set a time limit of 30 minutes. If you like, you can have leaders hiding in the bushes to make sounds, leave clues, or be observed skulking around. You can also turn this into an opportunity for star gazing. \wedge

4th Asia Pacific Rover Moot - Update

Canadian Contingent Details

Eligibility:

Open to all Rovers and leaders, their husbands/wives

Moot Site:

Gowrie Park, Tasmania, Australia

Dates:

Dec. 26, 1983 — depart from Calgary for Sydney via San Francisco. Other departure locations will be arranged, and costs and information package will be sent to you after you register.

Dec. 29, 1983 — Jan. 8, 1984 — Moot
Jan. 8 — 21, 1984 — Tour Melbourne; Daylesford (horse ranch); Albury (tramping/hiking, canoeing or raft-

ing); Finley (farm stay); Mildura (evening cruise); Adelaide (German dinner); Sydney (museum, "Rocks", harbour cruise, tour, dinner and performance at opera centre, beaches, Koala bear park, shopping).

Jan. 21 — 23, 1984 — free time in Honolulu.

January 23, 1984 — arrive back in North America

Costs:

Total cost, including most meals, all accommodations, post moot tours, transportation (depart and return Calgary), contingent wear and moot fee (including food and accommodation), will be approximately \$3900.

Registration:

To register, send \$300. deposit payable to Boy Scouts of Canada as soon as possible because there are limited spots available. Deposit must be made no later than May 1, 1983. Send payment to:

Tassie Moot

c/o Boy Scouts of Canada
PO Box 3247, Stn. "B"
Calgary, Alberta T2M 4E8

A payment schedule for the balance of the fee will be included in your information package. Full payment will be due by Nov. 1, 1983.

Note: Itinerary and costs subject to change.

FUN AT THE POND

by Kay Warren

Learning a new game is lots of fun. If April showers are holding your Beavers inside, try some of these energetic games to keep things lively.

There are games that use simple props like large boxes and balls; games that are easy and some that are a little more complex; games which combine chants with actions; and a few which simply give your Beavers a chance to chase around the room. If, after playing it once, your colony wants to play a game again, you have a hit.

Beaver Brooks

This game is a good warm-up for strenuous things to come. Draw parallel lines to represent brooks on the floor at intervals around the room. Beavers run around the room in a single file and try to jump over all the brooks. If they miss one, they "get their feet wet". How many boys have dry feet at the end of the game?

Jack-In-The-Box

Collect boxes big enough for the boys to stand in. Choose one Beaver to be the Toymaker. All the others climb into the boxes and crouch down. The Toymaker turns and walks away, counting to ten. When he reaches ten, all the "Jacks" jump out of their boxes and run away. The Toymaker tries to catch them. If a Jack-In-The-Box is caught, he must return to his box, but another Jack-In-The-Box can free him by touching him. After awhile, change Toymakers.

Box Trains

Fold down the top and bottom of large boxes so that Beavers can stand inside them. Add string to suspend the boxes from their shoulders.

The Beavers will enjoy decorating the boxes with paint or crayons before donning them to play a rousing game of *Follow-the-Leader*.

In and Out the Windows

This is a skipping game with actions. The Beavers chant these words throughout the game.

*Round and round the village
As we have done before; (3x)
In and out the windows
As we have done before; (3x)
Stand and choose your partner
As we have done before;
Now go with him to London,
As we have done before.*

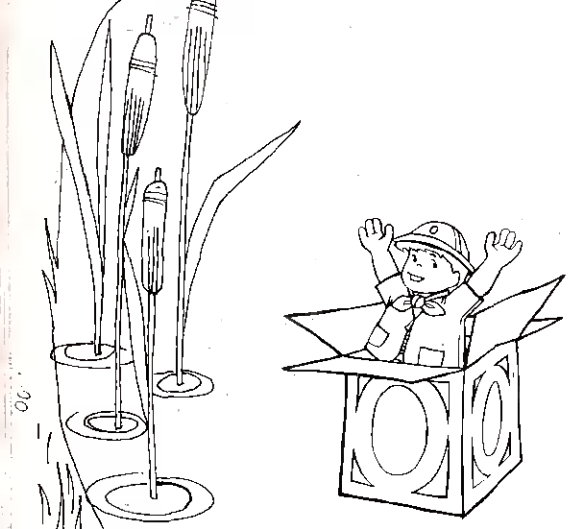
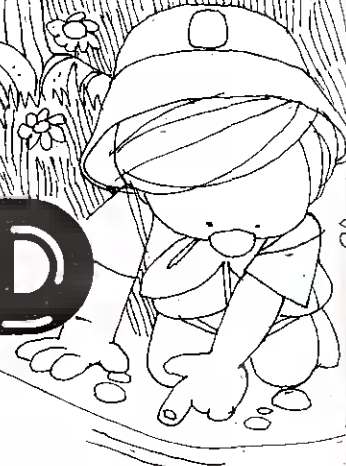
Begin with all Beavers but one holding hands in a circle. The one Beaver skips around the outside of the circle as the others chant the verses. During Verse 1, he simply skips around the circle. During Verse 2, he goes "in and out the windows" — the raised arms of those in the circle. At Verse 3, he chooses a partner from the circle. The two bow, clasp hands, leave the circle and skip around it as the others repeat Verse 1. Then, the first Beaver leaves the circle and joins the circle while the second repeats the actions and the others continue to chant. Keep going until all have had a chance to go "in and out the windows".

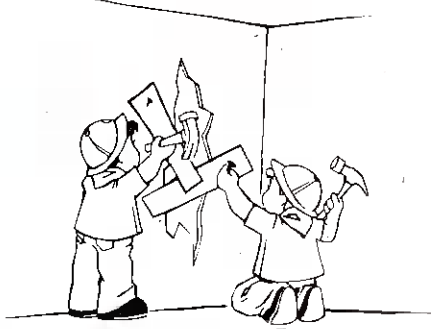
Catch the Sun

Choose a player to be It and another to be the Sun, and have the rest of the colony form a semi-circle and join hands. Sun runs around the outside of the semi-circle while It chases him. Those in the circle part to let It go in and out, but they will not part for the Sun. It tries to catch the Sun and pull him inside the semi-circle through the open half. When he does, the circle closes to trap the Sun. Choose a new It and Sun each time the Sun is captured.

Save a Friend

Choose one Beaver to be It and give another boy an object that can easily be passed — a small ball or stick, for example. It tries to tag the boy who





has the object and the others cooperate to save him by taking the object from him and running away with it. All must help to keep the object moving from one player to another.

If It tags a Beaver who has the object, that Beaver hands the object to another in the group and becomes It.

Sewing Up the Gaps

The colony stands in a circle. Choose two Beavers to stand outside the circle, one to be the Tailor, and the other to be It. Give the Tailor a head start of ten counts before letting It try to tag him. The Tailor runs in and out between the other players. When he does, any pair between whom he runs join hands to "sew up" the gap.

The Tailor may run under the joined hands to save himself, or the players may release hands to let him pass, but they immediately rejoin to prevent his pursuer from taking advantage of the gap.

It tries to tag the Tailor before he sews up all the gaps. When the Tailor is tagged, he chooses another player to continue the sewing and becomes It, while It joins the circle.

Windmill

Perhaps it's time to take a rest and do something a little quieter. The March winds may still be blowing in your part of the country, so it's a good time to make windmills.

You need sand or pebbles, large straight pins, paper plates, large coloured beads, and milk cartons.

Fill the cartons with sand or pebbles to make them stable.

Cut the outer edge of the paper plate in eight places and twist each "blade" slightly in the same direction.

Thread a bead onto each pin, and pin the plates to the cartons. Go out into the wind and see what happens.

Hole in the Wall

For this energetic game, we thank "Chopper" of the South Waterloo Notes 'n News. Beavers gather in the centre of the room, which they pretend is the "lodge". Each boy holds an imaginary hammer in one hand and an imaginary nail in the other. The "lodge" is in rather bad shape after a long winter. Holes keep appearing in the wall and, of course, that makes the lodge leak. The Beavers' job is to repair all of the holes in the wall. When a leader calls, "There's a hole in the end wall!", all the Beavers run to the end wall to fix it. When it is repaired, the leader will notice, "There's a hole in the left wall!", and so on, until the repairmen are tired enough to call it quits for the day.

Pudding Pops

While they're resting, the Beavers can enjoy this revitalizing treat.

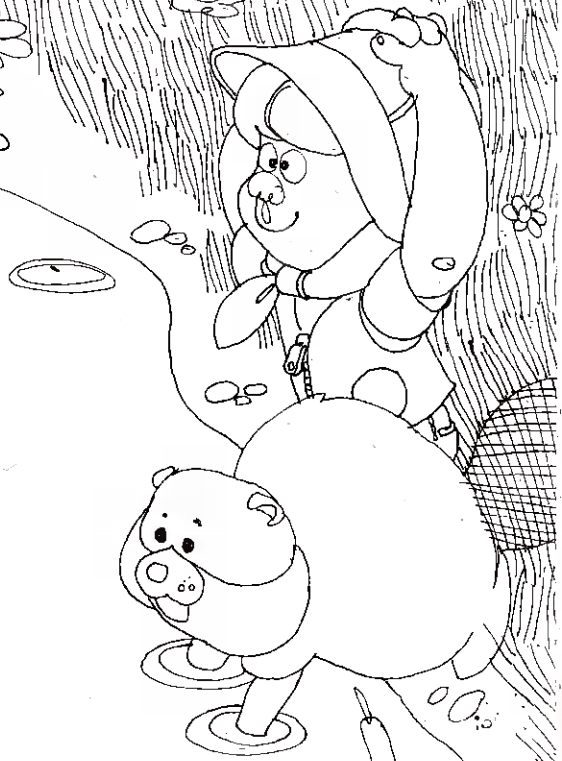
4 oz. (113 g) package of instant pudding
 2 cups (500 mL) plain yogurt
 Prepare the pudding, substituting yogurt for milk in the directions. Spoon into paper cups. Freeze until half-firm, then poke a wooden stick into the middle of each pop. Unmold and wrap pops in wax paper. Keep frozen until it's time to eat.

Partners

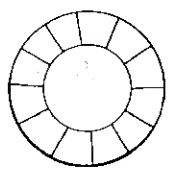
Having regained their strength, the Beavers will enjoy one more game before heading home. The words are sung to the tune of *Frère Jacques*.

*Beavers hiding, Beavers hiding,
 Where are they? Where are they?
 (Beavers shade eyes and peer around as if searching)
 Swimming in the big pond,
 Swimming in the big pond,
 (swimming motions)
 You come too,
 You come too. (all join hands)*

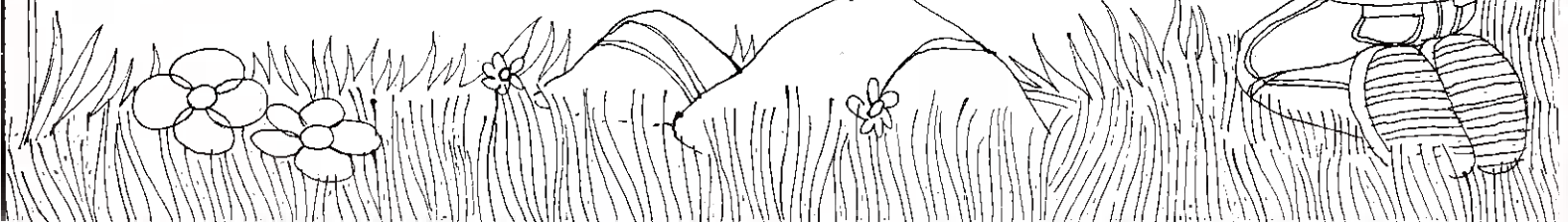
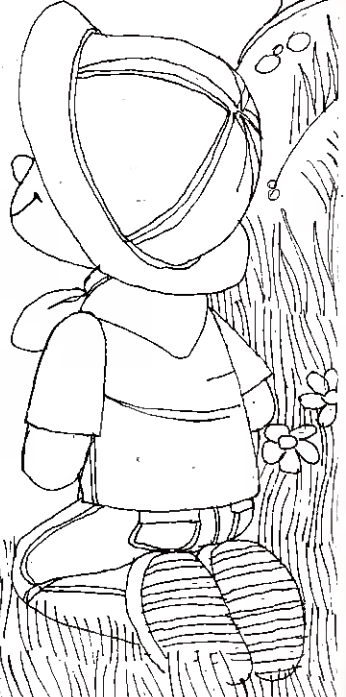
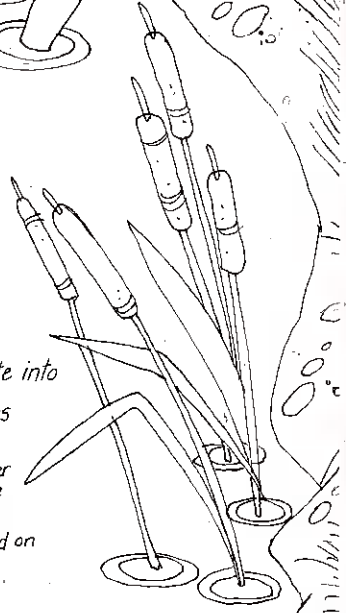
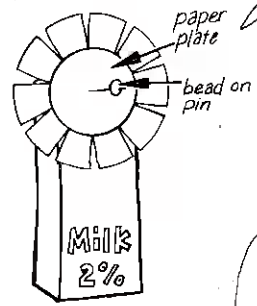
Each Beaver chooses a partner and partners stand back-to-back in a circle. The Beavers facing out are group one; those facing in are group two. Group one sings the first two lines and does the actions. Group two sings and acts the second two lines. Then they turn to face each other, join hands, and sing the last two lines together. X



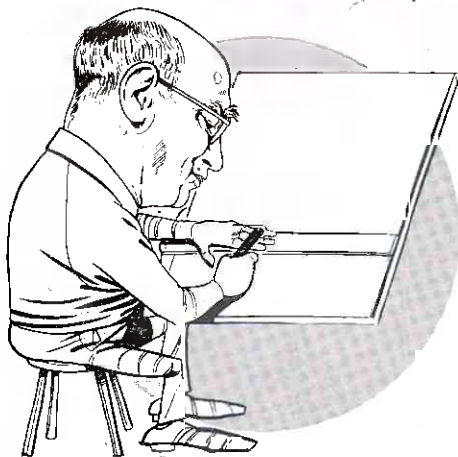
WINDMILL



Cut edge of paper plate into evenly spaced sections



ON THE LEVEL



by John Sweet

Go and Feed

Knowing that the programming of the weekly troop meeting is the Scout leader's continuing headache, and anxious, as always, to help where help is needed, we offer an activity that cannot possibly fail.

All you have to do is call up your patrol leaders immediately after inspection and flagbreak, and hand to each a plastic bag containing the following assortment: one box matches; one family size tin baked beans; tin opener, billy can, frying pan; one smaller plastic bag containing sausages, cooking fat, potatoes; one plain postcard, complete with appropriate stamp, addressed to this feature, c/o the editor; one sealed envelope containing the telephone number of the chairman of the group committee and the money for a local telephone call.

Your instructions to the patrol

leaders should be brief. "Go!" you will say, pointing to the distant horizon, "and do not return until you have fed."

When the boys have had time to recover their poise and sift through the contents of their plastic bags, one of them is bound to inquire what they are supposed to do with the postcard and the telephone number.

No need to make a meal of it. Just tell the dear lads how much they owe to the *Lunatic Fringe* for giving them this chance to qualify for certification, and to the chairman of the group committee for putting up the cash. "No doubt it will occur to you," you might add, with perhaps a touch of hauteur in your voice, "that you should thank the two — er — distinguished — er — gentlemen concerned for their kindness."

As I say, no need to make a meal of it. Speaking for ourselves, we shall feel amply rewarded when the postcards start cataracting through the letterbox. What's more, if you think the chairman of the group committee would appreciate it, we are quite prepared to certify him as well. You've only to say the word.

Flight Deck

Perhaps the time is ripe to revive our favourite relay game, between the Wars known to the 17th Whitley Bay as "Flight Deck".

Patrols in relay formation. At far end of pitch, opposite each patrol, a trestle table. At word, "Go!" the first man in each patrol drops flat on his face with limbs outstretched like the Cross of St. Andrew. Four men pick him up by wrists and ankles, carry him down the pitch and land him on the flight deck. This continues until every Scout in the patrol has been landed.

Good for the nerves. Thought by

some to be dangerous, but so far no mishaps have been reported. Not to us, they haven't anyhow. Teaches reluctant heroes to keep their chins up and use their loaves.

Strongly recommended.

Patrol Quickies

Split the patrol down the middle and see which half can erect the highest free-standing tower in the shortest time with garden canes and elastic bands.

"You have two minutes in which to master the first circle of the semaphore code as a patrol. Be prepared to prove your efficiency by reading accurately a number of words transmitted in quick succession from the far end of the troop room."

Each patrol, in turn, will be given a short length of three-strand sisal twine and the use of a spring balance, and must carry out research to determine the mean breaking strain of a single strand.

Patrols are allocated an area of the troop room floor and provided with an empty tin with a press-in lid; a single candle; four matches (three dead, one live); a blob of modelling clay; a clasp knife; and a sheet of aluminum foil. Their remit is to create and detonate their own steam bomb without moving from their own area of the troop room. Anything else they may need must be provided from their own resources.

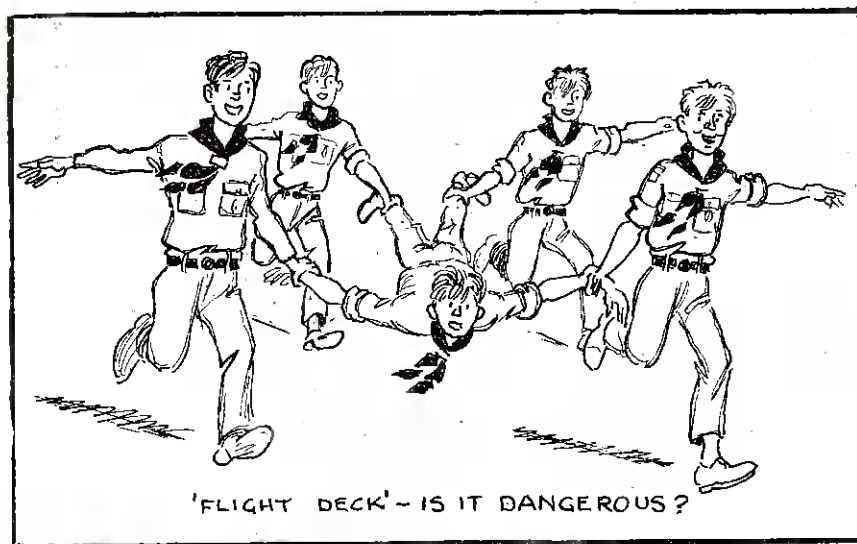
Give each Scout a plain postcard and a pencil and ask him to draw a sketch map that will enable a highly intelligent foreign Scout who can't speak a word of English to find his own way from the railway station or nearest bus stop to the headquarters. Put finished maps on display and invite comment and criticism.

Get the Patrol Leaders Council to pace out a measured mile so that, on troop night, they can send their boys round it in exactly 12 minutes. *On the Level* will be glad to receive suggestions for other "Patrol Quickies" from members of the Fringe and other nut-cases.

Pioneering's Doom?

We don't want to alarm you unduly, but we'd be failing in our duty if we did not warn you that a certain tool-making concern in England appears to be claiming that they have patented — would you believe? — the clove-hitch!

That, at any rate, is the impression they have given on their *Business*



Reply Service card, a copy of which I have before me as I write. It may be, of course, that what they really mean is that what they have patented is not the knot itself, but the pneumatic hand tool that turns out clove-hitches in bulk. Still, you could have fooled me. Twice in the blurb, they refer to the clove-hitch as "this patented knot".

We are grateful to the Patrol Leaders Council of the 32nd Huddersfield (Dalton) Scout Group for bringing this matter to our attention and are only sorry that they have had to wait so long to see it get an airing in this magazine. (Sincere apologies, gentlemen. No excuses. Just sheer inefficiency and the total breakdown of OTL's foolproof filing system.)

The danger, of course, is that, if this claim is allowed to go unchallenged, we might find ourselves in the unhappy position of having to fork out a swingeing royalty payment every time a clove-hitch is made in the name of Scouting. Nor shall we be able to avoid liability by falling back on the good old round-turn-and-two-half-hitches because, as you know, the two half-hitches in themselves form a clove-hitch. It will mean the end of Scout pioneering as we know it today. Simply doesn't bear thinking about, in fact.

Confession

Confession, they say, is good for the soul. So here goes.

Owing to a personality defect over which I appear to have no control, I find that I have never, throughout a long, difficult, happy life, managed to endear myself to what you might call "pillars of the establishment" — least of all the Scouting establishment. Not for want of trying, either. I mean, I have always made a point of laughing immoderately at their feeble jokes and witticisms; have never been slow to leap to my feet when one of them barges into a room in which I am, by appointment, in private consultation with some lesser p. of the e., and, in general, have always comported myself in their presence with a degree of personal humility that would have merited a nod of approval from Uriah Heap himself. If only I could keep my trap shut! But that's my trouble. I talk too much. Worse than that, I will try to have the last word.

Let me give you a simple instance.

At the time, I was patrol leader of the Woodpigeons in that fine troop, the 2nd Wallsend (St. Paul's). I remember the incident well. In the build-up for the first great World Jamboree at Olympia, London, Eng-

land, we were camping with many other troops just off the race course at Gosforth Park, Newcastle-upon-Tyne, not more than a snowball's throw from where the County Training Ground is today. We had just acquired this brand new second-hand ridge tent and I was supervising its erection for the first time when a passing Scoutmaster, a complete stranger, butted in and took the job right out of my hands. "There!" he said, when the task was completed to his satisfaction. "Next time you'll know how to do it, won't you boy?"

It was the only acknowledgment he had made to my status as patrol leader.

"Yessir," I said, "only you've made us pitch our tent in the wrong place, thank you all the same, sir." And with that, I instructed my patrol to take the perishing thing down again so that we could re-pitch it in the right place, which I had decided was a few feet to left or right, can't remember which.

Come to think of it, I only did what any other self-respecting follower of B.-P. would have done in similar circumstances but, with hindsight, one can see that it might have been more tactful to wait until that pompous ass of a jumped-up Scoutmaster was out of earshot before taking action to restore my personal dignity in the eyes of my own patrol.

Yes, well, it's all very well for you to criticize, but if you'd been me, a scruffy, under-sized, ill-nourished Tyne-side urchin with the responsibility of patrol leadership weighing heavily upon him and the pride of an obscure Border ancestry to uphold, perhaps you, too, unhampered by this personality defect I have mentioned, would have done better.

No doubt, no doubt, and jolly good luck to you, say I.

Footnote

As is well known, nothing of a practical nature appears in this feature until it has been duly researched in our field laboratory. Take this ridiculous steam bomb thing, for instance. We used a small coffee tin primed with our own spit, and balanced it on the three dead matches sheathed in aluminum foil and firmly footed in blobs of modelling clay. We then cut our candle into four short, equal lengths welded together with their own grease and placed them under the tin on a double thickness of aluminum foil.

"And what happened?" I hear you mutter.

Why not let your patrols find out for themselves? ^



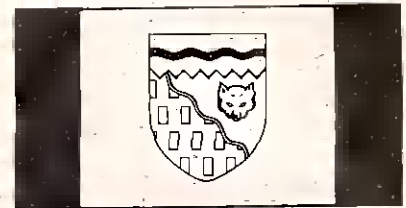
A PASSING SCOUTER TOOK CHARGE OF MY PATROL

patrol corner

by Phil Newsome



National Flag



Northwest Territories



Yukon Territory



British Columbia

Flags of Canada

One of the requirements for the Bronze stage Citizen badge is a knowledge of provincial flags and flowers. It has come to our attention that this information isn't printed in the **Canadian Scout Handbook** and is sometimes difficult to obtain from outside sources. To help Scouters and their Scouts, we are providing a description and brief historical account of each provincial flag. I hope it will be of some use to the boys. Scouters are encouraged to have Scouts use the public library to find the information but, if they are unable to find what they need, this article may help them along the Pioneering Award Trail.

National Flag

Adopted by parliament in 1964 and proclaimed by Queen Elizabeth II in 1965, the Canadian flag is in proportions of two by length to one by width in red and white, Canada's official colours as declared and appointed by King George V in 1921.

In its centre is a white square the width of the flag. Centred on the white is a single stylized 11 point Maple Leaf, the emblem which, since as early as 1700, seems to have been regarded as a Canadian symbol.

Northwest Territories

Designed by Robert Bessant of Margaret, Manitoba and adopted in 1969, the flag of the Northwest Territories shows a white centre panel bordered by narrower blue panels which represent the lakes and waters of the Territories. The white, which is equal in width to the two blue panels combined, represents northern ice and snow. The centre of the white panel shows the shield of the Territorial Coat of Arms, which includes representations of the Arctic Fox on a red background (the tundra), and gold bars on a green background (the MacKenzie Valley).

Yukon Territory

Designed by Lynn Lambert of Haines Junction and adopted in 1967, the Yukon flag has three equal parts. The green panel next to the staff symbolizes the Yukon forests, and the blue panel on the fly end represents the Yukon waters. The centre white panel represents snow and displays the Yukon Coat of Arms, which features a standing Malamute sled dog, and a spray of fireweed, the floral emblem of the Territory.

British Columbia

Adopted in 1960, the British Columbia flag, in proportions of five by length to three by width, takes its design from the official shield on the B.C. Coat of Arms. On the bottom portion, three wavy blue lines representing the Pacific Ocean are overlain by a gold setting sun. On the top portion is the Union Jack with an antique gold crown at its centre.

Alberta

Adopted in 1968, the Alberta flag shows the Arms of Alberta on a royal ultramarine blue background representing the western sky. The width of the flag is half its length and the Arms are 7/11 the width of the flag and centred. At the top, the Arms show the red Cross of St. George on a white background. Below is a scene of wheat fields stretching to green foothills and snowcapped mountains against a blue sky.

Saskatchewan

Taken from a design by Anthony Drake of Hodgeville, the Saskatchewan flag was adopted in 1969. It is divided horizontally into two equal portions, the upper panel green to represent the forests of the province, and the lower panel gold to represent prairie wheat fields. The Saskatchewan-



Alberta



Saskatchewan



Manitoba



Ontario



Quebec



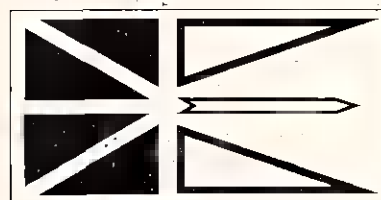
New Brunswick



Nova Scotia



Prince Edward Island



Newfoundland

an Arms, three sheaves of wheat topped by a red lion "on guard" with paw raised, is positioned in the upper quarter near the staff. The Prairie Lily, Saskatchewan's floral emblem, is positioned on the fly.

Manitoba

Adopted in 1966, Manitoba's flag is the Red Ensign in proportions of two by length to one by width. The Union Jack occupies the upper quarter near the staff and the shield of the provincial Arms, featuring a buffalo and the Cross of St. George, is on the fly.

Ontario

Adopted and proclaimed in 1965, the Ontario flag is the Red Ensign showing the Union Jack in the upper quarter near the staff and the provincial shield on the fly. The shield features a sprig of maple leaves on a green field, and has the Cross of St. George across the top.

Quebec

Adopted in 1948, the Quebec *fleur-delisé* flag shows a white cross on a sky blue background, and a white fleur-de-lis centred in each quarter. The flag is in proportions of six units of length to four units of width. The great white cross is one unit wide.

New Brunswick

Adopted in 1965, the flag of New Brunswick is taken from the New Brunswick Coat of Arms. In proportions of four by length to two and a half by width, it features, on the upper third, the golden lion with upraised paw and, on the lower two-thirds, an oared galley under sail on a blue and white sea. The lion symbolizes unity in the crown and the ship symbolizes the prominence of the shipbuilding industry in early New Brunswick.

Nova Scotia

Granted by Royal Warrant in 1929, the flag of Nova Scotia traces its origin to the Charter of New Scotland, granted in 1621 to Sir William Alexander by King James VI of Scotland and I of England. The flag, with a width three-quarters of its length, features a blue St. Andrew's Cross on a white background. The lion on the traditional royal shield stands in the centre.

Prince Edward Island

Adopted by Prince Edward Island in 1964, the flag is based on the provincial shield, but is bordered on three sides by alternate bands of red and white. The upper portion shows the lion "on guard" with paw raised, a symbol of the British crown. The low-

er portion shows a green island with three small oak trees to one side and a mature acorn-bearing tree to the other. The oak signifies protection of the island. The flag is six feet long and four feet wide, including the rectangles, on the border, each of which measures 10"x3".

Newfoundland

Adopted in 1980, the white flag of Newfoundland is in proportions of two by length to one by width. The white background represents snow and ice. On the portion near the staff are four blue triangles, the colour representing the sea and the design symbolizing a Commonwealth heritage. On the fly portion are two triangles bordered in red and a golden arrow, also bordered in red, which extends from the centre and points to the fly. This section represents the future — the red symbolizing human effort, and the gold confidence.

By its resemblance to a Beothuk pendant, the design incorporates the land's earliest beginnings and, through the image of the trident, recalls Newfoundland's dependence upon the resources of the sea. X

sharing

by Gerry Giuliani

Many colonies close their Beaver year with a major outing for their boys. Here is what the 4th Brampton "B" colony did in the spring of '82. Thanks to Mrs. Nora McClymont of Brampton, Ont., for this report.

Camping with Beavers

The 4th "B" Brampton Beavers decided to try camping for the first time in June 1981. We held our overnight camp in a nearby conservation area and the program included hiking and fishing with fishing rods the Beavers made themselves.

This year we decided to try something different and investigated holding a camp at a horse ranch in Georgetown, Ont. Wildwood Manor quoted us a price of \$18.00 per Beaver and \$10.00 per leader and helping parent. The price included meals from Saturday lunch to Sunday lunch, two hours horseback riding, a hayride, and accommodation for approximately 24 people in "covered wagons". It seemed reasonable and, at registration time, 16 out of 22 Beavers, four leaders, our activity leader, Kees and seven fathers signed up.

When we arrived at Wildwood Manor on a warm, sunny Saturday in June, a hay cart pulled by tractor met us to take our gear to the campsite. And what a campsite; four covered wagons to sleep fathers and Beavers and room for two tents to sleep the rest of us. It came complete with fireplace and a swamp full of tadpoles — one of the biggest attractions of the weekend.

After lunch we had a hayride and then cooled down with a swim at the Manor's pool. We then split into two groups, half to go riding and half to stay in camp to do woodwork crafts. After supper, the groups switched activities. The second riding party included adults who were reluctant in the afternoon but decided to share the experience after they saw our six year olds doing so well.

We ended Saturday with skits, jokes, songs, a bedtime story and hot chocolate and cookies around the campfire. As a final treat, we took a flashlight walk to a nearby spooky swamp to listen to the frogs croaking.

The Beavers finally went to bed but it was midnight before there was complete silence. By seven the next morning, they were up and dressed.



We discovered that Beavers need no more sleep at camp than Cubs!

Sunday started with a Scouts Own and pancake breakfast. Then it was down to the barn and once more onto the hay wagon. Beavers were asked to pair with a large person, who was given a halter, and off we went to catch a horse to lead back to the barn.

At the barn, the horses tethered, we all received a lesson in grooming and saddling before taking another trail ride. Camp closed with Sunday lunch.

Everyone had a great time learning and experiencing many new things. The only complaint came from one of the White Tail Beavers, who thought the camp was too short. He wanted to stay for another week!

We find camping a great enrichment to our program and the Beavers look forward to such outings. Because many of our parents are willing to become involved, the activity gives leaders a good opportunity to know both parents and Beavers better. Camping with Beavers is not easy. It's difficult to find suitable campsites

and involves much hard work to plan for both program and safety. But, it's worth it.

(For help with your planning, see the **Beaver Leader Handbook**, p. 39, and the section on "camping and outdoor activities" in **B.P. & P.**, pp 26 — 32).

Camping Policy for Beavers

- A colony may hold a day camp under the leadership of Beaver leaders. Day camps must have a minimum of one Beaver leader for every six Beavers.

- Beaver camping normally takes the form of day camping. If an overnight camp is held, it takes the form of family camping. The leadership must consist of a minimum of two Beaver leaders, one of whom must be at least 21 years of age, and one additional adult for every three Beavers.

- Minimum facilities for Beaver camping must include tents for sleeping and some form of additional weather resistant shelter suitable for games, crafts, dining and cooking. X

rovering

by Phil Newsome

The Rover program is now undergoing the normal cyclical review which is completed for each of Scouting's five programs on a five year rotational basis. The purpose of the review is to check out with those involved in the program just how well it is meeting both their needs and the objectives and emphases of the program.

While all this study and questioning is going on, there may be a tendency to let up on the already limited servicing the Rover program receives at the operating level. This is certainly not what is needed. At the best of times, the Rover program is a difficult section for most service teams to handle. Many of our service people have little or no knowledge of the program and, in fact, may not have a Rover crew in their service area.

The service support for many crews comes directly from their commissioners or the Rover Roundtable which, when we consider the age of crew members, their Scouting background and Scouting skills, probably is adequate for normal on-going crew operations.

Given the support structure available to the Rover program, it would appear that the expansion of Rovering by adding new members to existing crews and forming new crews, rests with our operating crews and Rover Roundtables. Further support from commissioners and their staff is, I am sure, available for the asking, but the initiative rests with those at present in the crews.

Having reviewed membership statistics and located areas of strong crew operations across Canada, I believe that major urban centres offer the greatest potential for strengthening the Rover program. I would like to share with all Rovers and Roundtable executives, an idea that may help in expanding our crew numbers and membership.

Recently, while reading a Scouting magazine, I noticed a page of addresses of Scouting clubs located at major institutions of higher learning; universities and colleges. It occurred to me that perhaps Canadian Rovering could develop crews in each of its educational institutions across Canada.

It strikes me that this type of crew would be of great SERVICE to incoming freshmen, particularly in orienting them, not only to the institution, but also to an academic lifestyle and discipline. The possibilities for crews are as great as the number of faculties in our universities and colleges.

Crews formed on a faculty basis would have much to share, not only with students in a given institution, but also between institutions within the same city or a surrounding area. Support is available in most colleges and universities by way of the Student Union or Student Centre. All we need to do is ask.

Here's the challenge. In September, Rovers who are at present attending a university or college make the approach to the appropriate student body to start a crew within their institution. If one already exists, try to start a second or offer to help another institution start a crew. Where Rover Roundtables exist, they should try to coordinate the efforts of individual crews and keep their commissioners and service staffs aware of what is happening.

The possibilities are great. Take the initiative and grab them! **Λ**



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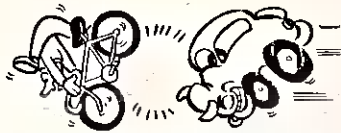
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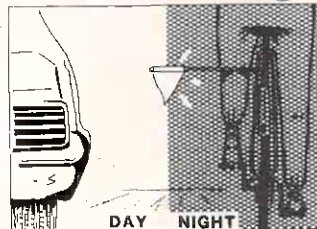
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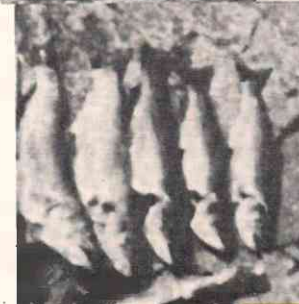
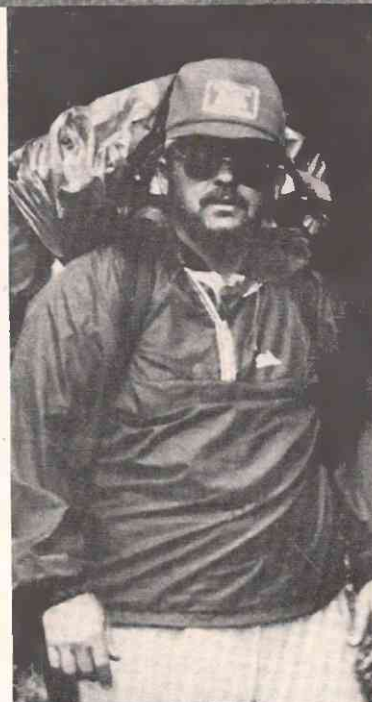
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Algonquin Park Venture

by Ken Charter





In June 1982, the Venturers from the 76th Salvation Army Company enjoyed their annual canoe trip in Algonquin Park. The trip lasted 10 days and covered approximately 100 miles, including 27 miles of portages.

We arrived at the late June starting date because we found there are reduced rates for canoe tripping available to Scout groups, except during July and August.

We began planning for the trip in early January. One section of the group was assigned to look after the food supplies, another the route, another transportation, and still another permits, rentals and related logistics.

Because our company doesn't own canoes, we must rent each time we go on a trip. We chose four 15-foot canoes made of Kevlar, which is very light and extremely durable. Although the rental rate for canoes of this calibre is slightly higher, we felt the reduced weight justified the extra cost. We also obtained spare paddles.

One member wrote to the various outfitters in Algonquin Park to obtain prices. These firms rent just about anything required for camping; tents, tarps, axes, shovels, packsacks, etc. When we applied for park permits, we learned that groups up to nine are permitted to camp on one site, but larger groups must split up.

After some deliberation, we chose to take freeze-dried food, primarily because of the weight. It isn't too bad for short periods, and the thought of the miles of portaging ahead helped persuade some of our conventional meat-eaters to go along with the decision. A great variety of freeze-dried food is available — everything from porridge to pork chops. The cost is relatively high, but we found one manufacturer who gave us a 20% discount.

Transportation to and from the start point has always been a problem. We use parents as often as possible and rent vehicles whenever we must.

To prepare for the trip, the group completed the St. John's Emergency First Aid Course. Canoeing theory was obtained by viewing the excellent National Film Board series *Path of the Paddle*. Because our group has camped and canoed together for five years, each individual's strengths and weaknesses are well known and, despite the fact that all are excellent swimmers, we stick to one strict and fast rule: *When on the water, you must wear a life jacket.* Anyone who doesn't conform to this requirement is not allowed to proceed on the trip. As it happened, everyone was eager to go and quite happy to wear a life jacket.

The route we finally chose included a variety of experiences. One river was very narrow and winding, while another was fast-flowing. Portages ranged from those where we stepped out of the canoe onto beaver dams and pushed off again, to treks of many metres through dense bush and over hilly terrain.

Finally the great day arrived. We reached our starting point, launched our supply-laden canoes, and paddled off like the Voyageurs of old. Of course, our supplies were a little different from those of olden days, and the Voyageurs weren't driven to their launch point and picked up again at the finish, but the same spirit prevailed, and we felt like real adventurers.

We soon found that if we could break down the portages into smaller segments, the pain became more bearable and we achieved a faster through-time. We therefore adopted a plan in which we carried the canoes a portion of the distance, set them down, and returned for the packs. We repeated this procedure until we completed the portage.

When meal times arrived we were all too ready to pull up on some shore to "dig in". Although most of the meals were of the freeze-dried variety, we did include one luxury, in the form

of ingredients for bannock. Bannock batter is similar to that of a tea biscuit, but you make bannock much larger and bake it on a lightly floured flat rock, where possible, or cook it in a fry pan over hot coals. It is our opinion that it is in bad taste to fry up bannock on a cook stove, or to cut it with a knife. A memory that will linger for a long time is that of the nights we sat under tarps listening to the rain and eagerly waiting for our Venturer president to prepare the bannock.

Although canoe trips can be very tiring, when we remember nights of satellite-watching at campfires and the beauty of the surroundings, it becomes all worthwhile.

While paddling on one of the lakes, one Venturer remarked that his trip would be a success if he could only see a moose. Well, he saw not only a moose, but a total of seven of these creatures, including two babies. What a thrill for us all!

We had several visitors at our camp sites. Raccoons investigated a pack-sack and made short work of destroying several zippers before running off into the bush with a compass. For several hundred metres, we canoed alongside a beaver. On another occasion we had the company of loons.

One group of fellow travellers we could gladly have done without were the mosquitoes. These pesky critters, usually hungrier than we, were kept within tolerance limits by liberal applications of bug juice. We found that the monsters loved to land on all the spots we couldn't reach when our hands were tied up carrying supplies and canoes. We tried using light gloves, but found them too cumbersome and awkward, and finally chose long-sleeved shirts, head nets and lots of insect repellent on exposed surfaces.

In spite of the few drawbacks (at least two million bugs), we had a marvellous time which everyone was sorry to see end. Perhaps the most vivid memory for most of the fellows was set on Shippagew Lake where the company had fresh-caught trout for breakfast. For some of the Venturers it was their first trout caught; for others, it was their first taste of baked trout. Even for a non-fish lover, it was a really enjoyable experience.

Our original plan for 1983 was to make a trip to Prince Edward Island but, after hearing stories from the group, I can almost guarantee that the 76th Salvation Venturers will choose to visit Algonquin Park again next year.

Ken Charter is an advisor with the 76th Ottawa Venturers, and a Service Scouter in the Chaudière Area. A

outdoors

by Gerry Giuliani

This month and next, OUTDOORS takes a look at camp food; in particular, at alternatives to the expensive freeze dried stuff that often seems so low on taste but high in price.

This month's article is written by Doug Cunnington, member of the National Program Committee responsible for camping and outdoor activities. Doug, an active Scouter and teacher of outdoor studies in the Muskoka area of Ontario, has a lot of experience in the wilderness and is particularly fond of canoe tripping.

Next month, Russ Kempling will look at camp foods you can purchase from the supermarket.

Camp Foods You Can Make

One of the problems that continues to surface in the Scouting movement is boy dropout. For every case, I am sure there are slightly different reasons but, as I prepared this article and thought back over the past 14 years, I wondered if one of the reasons might have to do with food.

How often have you seen pancakes that resemble mud pies or plaster rather than something edible; or beans and wieners served three times a day; or elaborate seven course meals (only one of the courses hot), which take three hours to prepare and four hours to clean up? How often have you heard a boy complain about the weight and comfort of his pack and discovered that he had several cans of whatever "padding" his back?

Too often we take the view that boys must experience these hardships before they can appreciate the outdoors. We overlook the fact that we, the leaders, seldom partake of the burnt offerings prepared by the boys.

Over the past two or three years, I have waged war against unpalatable and unimaginative foods, and have discovered that there are alternatives.

First of all, a great variety of freeze dried foods are available. They tend to be costly and, in many cases, making a meal of them is rather like eating cardboard or styrofoam. They do, however, have a place on trips where weight and space is of major concern and taste and cost are secondary.

The regular supermarket campfare in cans and boxes also has its place when deliveries can be made by vehicle to the camp. Because there is nothing unusual or special about this type of food, the price tends to be reasonable, although the taste offers little variation.

In the past few years, a large variety of lightweight dried and prepackaged foods have become available in the supermarkets. These have many ad-

vantages which will be described in next month's article.

There are two other alternatives which, in my opinion, far outweigh the others. It takes a little more effort to prepare them but the results, I am sure you will discover, more than compensate.

Home Dried

Where weight or long-term storage is a concern, drying your own food is the answer. You can dry almost any fresh food (fruit, vegetables, meat) without any elaborate equipment. All you need is your oven and a piece of aluminum screen wire to place over the oven rack.

Slice foods thinly (5 to 10 mm) and spread them out on the screen. Place in a 200°F oven and leave the door ajar to let moisture escape. The food will reach the desired consistency in six to 12 hours.

If, however, you are one of the many who now have a wood burning stove in your house, you can string these foods on a piece of small diameter dowelling about a metre above the stove until the desired consistency is obtained. If the stove is burning constantly, it usually takes about two days.

Beef jerky is a relatively simple food to prepare, but it seems to dry better if you suspend each piece on a toothpick between the bars of the oven rack, instead of spreading the pieces on a screen.

Bread and cookies, standard fare on nearly every outing, probably take the most abuse between packing and palate. When you open them, they often resemble pulverized bird food.

"Heavy" unsliced bread such as malt bread (available in supermarkets), tends to travel best. The loaves are of a size and shape that you can use the extra ones for a game of football — something quite impossible with sliced, white styrofoam.

Unleavened breads baked at home are a tastier choice, but they tend not to stay fresh as long as the supermarket varieties because they lack preservatives.

Trail snacks such as energy bars, fruit cakes, gorp and the like can be prepared at home and travel much better than crumbly supermarket cookies. You can freeze or refrigerate many of these items and store them indefinitely.

Boil-in-Bag

Where weight is not a major concern, you can prepare your own "boil-in-bag" meals before leaving home. One-pot dishes like chili, stew or Salisbury steak and onions are the simplest to prepare. Whenever a dish of this kind is served at home, place the left-overs in clean one litre milk bags in one or two-person portions. Seal, label and freeze. At meal time, simply place the entire bag in boiling water until the contents are hot. If you are careful, you can eat right from the bag and avoid dirty dishes. There's another advantage. For summer camping you can wrap these frozen meals in newspaper and they'll keep for a day or two.

By far the most gratifying outdoor food is a fresh apple pie or hot biscuits you bake on site where fires are permitted and practical. Things like popovers, tea bisk, cake, muffins or square mixes which require a minimum of additional ingredients can easily be baked in a reflector oven. The secret is to have a high flame rather than coals, and to keep the oven as close as possible to the heat (about 30 cm). Hardwood burns longer and produces less smoke than softwood.

I've also found that foil is handy for baking most things. Again, it saves on dirty pots, and it also keeps the oven clean. Remember to use good fire management: build fires in existing fire sites; keep them no bigger than what you actually need; burn to white ash; and put fires *dead* out.

Although the reflector oven, which you can buy from a good outdoors store or make from a couple of inexpensive cookie sheets, has been around for years, it is still one of the simplest pieces of cooking equipment to use. Practice makes perfect, they say, so don't be afraid to try your reflector oven. Mine sat in my basement for several years because I was afraid to try it. Now, it's a permanent fixture in my camp. Try experimenting with it in front of your fireplace, or on a meeting night, and you'll discover that the "old timers" really did have

some good ideas before the advent of single burner stoves and microwave ovens.

Recipes

EMERGENCY RATION

3 c rolled oats, barley or wheat
2½ c powdered milk
½ pkg citrus flavoured gelatin
1 c sugar
2 tbsp honey
3 tbsp water

Place rolled oats, powdered milk and sugar in bowl. Add water to honey and bring to boil. Dissolve gelatin in honey-water mixture and add to dry ingredients. After mixing well, add water a teaspoon at a time until the mixture is barely moist enough to be molded. Shape into two bars.

Each bar will be sufficient food for one day. You can eat the bar dry or cook it in about a pint of water. It may be dried in the oven under low heat, wrapped in foil and placed in a covered container for indefinite storage.

DRIED MEAT

Dried meat is a lightweight food that keeps well from four to six weeks. Keep sealed in plastic bags. It is desirable to start with very lean meat because fat will go rancid with time.

until all red is gone. Drain off fat and water well, place the meat between sheets of absorbent paper and press. When very little moisture comes out of the meat, put it between sheets of dry paper, place a board on top of it and stand on the board to squeeze out any remaining moisture.

Spread meat on a cookie sheet and place in a 175°F oven for six to 10 hours. Ensure that air can circulate around the cookie sheet. Stir occasionally. When done, meat should be dry and crumbly.

DEHYDRATED VEGETABLES

If you start with frozen vegetables, you can dry immediately from the freezer. Spread on cookie sheet and place into a 175°F oven for about six hours. Turn vegetables at the halfway point.

Thin slice or chop fresh vegetables and blanch them before drying. Put them into boiling salted water, return to a full boil and boil 30 seconds. Plunge into cold water, drain well and absorb excess moisture with paper. Then dry in oven as above.

BANNOCK

1 c flour; 1 tsp baking powder; 1 tsp salt; ¼ — ½ c raisins; 1 c water

Mix all ingredients. Cook one large "pancake" in a large frying pan, or

ents, as long as you keep the ratio 7 cups dry to 1 cup liquid.

Dry ingredients: wheat flakes, nuts, wheat germ, coconut, bran, soy flour, cornmeal, spices (cinnamon, nutmeg)

Liquid ingredients: honey, peanut butter.

When mixture is cool, you can add chopped dried fruit.

TRAIL FOODS

Trail foods are high energy nibblers for between meal snacks while hiking or canoeing.

Granola Bars: The commercially produced bars tend to be rather dry. Try making your own. Mix a granola cereal with honey and peanut butter and form into bars or rolls on waxed paper.

Gorp: can be a mixture of almost anything. I recommend: 2 c salted nuts; ½ c sunflower seeds; ½ c shredded or string coconut; ½ — 1 c smarties (chocolate chips melt in hot weather); 1 c raisins.

Mix thoroughly and put one cup portions into small plastic bags.

Energy Bar: Mix together equal portions of raisins, dates, figs, coconut, prunes, pecans, walnuts and filberts. Put mixture through a food chopper or blender, or chop finely with a sharp knife. Pack tightly into bars on waxed paper and wrap in foil. It may be easier to cover a cookie sheet with waxed paper, pack down the mixture until it's 6 — 12 mm thick (¼ — ½"), cut into bars and wrap in waxed paper and foil.

Resources

Many excellent resources are available to those who want imaginative camp food. I've listed some that I've used.

The Hungry Hiker's Book of Good Cooking by Gretchen McHugh; Alfred A. Knopf, New York, 1982.

Nols Cookery, the National Outdoor Leadership School; Emporia State Press, Kansas 1980

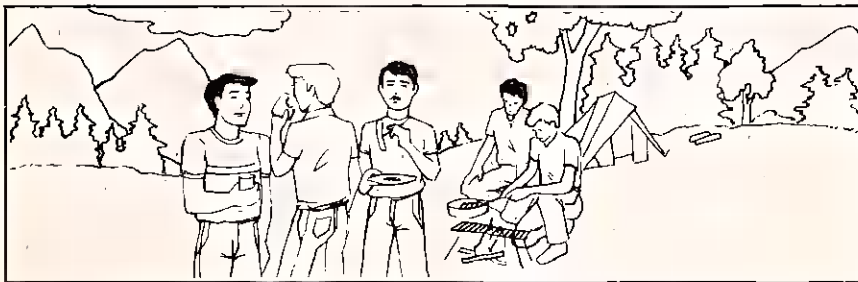
The One Burner Cookbook by Harriett Barker; Coles Publishing, Toronto

Roughing It Easy by Dian Thomas; Warren Books, New York

Roughing It Easy II by Dian Thomas
Simple Foods for the Pack by Vikki Kinmont and Claudia Axcell; Sierra Club Books, San Francisco, 1976

Supermarket Backpacker by Harriett Barker; Contemporary Books Inc., Chicago, 1977

Fur-Fish-Game magazine July 1980; "How to Make Jerky"; article by J. Wayne Fears. X



Beef Jerky

Use flank or round steak. While semi-frozen, slice into thin strips (0.5 — 1 cm) diagonally across the grain. Season with your favourite seasoning but avoid thick sauces like ketchup or BBQ sauce because they turn very dark and hard. Place foil or a cookie sheet under the meat to catch drips, and dry jerky in the oven as described earlier.

Suggested seasoning: ¼ c Worcestershire sauce; ¼ tsp garlic powder; ½ tsp onion powder or onion salt; ½ tsp liquid smoke; ¼ c soy sauce; dash of salt and pepper.

Dry Beef

This type of dried meat takes less time to prepare and, because it is in smaller pieces, it can be reconstituted in a mulligan. Add it when you begin to cook the rice or pasta to allow the meat to reconstitute.

Start with very lean ground beef. Cook in a frying pan with no added fat

wrap around a stick and cook over hot coals. Serve with butter and jam.

IRISH BREAD

1½ c whole wheat flour; 1½ c all purpose flour; 1¾ c milk; 3 tbsp brown sugar; 2½ tsp baking powder; ½ tsp baking soda; ½ tsp salt.

Mix dry ingredients thoroughly and add milk to make stiff batter. Put into a well-greased 48 oz. juice can and bake 1¼ hours at 350°F. Cool on a rack on side for 10 min, then stand tin to cool thoroughly. You can also bake this in a loaf pan.

GRANOLA

5 c oatmeal; ½ c sesame seeds; ½ c oil; 1 c powdered milk; ½ c sunflower seeds; ½ c molasses.

Combine dry and liquid ingredients in separate bowls. Add liquid to dry and stir well. Bake until golden at 300°F, stirring once or twice during the baking period.

You can make any variation of the recipe using the following ingredi-

EDITOR'S NOTEBOOK



by Bob Butcher

Deafness No Handicap

We thank B.C. Provincial Scout Executive John Pettifer for sharing this story and photo with us. The material originally appeared in *The Columbian*.

The photo shows Beaver Darryl Chow (left) with Beaver leader Robin Hickman and his brother Adrian.

Darryl and Adrian are members of the 4th Burnaby Beaver Colony and they are proving that deafness is more of a challenge than a handicap.

Both boys are 100% deaf and are students at Jericho Hill School.

Robin, a 17 year old leader with the colony, is a grade 12 student at Burnaby Central High and has been a babysitter for the Chow boys since they were very small. Her interest in the youngsters inspired her to take the sign language program at Children's Hospital. She's now fluent in signing and uses it continually to instruct the 4th Burnaby Beavers.

Robin graduates from high school in June and plans to attend Douglas College and UBC to study general and special education in preparation for a career in teaching the deaf.

"I sign for Darryl and Adrian all the time," says Robin, "and the other Beavers are keenly interested. They've learned their names in sign language and are trying to learn more..."

The Chow brothers plan to move up into Cubs and Scouts. The only problem is that no Cub group in the area has a leader who can use sign language. Once the brothers reach Scout age, they will be able to join the troop at Jericho Hill School for the Deaf.

Religion In Life

Are leaders making full use of Scouting's *Religion In Life* program? Are they even aware of it?

Mrs. Pat MacLean, a leader with the 44th Halifax group and an Elder at Calvin Presbyterian Church, wrote to tell us how they successfully introduced the program to their boys.

"Not often do we see such interest," writes Mrs. MacLean, "so we would like to share our program with others."

What exactly is the program? The Boy Scout and Girl Guide movements have worked out a scheme with different church bodies whereby each religious body prepares nationally a set of requirements to suit its particular needs. The program fosters the spiritual growth of boys and girls by encouraging them to participate actively in their own religious denominations. Members can work in the program at four different levels, the first starting at the age of 8.

In the 44th Halifax group, instruction is provided by the Minister, the

Rev. Dr. A.O. MacLean, assisted by Mrs. MacLean and the Kirk Session. Children in the program meet for lunch and instruction following the Sunday church service.

"This strengthens church friendships and fellowship as a majority of the children do not attend the same school," reports Mrs. MacLean. "Also, attendance is nearly always 100% because there are few other commitments on Sunday afternoon."

During the sessions, the children learn more about the significance of the part of their promise "To do my duty to God". They are encouraged to learn and talk about their faith and, more importantly, they learn how to show love and concern by visiting the physically and mentally disabled and the elderly, and by supporting the church's mission projects.

The children planted flowers on the church grounds, held a party for senior citizens, learned about mental retardation, collected books and clothing, visited a hospital, and invited a physically disabled boy to be part of the group.





"He lives in a group home near Calvin Church and is enjoying being part of our group and we are learning a great deal from him," Mrs. MacLean writes.

"By making banners and taking pride in their church property, the children begin to see their church in a different light," she continues. "It is no longer just a place to come for an hour on Sundays."

Boys who complete the *Religion In Life* program earn a badge which they can wear on their uniforms. Leaders interested in learning more about this program should consult their leader handbooks. Local Scout offices have pamphlets which outline the program requirements for 24 different religious denominations. The usual procedure is for a leader to obtain a pamphlet or pamphlets related to the denomination or denominations of the boys in his group and arrange for instruction through members of the clergy in those denominations.

Tree Project in India

While Scouts in this country have their *Trees for Canada* project through which they make a contribution toward conservation, Scouts in other countries have their own tree preservation efforts.

The Leader received correspondence and photos from readers in the 11th Central Bombay Scout group in India describing their project. The material was routed to us through Scouter Maneck Satha of Don Mills, Ontario, a former Scouter of the Bombay troop.

In Bombay, the Municipal Garden Department plants a number of sap-

lings around the community, but the young trees are often subjected to considerable damage. Scouts have taken on the task of helping to install tree guards, and they've pledged to take care of the saplings near their homes or school. The boys fix a small tin plate bearing their names on the guards to identify which trees they are responsible for.

Our photo shows Cub Scout Percy proudly displaying the tree entrusted to his care.

War on Gypsy Moth

Closer to home, a note in London, Ontario's *District Digest* alerted us to

a somewhat different Scouting conservation project.

Over the past several years, London has had an increasing problem with the Gypsy Moth. The pest has been destroying hundreds of trees in the city.

The 14th London troop has worked for two years with Agriculture Canada to help control this problem. They have been searching wooded and park areas for moth eggs which they then destroy. They've set moth traps and provided "body counts" for Agriculture Canada as well.

Agriculture Canada is actively recruiting more help from Scouting groups in London and offers to provide instruction and training sessions.

Kub Kars with a Difference

Cubs of the St. Francois Xavier pack in Manitoba must have felt that building and racing Kub Kars was too tame an undertaking. Instead, under the leadership of René Regnier, they constructed "Derby" brand soap boxes from kits. They race their cars throughout the province.

A note from Field Executive Garth Johnson at the Scout Office in Winnipeg confirmed that the kits are manufactured locally. While he indicated that the basic kits cost \$49 each, he didn't supply us with the address of the company which manufactures them. A note to Garth at the Scout Office might bring interested Scouters further data. Write to Boy Scouts of Canada, 883 Notre Dame Ave., Winnipeg, Manitoba R3E 0M4. X



For Service to Scouting

by Reg Roberts

Once again we are pleased and proud to list the names of those people in Scouting who, during the last part of 1982, have been recognized for their service. Some attended the ceremony at Government House last November, and others received their awards at provincial ceremonies of one kind or another. To all, our congratulations and best wishes.

Silver Wolf (for service of the most exceptional character to Scouting)

Dr. C. Reginald Gunn, New Glasgow, N.S.; Lieutenant General A. Chester Hull, Carrying Place, Ont.; Walter B. Tilden, Toronto, Ont.

Bar to the Silver Acorn

Clifford M. Allen, Sackville, N.B.; James L. Watson, Toronto, Ont.

Silver Acorn (for especially distinguished service to Scouting)

Barbara M. Bromley, Yellowknife, N.W.T.; M. Jean Cardinell, Guelph, Ont.; Reuben J. Cardinell, Guelph, Ont.; Elizabeth Daniels, Niagara Falls, Ont.; William F. Edwards, Dalhousie, N.B.; Thomas L. Farquharson, Alliston, Ont.; Donald V. Fisher, Summerland, B.C.; Irwin S. Hobden, Penticton, B.C.; Carl A. Holm, Halifax, N.S.; Anne L. King, Halifax, N.S.; Dean G. Lovell, Cambridge, Ont.; J. Ray MacInnis, Belleville, Ont.; James W. Maw, Kleinburg, Ont.; Orma Maw, Klein-

burg, Ont.; John A. Neysmith, Ste-Anne-de-Bellevue, Que.; Bruce Osborne, Winnipeg, Man.; John Scullion, Yellowknife, N.W.T.; Alexander M. Stalker, Montreal, Que.; John W. Thom, Falconbridge, Ont.; Melvin A. Thomas, Vancouver, B.C.; Ronald W. Tuckley, Yellowknife, N.W.T.; Joseph L. Whitehead, Vancouver, B.C.; Major J. Gordon Wilder, Toronto, Ont.

Bar to the Medal of Merit

Robert Bacchus, Yellowknife, N.W.T.; James H. Carr, Saint John, N.B.; Erol H.T. Gahan, Hinton, Alta.; Reginald B. Mabey, Maces Bay, N.B.; Jack McAlpine, Ville St. Michel, Que.; Fraser M. McDougall, Edmonton, Alta.

Medal of Merit (for especially good service to Scouting)

Robert Aiken, Montreal, Que.; Ruth Aiken, Moncton, N.B.; Marion Armstrong, Sudbury, Ont.; Michael Arnold, Chatham, Ont.; Ronald E. Bacon, Saskatoon, Sask.; Dorothy Bailey, Fort McMurray, Alta.; Allen G. Ball, Victoria, B.C.; Leo J. Bruseker, St. Albert, Alta.; Jack Chapman, Rosetown, Sask.; Joseph H. Cohen, Vancouver, B.C.; Harold V. Dallon, Saint John, N.B.; Janice M. Davies, Ardrossan, Alta.; Fred Dean, Saint John, N.B.; George Deare, Montreal, Que.; Rene Faille, Swan Hills, Alta.; Florence Grant, Cambridge, Ont.; Frank V. Grisbrook, Toronto, Ont.; Francis G. Hannah, Limehouse, Ont.; Henrietta Henderson, Cambridge, Ont.; Arthur Her-

man, Williams Lake, B.C.; Edith C. Hesson, Edmonton, Alta.; Robert Hickson, Ottawa, Ont.; Thomas E. Hodgson, Westmount, Que.; James S. Humber, St. Clair Beach, Ont.; Wayne Jobb, Hinton, Alta.; Thomas A. Kibblewhite, Vermilion, Alta.; William G. Knutsen, Yellowknife, N.W.T.; Louise Lawrie, Churchill, Man.; Gerry A. Lefebvre, Chambly, Que.; John C.E. Lehman, Orleans, Ont.; Leroy E. Lyster, Melbourne, Que.; David MacIntosh, Kitchener, Ont.; John W. MacKay, Saskatoon, Sask.; Nick Malychuk, Edmonton, Alta.; Jack McAlpine, Ville St. Michel, Que.; Walter C. Miller, New Glasgow, N.S.; Judith F. Morrison, Fort McMurray, Alta.; Charles E. Nelson, St. Paul, Alta.; Orest W. Polowick, Saskatoon, Sask.; Hugh G. Puffer, St. Albert, Alta.; James A. Reid, Saskatoon, Sask.; Margaret Richards, Cambridge, Ont.; Michael A. Robertson, Sherwood Park, Alta.; Kenneth Schoenherr, Ottawa, Ont.; Sidney G.B. Shelly, Pt. Burwell, Ont.; Clayton J. Shibley, Churchill, Ont.; E. Maxwell Somers, Winnipeg, Man.; G. Harold Staffen, Dorchester, Ont.; Theodore W. Szalay, Windsor, Ont.; William N. Tait, Rosetown, Sask.; C. Raymond Ulyatt, Westmount, Que.; A.C. Tom Van Roon, Blind River, Ont.; Jane Walker, Chatham, Ont.; Frederick A. Williams, Lancaster Park, Alta.; T. Victor Wilshire, Winnipeg, Man.; Robert C. Winter, Penticton, B.C.; Diana D. Woeppel, Edson, Alta.; Beryl Wood, Windsor, Ont.; Marian A. Zaichkowski, Moncton, N.B. X

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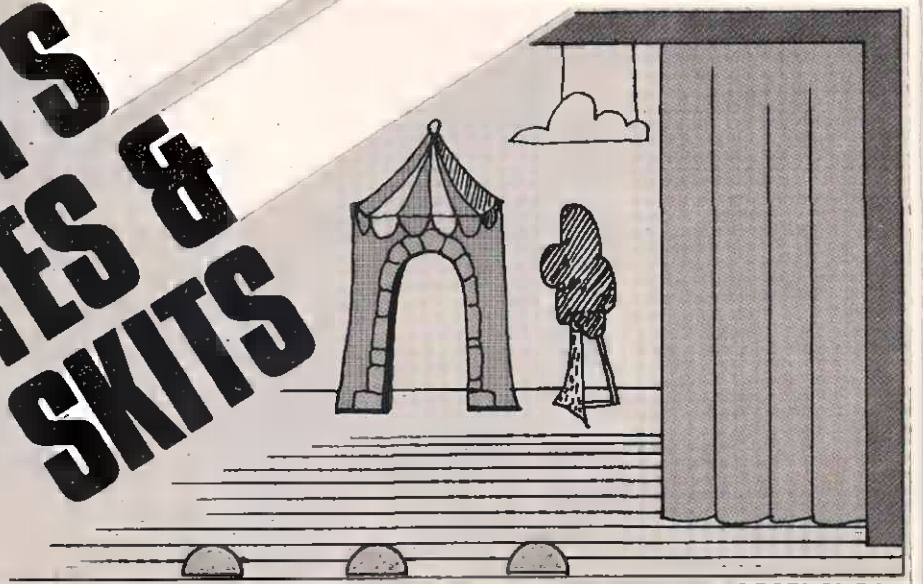
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SCOUTER'S 5 MINUTES & SKITS



There is no pleasure that comes near to that of preparing your own meal over your little fire of wood embers at the end of the day, and no scent like the smell of that fire. There is no view like that from your lair on the woodland hillside. And there is no sleep like that in the open with a warm blanket or a good thickness of paper beneath you.

— words of B.-P.

ON BOATING

(These excerpts come from the American Coast Guard Pamphlet CG-428)

Boat Loading Commandments

Verily I say unto thee... Spreadeth out the people and things evenly in the little boat for he that spreadeth the load not wisely bringeth much woe unto the Coast Guard and himself.

Wisest is he that keepeth the whole load in his boat as low as possible. Thy first command to thy people in the boat shall be, "SIDDOWN!"

Suffer thee not the fools who would ride on the bow for they are non-believers and are not long for this world.

Regard not the number of seats in thy boat for oft they mislead and may bring thee to the sin of overloading.

Commit thou to memory these words... for they shall bringeth thee comfort and keep thee from committing a boating "no-no"!

A Boating Fable

Once upon a time a great king had a heavy throne. He also had a little boat. He liked to go out in his boat sitting on his throne. One day, while he enjoyed the boat and the water, a sudden breeze sprang up and rocked the boat. The heavy throne slid to one side of the boat.

THE ROCKIES

Scene: a painted backdrop of high mountains. A Scout, with World Jamboree insignia prominently displayed, stands near railing (a line of chairs) looking at the view. The first of a series of people enters to join him in view gazing.

Scout: Hi! What do you think of these mountains, eh?

1st Man: High.

Scout (a little louder): Hi! What do you think of these mountains, eh?

1st Man: High, I said.

Scout: Hi to you, too. But what do you think of these mountains?

1st Man: High! High! I said they were high, didn't I? (walks away in disgust)

Second man, carrying shopping bag, enters.

Scout: Hi! Say, what's it like living in these mountains, anyway?

2nd Man: Well, I guess you could say it's sort of like an umbrella.

Scout (amazed): An umbrella?

2nd Man: Yep — sometimes up; sometimes down! (walks away chortling)

Third man enters. The two stand quietly for a minute and Scout fidgets, wondering if he should try again.

Scout: Say, aren't these mountains something?

3rd Man: You bet! Just like music.

Scout: Well, I never thought of it that way. Music?

3rd Man: Yup — all HARD ROCK! (slaps his thigh, guffaws, exits)

Fourth man enters.

4th Man: Say, you're one of them Scouts, aren't you? Up from the Kananaskis Valley, eh? Tell me, what do you think of these mountains?

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Scout: To tell you the truth, I'm a bit puzzled. I haven't seen a squirrel all day, and I figure this is a perfect place for squirrels.

4th Man: Yeah? How's that?

Scout: Well, from everything I've heard since I got here, these mountains are definitely full of nuts!

(Exit all)

THE FARMER & THE OX

Cast: farmer, three merchants, hired hand

Farmer (enters and falls on knees): Oh, woe is me! It's time to plough and I have no oxen (raises arms to sky). Oh, whatever fates there are, please, please send me an ox so that I can plough my fields and plant my crops! *(Enter merchant)*

1st Merchant: Whatever are you doing, man?

Farmer: I'm begging the fates to send me an ox so that I can plough my fields and plant my crops. Without an ox, my children will starve. Oh, woe is me!

1st Merchant: Oh you poor, poor man. I would stay to help, but I must get to town without delay (turns to audience). Will no one out there help this poor man? Often the fates ignore one voice, but will listen to two. *(The merchant coaxes a volunteer from the audience, arranges him on his knees with the farmer and instructs him to lift his arms to the sky and repeat over and over, "Please, please send an ox!" The merchant leaves and a second merchant enters, repeats the routine and brings up a second volunteer. A third merchant does the same. When all three volunteers are kneeling and wailing with the farmer, the hired hand enters, looks amazed and shouts . . .)*

Hired Hand: Boss! Boss! Truly it's a miracle we see. You prayed for one ox, and the fates have sent you three jackasses!

Skits — page 122

The little boat tipped over, causing the king to lose a lot of things, not the least of which was his dignity.

MORAL: People with small boats shouldn't stow thrones!

ABOUT TREES

He that planteth a tree
is the servant of God,
He provideth a kindness
for many generations,
And faces that he hath not seen,
Shall bless him.

— Henry van Dyke

Harm Me Not!

I am the heart of your hearth on the cold winter nights; the friendly shade which screens you from the summer sun; and my fruits quench your thirst as you journey on.

I am the beam which supports your house, the board of your table, the bed on which you sleep and the timber which builds your boat.

I am the handle of your hoe, the door of your home, the wood of your cradle and the shell of your coffin.

I am the bread of kindness and the flower of beauty.

You who pass by, please listen to my prayer:

HARM ME NOT!

— the forest reserves of Portugal have been posted with this notice for more than 1000 years!

There are two lasting gifts we can give children: one is roots, the other is wings!

*There is so much good
in the worst of us,
And so much bad
in the best of us,
That it hardly becomes
any of us
To criticize
the rest of us.*

Scouter's Five Minutes — page 522

A WORD TO CHAIRMEN

(of Group Committees)

by Pat Horan

...about extending a caring hand

Dear Murray,

I'm pleased to share this article from the Nov./Dec. issue of IMPEIUS, the bulletin of the Manitoba Council, with you. The suggestions are something we very much approve and endorse.

"Two recent phone calls help explain a real concern of mine. 'I am a single parent with a son who wants to be a Cub, but I can't really afford it,' came from the first caller.

"The second call was somewhat different: 'My son is disabled but wants to be a Scout. The nearby troop seems reluctant to have him ... something to do with no wheelchair ramps at the meeting hall.'

"Fortunately, in both cases the boys are now members of Scouting. What concerns me are the many people who, for one reason or another, may not call and, as a result, boys miss out on what Scouting has to offer.

"I do appeal to Scouters and group committees to extend a helping hand by seeking out those boys who might otherwise not join and inviting them into Scouting membership. Surely it is the 'less chance' youngster who is most likely to benefit from Scouting.

"If the barrier to membership is financial, maybe the group committee will help. Failing that, the council does have funds in the Membership Assistance Fund to pay membership fees. Just speak to your field executive. There are used uniforms available through the Winnipeg Scout Shop. No boy ought to be turned away for money reasons.

"Scouting has a long history of working with boys who have physical and mental disabilities. Not only can these boys grow and develop new life skills through Scouting, but other members of the section benefit as well. They learn new attitudes and helping skills when such boys are integrated into the normal activity of the section.

"Some Scouters may feel they do not have the skills to help these boys and this is very understandable. But all of us do have the obligation to see that such boys are placed with a group. If you know of a youngster with a disability who can benefit from a Scouting program, do take the time to invite him to join, and then see that he is referred to a section where there is caring, supportive adult leadership."

Murray, it seems to me that our new resource guide, *Youth with (dis)Abilities*, will be of great use in helping leaders to extend a caring hand to young people with disabilities. It should be available very soon.

Sincerely,




YOUR PROBLEM:

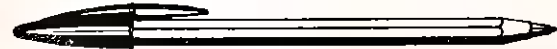
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Competition in Scouting

Was Peter Gallen's letter (*More on Kub Kars, Dec. '82*) a cry for sanity in Canadian Scouting? I believe it was.

The theme of Scouter Gallen's letter is not new. For some 15 years I have heard Pack Scouters bemoaning the problems engendered by the Kub Kar activity. What bothers me is that, in all that time, Canadian Scouting has failed to rectify the situation. Why? Is it because of the relatively short "life" of Pack Scouters...the indifference of our commissioners? Perhaps it is because Kub Kars are a money-maker for Supply Services. Whatever the explanation, and even if Scouting does address the problem, the underlying problems of competition will still exist.

While one might argue that our motto, *Be Prepared*, means to prepare our boys for competition, this conclusion seems to be at odds with the objective of Scouting stated in *Scouting for Boys*: "The training of Cubs and Scouts is largely a preparation for rendering Service..." If service is our objective, how does the awarding of a prize for the "best" campsite at the district camporee contribute to the achievement of this objective? The Scouters in our district have concluded that it does not, so we no longer have such competitions. This doesn't mean that we don't emphasize everything that a Scout should know and do while camping; it does mean that we don't award prizes for what is just another step in the on-going educational process of a group of boys.

I am sure that many readers are better versed in psychology and social science than I but my understanding is that workers in these fields have shown that the way for everyone to win, in the long haul, is for people to cooperate with each other. It is a certainty that none of our canoe brigades would function were it not for the concept of cooperation.

My aging memory fails to recall any particular article in this magazine dealing with competition/cooperation over the past dozen years. I am cheered to learn, however, that the Beaver articles (which I confess to not reading) do address these subjects. Also, one of my patrol counselors informs me that, in the session on *Understanding Boys* at a Part I Basic

last year, the subject received some attention. This counsellor also works with a pack and told me that his Pack Scouters have elected to have nothing to do with Kub Kars and Sail Boat Regattas.

Perhaps, while the philosophy of cooperation rather than the traditional concept of competition is percolating upward from our newest section, Peter Gallen and other thoughtful Scouters could do worse than to emulate this particular group.

— V.L. "Skink" Dutton, Winnipeg

Editor's Note: Recent Paksak columns (Nov. '82; March '83) have addressed the subject of a cooperative approach in the Cubbing section.

Disrespect to Flag

In the Jan. '83 LEADER you printed a picture of Senator Herb Sparrow unveiling Canada Post's Regina centennial stamp. While it is good to see Scouting people involved, it was very disturbing to me to notice the use of the Canadian flag as a cover. Surely something more appropriate could have been selected by the Senator for this purpose. This is our country's flag — not a bit of cloth!

The Scouts in attendance must have felt quite uncomfortable at this lack of respect. I do.

— Norm Keller, Whitehorse, Yukon

Celebrity Scout

Saw the mention of "Celebrity Scouts" in your January issue.

Back in 1956-57, I was the patrol leader of the Wolf Patrol at the 5th Chatham Ontario Scout Troop. The sponsor was Park Street United Church. One of my fellow patrol leaders was Ferguson Jenkins, National League Baseball "great" pitcher who is now with the Chicago Cubs.

Fergie was patrol leader of the Fox Patrol.

— Philip Chant, Bedford, N.S.

Spiritual Unity

I was extremely pleased when I opened the Dec. '82 issue of the LEADER and found included in *Scouter's 5 Minutes* a feature, entitled "Thoughts on Giving", which contained a series of quotes from the

founders of some of the world's great religions. In addition to exemplifying the universal character of the Boy Scout Movement, the use of these quotes also demonstrates a willingness to see that the teachings of Muhammad, Krishna, Buddha and Christ are for all of mankind.

The use of these quotes is of particular interest to me because of my own religion, the Baha'i faith. Baha'is were taught by their prophet founder Baha'u'llah (meaning the Glory of God), that the world's great religions are spiritually united in their teachings because their founders received their guidance from the one God.

If the shoe fits.....



The religions differ in their social teachings because each messenger or prophet came to mankind at different times in human history, each with different social needs. The spiritual teachings are not changed, but are reaffirmed and strengthened. The unity of the spiritual message of giving is exemplified in the quotes in *Thoughts on Giving*.

I am very happy that Boy Scouts is promoting such an important concern as unity.

— James Cornish, Gander, Nfld.

Jamboree Fees; Badges

I would like to address my comments to those concerned with setting the fee for my region's jamboree

THE CANADIAN CROSSWORD

and for the World Jamboree, and those concerned with the design of the new Scout advancement badges.

It has been said that the response to the region jamboree is poor as far as numbers are concerned. To what degree this is due to the price being charged is contentious, but I would respectfully suggest that it is a major cause. Are participants getting value for money? Is it not the responsibility of those who decide upon the fee to ensure that the final figure is pared to the bone, so that the ability of a Scout to attend is not decided by a parent who justifiably reckons that the cost is just way out?

In short, I would like to see a breakdown of the total dollars figure so that all could judge if a fair price is being levied.

I wonder if the Canadian response to the world jamboree is the same and would like to see a similar breakdown of costs. There would seem to be no logical reason for "keeping secret" figures such as these. If B.-P. was around today, I feel that he might have to re-name his book "Scouting for RICH Boys"!

As to our new badges, I wonder how much thought was given to the practical repercussions of the decision. Does it achieve anything? Does it look any better? Is it change for change's sake? Oh, how glad I am that I'm not a mother who has to sew on those new chevrons!

Democracy is evident at the grass-roots of Scouting (e.g. the Court of Honour); what a pity these ideals do not seem to permeate up very far. Would it have been such a terrible thing if Scouts and Scouters had been asked IN ADVANCE what they would think of such a change?

I hope my queries will initiate an open discussion of these matters.
— Jim Butler, Troop Scouter

Roses

Your magazine is excellent! So many of your articles and crafts, prayers, etc. pertain to the world of Girl Guides. With Brownies as a Brown Owl and also a trainer, I am constantly in search of different ideas. Often I find them in your magazine.

— Barbara C. Anderson, Calgary

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| 4 Corn on the _____ | 12 Held back | 20 Oil cartel | 30 See 14 down |
| 6 Speak _____ | 14 Zest | 23 Boredom | 31 Alleviated |
| 9 Between (pref.) | 15 Ebb | 25 Canadian computer system | 32 See 7 down |
| 10 Went back in | 16 Picket line crosser | 27 See 14 down | 33 Prominent Alberta animal |

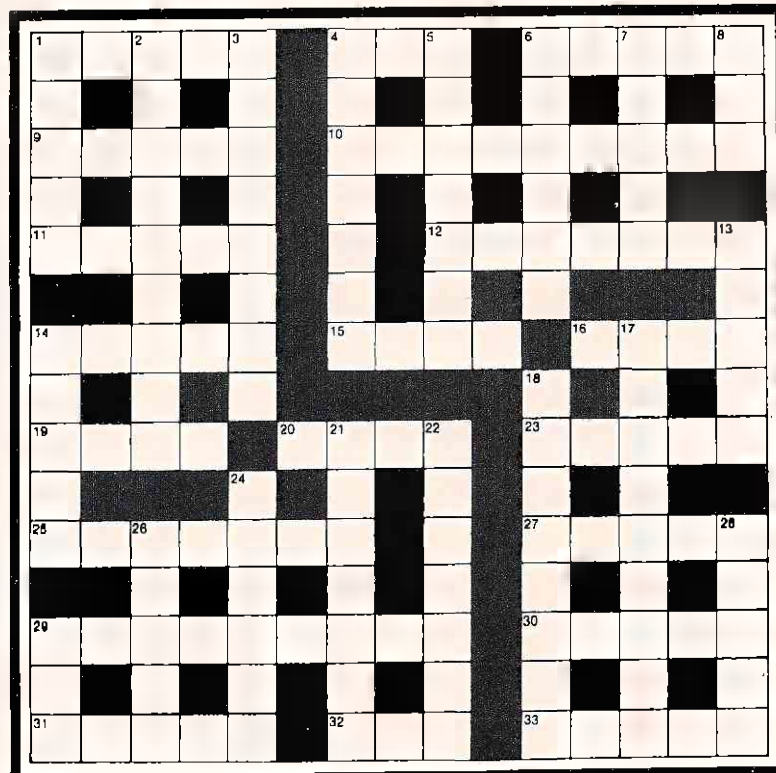
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DOWN

- | | |
|---------------------------------|-------------------------------------|
| 1 Scale | 14 With 27 and 30 across, SCTV skit |
| 2 Inherent | 17 Custodian |
| 3 Canadian world cup skier | 18 Ocean breezes |
| 4 Swift _____, Sask. | 21 Pope |
| 5 Mixed | 22 Canadian visa? |
| 6 Not related | 24 Island province |
| 7 With 32 across, Canadian hero | 26 Rests |
| 8 Winnipeg river | 28 Medical compound |
| 13 Persian Gulf port | 29 Billiard item |



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