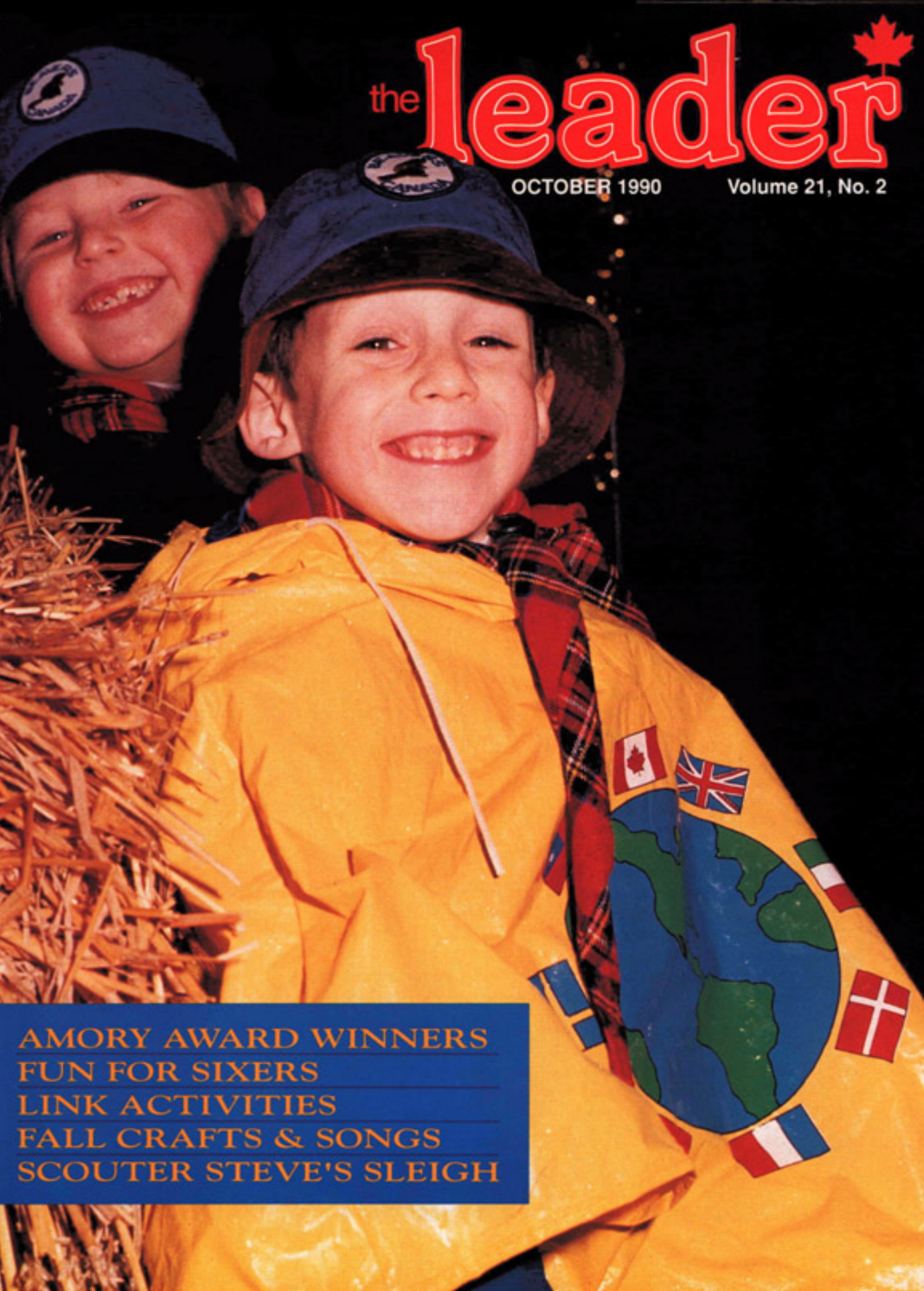


the leader

OCTOBER 1990

Volume 21, No. 2



AMORY AWARD WINNERS
FUN FOR SIXERS
LINK ACTIVITIES
FALL CRAFTS & SONGS
SCOUTER STEVE'S SLEIGH

Building the Future

by Garth Johnson

Canada's contingent to the 32nd World Scout Conference in Paris this past July helped make history.

As we reported to you in April, the collapse of communism in Eastern Europe has taken with it many Marxist-inspired youth groups and, with democratization, a number of nations have been able to return to Scouting as their program for youth.

Hungary and Czechoslovakia were among 10 new countries accepted as members of the World Organization of the Scout Movement at the largest conference in our history. Also admitted were Comoros, Dominica, Guinea, Maldives, Namibia, San Marino, Saint Lucia, and Saint Vincent and the Grenadines.

One thousand conference delegates gave an emotional welcome to representatives of the newly organized Hungarian and Czechoslovakian associations, both of them senior officials attired in uniforms that appeared unchanged in design since World War II. As the vote was taken, the two displayed the Scout salute, which quickly became a "V" for victory when the outcome became evident.

Through the chairman of the USSR Children's Fund, the conference also received a message from Soviet President Mikhail Gorbachev. President Gorbachev thanked Scouting for its work over the summer as host to 1,235 young people from the Byelorussia area irradiated in the Chernobyl disaster. By providing them month-long holidays in Scout camps throughout Europe, *Operation Solidarity-Chernobyl* helped foster an awareness among Eastern and Western European young people.

"It is good that the Soviet youth have a chance to acquaint themselves with

the Scout movement and to make friends with Scouts, mutually overcoming obsolete prejudices and mistrust," wrote Mr. Gorbachev. "I am convinced that after their stay in Scout camps, the children of Chernobyl will return home changed."

"I dream they will help engender a new feeling of solidarity as a manifestation of our new interdependence in a world challenged by global dangers," Vladimir Lomeiko, the USSR Ambassador to UNESCO, told the conference. "Such a spirit will help overcome these dangers and build a more human world, free from prejudice and bias."

This cooperative effort is an excellent sign that Scouting may even exist again one day in the Soviet Union. At present, we know groups are forming in Bulgaria, Poland, Rumania, Yugoslavia and the German Democratic Republic. Guests from each of these countries attended the conference as observers.

RE-EMERGENCE DIFFICULT

It is difficult for many of us to imagine what Scouters from Eastern Europe have endured over the long years leading up to the re-emergence of Scouting. In Czechoslovakia after World War II, the government declared the movement hostile to socialism. Many leaders were tried as criminals and forced to serve prison terms for their activities.

One Czech delegate told how unofficial patrols managed to meet and camp together throughout most of the Cold War. Today, the Czech association boasts a membership of 70,000. After 41 years underground, many supporters still find it odd



Hungarian representatives Levente Mathe and Laszlo Surjan in discussion with a conference delegate.

to see street posters in Prague advertising Scout registration!

In Hungary, Scouting was disbanded by the Communist government in 1948 and replaced by the red-scarved Soviet Pioneers. Scouting's spiritual focus was the main concern. Today, 10,000 members participate in a growing movement.

New uniforms are scarce, and most members wear cast-off military uniforms or white Pioneer shirts dyed green. Program resources are also in short supply, a handicap to training courses and workshops. With the resources of the World Bureau now available to them, however, our new members will slowly be able to overcome these early difficulties and provide solid, well serviced programs to Eastern European youngsters.

Canadian Scouting is ready and willing to do its part to ensure the success of their efforts. Our international relations committee is exploring ways that we can assist in the process, and we will report their recommendations in a future issue.

The admittance of Hungary and Czechoslovakia to the World Organization can only signal the beginning for many, a beginning best summarized by the words of the conference chairman to the Eastern European delegates: "Old members becoming new members."

Keep watching our pages for news of further developments in World Scouting.

Many thanks to Darren Dambly, Troop Scouter with the 173rd Archwood, Winnipeg, Man., for his notes and photos. Darren attended the conference as a special member of the Canadian Contingent.



During the week, French Scouts served conference delegates as helpers and guides.

the leader

The Canadian Leader Magazine

October 1990

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1989 Amory Adventure Award

Three Hikes Take Amory Honours

by Linda Florence

Backpacking treks in remote areas of the Rockies, B.C.'s interior, and Gros Morne National Park earned the 83rd Calgary A Venturers, Alta., the 7th Squamish Venturers, B.C., and the 1st Springdale Venturers, Nfld., judges' honours in the 1989 Amory Adventure Award competition.

In early July '89, the first place 83rd Calgary hiked five days in the Panther River Valley, seeking not so much "thrilling excitement" as an opportunity "to explore our own abilities and affirm friendships". The 12 member company, who have been together for three years, chose a limited time low budget summer adventure for good reason. Knowing that four of their members would move on to university this fall, they were planning and saving to explore Ellesmere Island in the high arctic in summer 1990 — a final major challenge to face together before the company begins to change. Many needed as long a summer job period as possible.



The first place 83rd Calgary A Company (front) Clint Sello, Brendan Clark, Stephen Brown, Ian Newcastle, Adam Forseth; (back) Geoff Atkinson, Casper Beran, Travis Smith, Ryan Yeo, Martin Spedding, and Michael Lathrop.



The 83rd quickly developed a routine for crossing the treacherous ice-cold Panther River.

Their route "entered the remote, north-eastern region of Banff National Park where few people ever travel and there are no marked hiking trails", the log says. "It offered an 85 km trek with the challenge of independent route finding, many difficult crossings of fast rivers, and safe management of the risk that we might encounter bears or cougars.... We were the first to apply for a permit to hike in the area for five years."

The company's preparations included St. John Ambulance Standard First Aid courses for three members who did not have their certificates; a December



Yum! For the 83rd Calgary, there's nothing like a power breakfast of Kraft Dinner and rice.



Hiking the cliffs along the Panther Valley.

weekend camp "to sample dehydrated foods and practise building emergency shelters and food hangs"; 21st Century Camping (white stage) training "to develop conservation awareness and skills"; bear awareness; and a spring weekend camp in the Kananaskis Valley "to practise river crossing, bushwhacking, and wilderness navigation skills".

They developed a successful river crossing routine on their first day. "The leader harnessed himself to our stout climbing rope and crossed while Tracey (advisor) held him on belay in case of a fall.... Once across, the leader tied his end of the rope to a tree. Then the rest of us crossed in pairs, each securely clipped onto the rope by tape and karabiners.

"The rocks beneath the surface were always irregular and slippery," the log continues. "Every step could knock a guy off balance and, being fed by a glacier, the water was very close to freezing. Our neoprene booties gave our feet the support and thermal protection they needed...."

Constructing the nightly food hang against bears and other marauding wildlife and holding a before-bed tick check also became regular routines. Twice, bear scat and tracks close to planned camping spots encouraged them to hike a few kilometres further.

For some of the way, they followed animal trails, which led them to picnic on an elk rutting ground scattered with antlers. Later, two members "were lucky enough to glimpse a female elk and fawn as well as a buck with a magnificent set of antlers". Some of the wild encounters weren't as pleasant.



On Alexander Mackenzie's trail, 7th Squamish Venturers Zach Hyde, Keith Bullington, Scott Wilson, Jim VanTroyen, and Ivan Carrier.



The Hellcats explored an Indian burial ground where spirit houses guard the graves overlooking Gatcho Lake.



Carrying the guide rope, 7th Squamish Venturer Zach Hyde works his way across a fast-flowing stream.

"Lake Wigmore is a shallow slough and home to giant mosquitoes," the log reports. "They were landing on our backs in droves, eating us faster than we ate our food...." And there were anxious moments crossing a posted bear area. "...we brought out our whistles and sang some very noisy songs.... In addition, we picked up our pace from about 3 km/hr to 5 km/hr to get out of the area as soon as possible."

A bit further down the trail, they met the park warden who'd posted the warning after having been treed by a black bear a week before. "Now he wanted to return to the tree to record how high the scratches were so he could estimate the bear's size more accurately," the log says.

The Venturers wound up their hike around the fire after joining the 83rd's B Company and Scout troop at their standing camp, where some would spend two days in scuba diving training to complete an open water diver course they'd started in the spring.

"We stayed and talked until one in the morning...." they write. "The Panther River adventure was done, but a beautiful memory had begun to take its place."

7TH SQUAMISH HELLCATS

For second place honours, five Venturers and the advisor of the 7th Squamish Company trekked 13 days and 125 km retracing the 1793 overland route of Alexander Mackenzie between Eliguk Lake and Fish Lake in central B.C. Because one of their aims was to fulfill the first requirement for the Canadian Trails Award, which includes completing a conservation project, they spent a day en route improving a part of the trail under direction of B.C. Parks. They also hoped the trip would give them challenge, a chance to learn and live a little Canadian history, and good fishing.

"We prepared ... by going on a winter survival camping trip, an emergency survival camping trip, and several other weekend trips," their log reports. "During our normal weekly meetings, we studied the history of the area that we would be entering, the wildlife we could encounter and how to deal with it, and the different types of terrain we would experience on our trip."

They added first aid and compass and map training, as well as bear awareness. "Our main concerns were the bears and the river crossings, but we were prepared to deal with these problems as they arose," they wrote.

"Our most difficult part (was) our food," the log continues. "It had to be

light, filling, non-perishable, and full of energy." They solved the problem with dehydrated and lightweight foods after getting together to sample and make choices that suited everyone. "The task of measuring and repackaging all the food into water-proof packages took several hours a day for three days."

Their adventure included a 30 minute flight by float plane to their start point on Eliguk Lake. At the beginning of the trail, they met the challenges of breaking pack straps because of the weight of their loads, voracious mosquitoes, and overgrown trails.

"We became slightly lost when the trail just ended," the log reports. "We scouted the surrounding area and followed a few small trails, but they all terminated quickly." Eventually, they found



A break gives the 1st Springdale a view from the top before clouds roll in to turn their final day descent into a fog-shrouded ordeal.



1st Springdale Venturers (from front) Sidn French, David Penny, and Gavin French on an ankle-and-leg-strengthening hike above Rattling Brook.

the track they sought, "covered by many fallen trees".

Their route gave them a chance to explore an Indian burial ground, the remains of trappers' cabins, and other signs of human activities in the area. Then, on the fifth day, after a short but severe thunderstorm, their log records, "Alexander Mackenzie arrived at this campsite 10 minutes before us, 196 years earlier."

As advertised, the fishing was excellent, and fish dinners (occasionally, even fish breakfasts) freshened up their dry-food based menus. Among the abundant wildlife, they saw grouse, moose, otter, beaver, and signs that a grizzly had used a tree as a scratching post.

From boggy lowland to mountains, they experienced a full variety of terrain, weather, and camping conditions. One stormy night, they sheltered in a leaky trapper's cabin. Another, they slept on the edge of a snowfield. Back in Squamish again after a total of 16 days, the Venturers gathered for one remaining task.

"We washed the inside and outside of the van, cleaned all the equipment,

and put everything back where it belonged," the log explains. "We were glad to be home, but will never forget the trip and the experiences that came with it."

1ST SPRINGDALE VENTURERS

In third place, three 1st Springdale Venturers spent four days on "the most difficult hike in Eastern Canada — the Long Range Mountains, Gros Morne National Park — without relying on any set trail". A hike was a different kind of challenge for this canoeing company and, although their advisors came along, they hiked independently. "We saw them at prearranged meeting places (campsites), and occasionally when our paths met," the Venturers' log explains.

To prepare, the company did a series of uphill hikes to increase leg and ankle strength, read about the area they'd be hiking, studied map and compass and followed up with on-the-ground orien-

teering exercises, prepared kit lists, and made small emergency kits.

A sight-seeing boat took them to their starting point to begin "what was to be the second hardest day of our trip as we started the long arduous trek up the gorge" and "had our first encounter with wildlife larger than us — a moose". The second day brought a surprise encounter with a speedboat on Matty's Pond. It belonged to two biologists "who were surveying the effects of acid rain on the fish population in the area". That night, a stag caribou approached their campsite and, the next day, "we saw a small herd of caribou grazing on the lichen and, on the last hill before our campsite, a black bear in the valley below".

The final day put them all to the test. "Our advisors stayed close behind us (because of) the high altitude and low cloud cover which could engulf us any minute." Shortly after lunch, it did. "We were hampered by almost zero visibility and often had to retrace steps when faced with walls of impenetrable tuck-a-more," the log records.

The Venturers used a spread-search technique to keep them on track — "one person at the last known position and all others spreading out within hearing distance to search for geographic landmarks which could pinpoint our position and lead us home". It took six and a half hours before they emerged from the fog at their destination at the bottom.

"That night ... we couldn't resist sitting down and talking about all that had happened during the trip — the hard parts, the humorous parts, and many emotions we had experienced," their log concludes. "Should the opportunity arise, we would have no hesitation on retracing our footsteps." Λ

Scouter Steve's Sleigh

from Jim Orpen

Several years ago at a district winter camp, I spied a work sleigh with such simplicity of design, sleek lines, and utility that I simply had to know more.

Scouter Steve Bylsma and his two patrols from 8th Rednersville were camped two sites over from us. Although we were in the same district, we had never been introduced. I went over to do the honours.

When I questioned him about his sleigh, Scouter Steve quickly volunteered a set of plans. They arrived by mail the very next week, and I filed them away as a future project. There they sat for the next four years.

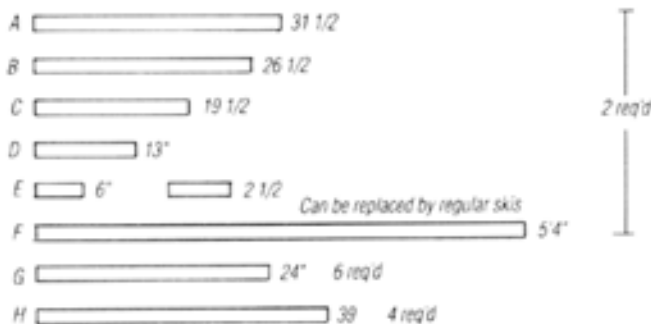
In August 1989, the 18th Belleville asked me to be Troop Scouter, which prompted me to do a housekeeping of all my notes and resource material. I came upon Scouter Steve's plans. As new Troop Scouter, I set a goal to have at least one outdoor event a month in addition to our regular Thursday night meetings. But I knew there would be some rainy weekends in November when I would rather be inside than out. Those plans from Scouter Steve would come in handy.

Because of the size of my basement, I couldn't accommodate all our Scouts on the same weekend. We organized them into their patrols and assigned each a Saturday for sleigh-making.

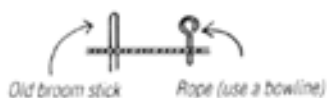
Materials weren't a problem. A member of our group committee donated one pair of skis, and I found another pair in a neighbour's trash one morning on my way to work. Scouter Bart found a partial can of stain and urethane in his basement. Our group committee chairman, who works for a building supply company, donated 12 m of 1x2 clear pine and .25 kg of 1-1/2 dry wall screws.

At 8:30 a.m. on the first Saturday, six bright and shiny Scouts showed up ready to go to work. We organized the patrol in pairs. One team set about removing the harness from the downhill skis. Another pair took the task of cutting the wood to size as outlined in the plans. The third team studied the plans with Scouter Dwayne.

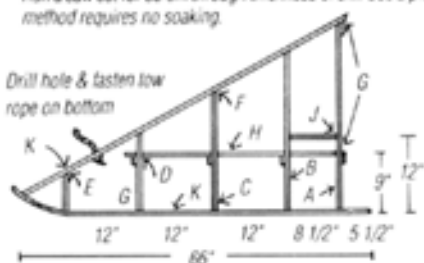
In 10 minutes, we rotated the pairs to ensure everyone would have hands-on experience and share the load. They worked steadily in this manner through the day, breaking for mug ups and lunch at the conventional times. Because this was the Scouts' sleigh, the leaders restricted their participation to comments such as "saw on the line" or "your drill isn't square, vertical, or horizontal".



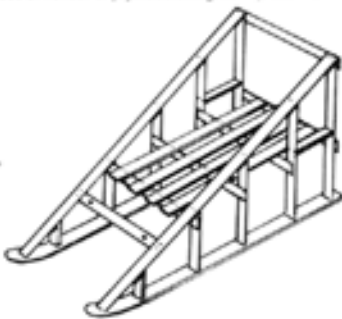
Wood must be soaked in boiling water for at least 2 hours before you try to bend it. Optional: use an old pair of skis.



Run a saw cut for 35 cm through thickness of ski. Use a piece of veneer or plywood and glue in place. Form bend. This method requires no soaking.



Drill & countersink all screws
All material shown is 1/2 x 2 clear stock



Badge Links

Camcraft: Bronze #6 and camping nights

Exploring: Bronze #5

First Aid: Bronze #3 c & d

Winter Scouting: Bronze #3; Silver 2f & 3; Gold #3

Also: Scoutcraft, Builder, Year Round Camper

The Scouts worked together, helping one another where and when requested. They discussed and planned the steps to completion and laughed and poked fun at themselves when they made a mistake. Most of all, they worked as a unit, a team, a patrol.

We thought we noticed a little let-down when they drove in the last screw and tied on the tow rope, so out came the high fives and lavish but justified praise from impressed Scouters. Parents began to arrive and, of course, Scouts dragged them one and all (including a pet dog) down to the basement to show them what they'd accomplished.

At the following regular meeting, I arrived early and secretly put the sleigh onto the hall stage, then pulled the drapes. After opening, we drew the curtains to reveal the sleigh. Imagine the "oohs" and "aahs" from the Scouts whose turn

to build was coming on Saturday. Imagine the strained shirt buttons on the chests of last Saturday's builders.

When the second patrol arrived to work, the routine repeated. These Scouts, however, wanted to make a small change on the rear rack. We all thought it was an improvement, and they went ahead with the modification.

For our winter camp, we loaded the sleighs with camp boxes, tents, stoves, water containers, personal gear and, even, a boy. The Scouts hauled the load for almost 1.5 km over 15-20 cm fresh snow with such apparent ease there were smiles on the faces of all the workers.

Part of our camp activities included a simulated broken leg. The Scouts had to carry the patient on a stretcher for 800 metres through bush to where the sleigh lay waiting. There they transferred the casualty to the sleigh and raced with him through heavy bush, up a drumlin, and down the other side to camp, where mug up was waiting.

Mugs in hand, the Scouts analyzed the merits of their sleigh. They gave it top marks. The leaders gave the Scouts top marks. A

Jim Orpen is Troop Scouter with the 18th Belleville Troop, Ont.

Sixers' Pow-Wow

from Phil Frost

In the Mississauga Region, Ont., we have successfully concluded our 15th pow-wow for sixers and Cubs in their final year of Cubbing. Designed as a one-time event for Cubs, it aims to form a bridge to Scouting for older Cubs. At the same time, it provides a day full of new experiences, opportunities to meet sixers from other packs, fellowship and ideas for Pack Scouters, and a whole lot of fun.

PLANNING

Planning starts in mid-November, when the coordinator calls Pack Scouters to meet. The event is always scheduled for the last Saturday in January, and

- consider and accept ideas for activity room events and appoint event coordinators;
- arrange coordinators for refreshments, registration, and a set-up team; refine the registration form;
- set the fee for Cubs based on a balanced budget.

Notices and pack registration forms go out by the end of November. The forms include date, time and place, uniform and footwear requirements, and what to bring (lunch; a plastic bag containing a pencil and pair of scissors). They ask for names, phone and medical insurance numbers of attending Cubs and names and numbers of accompanying



Final year Cubs gather for an opening Grand Howl.

the coordinator has already booked a facility with accommodation for upwards of 240 sixers and 80 leaders. We are fortunate to be able to use the Applewood United Church complex, which has 12 activity rooms and a large auditorium.

At the November meeting, the coordinator provides each Pack Scouter a package detailing the previous year's pow-wow. In the course of the meeting they

- review the program and comments and decide if anything needs changing or fine tuning;
- review crest designs and agree on a design and quantity of crests needed;
- review the budget;

Pack Scouters. The deadline for fee payment (\$2.50 per sixer) is a week before the event.

Over the years, we have amassed over 50 activity room events, but each year we look to Pack Scouters for new ideas. In a folder, we have fully described and documented each event in such detail that a Pack Scouter can run it easily after briefly reviewing the requirements and equipment list.

For each room, we also prepare a folder containing a program and room schedule. As insurance in case an activity falls through, there is a complete back-up event for each room.

The coordinator for each activity room gathers together a team that can run the activity for twelve 15 minute sessions. They must ensure they have enough supplies for two sixes with as many as 10 Cubs in each at each rotation.

SET UP

The day before the pow-wow, the set-up crew goes to work to:

- mount room numbers at each activity room (1-12);
- set up the registration desk with sets of Six numbers 1U to 12U and 1D to 12D, similar numbers for the first 24 Scouters (each assigned to one of the 24 sixes), and sets of room numbers for the other Scouters;
- set up a distribution centre for crests, sets pre-packaged for each pack with completed registration form attached;
- set up tables and sheets of paper listing each pack and Cub's name, with a space alongside for assigned six numbers;
- place under the tables 12 baskets for the Cubs' lunches, each basket identified by two six numbers and the room number where the sixes will be at noon;
- place signs, programs, room layouts, six schedules, room and six numbers, a list of activity room events, etc.

On the day, the coordinator and refreshment crew arrive at 8:00 a.m. to



Not far enough! Cubs attempt rope rescues of their sixers.

prepare coffee and tea for Pack Scouters and attend to last minute details. At 9:00, Cubs and Scouters begin to arrive for registration. Each Cub receives a card with a U or D six number (1U-12U; 1D-12D) and randomly selected Cubs receive a specially marked card indicating that they will be a special sixer for the day. We direct them to the tables to locate their pack sheet, find their name, and record their six number alongside it. Then, they place their lunch bag in the basket labelled with their six number and head off to join a gathering activity, this past year circle games (French Cricket; Jump Rope) followed by a sing song.



Working on handyman skills.

GENERAL PROGRAM

At 10 o'clock, we ask Cubs to form concentric circles for the opening: a brief welcome, flag break and salute, *O Canada*, and the Grand Howl. And we give them a mystery to solve by the end of the day (Something is wrong: what is it?).

Then the day's special sixers line up in sequence (1-12) down the centre of the auditorium, U sixers on the right. We give each a folder containing a program, room layout, and activity room schedule. The sixers hold up their folders on which their six number is written, and the other Cubs form lines behind their sixer.

With sixes now in relay formation, we hold a steam-off game and, after a Cub cheer for the winning team, everyone moves off to his first activity room. Sixes 1U and 1D start in Room 1, and so on. When their 15 minute activity is over, the U Six moves UP a room (Room 1 to 2) while the D Six moves DOWN a room (Room 1 to 12), etc. At noon hour, sixes stay in the room of their last activity to eat their lunch, earlier brought along in its basket with a selection of drinks to wash it down. All activities stop for a 20 minute Cub refueling break. Activity room event Scouters can break between noon and 1:15.

Sixers' Pow-Wow Activity Room Events 1990

Room 1: Hands-on use of hand tools

Room 2 **Shapes**: From a kit of plywood pieces, Cubs make shapes to blank patterns after making a square pattern.

Room 3 **Map Fun**: In turn, each Cub draws a line on a sheet to represent the borders, main highways and roads of their city, until they form a complete map. They identify homes and landmarks.

Room 4 **Rescue**: Sixes form teams in relay formation. The first in line sits on a mat, the second throws him a weighted rescue line, and the six pulls their sixer to safety.

Room 5 **Crafty**: Cubs make a woggle from telephone wire.

Room 6 **Win**: a version of the television show "Win, Lose or Draw".

Room 7 **Act-it-Out**: In turn, each Cub mimes a trade described on a card. The six decides what he is, relays the message to the coordinator and, if correct, collects a card for another Cub in the six to mime. The two sixes compete for the highest number of correct guesses in the time allowed.

Room 8 **Stack-It**: Teams organize in relay formation. Place a nest of cans (one inside the other) in front of each team at the other end of the room. On signal, the first player of each team races to the cans, dumps them on the floor, stacks them, kicks them over, and reassembles them into their original position before racing back to tag off the next team member.

Room 9 **Look-Up**: Cubs form the solar system by positioning tin can planets on the floor. They receive solar charts and a crossword.

Room 10 **Tie it Tight**: Arrange teams as for a relay but facing each other, and give each player a length of rope. In the centre between them are two rings joined by a rope. On signal, the first Cub races up and attaches his length of rope to a ring, then runs back to tag off the next Cub. Subsequent members tie their ropes to the end of the rope before them. When all the ropes have been secured, the teams hold a tug-o-war.

Room 11 **Kim's Game Plus**: Cubs stand around a table where you've arranged 24 items under a sheet. Uncover the display for one minute. As a team, each six compiles a list of objects on the table.

Room 12 **Wrap Him**: One Cub in each six volunteers to be the mummy. In turn, Cubs in his six wrap him with newsprint until their supply of paper and masking tape is exhausted.

Badge/Star Links

Tawny; Carpenter; Handyman; Artist; Handicraft; Blue 8; Swimmer; Troubadour; Red 7; Observer 7; Green 2

At 12:20, sixes head to the auditorium and form lines for another steam off game. At 12:40, they gather near the stage for a campfire/sing along and, at 1:10, they reform six lines for yet another steam-off before heading to their next activity room, where a drink is waiting before the activity begins.

At 3:00, activities end, special sixers return their folders to the registration desk, and the Cubs, back in the auditorium, form circles for the closing.

Activity room coordinators tidy their rooms and return their folders and supplies to the registration desk. The coordinator's team removes signs and makes sure everything is ship shape. By 4:00, everyone is homeward bound. At home,

the coordinator prepares a report (including financial statement) for the region; writes thank you letters to any special resource people involved; asks the region to send the church a donation and thank you letter for the use of the facility; and tidies up documentation and supplies so that they are ready for the next year.

Over the years, we have refined this event to the point where its success is assured, but we are always prepared to welcome new and progressive ideas. Try a Sixers' Pow-Wow for your Cubs. All you need is a little organization. λ

Scouter Phil Frost, Mississauga Region Service Team, was coordinator of the 1990 Sixers' Pow-Wow.

Linking Up with Beavers

by Phyllis Norris

It's panic time again in the pack. Beavers are coming to visit. What do we do with them? How do we plan a program that will be fun for both sections? How will we cope with a possible 50 youngsters in one hall?

Questions, questions, questions. Frustrations — yes, many. But not to worry. It's not that bad. Let's look at it and take one step at a time.

It is very important that Beavers visit. They need encouragement to join the strange, exciting, and often scary world of Cubs. We can only give them such encouragement through exposing them frequently to the pack.

How do we do that? The first step is communication with the colony leadership team. Arrange a meeting at the beginning of the year. Plan at least two events or activities involving both sections during the year. And we're talking about two events other than Swim Up, Family Banquet, and other annual group activities. Vary your events each year to ensure that the Beavers get a good overall picture of pack activities. You might consider some of these ideas.

Winter Fun Day: Go ice skating, tobogganing, skiing, snow fort and snowman building, then troop inside for a warm drink, cookies, and a sing song.

Fall Family Corn Roast: Play wide games such as Ostrich Tag, Dance of Kaa, Sheep Dog. Involve parents. Finish off the day with a sing song around the campfire.

Puppet Night: Have Cubs plan and perform a puppet show for the colony. Invite parents to come out and enjoy the show.

Fall Ramble: Collect leaves, make collages, rake leaves, play in them, turn over rocks to see what nature hides under them. End the day with games and stories.

Spring Ramble: This is a great time to clean up the neighbourhood. Invite a special guest from the zoo to show and tell all about what happens when animals wake up and prepare for spring.



Invite Beavers to a toboggan party.

Winter Holiday Party: Set up different areas where Cubs and Beavers can decorate cookies, make popcorn balls, and create snowmen from marshmallows or animals from candies. Make time for eating, singing, and perhaps even a visit from Santa, if appropriate.

As you can see, you needn't have 50 youngsters in a hall at one time. What's important for the Beavers is exposure to Cubs. The Beavers do not all have to see the pack in action during a regular meeting. Only White Tails with lightning bolts need to visit such a meeting.

SWIM UP PREPARATIONS

The Beavers who are ready to join Cubs need special attention. They likely are eager to experience the new program, but may be afraid and shy. You will need to spend some special time with them. Have Akela, Baloo, or any one of the Cub leaders visit them in the colony, talk with them, and perhaps tell them the story of how Mowgli joined the pack. Encourage the Beavers to ask any questions they have about Cubs and invite them to a pack meeting.

Star/Badge Links

Red Star 7; Tawny Star 2; Black Star Winter Cubbing; Handicraft 7; Observer; World Conservation

The pack meeting might go like this. As Beavers arrive, a designated sixer or two is at the door to greet them. This Cub introduces the Beavers to their six, whose sixer assigns each Beaver a buddy for the evening. The buddy's job is to stay with his Beaver, explain what's happening, and take care of the youngster.

Cubs take dues and prepare for inspection.

7:00 Inspection

7:10 Opening

7:15 Game: Jungle Name relay. Place jungle animal shapes cut from paper at one end of the hall and arrange sixes in relay formation. When a leader calls the name of a jungle animal, players, in turn, race to pick up an animal shape to fit the name and return to their six to sit.

7:25 Craft: Musical instruments from odds and ends. You could ask each six to make a different kind of instrument.

7:45 Sing Song: Ask each six to lead one song, using their instrument as accompaniment.

8:05 Outdoors: Story Scavenger Hunt. Break any story into several pieces and hide the pieces outdoors around the meeting hall. Send out Cubs and Beavers to find all parts of the story. When they return, go over the story.

8:20 Closing & Announcements

Remember the Swim-up. Plan on meeting with colony leaders, Beavers who are ready, and their parents to go over the ceremony. Everyone is frightened of the unknown, but good communications will help you overcome the possibility.

Beavers to Cubs to Scouts and so on up, good linking between the sections means we will retain youth members and fulfill our aim of developing resourceful members of the community. We can do it. All it takes is communication, commitment and, most important, a sense of fun.

Phyllis Norris is the Ontario link in the Wolf Cub Program Network.

Camps Make Great Link Activities

from Herb Barge

We tend to think of linking in Scouting in terms of links between sections; Beavers and Cubs, Cubs and Scouts, Scouts and Venturers, Venturers and Rovers. But you can make many other links, too: all sections together; Scouts and Guides; Venturers and Pathfinders; Cubs and Brownies; and all Scout sections with all Guide sections.

Before you can make any of these links work, however, you need to link leaders. Your first linking priority is to help members of one section become familiar with the section above them so that they are eager to move up to that section and unafraid of the change. The second priority is to promote understanding between Scouting and Guiding.

Effective linking activities are fun, demonstrate some of the things members of other sections do, and give everyone time to get to know one another. I'm going to relate some examples of linking activities I have experienced to give you ideas about what you might try on an area basis and get you thinking about what you might do in your own group.

INTER-ORGANIZATION LINKS

In 1967, the Scouters' Council in Carlton District, Vancouver Coast Region, thought they would try something different and let the Rover crew I was leading run their annual camporee. The Rovers jumped at the chance and figured it was time to hold a combined Scout and Guide camporee.

When they presented the idea to the Scouters' Council, we grudgingly gave it an okay, thinking, "The Girl Guides will never agree." Never underestimate Rovers. My silver-tongued devils convinced the Guide Commissioner and, on the long weekend in May, we held a combined competitive camporee with 170 Scouts and 155 Guides.

Although the Guides did not do great in the competition because they had never camped in that style before, everyone considered the camporee a great success and decided to make it an annual event. In the second year, A Guide patrol placed second. In the third year, Guides took first place. At that point, the stan-

dard of Scout camping in Carlton District skyrocketed to new heights. If you want to teach Scouts how to camp, have them compete with the Guides!

During Scout/Guide Week, Port Coquitlam District, Fraser Valley Region, annually holds a combined Scout and Guide church parade planned by Scouts, Venturers, Rovers, Guides, and Pathfinders, as well as a combined campfire in a prominent park or school yard. The campfire has attracted as many as 500 people.

ALL-SECTION LINKS

In 1982, Port Coquitlam District decided to hold their first ever all-section Link Camp. It turned into a huge success which has been repeated several times since.

The first camp was planned almost a year ahead and held in a neat location, within 3.5 km of downtown but on the opposite side of the Coquitlam River. There were no roads an ordinary car could travel into the site, but there was a four wheel drive vehicle and a four passenger aerial tramway crossing the river.

Well in advance, organizers constructed a headquarters and staff feeding area and cleared camping areas. They set up a couple of marquee tents for Beaver activities, and the Rovers built a Rover Den complete with sleeping hammocks.

On Thursday night, leaders and Rovers went in by four wheel drive to set up their gear and make final preparations. On Friday morning, the Venturers arrived, brought in on the aerial tramway by the Rovers. After setting up their camp, they spent the afternoon in link activities organized by the Rovers — rock climbing and a wide game.

When the Scouts arrived that night, the Venturers, helped by the Rovers, ferried them across the river on the aerial tramway. Scouts spent the evening setting up camp and, the next morning, joined the Venturers in a link activity.

Together, Scouts, Venturers, and Rovers set up a campsite for the Cubs, who arrived that afternoon. The Scouts, helped by Venturers and Rovers, brought them across the river on the tramway. The Scouts led Cubs in a link activity

and a game during the evening and early next morning.

Around 10 a.m. Sunday, Beavers arrived. Cubs, helped by Scouts, Venturers, and Rovers, ferried them across the river. The Cubs then led them in a game and, after lunch, joined them for a craft link activity. Meanwhile, Venturers and Rovers ferried across parents, who arrived all through the day. A fantastic weekend ended in late afternoon with a huge campfire.

That reminds me of a camp our group used to do during Scout Week. We put on a big outdoor display on a vacant lot or a shopping centre parking lot. Scouts, Venturers, and Rovers camped on site for the weekend. We set up large tents and kept them lit at night to attract attention. During the day, Cubs and Beavers used the tents to hold Kub Kar races and make crafts. The older sections demonstrated pioneering and campcraft skills and usually constructed some sort of tower. On one morning, we threw a pancake breakfast. Sunday, we held a Scouts' Own.

BENEFITS OF LINKING

In my experience, linking activities have benefits for everyone.

1. Young members who participate look forward to going up, their fear replaced by anticipation.
2. Section leaders begin to know one another better. As a result of our activities, the group and district formed a Scouters' Council. Scouters from different sections began to help each other on various projects. Fundraising became easier through teamwork because each section better understood what the money was needed for. Scouters were able to present a united front to the group committee, and there was a whole lot less squabbling.
3. You begin to recruit more members. The public starts taking notice of Scouting in their community.
4. Parent support improves. Parents begin to understand what Scouting is about and what Scouters are trying to accomplish.

What have you been doing lately to link section to section, all sections in the Scouting family, Scouting and Guiding? **The Leader** welcomes your reports and ideas. You'll find the address on p. 3. A

This material is adapted from a presentation Herb Barge, ARC (Scouts), Calgary Region, Alta., made at a Brownsea Area breakfast, April 1990.

Scouting & Community Against Trash

SCAT!



by Doug Teeter

On May 3, 1990, members of Scouting and Guiding in Wallaceburg, Ont., with the help of citizens in Wallaceburg, Dresden, and Tupperville, joined forces to rid the public areas in their communities of litter. It was a natural follow-up to Earth Day and an important part of Education Week. When they started their planning in January, the organizers weren't aware of these fortuitous coincidences. Nor did they dream that a simple idea would become a full-scale community project.

SCAT (Scouting & Community Against Trash) started with Colony Scouter Wayner Barnier's idea that some other groups might want to help his Beavers on a "Garbage Grab" in local parks. It ended with more than 1,000 people involved in a coordinated community-wide litter pick-up in three area towns.

A suggestion that the Scout district might buy 100 lapel buttons to identify participants led to orders for 1,000 buttons, a donation of the garbage bags required, a local recycler's offer to buy all the soft drink containers gathered, and the town providing trucks, sanitation operators, and a police safety vehicle.

A simple request to the local newspaper to take a picture of the donation of the bags led to weekly news items in three local papers, spots on nearby radio broadcasts, and an interview with a CBC outlet.

The project got underway with the formation of a committee of area Scouters. The initial SCAT concept called for district Beavers, Cubs, and Scouts to pick up litter such as soft drink cans, cardboard, and plastic refuse from community parks, boulevards, and parking lots. The committee decided they might even be able to spring for a few special lapel buttons to reward the youngsters for their efforts. A local lawn care firm offered to donate all the garbage bags they'd need.

Very soon, the committee learned that they were thinking small. When canvassed, local Guiders resoundingly said they wanted to involve their members in the project. A local resident announced that he'd been working on a similar project with the schools. The committee grew to include Guiders and public-spirited citizens. The principals of our 10 area schools reported that students would make a clean-up of school properties in

conjunction with SCAT. A community-sponsored youth group for older boys and girls also volunteered.

The municipal council gave not only approval but the use of vehicles and people to staff transfer stations. A local recycler volunteered his services to collect materials he could turn into cash to donate to the local Hospital Building Fund. The municipal police force volunteered to help with traffic control and also provided a public service vehicle to patrol the town and advertise the project. Scouters from the two neighbouring towns asked to join the effort.

Overnight, a project designed for a few hundred youngsters grew to involve

trash as well when they picked up cash droppings to a total of \$64.

As organizers sat pondering the outcome during the wrap-up meeting, several findings became evident.

- The community and Scouting can cooperate on things other than fundraising. Too often, Scouting people are only seen, en masse, in search of funds on Apple Day, etc.
- Wallaceburg and area became aware that ecology is not just a buzzword in Scouting.
- Many more citizens have become as interested as our school children in the proper handling of refuse.
- There is a continuous need for ecolog-



Showing some of the litter they collected from community public places during SCAT, these Wallaceburg Beavers seem sad that people treat their surroundings as garbage dumps.

over 1,000 people. Scouter Barnier and the committee were astounded. Area newspapers and radio carried weekly progress bulletins issued by the Scout District public relations chairman. A special affairs reporter from CBC contacted the group about including video coverage in an ecological special. Although that didn't pan out, the Windsor station CBE covered our activity in an interview broadcast on their *Radio Noon*.

On the evening of May 3, Scouting and Guiding members were out in force to complete the clean-up. Interested citizens applauded and, in many cases, came out of their homes to join the youngsters in the work. In three hours, they'd covered the town, picking up an astonishing 670-plus bags of litter and two industrial dumpsters full of recyclable materials. They learned there was other money in

ical awareness, and Scouting is in an ideal position to keep the focus on this work. When the CBE reporter asked whether SCAT would be an annual event, we responded that it was more important for environmental awareness and action to be ongoing.

One very positive sign of the success of this project was the question on the lips of organizers at the close of the event: "What's next?" Even more positive, we know what's next. There's a clean-up project involving local industries; public awareness displays; exchange of environmental information with area schools; spearheading a campaign for local "blue-boxing"; more involvement with operation "Pitch In"....

Who knows! We might even find time for another litter pick-up campaign. λ

Talking about Brown Tails

from Ben Kruser

This month's *Sharing* column relates Tail groups to the stages of development of 5, 6, and 7 year olds. There's no doubt 5 year olds approach and learn things in different ways than 7 year olds. Leaders unfamiliar with these differences often find their programs frustrating both to them and their Brown Tail Beavers. They often ask a number of questions we try to answer here.

1. Why do we accept 5 year olds in Beavers?

The goal of the Beaver program is to develop responsible future citizens. What better way than to introduce them to a caring and sharing program when they first become aware of an outside world — when they first begin attending school?

2. What do 5 year olds gain from the program?

Five year olds probably make more gains than any other children who join Beavers. The accepting and caring attitude of leaders and older Beavers allows 5 year olds to take the risks involved in trying to print their names, cut on the lines with scissors, copy a pattern, etc. They gain confidence and self-worth, attitudes that will greatly affect their decisions as they grow older. We set the stage when we work with 5 year olds. We allow them to develop positive social skills in a safe and secure environment.

3. What are the limitations of a 5 year old?

Truly, the only limitations on 5 year olds are those placed on them by unaware leaders. In early September, they will be shy and in awe of all the things happening around them. They may not be able to print their names or handle a pencil, but you can do that for them. They may find cutting with scissors awkward, but you can help by giving them pre-cut pieces for the first few crafts. Their energy level will be just as high as that of the other Beavers, but they will tire easily. That's okay, because Beaver high-activity times are usually short-lived anyway.

4. How do we design programs to meet a 5 year old's needs?

Games: Beaver games usually run for a very short time to keep the interest level high. This also helps the 5 year olds cope. Give 5 year olds a larger ball than the

others use. Make the throw-line closer for the Brown Tails. The other Beavers accept this because they still remember their own inadequate feelings. Be aware that 5 year olds have not mastered coordination skills such as skipping or small ball bouncing, and save them for later in the year.

Crafts: The Beaver program is based on Tail groupings to allow for individual differences. We often forget to use these differences to our advantage. Many times, we do crafts in lodges so that older Beavers can help younger ones, but this can be very trying when there is glueing and waiting time. Use Tail groupings more effectively in crafts. Have more leaders or parent helpers available to work with the Brown Tails. Provide



PHOTO: WAYNE BARRETT

them pieces that are a good size for small hands. Early in the year, it's not appropriate to give them tiny eyes to glue on a craft, for example. Save these skills, as well as things like beading, until spring when their confidence level will be much higher.

Pre-cut pieces for Brown Tails. Because it takes them time to colour and paste, they'll still finish when the older Beavers do. Allow more time for more complex crafts and, if older Beavers finish first, involve them in some other activity for a few minutes. When the craft involves a great deal of glueing, it often helps to stagger craft time: i.e. glue a part, let it dry while you play a game, then return to the craft.

Songs: Five year olds enjoy music. They haven't been exposed to a lot yet and are

quite eager to try this new skill. In the beginning, choose simple songs; ditties with repetitive words and phrases or short songs (*Farmer in the Dell*, *Little Red Wagon*, etc.). Include more difficult songs, too, so that you don't lose the interest of the other Beavers. The memory skills of 5 year olds are keen, and they will learn the words quickly by repetition. Sing with the 5 year olds during craft time. It not only gives them practice with the words, but also helps ease frustrations if a craft isn't working as well as a Beaver hoped.

Stories: When working on themes, use storytime as a Tail group time. Choose simpler or shorter books for the 5 year olds. Spend more time talking about the pictures and letting them try to predict what will happen next. Help develop their reasoning skills. Let them enjoy the book at their level. Five year olds have a wonderfully simple view of life and express it when you make time to talk to them. Storytime provides this opportunity.

NEW BEAVERS & PARENTS

Parents of young children are sensitive to the effects new situations will have on their child. They want to expose them to all that is good in the world. What a great role for Beavering!

Welcome parents to stay and participate with their Beaver. They need to know that there are no secret activities happening and that you have a caring and sharing way with the youngsters in your colony. A 5 year old may feel more at ease to know that his parent is nearby, especially the first few times. Never push shy Beavers into activities. Be encouraging and let them decide when they are ready to take part. When they hear you laughing and having fun, they will plunge in and join you.

Make sure you don't leave parents standing against the wall feeling like intruders. Involve them in the program and let them enjoy the activities with their Beavers. A 5 year old Beaver who sees his or her parent approving of the goings-on will be more at ease. Ask parents who turn into regular visitors if they wish to become leaders. All colonies can use extra pairs of hands. λ

We thank the Ontario Beaver Planning Group for sharing their bulletin on 5 year old Beavers.

Fall Things to Make & Do

by Linda Florence

It's the golden season, and that little nip in the air puts a lot of zip in the blood. You need plenty of ideas handy to keep up with your young members. Perhaps you'd like to slip a few of these into your program plans.

Litter Bug Sifter

Here's an idea for sixes, but Beavers in lodges will also enjoy trying it. Each group needs a shoe box, a piece of medium mesh screen cut to the same size as the bottom of the shoe box, scissors, darning needle and heavy thread, and a good size piece of white cloth.

To make the sifter, cut out all but a 2 cm rim from the bottom of the shoe box. Place the screen in the box so that it rests on the rim and hold it in place with a few stitches. Fold up the cloth, put it in the box, replace the lid, and go out to sift some natural litter. Take along a magnifying glass or two. Ask Cubs to appoint a six scribe to note their findings.

Out among the trees, spread the cloth on the ground, scoop leaf litter into the sifter, replace the lid, and shake the box over the cloth. What insects come sifting out? When you've finished making your observations, simply shake out the cloth to put the critters back where you found them. Move on to sift plant litter in a field. Are the insects the same as those you found in leaf litter?

Record your fall litter-sifting findings. When things begin to dry up in spring, visit the same places, sift again, and compare findings.

On a weekend camp, Cubs can sift at different times of day to see if there is any difference in insect activity. If they are interested, have them make a small box from wood, tack in screening as with the shoe box, and go out to sift aquatic insects from sediment in streams and ponds.

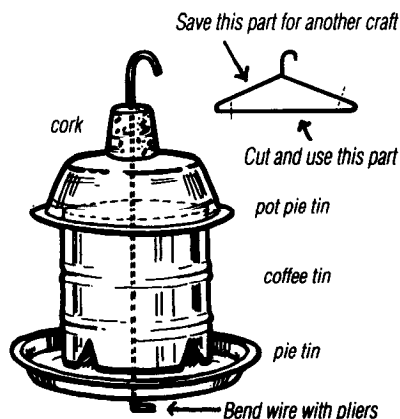
Coffee Tin Feeder

When the 3rd Brant Sydenham Beavers, Ont., were exploring ways they could "help take care of the world" last fall, Scouter Earl Smith provided a craft that created bird feeders from trash.

Rainbow introduced the idea by showing pictures and talking about overwintering birds. When she was through, Hawkeye emptied a bag that contained a large foil pie plate, a foil pot pie plate, a cork, a coffee tin, and a coat hanger.

The Beavers agreed that, at home, they'd probably just throw these things into the garbage after they'd finished eating the pie, etc. They were delighted with the idea that they could reduce litter and help birds, too.

To make the birdfeeders, each Beaver received a piece of wire cut from a coat hanger as shown, a cork, a pot pie plate, a coffee tin with a nail hole punched in the centre of the bottom and three holes punched in the sides around the bottom with a can punch, and a large pie plate.



Beavers assemble their feeder in a few easy steps.

1. Poke the cork, small end first, on the coat hanger wire and slide it up until it is just below the bend.
2. Push the coat hanger wire through the bottom of the pot pie plate and slip the plate up to rest against the cork.
3. With open end up, slip the coffee tin onto the coat hanger wire.
4. Poke the large pie plate, open end up, onto the coat hanger wire.
5. Call over a leader with pliers to bend the bottom of the coat hanger wire at right angles to hold everything in place.

To fill the feeder, simply slip up the cork and pot pie plate and pour in seed. Hang the hook over a small branch on a tree.

Walking Spider

Whether you're out sifting litter or hanging a birdfeeder, if you have a chance to pick up chestnuts (conkers), it's a great opportunity for Cubs to make walking spiders. We found this idea in Caroline Parry's excellent book, *Let's Celebrate Canada's Special Days*.

Badge/Star Links

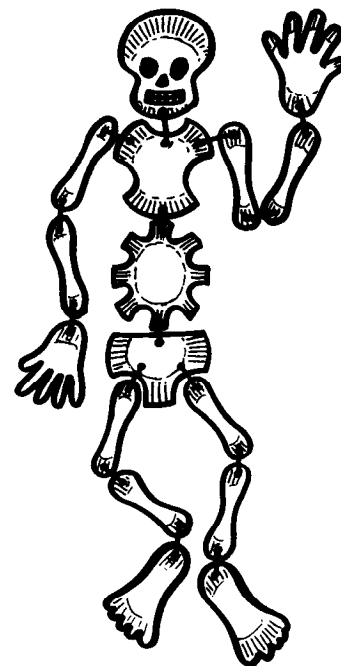
Black 11, 13, Observer
Tawny 2, 9; Artist 8

Each spider consists of a chestnut, nine straight pins, and a length of string 30 cm or more. Stick the nine pins firmly into the chestnut in a circle like sun rays. Tie the end of the string to one pin, then wind the string in any way you like around the other pins. When the string is wrapped, hold the free end and drop the spider. How he walks the string will depend on how you wrapped it.



Hallow'en Haunter

A young friend in Guides shared a great idea for a life-sized skeleton that will add atmosphere to a Hallow'en party or camp. Again, this is a good project for Cubs to make in sixes. For each skeleton, you need a dozen lightweight white paper picnic plates, 23 cm in diameter; patterns (or samples to guide Cubs as they cut the shapes); scissors; black marker or crayon; black or dark blue yarn cut in 15 cm lengths; paper punch.



Cubs cut shapes from paper plates as shown, tracing patterns or guided by samples. The Cubs responsible for hands and feet can simply trace their own (shoes off) and cut out the shapes.

Draw a suitable face on the skull. With the paper punch, make holes in the parts as shown. String together the pieces with loops of yarn. A little tape, judiciously applied, lets you dangle these bony spooks in some pretty interesting positions for party night. X

Be Prepared

Say Thanks to the Media Now

by John Rietveld

All of us like to receive recognition for a job well done. Employers often increase salaries or give cash bonuses to employees whose annual work performance is exceptional. Sometimes the boss will send you a brief note of thanks if a new contract you worked on is signed or a meeting you chaired went particularly well.

Teachers may award students a gold star for good attendance or give them special treats when they behave well. Regardless of the form recognition takes, we all feel good when others notice and appreciate our efforts.

We need say little about the importance of recognition in Scouting. Our star and badge systems and our honours and awards program provide mechanisms for members to give and receive credit for their efforts. B.-P. awarded wooden beads to Scouters who completed advanced leadership training. These beads have become recognized by Scout organizations around the world as a symbol of commitment to Scouting.

Recognition is likely the most important step in the public relations process. When, after all our hard work, we receive good media coverage, we sometimes forget to thank the media for their help. Most of the publicity media gives Scouting is free. It is therefore important that we regularly and appropriately recognize what they do. Media people have the same need as we do to feel that Scouting notices and appreciates their efforts.

How we recognize and thank media may depend on the impact of the promotion. It is appropriate to send thank you notes to Scouters who helped with your Scout/Guide Week display, but a letter to the editor is more in keeping with the recognition due a reporter who did an excellent job of covering activities for the entire week. In fact, the thanks we give to the media often results in increased publicity for us, because media like to tell their audience about that plaque or award they received.

In the course of a typical Scouting program year, we need to put some extra effort into recognizing the media. For example, publicly acknowledge with a letter to the editor the help your local newspaper gives to promoting fall registration. A framed appreciation certificate will likely find its way into the main lobby of the paper, where it will be seen by suppliers and the public.



One way to ensure television publicity for your Trees for Canada project might be to plant a thank you tree on the front lawn of the station. Involve the station manager or weatherman in your thank you planting and you will probably hit the 6 o'clock news.

At the national level, we use a variety of ways to thank media for their support. After the fall 1989 registration period, we sent a thank you letter to all media that placed our material. In the spring, we gave radio, television, and newspaper PSA managers a personal Scouts Canada thank you coffee mug.

In June, we presented attractive brass appreciation plaques to *TIME* and *Canadian Living* magazines for the extensive exposure they gave us by using our Steve MacLean print advertisements. We also gave YTV a plaque to thank them for their ongoing use of our 30 second television promotion featuring former Scout and Everest climber, Jim Elzinga.

GOOD RELATIONS HELP IN A CRISIS

Establishing good media relations during positive events is the best preparation for dealing with media in a crisis situation. You will never be entirely able to keep unflattering stories out of the newspaper or off television. When there is a crisis, however, councils on a first name basis with news personnel in their community will have a better chance to see negative headlines toned down, less visible story locations, fair treatment given to the council side of the story and, perhaps, a chance to balance the scales in the future.

Developing good media relations is not always easy. It's usually something you have to accomplish over time, but

National Recognition: Dawn Mustard, public service coordinator for YTV accepts an appreciation award from John Rietveld, executive director communications. The youth television network provides Scouting ongoing support through its generous donation of airtime for Scouts Canada's promotional video, which features former Scout and Everest climber Jim Elzinga.

the results are worth it. So where does your council start?

First, agree that there will be only one contact person with the media. Nothing will turn off an editor more quickly than calls from several people about the same event.

Next, prepare a list of media in your council. Include newspapers (daily, weekly, religious), television, radio, industrial and trade magazines, church bulletins, and organizational newsletters.

Then, make it your business to contact the media on your list. Personal contact with the editor or a reporter is best but, if distance is a problem, introduce yourself by telephone or mail. Talk about their deadlines for material, what kinds of stories they like, their use of photos, and whether they will accept articles you've written for them.

Ask television contacts specifically about the kind of visuals they prefer, indoors or outdoors. It can make a real difference in how easy the station finds it to cover your event.

You have now taken the first steps towards improved media relations in your council. Keep the media informed and thank them every time they publicize a Scouting event.

Start planning now to recognize the media in your town during Scout/Guide Week, February 17-24, 1991. Please send us clippings and photographs of your success stories so we can share them with other councils. λ

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The Scouter's Spouse

by Pat Jamieson

So it finally happened. You sent off your firstborn to Beavers and heard the "We need help and it's only one hour a week" speech. After a couple of weeks, you convince your husband or wife to volunteer. Now you are the spouse of a leader.

What will this mean? Well, after spending several years at being, first, Mrs. Splash and then Mrs. Akela, I thought I might divulge a few of the secrets.

The first thing we both learned was never to let your leader miss a planning session or group committee meeting. There are two consequences if you do. First, the next meeting will definitely be at your house. Second, you will find out that your leader is responsible for some out-of-the-ordinary games, crafts, or outings for the next set of meetings. This is a problem for you, the spouse, because Splash then says, "Dear, do you know an easy way to make stick horses for nothing?" Or, "Where can we go to see live beavers for free?"

We discovered, fairly early that, in reality, we had both volunteered. I became a kind of silent member of the group, referred to as "the resource or idea person". I was the one who listed all the coming holidays and occasions and then searched **the Leader**, *Owl*, and *Chickadee* for craft ideas. I was the one who learned which pizza place gave tours and whether the fire department needed advance warning that 25 Beavers were coming.

One of the next things we learned was that one hour per week was a somewhat optimistic underestimate. In addition to the regular weekly meetings, there were monthly group committee meetings, the occasional district meeting, planning sessions, camp planning, camp and Apple Day, to name just a few. This is difficult for the spouse. You are left to deal with kids' bedtimes alone when you might be accustomed to having help to catch several wet squirming youngsters as they escape from the bath into your neighbour's front yard.

Another thing you will need to handle, especially if you are a mom who

works at home, is phone calls. The calls will come at any time during the day. No matter what time it is, the person calling will always ask for the leader, who is almost never there. The calls usually fall into one of the following categories.

"Do you have space for new boys in the pack? Is there a waiting list?"

"What are the Cubs doing tonight? Johnny says he needs six egg cartons and his father's hat. Is that right?"

"It's snowing (raining, baseball season, etc.). Is the meeting cancelled?"

"Uh, dear, I forgot the permission slips (tents, pizza trays, milk...). Would you please bring them to the hall (campground)?"

So, is it more trouble than it's worth? No way. Let me mention some of the rewarding parts: the people we've met, Scouters who are caring, interested people, parents who really do appreciate the time and effort leaders give to their kids; watching boys grow and mature, shy ones gaining confidence, boisterous ones gaining control; the pride I feel for my husband when I hear that Cubs has given a child some stability and encouragement at a difficult time in his life. It is a really good feeling to be involved.

As I write this, the Scouting year is winding down, and I am looking forward to seeing a little more of my Scouter. Then, in comes Akela with the news.

"Dear, I'm leaving the Cub pack and joining the service team. And, oh yeah, I also signed up to coach BJ's baseball team this summer."

Does this mean I'm Mrs. Coach now?

Remember, we also serve who sit at home and answer the phone. Good luck with your Scouting experience. A

Pat Jamieson is a nine year veteran Scouter's spouse whose husband works with the 3rd Whitby Group, Ont. We agree with her that people brand new to Scouting as well as those who have been involved for some time will enjoy her home-front view of volunteering.

Using Tail Groupings

by Ben Kruser

The introduction of revised Tail colours presents an opportunity to revisit the unique qualities of the average 5, 6 and 7 year old Beaver. Unless leaders know the different abilities of the different ages before they plan a program, both they and their Beavers are likely to be frustrated. In some extreme cases, such frustration has led colonies to turn away 5 year olds and work only with older Beavers.

Grouping Beavers by Tails for activities provides many benefits to Beavers and leaders. Let's look at child development in relation to Tails and at how to apply the information to colony operations in a practical way.

Early childhood education research calls young children's learning "manipulative" and the learning of older children "symbolic". Briefly, "manipulative" means a child prefers to learn through direct physical contact with the environment; touching, smelling, hearing, seeing, tasting. "Symbolic" learning is the ability to think about what it is you are going to do before you take action: e.g. to draw a picture, you make a mental image (symbol) of the subject before trying to put it on paper.

Everything young children experience is new, unique and fresh. They have no past experience from which to draw inferences or make deductions. As they grow older, they begin to interpret new experiences from generalizations of similar experiences they've had in the past.

The finger maze is a classic example used to demonstrate this child learning concept. In *Miseducation: Preschoolers at Risk*, Dr. David Elkind writes: "If young children are presented with a finger maze, a tabletop maze with grooves wide enough to permit a child to move a finger along the various paths, they will explore the maze with their fingers, retreat at the blind alleys, and eventually find the way out after some trial and error. If, however, you present the same maze to older children who have attained symbolic modes of learning, they explore the maze visually before they touch it, arrive at the solution symbolically, and then proceed to move their fingers along the correct path without error. *After the age of 6 or 7, symbolic manipulation takes precedence over actual or manual manipulation.*" (The italics are ours.)

FROM THEORY TO TAILS

Now, what the heck does all this mean and how does it relate to Tail groupings?

Essentially, the Beaver section encompasses a time in children's lives when they move from literally wrestling with problems to where they are beginning to think out a problem before physically tackling it.

Brown Tails: Everything is fresh and unique. They prefer to gather information through active touching, looking, tasting, doing. Because these experiences are brand new, in order to do activities, they need clear, straight forward examples or directions in words they understand.

Blue Tails: Through school, family activities, and Beavers last year, they have acquired some experiences to build on. They still like using physical contact to gather information, but will begin to incorporate their imagination into activities or projects.

White Tails: The last two years' experience in school and Beavers and their increased mental ability enables these children to exercise their imagination and thought process more fully. You still need to provide clear understandable instructions, but White Tails can put more of their own personal touches on projects. As they grow older and become more proficient at using their imagination, they enjoy doing skits, role plays, and other fantasy activities. (The Wolf Cub section picks up this interest by providing jungle atmosphere and imaginative programming to stimulate mental development.)

How can we apply these characteristics to a program? Let's look at a space theme project: building a space ship from paper plates, cups, pipe cleaners, and scrap materials.

Brown Tails: Introduce the craft to the Beavers by showing and letting them handle a single finished example. Assume that they have little experience or ideas on how to create a space ship. Lay out materials and provide step-by-step instructions and individual help. Praise Beavers for all their efforts. Encourage them to examine your example of the finished space ship for more construction clues and guidance.

Blue Tails: Introduce the craft with several examples and clear instructions. Provide more building material options. Blue Tails have some experience in simple construction activities; encourage

them now to exercise their imaginations. Your role is shifting from that of instructor and construction helper to enthusiastic supporter of Beaver building ideas.

White Tails: You might introduce the idea by having White Tails brainstorm what a space ship could look like. Provide several examples, then encourage them to come up with their own ideas. Give them a wide range of building materials and freedom to pick and choose their own material from a pile. Help with suggestions for construction and encouragement for their creativity.

In other words, give Brown Tails a simple, preplanned activity with a single tangible example of the end result. Leaders help Beavers step by step. Give Blue Tails a simple preplanned activity with more options available for their own imagination and work. Leaders help Beavers get started and support progress and ideas. Give White Tails a simple preplanned activity that allows the Beavers to create a design from their own ideas. Leaders help where needed.

If this all sounds too perfect, you're right. A key point to remember is that each child is unique and develops at his or her own rate. Leaders need to be aware of development characteristics and be flexible during Tail activities to provide a variety of project options based on a child's ability.

With the space ship craft, you can assume most Brown Tails will be satisfied to build an exact replica of what you show them, but a few will want to add their own touches. In the same way, most White Tails will race off to invent their own creation while a few will need a couple of visual ideas to get the wheels going.

By using Tail groupings for games, stories, outings and crafts, you enable Beavers to compare their progress with that of other children of like ability. Such an approach leaves their sense of competence undiminished and bolsters their overall self esteem so that they can move on to bigger and better activities. X

Resource: Elkind, David, 1988; *Miseducation: Preschoolers at Risk*; Random House, Toronto.

We thank Pat Morrison, ARC Colony, Greater Halifax Region, N.S., for bringing to our attention the need for further discussion on the use of Tail groupings in colony programs.

To Sing or...

by William Shakesbeaver

*There is rhythm in walking and running; there is melody in speech; body parts such as the heart and lungs have rhythms of their own... (Shelley Gordon, **Putting Music Back into Play**: CANADIAN GUIDER)*

"I couldn't sing if my life depended on it."

"I can't carry a tune for love or money."

"I'm too shy to lead a song."

Do these excuses sound familiar. If so, read on, because this article is for you.

As the late President Kennedybeaver said, "Ask not what a song can do for you, but what you can do for a song." Most children love to sing if we let them. Too often, though, somewhere between the words and the tune, adults tend to go a little winky because someone is singing off key!

Who cares? A choirmaster or music teacher has the right to be concerned but, in Beavers, where we are trying to help youngsters feel good about themselves, let's not let little things like a wrong note stop us from singing. There are always a few who can carry the tune to keep the rest on track. If we start penalizing children because they are not note perfect, we will end up in a world of non-singers, and what a sad place that would be.

Many years ago, when I was teaching Grade 1, I found myself with a class of 6 year olds who could read music, clap a rhythm pattern, and understand things such as 3/4 time. Why were they so knowledgeable? Their kindergarten teacher had a Bachelor of Music and, when she taught them a song, she taught the technical knowledge that went with it.

My first thought was to cancel music that year, because there was no way I could follow her act. But, you see, no one had ever pointed out to me that I can't sing, although I can't sing my way out of a paper bag. We all sang that year. Most of the time, we sang off key, but it didn't matter. The children were in my class and had to deal with what they had.

I met one of my former students a few years ago. Ironically enough, he had gone on in music. When I expressed interest and pleasure in his chosen profession, he told me I had played a great role



PHOTO: WAYNE BARRETT

in his decision. When I asked him how the off-key queen of Canada could have done such a thing, he replied: "Because you never told us we couldn't sing. You always told us we were so good you were going to take us to sing at Places des Arts."

I know in my heart that he is telling his off-key students that, some day, he will take them to sing at Places des Arts, too.

SINGING WITH BEAVERS

If you don't feel comfortable leading a song, start with something like a chant, which also has a place in the Beaver music program. A number of Sharon, Lois, and Bram's chants are well known to Beavers. All you really need to do is give them the first couple of words. They will take it from there.

Chants have a kind of singsong rhythm to them. They usually are fairly short or repetitious and the Beavers can pick them up very quickly. Once you have mastered a chant, feel free to change around the words to make up a new chant that might suit a holiday or Beaveree theme.

Try using a tape or record to help you teach a song. Where is it written that you must be able to play a musical instrument? Lip sync is all the rage, so you will be right in style, and you might just find that background music brings out the performer in you.

Have fun with the song. If it is an action song, wig, wag, shimmy and twist along with the Beavers. If you are laid back, both you and they will have a ball. They won't think you are silly. Instead, long after you have forgotten the song, they will remember the fun they had the night you taught it to them.

One of our colony's favourite songs is a lovely ditty called *Purple Stew*. It makes no sense at all, but there are plenty of wiggles and shrieks, and the Beavers would sing it 18 times a meeting if the

Not to Sing

leaders could stand the physical activity. I never worry that they think any less of me for getting down to wiggle with the best of them, because I know that I have fun with the song and my enthusiasm rubs off on them. If you are enthusiastic, you can sell Beavers just about anything.

Still not too big on singing? Well, then bring in some tapes and let the Beavers dance. Fred Penner has a great version of *Skip to My Lou* made into a square dance. He calls out the steps, and all you need to do is follow them. Be careful though. The Beaver's listening skills will improve because they have to listen to what he is saying, and I have just spent the last thousand words telling you to just let them have fun! Follow with dances like the Hokey-Pokey, and so on.

And how about singing games? *Purple Stew* is actually a game, because you eventually get everybody into the stew. At one time or another, I'm sure you have sung *The Muffin Man*. Keep on going and turn it into a game by picking up people along the way as you sing.

The nursery school song *Bluebird, bluebird, through my window* might be a little young for some colonies. If, however, you change the words to "Keeo, Keeo, through the lodges", and so on, you just might have a hit on your hands. It gives Keeo a chance to play, too. No Keeo? Don't scrap the idea. I'm sure Bambi would be more than happy to go through the lodges.

Don't be afraid to sing. Remember that it's we adults, not the Beavers, who are our own worst critics. Have fun and you might find you actually start to enjoy singing. If you haven't done it much before, start slowly. You don't have to teach the Beavers an operetta in the first week. And never let anybody tell you that you can't sing.

I'd like you to raise your right hand, make the Scouter's sign, and repeat after me: "I (name) do hereby promise not to let singing get the better of me and will sing at least one song a week with my Beavers, so help me Great Beaver." ^

William Shakesbeaver is Scouter Brynn King, ADC Beavers, Stormont and Glengarry District, Ont.

Songs for Hallowe'en

What better way to get set for a Hallowe'en party than to have fun learning some songs filled with opportunities for lots of action, shrieks and groans? Try on a few of these and enjoy.

Spider on the Floor

(If You're Happy & You Know It)

There's a spider on the floor, on the floor.
There's a spider on the floor, on the floor.
Who could ask for anything more
Than a spider on the floor,
There's a spider on the floor, on the floor.

Now the spider's on my leg, on my leg (2x)
Oh, he's really, really big,
This old spider on my leg,
There's a spider on my leg, on my leg.

Now the spider's on my belly, on my belly (2x)
Oh, I think I'm going to yelly,
At this spider on my belly,
There's a spider on my belly, on my belly.

Now the spider's on my neck, on my neck (2x)
Oh, I'm gonna be a wreck,
With this spider on my neck,
There's a spider on my neck, on my neck.

Now the spider's on my face, on my face (2x)
Oh, what a big disgrace,
I've got a spider on my face,
There's a spider on my face, on my face.

Now the spider's on my head, on my head (2x)

Oh, I wish that I were dead,
I've got a spider on my head,
There's a spider on my head, on my head.

(Spoken) But he jumps off....

Now there's a spider on the floor, on the floor (2x)
Who could ask for anything more
Than a spider on the floor,
There's a spider on the floor, on the floor.

Great Pumpkin is Coming to Town

(Santa Claus is Coming to Town)

Oh, you'd better not shriek,
You'd better not groan,
You'd better not howl,
You'd better not moan,
Great Pumpkin is coming to town.

He's going to find out
From folks that he meets,
Who deserves tricks
And who deserves treats,
Great Pumpkin is coming to town.

He'll search in every pumpkin patch,
Haunted houses far and near,
To see if you've been spreading gloom,
Or bringing lots of cheer.

So, you'd better not shriek
You'd better not groan,
You'd better not howl,

You'd better not moan,
Great Pumpkin is coming to town.
(Shared by Scouter David Bertling, 2nd Tillsonburg Beavers, Ont.)

The 12 Strokes of Midnight

(The 12 Days of Christmas)

On the first stroke of midnight,
My ghoul friend gave to me
An owl in a dead tree.
2nd ... two trick-or-treaters
3rd ... three black cats
4th ... four scary spooks
5th ... five skeletons
6th ... six goblins gobbling
7th ... seven pumpkins glowing
8th ... eight monsters shrieking
9th ... nine bogies booing
10th ... ten ghosts a-groaning
11th ... eleven masks a-leering
12th ... twelve bats a-flying.

Poor Old Ghost

(Old Grey Mare)

The poor old ghost,
He groans in the apple tree,
He groans in the apple tree,
He groans in the apple tree,
The poor old ghost,
He groans in the apple tree
Listen, and you will hear (groan ghostily).

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Fun at the Pond

by Lena Wong

October is the month of harvest festivals, thanksgiving, and Hallowe'en, and that makes it a perfect month for crafts, games, and fun.

The Thanksgiving and Hallowe'en ideas we pass along here come from an excellent new resource called *Globalchild*, written by Maureen Cech and published with the assistance of Health and Welfare Canada. This well-illustrated sturdy coil-bound book is a multicultural storehouse of ideas for crafts, songs, stories, and activities for young children. You can order *Globalchild* directly from the author by sending a cheque or money order for \$14 to *Maureen Cech, 44 Gwynne Ave., Ottawa, Ont. K1Y 1W9*. It will be an invaluable addition to your colony resource library.

THANKSGIVING

Thanksgiving falls on October 8 this year. Celebrate the holiday with your Beavers by telling them about the origins of harvest festivals and the universal nature of harvest celebrations throughout the world. Have a party to enjoy some of the good things we have to eat at harvest time. Include as many fresh fruits and vegetables as you can.

Have the Beavers make **harvest wreaths** to treat themselves. For this bit of delicious fun from *Globalchild*, you need one rice cake, half a bagel, a whole wheat round, or half an English muffin per Beaver. For toppings, provide honey, peanut butter, cream cheese, raisins, coconut, and sliced dried apricots or sliced apples, pears, bananas and other fresh fruits. The Beavers choose a wreath base, spread it with honey, peanut butter or cream cheese, then decorate their wreath with fruit. Admire the wreaths before you eat them.

Corncob & Ring: Make a toy as a craft at your harvest celebration and play this simple game based on games played by Algonquin Indians, Inuit, Ecuadorians and Colombians.

Each Beaver needs a dried corncob (stripped of kernels); a 2 cm ring cut from a toilet roll; a 40 cm length of string; and

markers to decorate the ring. A leader or Keeso might do the first step while the Beavers are busy decorating.

Knot the string at one end, thread it onto a tapestry needle, and pull the needle through the tip of the corncob. Remove the needle and let the Beavers tie the free end of the string around the ring (Brown Tails will need help).

To play the game, hold the corncob at the base, flick the wrist to toss up the ring, and catch it on the tip of the cob. It's great for eye-hand coordination!



HALLOWEEN

You can't let October go by without a Hallowe'en party. Wednesday night Beavers are lucky this year, because the 31st falls on their meeting night. Serve hot chocolate with a scoop of ice cream in it and provide a good variety of sweet treats. Remember to stock some special treats for any Beavers in your group who have diet restrictions.



To start the evening, the Beavers might make a *Junkanoo Costume*, an idea that comes from the Bahamas. For each costume, you need a cardboard box big enough to fit around a Beaver, two 5 cm x 50 cm straps (cut from fabric scraps), glue, and tissue paper scraps (or any other craft session leftovers you have on hand).

Remove the top and bottom flaps from a box. A Beaver decorates it all around by gluing on paper scraps. Cut



two holes near the top of one side of the box and two matching holes on the opposite side. Attach a strap in each hole on one side, have the Beaver step into his box, pull up and sling straps over the shoulders, pull them through the holes on the back, adjust to fit, and tie. When everyone is ready, hold a dancing, prancing Junkanoo parade.

Pumpkin Shadow Play: Try this idea from *Globalchild* for more creative party fun. Shadow plays originated in Java over 1,000 years ago. Although one person traditionally manipulated the puppets and spoke all the parts, in the colony you can use as many puppeteers as you can fit.

The Beavers cut large pumpkin shapes and other Hallowe'en creatures out of construction paper or card. Have them draw on wild and wonderful facial features to create different expressions and carefully cut out the shapes of these features. Tape a 25 cm length of dowel to the back of each puppet for the puppeteer to hold.

At show time, drape a sheet over the edge of a table and shine a lamp or strong flashlight on the sheet from behind. The puppeteers sit under the table and manipulate their puppets. Let the Beavers perform their own puppet skits for as long as they all enjoy the activity.

THE BEAVER PROMISE

Beavers promise to help take care of the world. Here are a couple of suggestions to show them some of the ways they can do it.

In order to help, Beavers need to know the creatures with which they share their world and some of the needs these creatures have. In October, many animals are getting ready for hibernation and migration for the winter months. This offers you a splendid opportunity to talk with your Beavers about how animals and birds survive our very cold winters.

Centre your outdoor activities for the month around this theme. Take your Beavers for a ramble through the woods, along the beach, or across fields. Ask them to imagine that they are different kinds of animals and birds looking for a good spot to spend the winter.

A Beaver who imagines himself a bear looks for a place to hibernate; one who wants to be a deer looks for a place that offers a ready food supply. Ask the Beavers to say why they think their chosen spots would be good wintering areas for animals. Try to point out some positive aspects they may not have seen.

Eat lunch and play some games to make the day as varied as possible. Here's a game to reinforce awareness of the difficulties wild animals face.

Each Beaver chooses a wild animal he wants to be. Leaders represent cars, trucks, settled areas, and other people-made hazards and restrictions. The Beavers pretend to be their animals, stalking and chasing each other as appropriate (e.g. a fox chases a rabbit, a bear eats berries). Leaders place themselves at various points in the play area to interfere with the animal's activities. At a road for instance, a rabbit running away from a fox may be hit by a car; the bear will not be able to find berries in a developed area; a wolf cannot hunt the farmer's livestock. Leave an open area (called "the park") for the animals to escape to — a way to help the Beavers realize that our national and provincial parks are important elements in our efforts to take care of the world.

Another idea is to increase the Beavers' awareness of plant life and its importance to our own well-being. On your ramble, identify as many trees and plants as you can. Point out the wild plants that sustain wild animals. If you are near farms, talk about the foods farmers grow in the fields. Ask the Beavers what kinds of foods they like and talk about the parts of those foods that come from plants (e.g. the flour in pizza crust, the tomatoes in spaghetti sauce, the grass cows eat to produce milk). Help them begin to see how much our lives are interwoven with the natural world and how much it is in our interest to look after it.

Leaf Collage: Extend the outdoors theme with this attractive craft. It takes two meetings to complete. At the first meeting, take the Beavers for a walk in a well treed area and collect as many different fallen leaves as you can find. Pick up only those that have not yet dried. Remind the Beavers not to pick leaves off the trees because they might damage branches and twigs.

Back at the meeting hall, put the leaves between sheets of waxed paper and place them inside heavy books. If that isn't possible, place the leaves in waxed paper inside newspapers and weigh them down evenly with a piece of plywood and bricks. Leave for a week to dry out.

At the following meeting, remove the leaves and have the Beavers glue them to large dark-coloured sheets of construction paper. Encourage them to use a variety of shapes and colours.

Finally, at your leadership team's meeting this month, begin to plan ahead for Christmas and Hanukkah crafts. Ask your Beavers to start saving and bringing in things you can recycle to make decorations, gifts, and greetings. Next month, we'll suggest ideas to get you going.



World Cubbing Badge Revised

by Ben Kruser

The current World Cubbing Badge is very popular but, because of some unclear process and wording, some leaders and Cubs have found requirements confusing. The May 1990 National Program Forum approved a recommendation from the National Program Committee to adjust the requirements in order to eliminate misunderstandings and enhance the badge's overall intent. We regret that this change could not be included in time for the reprinting of *The Cub Book*. Please keep this article for future reference.

WORLD CUBBING BADGE REVISED REQUIREMENTS 11 MAY 1990

You will find a lot of the information you need for this badge in your library, by asking people in your neighbourhood who have come from different countries to live in Canada, or by writing to a country's embassy or consulate. If you need help, ask one of your leaders, someone at home, or someone in your community.

1. Find out how Scouts Canada helps developing countries to improve their living conditions. (Ask Akela about the Canadian Scout Brotherhood Fund's Community Development Program and Trees for Canada, or contact your local Scout office.)

2. Make a scrapbook of another country, showing pictures, drawings or samples of some of the following:

- a) the country's flag
- b) people's daily dress
- c) the country's coins and stamps
- d) interesting places in the country
- e) how people get around
- f) people's houses
- g) what the weather is like
- h) what kind of food people grow
- i) the kinds of things children your age like to do.

3. Do EITHER (a) or (b)

- a) Make a presentation to your pack or six on the country you've chosen. Use your scrapbook and talk about:

- the language or languages people speak
- the religions people follow
- the geography and climate
- the main cities in the country
- the size of the country
- the main things people grow and make
- the kinds of things people do at home, school, work, their places of worship, and in the outdoors

b) Learn where the people in your neighbourhood or their ancestors came from. Make a presentation for your pack or six on one of these countries, describing:

- how people in that country express themselves today (language, beliefs, clothing, religion, ceremonies, etc.)
- why some people from the country came to Canada
- some of the country's customs your neighbours have kept (eg. religion, food, clothing, games, etc.)

In support of requirement #1, leaders will find background information in the following **Leader** articles.

Aug/Sept '88: *Looking at Results: Community Development Projects*

Feb '89: *Trees for Canada: Helping Canadians*

Feb '90: *Trees for Canada: More Important than Ever*

Feb '90: *Brotherhood in Action*

May '90: *About the Canadian Scout Brotherhood Fund*

The November **Leader** will provide information and ordering details on some excellent resources available at no cost from the Canadian International Development Agency (CIDA). Watch for it. λ

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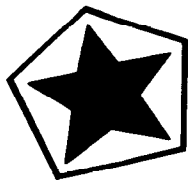
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Cross-Reference for Star and Badge Requirements



	BLACK STAR	BLUE STAR	GREEN STAR	RED STAR	TAWNY STAR
REQUIREMENT #					
1	Gardener 1,2,3,4 Handyman 10	Artist 7,9	—	—	Handyman 8 Carpenter 1
2	Collector Observer 5,6,9 World Cons. 1	Musician 3e Troubadour 4	—	Athlete 4,5	Handicraft 1,2,3,5,7,8
3	Gardener 4 World Cons. 4	Artist 7	Skier 10b	Athlete 3	—
4	—	Guide 2	Carpenter 3	Athlete 3 Artist 8	Handicraft 6
5	World Cons. 5	Law Awareness 1,2	Artist 7,9	Swimmer 1	Handicraft 2,6,8
6	Observer 6 World Cons. 1,5	First Aid *	Observer 8	—	Troubadour 1 Musician 3a
7	Handicraft 5	Reader 2a,c Law Awareness 3	Woodsman 2a Winter Cub 5d	Team Player	Handicraft 1,6 2,3,4
8	Carpenter 3 World Cons. 1 Handicraft 5	Guide 3,4,5	Guide 3,5	House Orderly 3,5,9,12	Troubadour 10
9	Gardener 1 Handyman 8	Green Star 9 Guide 5	Winter Cub 5e Blue Star 9-12	Athlete 2	Artist 5,6,7,8,9
10	World Cons.4	Green Star 9 Law Awareness 3,4 Guide 5	House Orderly 1,2,10	—	Artist 7 House Orderly 1,2,8,10
11	Pet Keeper 1 World Cons. 1,4	Green Star 9 Guide 5	Observer 7 Woodsman 2d	Carpenter	Handicraft 5
12	Observer 2 World Cons. 1	Green Star 9 Guide 5	Woodsman 2f,2g	Cyclist 5,6 Law Awareness 1,3	World Cons. 3 Artist 1,6,9
13	World Cons. 1	Collector	Guide 5	World Cons. 1	Handicraft 1
14	—	—	Handicraft 6	Carpenter	Collector Handicraft 5
15	—	Law Awareness 2 World Cubbing 4b	—	—	—

* Please note that completing Blue Star 6 does NOT earn a Cub the First Aid Badge; it is only part of the requirements.

Forward Planning

by Robb Baker

Winter's harsh elements are already affecting many parts of the country. Thoughts wander towards far-off lands and exotic activities. Wouldn't it be great to take a patrol or two of Scouts on a trip to warmer climes? You bet it would. For many troops, it's an impossible dream, but some might be able to make the dream come true with lots of planning and dedicated hard work.

But let's look at an opportunity closer to home and far enough away in time for sound planning purposes. Have you started to plan to be at the 8th Canadian Jamboree in Kananaskis Country, Alta., in July 1993? CJ93's location will be an old friend to those who were there for CJ81 or the 15th World Jamboree in 1983.

Planning is already well underway for an exciting challenging program sure to capture the imaginations of your Scouts. Much of it will be designed to call upon skills they've developed through your troop's ongoing training. Organizers want to link the jamboree program as much as possible with key components of both the Scout and Venturer programs. Details will come later, so watch for them.

Attendance at a national jamboree takes plenty of forethought and good planning. Keep in mind that the location requires Scouts to have particular skills in low impact camping. They will need to be prepared in the areas of personal hygiene, cooking and food storage, equipment, general outdoor skills, and health issues. Why not start now?



Examine the achievement award scheme to determine what badge requirements will best prepare your Scouts to attend the jamboree. Pay particular attention to Campcraft, Exploring, and the Conservation Achievement Awards. First aid is another area I'd highly recommend. Remember that 13 year old Scouts may now earn their Standard First Aid certification from St. John Ambulance (A/S'90).

Past experience also shows it isn't too early to start recruiting adults to take Scouts to CJ93. It's very helpful if they become involved with the Scouts well in advance, and you'll want to have one or two alternates lined up to ensure that unforeseen happenings won't mean cancellation for everyone.

You'll be wise to start thinking about finances, too. Now is the time for group committee, Scouts, and parents to establish a fundraising strategy. Imagine the disappointment if Scouts could not attend CJ93 because they didn't start fundraising in time to make enough money to cover the costs. As I write in June, the jamboree fee has not yet been established, but your local council should have news soon.

You may also want to consider additional program opportunities related to the idea of going to the jamboree. How about exploring a bit of Canada's history and scenic splendour along the way. Will it be feasible to take enough time for a side trip or two? Might you link up with another Scout troop en route?

Participation in a national jamboree is an experience of a lifetime. It is also another major tool to help you guide Scouts into resourceful responsible adulthood. Look within the Scout program for guidelines to follow and standards to meet. Above all, have fun. A

Tents must be Flame-retardant

In May 1990, the federal Consumer and Corporate Affairs ministry announced new safety regulations under the Hazardous Products Act. All tents sold in Canada must be made of flame-retardant fabrics.

The regulations affect all camping tents, children's play tents, ice-fishing tents, and dining shelters. Previous regulations required only warning labels that indicated whether a tent was made with flame-retardant fabric and warned consumers to take precautions when using fire sources.

The ministry advises consumers to replace non-flame-retardant canvas tents, which can burn to the ground in as little as 45 seconds, with safer products now on the market. It also suggests some guidelines for fire-safe camping.

- Remember that flame-retardant doesn't mean fire-proof.
- Never use candles, matches or open flames of any kind in or near a tent.
- Never cook inside a tent.
- Build campfires downwind and several metres away from a tent and be sure to extinguish them fully before leaving a campsite or retiring for the night.
- Exercise extreme caution when using fuel-powered lanterns or heaters inside a tent. Use battery-operated lanterns whenever possible.
- Never refuel lamps, heaters or stoves inside a tent.
- Extinguish or turn off all lanterns before going to sleep.
- Never smoke in a tent.
- Never store flammable liquids inside a tent.

Ian McColgan of Consumer and Corporate Affairs emphasized the importance of being aware. "Previous records indicate one to two deaths are caused annually by burning tents," he said. "Last year, however, there were six deaths alone in Ontario. In one case, two small children died when a mosquito coil ignited a blanket and the tent they were in."

Mr. McColgan said tips are included under these regulations, and urged councils that use them to make sure they are made of flame-retardant canvas. Fires inside tips are as much a safety hazard as fire in any other tent, he added.

We encourage groups and councils to make a safety evaluation of the tents they are using, especially canvas tents. Fire prevention is everyone's responsibility. For further information, call Ian McColgan, Consumer and Corporate Affairs, (819) 953-8086.

The Question of Moral Values

by Robb Baker

The other day, I wandered down to Supply Services to ask about badges. What I discovered tends to dispel, to a degree at least, the notion that Venturers aren't into badges. The only category with a really poor showing for this older section is the Religion in Life award. Frankly, it isn't surprising. Given this country's low volume teen participation in formal religious activities, you'd expect it. Perhaps it is a reflection of our times.

So what does all of this have to do with your Venturers? First, Venturers promise to develop themselves so that they can better "love and serve my God". Advisors promise to do their best to "do my duty to God". The Venturer program places emphasis on activities that encourage young people to show they care and live according to their personal values and religious beliefs.

Bylaw, Policies & Procedures also has some interesting things to say about the topic. Did you know, for instance, that it's the advisor's responsibility, in consultation with the group chaplain or

other religious authority, to seek to fulfill the spiritual goals of the sponsor through the section program? Indeed, we are urged to encourage our young people to participate actively in the life of a religious community. Please note that Scouting never defines "God" or "a religious community". This provides for a high degree of flexibility, but I don't think it negates the promise we give freely or the emphasis that is one cornerstone of our program.

Anyone who watches the television news or reads a newspaper on a regular basis is aware of the multitude of stories on corruption, betrayed political promises, theft, bribery, assaults, and murders. One can't help but think there is a serious trend towards declining moral values in the nation.

Should it be of concern to us in Scouting? Is it necessary to maintain law and order? Should honesty and fair play always rule the day? What about truth, compassion, caring for other people? Because of the promise we

make and the principles we subscribe to, we are regularly faced with these questions.

Must we, through our personal example, do our best to do our duty to God and explore moral issues with Venturers, or can we take the escapist route and set moral issues to one side? It is often easier to do what others expect us to do than what our God wants us to do.

Doing our duty to God encompasses the notions of truth, compassion, honesty, and fair play, but it also goes further. It invades our very being. As we build the spiritual aspects of ourselves, moral values assume greater relevance. So does the question of leading by example. We are creatures of habit. Past experiences usually control present actions. Thus, our attitude towards moral issues is governed, for the most part, by whether "duty to God" has been an important part of our life and by our inner desire to improve on our experience and our world.

Most of our impact in educating Venturers comes from our personal example. We accepted the responsibility voluntarily. The need is always there, the opportunity is great, and all of us have publicly promised to do our best.

Activity Area

Social and Cultural
Religion in Life Award λ



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New Crest Series Features Endangered Wildlife



by Ben Kruser

Scouts Canada is introducing a new wildlife crest series dedicated to Canada's endangered species. In April 1990, the Committee on the Status of Endangered Wildlife in Canada (COSEWIC) listed 190 species as *Endangered*, *Threatened*, or *Vulnerable*. Ecologists who are studying the phenomenon of contemporary extinction agree that we are losing several species a day. They forecast we may lose 50% or more before a new ecological equilibrium can be established. That translates into a loss of 15-20 million species!

So is selling a crest with an animal on it going to help? Not much, if Scouters do not take time to explain to our young people what is special about these particular animals. If we do, our children will begin to develop a kindred feeling and compassion for wildlife. As they grow to adulthood with positive memories, they will know it is important to preserve the natural heritage of Canada and the world.

First, let's look at the definitions of terms used to describe the status of a species.

Extinct: All populations and all individuals cease to exist. All hope for preservation of the plant or animal vanishes. The species is gone forever. "Extinct" is an ugly word.

Extirpated: A living species has totally disappeared from the particular area to which it was native. The situation is slightly less serious than extinction because there is potential to restore the species.

Endangered: The existence of a native species is threatened because of human actions. There is the danger of immediate extirpation or extinction throughout all or a significant portion of its range.

Threatened: An indigenous species is likely to become endangered if factors affecting its vulnerability are not reversed.

Vulnerable: A new term introduced in 1988, it is applied to species which, because of declining numbers, restricted range or some other reason, are potentially at risk but not threatened directly.

Rare: Any indigenous species that exists in low numbers or very restricted areas

because of its biological characteristics, its location at the fringe of its range, or some other reason.

The initial species proposed for the Endangered Wildlife Crest Series were chosen from each of Canada's seven life zones.

1. Marine Coastal Life Zone
Extirpated: Walrus
Endangered: Sea Otter; Bow Head Whale; Right Whale

2. Pacific/Mountain Life Zone
Endangered: Vancouver Island Marmot; Spotted Owl

3. Arctic Life Zone
Endangered: Beluga Whale; Peary Caribou

4. Boreal Life Zone
Endangered: Wolverine; Whooping Crane; Aurora Trout
Threatened: Wood Bison*

5. Prairie Life Zone
Extirpated: Black-footed Ferret; Swift Fox; Greater Prairie Chicken
Threatened: Ferruginous Hawk

6. Great Lakes/St. Lawrence Life Zone
Endangered: Kirtland's Warbler

7. Atlantic Maritimes Life Zone
Endangered: Peregrine Falcon; Eastern Cougar*

* These animals are featured in the original Wildlife Crest Series, but will now be considered as part of the Endangered Wildlife Crest Series.

PROGRAM IDEAS

- Make a scrap book on one or more of the endangered wildlife featured in the crest series. What factors have led to this animal's plight?
- Learn what other species are classed as Endangered, Threatened or Vulnerable. Unfortunately, people tend to support "glamorous" endangered wildlife over less prestigious species.
- Go on an Endangered Species Hike. Ask a conservation officer or naturalist club what species are at risk in your area. Try to locate them without causing them harm. What is being done to improve their condition? What can you do?

Badge Links

Cubs: relate to World Conservation Badge; possibilities for many badge/star links

Scouts: Campcraft Silver 2d; Citizen Bronze 5a, Silver 6, Gold 6b,7; Exploring 5a; World Conservation; Adventuring/Heritage 4 or 5; Naturalist

- Does your province have its own Endangered Wildlife List? Compare it to the COSEWIC list. Which species differ? What is the province doing to protect them? Look for ways you or your section can help.
- Visit or write to an endangered species recovery unit to find out about the work they do. Are there any ways you can support their efforts?
- Learn the habitat needs for endangered species. Build nest boxes; restrict the use of camp lands where protected plants grow.
- Visit or write to an arboretum that is propagating endangered plants. See if your group or council can obtain plants for transplant on Scout property.

Scouting can play an important part in helping our children develop a caring and knowledgeable attitude towards endangered species. Our role is to provide age-appropriate programs that reinforce school learning with first hand experience and activities. If we show children that learning about the plight of endangered wildlife is worthwhile, they will grow to understand that preserving animals such as Kirtland's Warblers and Wolverines also preserves their own heritage and well-being.

Resources

On the Brink: Endangered Species in Canada; Canadian Wildlife Service, State of the Environment Reporting Branch, Western Producer Prairie Books, Saskatoon: 1989

Sea of Slaughter, by Farley Mowat; McClelland and Stewart, Toronto 1984.

Endangered Species in Canada, 1989; Checklist, World Wildlife Fund, 60 St. Clair Avenue, Suite 201, Toronto, Ontario M4T 1N5

International Events 1991

Canadian Scouting has been invited to take part in several international events in 1991 and 1992. Although there will be no official Canadian contingents, International Relations Service will be the link between Canadians and the host Scouting organization. For details about events of interest to you, please write: *International Relations Service, Scouts Canada, Box 5151, Stn F, Ottawa, Ontario K2C 3G7.*

Austria, Aug. 5-15, 1991: The Austrian International Jamboree at Klosterneuburg expects 7,000 Scouts and Guides aged 10-19 to enjoy a full program of hiking, sightseeing, rafting, kayaking, climbing, and international evenings.

Chile, Feb. 1-7, 1991: Rovers aged 16-21 are invited to *Moot Iberoamericano* at Valdivia, on Teja Island, 835 km south of Santiago. The US\$100 fee includes round-trip transportation between Santiago and Valdivia, meals for seven days, and a variety of activities. Registration deadline: Oct. 31, 1990.

Denmark, July 13-21, 1991: The Danish Baptist Guide and Scout Association will be hosts of *Rover Moot 1991* at

Øksedal, in Nibe for 800 Rovers aged 15 and over. The fee of DKK900 includes regular activities but not expeditions. Home hospitality will be offered after the camp. Application deadline: January 15, 1991.

England

Please contact International Relations Service to ask about the International Scout and Guide Club, which meets regularly in London, England, and invites membership from overseas.

Charnwood'91, July 20-27: This event in Stanford Park, Leicestershire, promises a full program of activities and events for 2,500 Scouts and Guides aged 11-16. Home hospitality is offered before or after the camp.

Friendship'91, July 26-Aug. 3: Two thousand Scouts and Guides will gather at Ripley Castle, Harrogate, North Yorkshire for a full Scouting program with the focus on friendship. Book now.

7th Norfolk Jamboree'91, July 26-Aug. 3: Members of Scouting aged 11-20 are invited to join 2,500 young people in Norwich for a full Scouting program and

home hospitality. Application deadline: Feb. 1, 1991.

Sweden, August 3-10: *The Rikti-Dokkas Wildlife Camp* will be held at Luleå, Norrbotten for Scouts and Guides aged 14 and up. Home hospitality will be offered after the camp.

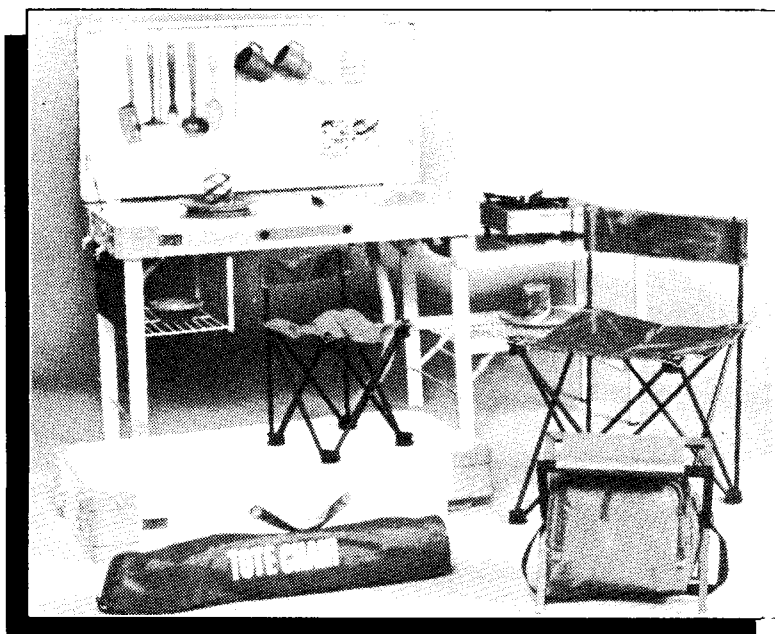
ADVANCE NOTICE 1992

Spain, July/August'92: About 4,000 Scouts and Guides aged 15-21 will gather for *Madrid'92*, which promises sightseeing, biking, hiking, sports, and workshops in the historical city and environs.

Sweden, July 31-August 8, 1992: Sweden's national jamboree for Scouts and Guides 12 and up will be held in Vägsjöfors, Värmland.

Brazil, December'92: To celebrate the 500th anniversary of America's discovery, 10,000 Scouting members aged 11-18 from the Interamerican and European Regions will gather at Parque Osório, Rio Grand Do Sul. A full Scouting program and home hospitality will be offered. X

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COMPLETE HAMS: Whether or not they dress up, kids love Hallowe'en, and the 14th Humber West Cubs, Ont., are no exception. Here's an idea for your Hallowe'en party. Send your crazy characters to their lairs in sixes to create a short skit based on their particular collection of costumes. Present the skits at a closing campfire. Photo: Lillian Bova

SWAP ETIQUETTE: Badgers show young members of Scouting how to complete a swap during the Canadian Badgers Club annual Swap Meet and Scout Badge Auction in Montreal in April. Members donated enough badges to raise \$1,691.75 for the Scout Brotherhood Fund. Over the years, the auction has pulled in over \$5,000 for the fund, says Badger Stan Rogers. For more information about the club and its auction, write Stan, c/o St. Philip's Anglican Church, 3400 Connaught Ave., Montreal, Que. H4B 1X3.



THANK YOU, ROVERS: Calgary's St. George's Area Rovers, Alta., turn out in force each year to help with the Honours and Awards ceremonies of the provincial division of the Canadian Red Cross Society. The Rovers set up and take down, work as ushers, and provide parking control, says Dale Whillans. The society much appreciates their assistance.



WHITE TAIL CAMPOUT: The third annual Yellowknife White Tail family camp, N.W.T., attracted 27 Beavers and a dozen parents and leaders to an April weekend at Prelude Lake Guide/Scout camp, says Hawkeye Gary Burke, 5th Yellowknife Beavers. "The camp (is) an opportunity to introduce our oldest Beavers to some of the types of things they'll be doing when they move up to Cubs," Scouter Burke says. "This was our largest group ever."



HAPPY NEW YEAR: The 1st Collins Bay Sea Scouts camped "from one decade to the next" at a Scout Reserve 50 km north of Kingston, Ont., where they spent three days over New Years. "In the New Year tradition, we had fireworks on New Years eve and a levee on Jan. 1," says former Skipper Gary Waycik. They also had a great time and lots of winter skills practice over the three day weekend as the weather ranged from -24 degrees C with strong winds and snow to 8 degrees with rain and back down through freezing rain to -16. Is it possible they were the last Scout troop to camp in the 80s and the first in the 90s?

Best of the LEADER

by Jim Mackie

When I became editor of **the Leader** in 1967, one of the most popular features in the magazine was the cut-out pages, filled with quick ideas for weekly activities and designed to fit a Scouter's Pocket Record Book. Successive editors have not only continued the cut-outs but added to the scope of information they contain.

I am pleased to report that some of the material featured over the last 25 years has been brought together in a book titled *The Best of the Leader Cut-Out Pages*. This is one of the finest resources produced by a Scout association in a long time.

A new kind of binding that allows you to bend open the book without breaking the back holds together the colourful cover and 332 pages absolutely crammed full of songs, skits, games, Scouter's Five Minute material, recipes and helpful hints.

A piece of advice: get your copy soon, because the initial supply is going very fast. And, if I have anything to do with it, this will be only Volume I of the *The Best of the Leader Cut-Out Pages*.

1990/91 CATALOGUE: The 1990/91 Supply Services Catalogue is now available through your local Scout Office, Scout Shop, or dealer. We hope section leaders will pick up enough catalogues to give each youth and adult member a personal copy. Back again, the Christmas Wish List reminds members and their parents that we have an excellent line of holiday gifts for folks of all ages. You'll find many new and exciting items perfect for giving as gifts or prizes to deserving members. Also included is an up-to-date directory of Canadian Scout Shops and dealers, with telephone numbers.

Please note the following catalogue corrections. The Wood Badge Decal (p.39, #26-424) should read \$1.60, not \$1.90; the 1990 Date Bar (p.50) should read #04-450, \$.30; the B.-P. Crest should read #03-341, \$2.20.

WILDLIFE CRESTS: Since we introduced it, our successful Wildlife Crest series has continued to grow and, in this World Scout Environment Year, we have added four new crests featuring endangered species. These and future endangered animal crests are designated by a red border. Look for these new crests at your local Scout Shop or dealer: #04-623 *Walrus*; #04-624 *Sea Otter*; #04-625 *Wolverine*; and #04-626 *Black-footed Ferret*.

SCOUT COUNTRY PEN: One of the most attractive gift items we have introduced in some time, this pen made by Garland is engraved with the words "Scouts Canada" and features a miniature *Scout Country* logo covered with clear plastic on the top. The pen comes in a quality gift package with the words "Thank You" in gold on the cover and room on the inside front cover to write an appreciation note. The Garland pen is guaranteed against mechanical failure and has a full warranty of unlimited duration when returned to the factory: #61-429, \$26.95

WORLD EMBLEM MUG: This new mug featuring the World Emblem will make a welcome addition to a Scouter's mug collection. With the emblem in its official colour on one side and a description of its meaning on the other, it is the first of a planned series of gift and souvenir items featuring the familiar symbol of World Scouting: #60-376, \$7.95



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How to Get the Most from Training

by Colin Wallace, ARC Training, Greater Toronto Region

The Volunteer Recruitment & Development initiative (essential training) has made trainers take a fresh look at the training we offer. We're re-examining course content, schedules, equivalents, methods, and media. Usually, however, we let the trainees form their own approaches to our wonderful new world of Scouter development. Indeed, our national training policy says that "participation in activities within a training session must be voluntary". But that needn't stop us from advising course candidates on ways to gain the fullest benefit from their training. Trainees — here's how.

1. **Work.** If you work, you learn. If you sit back with your arms crossed to absorb the instructor's wisdom, you won't learn. Like anything else, the value you get is based on the effort you put in.

2. **Arrive early.** Take a front seat where you can see and hear everything. Meet the instructors before the course starts. If you're not sure about the format, schedule, breaks, telephones, or washrooms, ask! Meet as many of the other participants as possible. Talk to them. Learn their ideas. There's a wealth of information at every training course.

3. **Take notes.** You won't remember things unless you write them down. Record your reactions to everything that happens as well as the ideas that instructors and participants generate. Search for ways to apply what they are teaching.

When you think of an application, jot it down. Take a notebook and pen to every session, even meals and breaks.

4. **Stay alert.** Regardless of the quality of the instruction, challenge yourself to get something of value from the session. Pay attention. Participate. Ask questions. Offer your opinion. Look for ways to help other participants.

5. Sometimes the instructor will forge ahead with no pause for breath, let alone questions. If you try to keep a question in your mind until a break, a dozen others will push it from your memory. Instead, quickly write down the question, then ask it at the first opportunity.

6. Never take everyone's time with personal questions irrelevant to the course. Ask them during the breaks. And ask the instructors and other participants if they'd mind your calling them later if any questions come up when you're reviewing your notes.

7. Schedule time in your calendar to review your notes as soon after the course as possible. Every course requires some homework. Read. Put into action. Do. Change. Adapt. Everything is an experiment. There's no such thing as failure or mistake, only effort.

8. **Lighten up.** Relax. Have fun. Enjoy.

Training isn't a chore we must endure when we accept a new Scouting role. It

is a means to discover and share the vital skills and knowledge that abound in Scouting so that we can run exciting, relevant, interesting, and challenging programs for our youth members. Approaching it with the right attitude will help you get the most from it.

OVER TO YOU

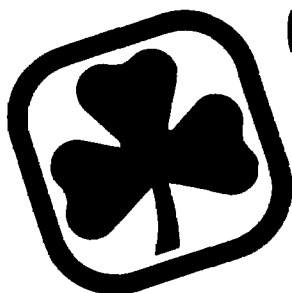
from Rob Stewart

Scouter Wallace raises a very good issue. All too often we put the responsibility for learning on the shoulders of trainers. Yes, their role is to research the topic and present the material in a way conducive to learning, but more and more human resource development leaders are emphasizing that trainees also have an important role. It is up to them to take responsibility for their own learning.


Eric Haffenden, Calgary Region, offers this quick guide to ways you can meet your responsibility and make training work.


1. Enter into discussion enthusiastically.
2. Give freely of your experience.
3. Keep confidences and assume others will.
4. Confine your discussion to the topics.
5. Listen alertly and take accurate notes.
6. Provide constructive feedback and receive it appropriately.
7. Appreciate the other person's point of view.
8. Practise learned skills on the job.
9. Be prompt and regular in attendance.

λ




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CANADIAN GUIDER



National Sponsors' Forum



by Warren McMeekin

Familiar faces and new representatives from nine sponsors and nine Scout offices gathered for the 1990 National Sponsors' Forum May 9-10 in Dorval, Quebec. The Sponsors' Forum has an advisory role. It gives key staff and volunteers in Scouting and sponsoring bodies an arena to discuss issues and policies that impact on sponsors' involvement in Scouts Canada's programs and an opportunity to have these matters brought before National Council or appropriate committees. The forum also acts in a consultative capacity on matters affecting the short and long term plans of Scouts Canada.

General (Ret) Ramsay Withers, chairman of the international relations committee and international commissioner opened the forum with a very informative talk on World Scouting. Scouting has 16 million members in 150 countries, he pointed out, and over 10 million of them live in developing countries. At present, 72 community development projects worth more than 11.5 million Swiss Francs are on the go, among them tree planting in Burkina Faso; literacy projects in India, Africa, and Asia; Scout farms in Senegal, Kenya, and Egypt; community health centres in Yemen, Peru, Haiti, and Uganda; a number of

poultry raising projects; and a carpentry workshop.

General Withers challenged the gathering to take home this information and make everyone aware of these very important projects.



The following day, the forum featured a variety of topics with impact for sponsors and Scouting: training, videos, Volunteer Recruitment and Development (formerly essential training), and the role of the group committee. It heard updates on honours and awards, the drug abuse awareness program, uniforms, the adult Religion in Life program, and joint sponsorship. Representatives also had an opportunity to discuss the role and future of the Sponsors' Forum.

During the lunch hour, Scouting presented plaques to Lions Clubs Interna-

tional for over 70 years of sponsorship and the United Church of Canada for over 65 years of sponsorship — outstanding achievements by both organizations.

At the end of the day, representatives shared information about some initiatives, among them the Salvation Army's new Scouting posters; the Royal Canadian Legion's new youth pamphlet; updated sponsor fact sheets; and the new pamphlet *Lions Clubs and Scouting*.

To wind up, they reviewed and assessed the effectiveness of the forum, agreeing generally that it served sponsors' need to air their views. Some representatives expressed dislike for the term "sponsor", because it often carries the connotation that one is not directly involved or concerned with a group's day-to-day operations: e.g. the idea of sponsoring a run for a cause where you pay the money, but someone else does the work. Many agreed that the frequently used term "partner" more closely describes the relationship between most organizations and Scouting. Depending on the point of view, both "sponsor" and "partner" are acceptable terms.

Overall, it was a fun forum made lively by the many and varied opinions representatives expressed on the topics they discussed. A



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Star Ideas

from Lynn Belliveau

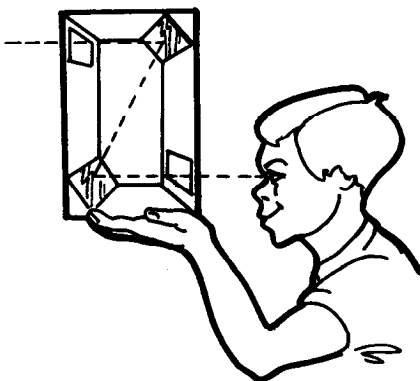
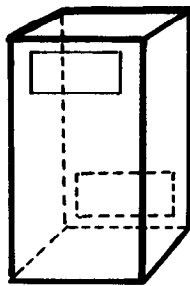
Looking for some different ideas to give Cubs eager to tackle Tawny Star 7 (make and use a periscope) and Black Star 4 (grow a chemical garden)?

Scouter Lynn Belliveau suggests that Cubs might find it a little easier to make a periscope from a shoe box than from a milk carton as suggested in *The Wolf Cub Leader's Handbook*. "Any glass-making or glass-cutting business usually has lots of leftover pieces of mirror lying around," she says. "They might donate some."

For each periscope, you need one shoe box with lid, two small mirrors, glue, masking tape, scissors, and paints or markers.

Remove the box lid. Cut a window near the bottom of one long side of the box and another window near the top of the opposite side of the box. On the inside of the box, glue a mirror across from the top window as shown. To place the second mirror, look through the bottom window and move the glass around until you catch the reflection from the

Shoe Box Periscope



top mirror in it and can see out the top window. Glue the mirror in place.

Put the lid on the box and seal it closed with masking tape. Decorate the periscope and use it to look around at the world.

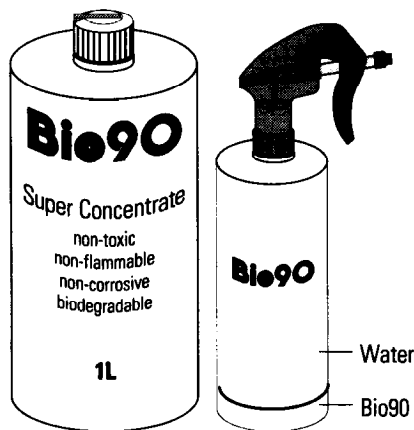
Crystal Garden

The Cub Book provides chemical garden instructions based on ammonia and liquid blueing which, Scouter Belliveau points out, "are a bit tricky to handle and also rather expensive since the average household today does not use laundry blueing". Her Cubs had great success growing a different kind of garden on an old pie plate in which they arranged assorted rocks, charcoal, twigs, and fir needles.

To make the "fertilizer", add two table-spoons table salt to a quarter cup hot water. Stir until the salt dissolves and add two or three drops blue food colouring. Stir again before pouring the solution over the rock arrangement. Place in the sun. You'll grow a crystal garden in two or three days. If you keep it in shadow, the process takes longer but the crystals will be larger. Try it with Epsom salts and different colours of food colouring, too.

Scouter Lynn Belliveau is Baloo with the Holy Family/Acadia Park Cubs, Moncton, N.B.

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The Last Tree

- The scene is not pretty,
Not pretty at all.
No one really cares,
No one, big or small.
The rivers are dirty,
And the buildings are tall.
The last tree is dying,
Dying, that's all.
- Fishes and birds
Can't live at all.
They're tearing down a playground
To make room for a mall.
The sun is crying raindrops,
Raindrops, big and small.
And the last tree is dying,
Dying, that's all.
- The clouds are smoke,
And grey and black.
No one is cleaning up,
No one with a sack.
No one is cleaning the water,
The air, and the ground.
We cannot live,
And now we are bound,
For the last tree is dying,
Dying, that's all.
- by Charles Anflick, grade 5, Hillel Academy,
Bridgeport, Conn., this poem appeared in the
U.N.'s *Environmental Sabbath Newsletter* and
the World Scout Bureau's *World Scout Environment Year* bulletin.

Litter Nightmare

by Marcia M. Armitage
I dreamed I was climbing a mountain of tins,
Made by people who ignored litter bins.

Scouter's 5 Minutes, p.653 Oct.'90

Outdoor Tips

- by Greybeard
- The 5 cm wide straps hockey players use to hold on shin pads are great for holding together a rolled foamie. They have sturdy Velcro fasteners that make them easy to put on and pull off, even if you're wearing gloves.
- To attach odds and sods to your backpack, the narrow (1.5 cm) hockey shin pad straps work well. I've used them to attach my foamie, a back-packing saw, and other lightweight items.
- Put a few cotton balls into your survival kit. They make great tinder but burn quickly, so be ready with thin, dry kindling.
- Carry survival gear in your day pack at all times. Our kit is a ziplock bag that holds a "space" blanket, sunblock, insect repellent, fire starter, single-edged razor, waterproof matches, safety pins, fish hooks, 30 m fish line, four elastic bands (for instant lashings), snare wire, analgesics, emergency whistle, small plastic mirror, foil, candle, moleskin, bandaids, gauze pads, adhesive tape, alcohol swab, antiseptic wipe, needle and thread. The pack also contains a small flashlight (batteries replaced every Christmas), a compass, and a pencil. If you pile it right, all of this fits in one hand.
- Small AA batteries get cold and lose power in the winter. For more reliable lighting, wear your flashlight on a neck cord inside your jacket. Keep it in your sleeping bag at night, but take off the cord first to reduce the chance of strangling yourself.
- Something to remember in spring: relieve the itching of black fly or mosquito bites by rubbing the area with a bit of lemon juice or putting on a dab of damp salt.

Hints, p.641

Oct.'90

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From the top I could see, stretching miles
all around,
Old mattresses and cycles littering the ground.
An ocean of paper hid trees from my view;
In place of the flowers were rags of each hue.
There were bottles and bones, there were old
pots and pans,
There was plastic and polythene, kettles
and cans.
As I gazed I grew dizzy; what could be
the matter?
I fell down the mountain with a clang and
a clatter.
I woke up to find I was crying in fear.
Please don't let my dream be reality here!
Look after our country with pride and with care,
And if you see litter, please don't leave it there!
— with thanks to *The Totem*, Oshawa District
Council, Ont.

All Things are His Works

We should understand well that all things are
the works of the Great Spirit. We should know
that He is within all things: the trees, the grasses,
the rivers, the mountains, and all the four-legged
animals, and the winged peoples. And even more
important, we should understand all this deeply in
our hearts. Then we will fear and love and know
the Great Spirit, and then we will act and live as
He intends.
— Black Elk, Oglala Sioux

Prayer of Thanks

Dear God, who loves us so well,
Thank you for all you give us,
May we have the grace to love as you do;
May our hearts be full of joy
To sing of your many blessings,
Our hands ready to serve you,
Our eyes open to see your wonders,
And our ears open to hear you.
May we always live in a way
That shows you our thanks and love.

Scouter's 5 Minutes, p.654

Environment Friendly Hints

- Instead of harsh commercial products, try vinegar to remove mildew and stains and baking soda as an excellent all-round cleaner. Baking soda sprinkled on a damp cloth is an effective scouring powder, too.
- For a good all-purpose heavy duty cleaner, combine 50 mL baking soda, 250 mL ammonia, 125 mL white vinegar, and 4 L warm water. Be careful. Ammonia will irritate skin and eyes, but it is still safer for you and the environment than most commercial cleaners.
- To unblock a stopped-up drain in an environmentally safe way, first plunge. Pour down two parts each baking soda and salt followed by one part white vinegar. Let sit for 15 minutes. Pour down a kettle full of boiling water.

Uniform Tip

from Scouter Jules Smeets
Beaurepaire Cherokee Cubs, Que.

Parents looking for an easy way to recycle a Cub jersey will like this suggestion. So will the Cub who has outgrown his shirt. Cut off the sleeves and sew them, badges and all, to the Cub's campfire blanket. It looks great, especially if you place the "arms" so that they look as if they are hugging the blanket wearer. Sew the remaining badges from the body of the jersey to the blanket, too. The leftover jersey makes an excellent dust rag for the Cub's room.

Hints, p.642

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National Council Update

by Reg Roberts

The May 1990 National Council meetings in Montreal led off with the Sponsors' Forum and presentations on our current drug awareness initiatives and the implementation of the new Scouts Canada uniform.

The sponsor representatives were interested to learn of the drug awareness video showing throughout the week of meetings. This video will soon be circulated to all Scout councils. Their interest extended to **Leader** articles on the subject and especially to the colourful poster (Mar'90) showing the devastating effects of drugs on the human body.

The forum discussed a Religion in Life program for adults to be instituted as each denomination/faith develops its own requirements. These requirements will become part of the sponsors' existing brochure. Adults who complete the program will be recognized with the symbol worn by youth members bordered in purple.

Those at the Sponsors' Forum and other meetings during the week saw the video *Introduction to Scouting* and pre-viewed the brand new video *The Role & Responsibility of Sponsors & Group Committees*. This second video, which will come with a training booklet for trainers and service team members, received positive comments.

At the Program Forum, we learned that implementation of RCMP Venturing is in full swing in Newfoundland, Nova Scotia, Saskatchewan and Manitoba. New Brunswick, the Northwest Territories, and Alberta are slated for start-up soon.

We also learned that several new books are on the shelves: *Canadian Venturer's Handbook*; *Venturer Advisor's Handbook*; *The Pack Resource Book*; *The Kim Book*; and *Best of the Leader Cut-Out Pages* (see p.30), a best buy for all program sections.

Also available now are new crests celebrating 75 years of Cubbing and World Scout Environment Year. The August/September **Leader** announced a special *Let 'em Howl* contest for Cubbing's 75th, and the January '91 issue will offer a raft of ideas for your celebrations. Watch for it.

The environment will take on increased significance in Canadian Scouting with the establishment of a National Environment Fund (p.2, A/S'90). As soon as guidelines have been developed and the fund builds up, sections, groups, and regions will be able to apply for grants to help with significant environmental projects.

Changes in two badges were announced. Check the A/S'90 issue of **the Leader** for an update on the Scout Cooking Badge and p.22 of this issue for revised requirements for the World Cubbing Badge.

During a discussion of the essential training strategy, presidents, commissioners, and executive directors reinforced their intent to ensure that adults who come into Scouting receive appropriate training as soon as they join and regularly throughout their Scouting life. To this end, essential training will now be called *Volunteer Recruitment & Development*, a title more representative of what will happen (*For Volunteers*, A/S'90).

As always, much more takes place during national council meetings than space allows for the telling. I'll leave you with a final reminder that the 8th Canadian Jamboree is confirmed for July 1993. Plan now to be in Alberta for this big event. X

Cub Pack Keeps Pace

Re: *Keeping Pace* (Outdoors, Mar '90). About 10 years ago, our Cub pack decided to get back to the outdoors. For the last five years, the pack has been involved in Youth Environment Awareness Day, cleaning up around the Western Ontario Fish & Game Club property. We have built bird box nests and installed them around London. We maintain the nests on winter outings and thereby help Cubs obtain badge and star requirements.

Our group has been involved in Trees for Canada since its inception. As a pack, we made nature trails in a park because we were concerned about the soil, plant and wildlife in the woods. We spread woodchips, supplied by a local tree pruning business, on our trails.

At present, we are involved in pop tin recycling, separating tins into steel and aluminum and taking them to a local scrap dealer. We have been working on eliminating energy waste and are going to start working on home compost heaps.

My personal opinion is that (environmental) training is there despite all your concerns and our concerns. I think it is up to individuals and groups to seek the information and implement it the best way they can. If everyone does a little bit, a lot can be accomplished.

— Bob Johnston, 26th London Cubs, Ont.

BOO TO BRITISH BULLDOG

When, some 25 years ago in the 135th Winnipeg Troop, we abolished British Bulldog as incompatible with the objectives of Scouting as we understood them, I never thought I would live to see an article in the Leader extolling this so-called game (May '90). Scouter Wallace should append the following aphorism to his article: *British Bulldog, Get Lost!*

— V.L. Dutton, Winnipeg, Man.

UNIFORM IMPORTANT

Recently, I attended a Swimming Up ceremony where I was very embarrassed for several members of the organization. Why? The appearance of their uniform was appalling.

Many Scout groups continue to wear the uniform only from the waist up. Although our young members may do many activities that make dress pants

impractical for the average meeting, there is a time when complete and proper uniform is important. A flashy pair of sweat pants may be the popular style for today's youth, but it should not be accepted as part of our uniform.

I urge every Scouter to pick up Peter Longmore's *Thoughts for Sharing* from their local Scout Shop and read *The Uniform* on p.22. The uniform is an important part of our organization. Wear it proudly and set an example for our youth to follow.

— Shawna Burrell, 12th St. Albert Beavers, Alta.

TRAFFIC SAFETY RESOURCES

Although I have not been active in Scouting for a number of years, I have continued to put to good use the wonderful training (it) provided. For several years, I have been helping the Traffic Safety Education Department of the Insurance Corporation of British Columbia (ICBC) to promote traffic safety education.

After reviewing ICBC's current program, *On Our Way, A Passport to Traffic Safety*, I could not help but notice how well it would fit in with the Beaver and Cub programs. The ICBC kit comes complete with leader's guide, passports, progress chart, stickers, and retro-reflective material. I am sure they would supply kits for packs and colonies in B.C., as well as a sample for Scouting headquarters in other provinces. Interested? Write *Bill Hubbard, Manager, Traffic Safety Education, ICBC, 151 West Esplanade, North Vancouver, B.C. V7M 3H9.*

— Dick Sequens, Dawson Creek, B.C.

MEECH FOR SWIMMING

Perhaps Canada's current leaders would be able to settle their differences if they'd been Scouts. In my small troop in Quebec, four of the Scouts are bilingual francophones, one is unilingual francophone, and one is unilingual anglophone. I am also unilingual. If ever someone doesn't understand something, everyone helps translate. We are not considering separation and figure Meech Lake would be a good place to swim.

— Bruce Pilcher, 1st Wakefield Scouts, P.Q. X

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- (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