

the leader

AUGUST/SEPTEMBER 1990 Volume 21, No. 1



All Aboard for Fall!

Leadership Training • Theme Programming
Resource Development

Scouting's Environment Fund

by Garth Johnson

For many years, Scouting has been on the leading edge of those in our communities who are concerned in a practical way with the stewardship of our environment. I believe Scouting claims a long history of encouraging good conservation practices. Many individual groups plan and participate in exciting and worthwhile local projects related to improving wildlife habitat, cleaning their environment, and encouraging recycling, to name but a few.

I am certain that Scouters across the country will be as delighted as I to read about the Environment Fund. The fund should do much to encourage groups and districts to undertake new local initiatives, and the timing is particularly appropriate, as this year has been proclaimed "World Scout Environment Year" throughout the Scouting world.

I urge you to consider building an environmental thrust into your program with activities and projects suitable to the ages involved. Keep in mind the slogan, "Think Globally, Act Locally".

— **H. Morrey Cross**, National Commissioner

News of Scouting's ongoing commitment to all forms of environmental action and awareness has put our movement at the forefront of organizations concerned about Canada's environmental future. Our activities, from our national Trees for Canada program to every local initiative, continue to prove that Scouting has a pretty solid reputation on environmental matters and is prepared to demonstrate its concern.

Our efforts have not gone unnoticed. Press clippings and photos arriving at the national office proudly reflect the clean-ups, recycling and tree planting we are doing across the country. Industries are well aware of our involvement in this area. As major players in the environmental game, they will increasingly need to restore public trust by demonstrating an ability to conduct their business in an environmentally responsible way. To enhance their public image as concerned corporate citizens, companies are looking to associate themselves with organizations that have clearly established an "environmentally friendly" reputation.

Over the past few months we have received a number of enquiries from corporations that wish to align themselves with Scouts Canada and our environmental activities. At the same time, Scouts Canada was exploring ways in which national council might financially encourage local environment activities. As a result, the Boy Scouts of Canada Trust has established a designated fund to receive major contributions from corporations who wish to become "Envi-



ronmental Sponsors" to support and recognize environmental projects initiated at the group or council level. This fund is called **The Environment Fund**.

Environmental Sponsors are commercial firms providing grants of \$25,000 or more who can use an annual list of projects in their advertising to indicate their support of our efforts. In some cases, this may include the use of Scouts Canada uniform, insignia or logo.

Purpose of the Environment Fund

1. To stimulate increased environmentally friendly activities among Scout groups and councils across Canada.
2. To enhance the reputation, credibility, and public image of the sponsor relative to the environment.
3. To increase revenues to help further the efforts of Scouting and sponsors in undertaking new environmental initiatives.



4. To increase public awareness and support of Scouting and its record in relation to the environment.

Sponsors will be carefully selected on the basis of a number of criteria, with the final decision made by the Chief Executive. The process will not be easy. Factors for consideration will include the appropriateness of fit between Scouts Canada and the sponsor. Is their environmental philosophy consistent with Scouting's beliefs? Is our target market similar to that of the sponsor?

Timing and the potential for publicity will be other considerations. Are we aware of any conflicts with local fundraising campaigns? What can the sponsor offer as national advertising or associated publicity?

Our outside back cover this month reflects the involvement of our first Environment Fund sponsor, First Brands Canada, manufacturers of GLAD garbage bags.

Some readers may think linking First Brands and Scouts Canada is inappropriate. First Brands admit they are part of the pollution problem, because a truly biodegradable plastic garbage bag does not yet exist. They have resolved to support with pride Scouting's efforts and to sponsor community recycling programs, litter pick-ups, and educational programs on proper waste management. Meanwhile, their research into photo-degradable plastics continues, and Scouting benefits from access to the fund.

At the time of writing, we learned the Trust has just signed the fund's second sponsor. Springfield Marketing of London, Ontario, distributes confectionary goods through gumball dispensers located in malls and shopping centres across Canada.

About Applying to the Fund

Up to \$500 will be available from the Environment Fund to support group projects completed at the *neighbourhood* level. Up to \$5000 will be available to recognize and support *council* projects.

Generally, the fund will make available money to support projects related to pollution awareness, wildlife protection or habitat preservation, conservation, recycling, composting, or any other imaginative environmental activity. Trees for Canada activities are excluded.

Our February issue will detail the application process. In the meantime, keep brief reports of potentially applicable activities in which your group becomes involved, along with any photos you take as the activity proceeds.

Stay active and be ready for the fund. 

the leader

The Canadian Leader Magazine

August/September 1990

Volume 21, No. 1

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The Canadian Leader Magazine is published 10 times a year by Canyouth Publications Ltd., PO Box 5112, Stn F, Ottawa K2C 3H4; (613) 224-5131. Please address all correspondence to the editor. Second class mail registration #2405. Yearly subscription: registered members Scouts Canada \$6; non-members \$10; outside Canada \$15.

The Leader serves as a program resource for Scouters and other adults who work with young people. Editorial contributions are made on a voluntary basis. Unsolicited submissions welcome.

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ISSN 0711-5377

Troop Leadership Camp

by J.G. Lee

Developing the leadership skills of its young members has always been an important part of Scouting. In the Scout program, the purpose behind the Arrowhead Badge is to "develop the skills and knowledge to be a leader and learn how to work as a group member".

could immediately put to work new leadership and teamwork skills.

We figured a weekend camp would be the best way to deliver the program and chose the end of November — that dead period between fall backpacking and winter camping. We used a remote cabin



Scout tests himself on the Softwalk.

We often give training courses for patrol leaders (the May '87 issue outlines one such course). The patrol system itself provides many opportunities to develop leadership. But how about general leadership training opportunities for Scouts? We decided to develop a training program based on the Arrowhead Achievement Badge.

Our program consisted of a series of tasks and exercises that would enable the Scouts to discover the elements of leadership and teamwork themselves — the Scout tradition of learning by doing. We also felt it was the best way for Scouts to come to grips with some rather difficult ideas.

An integral part of the program was having the Scouts plan a winter camp for our Cub pack. This service project provided them a practical task where they

that gave us enough time and appropriate facilities as well as an opportunity to be away in the woods.

The outline for the weekend looked like this:

Friday

Scouts prepare weekend duty roster
Assign spare time activity (plan a Scouts' Own)

Saturday

Outdoors: Blind Walk; Softwalk
Indoors: plan Cub winter camp; discuss a world leader; discuss shared and situational leadership

Sunday

Outdoors: Scouts' Own; Spider's Web; Proutz Landing
Indoors: Lost in the Wilderness; plan Cub winter camp

FRIDAY

After arriving and setting up, we discussed the camp's purpose with the Scouts and gave them their first task — prepare a duty roster. Although pretty straightforward, it's a job they normally do by patrols. The exercise would provide an interesting benchmark against which to measure progress and establish how the program would run for the weekend.

It also gave the Scouters an opportunity to establish their role, which was to explain tasks, watch closely how Scouts tackled them, and help them analyze the outcome and draw conclusions. We did this by asking questions such as "What did you do first? How did it work? What would you do next time?" Sometimes we restated one of their answers in a more generalized way, but we avoided giving them the answers. As the weekend progressed, we began to reinforce their findings by using such questions as "What worked in the last task?"

We also asked the Scouts to plan a Scouts' Own in their spare time — another practical job where they could practise new skills.

SATURDAY

The first exercise after breakfast on Saturday was the Blind Walk. Organize the Scouts in groups of eight to 12 and blindfold all but the smallest Scout, who takes a position at the back of the group. Snugly tie together the Scouts by looping a rope around them, then turn members so that they are facing in different directions. Using hand signals only, a Scouter then takes the group for a walk over varied terrain.

The Blind Walk brings up a number of interesting points. It puts a Scout in a leadership situation not because of his position or personality, but because of his knowledge. The Scout without the blindfold is the only one who knows where the group is going. At the same time, he cannot see the ground immediately in front of the group (be sure to lead them over rough terrain and up and down some hills).

The importance of communication between group members becomes clear, as does the importance of getting organized before you start (in this case, making sure everyone was facing in the same direction before they hiked off). The Scouts also told us that group trust and support were very important in this exercise. Ask the questions and build on their answers.

If you have enough Scouts to make two groups, do the Blind Walk with one at a time while the other group observes without making comments. Hold the discussion until after both groups have completed the exercise.

Softwalk

From there, the Scouts tackled Softwalk, a slack wire course constructed with heavy rope tied between trees. Make the distance between the first two trees short (1.5 m to 1.8 m) and progressively widen successive gaps. If possible, design the course as a loop with a specific start and finish point. Challenge each Scout to walk completely around the course without touching the ground (use spotters as a safety precaution).

The Scouts found it extremely challenging. We left up the course through the weekend and, on Sunday, some had become very proficient at walking it. Initially, however, they found it impossible to get past the first few trees, which were close enough that they could lunge from one to the next.

To complete the Softwalk successfully, they had to work as a team. That meant they first had to learn who was most skilled (not necessarily the best athlete) and then organize a chain to help the designated Scout bridge the widest gaps.

The discussion that followed again focussed on how they had tried to solve the problem. The Scouts identified several elements in their approach: brainstorming; developing options; experimenting; discarding the impractical and improving the practical; determining skills, determining tasks, and matching the two.

We headed indoors to start planning the Cubs' winter camp. This provided another opportunity to develop skills they had been learning. After a brainstorming session, the Scouts broke into smaller groups to continue their work in specific areas (outdoor activities, badge work, food, campfire, etc.).

Discussions of a world leader and of shared leadership and situational leadership took up much of Saturday evening. The Scouts brought up a number of interesting examples from the troop and from home. It covered these Arrowhead requirements in a way that fit well with our other activities, but it was also a low key way to end the day.

SUNDAY

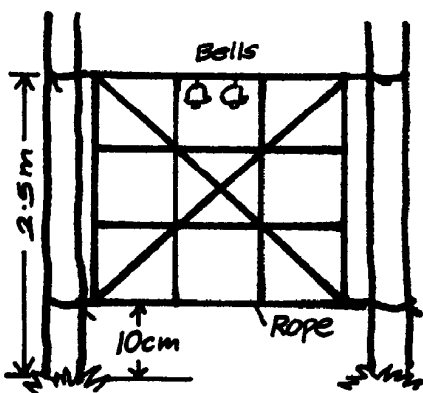
Lost in the Wilderness is a game many people have played in one form or another. The scenario is an airplane crash in the wilderness with a limited list of available equipment and supplies (e.g. compass, food, water, oxygen bottles, blankets, etc.). The Scouts list the items in order of their importance for survival. If you don't provide information about the time of year and the location, they will ask you. It's a useful test of outdoor knowledge.

Ask each Scout to do the exercise as an individual and then gather the group for the task of coming up with a consensus list. If you have a large number of Scouts, organize them into smaller groups of six to 10.

Consensus means that each Scout is prepared to accept and live with the group list even if he disagrees with some part of it. The Scouts must function effectively as a group to complete the task. If it does, the group list should be better than any individual list, since the group collectively has more knowledge than an individual.

At the end of the exercise, you can provide the "right" answer. Although it is fun to argue about it afterwards, remember to discuss the process they followed during the exercise.

Spider's Web Example



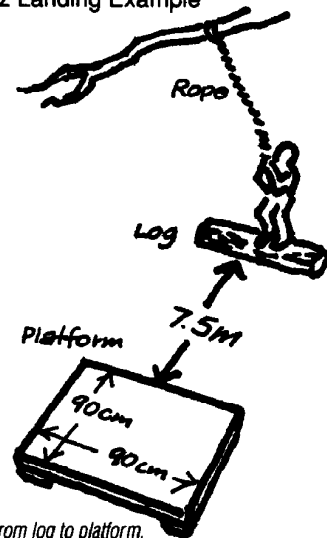
Get everybody through without ringing the bells.

Spider's Web

String a web of light rope between two trees. The object of the exercise is for the group to get all the Scouts through the web without anyone touching it. They may use each hole in the web only once.

Design the web with different sized holes at different heights (example illustrated) so that the Scouts need to plan a strategy that takes into account the size, strength, and athletic ability of each Scout, as well as the order in which they go through the holes to be sure the right

Proutz Landing Example



Swing from log to platform.

people are in position to help. For those being lifted through the holes, a certain amount of trust is also involved. Again, consider safety when you set up the activity and monitor it closely.

Proutz Landing

This activity challenges all the Scouts to move from one spot to a small platform by swinging on a rope. A trip wire (a stick suspended between two logs) guards either the take off or landing or both. Make the platform as small as possible to hold all the Scouts and elevate it slightly (15 cm) to make falling off seem significant. The activity emphasizes teamwork and organization and is a lot of fun to boot. Hold the appropriate discussion of the process during or after the challenge.

Planning the winter Cub camp gave the Scouts a focus to work on after this weekend camp. It served as a project for the Arrowhead Badge and as part of the Winter Camping Badge. You can use any project your troop intends to undertake as a practical focus for similar training.

The games and exercises we used worked well, but you could use any number of others; pioneering projects, patrol challenges, and the like. The important thing is to choose challenges new to the Scouts. We liked our camp format for this training, but you could probably try a similar approach over a series of meetings, too.

We took the Softwalk, Spider's Web, and Proutz Landing from the resource book *Silver Bullets*, by Karl Rohnke, Project Adventure Inc., PO Box 100, Hamilton, Massachusetts 01936 (Aug./Sept. '87 Leader). We are pleased with the results and can see better teamwork and stronger leadership skills in our Scouts. X

J.G. Lee is Troop Scouter with the 52nd Ottawa Scouts, Ont.

Theme Programming

Exciting Cub Programs Build Themselves

by Geoff Greer

Theme programming: the leader's handbook recommends it; leaders who use it praise it; every training course I've ever been on has advocated it. So, how come there are still leaders who refuse to try it?

I'm not talking about the usual winter holidays/spring/Mother's Day programs or the two-star-per-year themes. I mean long-term basic themes on which you can build exciting, inventive programs. Or rather, long-term basic themes on which exciting, inventive programs build themselves!

Our pack leadership team was kicking around various ideas at a pre-season planning session. We were regular users of the two-star-per-year system, but lately things were getting flat and stale. Someone suggested we find themes that use bits of all the stars.

To start, we chose "Communications". What with looking at telephones, radio, television, and newspapers, we vaguely figured we had enough for about six to eight weeks of programming. Obviously, there were visits we could make and people with local expertise we could tap. Looked like mostly Blue Star stuff, but we would see.

Well, what followed was one of the most exciting years I have ever spent in Cubbing. We did the radio and TV station visits and we brought in an expert to demonstrate proper use of the telephone, then practised on our own tin-can telephones. In sixes, we also hiked to public call-boxes around the area so that each Cub could make a call. Each six made a map of its route to the call-box and then had to communicate the information to the others.

We developed sub-themes. The sixes made sets of international code flags and passed messages to each other. This finally led to a Pirate Night with everyone in costume, the Jolly Roger flying, and instructions passed by flag hoist.

We invited in a teacher from the McKay Centre, a Montreal school for the hearing impaired. She taught the Cubs about "signing" and held our ram-bunctious pack spellbound for an hour and a half. Each Cub learned to sign the Cub motto and his own name.

We talked about body language, which led to charades and skits.



Cracking the code. Photo: Myles Vanni

We gave each six a large sheet of newsprint and asked the Cubs to come up with news headlines from home or school. We discovered a fair crop of future tabloid writers and, at the follow-up show-and-tell session where the Cubs told the stories behind the headlines, we gained some new insights into our Cubs and established new communications between Cubs and leaders.

We brought in walkie-talkies, and a member of a local CB Club visited. We adapted some of the old games, songs and stories to the theme. And, of course, we still had our fall and winter camps and cookouts (enhanced by hidden coded messages), the spring Cuboree, the winter holiday party, the Kub Kar Rally, and Scout/Guide Week. Cubs passed badges and stars, Beavers swam up to the pack, and Cubs moved on to Scouts.

But, at last, the basic meeting-to-meeting planning had a real solid base. One thing seemed naturally to lead to another. We were never stuck for ideas. The whole thing became so darned easy and so much fun! We found we were planning better and farther ahead. We arrived at planning meetings bubbling with ideas. Because we were wasting less time planning, we needed fewer meetings and still got more done.

To our surprise, we found that our original estimate of six to eight meetings had grown to take up the whole year. We hadn't even looked at computers or home videos. We never really got into satellites or space stations. We wanted to investi-

gate Braille and communication with vision impaired children and adults. We wanted to communicate with Cubs in other countries. At the end of May, we were as full of ideas as we were in September. In fact, we were even fuller!

Of course, there were some things that didn't change. We had always used as many of the eight elements as possible in our programming. We continued to get outdoors as much as we could. What did change, radically, was the attitude of a rather jaded leadership team that was beginning to feel it had been together too long.

Of course, we continued using themes. We learned a little discipline and narrowed our themes a bit — but not too much. We went more into sub-themes that would last a month to six weeks.

Chapter 17 of the new *Wolf Cub Leader's Handbook* gives excellent advice on how to set up theme programming. The program examples in Chapter 18 show how it works. And believe me, it does work.

Recently, I presented several themes to candidates on a Wood Badge course. One group chose "Safety in the Home". Their first program, planned in detail, included a visit from the local fire chief, a practise fire drill, games and demonstrations on home fire hazards, and a garbage clean-up outside around the meeting hall. Future programs included subjects like power-tool safety and hazardous products in the home.

The candidates came up with all of this in a space of about 20 minutes and were still muttering as they moved on to the next subject. "...Jason's father is a plumber; I wonder if... woodwork project with basic tools, get dads to help... visit the home exhibition... use stoves and ranges... try simple recipes... House Orderly Badge... wash and iron neckerchiefs... light bulbs and fuses... yeah, Handyman Badge... first aid at home... Kim's Game with warning labels... garden tools... Black Star... security... 911... police station... fire extinguishers... smoke alarms....

Oh darn! We've run out of year again.

Scouter Geoff Greer is the Wolf Cub Program Network representative for Quebec.

Jungle Names Add Atmosphere

by Michael Nellis

In the General Wolfe Cub Pack, Sillery, Que., we present jungle names to honour Cubs who perform noteworthy deeds. This doesn't mean they need to save a life or prevent a catastrophe. Often we present jungle names for small everyday actions that most people don't notice at all.

Take, for instance, our annual Christmas party, where we toboggan, sled, snowshoe, and otherwise have fun in the snow. The hotshots in the pack often toboggan standing up. One young Cub, on his first time out, decided he wanted to do it, too. Snow conditions made the trick more difficult than usual, but he tried and tried until he succeeded. In so doing, he earned his jungle name. We called him Suggeema because he is the smallest Cub in the pack. We might have called him Shada (the Pelican) for perseverance, but we can always use that one some other time.

Then there was that meeting when a visiting Beaver joined our steam-off game. Seeing him a little overwhelmed by the size and speed of the bigger boys, a Cub helped him in mid-play. As a result, the Cub was eliminated, but he took it in good spirit. For his demonstration of good sportsmanship, this Cub earned the name Sona (the Himalayan Bear), generally awarded for good manners, of which sportsmanship is an aspect.

We don't simply give jungle names. A Cub must keep his promise, do his best, and live by the law. Most often, but not always, a noteworthy deed falls in one of these areas. For example, one Cub earned his name of Gray Brother simply because he is a good big brother. Leaders need to keep on the lookout for anything a particular Cub might do. Sometimes it's something you don't notice until later.

A good example is a problem Cub who stops being a problem. We had such an attention-seeker in our pack. Rude, loud, and fidgety, he was never interested in badge work. We put him into a position of responsibility as a sixer, and he responded marvellously. He is quieter and attentive. He earned five badges and a star between September and January. We awarded him the jungle name "Tip-Top".

Tip-Top is a character in a jungle story column I write for our newsletter. Like any cub, he faces the trials and tribulations of growing up, survives, and learns from them.

Jungle names help promote a jungle atmosphere in the pack and, I think, a greater sense of self worth and self esteem in the Cub. When we award a jungle name, I make a special plaque from scrap plywood. At the end of a meeting, we present it to the Cub with a handshake and an explanation of how he earned his name.

I start with a piece of scrap plywood cut to foolscap size (8 1/2 x 11) and sand until smooth. Then I prepare a stencil on a piece of foolscap — something like:

Presented to
JOE SMITH
The Jungle Name
IAGOO
For his skill as
STORYTELLER
89-90

I make the name of the honoree and the name he has earned two-dimensional. After tracing the stencil on the wood using carbon paper, I woodburn the lettering on the plaque, sand it with fine sandpaper, and carefully remove the sawdust trapped in the lettering. For the final touch, a coat of varnish brings out the colours of the wood quite nicely.

A Cub earns his name, but he leaves it with the pack when he moves up to the troop. Our going up ceremony now includes a supplementary rite where I say to each: "It is time to give your name back to the pack. No longer will you be called....";

No more for you the Jungle Name,
No more for you the Wolf Cub game;
Wind and water, wood and tree,
Wisdom, strength, and courtesy;
Jungle favour go with thee."

Try a jungle name program with your pack and put a little more jungle into your Cubbing. X

Scouter Michael Nellis is Akela with the General Wolfe Cubs, Sillery, Quebec.

Jungle Names from the General Wolfe Pack

Ahdeek the Reindeer: team games
Apakwa the Bulrush: weaving
Blue Smoke: signalling
Dahinda the Bullfrog: leapfrog & cartwheels
Ferao the Scarlet Woodpecker: woodwork
Gray Brother the Wolf: a good big brother
Golden Quill: artist
Hou-hou Ha-ha the Kookaburra: making people laugh
Iagoo the Storyteller: storytelling
Jacala the Crocodile: acting
Karela the Bitter Vine: knotting
Keego the Salmon: swimming
Keneu the Great War Eagle: running
Kotick the Seal: diving
Limmerskin the Wren: message carrying
Mang the Bat: obedience
Mor the Peacock: tidyness
Mowgli the Man Cub: all-round Cub
Mysa the Wild Buffalo: sharp ears
Nag the Cobra: first aid
Oonai the Wolf: reciting
Pukeena the Grasshopper: high jump
Rann the Eagle: sharp eyes (good observer)
Rikki-Tikki-Tavi the Mongoose: courage/cheerfulness
Sahi the Porcupine: scribe
Shada the Pelican: perseverance
Singum the Lion: reader
Sona the Himalayan Bear: good manners
Suggeema the Mosquito: smallest Cub
Swasin the Strong Man: athlete
Tilji-pho the Lark: musician
Tip-Top the Wolf Cub: most improved Cub
White Hood the Cobra: store keeper

Feeding Winter Birds: Start Early

by Denyse Rousselet

Every fall, many Beavers, Cubs, and Scouts build bird feeders. Often, by the time they've completed construction and set up the feeders, the season is well advanced and their feeding station does not attract as many birds as they expect.

Fall migration begins as early as September. For the birds, winter is around the corner in mid-September. The time to build feeders is immediately your programs start. If that's impossible, have members set up old feeders to encourage non-migrating species to stake out their backyards as a source of grub during the chilly months.

Feeding the birds easily becomes a family affair. It's enjoyable to watch birds at the feeders and interesting to study their different behaviours and the interrelationships between species. At our feeders, blue jays are definitely the masters. The others simply move out when they arrive. And nothing is lost, because the squirrels eat the leftovers on the ground.

If you started feeding birds last winter and the experience whetted your appetite, you may be ready for a larger scale operation this year.

The area where you set a feeder is instrumental in its success. You need some basic attractions for birds. Most birds want trees where they can perch and check out the feeder to see if a cat or other enemy is about. The trees need to be close enough that they can make a quick escape to them from the feeder when necessary. Fir trees provide good protection, especially at night.

Shrubs such as cedar or deciduous leaf hedges are good but not as useful as trees. Birds will also perch on fences but, if you don't have many trees near your feeder station, you likely will have a small bird population using it. Try anyway, because success is possible, especially if you get an early start.

FEEDERS

You can build many kinds of bird feeders, and *The Cub Book* offers a number of suggestions (Black Star 8). Make sure you have the right size feeder for the kinds of birds in your area. They must be able to perch and feed. Larger birds such as jays and cardinals need more space than finches or chickadees.

Hopper feeders come in three basic types: tubes, bowls, and houses. They all

work effectively to keep seed dry and dispense it as the birds eat. What you choose depends on what look you prefer — modern plastic or rustic wood.

Platform feeders cater to ground feeders such as sparrows, starlings, mourning doves, and cardinals. All you need is a wide platform elevated a metre or so from the ground, preferably with a protective roof and a lip all around to keep seeds from blowing off too easily.

Design feeders so that you can clean them easily between seasons. And be sure your design makes them easy to fill. If it becomes a hassle every time the feeder is empty, you are likely to give up feeding — very dangerous for birds that have come to depend on your feeding station during the cold months. To minimize the need for refilling, make feeders large enough to hold a good supply of seed. Keep the seed protected from the elements, particularly from fall and spring rains.

In many parts of Canada, outwitting the squirrels is one of the biggest difficulties in feeding birds. Set up your feeders a good distance away from tree branches or other possible perches that may serve as squirrel launch pads. I have seen them leap to a feeder from my TV antenna a good 2.5 m away. For a whole raft of useful suggestions that are also fun to read, look for the book *Outwitting Squirrels — 101 Cunning Strategies to Reduce Dramatically the Egregious Misappropriation of Seed from Your Birdfeeder by Squirrels*, by Bill Adler Jr.

If you have cats in the area, it's a good idea to put seed catchers under the feeders to discourage birds from feeding on the ground. To keep the squirrels happy on the ground, spread some inexpensive cracked corn.

If you are putting out a feeder for the first time, you might want to place a shiny object such as a metal pie plate on top to start attracting birds to the feeding station.

FOOD FOR BIRDS

Your feeders will be most successful if you put out the right food for the species found in your area. As a main course, you can't go wrong offering sunflower seeds — either the striped or the black variety. Some people are ready to swear that one is better than the other, but birds like both. Technically speak-

ing, the black variety has a higher fat content and thinner shell, which makes it easier for small birds such as chickadees to handle. Larger birds such as blue jays prefer the larger striped variety.

A mixture of sunflower seed, white millet and cracked corn should serve to satisfy just about any backyard bird that comes to your feeder. These mixtures are available commercially and quite inexpensive when you buy them in bulk.

You might want to hang out a niger seed dispenser for house finches, purple finches, American goldfinches, and redpolls. The tiny niger seed is expensive because it is imported. Finches are naturally wasteful little creatures, so it's a good idea to put a seed catcher under the feeder.

On a platform feeder, use a commercial mix or simply an inexpensive combination of cracked corn and sunflower seed. The larger birds tend to use platform feeders, so give them the larger seeds and save the smaller ones for the other feeders. Cardinals and mourning doves particularly like safflower seed on a platform feeder. It is also imported and, therefore, expensive, so mix it with cracked corn.

A suet feeder for the woodpeckers, nuthatches, and chickadees is a must at a feeding station. Your local butcher will provide beef or mutton kidney suet quite inexpensively. You can melt it down and add a number of tasty treats such as seeds, nuts, raisins, currants, cornmeal, peanut butter, and the like. Present it to the birds in a commercially available wire mesh cage, an onion bag, or a berry box. If the consistency is right, you can smear it on tree trunks and branches or stuff it into holes drilled into hanging logs.

A tray filled with coarse sand or crushed oyster shell is a big hit with finches, grosbeaks, and doves because it helps them digest hard seeds. And water is important, too. Birds need to drink and also love to bathe on a mild winter day. In most parts of the country, you'll need a heater to keep your offering from freezing. You can buy one designed for this purpose. They are not particularly cheap, but giving the birds access to water and food will make your backyard the most interesting place in the neighbourhood. The word gets around fast, and you'll very soon have many fascinating birds to watch. X

Scouter Denyse Rousselet works with the *Dollard Des Ormeaux Scouts, Quebec.*



Essential Training

My Verdict is In

by Stan Williams

Essential training is a fact of life for Scouters in Calgary Region now. Many complain, some avoid, but all must take. This is the story of my experience, and I'll begin with a question: Why did Scouting wait so long to make training essential?

My story as a Beaver leader began in the fall of 1987. When I joined, the colony had just been taken over by someone who had never been a leader. But he was trying. The new leader (we'll call him Leader) worked very hard at it, but there was lots lacking.

LIFE BEFORE TRAINING

Leader thought training was a waste of time. His lack of enthusiasm for training reflected directly on his program: it was filled with a lack of enthusiasm. He didn't hold regular planning meetings, so the other leaders did not know what the program was from week to week. He told us what to do on meeting night. Not a delegator, he did all the planning and prepared all the activities by himself.

Leader did not like group committee, which meant we did not know what events group, district, or region were planning. Our colony did not participate in bottle drives, family nights, or the like because we did not know about them. Although I wasn't registered as a leader that year, luckily, group committee knew about me.

By the end of April, the kids quit coming. For the last few meetings, we just played soccer. It didn't feel right to me. Beavers was supposed to be a lot of fun, but it was also supposed to be learning about nature and the outdoors.

It ended up not even being fun, and this fact was brought home at registration the following fall when some of the returning Beavers did not. Fortunately, they stayed in Scouting, but it hurt when they signed up with other colonies. I remember one boy well. He loved arts and crafts, and we didn't do many.

Still, enough Beavers returned to make a colony. We knew changes were needed and all three of us wanted to rebuild. We held planning meetings where everyone had input. We chose activities and delegated tasks. There was news from group committee, too, because we attended the meetings. Things began to

roll. And a strange new term was being tossed about — something called "essential training". There was a new training schedule out, and the group committee encouraged us to sign up.

LIFE AFTER TRAINING

"Orientation to Scouting" was interesting, filled with facts and figures about B.-P. and the Scouting movement — how it got started and where we are today. Now in Scouting for the second year, I thought I knew this stuff. I'd been looking for the practical ideas I could take back to the colony to make Beavers a very good experience for our boys, and so I was a little disappointed. I thought it useful, nonetheless. You never know when you will have to answer a question from a parent or the public.

Now I was well into my second year. The meetings were more fun and our leaders were doing a fine job. The Beavers' interest in the program lasted well into May.

I signed up for a Part I Wood Badge. Here was the stuff I'd been waiting for! Ideas, ideas, and more ideas. Even the training was fun. The group was smaller for this course, which allowed discussion on various topics and opportunities to do the activities we were learning. It's crazy to see 15 adults "being eaten by a boa constrictor". Some of "dem bones" were creaking!

The sessions on planning and themes and ideals were most useful to my cause at the colony. It gave me a mechanism to help us put our plans into action. But it didn't happen that year. Oh, we had planning sessions, but we seemed to be stuck in a "the boys will like this craft or that game" mode.

This wasn't bad, because we always had activities for Monday night, but there was no thread to them. And I was so excited to be part of the leadership team, I didn't care much. This feeling would change after I took Wood Badge II.

Before advancing in training, we required White Stage of the 21st Century program (camping and the environment). I didn't mind. It was a great day at Camp Gardner, nestled in the foothills of the Canadian Rockies. This first stage of the program dealt with how and what we see around us in the outdoors. It gave

us the sensitivity we needed when we took our Beavers outside.

My third year was beginning, and I was the colony contact person. We didn't even attempt to use themes in our planning, but rather fell back on old ways. It was a bit of a struggle. I knew themes were working in other colonies, and I would try them — some day.

Wood Badge II was possibly my best Scouting experience ever. There we were, 16 adults in isolation at Camp Gardner for two entire weekends of living and breathing Beavers. The concept of themes really jelled because the course had a theme, and we had to use it. It focussed our research and planning and the type of activities we chose, giving us the feel of the process in action. It was easy to see why it was so effective.

The other positive about Wood Badge II was the fellowship. A camaraderie quickly built up and warmed the atmosphere. Ideas and fun flowed freely back and forth in an example of true sharing.

Before beginning my Part II, I'd listed three goals: to become a better Beaver leader; to gain new ideas; and to have some fun and fellowship with other Scouters. I easily met all three of my goals.

Does training work? Yes, of course! We have been using the theme "animals" (the furry kind) lately, and it is working well. We even showed a short film — a first for the colony. We've found we can easily adapt many activities to the theme by changing them slightly, and I built a flip chart to help the planning process. You can see your plan unfold before your eyes.

But let's be honest, too. Not every meeting has run like clockwork and not every meeting will. Sometimes the Beavers just don't want to do a craft or action song or sit down to listen to a story. Adaptability is something to carry around in your back pocket, too. I've learned to change the flow, or simply to go with it.

Still, life after training is far and away better than before, and training has just begun! The overall quality of our meetings has greatly improved and our colony is going strong, thanks to "essential training". ^

Scouter Stan Williams is a Beaver leader in Calgary, Alberta.

What Can You Do with Problem Kids?

by Michael Lee Zwiars

"Hello, Mrs. Harris? This is Hal Renick, Jason's Scout leader. Jason got into a fight at the meeting again tonight. I've sent him home and, I'm sorry, but he's not welcome back at Scouts."

I've been a Scouter for the past 10 years and have never had to oust a Scout from the troop. Still, I know more than one group that has kicked out a member, and it happened to a number of boys when I was a youth member myself.

What do young people do to get themselves into this situation? What do leaders do or not do that forces them to make this kind of decision? This article tries to address some of the factors to help Scouters take more control of the outcome.

I believe that, more than anyone, young people want to do the right thing. As preschoolers, children want to please adults. After all, adults feed them, clothe them, and give them everything they need. More important, though, adults tell children when they are doing things the right (or wrong) way and, by doing so, help them construct their own self image.

As young children begin to interact with others their own age, they receive feedback that tells them whether what they are doing is acceptable and, ultimately, whether they are accepted.

With the two groups — significant adults and peers — as reference points, it is easy to see what motivates children to do some things. Into this picture comes the child's need to be independent. Sometimes children express their need for independence through non-compliant behaviour or rule-breaking, and this is when we most often notice it. More often, children find socially acceptable ways to express their individuality and independence — creativity, high achievement, hobbies, interests, and the like.

When young people start breaking rules, it is often a cue that they are not getting enough positive feedback from either their peers or the adults in their lives. We can hardly influence a youngster's interactions outside of Scouting, but we can have a great deal of influence within our own group.

If Scouts are not accepted by their peer group, they will tend to respond in a number of ways.

1. They will do things to annoy others so that they, at least, catch their attention. These youngsters end up being scapegoats for their peer group.

2. They will become the "disturber" — the one who breaks rules or causes disruptions to get attention. These youngsters end up doing the dirty work for their peer group.

3. They will remove themselves from their peer group to avoid negative interactions. These youngsters are on the fringes of the group, unaccepted and barely noticed.

Each of these young people needs help to fit in. Any one could easily become the Scout who is kicked out of the troop. There are, fortunately, a number of simple things Scouters can do to help young people with problems and, ultimately, all the youth members in their group.

1. Tell them what you expect from them. So often, we never lay down the ground rules. Instead, we simply expect young people to do the right things. If your members know what you want, they will have great opportunities for success.

2. Tell them when they are doing a good job. It can be as simple as "Your uniform looks smart tonight. I'm glad you remembered your beret this week" or "You did a fantastic job cooking for your patrol at camp last weekend."

3. Give them a chance to make their own plans. Give them time to plan outings and work on badges and provide the support they need to get things done.

4. Tell them you like them. Let them know you appreciate their talents.

5. Keep in touch with them. Watch for signs that any of your young members may not be feeling good about themselves. Ask them how they feel about the Scout group. It helps to nip problems in the bud.

All right, those are the things Scouters can do directly as significant adults in young members' lives. But how can you influence the peer group?

First, set an example yourself. Your young members want to be like you and, if they see you being positive and caring, they will tend to act the same way towards each other.

Second, emphasize the importance of each member in the group. Every person has skills that others may not have. Point out to your patrol leaders the individual talents of their patrol members. Emphasize the value of each member to the success of the patrol.

Finally, eliminate bullying. If you see bullying or bugging, stop it. Call a meet-

ing of the young people involved and ask them if they realize what they are doing. Tolerance is simply the acceptance that everybody is different and nobody is perfect. Explain that intolerance is unacceptable because nobody has the right to hurt other people either physically or emotionally. Talk about the Scout law.

If you follow through on these steps, you will often catch and stop problems before they get out of hand. If things do go wrong, however, there is still a lot you can do.

Try to find out why your young members are acting out. Do they know what they are supposed to do? Are you giving them enough positive feedback for their good efforts? Do they have a chance to be involved in planning and doing things with the group? What is their relationship with their peers in the patrol and within the troop?

Asking these questions will help you get to the root of the problem. Next, talk with the Scout about what he needs to do to get back on track. Tell him what you are going to do, then bring in his patrol leader as part of the problem-solving team. Keep a close eye on how things progress. Talk regularly with both the Scout and the patrol leader to give them positive feedback and keep in touch with their changing feelings.

Taking positive action will generally work much like preventive medicine to keep problems to a minimum. When they do occur, tracking them to their roots will help you solve them effectively. Unfortunately, there will always be situations where neither approach will work. Some of the young people we attract to Scouting come with problems bigger than we can deal with.

If a child has had a poor self-image for a long time, it will take a lot of work to change it. If a child has the habit of breaking rules to gain acceptance, he may be too disruptive an influence on the rest of the group. We may find we have no choice but to ask him to leave. After all, we're volunteer Scouters, not professional youth workers. But, before you reach such a point, try the positive alternatives. The young people you kick out may be the ones who need you the most.

Scouter Michael Lee Zwiars works with the 130th Duggan Scouts, Edmonton, Alberta.

Beavers

Make Environment Plea



That's a whole lot of garbage, but it needn't be waste. The 20th Westminister Beavers, Regina, Sask., deliver their message to City Hall.

from the 20th Regina Colony

When the 20th Regina Beavers, Westminster United Church, decided to work on an environmental theme, they didn't foresee it leading them to take action with possible impact for their entire city and, perhaps, the whole province of Saskatchewan.

As part of their theme, they decided that each Beaver and his family would collect all the paper garbage they accumulate during a two week period. At the end of the first week, they took a tally. They were shocked at the number of garbage bags they'd filled.

Their leaders wondered if there was some way this collection could be put to use. A detailed search made it painfully apparent that there was no place in the community to take everyday paper garbage to be recycled.

Their next step was to use their findings as a base to calculate how much paper garbage the City of Regina's households produce in one year. The numbers were staggering — enough paper to fill more than five million plastic non-biodegradable garbage bags for the city's already bursting-at-the-seams garbage dump.

"Something must be done," they said. But what can 13 Beavers, one Keeto and two leaders do to change things? They decided to call their city councillor. In response, Councillor W.A. Wells invited the colony to a City Hall meeting to share their findings and voice their concerns.

At the meeting, Colony Scouters Beke James and Shirley Pfeifer explained the project and what they'd learned. The Beavers recited their promise to "love God and help take care of the world". Then, through Councillor Wells, they delivered an important message.

"Adults are only borrowing our planet and keeping it in trust for future generations," he relayed. "Leave those generations something to work with. Do it now, before it is too late. We, as the future generation, are very concerned."

On March 26, Councillor Wells presented city council a motion on behalf of the 20th Westminister Beavers. It reads:

BE IT RESOLVED that the Mayor write to the Premier, the Leader of the Opposition, and the Leader of the Liberal

Party of Saskatchewan, requesting that legislation and policies be brought forward during this sitting of the legislature which would respond to the request of the 20th Westminister Beavers and the City of Regina to ensure that recycling and reduction programs of all kinds of paper be established in Saskatchewan at the earliest possible date;

AND

BE IT FURTHER RESOLVED that the Mayor's letter request the earliest possible response to this request, to not only the City of Regina, but also Shirley Pfeifer ... and Beke James ... on behalf of the 20th Westminister Beavers.

It is gratifying to see 5-7 year olds taking a stand and voicing their concern about the environmental direction in which our society is moving. It is also encouraging to know that there are leaders and parents teaching the future generation how important it is for us to take environmental action to save the earth. X

Opportunity Knocks — Again

by Donna Lee Bury

The registration hall is abuzz with group committee members, Scouters, and most important, parents ready to ensure that their youngsters either will be Scouting again this year or will be Scouting for the first time.

Very often, the parents' introduction to Scouting begins when they register their son as a Beaver. This gives Beaver leaders endless opportunities to promote and sell Scouting. The impression with which a new parent leaves the hall on your registration night might very well determine his or her involvement over the next few years.

Beaver leaders, you have centre stage. Here are a few proven tips that can bring you new Scouters and group committee members.

On registration night, do everything you can to show your new parents and their sons that they have made the right choice by joining Scouts Canada. Have displays showing a typical meeting night, outdoor activities, community service, members of all sections demonstrating Scouting activities.

Along with other registration materials, give parents information about the new season's first Beaver meeting. Tell them that, at that first meeting, there will also be a meeting with parents to explain the Beaver program. The night before the meeting, telephone the parents to remind them. Tack a reminder on the door of the meeting place, too.

Be prepared for that parent meeting with section information showing how the aims, objectives, and principles of Scouting apply to the Beaver section. Great things begin to happen if your meeting takes on an informal atmosphere. A cup of tea is a good tension breaker.

Use the meeting to outline your program plans for the coming year and show where the colony is in your three year plan. Go over colony rules and explain things such as how the colony uses "feed for Big Brown". In other words, fill them in on all the things helpful for parents to know. And remember, enthusiasm is highly contagious. If you show them how much you enjoy Beavering, they may want to become part of it, too.

As the year unfolds, there are many small things you can do to show parents Scouting cares. Be willing to make a phone call to remind a family of activities, even if you already sent home a note. Be willing to stay after the meeting to quiet the concerns of a worried parent. Be willing to stop in the aisle of the supermarket to discuss a Beaver's shyness at meetings.

Remember, if you are a Beaver leader, the selling of Scouting starts with you.

Donna Lee Bury is member for Beavers on the New Brunswick Council's program committee.



Fun at the Pond

by Lena Wong

Welcome back to another year of Beavering and Scouting. To new leaders, welcome to the fun of a very worthwhile experience.

It's time for the leadership team to get together to discuss how you are going to run your colony and manage each meeting in the most efficient way possible. Make this meeting one of the first tasks of the new Scouting year. Before you go, read your *Beaver Leader's Handbook* and flag issues you feel the leadership team needs to discuss.

At the meeting, agree on the kind of experiences you believe it is important for your Beavers to have this year. Make a rough outline of each month's meetings and possible themes. Use this outline to fine-tune each meeting at regular leadership team meetings through the year.

Decide what you feel is acceptable and unacceptable behaviour in your colony and agree on how you are going to maintain discipline. Remember, consistency is very important to all of us, but especially to young children.

When you are done, you should have a program outline for your first three or four Beaver meetings. Here are some ideas to help you along, several of them from readers. Through the year, please remember to send in your successful games, crafts and other activities. The more the better. We love hearing from you.

BEAVER TRAIN

Start with a game to break the ice. As the Beavers enter the meeting room, give each a name label to wear on vest or shirt. To start the game, organize the Beavers in two equal groups and line them up facing each other. A leader becomes the

train engine and the other leaders go to a corner of the room designated the Station.

The train engine weaves along the two lines, picking up each Beaver in turn (Beavers hook on to the train by holding the waist of the person in front). With each pick-up, the leader loudly calls the Beaver's name for everyone to hear. Allow enough time between pick-ups to give everyone a chance to chug like trains and "hoot" the whistle.

When the train arrives at the station, seat the Beavers in a circle around a leader. The other leaders sit scattered among the youngsters while the person in the centre reads the first chapter of *Friends of the Forest*. When the reading is done, ask the Beavers to pick names out of the book for the leaders and put the appropriate name label on each.

BEAVER DAMS

To help the Beavers understand "River Banks" and "Build the Dam" during opening and closing ceremonies, try one of these ideas to demonstrate the concept in a very visual manner.

Colony Dam: Malak Queenie Monk of the 1st North Hatley Beavers, Que., sent along a great idea. The colony has a length of blue cloth they place on the floor when they do river banks for their opening. To build the dam, the Beavers took chopping position and pretended to gnaw at chair legs and standing cardboard rolls placed along the river. On the signal, "Timber!", all the trees toppled over, and Beavers and leaders hauled them to the centre to build a dam of chairs across the room, pushing in cardboard tube sticks here and there and patting on "make-believe mud".

With the dam built, the river naturally became a small stream, simulated by rolling the cloth lengthwise to shrink it. On the other side of the dam, leaders spread a big blue blanket to be the pond they'd formed.

As a snack that evening, Scouter Monk suggests you let the Beavers make some logs they can really chew by shaping rolls of peanut butter play dough (1 cup peanut butter, 1 cup honey, 1 cup powdered milk, and 1 cup oatmeal makes enough for 20 Beavers). Keep portions small. "It's rich!" she says.

Personal Dam: Scouter David King, 6th Burntwood Beavers, Thompson, Manitoba, sent this idea. Give each Beaver a piece of wood or heavy cardboard about 20 cm x 25 cm for a base, enough small rocks to create a border around the base, and a handful of small twigs or corn-broom bristles cut in about 50 mm lengths. The Beavers paint one side of the base blue with fast drying poster paint. Helped by a leader with a glue gun, they glue pebbles around the edge of the "pond". Finally, they create a small beaver lodge by gluing together a pile of twigs or bristles. As an added attraction, supply each Beaver a small lump of brown play dough to make a little beaver figure for his pond.

BEAVER TAILS

Scouter Monk tells us the 1st North Hatley Beavers' favourite game is an energetic but safe version of British Bulldog. IT stands in the centre trying to catch others as they go by, and those he catches join him to help, too. When the Beavers play, though, they have a strip of plastic tucked into the waist at the back and move on hands and knees, pretending to be different animals. IT must pull out a plastic tail to catch someone. "It's fun, there's no arguing, and it's safer," Scouter Monk says.

When your colony plays a new game, jot down the basic rules and the Beavers' reactions. Did they enjoy the game? Was it too tiring? Too easy? Did they have complaints? What did they like about the game? This gives you a record of successful games you can use again from time to time. And remember, please share them with others by sending them to the Leader.

HARVEST TIME

During September, thoughts turn to fall and harvest time. Make your first major excursion a trip into the country to fields ready for harvesting. Try to stop in a lay-by or another safe area where you can watch the harvest machinery at work in the fields. Do a little research beforehand so you can tell your Beavers what the different machines are called and what their functions are. If there is a pioneer farm or village within easy

reach of your area, take the Beavers to see how farmers brought in the harvest in Canada's early years.

On your trip, do a little harvesting of your own. Find a location in the woods, fields or by a beach where you and the Beavers can gather natural materials for craft projects through the winter. Look for as large a variety of objects as possible; different shapes, colours and sizes of rocks, seed pods, snail shells, twigs, nuts and acorns, sea shells, driftwood, small branches, bark, and the like.

Before your trip, take time to talk with the Beavers about the kind of behaviour you expect from them on outings. Explain the rules both from a social point of view and from a safety position. Make sure they know they should stay together in their groups with their leader.

This is also the time to bring home how Beavers can help take care of the world by treating nature kindly and responsibly. Explain why they must not break off twigs and branches from living trees or shrubs. Invite them to enjoy looking at wildflowers, but ask them not to pick them because it can cause serious damage to the plant's root system.

Make sure that the natural objects you bring back for crafts are things you can remove safely and without causing damage to the environment. Before you leave your collection area, ask the Beavers to help check for litter. Pick up all the droppings you find to carry out in the handy sack you've brought for that purpose.

Finish with a picnic and perhaps a story and a short sing song. At the meeting following the trip, talk with the Beavers about the things you did and saw. Ask them what they liked most and what they liked least. Encourage them to tell you what they would like to do on your next excursion. Note the Beavers' ideas so that you can include some of them in the plans for your next trip. Include the negatives they bring up, too, so that you can avoid them or turn them into positives in future.

Make it a habit to talk with your Beavers about your program on a regular basis. Let them know that you value their input by using their ideas and thoughts whenever possible. It will help them develop a sense of teamwork and belonging, and it will help you develop a meaningful program.



Maple Leaf Region

Building the Brotherhood Rainbow

by Ralph K. Hartlen

Building Together the Brotherhood Rainbow was the theme as 20 Cubs from the 3rd Black Forest Pack set off for an exchange trip with the Cubs of Borgolombardo I, Branco Kelly, in Milan, Italy. With us were the families of some of our leaders and Tetsuya Kosaka, a Japanese Rover who works with a Cub pack in Osaka. He was visiting us for a month to prepare for a year in university, where he is majoring in German.



"Then you..." The Canadian Cubs teach Italian Cubs the art of bannock making.

Our home in West Germany is Weitenung, a small village just outside CFB Baden Soellingen. Among our Cubs are a Korean-American and a Scot, but all our leaders are Canadian military. We are one of three packs, three colonies, two troops, and one company making up the Black Forest Group, part of the Maple Leaf Region.

Our trip to Italy started in summer '88 when we answered pen pal requests in **the Leader**. Looking for interesting ways to help our Cubs earn the World Cubbing Badge, we wrote to Scouters all over the world and received replies from Italy, Belgium, Holland, and Japan. In October, our Cubs started writing to their Italian counterparts. Very shortly, the Italians invited us to their summer camp.

At this point, our Akela was in his second year as a leader and everyone else had less than a year in the role. None of

us had ever organized anything on this scale before but, after some hesitation, we agreed to try.

With the help and encouragement of our group committee chairman and our regional chairman, we waded through the mounds of paperwork required and started to arrange things. Because we are a small community, fundraising opportunities are limited, but we managed to re-open our group's used book store. We made enough money at it to buy food for our Canada Day in the Italian camp and souvenirs and mementos to take to our host pack.

To help the Cubs prepare, we assigned topics from the World Cubbing requirements to research and report on in the form of posters or written accounts. Some did Italy and some Canada so that we could compare. We put the projects on display for a family night, where we also sampled a few Italian snacks and sweets.

On July 21, we set off in our air conditioned bus. When we arrived in the very old town of Viboldone just outside Milan, we were wined and dined by our hosts and their support group, the Old Catholic Leaders of Italy. This is an association of former leaders that helps youth and leaders of AGESCI (the Association of Catholic Guides and Scouts of Italy). After a tour of an ancient abbey still in use today, the Cubs went off to spend the night in the homes of their pen pals, where many of them were treated to pizza.

In the morning, we set off for our camp at Manegra, in the mountains above Lake Maggiore. We settled in and, that night, officially opened the camp. The welcoming package contained a camp T-shirt, an Italian/English word book, and a camp handbook complete with the camp song, an adapted version of *We are the World* in both languages.

Monday began with a visit from some local donkeys, who we managed to chase off before they ate Chil's tent for breakfast. This was our day to show the Italians what we do. We started with a pancake breakfast, proceeded through several activities from Green Star and the Woodsman Badge before introducing them to peanut butter sandwiches

(peanut butter is a North American food seldom found in continental Europe), and ended the day with a wiener and marshmallow roast.



In camp, the Cubs learn to do their laundry the way grandma did.

Tuesday we relaxed and turned the planning back over to the Italians. Among the week's activities were a hike up the mountain to a church built on the foundation of a Roman temple; a visit to a nearby wood worker; a boat trip on Lake Maggiore to visit the Borromee Isles; a trip to the Botanical Gardens; and a mini-Olympics as well as nightly campfires.

On Saturday, it was time to prepare for our trip home. We exchanged our gifts and had a final large campfire, complete with fireworks provided by our Japanese friend and a picnic lunch decorated with the flags of the world.

Sunday, in our newly traded red and yellow neckers, we left for the long bus ride home. We'd been hesitant to try this adventure but were glad we did as we watched 20 dirty faces reflect memories of cold showers, donkeys, strange foods, the paint fight, doing laundry at the water trough....

We hope our Italian friends will come to visit us soon, but we will be hard pressed to follow their organization and generosity. If it works out, we'll let you know. Until then, Buona Caccia and Ciao.

Scouter Ralph Hartlen is Akela of the 3rd Black Forest Cubs, Weitenung, West Germany.

Jamboree on the Air in October

by Lena Wong

The 33rd Jamboree on the Air is scheduled for October 20-21, 1990. Will your group take to the air waves on amateur radio to join this unique international Scout gathering? Despite poor reception because of a solar flare, there is no doubt that everyone who participated in JOTA'89 enjoyed the weekend immensely.

Now is the time to start organizing your JOTA participation this year. If you have never taken part before or it has been a long time, ask your local Scout office for the booklet *Jamboree on the Air: How Canadians Can Participate* or write: National Organizer, JOTA, Scouts Canada, PO Box 5151, Stn F, Ottawa, Ont. K2C 3G7. Meanwhile, make contact with local amateur radio operators and find a location for your JOTA station.

Most groups who jamboree-on-the-air organize a week-end camp with all sorts of activities to keep everyone happy and busy when they are not on the radio. Plan the camp around a communications and electronics theme. Hang up a world map where everyone can see it and mark the countries, provinces or states you reach. Invite other Scouting groups to visit your camp and enjoy the fun. Contact local Guiders to see if they are interested in a joint venture.

You'll also want to do some advance work to prepare for the weekend. Invite radio amateurs to a meeting to talk about their hobby and demonstrate some equipment. Arrange a visit to an operator's station where your young members can see amateur radio broadcasting in action. Hold a design contest for an original QSL card that reflects your group's identity and make up cards of the winning design. With members, review or learn some local history and geography, weather stats, and any other information a Scout from another country might have questions about. Teach members the international phonetic alphabet (sidebar) so that they can use it with confidence during JOTA.

To help conversation move smoothly during JOTA (microphone shyness can slow things down), see if you can bring a microphone to a meeting and let young members practise speaking into it. It's a good idea to let them pick a theme to talk about with their radio contacts. Last year, the 135th Winnipeg



Wellington (Ont.) District Scouts on the air during JOTA'89.

Group found it successful to limit conversations to camping, which kept the focus on a subject likely to be of interest to all parties.

Some groups find it helpful to post a list of questions members can ask during a contact above the radios. It's a good idea to limit the number of questions each member may ask to ensure everyone an opportunity for equal time on air. Before they go on air, ask members to write out their message, including standard information such as name, address, age, section name, and location. Encourage them to talk about local Scouting activities or individual hobbies.

These special call signs for Scouting stations will be active during JOTA. Go for an around-the-world trip by trying to contact them all.

DU1BSP	Philippines
F6JAM	France
GB3BPH	B.P. House, London
HB9S	World Scout Bureau, Geneva
JA1YSS	Japan
K2BSA	Boy Scouts of America
VP9BS	Bermuda
VE3SHQ	National HQ, Ottawa

After JOTA, please remember to send a complete report, with photographs if possible, to the national organizer at Scouts Canada headquarters. It will be included in the Canadian report sent to the World Scout Bureau and will become part of the JOTA report in the **Leader**. In order to meet our deadline with the World Bureau, we must receive your reports by November 30, 1990. We look forward to reading them. ^

Frequencies to Monitor

You may not be able to locate an amateur radio operator to set up a JOTA station, but you can still tune in if you have access to a short wave receiver with single sideband reception capability. These are the frequencies to monitor during JOTA'90.

80 metres: CW - 3.590 Mhz	PHONE - 3.740 & 3.940 Mhz
40 metres: CW - 7.030 Mhz	PHONE - 7.090 Mhz
20 metres: CW - 14.070 Mhz	PHONE - 14.290 Mhz
15 metres: CW - 21.140 Mhz	PHONE - 21.360 Mhz
10 metres: CW - 28.190 Mhz	PHONE - 28.990 Mhz

Phonetic Alphabet

A Alfa	B Bravo	C Charlie	D Delta
E Echo	F Foxtrot	G Golf	H Hotel
I India	J Juliet	K Kilo	L Lima
M Mike	N November	O Oscar	P Papa
Q Quebec	R Romeo	S Sierra	T Tango
U Uniform	V Victor	W Whisky	X X-Ray
Y Yankee	Z Zulu		

Fall a Busy Season for PR

by John Rietveld

Now that it's fall, children across the country are returning to school. This is also the time of year when they return to extra curricular activities like Scouting. Or so we hope!

The retention of members, both youth and adult, is critical to the ongoing growth of Scouting. At Scouters' conferences over the years, there have been many discussions about the reasons for declines in membership. Quite often, someone wraps up the discussion by stating, "Our problem with membership is not recruitment but retention!"

In fact, this is partly true. If we could reduce membership drop-out over the summer and if the usual crop of new members were to join in September, we would see an increase in membership across the country. What can we do to make this happen?

Certainly, the real key to keeping members in Scouting is to have quality leaders who deliver a quality program. All the efforts of public relations will not ensure quality programs. Nevertheless, in September, the task of the group or public relations committee is obvious. You need to get out the message to last year's members that it's time to register for another year.

Some members will return because of that great summer camp experience or because their friends are returning. These are the easy ones: they will come to you. Unfortunately, some members do not return because, over the summer, they make new friends who are not involved in Scouting. These are some of the young people we need to reach in September.

The other important people we need to reach are adults. Usually, Scouters who will not return in the fall give notice to the group committee in June. All too often, we leave the job of replacing these Scouters until September. Again the public relations committee is called on to help recruit new leaders.

We have some traditional methods of recruiting. One of the most notable techniques is arm-twisting on registration nights. Many of you can probably recall a parent meeting at which the group committee chairman or a Service Scouter tried to recruit a new Cub leader by threatening to close the pack if no one stepped forward that evening.

A better method is to use the *Grizzly Creek Solution* recruitment video, which you can borrow from your council office. Often a Service Scouter or district council member will work with your

group committee to help find a qualified individual to fill a vacancy.

Your Public Relations Committee can also help you recruit new leaders. Writing letters to the editor of your local newspaper, placing ads in the church bulletin, and posting notices in grocery stores or employee lunch rooms are just some ways to get out the word.

NEW PR MATERIALS

During the summer, council offices received a number of items designed to reach both youth and adult audiences. If you have not seen these materials or require copies, contact your council office.

Two new posters, specially created to help retain members, are available from your Scout office. *Take This Opportunity to Join* is a colourful cartoon style poster that shows the fun of Scouting in the outdoors. In a humorous way, it brings back memories of the good times members have had in Scouting. The poster is ideal for display in meeting halls, church foyers, and schools.

126 Ways for Your Son to Shine is an attractive montage of section badges that will attract parents and lead them to think about enrolling their youngsters in Scouting. This poster likely will work best placed in libraries, schools, or shopping centres.

In August, Communications Service at the national office also distributed two radio public service announcements (PSAs). The first is aimed at existing members as a reminder that it is time to register with their Scouting group. The second PSA is more generic and calls for young people and adults to join for the first time. In the past year, over 130 radio stations across the country have run our PSAs. We expect they will do so again this fall.

The highly successful 30 second television commercial featuring Mount Everest climber Jim Elzinga has been redistributed to television stations for use in August and September. This spot is designed to encourage adults to inquire about joining Scouting.

Since we first sent the promo to stations last summer, it has appeared hundreds of times on local and national channels. One of our best supporters is YTV, the special children's network, which has agreed to continue to use the spot this fall.

Finally, all newspapers have received our latest advertising kit, a selection of promotional ads for Scouting that can be used in various sizes throughout the year.

WHY KNOTS?

"Learning to tie knots, like sheepshanks, bowlines, and grannys, helped prove to my parents I really wasn't all fingers and thumbs! They began to respect me!"



The ads have been targeted at an adult audience. Contact your community newspaper editor to find out when they will run them in your town.

CALLING FOR CALENDAR PHOTOS

Soon, most groups will begin to sell the 1991 version of the Scouts Canada calendar, which has as its theme *Faces of Scouting*. The Scouts Canada calendar is a most successful fundraiser for many groups and, in 1989-90, we sold over 325,000 copies across the country. The calendar also serves as an excellent PR tool when displayed in homes and offices throughout the year.

The success of the calendar depends very much on the provision of pictures taken by volunteers, and we need your help in collecting pictures for the 1992 version.

In keeping with World Scout Environment Year, the theme for the 1992 calendar will be the environment. We invite Scouters to submit photos for possible inclusion. We need colour photos in a horizontal format with content reflecting the environmental theme.

Send your submissions to Communications Service at the national office. The final selection is made in February each year. Please send either colour slides or both prints and negatives. We will return those we cannot use after selections are made and those we do use after the calendar is printed. ^

St. John First Aid Training

by Les Johnson

You are on a camping trip. Troop members are building an erosion abatement wall when, suddenly, you hear a sharp cry. A Scout's axe hit a knot in the wood and he has a deep cut to the lower leg. He is pale. Blood is spurting from the wound with each pulse beat.

You quickly apply direct pressure to the wound, lay your friend down, and elevate the leg. Someone brings the first aid kit, and you dress and bandage the wound.

The simple procedures you have learned in your St. John Ambulance first aid course have quite probably saved a life. Severe bleeding in any setting can be life-threatening, but even more so in a remote location far removed from medical aid. But, did you know that St. John first aid isn't new? In fact, it has evolved over a period of over 1,000 years.

Legend has it that the ancient Order of St. John developed from a pilgrim's hospice established in Jerusalem in 600 AD to aid sick and weary travellers. In 1010, the hospice was destroyed but, 13 years later, it was rebuilt by the merchants of Amalfi, a small town in southern Italy. The chapel was dedicated to St. John the Baptist and staffed by Benedictine monks who became the famous Knights of St. John when military protection as well as charity and medical aid had to be provided during the Crusades in the Holy Land.

The white Maltese Cross, symbol of the Order of St. John, was originally the symbol of the town of Amalfi. Its four arms signify prudence, temperance, justice, and fortitude. The eight points signify humility, compassion, courtesy, devotion, mercy, purity, peace, and endurance.

In 1877, the St. John Ambulance Association was established in Britain to promote first aid instruction among the general public. Ten years later, the Brigade was formed and, in 1888, the Order was granted a Royal Charter by Queen Victoria. The first classes in first aid in Canada were held in Quebec City in 1883 and, by 1892, there were 12 branches of St. John Ambulance across the country.

St. John is a large volunteer agency with primary objectives to save lives,

minimize human pain and suffering, and reduce health care delivery costs. There are two distinct yet mutually dependent groups.

The St. John Ambulance Brigade is a national organization of volunteers

trained to provide first response medical coverage at organized community activities. The 12,500 uniformed members annually donate more than four million hours of voluntary service. The Brigade is open to people aged 11 and up and

Cooking Challenge Badge Revision

Since we published requirements for the Cooking Challenge Badge (Feb. '90), several Scouters have written seeking clarification of requirement number one, which currently reads: "Demonstrate a knowledge of the three basic food groups and be prepared to give examples of each. Examples should include the energy and nutrition associated with each food, its effect on the body, and the importance of three balanced meals a day."

The three basic food groups referred to are proteins, carbohydrates, and fats. This concept does not appear to be in common use across the country except by people on diets and those involved in medical research or nutrition counselling.

In order to simplify the requirement and use widely available resources, we have decided to follow the Canada Food Guide produced by Health and Welfare Canada, which is commonly used in the school system country wide. The guide refers to four food groups: milk and milk products; meat, fish, poultry and alternatives; breads and cereals; fruits and vegetables.

Please note: Requirement number one has been modified to read:

1. Demonstrate a knowledge of the four food groups as outlined in the Canada Food Guide produced by Health and Welfare Canada. Give examples of foods in each group, including their energy and nutritional value along with effects on the body. Explain the importance of three balanced meals a day.

The remaining requirements remain the same:

2. Demonstrate a knowledge of appropriate hygiene practices associated with meal preparation and after meal clean-up.

3. Prepare a menu for a patrol for each of the following meals: a) breakfast b) lunch c) supper. Be prepared to discuss the reasons for your menu choices.

4. Demonstrate a knowledge of the safety requirements associated with cooking appliances used in the home and the out-of-doors.

5. Choose one of the menus in requirement #3, adjust food quantities to your family's size, and cook the meal at home using conventional household cooking appliances.

6. Prepare a supper menu for your patrol. Cook the meal in an outdoor setting.

offers exciting opportunities. If you are interested in putting your first aid skills to work in the interest of your community, contact your nearest St. John office for further information.

The St. John Ambulance Association, with which Scouts Canada is involved, is more than just first aid. It is a training organization of 12,000 volunteers from the medical and non-medical professions, including nearly 10,000 nationally certified instructors. In addition to first aid and health care training, the Association is responsible for the continuing revision and development of its courses and programs. These courses train nearly 500,000 Canadians a year, making St. John one of the largest training organizations in the country.

ST. JOHN & SCOUTING

The relationship between St. John and Scouts Canada began in 1978 with a formal agreement recognizing St. John as an authority in first aid training. The agreement also outlined badge requirements, methods of earning badges, and the wearing of badges. First aid programs for earning a badge were to be based on St. John training levels. A Scout could earn a first aid badge by passing the requirements with Scouters as instructors or qualify automatically by successfully completing a St. John first aid course. He could wear his Scout badge on his uniform and his St. John badge on a jacket.

This arrangement remained in force until May 1990, when a new agreement was signed. Highlights of the agreement include:

1. Scouts Canada recognizes St. John Ambulance as an authority in the field of first aid.
2. Badge requirements will be related to the appropriate achievement levels of St. John training.
3. It is desirable for a Scout to earn his first aid badge through St. John instruction and testing. A Scout who obtains a St. John first aid certificate will automatically qualify for an equivalent Scout first aid badge.
4. A Scout will adhere to the requirements of St. John training with the following important exceptions:
 - 13 year old Scouts will be allowed to take a Standard First Aid course under the direct supervision of a St. John qualified Troop Scouter or Counselor. For the general public, the age requirement for this level is 14 years.

- Venturers 16 years old may become qualified St. John First Aid Instructors (able to instruct only within Scouting). The age requirement otherwise for this level is 18 years.

5. The new agreement allows wearing the St. John badges (white Maltese Cross on a black circle) on Scout uniforms.

6. It is desirable that an increasing number of adult Scout leaders qualify as St. John Instructors. St. John will facilitate this process where possible.

COURSES OPEN TO SCOUTING

St. John offers a number of different courses for all age levels.

We Can Help: A first aid course for Cubs, the program covers important first aid skills such as artificial respiration and control of bleeding as well as how to deal with other common injuries; e.g. burns, sprains and fractures, poisoning. The time for the course is "as required", and the program includes a poster kit, student workbook, and leader's guide. Cubs can earn their First Aider Badge upon completion.

Emergency First Aid: This six hour 30 minute modular course is geared to Scouts aged 11 and up. There are five compulsory modules covering life-threatening conditions and a selection of 16 elective modules you can use to tailor the course to the group's needs (CPR can be included). Students receive a workbook and manual. They must demonstrate skill proficiency and pass a 25 question written examination to be certified. Certification is valid for three years and qualifies a Scout for the Silver First Aid Achievement Badge.

Standard First Aid: This 13 hour course is open to Scouts 13 and up. There are five compulsory modules, as in the emergency course, and a selection of 18 elective modules (CPR can be included). Students receive a workbook and manual and must demonstrate skill proficiency as well as pass a 50 question written examination. Certification is valid for three years and earns Scouts the Gold First Aid Achievement Badge. Standard first aid is also required for the Outdoorsman Award and the Queen's Venturer Award.

National Instructor Training and Development Programme, Phase 1: This 35 hour course is open to Venturers aged 16 and up. It readies them to instruct first aid and CPR up to the Standard level. To be certified, they must be monitored teaching a first aid course and a CPR course. Certification is valid for three years providing they meet certain criteria

(e.g. teach at least six courses in that period).

National Instructor Training and Development Programme, Phase 2: This 14 hour course for Rovers aged 18 and up prepares a candidate to become an Instructor-Trainer, the highest level of St. John Instructor. Instructor-Trainers conduct instructor courses and monitor new instructors for certification. Candidates must be qualified St. John Instructors for at least one year before taking this course. The certificate is valid for three years dependent on certain criteria.

Advanced First Aid, Level 1: This 35 hour in-depth first aid course for Rovers 18 and older emphasizes practical skill development and includes oxygen administration. Certification is valid for three years.



First aid training means "to be prepared". Photo: Mike Percy, 2nd Collingwood Scouts, Ont.

St. John first aid courses use award-winning realistic videos to enhance learning retention. Manuals and workbooks are constantly revised to reflect the many changes occurring in the field of emergency medicine. The courses are nationally standardized, which means your first aid training is recognized wherever you go in Canada. Every effort is made to ensure that courses are as interesting and practical as possible. They're fun, too.

St. John Ambulance is extremely pleased to play a part in the many training programs available to Scouting in Canada. A knowledge of first aid is definitely in keeping with the Scout motto. You never know when accident or illness will strike but, when it does, you can be confident that St. John will have trained you to give the best and most appropriate first aid. Whether it is a small bump on the head or a severely injured person in a car crash, you will be prepared. λ

Les Johnson is Program Review Officer at National Headquarters, St. John Ambulance.

Our New Chief Scout

On April 26, 1990, members of Scouts Canada visited His Excellency the Right Honorable Ramon Hnatyshyn, Governor General of Canada, to award him the Silver Wolf in recognition of his appointment as Chief Scout. The award is presented to Scouting members for service of the most exceptional character.

Mr. Hnatyshyn is the 16th Governor General to accept the position of Chief Scout. Canada's first Chief Scout was Lord Grey, invited to serve by Lord Baden-Powell when the founder visited our country in 1910.

Our new Chief Scout was a Cub in Saskatchewan, and his two sons were also active members. Eldest son, John, was Cub, Scout, and Venturer and attended CJ'81. He returned to Kananaskis country in 1983 to participate in the 15th World Jamboree, and the Hnatyshyn family provided home hospitality to a Swedish Scouter en route to the event. Youngest son, Carl, attended the 6th Canadian Jamboree in Guelph in 1985.

The Chief Scout, recognizing the benefits of belonging to Scouting, sends a message to our members.



National Commissioner Morrey Cross presents the Silver Wolf to our new Chief Scout while Venturer Bruce Coleman, Scout Jason Martin, and Chief Executive Jim Blain supervise the proceedings. Government House Photo by Bertrand Thibeault

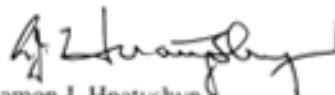
As Governor General of Canada and as Chief Scout of Canada, I am most pleased to be a part of the commendable work carried out by all of those involved in Scouting. It is a great privilege for me to be associated with a group of young people whose training in leadership, good citizenship, and community service is an inspiration and an example to Canadians of all ages.

It is my belief that the values learned through the participation in Scouting prove beneficial for a lifetime, and I extend my very best wishes to each of you for success this year and in the future.

En ma qualité de Gouverneur général du Canada et à titre de Chef des scouts du pays, je suis heureux de participer à

l'oeuvre éminemment méritoire de tous ceux qui sont engagés dans le mouvement scout. C'est pour moi un grand privilège que d'être associé à l'entreprise de groupes de jeunes qui veulent se former aux fonctions de chef, au civisme et au service à la collectivité, donnant ainsi un magnifique exemple à leur concitoyens de tout âge.

Étant convaincu que les vertus que vous aurez acquises par la pratique du scoutisme vous seront bénéfiques tout au long de votre vie, je vous adresse mes meilleurs vœux de succès.


Ramon J. Hnatyshyn



RAISE AWARENESS AND HOIST UP THE PROFITS!

SCOUT CALENDAR 1991

Last year, our Calendar proudly carried the Scouting message to more than one-third of a million Canadians. And it raised more than \$700,000 for special projects, outings and equipment. It's a tried and true way to guarantee more fun in '91!

So, c'mon gang! Order your share of the new 1991 calendars now. Let's make this a flagship year... for profit and pride!

Contact your local Scout Council Office for ordering details.

Developing & Packaging Program Resources

by Ben Kruser

Program resources can provide a wealth of knowledge, expertise and excitement to any program. This article, which combines *Sharing, Paksak, and Outdoors*, hopes to provide a process that any leader, service team or council can use to establish good working relations with a resource. I also hope to provide an excellent example of how to package a resource for ease of information and program sharing, so hang on and here we go!

have background support or knowledge about what a particular resource can provide to section programming and badge work, or the resource has only a vague understanding of the Scouting program, why Scouts feel the resource is important, or what a particular Scout section is trying to accomplish with the resource's help.

Leaders are often faced with time constraints that affect their ability to meet with a potential resource to develop a specific program. Resources also face constraints that may make it difficult to develop programs tailored to an individual leader's needs. Consequently, resource programs may be simple and repetitive, and the resource may offer identical programs to all levels of Scouting.

In some cases, this repetition is desirable. Leaders can count on a predictable experience to meet a specified badge requirement. For example, lifesaving and first aid awards require standardized instruction to meet accreditation levels. But, when leaders become too reliant on a resource, or when a resource does not develop its program further, the results can be negative. Second or third year youth members become bored with duplicate programs that offer no new information, activity or challenge. The purpose of the program becomes obscure, especially if young members can not see a clear relation to their Scouting requirements.

As a result, the program fails to excite young members, and the resource feels used as a babysitter, wonders if it is wasting its time, and grows reluctant to accept Scout groups for future programs.

When these symptoms begin to appear, it is time for the resource and Scouts Canada to sit together and discuss ways each can help provide meaningful youth program packages that they can share with other leaders to promote the resource's program potential and positively address resource expectations.

The steps that follow are equally applicable to an informal situation where a leader calls the fire station to try to arrange something for a section or more formal talks between a resource and a Scout group or council.

GETTING STARTED

At some period in the Scouting program, it becomes necessary to use outside resources to complete section requirements satisfactorily. When I first put on a Scouting uniform, I momentarily panicked, thinking I now needed to know everything from how to use and carry a knife to all about Canada's parliamentary system (I've since learned the two are closely related). But few people — even Scouters — know everything or want to know everything. Program planning helps evaluate whether you need to draw on resources and, if so, which ones might best meet program needs. Members of the Scouting community then initiate a search for a resource.

Likewise, a resource may have a youth development mandate that it seeks to fulfil. Through various methods of inquiry, it decides to explore the use of Scouting membership to achieve its educational objectives.

The First Meeting

Once Scouts Canada and a potential resource have made contact, arrange a meeting between representatives of each organization. It can be as simple as a phone call or a get-together over coffee. Brainstorm ideas and interests to determine the feasibility of the resource becoming involved in Scouting.

Give the resource handbooks and other related program materials so that they can become "Scout literate" in the language of badges, Scouting terminology, and programs. The resource's literature will give Scouting insight into the resource's goals, values, reasons for wanting youth involvement, and systems of operation.

This is also an appropriate time to review any past Scouting involvement by the resource and their feelings towards it. What fears or expectations do they have about Scout age children or our organization?

If both sides generally agree that a collaboration between Scouts Canada and the resource will have a mutually positive impact, the representatives can then move towards developing a joint program.

WILDLIFE

Conservation

PROGRAM

The National Wildlife Society
of Scouts Canada and Leaders

VOL. 1 NO. 1

OCTOBER 1990



UNIVERSITY OF CANADA
INSTITUTE FOR THE STUDY OF CANADA



We define a resource as someone or something we can draw upon for aid. In Scouting, resources generally are people, clubs, organizations, businesses, or institutions proficient in specific program subjects beyond a leader's personal experience or knowledge. A conservation officer, Legion, Humane Society, computer store, or hospital, for example, can provide a variety of skills, facilities, and experiences to help us meet the challenges of our section program.

Scouting stresses the importance of calling upon resources to enhance programs. Sometimes, the message can become confused because leaders do not

Setting Goals & Objectives

During this process, Scouts Canada and the resource state their purpose for developing a program for young people. As an example, let's use the idea of establishing programs with a local park. To set program goals and objectives

1. Review any past or desired use of the resource and the long term benefits (goals) this use is trying to fulfil. Perhaps there have been problems with Scout groups (or young people in general) that the park hopes to rectify through education, or maybe they have some new programs they wish to promote. Perhaps you are hoping the park offers interpretive programs that fit some Scouting award requirements. Are the Scouting and resource goals compatible?

2. State as many short term program ideas (objectives) as possible in a brainstorming fashion. These are specific activities or programs the resource can provide, such as leader training in park usage, Night Owl Walks, or weekend movies.

3. Put the objectives in priority order according to Scouting needs. Do they reflect the real desires of current members? Do they appeal to potential youth members? Are the objectives realistic in terms of doing the activities? If leaders have been asking for information on how to get the most out of the park, a workshop or sharing session with park officials could fill the bill.

4. Compare Scouts Canada's program needs with the objectives. Which ones are mutually supportive? Are there any resource objectives that conflict with Scouting principles, program emphases, or local program needs? Maybe an enthusiastic park ranger wants the Scouts to wear the park emblem on their uniform. Clarify Scouting uniform policy and suggest members involved in park programs receive a campfire blanket crest instead.

5. Seek council approval for finalizing program objectives. Are there other negotiations going on that may jeopardize or confuse everyone's plans? Before you get into hot water over a major project, make a quick call to the service team or council office.

MAKING PLANS

Once you have determined clear goals with obtainable objectives, you can start program planning with direction and purpose. You may form committees or assign individuals to certain program development responsibilities. Use a planning time table to measure progress and spot development problems.

Planning steps involve five areas: Program, Physical, Personnel, Financial, and Implementation.

1. Program Planning

Consider the suitability of the resource to Scouting programs. You can categorize badge work and Scout activities under several resource headings.

a) Current programs offered by the resource that satisfy specific Scout section badges and activities. These are the most easily adapted to Scouting needs.

b) Potential programs to satisfy Scout badges and activity requirements that the resource could develop with a little adjustment to its present capabilities.

c) Potential programs the resource could develop over time after making changes to its present operational structure to accommodate Scouting.

In most cases, the resource will offer one specific program, which limits its use to a particular section or badge. It is possible, however, that once a resource becomes involved in this planning process, it will be motivated to expand its programs to accommodate more youth interests and age ranges.

In the program plan, look at developing non-repetitive section programs — a three year plan whenever possible. If the program has value for all sections, see if you can develop specific activities for each section to reduce the possibility of program overlap. An example, using an SPCA Shelter as a resource, might look like this.

Beaver Program

- Year 1 Fur and Feathers (What kinds of animals?)
- Year 2 Animal Adaptations
- Year 3 How Animals Help Us

Cub Program

- Year 1 Pet Keeper, Black Star, World Conservation Badges
- Year 2 How to Show Animals
- Year 3 Dogs and Wolves

Scout Program

- Year 1 Pet Care Badge
- Year 2 Citizen — Organization Visit
- Year 3 Nuisance Animal Control

Venturers/Rovers

- Year 1 Careers in animal welfare and wildlife protection
- Year 2 Service projects to help the shelter
- Year 3 Special interest items

In a plan like this, a youngster who starts as a Beaver and continues through all section levels will be able to visit the SPCA Shelter each year of Scouting and never receive the same program twice.

By working with the resource contact person, Scouting can develop an age and section appropriate program of benefit both to Scouting and the resource.

To enhance the experience and strengthen learning, you'll want to develop pre- and post-visit activities, too. For instance, in Year Two for Beavers, when the visit will look at animal adaptations, introduce Beavers to the basic ideas of adaptation (teeth and beaks, advanced senses such as smell, hearing or movement) before the trip. When they visit the shelter, the youngsters will be prepared to look for and absorb the information the resource person presents them on the subject.

A post-visit or follow-up activity, such as drawing pictures or writing thank you letters, helps reinforce the experience and recap all the fun. The resource might supply Scouting pre- and post-visit activity sheets when a section makes arrangements to visit, or Scouting can hand them out on training courses and service team visits.

The important thing is to start small and build on good experiences. If the resource has never dealt with Scouting, introduce them to one section or activity at a time. Cultivating a new resource is like taking care of a good friend. It is a long term relationship worth nurturing.

2. Physical Planning

Program plan ideas will show you what types of material or facility you will need. Will the resource or Scouting have to make changes in building space allocation or layout? What hazards or liabilities could Scouting incur during the program and what physical alterations would have to be made to remedy these problems? Does the resource have adequate safety coverage for on-site visits by Scout groups?

3. Personnel Planning

A program cannot operate without leaders. This plan needs to cover the number of individuals necessary to conduct the program, a job description of their responsibilities, and an estimate of the time commitment for each program position.

Personnel training is a critical consideration. Will the resource train Scouters to conduct the program, or is Scouts Canada expected to provide and train its own people?

4. Financial Planning

A review of the program, physical, and personnel plans will show Scouting's cost for running the program. Is cost sharing required? Are grants needed or available to help run the program? What portion of the costs for materials

will be Scouting's responsibility and what portion will the resource pay?

5. Implementation Planning

This plan looks at a number of possible ways to introduce the program to local groups. Select groups to participate in a field test of activities and materials. Set a time limit and develop evaluation tools.

TESTING & PACKAGING THE PLAN

Before you start actual field testing of the program, the plan must undergo a review by both Scouting and the resource. This will help eliminate any unforeseen last minute problems. Once the plan receives approval from both organizations, it is ready for a trial run.

Conduct the program. Evaluate it to see if you need to make changes to the information or program. When both sides are satisfied, design program information packages you can share in the council area through service teams, training, Scout Shops and Scouters Clubs.

A great example of how this whole process works is a recent project in the Newfoundland Provincial Council.

The Wildlife Conservation Program was designed to provide Scouts and Girl Guides an experience in wildlife conservation principles. The booklet is intended to help group leaders enhance the Scouting/Guiding objectives of their programs. It aims to reduce the preparation workload and be interesting and educational for leaders.

A section on "Leader Information" provides the leader background on the subject matter. Some people may find the information cursory and lacking somewhat in content, but its prime aim is to give leaders with little or no knowledge of the subject confidence that they

can help young members become aware of why wildlife conservation is important and how they can play a part.

The "Youth Activities" section provides habitat management projects based on constructing and erecting nest boxes. Young people can complete them in one or two meetings. The activities are designed simply to be a start that encourages members to move beyond what the booklet provides. If they prompt young people to become involved in other meaningful activities oriented toward wildlife conservation, the program will be a success.

Under "Leader Resources", there's a brief list of resources leaders can find in their area. Although some of the films, videos, and books may be available only in larger centres, leaders can encourage Scouts and Guides to make use of resources available through their schools and public libraries.

The Wildlife Conservation Program is a pilot project initiated by the Natural History Society of Newfoundland and Labrador in cooperation with Scouts Canada and the Girl Guides. Funding was provided by Science Culture Canada. If the first study unit is successful, others will be developed with the society's assistance and implemented through the Scouting and Guiding programs in the province.

"I feel the brochure is significant in two very different areas," writes Tony Cox, provincial field executive. "One, it was produced by an individual who took it on himself to get the necessary clearances from Scouting and Guiding, put it together, and get the funding and support ... to produce the brochure. Executive staff across the country might keep an eye out for individuals with a similar bent and make them aware that their own natural history societies may be

able to get funding from Science Culture Canada or other government departments to produce similar types of resources (to) help our leaders provide an excellent program related directly to achievement and challenge awards.

"The second area in which this is significant is that it is market specific," he continues. "It was designed with the Scout and Guide sections in mind and it sets attainable goals for the project. Any average leader can take the brochure and, in the words of author David Lemon 'encourage his/her group members in developing an awareness for conservation'. If this brochure produces the desired result, David Lemon is planning a second one dealing with the area of stream and pond (lake to most Canadians) conservation."

Newfoundland wishes to recognize the efforts of the author, his assistant Bruce McTavish, and the Science Culture Canada program. Each member of the executive staff has received a copy of the brochure for field reference.

If you wish to become involved in outdoor projects but do not know the name of your local naturalist club, your Scout council may be able to provide a contact. If not, The Canadian Nature Federation can supply the names of local naturalist groups in your area. The address is 453 Sussex Drive, Ottawa, Ont. K1N 6Z4.

The Canadian Nature Federation acts as the national umbrella organization for local groups such as the Natural History Society of Newfoundland and Labrador. For over 50 years, they have worked to educate the public on environmental issues and natural history. Consider contacting an affiliate to see how they and Scouts Canada can work together to provide opportunities and learning resources for young people and their leaders. A



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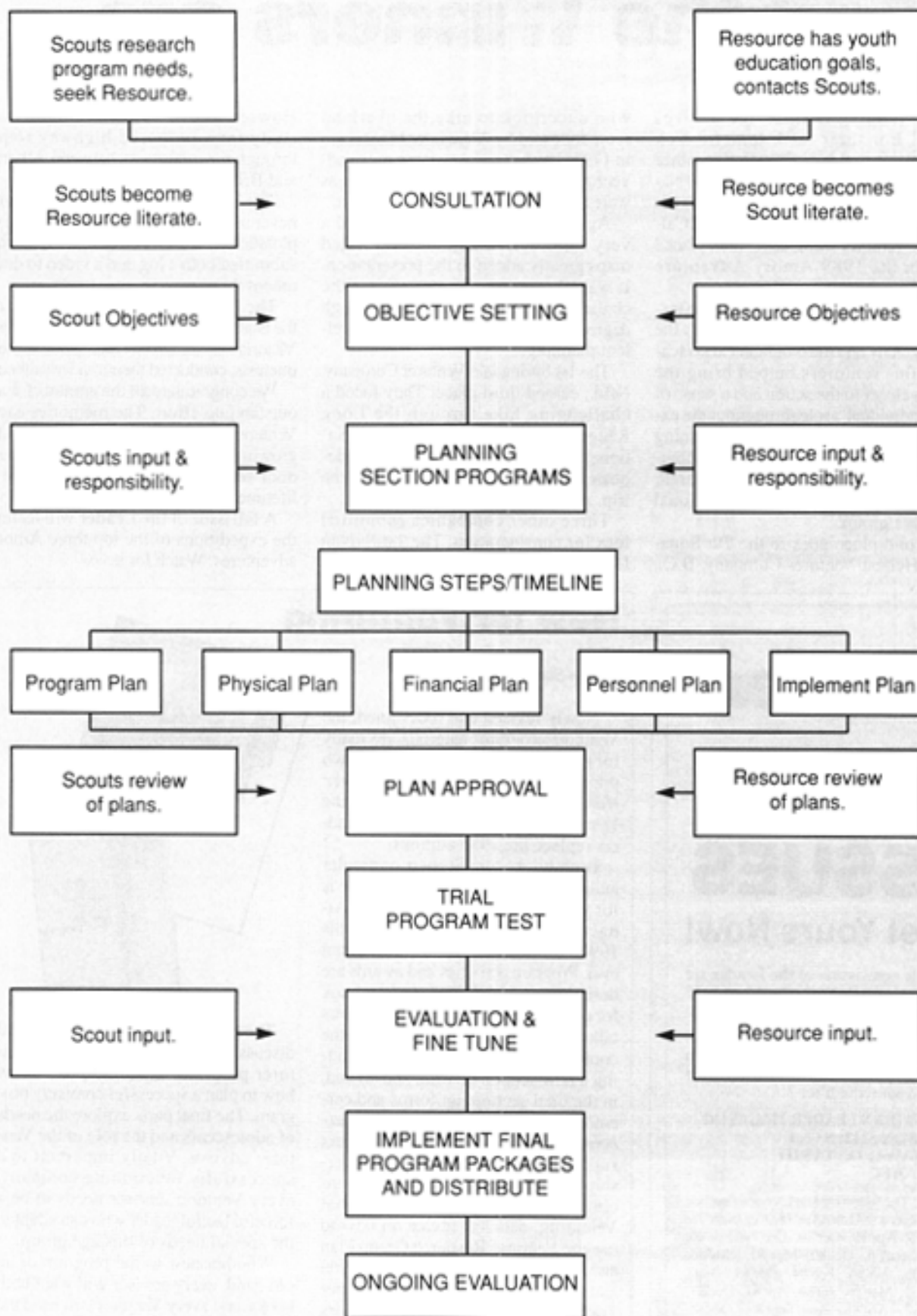
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1989 Amory Adventure Award

And the Winners are...

by Robb Baker

The judging is final, the choices made! For their 85 kilometre trek through the seldom travelled Panther River Valley in west central Alberta, National Commissioner Morrey Cross is pleased to announce that the 83rd Calgary A Venturer Company, Alta., placed first in the 1989 Amory Adventure Award competition.

The company's log displays extraordinary narrative and layout. Both the photography and the biographical sketches of the Venturers helped bring the judges closer to the action and a sense of each individual's role throughout the expedition. The preparation and planning phase was well documented and obviously thoroughly carried out. Overall, the 83rd Calgary seem an exceptional cohesive group!

Second place goes to the 7th Squamish Hellcat Venturer Company, B.C.,

who undertook to hike the overland route followed by Alexander Mackenzie in 1793. The historical purpose of the adventure was significant to the judges, as were the challenges that came out of it.

Again, excellent photos enhanced a very informative log, and annotated maps greatly added to the presentation. It was obvious the Venturers met the challenges along their path with a high degree of assurance based on their excellent planning.

The 1st Springdale Venturer Company, Nfld., earned third place. They faced a challenging hike through the Long Range Mountains of Gros Morne National Park. Their preparation was adequate, and the log fairly represented the trip. A good effort overall.

Three other companies submitted logs for consideration. The 1st Sylvan Lake Venturers, Alta., trekked the

Howse Pass, an area currently under study for a proposed highway route through the mountains between Alberta and British Columbia.

The Moosonee River in Ontario will never seem the same as a result of its exploration by the 1st Ferris Venturers, who submitted both a log and a video to document their experience.

The final entrant conducted a tour of the islands on the B.C. coast. The 8th Fort Victoria Sea Venturers, holding true to their interests, conducted their tour by sailboat.

We congratulate all the entrants for an outstanding effort. The memories each Venturer carries as a result of working and growing together with friends in an outdoor setting will most assuredly last a lifetime.

A fall issue of the *Leader* will feature the expeditions of the top three Amory adventures. Watch for it. ^

the **leader**

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New for Venturing

by Paul Stanwood

Newly revised and redesigned, the Venturer program materials are ready for the start of this Scouting year. Two principal books, the *Canadian Venturer Handbook* for youth members, and the *Venturer Advisors' Handbook* for leaders replace the 1985 editions.

Both books aim at their particular audience. The *Venturer Handbook* is for young people in the program. Attractive, easy to use and compact, this 1990 version is more streamlined than ever. Program activities and awards are described at the beginning of the book for quick consultation. Other chapters talk about organizing and building the company, leadership, lifestyle (including a new section on drug abuse) and, in the final section, uniforms and ceremonies. The *Venturer Advisors' Handbook* is designed to give adult members support and guidance in their leadership role. It has been expanded to include information about Vocational Venturing, detailed advice on how to use the Venturer Resource Group Plan and the Venturer Interest Questionnaire, and a section on how to plan a Venturer Training Workshop for both advisors and youth members.



The handbook begins with a general discussion about the nature of the Venturer program. Later chapters show how to plan a successful company program. The final parts explore the needs of adolescents and the role of the Venturer advisor. Vitrally important to a successfully functioning company, every Venturer advisor needs to be a forceful tactful leader who can adapt to the special needs of this age group.

Whether new to the program or an old hand, every advisor will want both books, and every Venturer will need the *Canadian Venturer Handbook*.



WHERE ARE WE? The 1st Unionville Scouts can be excused for wondering about the group that passed while the troop took a rest stop during their 16 km winter hike on Ontario's Bruce Trail. "They were using llamas as pack animals," says Troop Scouter C.M. Rosenfeldt. The Scouts doubtlessly figured it looked a lot easier than using themselves as pack animals. Which way to the Andes?



GREY CUP GUARDS: Gull Lake, Sask., Scouts Scott Wendland, Benjy Migneault, Paul Winqvist, Jeff Goohsen, and Philip Leek take time out from coat check duties to admire the Grey Cup on display at a community centre dance. Saskatchewan Rough Rider Roger Aldag (#44), who played on the local highschool football team, brought home the trophy, says Sandy Kettner, group committee secretary. It was a bonus for the Scouts, who were working to make money to go to SaskJam '90 this summer.



AND THEN HE... Storytime gets the 1st Rosedale Beavers and leaders in on the action at the wrap up of a meeting. The youngster in the chair will eventually walk and run again, says Stew Radford, ADC Colony, Chilliwack District, B.C. Meanwhile, nothing prevents him from enjoying Beavers to the full.



YAWN! A St. John's Region Cub, Nfld., feels the affects of a long hard day of Scout/Guide Week activities at a shopping mall. It's a good thing this indoor campfire signals day's end, says PFE Tony Cox. *Photo: Cats Paw Photo/Video*

New from Supply

by Jim Mackie

At the start of another Scouting year, Supply Services introduces several new items to support your programs and activities.

CUB MINI-KRYPTON FLASHLIGHT: This attractively designed waterproof flashlight is ideal for young children. Its 146 mm barrel has a 60 mm circumference and is made of non-slip poly vinyl chloride, textured for easy handling and comfort in small hands. The operator turns it on and off by rotating the light head. The light uses a bulb that provides 70% more light and is powered by two "AA — alkaline" batteries (not included). It's an ideal gift or prize item, catalogue #53-936, \$6.95.

MODEL AIRPLANE KIT: For many years, we've featured the Kub Kar Kit for making and racing. Now, we are pleased to present an all new do-it-yourself project members can also race for fun or competition. It's a model airplane kit containing materials to build one propeller driven aircraft and two gliders. It comes complete with three sets of plans, balsa wood, decals, propeller, and elastic band.

For those of another generation, the propeller driven plane is constructed the way we built them in the good old days, with the wing portion cut from balsa wood, pinned to the plane, glued, and then covered with tissue paper. You can fly all three aircraft in and outdoors. A perfect project for Cubs, Scouts, and adults, the kit is available under catalogue #71-108, \$9.95.

WORLD SCOUT ENVIRONMENT YEAR CREST: World Scout Environment Year began on April 1, 1990 and runs through August 31, 1991. To mark the occasion, Supply Services has produced the World Scout Environment Year logo in an attractive full-colour crest, available from your local Scout Shop and some dealers (cat. #06-904, \$1.40). Many councils and groups across Canada have already planned environmental projects this year, and the new crest is an excellent way to recognize both youth and adults for their participation.

SLEEPING BAG REPLACEMENT: The Road Runner Sleeping Bag (#52-616) has been discontinued by the supplier. It is replaced by the Pathfinder Teen Sleeping Bag (#52-624, \$52.50). This 71 cm x 198 cm model is water repellent and made of 100% nylon with a 100% cotton flannel lining and polyester zipper. With a filling of 0.9 kg (2 lb.) 100% Poly Dacron Hollofil, the bag has a temperature rating of approximately 5 degrees C. It is dry-cleanable only.

CAMPER'S GUIDE TO OUTDOOR COOKING: A number of Scout Shops are now stocking this interesting and useful book, which covers everything from fires to fixings and includes more than 200 easy recipes for preparing delicious meats, vegetables, breads and deserts as well as information on Dutch Ovens and smokers. Written by John G. Ragsdale, an experienced camper who served as a volunteer with Boy Scouts of America in local, national and international conferences and events, it will make a welcome addition to a troop or personal library (cat. #20-611, \$12.95).

SCOUT HANDBOOK, FRENCH: The printed version of this handbook has been temporarily discontinued because all Scout program support material is being revised. New handbooks in English and French, as well as other support materials, will be available in September 1991. In the meantime, a photocopy format of the French language Scout Handbook is available from your local Scout Shop. X

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Discovering Rovers

by Karen A. Bulger

In early September 1989, I came home from a great adventure feeling more fit and more optimistic than ever before in my life. I had just finished a Canadian Outward Bound wilderness course in Northern Ontario. During the nine day adventure, I spent two days rock climbing and rappelling, six days canoeing, and a day of exercises that tied together the experience. Some of you may have done some or all of these things but, for me, it was the first time to go wilderness camping, canoeing, rock climbing, and rappelling.

Earlier in the year, some friends of mine, one of whom was very involved in Scouting while growing up, had invited me on a day hike into the woods in early spring. Against their advice, I'd insisted on wearing my very nice suede ankle boots. As you can imagine, they did not survive spring thaw in Nova Scotia. I'd returned from the hike soaked, exhausted, completely exhilarated, and knowing I had much to learn.

The beauty, solitude and quiet of the outdoors is something everyone should experience. I could not believe how much I had missed in my "so-urban" existence. My Scouting friend was a fountain of information about trees, edible plants, how not to get lost — in short, how to enjoy the outdoors. I asked him so many questions, he lent me his well dog-eared Scout manual.

I read that book cover to cover. I took it on Outward Bound with me, studying the camping sections on the plane, hoping to book-learn some skills I should have for my wilderness adventure. I also learned about Scouting and, I must say, I really liked what I read.

It was to this manual and my local Scout Shop that I turned after Outward Bound. I hoped Scouting would have something that would let me practise my newly acquired skills and interests and help me further my learning. Rovers fitted my age group. When I read the pamphlet, I was pleasantly surprised to discover that Rovering principles and aims are very similar to my own beliefs. I could not believe there was actually an organization so tailored to my values and goals.

The 9th Dartmouth Crusader Rover Crew, N.S., has offered great fun and challenge. I thought the adventure and learning would end with Outward Bound, but I thought wrong. We are blazing a trail to our cabin, 21 km in the woods. We took an archery training course. Like every other crew, we spend most of the time in the throes of fundraising and community service. Sponsoring a needy family and organizing a food drive have been but a few of our directions. And the crew has some interesting ideas for the future — a future I plan to be part of.

Before Rovers, I thought values like doing your best and helping others were values of the past. For me, Rovering has a present and, I believe, a future. It is the logical program for young adults who want to achieve their fullest development.

Someday I would like to be a leader but, right now, I'm having too much fun learning all about Rovers. After all, learning about Rovers is really a journey of learning about yourself. ^

Shortly after writing, 9th Dartmouth Crusader Rover Karen Bulger was accepted into training with the Canadian Armed Forces. When possible, she looks forward to renewing her involvement with Rovering.



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New Sponsor & Group Committee Video

by Warren McMeekin

Probably the most important thing to remember is that, with a committed sponsor and an effective group committee, everybody wins. The kids grow into more responsible, imaginative, caring citizens. The leaders are freed to devote more time to the kids. The sponsor is happy because the sections are running smoothly, and the group committee is satisfied because they can see that their contribution is valued and important. (from the Sponsor & Group Committee video)

In the Feb. '90 Leader, I talked about video training and its place in Scouting. Now, with Volunteer Recruitment & Development (essential training) about to start, videos can play a bigger role in providing the "essentials" to new volunteers within a few weeks of their joining.

As I write, the Sponsor and Group Committee video is well into production and, by the time you read this, it should be ready, or very close to it.

The overall purpose of the video is to orient group committee members to their role and functions and help them develop the confidence and skills they need to do the job. It will also give them some resources they need to work with Section Scouters and fellow group committee members.

The new video is a much bigger production than the *Introduction to Scout-*

ing video because it deals more with training and servicing. Again, it is slightly humorous as it looks at an absolute novice trying to organize a Scout group.

Please note, the video is not a complete group committee course. It is simply an introduction to an integral part of the partnership agreement. It will be an excellent general introduction on a training course and suitable to show at a service team meeting, sponsor gatherings, or group committee meetings.

An accompanying booklet outlines other uses for the video and suggests activities, exercises, discussions, and demonstrations. Where possible, it's important to use a number of different methods and techniques to present a subject. The choice will be up to the person who shows the video.

UCC SCOUTING AWARD

The United Church of Canada has developed a Scouting award to recognize people who give noteworthy service to the United Church through Scouting.

A nominee for the award will be someone who

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4. has given leadership in the initiation and/or support of projects that enhance the partnership between The United Church of Canada and Scouts Canada, locally or regionally.

The award takes the form of an enamel pin and a certificate with signatures of the Moderator and the Secretary of the Division of Mission in Canada.

Application for the award may be made by a local church sponsor through its official board or any other court or committee of the United Church. To apply, fill out a form provided for the purpose and send to: *Youth Ministries, Division of Mission in Canada, 85 St. Clair Ave. E., Toronto, Ont. M4T 1M8.*

Payment of \$40 for the pin and certificate must accompany the application. Of this amount, \$25 will be deposited to the Mission and Service Fund to support the mission work of the church, including the UCC/Scouting partnership.

It's recommended that the award be presented at a gathering of the church appropriate to the recipient's service and that youth members of the person's group be present and involved in the presentation wherever possible. A

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A New Name for Essential Training

Volunteer Recruitment & Development

by Rob Stewart

Scouters have been hearing about Essential Training for more than three years. As the strategy began to evolve, it became apparent that it was much more than a training issue. In fact, it encompasses all aspects of our adult leadership. To reflect this observation, the National Council approved a change in the name of the strategy from Essential Training to *Volunteer Recruitment and Development*.

Not to panic! Those of you saying, "I'm just coming to grips with an understanding of Essential Training and now you're changing it!" can relax. Only the name has been changed. All other aspects of the strategy remain the same.

The Adult Volunteer/Sponsor Relations Committee recognizes that we risk creating more confusion by changing the name after three years of work. They feel, however, that it is better to address the issue before the official implementation date. It's important to recognize that training was the basis for the design of the strategy. Training is a significant part of the total package, but it is just as important to focus on the need to develop strong group committees, training teams and service teams in the overall process.

In its simplest form, the Volunteer Recruitment and Development process boils down to attitude, skills, and knowledge. Scouting is determined to recruit adults based on attitude first.

What does this mean? It means that our group committees or other recruiters

will look for adults who enjoy working with young people, recognize the time involved in running a successful program, are prepared to take training to increase their skills and knowledge for their Scouting role, and are willing to work closely with the service team. Some sponsors may have additional points to discuss with potential Scouters.

If the individual has such an attitude, the next stage is to identify what knowledge and skills he or she needs to be successful. It is at this point that training and servicing requirements are determined. Methods of training and servicing will vary from one council to another.

In a nutshell, what the Volunteer Recruitment and Development process means is that Scouting will recruit adults based on their attitude and provide training and servicing at times and in locations as convenient as possible for Scouters new to their position. Local councils are busy developing strategies to ensure we can meet this challenge.

One of the first areas identified as integral to successful implementation was the group committee, those responsible for the recruitment and support of section leaders. Seeing it as a key to the rest of their recruitment and development process, many councils are focusing their energies on ensuring that their group committees are fully recruited, trained and serviced.

Frank Sarton, regional vice-president for Administration Training, Island Region, B.C., calls group committees

Scouting's backbone. "To have a healthy and strong backbone," he says, "you need to know the segments which compose (it), prime among them recruiting, finance, effective meetings, property management, and public relations. We spend much effort and time training Section Scouters, and rightly so, since they are directly connected to the reason for our existence — youth members. It has not always been realized that the training of Admin Scouters at group, district, and regional levels is of equal importance."

Training for Admin Scouters is often assumed to happen "by osmosis", Scouter Sarton says. "Other assumptions play a part: anybody can run a meeting; there are only small sums of money involved, so no sweat; tents? the Scoutmaster will look after them; why do we need PR? These assumptions lead to situations where nothing gets done, funds are lost, group equipment spends years in somebody's basement, and the Scouter quits because he or she is frustrated and overworked."

There's no doubt that a well-functioning group committee makes the task lighter for Section Scouters, and training is part of what we need to ensure our group committees function well. The AVSR Committee is busy putting the final touches on support documents for what we are now calling Volunteer Recruitment and Development. Remember, only the name has changed. The process remains the same. A

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INDEX Volume 20

At the start of a new issue year, the **Leader** customarily devotes the cut-out pages to an index of titles from the past 10 issues of the magazine. Use it to find those ideas you couldn't fit in last Scouting season but want to try this year. If you are new to Scouting or, for some other reason, don't have a particular issue, remember that you can order back issues (see p.26 for details).

The index includes most features and columns, with the exception of Supply News, Cross-Country Photos, Letters, Pen Pals, the cut-out pages (which most readers clip and save each month), and the Chief Scout's Investiture (Feb. '90). Because of space restrictions, it may not include the editorial (p.2) or Brotherhood Fund Donations.

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75th Anniversary of Cubbing Contest

Let 'em Howl!



by Ben Kruser

Born in 1916, Canadian Cubbing marks 75 years in 1991. Get your Cubs actively involved in celebrations of the 75th anniversary of Wolf Cubs. To give packs an incentive to start preparing for the anniversary, National Program Services proudly announces its "Let 'em Howl!" contest. The challenge: plan and hold a special Cubbing activity to promote the Wolf Cub program both in Scouting and the community and draw attention to Cubbing's 75th Anniversary.

Packs may enter the contest by sending an activity report to *Program Director, Cubs, Scouts Canada, PO Box 5151, Stn F, Ottawa, Ont. K2C 3G7*. Every entry will receive a recognition certificate, and the three packs who do their best to include creativity, uniqueness, Cub involvement, and public awareness will be awarded special prizes.

Contest Rules

1. The contest runs from September 1, 1990 to April 30, 1991.
2. Packs must design and run a promotional activity that attracts public and Scouting attention to the Wolf Cub program and Cubbing's 75th anniversary.
3. The activity idea must come from the Cubs.

4. The activity will be judged for its creativity, fun, and Cubbing spirit on the basis of a written report, photos, drawings, news clippings, etc.

Planning Tips

Talk to the pack and solicit their ideas on how they can promote Cubbing's 75th anniversary. What things do they do in Cubs that they want to "howl" about? The ideas needn't be conventional. Live a little and try something unique, wacky, and fun.

To whom do the Cubs want to tell their story? Help them make plans to follow through with their message.

Tie the anniversary to a theme such as community service, environment, or jungle atmosphere. Run it during a Cub event, such as a holiday celebration, Scout/ Guide Week, Parent/Cub Banquet, Beaver gathering, or pack outing. Bring in stars and badges such as Handicraft, Troubadour, or World Conservation. Be sure to give each Cub one of Scouts Canada's new 75th Anniversary Cub crests.

Activity Suggestions

Make a parade float and have a half time celebration at a local CFL game or civic gathering.

Plant a commemorative flowering tree or shrub. They planted flowering crabapples in Ottawa to celebrate the city's centennial in 1960. Thirty years later, the trees are beautiful and beneficial to urban wildlife.

Set up a jungle camp in an unusual location, such as a ferry, jet liner or the mayor's office.

Have your pack petition City Hall to proclaim "Do Your Best" Day.

Make a roadside display and set it up for rush-hour viewing. Estimate the number of people who see the display.

Produce a campfire style Radio PSA and try to get it aired on your local radio station.

Hold an "Iron Cub" contest to raise money for a worthy cause. Events can be activities such as the longest wolf howl, or pushing or pedalling a scaled up Kub Kar down main street.

Launch a super kite big enough that people on the ground can see the word CUBS written on it.

Remember, send us an account and photos of your activity by April 30, 1991. Your reports will be included in a **Leader** article to give packs who did not celebrate at the beginning of the year some ideas on how to wind up the anniversary with a grand howl.

Good Hunting! X

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BADGES
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EVENT
BADGES
FREE DESIGNS
AND PRODUCTION
SAMPLES
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Why Break Tradition?

I'm writing in regard to the letter from Colin Wallace about the Cornwell Award (April '90). While the award may be based on British history, may I remind Mr. Wallace that, for most of Canada's history, our history has been part of British history. Scouts, itself, is part of a British tradition.

Mr. Wallace also has a problem with the fact that the award's story focuses on war, not peace. This is reality. To gloss over war or ignore it will not make it go away. We must understand what war is and try to explain it to our Cubs and Scouts so that they can understand and deal with it. And we must not forget that Baden-Powell was a general in the British army and first used Scouting in the Boer War.

I see no reason why a new award could not be set up, but let us not denigrate the present one. Let's not break tradition just for the sake of breaking it.

— Dennis Doyle, 52nd Oshawa Cubs, Ont.

Notice of Annual Meeting Boy Scouts of Canada

Friday,
November 16, 1990
4:45 p.m.
Westin Hotel,
Ottawa, Ontario

Purpose:

- (1) Consider the annual report
- (2) Consider the annual financial statements and auditor's report
- (3) Elect officers, members, honorary members, committee chairpersons, and others of National Council
- (4) Appoint the auditor, who shall be a chartered accountant

CONSIDER RICK HANSEN

I have to agree with Colin Wallace on the Cornwell Award. There are two people that youngsters in Canadian Scouting can relate to: Terry Fox and Rick Hansen. These two men have shown character and courage and demonstrated action and initiative. A lot of things have been named in Terry Fox's honour. As far as I am concerned, the "Rick Hansen Award" would be very appropriate for Scouting in Canada.

— Ron Samson, 1st Louisdale Beavers, N.S.

COOKING BADGE ERRORS

The Feb. '90 *Patrol Corner* outlined requirements for the new Cooking Challenge Badge. May I point out two errors.

In requirement 1, it says "demonstrate a knowledge of the three basic food groups". Canada's Food Guide outlines four groups: milk and milk products; breads and cereals; meat, fish, poultry and alternates; fruits and vegetables.

In requirement 5, it says "choose one of the menus in requirement 2". There are no menus in requirement 2.

The National Program Committee should publish the correct list of requirements as soon as possible so that Scout troops will be aware of all the new details.

— René Dufleit, Victoria, B.C.

Reply from Robb Baker, Program Director (Scouts): Your concerns are addressed in Patrol Corner (p.17) this issue. We apologize for the typo that confused requirement 5: it should have read "one of the menus in requirement 3".

CELEBRATION PLANNED

The 1st Morris-Mount Pearl High Scout Group, Mount Pearl, Nfld., has recently formed a committee to begin planning for the group's 25th anniversary in the 1991/92 Scouting year. The first flyer will be delivered to those on the master mailing list in late fall 1990 or early in 1991. Meanwhile, we wish to put together photo displays and archive items and need help. If you were ever a youth member, leader, or committee member in the 1st Morris-Mount Pearl High Group, please send memorabilia to Mrs. Eileen Sullivan, 4 Roland Drive, Mt. Pearl, Nfld. A1N 1G2.

DROP A LINE

I noticed recently an appeal for notes to be sent to an old-time Scouter. This prompted me to give the names of two fine people who served Scouting long and well: Ruby Buesnel, former trainer (Cubs) and Wilf Hilton, former APC (Ontario) Rovers. Both Ruby and Wilf would love to hear from old friends. The address is: *Barton Place Nursing Home, 914 Bathurst Street, Toronto, Ontario M5R 3G5.*

— Marg Lyon, Training Committee, Greater Toronto Region

THREE CUB CHEERS

Three long and loud Cub cheers for several articles in the March and April issues. Thank you very much for introducing Ben Kruser (*Tying Up Loose Fur*, Mar '90) and, through him, Dave Wands, Wolf Cub rep on the National Program Committee. In the same vein, *Who the Heck are They*, (April '90), introducing the National Program Committee, was very much appreciated.

Many thanks also for the excellent article *For Cubs Who are Near Scouts*. As a new ARC Pack, I consider this one of my most important problems, and this article will certainly be helpful in providing ideas and inspiration to leaders in our region.

Of course, **the Leader** is always most helpful and informative. Thank you very much for a very worthwhile publication.

— Valerie S. van Veen, ARC Pack, Fraser Valley Region, B.C.

LANGUAGE STRIP CONCERN

After having recently taken a course in sign language, I noticed that Scouts Canada has a language strip that visualizes the word "deaf". May I point out that "deaf" is not a language. Most hearing impaired people in North America communicate in a language called ASL (American Sign Language). An appropriate language strip would be appreciated.

— Jules Smeets, Beaufort Cherokees Cubs, Baie D'Urfé, Que.

Reply from Ben Kruser, Program Director (Cubs): The language strip you refer to was discontinued several years ago. The current language strip reads "I Sign" and is mentioned in the new Cub Book. I encourage leaders who notice members wearing the old strip to suggest they replace it with the current version.