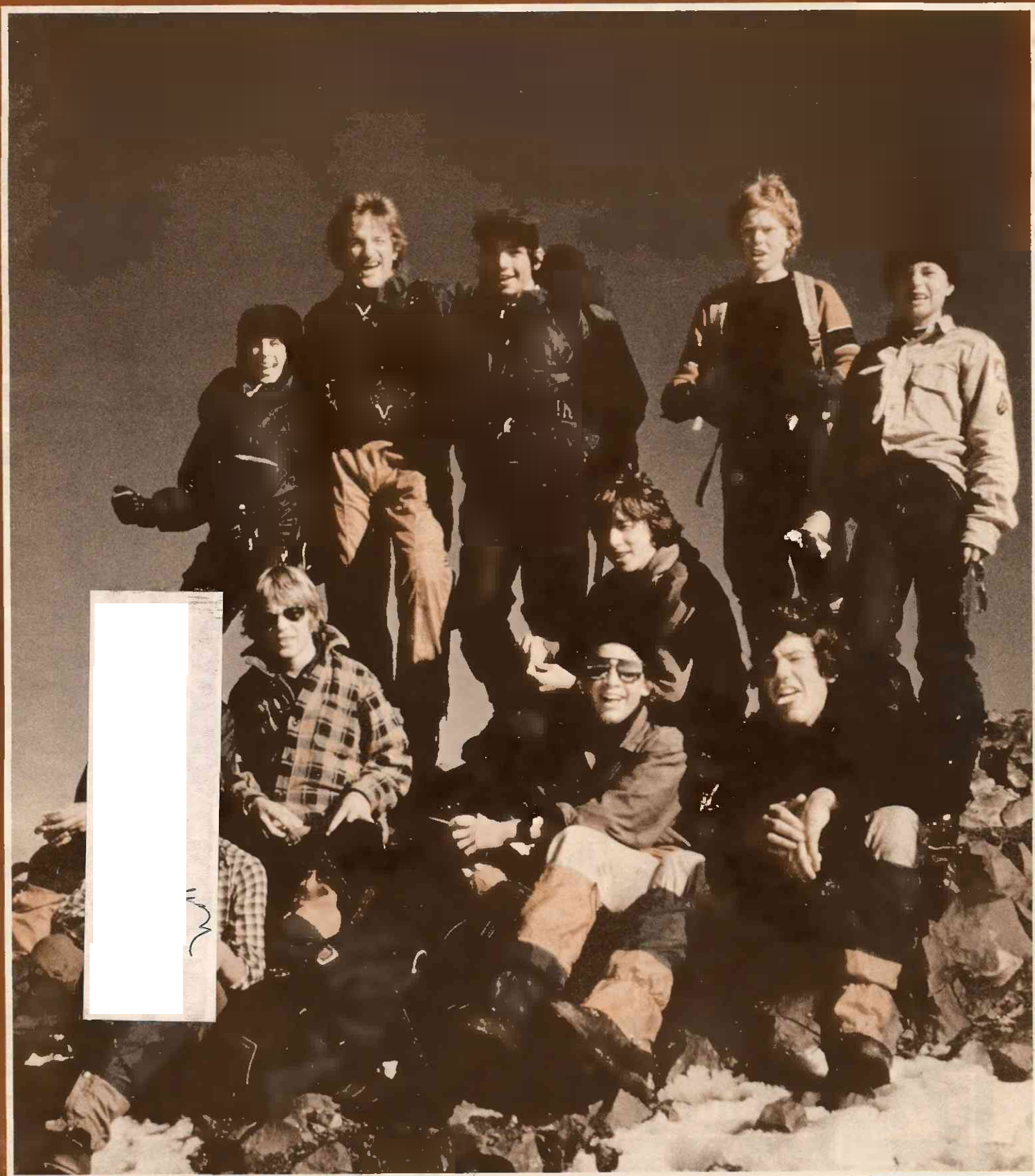


# the leader

OCTOBER 1983 VOLUME 14, NUMBER 2



**1982 Amory Adventure Award Winners**

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**COVER:** Our lead story, based on the log of the 1982 Amory Adventure Award winners, truly illustrates what Scouting's all about: challenge and excitement in the outdoors; and learning skills, cooperation and initiative. You'll find plenty of autumn outdoor Scouting ideas and tips in this issue, as well as craft and storytelling activities for younger boys, advice about planning, a look at special needs, and ghostly tales to set the scene for Hallowe'en. It's time to gear up for another great Scouting season.

OCTOBER 1983

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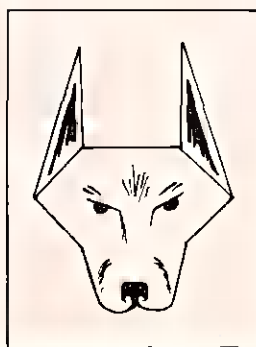
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# Crossing the Garibaldi Névé

## 1982 Amory Adventure Award Winners



by Linda Florence

A gutsy group of 14 and 15 year old first year Venturers skied a 71 km traverse of the Névé Crossover in B.C.'s Garibaldi Provincial Park to become the most recent winners of the Amory Adventure Award.

The 4th West Vancouver Company were joined by two members of the 7th West Vancouver for the nine-day expedition during the 1982 Easter break. The 45½ hour ski touring and climbing adventure was a different kind of experience for all of them.

The 4th, which officially banded together as they left the Canadian Jamboree in 1981 to backpack and climb in the Rockies, are former Sea Scouts who'd done no backpacking and little cross-country skiing in the troop. The two 17 year olds from the 7th also were light on winter camping and skiing experience before they began to prepare for the Garibaldi trip.

Their major expedition in the mountains was the culmination of a year's planning, training and practice. It, in turn, is preparation and practice for the 4th West Vancouver's long-term goal — to climb Mt. Logan in the Yukon.

"In order to accomplish this, the company has to learn the obvious mountaineering survival and rescue skills and the less obvious inter-personal, leadership and self-evaluation skills," says advisor Doug Ash. "A

traverse of the glaciers around Mt. Garibaldi... provided more than sufficient challenge to carry us through some of the tedious but necessary sessions... climbing, ski touring, avalanche safety and rescue, and glacier travel."

The challenge is documented in exciting detail by the group's beautifully prepared and presented log. Although it's difficult to do it justice in a few pages, we hope our summary will give you an idea of the adventure's

scope, while the photos and log excerpts will pass on a sense of the Venturers' excitement and well-deserved feeling of accomplishment.



**December pre-trip:** So this is what it's like to be in the mountains for five days in below freezing temperatures!



*Taking a break with a friend during avalanche training. The Venturers learned "to pay attention to the amount and type of snow that falls overnight (and) to dig an avalanche pit in the snow to determine how well the layers are bonded".*



## Preparations

Training for the expedition began in October with a two day trip to Helm Peak and the Black Tusk "to explore the exit of our expedition and do some rock climbing". In November, there was a two day ski trip "into the Diamond Head area to explore the start of our expedition and get used to ski touring with packs".

In December, the Venturers took a "five day ski trip in the high meadows of Manning Park... to see what it was like to be in the mountains for five days in below freezing temperatures (and to have) our first experience with digging and living in snow caves".

Later they spent four days at Mt. Baker in "avalanche safety and awareness training" which was supplemented by a day trip avalanche course and another day of ice axe work where "we practised 'arresting' ourselves 'by falling any way (feet first, head first...) down a steep slope. We had to stop ourselves using the ice axe before we smashed into the trees below".

Finally, there were two "cache" trips — the first "to move about 50 kg of gear (food and stove gas) to Sphinx Bay so we would not have to carry it for the first five days" and the second to move the first four days' food supply and all equipment "into a forward position" because "we knew it would burn us out if we had to haul it up on the first day".



Placing the first cache, and the return along the Barrier Trail. It took longer than expected to ski to Sphinx Bay to bury the plastic-wrapped cache of food and gas. They skied part of the return trail by headlamp. One of the helpers, a less experienced skier who wasn't an expedition member, decided to walk down the trail. He didn't

## The Adventure

*"It was... with fire and determination that we set out to do our best."*

**Day 1:** Start at Diamond Head cross-country ski area; 14 km ski to Diamond Head Hut for the night.

**Day 2:** 5 hr. 4 km trek to Ring Creek. Built snow caves in which to spend the night (see details, *Venturer Log*, p.25)

**Day 3:** 6½ hr. 10 km ski via the Garibaldi Nève to camp just below the "Shark's Fin".

**Day 4:** 4 hr. 9 km ski over the Glacier Pikes, down Sentinel Glacier, across Garibaldi Lake to Sphinx Hut.

**Day 5:** Ski up to Sphinx glacier, drop heavy packs at campsite to climb the Sphinx (2350 m) and the highest of the Deception Pinnacles (2250 m). Back at camp, spent most of the night building snow caves which would be their shelter for the next three nights.

**Day 6:** Most rested. A few hardy souls climbed Guard Mt. (2150 m).

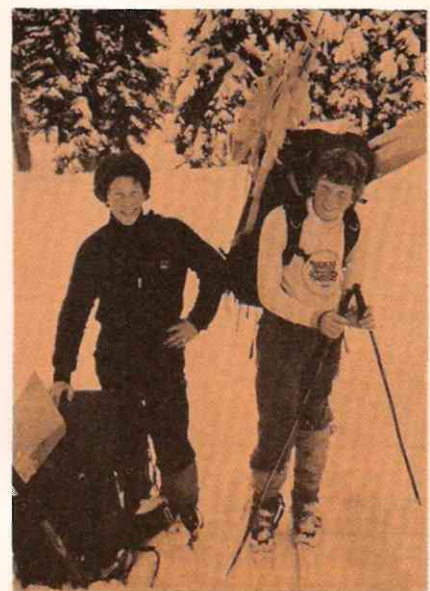
**Day 7:** Skiing in camp area and down to Sphinx Hut to pick up three new members of the party. Enlarged snow huts to sleep newcomers.

**Day 8:** 6 hr. 8 km ski to a camp below Helm Pass.

**Day 9:** 14 hr. 21 km hard trek "through the worst weather conditions of the trip" via the Helm Creek trail and Cheakamus River to pick-up point.



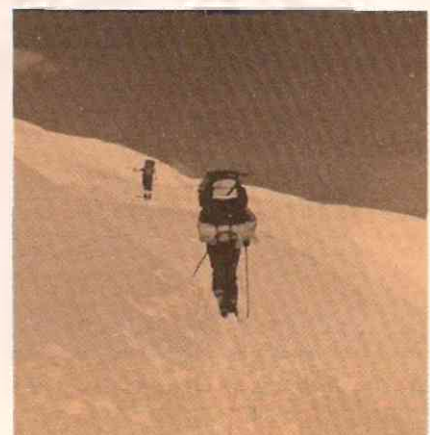
turn up at the car and a calling search proved fruitless, but there was a happy ending to an anxious night. He skied out the next morning just as RCMP searchers arrived. "He'd spent the night with two other skiers who had also been caught by darkness."



Trail-marking wands add flash to Alan Williamson's pack. Justin O'Connor wonders how he got stuck with the snow shovel!



Don't look down!



Avalanche cords out and ready.





Advisor Doug Ash points to where he had his close call while climbing Deception Peak. "I climbed over a ledge to a smooth flat section about 10 m across. I started across and thought, 'The right edge is probably corniced.' I was about 2 m from the lip but turned about 60° left, away from the edge, and continued. About two steps later, the whole edge collapsed within 30 cm of my tracks. It was not an experience I would wish to repeat. After a few moments of thought gathering, I proceeded again up the mountain."



**The final day:** We headed up to the Helm Pass... The conditions at the top were hopeless. The snow was driving, there was a strong cold wind, and you couldn't see more than 20 feet. The party spread out too far. Justin showed some initiative by wandering part of the route, but soon the visibility got worse and you could not even see the wands. The tracks were soon covered with snow. The outcome of all this was that we lost Ian. Dougal and Doug searched back to the last wand, but there was no sign. On the way back to get more people to help, they heard him faintly. They started yelling and found him after about 2 hours.

We soon regrouped... then skied across Helm Peak with the snow continually blowing in our faces... When we finished crossing the Helm meadows, we stopped and took a break before heading down through the trees. This was very difficult because the trail was covered... The people with three-pin bindings had difficulties skiing through the trees. We came across a creek which we followed down to the 4000 ft. level. It was fine and easy to follow except for the waterfalls... By now it was pitch black and we were skiing by head lamps. We started up a trail which was nearly impossible to follow but, with our keen eyes, we managed to find the parking lot. By this time it was pouring with rain, and we were so tired, wet and miserable... We were still two hours away from the cars and rest... The ski down the road was much harder than expected for it seemed like it was half uphill and half down... What a day!! What a trip!!



**At the pinnacle of Deception.** "The whole peak was rock covered with snow (and) there were several hard spots... About half way up, it started to get really hard and four people decided to remain and wait for the others... Dougal, Doug, Justin, Pat, Richard and Tim reached the summit..."

# "Wild" Animals You Can Make

by Ken Shigeishi

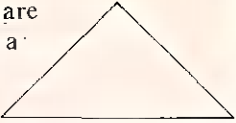
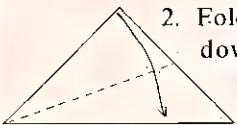


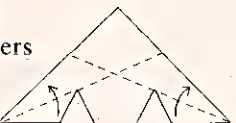


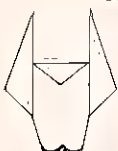

*Purple dogs and calico cats — the Japanese art of paper folding can give even very young boys a satisfying sense of accomplishment. Ken Shigeishi, with the help of his parents, designed three easy "wild" animals for your boys to try. They can pin up the colourful creatures on posters or as decorations for a pet parade; hang them as pet-mobiles; attach them to headbands or backs of shirts as team identification; or simply create them for their own personal collection.*

*Ken's directions are straightforward and clear. We know because we're fumble-fingered dunderheads when faced with such tasks, and even we were able to follow them to create creatures that make us look good. There's no doubt that Cubs, and even older Beavers, will find these paper folded animals a snap!*

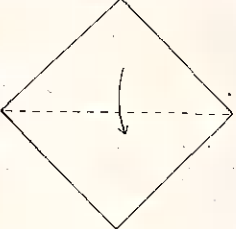
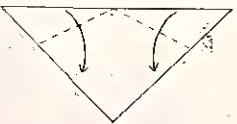
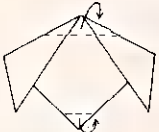

To make your own "wild" animals you need some square sheets of paper. Inexpensive gift wrap works well because the colour and pattern is on one side only, which helps you keep track while you're folding. Perhaps you can encourage the boys to open any presents they receive very carefully, and bring in their paper.

These diagrams show how to make the easiest animals; dogs and cats. The wolf is a slightly more advanced design, but it isn't very difficult. Your public library has books which will show you and your boys how to make many other wonderful creatures. If the boys can master these simple paper animals, they shouldn't have much trouble with other designs they'll find in the books.

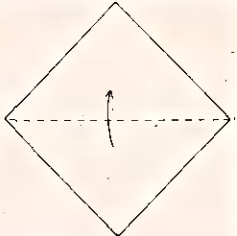
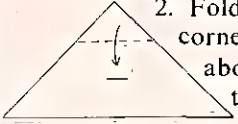


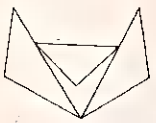

## WOLF

1. Fold a square paper into a triangular shape. 
2. Fold the top corner down to base right. Crease well, unfold. 
3. Fold top corner down to base left. Crease well, unfold. 
4. Cut out two triangular areas as shown. 
5. Fold up the bottom corners as shown. 
6. Fold up the two corners in the direction indicated. 
7. Fold down the top centre corner. 
8. Cut off muzzle area. 
9. Turn over paper and decorate. 

## DOG

1. Fold paper in half diagonally. 
2. Fold down side corners as shown. 
3. Fold back the top and bottom. 
4. Decorate. 

## CAT

1. Fold paper in half diagonally. 
2. Fold down the top corner from a point about a third of the way down. 
3. From the centre of the base, fold up one of the bottom corners. 
4. Fold up the other corner. 
5. Turn paper over. 
6. Decorate. 



# Parents' Night

## with the Pack

story and photos by Paul Ritchi

Does any of this sound familiar? Most parents stay outside the meeting hall while waiting to pick up their sons.

Parents don't recognize you as their son's Cub leader when you bump into them at the local shopping plaza.

Parents write you notes instead of contacting you verbally.

Some parents are convinced that their son is totally superior or inferior to the other boys in the pack.

Parents do not seem to support your badge and star program.

It is so hard to find parents to volunteer for specific projects and even more difficult to get any of them to become leaders.

Some parents won't allow or don't encourage their sons to go to camp.





These problems, and many others I haven't listed, can generally be solved by establishing a frank, open and accurate line of communication between you and the parents of the boys in your pack.

It may not be feasible for you to meet and talk personally with every parent. Let me suggest that the next best thing is to hold two parent night meetings every year; one in the fall, and one in the spring.

An early fall parents' night is important because it introduces programs and provides information to parents of first-year Cubs. A spring parents' night gives you an opportunity to promote coming events or camps, and to solicit parent support and assistance.

Even more important, parents' night gives parents a chance to meet the leaders. After all, just who is this Akela, Baloo or Shada? Give them an opportunity to put a face to a name. Isn't it a lot easier to entrust your child, who may be a Cub going off to camp for the first time, to someone you've met and watched in action as he or she worked with children?

## Preparation

Publicize the date of a proposed parents' night well in advance so that parents can fit it into their calendars.

As the time grows near, explain parents' night to the Cubs and encourage them to encourage their parents/parent/big brother to attend. If a Cub convinces his parents it's important to him that they be there, parents are more likely to make the time to come out.

In an information letter, outline the general program for the evening. Your notice will include date, time and place, but also should tell parents to dress casually — ladies in slacks — so that they can take part in the activities. Stress the fun element of the evening, and also point out the more serious side of the program.

Plan the program well in advance and ensure that all of the leadership team is involved. To make the even-

ing a complete success, you need a team effort.

## Program Outline

The suggested program outline focuses on two major elements. The first is joint involvement of parents and Cubs. We know that our boys really like having their parents join them for games.

"The thing I enjoy most about parents' night is that the parents can get involved with the games and it gives the time for parents to have fun with their sons and all the other Cubs," one of our Cubs said.

The parents gain too. After watching their son in action, many of them reach the conclusion that he isn't so bad after all — that he is actually quite capable and talented. They also see how much fun he has with the other Cubs and the leaders in the pack.

The second, and perhaps most important, element is the meeting between you and parents. They have come to listen, to see who the leaders are, and to ask questions about their son's Cubbing program. That is why part of your evening is spent with them alone.

**6:15** Leaders arrive to set up room and required equipment, and to put on the coffee. Wear name tags.

**6:30** Parents and boys arrive. Give parents name tags so that leaders know who is who and parents have an opportunity to meet each other.

**6:45** Boys in sixes. Parents and other children who may be present sit on benches around the room. Brief outline of evening's program which explains various Cubbing ceremonies — their purpose and meaning.

**6:50** Jungle opening

**7:00** Opening prayer led by a prepared Cub.

**7:10** A game that involves Cubs and parents. Encourage all parents to take part but don't push too hard because some may have medical reasons for avoiding very active pursuits.

**7:25** Washroom break. Most parents will likely need a little breather and, if you parade all Cubs to the facilities, you may avoid the many inevitable interruptions from squirming boys later on.

**7:35** Presentation to parents. Parents head for another room while Cubs remain in the meeting hall for a guest speaker, mini slide show and refreshments, or game. Arrange for leaders to take

turns at supervision so that there will always be at least two adult leaders with the Cubs at any time.

**8:35** Reassemble in meeting hall; Cubs in sixes.

**8:40** Jungle dance presentation by certain Cubs.

**8:45** Active or quiet game for parents and Cubs.

**8:55** Closing Grand Howl; closing remarks.

## Parent Program Ideas

These are some of the kinds of discussions or presentations you may want to make when parents gather with you away from the meeting hall.

*Introduction of leadership team.* Introduce your leaders in a relaxed way which includes friendly joking with or about each other. This helps to break the ice and relieve any tension there may be in the room. The introductions will explain the meaning of the jungle names and outline the specific leadership responsibilities of each team member.

*Explanation of Badge/Star Program.* You can tell parents what it is and how they can help to support the program.

*Descriptions of pack activities.*

*Details about planned fundraising projects and how parents can help.*

A talk about what is involved in being a leader, with the idea of encouraging more parents to give it a try.

*Details about coming camps; the plans and objectives.*

*An overview of the Cubbing program.*

*Introduction of the group committee chairman, or a member, and an explanation of what the group committee is and does.*

*Details about future pack outings or meetings.*

*Presentation of a slide show.* As they say, a picture is worth a thousand words. Use slides taken during recent pack activities to demonstrate how much fun their sons have and how valuable the program is. Our slide shows have generated a great deal of interest in and enthusiasm about our Cubbing program. If you have a hobbyist photographer in your group, put him to work. It will be one of the best investments that your pack ever makes.

Parents' Night is a very vital part of any successful group's overall program and you won't regret the time and effort it takes to organize. Our parent support and interest skyrocket after each parents' night we hold. If it works for us, there is no reason why it can't work for you. A



# Autumn Outings

by David Goss

As promised in the first article of this series, we've delved into the duffle bag once more for some outdoor ideas you can use or adapt to keep your meetings full of life in the first few weeks.

Until mid-October in most parts of Canada, there is sufficient after-supper light for some meaningful outdoor time so that at least part of every meeting can be held outdoors. When you're working with Scout-age boys, it really doesn't matter if it gets dark; they'll simply enjoy the outdoor time all the more.

Then there are those glorious crisp-edged and crimson autumn afternoons which invite outdoor explorations on Saturdays and Sundays. Don't miss them, or the opportunity they provide to take the boys out for their Scouting.

## Services Hunt

Provide a street map of your area. Send boys out on an hour (or less) hunt for important services in the neighbourhood of the meeting hall. Let them work in pairs. Remember that some of them may not be from the neighbourhood. Many lads today are driven to meetings, so take precautions to ensure no one will get lost.

Listing items appropriate to your area, provide instructions something like these:

*Find these items and mark them on the street map we've given you.*

- 1) police call box
- 2) fire call box
- 3) doctor's office
- 4) fire hydrants
- 5) mail boxes
- 6) fire station
- 7) school(s)
- 8) church(es)
- 9) stores
- 10) playgrounds
- 11) community centres
- 12) rinks
- 13) drugstores
- 14) barber shops
- 15) taxi stands
- 16) bus stops (routes)
- 17) service stations
- 18) fast food outlets
- 19) historic sites
- 20) cemeteries

If your boys are too familiar with the area, or if you have a Venturer company, take them to an unfamiliar area of the city to do the same survey.

## Gold Hunt

Spray-paint several dozen rocks of various sizes and hide them around the neighbourhood near the headquarters, or in a park or empty lot. Send the boys out on a gold hunt. When they return, weigh the rocks they bring in to determine which boy found the heaviest piece of gold, the lightest piece, and the largest total weight.

## City Trail

Traditional woodcraft trail signs are easy enough to do in woods situations and, normally, no one disturbs them. But what about similar signs in the city? Challenge one patrol to leave a meaningful series of trail signs in a circular route leaving and returning to headquarters. Let the others try to follow the trail. The trail-makers may have to explain their signs before the others leave to search for the routes.

Some suggestions: chalk signs; conveniently placed litter; piles of sand or stones next to curbs; grass clumps where they shouldn't be; toothpicks stuck through leaves, and so on.

## Leaf Monster

Challenge the boys to build leaf monsters by gathering dried fall leaves and stuffing them into garbage or burlap bags which they tie together with twine to form tall creatures on the lawn or parking lot near headquarters. Perhaps they can create E.T. or some other currently popular creature. The younger ones might simply create a giant caterpillar. Have each boy bag a bagful before all form a long chain and march around the grounds.

## Great Pumpkin Treasure Hunt

Thanks to Scouter Ian Hamilton, here is an activity which is always a fall favourite with our troop. Hide a lit pumpkin in some obscure location (ours has been found 12 m or 40' up in a giant birch tree). Give the boys a

few clues to its location or a definite series of clues which lead from one to another until the location is obvious.

Last year we managed to lead them to a cemetery. As soon as the boys reached for the pumpkin, a ghost jumped out of the pile of leaves on which the grinning Jack-O'-Lantern was resting. We managed this by placing a white sheet in the leaves and running a thin thread up over an overhanging limb of a nearby tree.

## Gettin' In

On or near Hallowe'en night, challenge your lads to sneak into troop headquarters without being seen or recognized by the Scouters who have set up patrols near all entrances to the building. The boys come in disguise and remain in disguise once inside so that their costumes can be judged. Of course, camouflage is more important than flashy costume, so this should be the criterion for judging. Set a time limit — say 15 minutes before regular starting time until 15 minutes after — for keeping entrance patrols on duty.

## Say Goodbye to Summer

With the cooperation of a few other Scouters, set up a couple dozen Scoutcraft projects on a circular route in a city park or a woodsy area near home. Invite groups of Beavers, Brownies, Cubs, Guides or Scouts to try your projects, which can include saying goodbye to summer with these summery activities: roast hot dogs on a stick; toast marshmallows; cook biscuit dough in foil; pop popcorn in folded foil containers; throw a life preserver into a lake; paddle a canoe; cast a fishing line; collect and press leaves; climb a tree to ring some jingle bells; ride a bicycle for 30 m between a narrow row of pop tins; walk on tin-can stilts; fly a kite; talk on a tin-can telephone; make a plastic bag parachute; hold a water pistol fight; search for treasure; get acquainted with a tree or natural area, and so on.

## Participation Trail

This is an afternoon or camp activity. Scouter sets up a 10-challenge project which each boy completes to the best of his ability. Locate each project a five minute walk from the next nearest one and illustrate it on a cardboard sheet so that the boys can do the challenge unassisted, except where assistance is necessary as noted. A woodland trail is the best location. Boys may prefer to work in pairs.



### Instructions

1) While blindfolded, stand on one leg with arms folded for 95 seconds (assistance required).

2) Grasp a 1.2 m (4') stick on either end and hold in a horizontal position in front of you. Swing it back and jump over it without letting go. Reverse the procedure.

3) Balance a 25 mm (1") dowel for one minute on the end of your extended forefinger.

4) While blindfolded, drive a peg lightly into the ground. Step back six paces, return to starting point, find peg and drive it in solidly (assistance required).

5) Demonstrate two ways to carry an insensible person (assistance required).

6) Do 10 pushups.

7) Climb a rope, tree or pole to a specified height.

8) Try the Knurr & Spell. Lay the block of wood (about 75 cm or 30" long) over the 2x4 (15 cm or 6" long) so that 50 cm (20") extends over one end and 25 cm (10") over the other. Strike the short edge (which will be the high end) with the mallet provided. How far can you drive it? Replace all materials where you found them.

9) Toss the Caber. How many times must you pick up and throw the caber (a 3 m pole of 100 mm diameter or 10'x4") in order to cover the distance from here to the painted pole and back?

10) Throwing from the given mark, hit gong (a barrel top) with a stone. Do not leave until you strike the gong at least once. (Hang gong in a tree 12 m (40') from the source of rocks.)

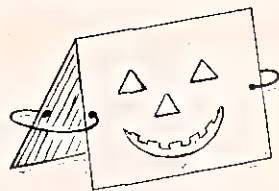
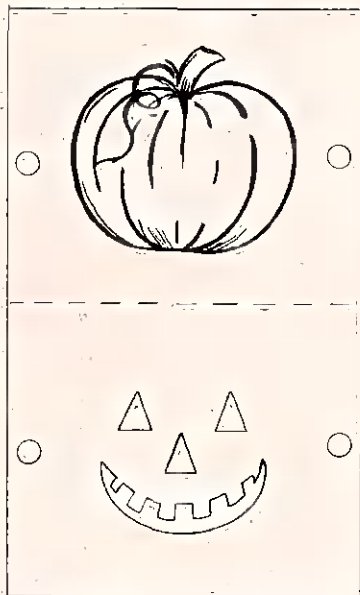
### Other challenges to consider:

- 1) Walk a balance bar (pole).
- 2) Follow a trail blindfolded.
- 3) Swing a bucket full of water over the head three times.
- 4) Find a mark via compass direction.
- 5) Run a marked route in two minutes.
- 6) Skip rocks over a quiet pond.
- 7) Jump over a boggy area (or pole vault).
- 8) Climb over a barricade.
- 9) Bellycrawl through a cave.
- 10) Abseil down an incline.

## Hallowe'en Crafts

### Magic Spinner

Provide each boy a file card. Have him draw a pumpkin on the left side and eyes, nose and mouth on the right. Fold the card and punch holes in the edge as shown. Place an elastic band through holes on each side, grip each band between thumb and forefinger, and twist. As the card twists along and gathers speed, the face will appear inside the pumpkin.



### Boo Marker...

...for your books or to hang in a window. Provide patterns for boys to trace onto white bristol board. They cut out ghosts and punch out eyes and mouth with a paper punch or draw them on with markers. To hang the boo marker in a window, punch a smaller hole for a rope hanger in the top.

### Lantern in a Bag

Beavers and Cubs who would absolutely refuse to carry a flashlight on their trick-or-treat rounds might well be willing to carry one of these lanterns in a bag. You can also use them indoors to add to an indoor campfire. The idea isn't limited to Hallowe'en. Given a paper bag marked with suitable Scouty symbols and a flashlight, you can use it anytime.



### Bat Card

Provide each boy a 3x6 card and a pattern to trace on it. Cut out. Punch eye holes with paper punch. Fold on

lines so that bat's wings cover the Happy Hallowe'en message. Present to a friend.

# Canadian Ghosts from Coast to Coast

by Paul Brock

*Canada is as haunted as any other country in the world. Or so Paul Brock discovered when he researched this article, which was first published in the Jan/ Feb 1968 issue of the now defunct **Canadian Boy**.*

*What better month than October to set your boys on a present-day ghost hunt? Can they track down stories or accounts of sightings to add to Mr. Brock's list? They may learn that their country is spookier than they thought!*

Ghosts in Canada? Spooks, spectres, headless men, strange lights, doors that mysteriously open and close, phantom footsteps, eerie screams, uncanny movement of objects?

Ghosts do walk in Canada, just as frequently and as frighteningly as anywhere else.

How about those headless men, for instance, said to have been seen by hunters and prospectors, walking about in the mysterious Nahanni Valley of the Northwest Territories? Nahanni has been called a second Klondike of gold fields hidden inside the valley, but its main claim to fame is that at least 18 men have died violently there during the past half-century.

When discovered, the bodies of several of the victims had no heads. The heads had been severed cleanly at the neck and were never found.

Hard-bitten explorers and prospectors probing the valley have often seen the ghosts of these headless men. They appear only at night in the light of campfires, staggering about the bush with their arms waving imploringly. They are said to be searching for their murderers — and for their severed heads.

## Sasquatch

Not too far away from Nahanni, in the Rocky Mountain ranges of B.C., the ghosts of the Sasquatch walk. These are naked hairy giants about eight feet tall who seem to be able to walk through solid rock and dense forest with no trouble at all. They have developed an unsociable habit of heaving large rocks at hunters and fishermen.

In 1935, Indians saw several within

100 miles of downtown Vancouver. A 12 year old Indian girl was reported kidnapped by the kingsize spooks and forced to live with them for a year inside a mountain cave.

She described them afterwards as "gentle ghosts" and said they fed her well, clothed her with skins, and nursed her when she was sick. Finally, they decided she would be happier with her own kind. After blindfolding her, they carried her down the mountainside and left her at the side of a highway leading to Vancouver.

## The Trappers

Some Canadian ghosts have a distinct preference for the wilderness and for camp life when it comes down to the business of haunting. There is the case of the two phantom trappers of Miminiska Lake on the Albany River in Ontario. Occasionally they can be seen walking on snowshoes across the lake at dead of night — but the lake isn't frozen!

The kindling of a campfire on shore is the cue for their spectral appearance. Carrying rifles and almost bent double under packsacks, they move swiftly across the surface of the water towards the blaze. Their voices can be heard echoing eerily across the lake and they remain perfectly visible until they get within 100 yards of the lake's edge.

Then, they sink into the water and vanish.

Two trappers named Ed Busch and Frank Turner are known to have crossed that lake one spring day about 50 years ago. They disappeared. The two Miminiska spectres would seem to be demonstrating how the trappers lost their lives. The ice was too thin and they went under.



## Old J.P.

Gibraltar Point lighthouse on Toronto's Centre Island used to have a ghost, that of its first keeper, J.P. Radenmuller, who met violent death while on duty there in 1807. It seems the enterprising J.P. had been making illicit liquor and selling it to soldiers encamped about a mile away.

Unfortunately for him, his product was so potent that three of his customers went berserk and murdered him.

J.P.'s ghost was not disturbed for 70 years, buried as it was with his corpse in ground just outside the tower. Then, one day, the observant 14 year old son of the fourth keeper of the light noticed a big toebone poking through the green. He told his dad, and together they dug up part of old J.P.'s skeleton.

That did it. J.P. got real mad, and his ghost began to haunt the lighthouse. It climbed up the winding staircase to the light, banged doors, opened windows, and tapped people on their shoulders from behind.

J.P. didn't speak, but it was fairly obvious what he was trying to say. "What kind of a lark is this, digging up my bones?" is probably near it. "You bury 'em right back where you found 'em or I'll haunt this place forevermore!"

Hastily the boy and his father reburied J.P.'s bones, including his formerly-exposed right big toe. But, having tasted the joys of haunting, J.P. wanted more.

At any rate, successive lighthouse keepers complained of his alleged presence right up to 1959 when the old light was retired from service.





## Poltergeists

Mysterious things that go bump, rattle, crash, bang and blast in the night are constantly being reported from parts of Canada. Professional ghost-hunters identify the culprits as poltergeists, or "noisy ghosts".

Poltergeists go to work in all countries. They take a fiendish delight in moving and overturning furniture, throwing things around and generally kicking up a noisy shindy. Strangely, their appearance usually coincides with the presence of a teenager living in the house.

One of the most recent Canadian poltergeists to kick up a fuss was the Micmac Monster. In 1966 he began haunting a house in Nayfield, near Antigonish, Nova Scotia. The bumps, thumps, crashes and bangs he produced for 10 days and nights drove the Micmac occupants of the house almost around the bend. Eventually, they were forced to vacate the place.

On some nights when the moon was full, the bedroom doors of the house were bombarded with what sounded like hailstones, the beds rocked to and fro, ornaments crashed to the ground, and loud muffled bangs came from inside the walls.

"I've never been so scared in all my life," said the owner. "The noise came from all around and yet we couldn't see the ghost!"

A 15 year old boy living in the house was "driven berserk" by the ghostly rumpus. As in the case of hundreds of other authentic poltergeist happenings, as soon as the boy was taken away from the house, everything became peaceful again.



## The Floating Head

In April 1964, three girls saw a floating ghost in an old farmhouse at Etobicoke, Ontario. They were occupying an attic bedroom which had long remained empty.

During their first night there, they heard a series of ominous bumps and thumps which kept them wide awake. They were too frightened to investigate but, when daylight came and the noises stopped, they assumed it had all been in their imagination.

The next night the bumps and thumps started again and, suddenly, the girls saw the face of an old man floating in mid-air between their beds and the heavy drapes.

*Suddenly, the girls saw the face of an old man floating in mid-air between their beds and the heavy drapes.*

The head had no body attached to it, yet it seemed able to defy gravity and "bounce" from one position to another, gazing at the girls with wide-open eyes that had no pupils. Each bounce was accompanied by a vibrating thump, as if somebody was beating a big drum.

"I couldn't scream," said one of the girls, "and I'm sure my hair was standing right on end. But I did manage to grab a flashlight and shine it right into the old man's hollow eyes. He kind of faded away through the wall."

Judging from authenticated eyewitness reports, Canadian ghosts seem to have several things in common. They don't leave physical traces behind them, like footprints or messages, for instance. They are rarely, if ever, transparent. They don't carry their heads tucked underneath their arms.

And, they don't ignore you! If you move, they turn their heads to follow you. They can't be cornered and preserved for posterity; they prefer to fade away if you get too curious. They can't be photographed — the films come out blank — nor can the sounds they make be taped!



## Hosts of Down East Ghosts

Complying neatly with such qualifications, a whole host of ghosts was reported to be in business in Nova Scotia in 1968, most of them in Lunenburg County. Spirits, witches, wraiths and "forerunners of doom" were so numerous there that they could easily have formed a union of spooks to demand better haunting conditions.

One German-born resident, who came to Nova Scotia from the Black Forest, described how, when she went to bed at night in her house near New Ross, the doors would open and close silently, and stealthy footsteps would approach her room. On several occasions, a supernatural presence dragged the blankets off her bed and she had to get up to put them back on again.

She always had an acute feeling that, during her brief absence from the bed, the ghost had climbed into it to get warm. It would remain in the room until dawn, when the footsteps would start again, the door would open and shut, and no more haunting would take place until the following night.

This went on for three years, until the woman's brother produced a ghost charm. It consisted of nine letters from the German alphabet nailed backwards on a board. This was placed over the front door of the haunted house to deny the apparition entrance. According to ancient German superstition, the ghost could never pass under the magic board.

Not too long ago, the mischievous Ghost of Winter's Island, also at Lunenburg, was still very much in business. One of its favourite tricks was aimed at the farmers and their ox-carts and ploughs. After painstakingly harnessing the oxen to their burdens with stout leather straps and buckles, the farmers would climb aboard and urge the animals forward.

That's when the ghost got busy. Amazingly, the oxen would walk off just as though being beasts of burden was beneath their bovine dignity. The carts and ploughs would stay behind, leather straps and all, leaving the farmers at a complete standstill, fuming and tearing their hair! A



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## supply news

by Jim Mackie

### Our Thanks to Simpsons

In April 1984, Supply Services will celebrate its 62nd birthday. A firm to which much is owed for the successful beginnings and subsequent operation of the Service is The Robert Simpson Company Limited.

It was Simpsons who, in 1921, loaned the assistant manager of their Toronto boys' wear department to the Canadian General Council of the Boy Scouts Association to help organize what was then called the Stores Department. Before this time, most of the uniforms and support materials for Canadian Scouting came from the United Kingdom. The loan became a permanent one and George Ferguson, the Service's first executive director, then called Dominion Quartermaster, stayed for 35 years.

Simpsons was also one of the first retail firms in Canada to sell Scouting equipment in their boys' wear locations. At one time, they advertised the Scout uniform and support material in their catalogues. Through the years, they have been most supportive on both the national and local level.

Over the summer, at their request, Simpsons' Scout Departments in Toronto were closed. They will be replaced by two or three strategically located Scout Shops operated by the Greater Toronto Region, Boy Scouts of Canada.

On behalf of Canadian Scouting and the Supply Services Committee, we extend Simpsons our gratitude for their many services and contributions to the Scouting movement in this country.

### New & Renovated Shops

We congratulate the new Toronto and Ottawa Scout Shops and also extend our congratulations to Lethbridge, Calgary and Halifax. They have recently expanded their operations and built attractive and functional facilities for the convenience of their membership.

### Profit 'N Pride

The 1984 Scouts Canada Calendar is now available from your local council office. Once again, we remind Scouters that it can be sold for "profit 'n pride". The new-look production has 28 pages rather than 16 as in previous years. Its 13 full colour 8 1/4" x 10 1/4" action photographs are representative of the various program sections and geographical areas of Canada, and the calendar blocks have been enlarged to accommodate more of those important appointment notations.

As our ad says, "Calendar '84 opens doors for boys; its earning power is great, and it keeps the pride of Scouting in the public eye 366 ('84 is a Leap Year) days a year!"

By selling Calendar '84, you will help to keep Scouting up-front with the folks in your community and build up your section funds in a very easy way.

### Catalogues

Just another reminder that '83/'84 Youth and Leader editions of the Supply Services catalogues are now available through your council offices. There is one for every member. We urge all Scouters to pick up their supply and pass them to their members as soon as possible. X



# GO!



**The 1984 Scout Calendar is a winner!**  
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### **CALENDAR COUNTDOWN**

# Thumbs Up

by John Sweet

You will no doubt be familiar with the "Thumbs Up" method of estimating distance but it may be some time since you found an opportunity to try it out with your patrol leaders.

No time like the present.

You will need a stretch of flat ground, such as a football or cricket field or other wide open space. All you have to do is to make the thumbs up sign with your arm at full stretch, then close one eye and take a sighting past your thumb on some distant object on the far side of the area under survey.

Next, without moving arm, head or foot, open the first eye and close the second. Your thumb will appear to move to one side of the object. Estimate the distance it has moved, multiply by ten, and it will give you a fairly accurate reading on the distance you wish to estimate, the theory being that it is much easier to estimate across your field of vision than along a diminishing line of sight.

So it says in an article I myself contributed to our weekly magazine THE SCOUT (UK) in the year 1966, and who am I to question it? On that occasion, as I clearly remember, I begged readers of that excellent journal to let me know the results of their researches but, alas, as so often happens, nothing more was heard. Fortunately, the quality of the readership of Scouting magazines today is vastly better than could be claimed for the spoon-fed generation of '66 (in the UK at any rate) and now is your chance to prove it.

Anyhow, we are content to leave the matter in your hands. It would help us in correlating the results of your researches if you would kindly submit your findings thus:

Estimated distance	Metres
1) by pure guess	_____
2) by traditional method of triangulation	_____
3) by thumbs-up method	_____
Actual distance (by measurement)	_____

Thanking you in anticipation.

## Greasetrap's Fables

Three Scouts went to camp and prepared to pitch their small tent. Alas! they had brought everything they needed — except the tent poles.

"Not to worry," said the first Scout. "We must take turns, two at a time, as substitute tent poles, while the third man sleeps. By this means, all will remain in the dry throughout the night, while each of us in turn shall enjoy several hours of refreshing sleep. Let us draw straws."

So they drew straws.

"Oh dear!" said the first Scout. "My turn to sleep first. What a pity. Don't forget to wake me when the church clock strikes the hour of midnight."

Saying which, he slipped gratefully into his sleeping bag and fell sound asleep.

Hour after hour the rain pelted down. The two unhappy tent pole Scouts stood with heads propping up the wet canvas, waiting for the church clock to strike. But it never did. Nor ever had.

**MORAL:** Don't forget the tent poles next time you go weekend camping with a con man.



## Have a Go

Working throughout from a distance of not less than 3 m, put a tight bowline round a tree, lamp-post or other fixture by remote control. The method is to loop the rope round the anchorage and then, retaining your hold on both free ends, send up a travelling lever hitch until it locks. Keep the strain on one end of the rope and give the other a series of sharp tugs to break the lever hitch. To the astonishment of all beholders, it will convert itself to a classic bowline.

As everyone knows, the one great disadvantage of using the Harvester's Hitch (sometimes called the rope tackle) to strain a rope is that it imposes a searing abrasive strain on the rope itself. Carry out experiments to find ways of protecting the rope where abrasion is apt to occur. (And please do not fail to let us have a report.)

Provide each patrol with a goodly supply of garden canes and elastic bands and invite them to invent a crazy camp gadget for a ridiculous purpose (e.g. a one-way modesty curtain for the camp latrine which will enable the sitting tenant to see out while preventing the outsider from looking in).

Paint a picture with pigments drawn directly from Nature's colour box.

If you happen to boast a drum and bugle band, commission some talented local musician (not necessarily anyone connected with the group) to compose a special signature tune for the group's buglers.

By actual experiment, find out whether spent matches, each with a greenstick fracture, can be used intelligently for inner-city tracking games without causing a nuisance. Devise a code so that the matches themselves give instructions to trail-followers who are "in the know".

## PLs Q & A

**A question for your patrol leaders:** What is the essential difference between the running bowline used as a loop knot, and the figure-of-eight loop?

**Answer:** Both are slip knots but the figure-of-eight grips as it slips and will lock tight when the loop is closed round the load, while the running bowline will grip without locking.

## Obstacle Expeditions

In the Age of Innocence at Gilwell



and such places, one of the highlights of the Scout Wood Badge course was the so-called Obstacle Expedition. It usually occurred late in the week and was always a merry romp for everybody, not least the members of the training staff who, at the mock inquest which followed the event, had great fun describing in full detail the ridiculous antics of Owls, 'Peckers, Pigeons and the rest as they lurched round the course from one disaster to the next. And, of course, no one laughed more heartily than Owls, 'Peckers, Pigeons *et al* at the tale of their own misadventures. For them, loss of face hardly came into it. Why should it? Good humour was the keynote and, after all, they were adults pretending to be boys and, in a matter of hours, would all go their separate ways, never to meet again.

But — and this is the point — they undoubtedly went away from Gilwell (or wherever) thinking that their boys would react in the same way to the same situation and were perhaps confused, discouraged, even dismayed when, back home, they found that they didn't. The fact is that not only are little boys different from little girls, but they are different from grown-up men too. What's more, unlike the make-believe Owls, 'Peckers, Pigeons, etc. on training courses, they have to go on living with each other — and boys in those circumstances are highly susceptible to loss of face.

What, then do we do about such things as the Obstacle Expedition — abandon them altogether?

Not at all. Why not adapt them a little to suit the customers?

One way of doing this would be to give the patrol leaders foreknowledge of the event and allow them to work out together the best way of tackling it. No need, of course, to let their Scouts know this. Indeed, the whole purpose of the exercise would be to give the patrol leaders the edge over their followers so that they could give full play to their powers of leadership and, by so doing, improve their status *vis-à-vis* the hoi-polloi.

Another way of doing it would be to allow the patrol leaders and their assistants to view the obstacles — rather like race horses viewing the jumps.

The important thing is to avoid putting your patrol leaders on the spot in full view of the boys they are supposed to lead.

## Damsels in Distress

And now, another slightly offbeat activity for the troop night program. We call it "Damsels in Distress" and it is offered in the spirit of an encouraging letter we received some time ago from a distinguished Guide Commissioner in the County of Cheshire, England, and with a fraternal bow in the direction of a too-little-known agency called SAGGA (the Scout and Guide Graduate Association) which is dedicated to the furtherance of togetherness on the part of our twin movements.

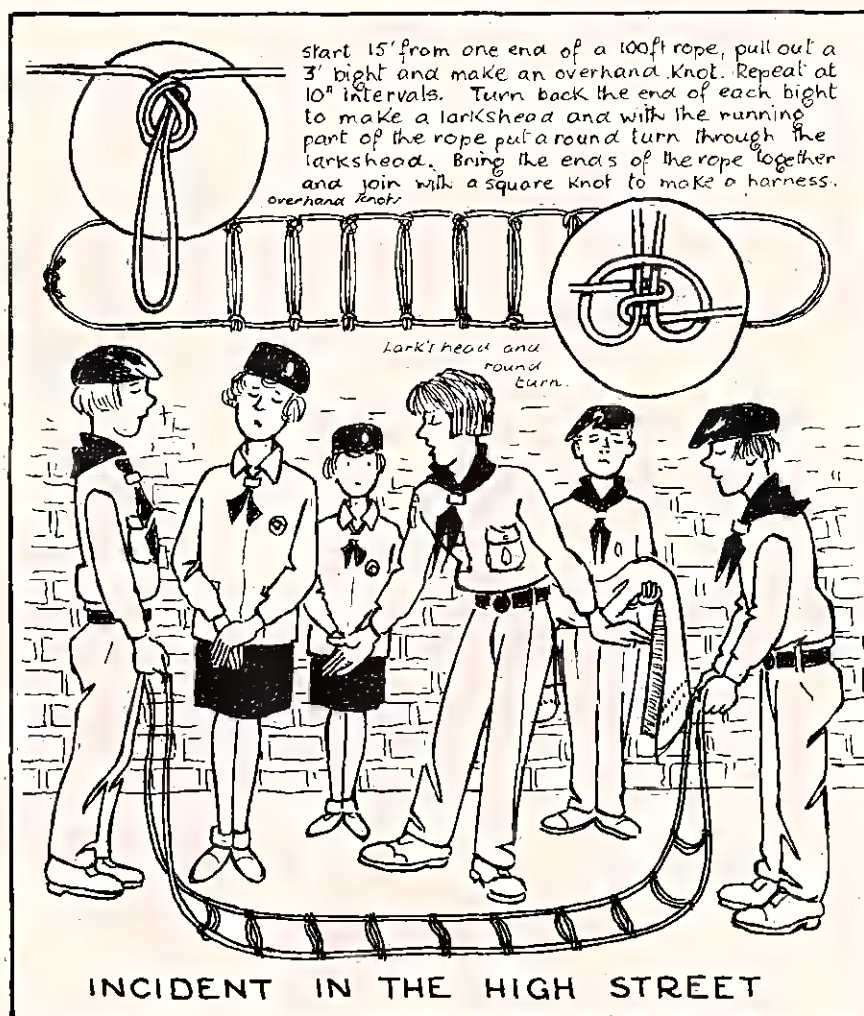
At the Patrol Leaders' Council a week before the event, demonstrate the fabrication of the Piggott Climbing-rope Stretcher as shown in the accompanying diagram. On troop night, provide a reasonable amount of patrol time to the making of the stretchers (one per patrol) then call up the patrol leaders, hand to each a gridded street plan of the locality with a map ref. directing them to

some secluded spot, such as the Vicarage back garden. There they will find two Girl Guides, one of whom has collapsed from sheer physical exhaustion and must be brought in by stretcher, which should, of course, be covered with a rug or blanket. (The other Guide is just there to stop her feeling lonely.)

For the rest of the evening, the girls will be the honoured guests of the patrols who carried out their rescue, and will share fully in the program which will, of course, be carefully drawn up to suit the spirit of this unique occasion.

And the best of British Luck to one and all.

*Afterthought: Nothing of the sort described above should be attempted, of course, without the fullest co-operation of the Guiders concerned. Don't be afraid to ask. If SAGGA's experience is anything to go by, your opposites in the Guides will be only too delighted.*



# Troop Program Planning

by Phil Newsome

Planning is a prerequisite for success in any Scouting program. In the older age sections, there is an increased need to involve youth members directly in the planning process. Experience has established five basic steps for planning a well balanced troop program.

## Step I: Set the Stage for Planning

As the troop Scouter, think about what you would like to accomplish this year. Set some potential goals; 12 camping days, for example, or having a given percentage of boys reach a certain achievement level.

List all holiday dates that may affect Scout meetings and make up a year calendar.

Gather program ideas from past **Leader** magazines and other Scouting resource books.

Call a meeting of all troop Scouters to get their ideas.

## Step II: Input from Scouts

Within the first month of regular troop meetings, set up the process outlined in *Preparing Patrol/Troop Programs* to gather ideas from your Scouts.

Make sure to spend some time reviewing last year's program and troop

operations. There's no need to re-invent the wheel for good activities, or to repeat unpopular events.

## Step III: Court of Honour Planning

Have patrol leaders gather ideas from their patrol members.

Set up a special Court of Honour to plan the year's troop activities.

Using the forms in *Preparing Patrol/Troop Programs*, develop program activities and establish dates. Keep in mind themes and special events which may be part of the council's activity plan.

Check all dates for conflicts with civic and school holidays.

## Step IV: Group Committee Support

At the first Group Committee meeting following the development of the troop program plan, share your ideas with the group committee and request their active support. You may need to ask the chairman to assign committee people to help with specific events, particularly in the areas of transportation, finance, facilities and leadership.

As soon as possible, send a notice to all parents to keep them informed of the future plans of the troop. Consider providing a calendar of events which can be posted at home.

## Step V: Share the Plan

Set aside some time at a troop meeting to review proposed plans.

Pass along your program plan to your troop Service Scouter.

Keep the leaders of other section programs within your group in-

formed of your plans (particularly important if you share equipment).

## Resources

Many resources are available to help in the planning process. All require some reading and a commitment to carry out a process from start to finish. Time seems to be our biggest problem and, all too often, it is the excuse given for not planning properly. It's ironic that the by-product of good planning is often more time to do a better job.

Check these resources when planning for this year.

*Preparing Patrol/Troop Programs:* catalogue #20-452

*Scout Leaders' Handbook:* cat. #20-562/82 (chapters 5 - 8)

*A Guide for New Scout Leaders:* cat. #20-554

*Scouts' Book of Action Ideas:* cat. #20-453

A most important item to keep in front of any planning group is the new Scout program emphasis statements which appear on the inside cover of *A Guide for New Scout Leaders*. Once your activities have been established, you may wish to review each event to identify the potential learnings and determine if they match up with some of the emphasis statements.

Good Scouting programs are not the result of good luck or extended years of service, but the result of good planning and wise use of the resources available to the troop. A

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# A Fairy Tale

by Gerry Giuliani

I imagine that, by this time, you are well underway with a new year of Beaver "magic". One of the things that really attracts me to Beavering is the opportunities it gives young and developing children to express themselves; to reach down into their creative minds and feel secure enough to share, with delight, whatever they can think of. What a great learning environment, particularly at a time in a young life when discovery and expressing of an emerging self is important for building a confident and daring person.

I want to share with you a little story that I happened to read in a newsletter of the Adlerian Centre for Counselling & Education in Ottawa. Frequently, in our haste to provide a program for everyone in a group, we set standards which may well discourage individual expression. What I like about this tale is that it shows how easy it is for us, in our exuberance, to stifle. In so doing, it also shows how we can avoid falling into this trap in order to ensure that our children have the chance to discover and express themselves.

## The Brown Flower\*

Once upon a time, after a small boy had been going to school for a few weeks, his teacher said, "Today we



are going to make a picture." The boy thought about how he could draw lions and tigers, trains and boats, houses and suns and all kinds of pretty things. He took out his crayons and began to draw.

But the teacher said, "We are going to make flowers." The boy stopped drawing, turned his paper over, and thought about how he could draw all kinds of different flowers; some with big leaves, some with pink leaves, some with pink and orange petals, some big purple ones and some little yellow ones, and he started to draw and colour happily.

But the teacher said, "I will show you how." She drew a flower on the blackboard. It was brown with a green stem. "Now you may begin," she said.

On another day, the teacher said, "We are going to make something with clay." The boy thought about how he could make snakes and snowmen, elephants and mice, donuts and lots of other exciting things. He began to pull and pinch his ball of clay.

But the teacher said, "We are going to make a dish." The boy liked that idea too, so he started to make dishes of all shapes and sizes.

But the teacher said, "I will show you how." She showed the class how to make a deep dish. "Now you may begin," she said.

The little boy looked at the teacher's dish, then he looked at his own. He liked his dishes better than her dish, but he crushed them back into a big ball again. Then he made a deep dish just like the teacher's. And so it went for many weeks.

Then it happened that the boy's family moved to another city. On the very first day at his new school, the teacher said, "Today we are going to make a picture." The boy thought about how much fun it would be to draw a picture, and he waited.

But the teacher didn't say anything. She just walked around the room. When she came to the little boy, she asked him whether he wanted to draw a picture. He said that he did, and he asked her what he should draw.

"Anything you want to," said the teacher. He asked her what colour he should use.

"Any colour you want to," said the teacher.

The little boy looked at his paper and thought hard for several moments. Then he picked up his crayons and started to draw. He made a brown flower with a green stem.

*\*Based on a story by Helen E. Buckley and used with permission from the Adlerian Centre for Counselling & Education. X*

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# Fun at the Pond

by Kay Warren

Hallowe'en, the scariest night of them all, is a time of excitement for Beavers. It probably won't take much encouragement to get your colony into the Hallowe'en spirit, and *Fun at the Pond* has a few suggestions for activities and crafts.

Your group may like to know a little about the beginnings of Hallowe'en before they go out "trick or treating". Practise your story-telling skills with a tale of the origins of Hallowe'en and its customs, and follow it up by taking your Beavers on a witch hunt.

## The Origins of Hallowe'en

The Celts, an ancient British tribe, believed in ghosts, goblins, demons, elves, trolls and other horrible things that go bump in the night (including bogeymen). On October 31, they held a festival called Samhain which marked the beginning of winter and honoured Samhain, Lord of Death. He allowed all witches, ghosts and demons to roam freely on that night to chase and torment people.

To help ward off the evil spirits, the people carried torches, lit fires and made offerings of sweets and special foods. Many people disguised themselves to look like spirits, hoping a ghost wouldn't harm another ghost. For extra protection, they carried sprigs of witch hazel and holly.

Our tricks come from the pranks the spirits played on the frightened people, and our treats come from the goodies with which the Druids tried to bribe the demons.

Much later, when Christianity spread to England, Samhain became known as *All Hallow's Eve* because it was the night before All Hallow's Day or All Saints Day, when the saints of the church who did not have their own festival days were honoured. The name later became shortened to Hallowe'en.

Hallowe'en is a time when we can all become Druids again.

## Going On a Witch Hunt

This participation-style story comes from Boy Scouts of America Circle Ten Council's 1979 *Pow Wow Book*. It has lots of scope for dramatic exaggerations and scary sound effects, and your colony will love it.

The story-teller should sit in front of the colony and begin like this:

"Would you like to go on a witch hunt? Okay, let's go. Watch me and do all the things I do and repeat after me all the things I say. Ready? Here we go!

"We're... going on a witch hunt. Everyone tiptoe (tiptoe fingers across hand).

"Shhhh! (finger across mouth)

"I can see a house... a haunted house. We can't go around it (stretch around). We can't go under it (crouch down). We can't go over it (stretch up). I guess we'll have to go in it! (Pretend to open very creaky door)

"Shhhh! (finger across mouth)

"I see the stairs... long, dark, steep stairs. We can't go around them (stretch around). We can't go under them (crouch down). We can't go over them (stretch up). I guess we'll have to climb them! (Pretend to climb stairs; shade eyes and look around; continue tiptoeing)

"Shhhh! (finger across mouth)

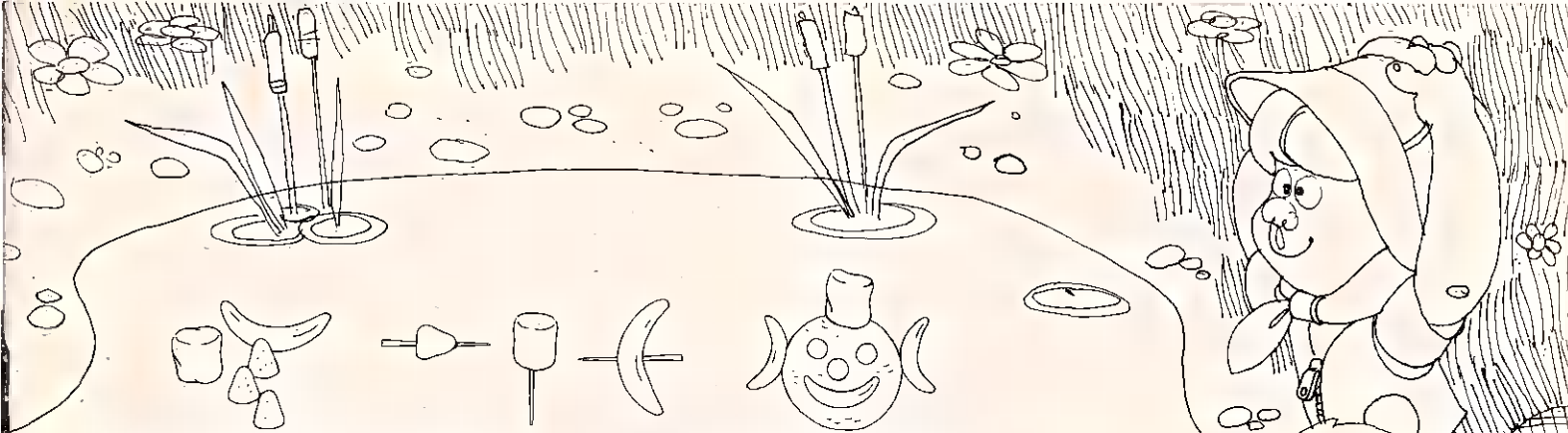
"I see a cobweb... a great, big, slimy cobweb (yechy noises). We can't go around it (stretch around). We can't go under it (crouch down). We can't go over it (stretch up). I guess we'll have to go through it! (Wave hands to get through cobweb; make faces and yechy noises; continue tiptoeing)

"Shhhh! (finger across mouth)

"I see a room... a huge, dark room. We can't go around it (stretch







around). We can't go under it (crouch down). We can't go over it (stretch up). I guess we'll have to go through it! (Open very, very creaky door; feel in front to find the way in the dark)

"Whhew! It sure is dark in here. I feel something (go through the motions of feeling). It's big! It has a crooked nose! It has a pointed hat! It has stringy hair! I think it's a witch!

"It IS a witch!!

"Let's get out of here fast! (Slap knees to make running sound). Open door (creaky sound); through the cobwebs (wave hands); down the stairs (slap knees); out of the house (continue slapping knees).

"Whhew! (wipe brow)

"Did everyone get home?

"Want to go again?"

### Giant Steps

This is a game to play in lodges. The lodge stands at a starting line in single file. At the word "Go!", the first in line takes the biggest, longest step forward that he can. The second Beaver starts from the point at which the first is standing, and so on from there. When everyone has had a turn and they've reached their farthest point, have them work their way back to the starting line by taking giant steps backwards.

### Touch Wood

To play this game you need several wooden items or, if you're outdoors, a wooden fence and trees. Have the Beavers place themselves in various spots where each can touch something wooden. Choose one Beaver to be "It". Everyone else must run from one wooden object to another while "It" tries to catch him. When "It" tags a Beaver who isn't touching wood, that boy becomes "It" for the next round.

### Pumpkin Oranges

If you're planning a special Halloween party for your Beavers, have them help with the decorations the week before. You need: oranges,

toothpicks, gumdrops, coloured candy kisses, miniature marshmallows, candy bananas and other candies.

Each Beaver can decorate an orange with two gumdrops, a candy kiss and two or three candy bananas. Stick the toothpicks into the candy. Then stick the long end of the toothpick into the orange to make gumdrop eyes and nose, marshmallow or candy kiss hat, and banana ears and mouth. Encourage the Beavers to make up their own candy faces. The decorations also double as edible Halloween treats.

### Pumpkin Costume

With a little help, your Beavers can also make their own Halloween costumes. You need: orange crepe paper cut into 50 x 80 cm (20" x 32") lengths; a brown grocery bag for each boy; black felt-tipped markers; safety pins and orange paint.

First, fit the bags over each Beaver's head. The bottom of the bag should come to the top of his shoulders. If it's too long, cut it off. Next, have the boys paint the bags bright orange. After the bags have dried, they can draw pumpkin faces with magic markers. Cut two large holes for eyes and one for a nose, making sure that everyone can see and breathe properly.

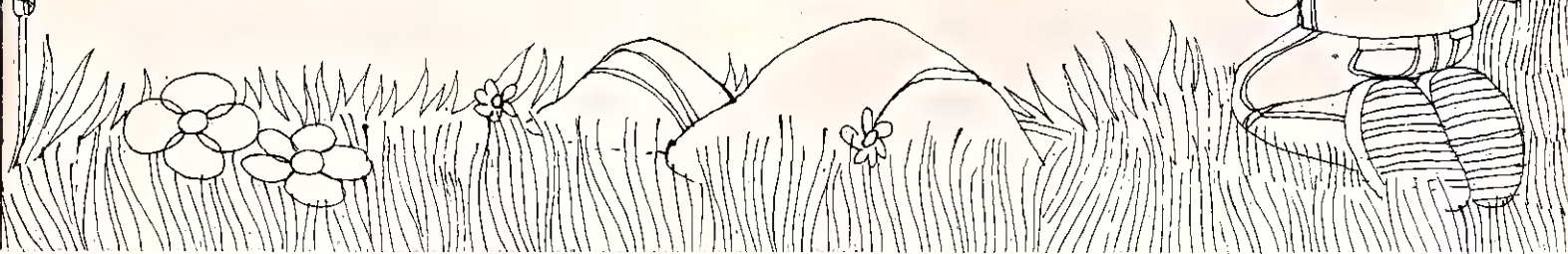
Finally, attach a crepe paper "cape" with a safety pin at the back, and you have a whole crop of pumpkins ready to "trick or treat".

### Pumpkin Seed Mask

Here's a way to use up all the pumpkin seeds you've dug out of countless pumpkins. You need: dry pumpkin seeds; paper bags painted orange; and glue.

Have the Beavers draw faces on the bags and glue down pumpkin seeds as features and decorations. They can add small boxes as nose, ears and eyes if they like.

Cut holes for nose and eyes and the masks are ready to wear. X





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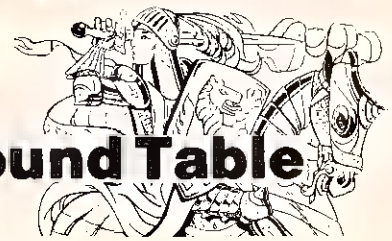
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## rovering

# Knights of the Round Table



by Phil Newsome

For many members of the Scouting family, Rovering is a great mystery. Because there aren't many crews in the country, people often have little opportunity to find out a great deal about the Rover section. This month, I'd like to describe and explain some of the symbolism which is connected with many of the Rover crews who follow the traditional structure.

The Rover program for young people aged 17 to 23 years is founded in the traditions of the Knight's Code which, in capsule form, incorporates:

- + Chivalry to others
- + Discipline of self
- + Self-improvement

The knighthood theme in Rovering has its origins in the writings of B.-P., particularly in *Scouting for Boys* (Camp Fire Yarns Nos. 20 to 22) and *Rovering to Success*.

Two of the important symbols in the Rover program are the sword of St. George and the Round Table.

For Rovers, the sword of St. George, patron saint of England and of Scouting, is a symbol of chivalry and unselfish service. The blade within the scabbard signifies the soul or spiritual part of a Rover; the scabbard signifies his material make-up; and the blade and handle, which together are an emblem of the Cross of Christ, represent his faith. The pommel signifies the humility which is necessary to use his faith to the best advantage.

The point of the sword symbolizes obedience and the two-edged blade reminds a Rover of his two-fold duty toward God and his neighbour.

The whole sword represents the spiritual power that a Rover Scout requires in his quest of service to himself and others.

The Round Table is part of the Arthurian legend and, today, represents a gathering of Rovers to provide mutual support in attaining the Rover program quest at any level of Rovering. Symbolically, the Round Table represents the search for "service" which the Rover program has as its motto.

Around the table, a crew or crew representatives meet to discuss and organize their corporate work together. It is an application of the Scout Law and a table of fellowship, for here the Rovers sit down to help and encourage each other and to speak and act as brothers. Above all, it is a table of service from which Rovers go out into their community to carry out the spirit and practice of Scouting.

The Rover program encourages its members to:

- + develop spiritual depth and joy in living;
- + establish their own sense of identity, values and life style;
- + become self-directed individuals and responsible adult participants in society;
- + blend personal freedom with group responsibility;
- + develop meaningful and lasting friendships;
- + provide meaningful service to the community;
- + participate in satisfying outdoor activities that contribute to protection of the environment, fitness and a sense of well-being. A



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# Snow Cave It!

by Phil Newsome

Although the 4th and 7th West Vancouver Venturers carried tents during their Amory Adventure Award winning expedition on the Garibaldi N  v  , when they had the time, they dug snow caves for their sleeping and cooking quarters. They first tested the idea during their December outing in Manning Park when lows dropped to  $-20^{\circ}\text{C}$  and highs hovered around  $-10^{\circ}\text{C}$ . Because they found them warmer than the tents, they slept in snow caves like those illustrated here for four nights during their Garibaldi expedition.

On their second night out, they were late reaching their camping spot. Here's their description of the situation.

"Doug found a way to the valley floor and we soon began to dig our snow caves because it was getting darker and colder every minute. Starting at 5:00 and finishing at 8:00, we made a three-chamber snow cave that was just good enough for one night's stay at Ring Creek. We found that having all three snow caves joined, there was a very cold breeze, but we stopped that by plugging the holes with packs."

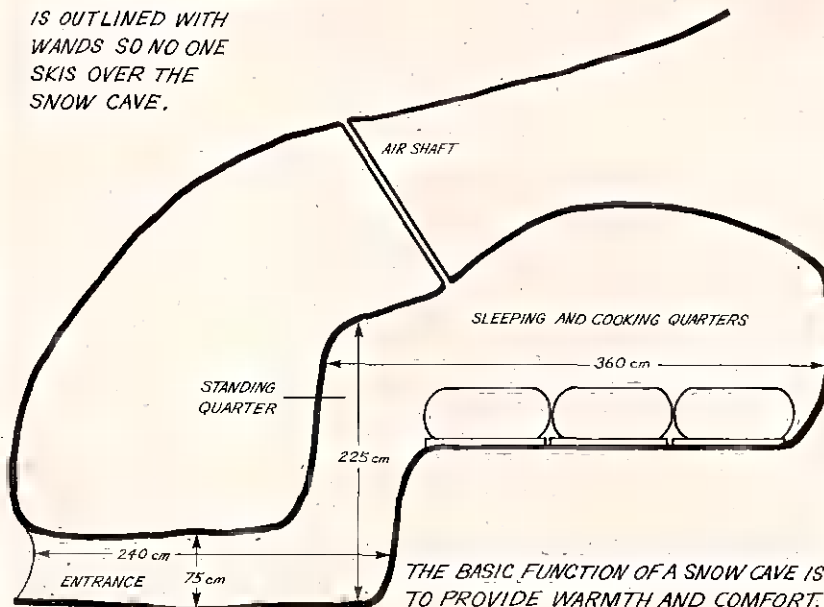
Later, when they dug caves to serve as shelter for three nights, they took more time and proceeded differently, as they describe.

"Dougal and Doug (advisors) dug a small snow cave which they called the officer's quarters. The rest of us split up and dug two more snow caves. We spent all night digging out blocks and smoothing the insides. We finished at 2:30 a.m."

The next day they were able to enlarge these caves to fit in three other members who joined their expedition for the last few days.

Perhaps it's an idea your company will try if they're camping in deep snow country this winter.

THE TOP OF THE SLOPE IS OUTLINED WITH WANDS SO NO ONE SKIS OVER THE SNOW CAVE.

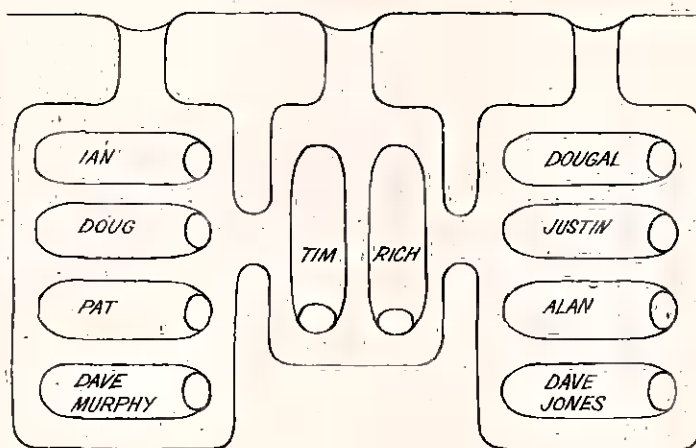


THE BASIC FUNCTION OF A SNOW CAVE IS TO PROVIDE WARMTH AND COMFORT.

THE FACT IT IS UNDER THE SNOW COMPLETELY ELIMINATES ANY WIND FACTOR.

THE SLEEPING QUARTERS ARE ABOVE THE ENTRANCE TO SAVE HEAT.

WHEN GIVEN A CHOICE BETWEEN TENT OR SNOW CAVE, EVERYONE WOULD RATHER TAKE THE TIME TO DIG A SNOW CAVE.



PLAN VIEW OF SNOW CAVE DEPICTING THE SLEEPING ARRANGEMENTS.

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## a word to chairmen

by Pat Horan

## Catch the Scouting Spirit

Dear Murray,

I hope your group, and other groups in your district, make full use of the opportunity to share experiences from the XV World Jamboree. Because of the number of camera crews on site, the "amateur" photographers, and *The Kananaskis Journal*, there's a wide range of pictorial and factual material from which to develop and provide information programs for many audiences.

On top of that, our own participants — Scouts, Venturers, Hikemasters, leaders and subcamp staff — can all provide a contribution based on their personal experiences. Arrange for your jamboree "goodwill ambassadors" to talk not only to Scouting audiences — sponsor groups, Scout councils, Scouter conferences, parent and son events — but also to other organizations in your community, especially those who may have provided support in fees, transport costs, equipment, and the like. These will probably include church groups, service and fraternal organizations, Royal Canadian Legion, Home and School Associations, and school boards (the jamboree was an experiment in informal education).

Don't overlook local ethnic group audiences, especially if your participants had close contact with some of their countrymen during the event.

Two groups involved in the jamboree may have a special message to share.

The carefully selected and trained young *Hikemasters* were responsible for providing an exciting outdoor experience for small groups all through the rugged Kananaskis country. They likely can relate many exciting tales about their trips.

As many as 5,500 young participants from some 41 overseas countries of many cultures and many languages had the opportunity to stay in Canadian homes for a period following the jamboree. *Home hospitality family members* cheerfully took on the task, often as part of their holidays, to see that their young visitors got a taste of real Canadian home life and friendliness. From remarks, photos, postcards and letters, these families can share a wealth of stories about their guests and the situations they met in coping with a new environment.

Finally, don't overlook the 25 members of the Chaplaincy Corps who worked right on the front line with three major segments of the jamboree: youth participants, leaders, and subcamp/jamboree staff members.

The XV World Jamboree was the formal end of the 75th anniversary of Scouting. But it is also the beginning of a new period as we move on and share that experience so that others may *Catch the Scouting Spirit*.

Sincerely

Pat

X



# Special NEEDS

by Gerry Giuliani

What opportunities are there for you to bring Scouting to all boys who want to join? This month I share two items from pack Scouters who have taken some initiative; one to service boys with special needs, the other to expose his pack to young people who have disabilities.

## Lone Cubs

*Jane Quadros of Prince Rupert, B.C. sent this report about how to involve boys who are isolated by geography or circumstances. You can also apply the idea to boys who are shut-in because of some disability.*

This year we have a Lone Cub in our pack. Graham Caldwell lives on 12 acre McGinis Island. Mind you, before that, he lived on a three acre island. Graham's parents are light-house keepers.

When the family comes to town, several times a year, Graham attends our meetings. For the rest of the time, we keep in close contact. I send out an outline of what the pack will be working on and Graham does his work. He reports in either with written work sent on the Ministry of Transport helicopter along with the mail, or he phones, using the ship-to-shore radio phone on which only one person can talk at a time. Graham is very enthusiastic about Cubs and already has earned his Black Star and several badges.

It's not really any extra work to have a Lone Cub and seeing the pleasure it gives him is worth any extra effort I've made.

## A Special Evening

*Thanks to Paul Ritchi of Thornhill, Ont. for sending this report.*

Cubs in the 7th Thornhill "Mysa" pack recently learned that Scouting is open to all interested boys, including those with disabilities. The occasion was a visit by four disabled Rovers, who are confined to wheelchairs, and a leader from the 3rd Markham Rover Crew.

Human nature being what it is, normally we are uncomfortable with things or in an environment which is foreign to us. How many times have we seen people shy away or stare when they meet a person with a disability? Many of us seem to be afraid,

perhaps thinking, "I don't know how to react to or communicate with you," or, "I don't want to catch whatever it is that you have!"

Ask people with disabilities about what hurts them the most and they will likely answer, "The way people outside of our environment treat us. They do everything possible to pretend we don't exist."

Before the arrival of the Rovers, we told the Cubs our special guests were particularly special because they

have disabilities and would need help to get around, remove their coats, and so on. As the Rovers were escorted into the gym, the 57 Cubs silently sat and carefully studied their visitors. After introductions, they gathered around their guests to view a very extensive slide presentation which showed Scouting by the disabled in action.

The Cubs learned that people with disabilities can think, communicate, love, share happiness and sorrow and do many things that all people do. As the evening progressed, it became evident that the boys were much more relaxed and saw their guests in a truly different light for the first time.

During a general question and answer period, the Cubs had more questions than available time and vigorously applauded the answers given by their disabled friends. To conclude the evening, we ushered the Rovers to the centre of the circle to receive three cheers and take a Grand Howl in their honour. A

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# Axioms of Axemanship

by Colin Wallace

What do George Washington and Jack (of the Magic Beanstalk fame) have in common? Terrible axemanship.

George Washington gave us a shining example of honesty, but at the price of an innocent cherry tree cut down in its prime. And Jack may have saved us all from a giant's wrath, but he also killed the last magic beanstalk in the world (although he might be forgiven for thinking himself the only endangered species under the circumstances). So, remember —

Don't chop down a tree that's up; only cut up wood that's down. (Conservation aside, it's safer. We learned this from beavers, whose most common cause of death is being crushed by falling trees.)

Don't cut more wood than you need. (I know a guy who can fell a tree in 1.5 seconds. When I asked where he learned such a skill he said, "The Sahara Desert." I pointed out

that there are no trees in the Sahara Desert and he said, "Not any more!")

The contact method of chopping requires coordination. If you're frequently accused of being unable to walk and chew gum at the same time, you'd be wise to practise with a cardboard axe.

Use firm but controlled strokes, not brute strength. If Lizzie Borden had heeded this, she wouldn't have taken 40 whacks to accomplish what could have been done in one.

Keep your axe (and your mind) sharp. Regular cleaning and honing will prevent rust. And the same goes for your axe.

Mask your axe (and those of you who want to help keep the woods beautiful can do likewise with any ugly lumberjacks you encounter).

Keep the handle tight. (Which reminds me of the new Scout who complained, "The handle's come off this axe three times already and now

the head's fallen off!")

Green wood is unsuitable for axe handles. (One time I used wood so green that it turned back into a log.)

An axe does have a heel, toe, head and cheek. It does not have lips, ears, fingers or freckles.

Avoid using puns like, "I'm glad you axed me" within two axe-lengths of a humourless, axe-wielding woodsman. (An axe-length is the distance covered by a thrown axe.)

Peavey, Spud, Jack, Adze and Maul are not the nicknames of a teenage gang. They are axing accessories.

Do not use an axe as a hammer or a wedge. (It may, however, do double-duty as a meat tenderiser, Scout cooking skills being what they are.)

"T-I-M-B-E-R!" is not recommended as a patrol yell.

Mention firewood to a Scout and he'll pick up an axe. The simplicity of squaw-wood and the efficiency of a saw pale to insignificance beside the dramatic romance of an axe.

There is no distinction in the mind of a 12 year old boy between a tomahawk, a battleaxe and a handaxe.

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THE POND AT Blue Springs Scout Reserve is the classroom "Bear" Gord Douglas, district council president, uses to explain to Beavers how real beavers build a dam. The nature walk was part of a weekend under canvas for Beavers, parents and leaders from the North Halton District, Ont. The weather wasn't the greatest but fortunately, Beavers, like all Scouts, have never been known to melt in the rain. As well as their walk, the boys enjoyed crafts like spin-painting and making a nature collage, games, and a campfire featuring an action rendition of "Singing in the Rain".



CUB CHRIS HARTWELL of the Campbelltown Pack in Alberta, got into the 75th anniversary spirit by wearing an "itchy" Cub uniform from "back in the Two Star days" while he practised a Tenderpad knot. During B.-P. Week last year, the Cubs received a visit from Ron McIntyre, Cub Master of the Ottawa 60th Group during days of the same era as the uniform. Mr. McIntyre also showed the boys an equally itchy old Cub Master's uniform and yarned around the campfire about Cubbing in the early years.



IN YEARS TO COME, people from Amherst, Nova Scotia, will know that a wooded area here is the legacy of the 6th Amherst Scout Group. These four representatives proudly pose beside the sign identifying their Trees for Canada planting site. It is one of many group signs produced to mark the Trees for Canada project each year by the Amherst District Council, and the boys are some of the 10,000 members of Nova Scotia Scouting who participated in Scouting's 1983 conservation-community service good turn. Initial figures show a higher than ever Trees for Canada participation rate during the final spring of the 75th anniversary year. Estimates indicate that 98,000 Beavers, Cubs, Scouts, Venturers, Rovers and Scouters planted close to 3 million seedlings across Canada in April and May.



IN YEARS PAST, Alan Blakeney, former premier of Saskatchewan, was a Scouter in the Maritimes. Don Crisp presents him the 5th Swift Current Troop scarf and a 75th anniversary crest to put him back (almost) in uniform again.

# Scouting—

## The Game for All Seasons

by Reg Roberts

In 1976, as the newly appointed Executive Director of Adult Volunteer Services, I wrote my first article for *Training Talk*. It was eight years and 77 articles ago and the title of that first piece was *Now It's for Everyone*.

One of the statements I made at the time was, "It is therefore my hope to use this space for the benefit of all people in Scouting who, in one way or another, help in the training of someone else..." Now, as I prepare to become active in another area of Scouting, I wonder just how well I have done in achieving my goal.

Before 1976, the major concern for adults in Scouting, particularly uniformed adults, was to provide an effective training program. Now, concerns in Adult Volunteer Services are much broader. They include recruiting, motivating, training, recognizing and resourcing for both uniformed and non-uniformed Scouters alike.

Looking back over those years, I can say life certainly hasn't been dull. In fact, I am more than ever aware of what a truly challenging game Scouting is, and, for all its ups and downs, I'm glad I have the opportunity to be involved in it.

### Wintertime

The experiences of a volunteer in Scouting can readily be compared to the seasons of the year. We all have our periods of winter. These are the times when nothing seems to go right. For the section leader, they are times when older boys are ready to go up to the next section, but the next section is closing for lack of leaders; or when the bright young fellow who would have made a great patrol leader or Venturer company president drops out and you don't know why.

Wintertimes are when, as a group committee chairman, you get a call from the Beaver leader to say he is being transferred to Timbuctoo. Of course, he's taking along his wife, the other member of the leadership team. For the Service Scouter, they are the times the DC calls to suggest you visit the 155th again, because a number of parents have phoned to say, "All they do there is play floor hockey."

These winter periods are trying times when you wonder why you keep doing it. What difference does it make that you are there, struggling to solve someone else's problem? During such times, we tend to forget that, in nature and in Scouting, something old must fade from the scene before something new can appear.

### Springtime

As volunteers, we also have our springtimes. These are the times when that clumsy little Cub with five thumbs on each hand and a grubby piece of rope learns that the rabbit does go 'round the tree before he goes into the hole. They are times when, as a Troop Scouter, you call, "Troop!" and silence is immediate. All faces turn to you in expectation (and you are so stunned you forget why you called "Troop" in the first place)!

And they are the times when, as group committee chairman, you get a call from a woman who has just arrived from Timbuctoo and understands you need a Beaver leader; or when, as a trainer on a Wood Badge course, you see flashes of understanding during your session and know that what you are sharing is really making an impact.

During the springtime of Scouting, ideas burst forth. We become more creative, more adventurous, more

excited. We see positive signs of growth and, instead of asking "why?", we ask "why not?" During spring, we realize that fun and laughter go a long way towards making the tasks we perform much more enjoyable.

### Summertime

We have our summertime in Scouting too. This is when we see all those new ideas and initiatives begin to bloom. Section leadership teams are up to full strength and committees at the group and council level are doing excellent work to support leaders. Pack overnight trips are really taking off and registration for troop summer camp is higher than it's ever been.

For Service Scouters, the summertime of Scouting is when a Venturer advisor asks you to come to visit the company to share some experiences you had while on a recent trip to Costa Rica. For trainers, it's when you learn that the Pack Part I is so over-subscribed that you'll have to run another course a week later.

It's times like these when we should remember why we do what we do, and why we're prepared to pay the price of Scouting's wintertime blahs.

### Autumn

Scouting also has its autumn period. No matter where you live in Canada, the fall of the year is a time of beauty and delight, of wonder and reflection. Autumn comes in Scouting when we see the harvest of our labours. Many boys are going up from one section to the next and young people are taking on leadership roles for the first time. Leaders with whom we worked on spring training courses are now putting across their new skills as if they'd been doing it for years.



Our autumn is also when we remember and recognize the people who make up Scouting's membership and are essential to its success: sponsors; committee and council members; ladies' auxiliaries; service team people; trainers; and section leaders, without whom the kids wouldn't have a program at all.

During our autumn, we recognize these special people with a medal or certificate, or simply with nods of acknowledgement for all they do from their peers. And it's when, as friends together, we meet to celebrate our Scouting uniqueness at banquets and conferences.

Scouting's autumn is also when we look back on the year past and ask, "Was it all worthwhile? What do we feel really pleased about and what are our opportunities for improvement?"

In looking back over my "seasons" in the Adult Volunteer Services, I find many things I feel really pleased about. I'm pleased about all the provincial and regional conferences I've attended as a facilitator, trainer, guest speaker or participant. Each role offered its own challenge and provided its own learning experience.

I'm pleased about the articles I've written, in particular: *Being Creative; Training for the Outdoors; Putting Humour in Your Presentations; Disabilities — We All Have Them*; and those I wrote on spiritual development.

I look back with pleasure at the changes in the role of women in our organization. At one time the course leader, particularly in Wood Badge training, was traditionally male. Now it's a role shared equally by male and female. Many more women are involved at the district, regional and provincial levels of Scouting as well.

I'm particularly pleased to reflect on the Scouting friends I've made through correspondence as a result of this column, at courses or conferences, or on field trips around the country. And I'm especially pleased to remember the men and women with whom I've co-trained on one or more of the national training events held in various parts of the country. I won't mention names, but they know who they are.

Finally, I am pleased to look back and realize that hundreds of thousands of kids have been a part of Scouting in the last eight years and I, together with all of you, have had a hand in shaping their future.

The last eight years — were they good ones? You bet they were.

Would I do it again? You bet I would! A

# For Service to Scouting

compiled by Gabrielle Dunbar

In this issue, we are pleased and proud to list the names of those people in Scouting who have been recognized for their service. This list covers the period from December 1982 to end of April 1983.

**Silver Wolf** (for service of the most exceptional character to Scouting, normally of national importance)

Roy B. Brookes, Calgary, Alberta; Norman H. Haines, Calgary, Alberta; Allan D. Rogan, Calgary, Alberta; Frederick A. Whiskin, Burlington, Ontario.

**Bar to the Silver Acorn** (for continued especially distinguished service to Scouting)

Robert F. Hepburn, Kings Co., N.S.; John R. Preston, Candiac, Quebec

**Silver Acorn** (for especially distinguished service to Scouting)

William A. Baker, Mississauga, Ont.; William J. Betts, Rosetown, Sask.; Floyd Beyer, Maple Creek, Sask.; Harold Coulson, Newmarket, Ont.; Jack A. Davidson, Peterborough, Ont.; Joan G. Dillon, Antigonish, N.S.; Robert F. Hepburn, Kings Co., N.S.; Rolf Muelchen, Vancouver, B.C.; Chesley A. Pippy, St. John's, Nfld.; William A.J. Simms, Toronto, Ont.; Arthur Thibideau, Wallaceburg, Ont.; Jonathan H. Tondeur, Cobourg, Ont.; Gweneth O. Weaver, Vancouver, B.C.; Donald A. Webb, Windsor, Ont.; William Whiston, Sudbury, Ont.

**Bar to the Medal of Merit** (for continued especially good service to Scouting)

Lance Bard, Edmonton, Alta.; Marcel Bottoset, Windsor, Ont.; Ralston King, Mount Pearl, Nfld.; Dorothy McRae, New Glasgow, N.S.; Gerald J. McRae, New Glasgow, N.S.; Donald W. Mullan, Niagara Falls, Ont.; John R. Murray, Toronto, Ont.; John H. Reynolds, Medicine Hat, Alta.; Ramsay H.F. Roome, Armdale, N.S.; Donald Wright, Dartmouth, N.S.

**Medal of Merit** (for especially good service to Scouting)

Lance Bard, Edmonton, Alta.; Sheila R. Bayne, Toronto, Ont.; Wayne R. Benner, Calgary, Alta.; Marcel Bottoset, Windsor, Ont.; Grant C. Boyd,

Hants Co., N.S.; Lionel G. Brown, Peterborough, Ont.; Louis J. Cabana, St. Jean, Que.; Philip R. Cowell, Kingsville, Ont.; Kenneth E. Cunningham, Thunder Bay, Ont.; R. Kenneth S. Davies, Toronto, Ont.; The Reverend Lloyd J. Delaney, Midland, Ont.; James A. Dills, Milton, Ont.; John S. Dunlop, Pickering, Ont.; Doris Glover, Laval, Que.; Monola A.G. Gonneau, Rexdale, Ont.; Robert Gourley, Lachine, Que.; Charles H. Grant, Edmonton, Alta.; Norman E. Hall, Windsor, Ont.; George Haney, Moores Mills, N.B.; Peter A. Heinz, Toronto, Ont.; James C. Hill, Edmonton, Alta.; Eliot Humby, Gander, Nfld.; Douglas G. Ince, Stellarton, N.S.; Frank Johnston-Main Sr., Knowlton, Que.; Josephine Jollymore, New Glasgow, N.S.; Joan Kearley, Pictou Co., N.S.; Harold Kivi, Willowdale, Ont.; Ralph R. Lipke, Laval, Que.; Donald MacDonald, New Glasgow, N.S.; D.A. MacGregor, New Glasgow, N.S.; Kenneth B. Martin, St. George, N.B.; James A. McAuley, Toronto, Ont.; Robert G. McKay, St. Albert, Alta.; Dorothy McRae, New Glasgow, N.S.; John Meloche, Windsor, Ont.; Irving Moldaver, Peterborough, Ont.; Pierre J.M. Morin, Iberville, Que.; The Reverend Leonard F. O'Neil, Cheltenham, Ont.; Richard A. Ortiz, Scarborough, Ont.; Leo Plemel, Nipigon, Ont.; Euphemia Preston, Candiac, Que.; Harvey J. Reicker, Montreal, Que.; Joseph E. Reynolds, Plaster Rock, N.B.; David Ridge, Ottawa, Ont.; Anthony F. Roberts, St. Catharines, Ont.; Ramsay H.F. Roome, Armdale, N.S.; Frank Roulston, New Glasgow, N.S.; Robert Ross, St. Laurent, Que.; Alexander Shepherd, Stoney Creek, Ont.; Helen A. Tunc, Stoney Creek, Ont.; Vance T. Tunc, Stoney Creek, Ont.; John G. Waddell, Ottawa, Ont.; Katherine Waddell, Ottawa, Ont.; Edna Watt, Montreal, Que.; Alexander Weir, Calgary, Alta.; Michael C. Welsh, Edmonton, Alta.; Robert G. Wood, Chatham, Ont.; Donald Wright, Dartmouth, N.S.; Gary Ziegler, Dorchester, Ont.; Douglas G. Zwack, Prince Albert, Sask.

Congratulations to them all. A

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# Head First

by Gerry Giuliani

I recently bought a bicycle which I wanted to use to commute to the office. (It was really an effort to get myself into shape for the World Jamboree last summer.) After spending a considerable amount of money, I asked the salesman whether he thought a helmet was necessary. He shared with me a story about a bicycling friend who'd been hit by a car.

He bumped his head when he hit the ground. He's been paralyzed ever since and has little hope of recovery.

It was not a crushing blow, and a helmet would have saved him from this tragic result. After a brief discussion about this and other incidents, I quickly came to realize that paying extra for a good helmet was as important as paying extra for a good bicycle.

Our outdoor activities usually involve vigorous exercise. Whether it be cycling or aerial runways, rappelling, hockey or other contact sports, white water canoeing or kayaking, many Scouting activities involve risk of impact. One of the most important areas to protect against such risk is the head. Serious head damage, if not fatal, can have debilitating effects which may last a lifetime.

The Easter Seal Society in Ontario has published a public information package called *Head First*. It consists of a poster/brochure which draws attention to the irreversible and devastating effects of brain damage. You can obtain this useful material free of charge from **The Easter Seal Society, Box 663 Stn "K", Toronto, Ontario M4P 2H1.**

Here are some excerpts from the material.

## Statistics

In 1980, more than 4,500 Canadians, one quarter of them children, died of injuries sustained as a result of a severe blow to the head, according to Dr. Wallace Lotto, medical director of the society. "Another estimated 50,000 were treated for head injury," says Dr. Lotto. "Some of these injuries were minor cuts or broken facial bones, while others resulted in brain damage.

"Damage to the brain can cause a variety of conditions, from problems with concentration and judgement —

sometimes impossible to detect for months or years — to an inability to communicate effectively or loss of all intellectual ability."

## What a Helmet Does

A helmet (1) softens the blow and minimizes the violent movement of the brain within the skull, and (2) distributes the blow over a larger area, thus reducing the chance of skull fractures.

## Buying and Wearing Helmets

At present, only three types of helmets — hockey, motorcycle and snowmobile — must meet rigid requirements set by the Canadian Standards Association (CSA). Look for the CSA mark inside the helmet.

When selecting a helmet for other sports activities (skiing, tobogganing, football, baseball) look for the one made by a reputable manufacturer and read and follow the instructions carefully.

Do not drill holes in a helmet in an

attempt to fasten a face mask. Buy a mask suitable for the helmet as recommended by the manufacturer.

A contact sport should not be played without a mouthguard. A blow to the head may be absorbed and/or minimized by a mouthguard.

A proper fit is extremely important. Overall snugness is the sign of a good fit. A feeling of pressure all over the head or at a particular point is a bad fit, and a helmet which is loose is worse than *not* wearing a helmet at all. The helmet can cause an injury if it can turn on the head.

The front edge of the helmet should be one finger width above the eyebrow. Check the back as well to ensure a tight fit. You should not be able to get fingers up behind the head.

Use the chin or neck strap. A helmet that flies off on impact is useless.

A helmet only works once. If it served its purpose and protected a head in an accident that required the inner liner to absorb shock, buy a new one. The shock absorbing qualities may be deadened.

## The ideal helmet



The specifics of a helmet will change from manufacturer to manufacturer, and from sport to sport. However, some characteristics are mandatory for protection. 1. A rigid plastic shell, to spread the impact over a larger area. 2. Cushioning to absorb the blow and spread it. 3. An inner liner for comfort and sweat absorption. 4. A chinstrap to hold the helmet on your head. 5. A yoke to prevent the helmet from slipping on impact.



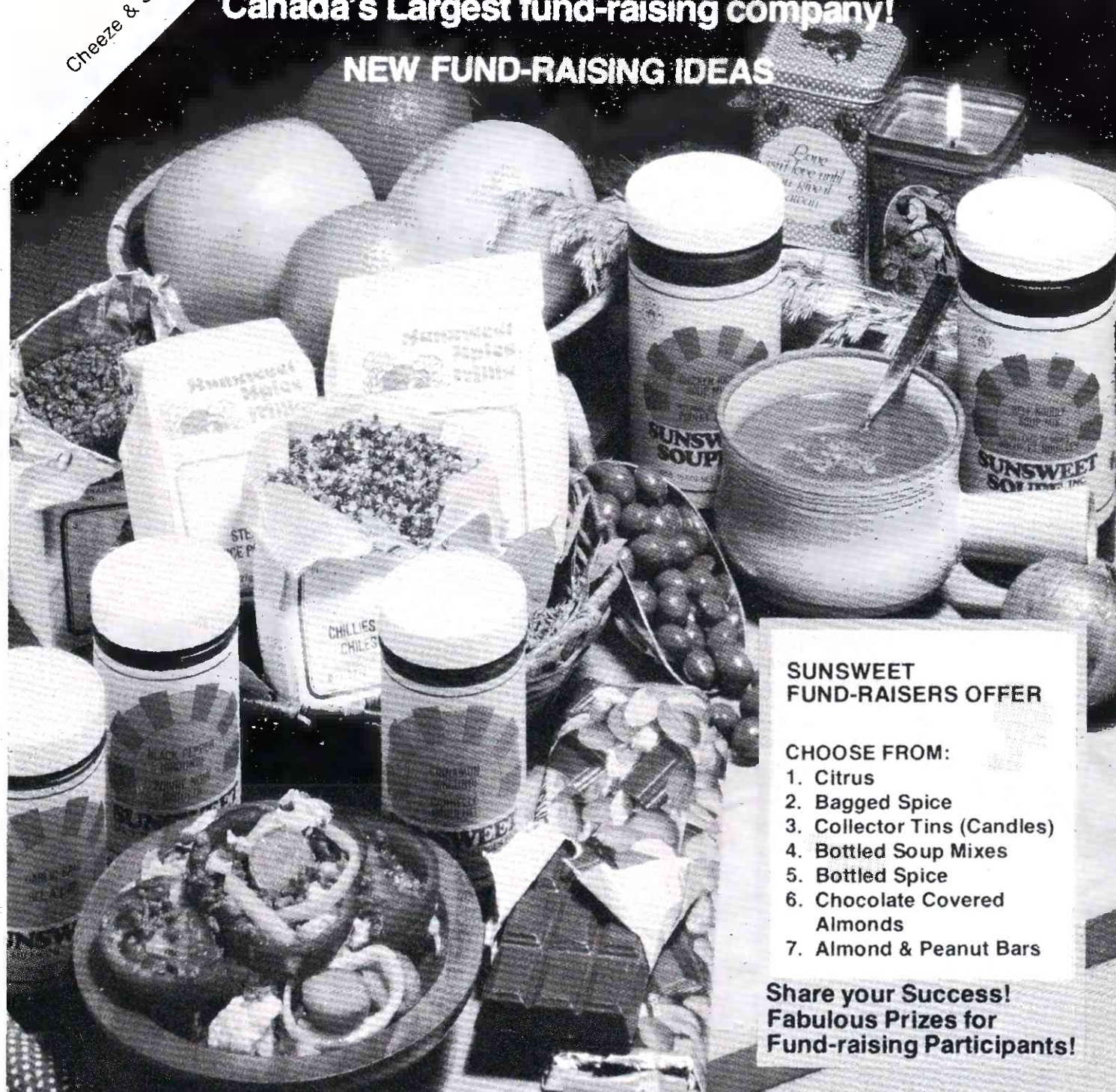
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## scouter's 5 minutes

### New Season Inspiration

*Coming together is a beginning;  
Keeping together is progress;  
Working together is success.*

**Prayer:** Lord, as we start a new Scouting season, we have hopes and dreams. Help us to get along with each other so that we can fulfill those hopes and dreams. Do not let us lose track of our goals in the newness of these people, this place or this time. Help us to make a new start today, leaving behind yesterday's problems and troubles.

— Ontario Council Provincial Notes

### A New Member

I see you at the meetings,  
But you never say, "Hello,"  
You're busy all the time you're there  
With those you already know.

I sit amongst the people  
Yet I'm a lonesome guy,  
The "new members" are all strangers too,  
And the "old timers" pass me by.

But, darn it, you people asked me in,  
And you talked of fellowship;  
You could just step across the room,  
But you never make the trip.

Why can't you nod and say, "Hello,"  
Or stop to shake my hand,  
Then go and sit amongst your friends?  
Now, that I'd understand.

I'll be at the next meeting,  
Perhaps a nice evening to spend;  
Do you think you could introduce yourself?  
I want to be your friend.

— Thanks to Jo Brygider, ADC Beavers,  
Maple Ridge, B.C. Author unknown.

Scouter's Five Minutes — page 527 Oct. '83

## games

### Games for Harvest & Hallowe'en

**Body Builders:** Place empty food containers or pictures of food at one end of the playing area. Make most of them nutritious foods, but scatter some junk-food items like potato chip bags, candy wrappers and pop tins among them. Arrange teams in relay formation and have boys in each team number off. Then, call out a number and the starting letter of a food: e.g. "Three 'C'!" The number three boy in every team runs to choose a carton or picture representing a food that starts with "c" (cheese, cookies) and races back to his line. Give the boy who has chosen the most nutritious food a peanut to hold in his hand, then call out another number and letter. When everyone has run, boys divvy up their peanuts and eat them.

**Crazy Pea Games:** A jar full of dried peas is an inexpensive and versatile element of pack equipment. You can devise any number of relay games involving drinking straws and peas: blow peas across table or floor; transfer peas from container to container, and so on. Or, you can use peas in *Red Light Green Light* variations.

For the basic game, line up boys at one end of the hall and place a leader, with back turned, at the other. Scatter the pea jar's contents all over the playing area. On signal, boys start to pick up peas as fast as possible. When leader turns to face them, they freeze. A boy caught moving must drop all of his peas and return to the starting point.

In variation one, post the leader at a light switch and play the game in the dark. Boys freeze whenever the light flashes on.

Variation two is also played in the dark but the leader uses a strong-beamed flashlight.

Games — page 269

Oct. '83

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Whoever is caught in motion by the searchlight, drops his peas and returns to the starting line.

Use imagination to add Hallowe'en spookiness to the variations played in the dark.

— *Thanks to Action Stations in Scouting (U.K.) for these ideas.*

**The Witch's Throne:** Arrange as many chairs as there are players in an inward facing circle. Mark a chair for the leader in a special way as the "witch's throne". Players sit in the other chairs and number off 1, 2, 3, 1, 2, 3 around the circle. Then, the leader calls, "Twos change places like bats" and all players with that number move to change places, giving bat impersonations as they go. After some single calls, try something like, "Ones like ghosts and threes like goblins!" Or call all three groups to move in monstrous ways at the same time.

What about the witch's throne? Once everyone has the idea, the leader includes his or her number in the call. Whoever ends up sitting on the throne after that round becomes the new leader.

**Ghost Drop:** Teams in relay formation facing a book (ideally of ghost stories) placed on the floor some distance away from each. Give all boys a single ply facial tissue which they hold pinched between thumb and pointer by the centre. On signal, the first boy in each team runs to his book and, from eye level, drops the tissue ghost onto the book. Award 10 points if the ghost swallows the book (covers it completely), 5 points if it gulps down half or more, and 2 points if it takes a bite (touches a corner). Boys run back to tag off next in line. Tally up total points when all have run.

Games — page 270

### Fantasy Island

Many will be shocked to find,  
When the day of judgement nears,  
That there's a special place in Heaven  
Set aside for Volunteers.  
Furnished with big recliners,  
Satin couches and footstools,  
Where there is no committee chairman,  
No group leaders or car pools,  
No eager team that needs a coach,  
No bazaar and no bake sale,  
And nothing at all to staple;  
Not one thing to fold or mail.  
Telephone lists will be outlawed,  
But a finger-snap will bring  
Cool drinks and gourmet dinners  
And rare treats fit for a king.  
You ask, "Who'll serve these privileged few  
And work for all they're worth?"  
Why, all those who reaped the benefits,  
And not once volunteered on earth!

— *The Logo, South Saskatchewan Region*

### For Thanksgiving

Last fall, *Veldore* of South Africa included an authentic Indian feast and grace you might try for a special Thanksgiving. Sit in a circle with the meal in the centre: a cooking pot filled with *Wohanpi* (meat stew) and baskets of *Wigli Aguyapi* (fried bread) and *Wojapi* (fresh fruit, nuts and berries).

O Great Spirit,  
Who sends the sun and the rain,  
The trees and the birds,  
The buffalo and the corn,  
And all the gifts of the earth;  
We thank Thee, O Great Spirit,  
For Thy bounty;  
For this food;  
For shelter;  
And for the friendship among us  
That grows like the evergreen leaves. Amen.

Scouter's Five Minutes — page 528

PROVINCIAL  
BADGES  
DISTRICT  
BADGES  
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# Travelling Cubs

by Bob Butcher

While the Leader often carries stories about Scouts or Venturers visiting far corners of the world, we rarely see an account of a Cub pack having such an adventure. But then, the 80th Alex Taylor Community School Cub Pack in Edmonton is not your everyday Cub pack.

In the summer of 1982, 14 members of this group boarded an Air Canada flight to Trinidad and Tobago as part of a cultural exchange with the Scouts of the Naparima College Scout Troop of San Fernando, Trinidad. The Cubs were accompanied by Principal Steve Ramsankar, a native of San Fernando; Field Executive Earl Sharam; Detective Dennis Blackburn of the Edmonton City Police; Bob Smilnich, Associate Superintendent of Schools; and Akela Alan Bell, a teacher at the school.

In keeping with the philosophy that Alex Taylor be a community school, four Cubs from other inner city schools were invited to accompany them.

"We feel that travel is one, if not the best form of education," explained Principal Steve Ramsankar. "The majority of the students are underprivileged and of varying ethnic backgrounds so that cultural exchange is nothing new to these youngsters."

Only four of the boys who went on the trip were born in Canada, and many of them speak a second language.

In preparation for the exchange, the Alex Taylor Cubs held car washes, sold spices, and received donations from members of the community as well as a government travel grant.

The boys and leaders were billeted at the homes of the Naparima Scouts. During their two week stay, they toured the islands of Trinidad and Tobago, spent two days of swimming and body surfing, and visited the Navet Waters Works, a teak plantation, the Caroni Bird Sanctuary, and a coral reef.

We must point out that the 80th Alex Taylor Community School Cub Pack is unique. It meets every Wednesday noon and is part of the co-

curricular program of the school. Akela Alan Bell's teaching duties include leadership of the Cub pack, a first in Canada, we understand. Last year the school hosted the Naparima Scouts who attended the Alberta Scout Jamboree, and the cultural exchange was set up as an outcome of their visit.

We thank Akela Bell for sharing news and photos of his group's adventure with us and we hope he will continue to keep us informed about the activities and progress of the Alex Taylor Community School Cub Pack.

## A Camp Idea

V.L. "Skink" Dutton of the 135th Winnipeg Scouts wrote to tell us that the new B.P. Woodsman badge requirements formed the basis of a day's program at the Pembina District's annual fall Scout camp last year.

While junior Scouts were put through their basic paces with map work, first aid, water safety, "lost" procedures, knife sharpening, knots and fire-lighting, senior Scouts enjoyed canoeing, orienteering, tracking

and sailing, and worked at improving their knowledge and skill at knotting and camp cooking.

An early fall camp sounds like an excellent way both to assess and teach basic skills in preparation for investiture. It's also a great way to give new Scouts a taste of all the fun and adventure the movement can offer them.

## B.-P. Guilds in Action

Walter Touzeau, secretary of the Canadian Council of B.-P. Guilds, wrote to us recently to advise us that a series of 40 colour slides, entitled *B.-P. Guilds in Action*, is now available. Assembled by Frouida Baker of the 4th Guild from slides sent to her by others, the series shows the various kinds of activities of the Guilds and should help new Guilds better understand how to operate.

Walter is preparing a taped narrative to go with the slides and, together, they should serve as a useful instrument to promote B.-P. Guilds.

Inquiries should be directed to Walter at 1447 54th St., Delta, B.C. V4M 3H6.



*A group of the Alex Taylor Community School Cubs on the island of Tobago at the site of the coral reef. While they were there, the Cubs went out in a glass-bottomed boat. A few miles off-shore, "We got out and did some swimming and walked along the reef," said Akela Alan Bell.*

# News and Views from Readers —

*THE LEADER welcomes letters from its readers. We ask you to keep them as brief as possible, and reserve the right to edit them to fit available space. Please include your name and return address. Unsigned letters will not be published, but we will consider keeping the writer's name anonymous if so requested. Please send your letters to:*

**The Editor — Letters**  
**The Leader**  
**PO Box 5112, Postal Station "F"**  
**Ottawa, Ontario**  
**K2C 3H4**

## X World Jamboree Reunion

July 1984 marks the 25th anniversary of the 10th World Jamboree in the Philippine Islands. It was attended by 90 Boy Scouts and leaders from across Canada.

I am currently putting together a 25th anniversary booklet and reunion, but am having difficulty locating all the Canadian members who attended the jamboree.

1959 Canadian Contingent members of the 10th World Jamboree, Philippine Islands, please contact Winston Jones, 65 Trillium Village, Chatham, Ontario N7L 4A2; tel. (519) 354-9971.

— Winston Jones, Chatham, Ont.

## International Pen Pals

I am looking for information on how to get names and addresses of Cub Packs from different countries so that my boys, 1st Charlottetown Cubs, can have pen pals. I would appreciate any information and help you may be able to give me.

— Patsy McPhee, 251 King Street, Charlottetown, PEI C1A 1C4

## Honesty & Imagination

"Skink" Dutton's letter about honesty in programming was interesting. I can see his point of view but it would inhibit much imaginative activity which appeals to boys. Examples are fire drills at school; emergency rescue practice at summer camp which has to be realistic; and

If the shoe fits . . . . .



midnight adventures where we tried to convince the boys that a "kangaroo" had escaped from a nearby zoo, that a "Martian" had landed, and that a "fugitive from jail" was on the loose. Many really bought it, and talk about the activity years later. Even some wide games are oriented towards "atomic secrets" which have been stolen and must be recovered.

Incidentally, my troop has enrolled as a unit in the Duke of Edinburgh award scheme. Two of my Scouts have already qualified. Perhaps you may want to mention this challenge for boys 14 and over.

— Bud Jacobi, St. Catharines, Ontario

## Boo to Cruise

It was with great disappointment that I noticed the ad on page 17 of the latest edition of *the Leader* (*promotion of a Flying Model Rocket Catalogue*). As a Beaver leader and local leader of a movement against nuclear arms and the testing of cruise missiles, I must strongly object to the propagation of these "toys" which only contribute to a destructive attitude amongst our youth.

— Dr. J.R.M. Boyeche, North Battleford, Saskatchewan

## Kub Kar Hassles

A great concern of mine is the annual Kub Kar Rally. I am the father of two boys, one of Cub age (though not in my pack). The first year we ran

a car, I did 90% of the work, my son did 10%. We won 3rd overall. I was happy but not proud.

This year I did 10% and we were eliminated in the 4th round. I was proud to hear my son say, "Well, we tried!"

Dads, don't get me wrong. This is a father and son project — 50/50, not 75/25 or 60/40. Give your son, our Cub, the benefit of "doing his best", not your best.

Here are what I think are our biggest problems: too much dad, not enough son; using a winning car more than one year; lack of a nationwide set of good workable guidelines.

Any good ideas?

— J. Brian Bernard, Summerside, Prince Edward Island

## Another View of Women in Scouting

I would like to comment on the letter from Donna Campbell (May '83) on women in Scouting.

The aim of Boy Scouts of Canada is to provide opportunities for boys to develop their characters and God-given talents so that, as they grow to maturity, they will be better equipped, physically and morally, to look after themselves and fit into the community.

This is accomplished in stages or sections according to their ages and, sometimes, mental attitudes.

The first and second sections are geared to boys from 5-11. Here the emphasis is on having a good time and opportunities to use their imagination and exuberance while learning to share activities through games and making things.

In these two sections, a mild form of discipline is introduced and the Scouting spirit of right and wrong and fair play is engendered. Here also, the boy will run to one of his leaders for help, encouragement or consolation, whatever the case may be.

When a boy is ready to move into the Scout troop, he faces a whole new ball game. In the troop, he becomes a member of a Scout patrol. The patrol leader can be 12, 13 or 14 and is virtually the boss of his patrol.

The new recruit faces a new environment. He no longer can run to his section leader as he did while in Bea-



vers or Cubs. In effect, he is the property of his patrol leader. This method provides training for the patrol leaders. The duty of the Troop Scouter is to train his patrol leaders and make sure that a young leader doesn't abuse this privilege.

Most children grow and develop physically and mentally through imitating others, usually from what they see and hear. In many instances, a male's reactions to circumstances are different from a female's. There is no question here of which one is better than the other. The point is, a male does not think like a female, and vice versa.

The example of a qualified male Troop Scouter is of the utmost importance at this level of Scouting for a boy and it wouldn't be fair to deprive him of male guidance. Female assistants sometimes fit in here with limited involvement.

As a final note, the Girl Guides of Canada must feel the same as I do about who looks after their members. I have yet to hear of a male Girl Guide leader!

— Herb Wolfson, Toronto

### A Rose

Pass on my thanks for a great job on the jamboree story. I liked the approach and feel it will go a long way to letting all our Scouts and Scouters know what a great experience was had by all during those two weeks in July.

— Bill Fettes, Ottawa, Ont.

### Showtime '83

The 25th Lethbridge Scout troop, assisted by the 1st Coaldale Scouts and 15th Lethbridge Venturers, presented *Showtime '83* in April '83.

Material performed was based on London Gang Show items by Ralph Reader, Melbourne Gang Show items by Ken Bayly, and original local ideas.

We are excited about the initial reaction within our own group and plan to mount a more extensive production in mid-April 1984.

If anyone in Canadian Scouting has ideas, scripts, production notes, music, etc., suitable for a Scout performance, we would like them to submit them to Noel Buchanan, Production Director, Showtime '84 at the address below. Or phone (403) 327-0294.

We also wish to hear from anyone associated with the Mississauga, Ontario Gang Show, which we understand is one of the more recent efforts in Canada.

— Noel Buchanan, 81 Bridge Villa Estates, Lethbridge, Alta. T1H 4E8. A

## swap shop

# Storytime Fun

After reading Reg Roberts' "Once Upon a Time" (*Training Talk*, Jan. '83), Jeannette Campbell, a non-uniformed leader with the 1st Lahr Beavers, 4th Colony, in Lahr, West Germany, sent us "a few other suggestions to make stories fun times". Jeannette, a member of the Canadian Armed Forces community in Lahr, has "worked with kids of all ages for seven years".

### Noisy Stories

As most of us know, Beavers and Cubs love making noise. Involve them in the story you intend to tell by assigning small groups of two or three (depending on how many boys there are in the group) certain parts and sound effects. Here's a Hallowe'en example.

Group 1: witch (loud scary laugh)

Group 2: wind (whoosh!)

Group 3: cat (loud scary meow)

Group 4 (or one boy): heroine, Sally (Ohboohooohoo!)

Group 5 (or one boy): hero, Dick (I'll save you, Sally!)

Group 6: door (cree-eak!)

Let the boys practise the noises and then begin, the groups chiming in whenever they hear their part mentioned. The story-teller may have to prompt slower groups. Leave a reasonable space of silence after the

part mentioned to allow the boys of the appointed group to do their thing. It might sound like this:

One Hallowe'en night, Sally (Ohboohooohoo!) and Dick (I'll save you, Sally!) decided to investigate the deserted house at the end of the block. The wind (whoosh!) was blowing fiercely. Somewhere, a cat (meoww!) cried.

Sally (Ohboohooohoo!) and Dick (I'll save you, Sally!) walked up to the front door (cree-eak!). The door (cree-eak!) swung open. From deep inside the empty house, a witch (ooohahaha!) laughed a horrible laugh!

Well, I think you all get the idea. The story can be on any theme, and the boys will love it.

### Walking Story

Here's another fun idea. Sit boys in a story circle and assign each a noun from the story. Boy 1 is deer; Boy 2, mouse; Boy 3, Johnny; Boy 4, forest; and so on.

This time, the story-teller walks around the outside of the circle while spinning the tale. Each time he or she mentions one of the assigned nouns, the boy who has been given that part gets up and follows the story-teller around the circle.

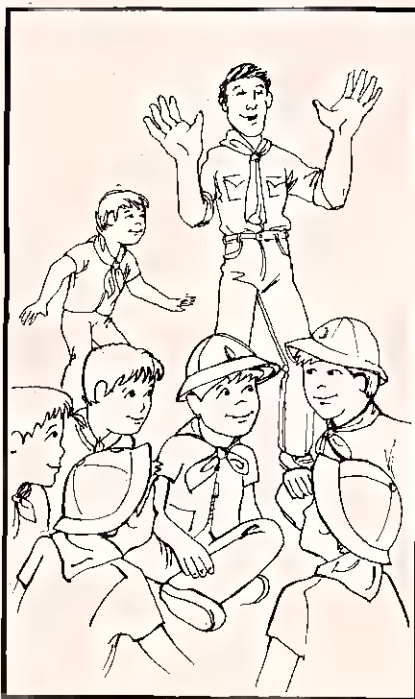
At any time, the story-teller can mention a previously agreed upon code word or phrase which sends everyone who is up scrambling for a seat in the circle. The last person down becomes the new story-teller and gives his name to the story-teller he replaces.

Here's an example.

One day, Johnny (Boy 3 jumps up and follows the story-teller) went for a walk in the forest (Boy 4 joins them). He stopped to watch a deer (Boy 1 gets up) drink from the river. Suddenly, a mouse (Boy 2 jumps up) scurried by. **THE FOREST IS ON FIRE!**

Everyone scrambles for a seat in the circle. Whoever is last must now construct a story using the same nouns originally given. If the story-teller is the last one down, he or she must go around again.

You can alter any of these details to suit your particular group, but it's a fun way to keep boys' attention, and they really seem to enjoy it. Who could ask for anything more? A



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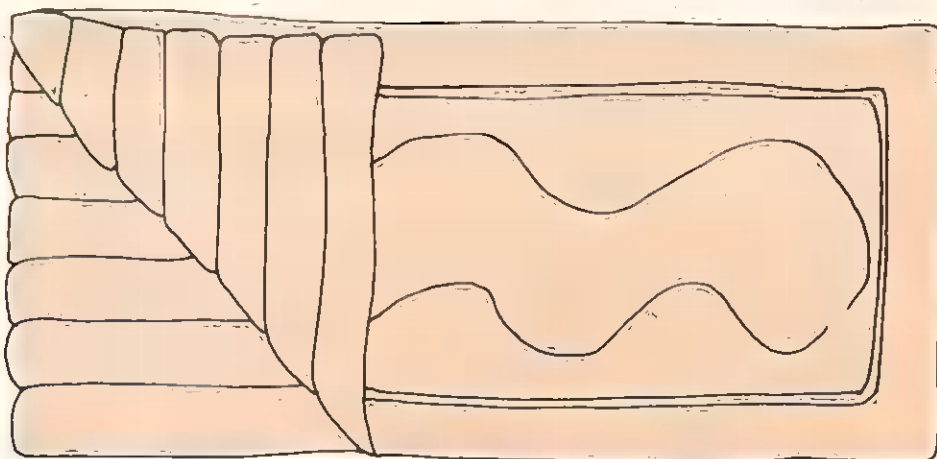
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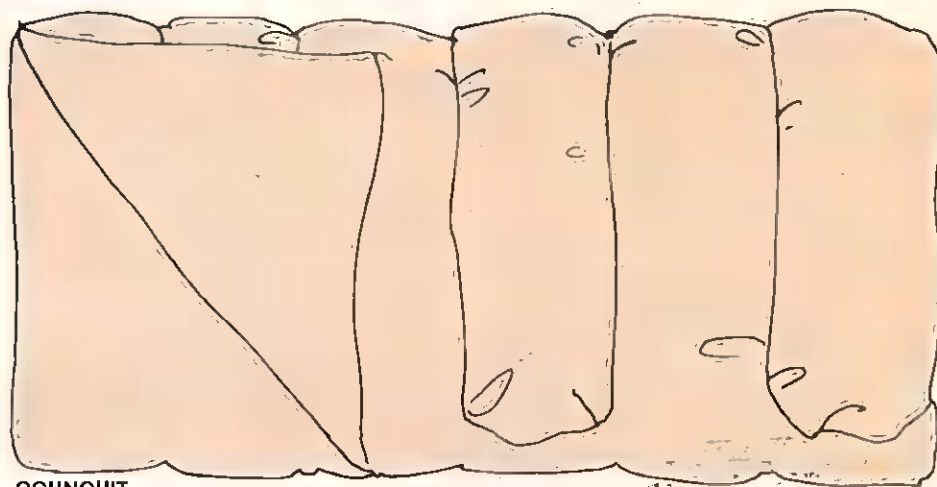
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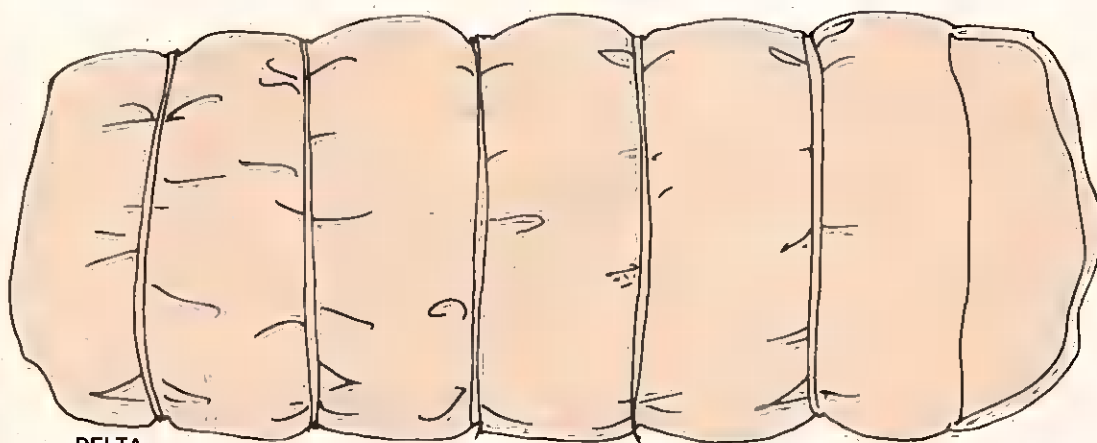
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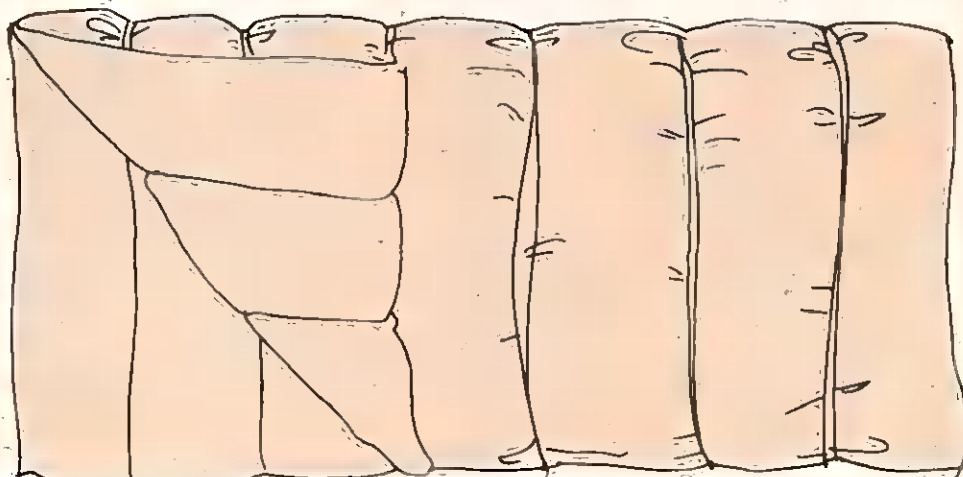


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