

the leader

DECEMBER 1990

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Have a Great Holiday



Universal Themes

by Garth Johnson

December is a month of celebration and brotherhood; a time for family and friends. Although the celebrations may be primarily Christian for the majority of Canadians, those of other faiths are also preparing for their special holy days.

Members of the Jewish faith anticipate Hanukkah, the Festival of Lights and Dedication they will celebrate this year from December 12 to 19. On December 24, Sikh members mark the birthday of Guru Gobind Singh, their tenth Sikh master and, on December 26, Zoroastrian members remember the death of Prophet Zarathustra, founder of the faith.

Although the celebrations may be different for different Canadians, the themes are universal — brotherhood and understanding. It's easy to be reminded of Scouting's link to these themes during December, but more difficult to make them a part of our program throughout the year.

Robert Engel, who serves on the Jewish Advisory Committee for Scouting in the Greater Toronto Region, shared news of a special approach to Trees for Canada that truly demonstrates an "off-season" reminder of December's spirit of understanding.

Six years ago, the Jewish Advisory Committee organized Trees for Canada plantings on Sunday for those who, for religious reasons, were unable to participate in the usual Saturday event. Last spring, Jewish Scouts were joined on their planting day, which also marks Lag B'Omer, by the 786th Toronto Ismaili Scout Group (Aga Khan). Because Muslims receive their religious education on Saturday, a Sunday planting day made it possible for them to participate in Trees for Canada, too.

Scouter Engel reports it was a wonderful day complete with a campfire sing song in three languages — English, Arabic and Hebrew. Overall, the activity underscores Scouting's environmental commitment in a setting of true brotherhood and understanding. Our involvement in Trees for Canada makes a meaningful contribution to communities in developing countries and to Canada's own environment. Our list of Brotherhood Fund donations (p.32) shows that members of Canadian Scouting are eager to help those in areas of the world less fortunate than ours.

During this festive season, celebrate in your special way, and may all of us do our best to keep the spirit of understanding



Last spring's Trees for Canada-Lag B'Omer planting day brought together groups from the 166th Toronto (Beth Tzedec Synagogue), 368 Toronto (Associated Hebrew Schools), 72nd Hamilton Jewish Community Centre, and 786th Toronto Ismaili Scouts. Photo by Jonathan Wittchell, 107th Toronto.

alive in our programs year round. We wish you a very happy holiday and, with you, celebrate what we all believe: Scouting is for everyone and, together, we can build a healthy, peaceful world.

ENVIRONMENTAL UPDATE

The World Scout Bureau is receiving many reports and accounts of special activities being held around the world to mark World Scout Environment Year. We highlight a few of these activities for you.

Kenya: The Kenya Association aims to plant one million trees every year through to 1995. Phase one focuses on building tree nurseries. Phase two will reach out to increase environmental awareness in communities.

Tanzania: Tanzanian Scouts, in cooperation with the United Nations Environment Program, organized an environmental poster and essay contest to raise environmental awareness among Tanzanian youth.

Finland: Finnish Scouts participated in a clean-up campaign for Earth Day, helping collect and remove difficult to dispose of materials and toxic household wastes. They also distributed information on recycling, pollution reduction, and energy preservation.

Portugal: Scouts hiked the Algarve region making contacts with local people to talk with them about environmental issues. In Lisbon, they visited a solid waste treatment facility and took part in an environmental workshop and forum.

Germany: Scouts in Wendlingen celebrated a three-day Earth Day. They composed environmental songs and distributed information on recycling and reducing waste through an information centre set up in the marketplace. On day three, they helped clean up woods badly damaged by a storm, thereby making the use of poisonous insecticides unnecessary.

United Kingdom: With support from the Conservation Foundation and the Forestry Commission, the Scout Association launched a "Green Charter for Youth" and distributed it along with oak tree seedlings to every Scout group in the U.K. On Earth Day, Lanarkshire Cub Scouts placed bird boxes they'd built at a Scout activity centre and other locations.

Poland: The "Scouts Environmental Protection Movement" coordinated and organized Earth Day celebrations in the northeastern part of the country. A major ecological festival in Elk included lectures, happenings, a song competition, and films. ^

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The Canadian Leader Magazine

December 1990

Volume 21, No. 4

FEATURES

OPERATION CLEAN SWEEP 4
Dartmouth North Scouts pick up on McNabs Island

ADMINISTRATION & COLONY MEETINGS 6
An adaptable Wood Badge I training skit from B.C.

INTEREST PARENTS & KEEP KIDS 8

A WINTER RAMBLE 9
A Cub's account tells us children love winter outdoors

TACKLING THE LAW AWARENESS BADGE 10

CAN YOU MAKE THE FIGHTING STOP? 11
*Why are kids so concerned about violence?
What can we do?*

A VISION OF THE FUTURE 12
A report from the National Rover Conference

MAKE YOUR OPEN HOUSE A SUCCESS 14

A CHILD WHO DOES NOT SEEM TO HEAR 15
*A mother gives tips for working with
a hearing impaired child*

ILLITERACY — A HIDDEN HANDICAP 16

BEAVER TEETH 17
*The 8th Niagara shares a story about living
the Beaver Law*

REGULARS

SHARING *Positive Discipline* 18

FUN AT THE POND *Holiday Party Ideas* 20

PAKSAK *Super Cubs Strength Test* 22

VENTURER LOG *Venturing's Adaptability* 23

PATROL CORNER *Mixed-Age Patrols* 24

OUTDOORS *Winter Survival for Real* 26

FOR VOLUNTEERS *The B.-P. Guild* 34



Page 4

ALSO

Editorial Page 2

Cross-Country Photos 28

Supply News 30

Multicultural Resources 31

Brotherhood Fund Donations 32

Scouter's 5 & Games 35

Swap Shop 38

Letters 39

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Operation Cleansweep

by Bruce Millar & Frank Gallimore



Operation Cleansweep was born during a district leaders' meeting in March. We wanted to organize an event for the six troops in Halifax North during the long weekend in May. We investigated several possibilities before someone suggested, "Why not camp on McNabs Island?" We immediately took up the idea.

McNabs Island, about 5 km long and 1.5 km wide, is located in the entrance to Halifax Harbour. Accessible only by boat, it is the conservator of numerous ruins valuable to historians. With its mixed forest of fir, spruce, yellow birch, red maple, and beech, it is also a haven for naturalists, who have identified more than 150 species of birds on or around

To create an awareness of the serious effect of ocean garbage on our beaches, we planned a beach clean-up of part of the island and contacted the "Clean Nova Scotia Foundation", which provided us data collection cards and garbage bags.

Permission to Camp: After numerous phone calls to various government agencies, we found the island was owned by four different groups. Parks Canada takes care of the various ruins; 25% of the land is controlled by Nova Scotia Lands & Forest; the Department of National Defense possesses almost 25%; and the rest is privately owned. Parks Canada and Lands & Forest had no objections to our

Reconnaissance: None of the leaders had been to McNabs. We all needed to get over to familiarize ourselves with its potential and answer a few questions about campsite, sanitation, and fresh water. The Saturday before the camp, 10 of us shuttled to the island, landing at Wreck Cove, the site of our beach clean-up. We hiked to Fort McNab, where the enthusiasm with which some leaders explored the fort satisfied us that the Scouts would enjoy themselves. A walk down to Garrison Pier enabled us to examine various campsite possibilities.

After lunch, we split into groups to cover the island more thoroughly in the little time remaining. Before we left,



Scouts Robin Lindthaler, Paul McCason, Mathew McCalla, and Jason Roberts stow their gear aboard the "Shoreham". Photo: Dave Roberts

the island. It supports different coastal habitats; sand cliffs, salt marsh, and a beach dune system. Unfortunately, the shoreline is bestrewn with flotsam and jetsam; a beachcomber's paradise and an environmentalist's disaster.

PLANNING

Activities: Because we would be on an island with old forts, ruins, and various other relics from past years, we decided to spend most of our time "exploring". This, we thought, would be an excellent way to incorporate hiking, orientation, and observation skills. At the end of the weekend, we would ask the Scouts, by patrol, to construct a map of the island indicating as many of the points of interest as possible.



The 44th Halifax take a break from their island explorations. Photo: Valerie Benoit

camping on the island, but warned there was no drinking water or washrooms. That wouldn't be a problem for us.

Transportation: We needed a boat large enough to carry the Scouts, leaders and all of our equipment in one trip. Fortunately, John Jenkins' water taxi, the *Shoreham*, proved more than adequate to the job.

we'd selected a campsite (the tea garden), found a nearby well suitable for washing (patrols would bring their own drinking water), and made plans for a kybo.

Food: Scouts would camp and eat in patrols. They needed to bring three breakfasts, three lunches, and two suppers. District would provide mug ups. Each

patrol was responsible for its own drinking water.

Cost: We collected \$10 from each Scout and leader to cover transportation, mug up, and camp crest. With their food, we estimated total cost per Scout for the long weekend at \$20-\$30.

Safety: We'd planned to take along a leader's aluminum boat for emergency use, but found it unnecessary when the Lands & Forest caretaker said his Cape Islander would be available to us in an emergency. Garrison Pier had a phone directly hooked up with the RCMP. We had the services of a St. John Ambulance volunteer (also a Rover) to take care of first aid. All Scouts, as usual, would bring their first aid/survival kits and all troops would also have their first aid kits. We felt we were covered.

Information: We knew that ruins existed on the island, but what were they? We did some research so we could answer the Scouts' (and our) questions. Information was hard to find at first, but came in quicker as departure time approached. We ended up with various maps, each marking something a little different.

Itinerary: With the rest in place, making up the itinerary was relatively easy. The camp was lightly structured. We planned a few formal events such as morning flagbreak, campfire, and a Scouts' Own. We scheduled the beach sweep for one afternoon and left the rest of the time for exploring the island. Everything was ready. We had the potential for a great camp.



Loading the ferry on a cold and windy Friday. Photo: Dave Roberts

THE CAMP

Friday dawned stormy with high winds and heavy rain, but the weather forecast held promise of slight clearing. Fortunately, the rain stopped and we were able to load the ferry and head off in a choppy sea.

There was mass confusion as we arrived at Garrison Pier and hastily unloaded. It took several trips to get all supplies from the pier to the campsite, and we had just enough time before dark to set up tents and kitchen shelters. A heavy mist fell, but it was not enough to dampen our spirits as we roasted hot-dogs on a bonfire.

Saturday morning was overcast but dry. After flagbreak and breakfast, the various troops scattered in all directions



Scouts take a close look at island wildlife—a garter snake they found sunning itself on the ruins. Photo: Valerie Benoit

to explore with their leaders. Later, we gathered again to head for Wreck Cove Beach and lunch. After eating, we heard instructions for the clean-up and how to record the items of garbage we collected. We turned over our *Operation Clean-sweep* records to the Clean Nova Scotia Foundation. In all, we picked up some 40 bags of garbage. This didn't include the returnable bottles and aluminum cans we collected and recycled.

After supper, the Scouts visited a salt marsh, where they learned about the usefulness of wetlands to wildlife and, as the mist and fog settled in for the night, were treated to ghost stories about Hangman's Beach.

The sun came out shortly after our Scouts' Own on Sunday. A scavenger hunt was the order of the day as we tried to find various ruins and locate them on a blank map of the island. After supper, we compared maps. Meanwhile, preparations were underway for a campfire at Fort McNab. We invited some sea cadets to join us, as well as a few ghosts and

other spirits. A 3 km hike back to camp after dark and mug up concluded the day.

On a cold and cloudy Monday morning, we dismantled camp and carried everything to the pier. We were more organized loading the ferry this time, and soon landed at Cable Wharf—a good end to a successful weekend.

EVALUATION

During the beach sweep, the Scouts discovered what happens to garbage discarded at sea and litter left by island visitors. We picked up and removed 5,200 pieces of beach garbage in 40 bags. Tampon applicators accounted for 11.4% of the total, a result of sewage discharge into Halifax Harbour. We also found a beaver trap and seven syringes.

The Scouts covered the entire island and hiked a distance over 25 km. They explored two forts, a battery, a lighthouse, an old rifle range, numerous ruins in various stages of decay, and a salt marsh. They saw deer, garter and grass snakes, a beaver, and an osprey's nest. The map reconstruction of the island proved a success. The Scouts marked places of interest that didn't even appear on the originals.

Throughout the weekend, we collected all recycleable material we came upon. In addition to the 40 bagsful we picked off the beach, we removed 26 kg of aluminum cans and 20 dozen beer bottles. Not only did Scouts and leaders have a great time but, as a result of our efforts, the island is a cleaner place. λ

Scouter Bruce Millar is with the 44th Halifax Troop and Scouter Frank Gallimore with the 22nd Halifax, Nova Scotia.

Program Links

Achievement Awards: Campcraft, Citizen, Conservation, Exploring
Challenge Badges: Adventuring, Heritage, Photography
Year Round Camper Award

A Training Skit for Wood Badge I

Administration & Colony Meetings

by Colin Stafford

In Greater Victoria Region, B.C., we developed a skit to involve trainees directly in a combined *Administration & Colony Meetings* session of a Wood Badge I. Since then, it has been refined over at least four courses. You need an hour and a half to do the session.

Although characters and content were originally defined for Beavering, you can easily modify them to suit other sections. The trainer needs to be prepared to interrupt the action to emphasize points, review documents or forms, explain cash flow and record keeping, discuss meeting formats, and field questions.

The characters, identified by large descriptive name tags hanging around their necks, are:

Leaders: Bubbles, Rainbow, Tic Tac, Hawkeye

Group Committee: Chairman, Treasurer

Parents & Beavers: The remaining trainees play the parents in the first two acts and the Beavers in Act 3. For Act 3, you also need a potential Beaver and his parent. Encourage other trainers to take parts as necessary.

You also need a supply of **sample forms:** Beaver Colony Report Form for group committee; registration announcement; group committee financial report; insurance pamphlet; section information pamphlet; local registration forms; welcoming newsletter; regional event calendar; application for training; regional badge placement chart; newsletter about sleepover; sleepover permission slip; sleepover kit check list; sleepover agenda; and program evaluation form.

Props include a registration night sign; a large clock with moveable hands; the *Colony Record Book*; the **Leader**

magazine; and the district or region newsletter.

ACT I: PRE-REGISTRATION NIGHT

Narrator: Sometime in August, two Beaver leaders bump into one another. After exchanging pleasantries, they start talking about September and the beginning of a new Beaver year.

Bubbles: Have you heard from our group committee yet? We should be thinking about registration night and making sure our hall is booked for another year at Hole-in-the-Wall Elementary School.

Rainbow: Well, speak of the devil. Here he comes, now.

Chairman: Good afternoon Bubbles, Rainbow. I'm glad I bumped into you two. We're having our first group committee meeting next Thursday and we need, as always, a representative from the Beavers to give a report on our valuable Beaver colony. If you can tolerate each other for a whole hour, both of you can come.

Bubbles: (sighs) Yes, yes, yes. And, this year, we're even more prepared for our monthly report. Look at this new form we designed (*Colony Status Report*) showing our colony size, financial status, and coming events. Now, do we have a hall this year? And when is registration night? And who's in charge of distributing notices? Our biggest complaint last year was that no one knew about registration night!

Chairman: Nag, nag, nag. Well, we are prepared this year. As per your telephone

call, I've booked the hall for the same night as last year and reserved it for the following night in case you have an overflow colony. Registration night is tentatively set for September 15. I've asked Akela and the Troop Scouter if that's a good date. How about you two? (*Bubbles & Rainbow look up the date on their busy schedules and nod approval*)

Rainbow: How about advertising for registration night?

Chairman: Well, here's a preliminary copy of the announcement we're sending out to the elementary schools in our area (*registration night announcement*). And the newspaper and cablevision station will run our ad for us at no cost.

Rainbow: I'm impressed. Will wonders never cease? Now, have you sent our group committee treasurer to charm school yet? He's always complaining about the amount of money we spend for training and uniforms. C'mon, Bubbles, we've got some registration night planning to do.

ACT II: REGISTRATION NIGHT

Line up parents along one wall of the room and ask them to act as if they don't know each other (parents usually don't). Use whatever registration forms and handouts are appropriate for your group, district, or region. Hang the registration night sign on the wall.

Narrator: The time we have all been waiting for has arrived. The Beaver leaders are busy preparing to register new and returning Beavers. The group committee chairman is at the front of the

room greeting parents and directing them to a stack of forms and handouts: registration form, committee financial report, insurance pamphlet, section information pamphlet. (When parents are seated, the chairman begins.)

Chairman: Welcome all to registration night for the 8th Aardvark Beavers, Cubs, and Scouts. Every Scout group must have a sponsor, and ours is that community-based organization with which I know you're all familiar, the Benevolent Loyal Order of Nematodes. Please be sure you've picked up the application forms and other handouts here at the front of the room. I'd like to introduce you to our committee money manager, our treasurer (treasurer stands and nods), who will be accepting your registration fees. I'd also like to introduce our Beaver leaders (they stand), the Cub Akela, and our Troop Scouter who, as usual, are totally inconspicuous. Now, are there any questions?

Bubbles: (jumps up) Fundraising! You forgot fundraising!

Rainbow: (jumps up as well) Yeah! Fundraising.

Treasurer: (With big sigh) Money, money, money. You people are always after money! Well, every year the committee's cash flow is ...

The trainer steps in with a flip chart to discuss finances: money paid out for regional fees, leader uniforms, leader training, camp and other activities, scarves, woggles, badges; money that comes in from registration fees, sponsor donations, and fundraisers. He or she outlines fundraising ideas (bottle drives, sales of fertilizer, pens, crafts, regional fundraisers such as Trees for Canada, Scout Calendar sales, Apple Day), and asks participants for other ideas.

Hawkeye: (rises) And a Beaver colony also has its own income and expenses. (Trainer again uses flip chart showing money out for crafts, books, outings, and parties and money in through dues, group committee, and the like.)

Chairman: Thank you both for enlightening us all on that most important topic. Now, to keep this meeting brief (treasurer and Beaver leaders roar in approval), I'd like to thank you all for coming. Once you have your registration forms completed, please give them and your cheque to the treasurer. (Parents move to the front of the class, Beaver leaders welcome them, check over the registration forms, and give them a copy of the "welcome" newsletter.)

ACT III: FIRST COLONY MEETING

A large clock on the wall shows a time about 20 minutes before the meeting is due to start. The Beaver leaders are busy getting ready for the Beavers to arrive.

Tic Tac: Do you always get here this early, Hawkeye?

Hawkeye: Most of the time, yes. It gives me a chance to ...

The trainer cuts in with a flip chart to list these points:

- talk to the janitor;
- check the hall for leftover school stuff and anything that might be unsafe;
- bring out the craft box, Big Brown Beaver, and chips;
- prepare for gathering activities;
- greet early arrivals and talk to their parents.

Bubbles: Say, did you check your regional calendar for the first aid course coming up in November? (Holds up calendar. Led by trainer, the leaders discuss its contents)

Rainbow: If you read the regional newsletter, you'll see that the course has been delayed (holds up copy of the regional newsletter. With a flip chart, the trainer discusses the contents of the newsletter and the importance of knowing what's going on in the local Scouting community.)

Hawkeye: Yeah, I know, but I'm putting in my application for training anyway. We all know how important training is, and we can't hold a sleepover without a first aid person in attendance.

Bubbles: I should take that first aid course too, especially since the group committee pays the fees (treasurer stands up and hisses)!

Hawkeye: Who has the *Colony Record Book*?

Rainbow: (excited) I do, I do. You should have a look at it, Tic Tac, since you're the newest member of our colony. It's filled with all sorts of neat things.

Tic Tac: A record book? What's in it?

Hawkeye: Glad you asked that, Tic Tac, because you're getting it next. After all, we're all part of a group leadership team, right? (The trainer discusses the importance of group leadership within a colony, holds up the *Colony Record Book* and goes through contents: leaders' names, addresses, and phone numbers; Beavers' names, addresses, phone numbers, birth dates, attendance record, tail

levels, lodges, parent names; colony programs; financial statements; parent resource list; notes.)

Tic Tac: (In a panic) Look! Look! Here comes our first Beaver! Who's doing the gathering?

Rainbow: You are, Tic Tac. Just in case you've forgotten, it's a "Simon Says" game and you're leading.

Hawkeye: Since you're leading the game, Tic Tac, I'll get out the first aid kit.

The clock now shows the meeting start time. Beavers and parent helpers begin arriving, and a potential Beaver arrives. The leaders invite him to take part in the meeting as long as his parent stays. Led by the trainer with a flip chart, Beavers, parent helpers, and leaders sit in a circle to discuss a typical meeting.

- Gathering activity (as Beavers arrive)
- Opening (attendance, feed the Beaver, law, motto, promise, check birthdays, sharing, discussion of previous meeting, etc.)
- Active games
- Main activity (craft, speaker, investiture, tail ceremonies, etc.)
- Wrap-up activities (story, sing song)
- Closing (song, prayer)
- Announcements (newsletter — coming sleepover)
- Remind Beavers they may not leave without parent or guardian
- Post-meeting huddle to discuss the meeting and review who's doing what for next week.

(The clock shows 5 minutes after the end of the meeting)

Tic Tac: Well, the meeting went very well. But what would have happened if we'd finished our craft early?

Rainbow: At our last planning session, we decided to have one or two extra activities in reserve for every meeting. The one for this evening was a bean bag toss we found in the **Leader** magazine (pulls out a copy and shows it around).

Bubbles: Oh yes, I remember that one. You should be getting your own copy soon, Tic Tac. It's full of great ideas.

Tic Tac: Wow! My very own. What can I say...

Hawkeye: Say that it's time to clean up the hall, thank everyone for taking part in this skit, ask the trainers some questions, and have a coffee break! λ

Colin Stafford is a trainer and Service Scouter in Greater Victoria Region, B.C.

Interest Parents & Keep Kids

by Wesly Brander

I am sure we will all agree that one of the major ways to retain youth members is to have a varied and exciting program. Eliminate boredom by offering them challenging opportunities and you will have excellent retention. Right? Not necessarily.

Parents are a factor many groups often overlook. How many fathers or mothers would choose a little Baden-Powell over a little Wayne Gretzky? How many fathers remember short wool pants and, perhaps, poor leadership and boring times in Scouting? Do the parents of your section know what Scouting is about and what it is really like, or are they just dropping off the kid to get rid of him for awhile?

When we go to a hockey or soccer game, we see parents. Kids from 6 to 60 have their parents there, cheering and encouraging them. Even if they don't really understand the game, they are out on that playing surface in spirit, joining in with their child. Week after week, they come, stay, and push their child to play on.

They are there because they are involved to one degree or another and they understand, or think they understand, what is going on. But where are they in Scouting? What is this peculiar organization that shakes with the wrong hand, calls people by strange names, performs cute ceremonies, and goes out camping in the bugs and cold?

Stop and think for a minute. If you show interest in something your child does, does the child not normally react by becoming more enthused and repeating the action? And isn't it also usually true that if you show little or no interest in something your child does, he drops it? The principle holds for Scouting. We must keep the child's interest with challenging programming, and keep parents interested by increasing their knowledge of Scouting and their involvement.

I've often heard Scouters ask, "What do I do with parents who hang around? I've approached them to become leaders, and they won't, but I don't want them hanging around my meeting doing nothing except disrupting things." How fortunate these Scouters are to have parents around to communicate with. The problem is, they don't know how and only see disruption.

Remember that first year of Beavers, when you thought those little guys looked



Invite parents for outings and camps. Photo: Paul Ritchie

so cute? Moms and dads brought them to you each week, and you quickly recruited new leaders because, or so I was told, "it's so easy at that age". You had a relationship with those parents because 5 year olds need guidance and protection. Mom or dad passed Johnny to you and, at the end of the meeting, you passed him back to them.

As Johnny grew older and more independent, the passing back and forth became less frequent. Eventually, when Johnny was an older Cub, it disappeared altogether. Along with it went communication with parents.

Do you ask your child what he did at school today? I do, and the usual answer is, "Nothing." That is what your communication with parents can dwindle to, and there goes their interest.

"How was Cubs tonight, Johnny?"

"Great!"

"What did you do?"

"Nothing."

The next week, dad might say, "Hey John, want to go to the ball game?"

"What about Cubs?"

"Oh, you can miss this week," dad replies, "It's boring anyhow." That's because dad has no idea what is going on at Cubs and he has become bored with Scouting.

Enthusied, interested and involved parents usually mean interested and involved kids. We all like to please our parents, and one way to do that is to succeed at something they enjoy.

HOW TO KEEP PARENTS INTERESTED

1. Keep them informed. Send out a newsletter or calendar that tells them what is coming up and what has happened. Put it out frequently so that they will look forward to reading it. In the letter, speak out about parent involvement

and the successes and less-than-successes you've had.

2. Take pictures of your events and make sure parents as well as youth members see them. Parents love to see their kids in pictures. They also love to see themselves.

3. Invite parents to special meetings — section changes, investitures, and any other occasions that may be significant to their children. At these meetings, address parents as well as members. Explain to them what is happening. Invite them to join in so that they realize that they are part of Scouting, too.

4. Put parents who hang around to work. Have them join in your games and songs or help out with the evening's other activities. You can always use them, even if you haven't planned for them. You will find they have a fun time and don't disrupt a thing.

5. Schools do it, Science Clubs do it. Hold an open house with all sections — a Parent Information Night. Show parents the different sections and explain each so that they can see how their youngster can grow and benefit from Scouting and how they can help. Youth members find it a proud moment whenever you involve them in such presentations.

6. Hold family camps with all sections and parent banquets filled with activity and parent/child involvement. It's a good way to pick up new leaders.

7. Ask your parents for help, even if they can help only one day in the year. At least you will have acknowledged their existence and shown them your involvement and caring.

This year, involve your parents and keep them informed. Let them know that they are part of Scouting. You will pique their interest. They will pass this interest along to their children. It's another way you can retain members and make your efforts as a volunteer in Scouting more satisfying. ^

Wesly Brander is a Scouter with the Ste. Genevieve United Beaver Colony, Pierrefonds, Quebec.

A Winter Ramble

by Cub Andrew Craddock

Last January, the 21st Nepean Cubs, Ont., went out on an all-day ramble, described here from a 9 year old Cub's perspective. Andrew Craddock prepared his account to deliver as a school talk. If you've ever had doubts about taking youngsters out in winter, it will lay them to rest.

What would you do if you had to entertain 17 kids for almost a whole day outside in January? Well, the Cub leaders knew what to do — go on a ramble.

On Sat., Jan. 6, 1990, the Cubs, our leaders, and some parents met at the Greenbank School parking lot. From there we car-pooled to the Greenbelt Scout Camp. From the roadside, we snowshoed to the campsite. It took us about 10 to 15 minutes (it's a whole kilometre to the campsite from the road).

At the campfire, we divided into two activity groups — scavenger hunt and snowshoe hike. My group went on the scavenger hunt first. We noticed how different the area looked in winter compared to our fall ramble.

We returned to the campfire, and one of the leaders talked about snowblindness and frostbite and how to cope with them. For snowblindness, you take a

piece of birch bark and make two slits in it and put it over your eyes. For frostbite, you put the part that is frostbitten in water that is not hot nor cold.

After that, Akela, our main leader, showed us how to put up a tent. He told us what to do, and we did it. After we put up the tent, we had our lunch — a lunch from home.

Our next activity was a snowshoe hike for one hour. While we were on the hike, some other kids were on the scavenger hunt. On the hike, our leader told us we could eat cat-tails. Yuck! You must think it tastes bad, but I had some, and it tasted good! But there's only one thing: don't eat the brown part because the part you eat is the brown part when it is tan coloured and fluffy. We also saw some animal tracks. We saw dog, deer, rabbit, raccoon, skunk and, of course, snowshoe tracks!

After the hike, we went back to the campfire for hot chocolate and donut holes. I ate a lot of donut holes. Yum, delicious! After the snack, we played "Capture the Flag". You had to play wearing only one snowshoe. I got captured, but my team won.

The day before the ramble, my mum and I made soup pots using wire and coffee cans. At the ramble, we made soup over a fire and hot dogs over a fire. Boy, the soup was good! Before we made the soup and hot dogs, the leaders made the Cubs into groups of four. Kirk, Tim, Patrick and I were in one group. Our soup was ready first. Akela saw that it had boiled and was ready to eat!

After the soup and hot dogs, we had a snowball fight with the leaders. We pelted snowballs back and forth until the leaders yelled, "Charge!" Most of the Cubs ran, but I and others stayed to fight. By that time, there was only one leader left and he ran into the forest. We went after him, but we weren't fast enough. Once in a while, we saw him. I saw him twice.

The only way back was to follow his footprints, because we didn't know the way back. When we got back to the camp, he wasn't there. We went looking for him again.

Three of us went back looking for him but we didn't know the way back, so we followed our footprints to the campfire, and he was there. We had cookies by the campfire, then we put the fire out, gathered our backpacks, and put on our snowshoes. We snowshoed one kilometre back to the cars. Just before we left, we looked at the stars. We saw Jupiter.

Our ramble was great! We worked on our Winter Cubbing Badge and had lots of fun. By the end of the day, we were tired and ready to go home, but I'd like to go on another ramble. λ

We thank Scouter Colin Welch, Kaa with the 21st Nepean Cubs, National Capital Region, Ont., for sharing Andrew's story.



Snowshoeing 21st Nepean Cubs: "Our ramble was great!"

Badge/Star Links

Black Star 12,13

Green Star 4,6,7,9,10,11,12

First Aider, Observer, Winter Cubbing, Woodsman, World Conservation 2

Tackling the Law Awareness Badge

Looking for some ideas to help Cubs tackle the Law Awareness Badge? Two packs in Ontario describe their approaches to get you going.

INTRODUCING LAW AWARENESS from B. Taylor

Many leaders might ignore the Law Awareness Badge because they consider it too difficult or too boring for Cub age youngsters. Not the 2nd Lorne Park pack in Mississauga, Ont. Kareen Colbert, an enthusiastic young lawyer from the community presented the challenge to the pack last February.

Kareen came fully prepared with plan and props. She assigned 12 Cubs the role of "government" and presented them cardboard attaché cases. They made the laws.

She gave other Cubs large yellow badges and the role of police officers. Some Cubs wore "bad guy" signs on baseball hats, and others became "victims".

During the course of the evening, crimes were committed. The police took suspected "bad guys" into custody. They were brought to trial. Two Cubs, adorned with velvet sashes, served as judges, and Kareen, in her formal robe, played the part of lawyer. The judges heard the evidence and passed sentences.

By the end of the evening, the Cubs had a good understanding of laws and rules within the community and the Cub pack, and new understanding of their Cub law and its meaning. It was an exciting and fun-filled way to introduce a badge.

THEME FOR THE MONTH from Valerie Nicholls

Last year, the 7th St. Andrews Cubs, Stratford, Ont., devoted the month of January to the Law Awareness Badge. We think it was such a success, we want to share it with you. After carefully reviewing the requirements, we came up with a program that made good use of community

resources and gave the Cubs a break from listening to their leaders' voices.

Week One: Wayne Young of Crime-stoppers visited the pack. He showed the Cubs a short video and talked to them about how they could watch for possible crime situations and help prevent crimes. The Cubs' questions showed they understood that the safety of the community depends on people who abide by the law and take time to be aware of what happens around them.

Week Two: Pack ramble to tour the police station. Cst Paul Reece first screened a winter safety film for us, then discussed his role in making the community a safer place for everyone. He showed the Cubs weapons confiscated from criminals and a display of simulated drugs to help them identify things to avoid. The drug discussion was of such interest that the Cubs asked for another full night later in the year when Cst Reece can visit the pack and do a more detailed presentation.

From there, we toured the offices, holding cells, identification room, and communications centre. To round out the evening, Cst Doug Hughes gave the Cubs a good look at the on-board computer and other equipment in his patrol car, as well as a piercing demonstration of the siren's ability to startle leaders.

Week Three: Drug education. We presented two videos provided by the police department. Surprisingly, the Cubs sat fully absorbed through the entire presentation. The videos showed, clearly and at a level most children can understand, the actual physical damage people do to their bodies when they ingest various drugs. They also talked about peer pressure and how to say "no" to drugs.

We completed the evening by playing a modified game of "Poison Ivy" with cups identified as heroin, crack, beer, marijuana, cocaine, and LSD placed in



Although the 7th St. Andrews Cubs "enjoyed being put in jail" when they visited their local police station, Elmira (Ont.) Cubs Andrew Germann and Ben Motz seem to be begging for release. Is it because they are sharing the cell with Scouter Mike Leacy? Photo: Jeff Austin

the circle. The object was to avoid touching any of the undesirables. Only one Cub got caught. He spilled the beer!

Week Four: Local lawyer Gerry Culliton visited the pack. Mr. Culliton explained the role of courts and lawyers in our system of making and enforcing laws, outlined the procedures involved when an alleged lawbreaker is arrested, tried, and sentenced, and explained how even Cubs can help the system work. By being observant, a Cub can be a good witness. Mr. Culliton used several story examples to present, at their level, ideas that wouldn't ordinarily be considered of interest to Cub age youngsters.

Our leadership team have no doubts that all of our Cubs now have a clear understanding of not only the Scout law but also the laws of our country — why they are necessary and why it is so important for us to respect them. A

Scouter B. Taylor works with the 2nd Lorne Park Cub Pack, Mississauga, Ont., Valerie Nicholls with the 7th St. Andrews Cubs, Stratford, Ont. We thank Stratford Scouting for the account of the 7th's Law Awareness Badge program.

Badge/Star Links
Blue Star 9,10
Law Awareness
World Conservation 2

"Can You Make the Fighting Stop?"

by Ben Kruser

In *Think Globally, Act Locally* (April '90), I promised a follow-up article on how Cubs view violence in their world. As you may recall, Cubs wrote letters to an invisible alien inhabiting our space camp to tell it about one of earth's problems. About 50% of their concerns had to do with the environment. The other 50% were violence-related.

Let's explore their comments, look at some major sources that teach violence, and consider how Scouting can help promote more positive social behaviour.

Young children are highly perceptive about the world around them. Through observation, they begin to absorb and reflect how society functions and expects them to act. On one hand, Scouting, parents, teachers, and society in general deplore antisocial behaviour. On the other hand, society looks down on "wimps", condones certain behaviour because "boys will be boys", and feels deep down that children must learn to be aggressive early to survive the rigors of adulthood.

Children are caught in the middle of these mixed messages. Our Cubs' letters to the camp alien expressed their fears.

"I hate all the killers and robbers."

"I wish there was more peace in the world. There's too much fighting."

"My problem is weapons."

"I don't like the bad men."

"The worst thing is fighting."

"What I don't like is the people who rob stores and kill. And the wars."

"Can you make the fighting stop?"

Among other areas of concern, research into child aggression focuses on violence in the mass media and war toys. Let's look at these two areas in terms of how children learn and feel.

Imitation and Repetition: TV is the biggest repeater of societal messages. By the time children turn 12, they will have spent 12,000 hours in front of the tube, more time than they've spent in school. By the time they are 18, they will have witnessed 18,000 TV murders.

Researchers studying TV-related war-toy play behaviour compared the effects of He Man and Transformer war dolls and non-violent Cabbage Patch and Fraggle Rock dolls. They found that when children were playing with Cabbage Patch dolls, they showed only half the level of antisocial behaviour they did while playing with more violent dolls.

Role Models: Hero worship and role identification can encourage children to adopt unrealistic social behaviour. University of Winnipeg research found that many cartoons have a common story line: a super hero employs brute force to conquer intelligent evildoers. TV provides immediate scripts for dealing with problems, many of which use violence.

The most obvious is the World Wrestling Federation's theatrics. At the local gas station, I recently saw a WWF drinking-glass promotion featuring the "Ultimate Warrior". Although we all have felt angry at the world, most adults know Ultimate Warrior's techniques are neither acceptable nor very useful ways to deal with problems.

Blunting: People are becoming desensitized to stressful situations. TV offers increasing numbers of disaster shows. The average viewer is no longer satisfied to watch fake portrayals of fictitious murders. Now we have such shows as America's Most Wanted to bring tabloid reporting into the living room. Children exposed to these shows run the risk of believing violence is acceptable and natural.

Fear: TV violence and war-toy related behaviour can consume a child in fear. University of Calgary research found that 57% of children between 5 and 15 have nightmares associated with what they see on TV.

Sexual Stereotypes: TV and toy manufacturers still pursue advertising strategies that promote sex stereotyping. Simon Fraser University research found products

targeted for boys featured G.I. Joe, Rambo dolls, Inhumanoids, and military hardware. Those targeted for girls had to do with Care Bears, Barbie, and My Little Pony.

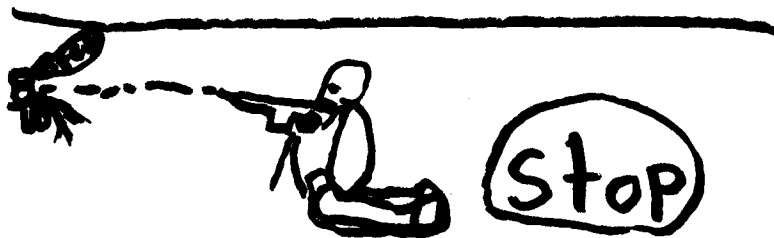
TV suggests that very few boys can be caring without being wimps. Does this mean that Scouting's objective — helping people develop an ability to respond to others in caring ways — is wimpy also?

WHAT CAN SCOUTING DO?

We can't change what TV or toy products children are allowed to see or use. But we can control behaviour at meetings and provide a healthy role model. Here are some ideas to try.

1. Use activities that do not promote violence-related thinking. If you are going to build model rockets, concentrate on peaceful uses of space technology (e.g. launching satellites and space stations) not on creating a mini ICBM arsenal.
2. Supervise free-time activities so that playing war is not part of the child's choice. Many children exposed to TV violence must be weaned off antisocial playing and re-educated about more positive play alternatives. I have seen Beavers whose only repertoire of play themes involves picking up rocks or sticks and pretending they are guns.
3. Ensure that craft activities do not allow violence-related behaviour to sneak in. Children need to feel able to create things that are not bristling with guns, cannons, bombs, laser blasters, and the like.
4. Actively promote healthy gender role models by first addressing our own biases. How often have you been to a meeting where female Scouters are automatically volunteered to be "secretary"? Sharing leadership jobs promotes a well rounded view that adults can work cooperatively on the basis of skills, not gender.

5. Leave the VCR at home when you go to camp. Kids get enough TV. What they need most is time spent talking with adults who care. It's very demanding, but your young members will grow knowing that at least one person listened. That's something no Teenage Mutant Ninja Turtle can do. X



1990 National Rover Conference

A Vision of the Future

by Tim Halford

Rover delegates from coast to coast travelled to Kananaskis Country, Alberta, in August to explore the information generated during two and a half years of in-depth study of the Rover Program. The five day National Rover Conference aimed to develop a comprehensive set of recommendations that will move Rovering through the 90s.

Throughout the pre-conference consultations and the conference itself, it was quite obvious that Rovers have a sincere commitment to Scouts Canada and a willingness to exchange ideas and improve their program. During the week, they tackled four conference objectives.

1. Follow up to the 1984 Rover Review
2. Contemporary issues facing 18-26 year old Canadians
3. Service to Scouting and our communities
4. The advisor role and exploration of various models

Each day of the conference, delegates addressed a different objective through plenary sessions, small group discussions, and provincial delegate meetings. They aimed to consolidate provincial findings into national recommendations and provincial action plans.

The discussions on each objective were always interesting and often lively. Our national diversity became quite apparent, but consensus prevailed. The conference produced a set of excellent, practical and measurable national recommendations for delegates to take home with them.

What follows are some very general observations that came out of discussions of each of the four conference objectives.

1984 Review Follow up

Provincial feedback and conference discussion indicated that many crews across the country are registering Rovers older than 26. There is a genuine desire to resolve this issue so that crews may benefit from the wealth of skills and knowledge these people offer. One approach delegates suggested was to form local groups of former Rovers to serve as a resource to Rover Crews when needed.

The delegates identified major provincial differences in the training offered to Rovers and the age restriction limits imposed, and agreed that a more effective approach could be achieved by applying the same criteria across the country.



Nova Scotia Rovers Alex Pace and Ian Guppy take in some fresh air as they work on provincial goals.



Hey, the rain's stopped and I'm up here, so why don't we go horseback riding?



Rover Nicholas Laine, Man., jots down ideas during a small group discussion.

They suggested that training for Rovers include components related to problem solving, communications, and decision-making skills. They also identified a need to develop a set of contemporary guidelines for Wood Badge I and II for Rover Advisors as part of the Volunteer Recruitment and Development scheme.

Contemporary Issues

Delegates identified substance (alcohol and illicit drugs) use and abuse in Rovering and society in general as a primary issue, expressing particular concern over the use of alcohol. When is it appropriate in Scouting and when is it not? How does Scouting deal with repeat abusers?

A good start would be to identify various resources related to substance abuse and include this information in the Rover handbook, they said. They also suggested developing content for Service Scouter and council training to broaden awareness of the issue as well as mechanisms within Scouting to deal with inappropriate behaviour.

The environment was another major issue. The delegates felt that Rovers need to become more involved and be seen by the public as better "environmental citizens". They enthusiastically explored the idea of a national competition that would recognize excellence in an environmental service project of extended duration designed and conducted by Rovers. Another idea was to emphasize environmental projects among suggestions for worthwhile service projects given in the Rover handbook.

In a discussion of multiculturalism in Scouting, delegates questioned why Rovering does not better reflect Canada's cultural diversity and explored ways to encourage more representative participation. They suggested using the National Rover Contact Network and the National Program Forum to share concrete initiatives undertaken by Rovers to involve members from all segments of Canadian society.

Service

Based on the trade show presentations made by the provincial delegate teams, service to Scouting and the community is a very important part of the current Rover program. Everyone was most impressed to see what high calibre service Rovers give across the country. It is

something of which Scouting can be proud, but delegates expressed frustration that councils and the general public are not aware of its quantity and quality. They proposed to integrate a Rovering display and a service-oriented National Rover Moot into CJ'93 in order to increase awareness of Rovering among Scouts and Venturers.

Through liaison with local volunteer service bureaus, participants felt it should be possible to develop contacts that would enable Rovers to perform more valuable types of service to the community, both as crews and as individuals. Ideas such as Meals on Wheels, involvement with the CNIB audio library, and hospital visitation teams were but a few of the examples they explored. Rovers in Canada are currently involved in many service roles and want to use these opportunities to attract new members to the Rover Program.

Advisor Role

Ninety percent of the delegates reported a need for an advisor in some form, but it became apparent that no single model is applicable. Recommending a flexible approach, delegates agreed on the attitudes, knowledge, and skills required for advisors and the importance of having the advisor selected by the crew.

They explored the option of having the advisor's role range from full participation in crew operations to serving simply as an on-call-as-needed resource person for one or more crews. They also felt an advisor might be as young as 21 and that a qualified, skilled, mature Rover could fill the role.

The conference design built in time for relaxation, meditation and just plain old-fashioned fun, too. The event kicked



off with a wine and cheese social hosted by the Brewster family, owners of the facility. Gary Dell organized a Rovers' Own for Sunday morning. With cooperation from the weather, everyone went horse back riding. This was the first time some of the Rovers had even been close to a horse, let alone on top of it!

On two occasions, everyone pigged out at the now famous Brewster's beef barbecue. Bob Sagers acted as MC for one of these occasions and, with his prompting, delegates from each province demonstrated their abilities to entertain. We even found time for a friendly game or two of volleyball.

The conference drew to a close with a key note address from National Commissioner Morrey Cross, who commended the delegates for their efforts and pointed out both the strengths and weaknesses he had observed. He charged them with the responsibility to inform and get key

people involved in carrying out the recommendations.

At the time of writing, the National Program Committee was considering the national recommendations that came out of the conference. In time, they will present a report to the National Program Forum for consideration.

Canadian Rovers can be very proud of their efforts over the past two and a half years, but the work has just begun. The next step is to implement approved national recommendations and the provincial action plans.

As the conference concluded, it was abundantly clear that Rovers must grab hold of their objectives and work to improve their program. Delegates made commitments to implement the action plans within their provinces and to support national recommendations by providing direct input, feedback and information to the appropriate national committees.

It also became clear that Scouts Canada has not effectively addressed the developmental needs of the Rover age group: past attempts appear to have missed the mark. All of us, from Rovers to appropriate local, provincial and national committees require the will to move forward a vision of what Rovers can be.

Whether our past experiences have been positive or negative, we need to recognize that Rovers are no different than other 18-26 year olds inside or outside of Scouting. We need to recognize the value of this age group and provide appropriate resources so that Scouting can fully harness the great potential of our young adults. Δ

Tim Halford, now a member of the National Communications Committee, served on the National Program Committee as the member responsible for the Rover Program.



Checking out service ideas at displays mounted by provincial delegates at the conference Trade Show.

Make Your Open House a Success

by John Rietveld

Each February, hundreds of Scout groups hold special events to commemorate Scout/Guide Week and the birth-date of Baden-Powell on February 22. Mall displays, parent and Scout banquets, and religious services are some of the more common activities.

Some groups and councils traditionally hold an open house and invite the public. Last February, the Quebec Provincial Council attracted people to its open house by constructing an unusual-looking pioneering structure on the front lawn. It turned heads in quite a few vehicles speeding by the office on the Trans-Canada Highway.

Are you planning a Scout/Guide Week Open House? Its success depends on the planning.

The first thing to do is envision the event. Will it take place indoors, outdoors or both? Can you see your advertising sign or banner from a distance? What are the guests going to do? Will there be special displays or tours?

Now that you have some idea of how you want it to turn out, you can begin the important task of planning your successful open house.

Timing: Give yourself as much time as possible to plan the event. Check the dates with other people who will be involved. Start the process at least 60 days in advance.

National Scout/Guide Week Promotion

The national office Communications Service has distributed a number of Scout/Guide Week '91 promotional items. The logo shown on this page and a special mall-sized banner are available from your council office. In mid-January, a 30 second radio promotion will be mailed to 150 radio stations across the country. Check with your council office to find out which stations in your community will receive the promotion. If we missed your town, your council can order copies.

Budget: Even a simple open house will cost money. Remember the event you envisioned? How much will it cost to provide refreshments, displays and hand-outs? How much money do you need to promote the event? Can you find local sponsors?

Date: Before you select the exact date during Scout/Guide Week, you need to do some checking. To avoid conflicts, call the city or Chamber of Commerce to find out if other events are scheduled. Decide who needs to attend the open house and look at their schedules. Is the commissioner available? City officials? Give them all plenty of notice so that they can make plans to be there.

Hook: Why should anyone attend your open house? You can't assume that Scout/Guide Week alone will attract the people you want. Do you have a clear purpose for the event? Are you trying to attract new members, more leaders, increased donations?

Your purpose will help provide hook ideas. If you want to recruit new members, consider a family-oriented event with activities and give-aways for kids. If you are after adults, perhaps a trip down nostalgia lane will rekindle the Scouting spirit they experienced as youngsters. To attract donors, you need to show Scouting's value. Feature young members doing various badge-related activities.

People: The more people involved in planning and conducting the open house, the more successful it will be. Everyone with a personal interest in the event will make sure the word gets out. Involve other committees and groups. Assign tasks such as promotion, refreshments, tours, and displays. If you involve kids in the displays, you will most certainly attract their parents.

Media Relations: To ensure the general public attends your event, you need the help of local media. Develop and distribute a press release announcing the open house. Remember to include:

- Who? is invited;
- What? is the event (a drop in, display, presentation);

- When? the exact date and time;
- Where? the location and information on parking;
- Why? to learn more about Scouting, to meet a special celebrity, to see a video or film.

On the day before the event, have Scouts visit the radio station morning DJ or the newspaper assignment editor to present a Scouts Canada T-shirt or coffee mug.

Event Plan: Now that you have reviewed all critical elements of the open house, write a plan that includes purpose, activities, tasks assigned, and budget. Present it to your group committee or council executive for their support.

Countdown: On the day before the open house, contact all invited guests or media representatives scheduled to take part and confirm their plans. Contact your helpers to make sure they are ready, too.

Open House: On the day of your open house, relax and enjoy yourself. Everything will go smoothly if you have followed your plan. It isn't too serious if things do not go precisely as you envisioned. Even the best plans can be undermined by a sudden snowstorm.

When it's all over: Your open house was a resounding success. Take time to send thank you notes to everyone who helped. Review your event plan and make suggestions for the future. Ask for feedback from others involved in the planning to help with future events. Give a complete accounting of money and attendance to the group committee or council. Finally, sit back and read all about it in your local newspaper.

With careful planning and the involvement and support of your group committee or council, you will have a well attended and successful open house. Scouting has a great story to tell. An open house at your Scout hall, sponsor facility, or council office is sure to add some excitement to a dreary winter day in February. A



A Child Who Does Not Seem To Hear

by Pam Candlish

More children have hearing losses than official statistics would lead you to think. A child's hearing loss can run from having occasional difficulty hearing someone speak to an inability to hear any sound made more than 15 cm from his ear.

Not so long ago, children with serious hearing losses went to special schools and learned to use sign language. While signing is an appropriate choice for some children, many others are now undertaking an oral path. These children are mainstreamed in school and in life. By the time they reach Beaver age, their parents have learned not to make special demands for them. So the year begins, and there you are with a child in the colony or pack who does not seem to hear.

The appearance that such a child is not hearing is correct. Even with the best equipment in the world, a child wearing hearing aids does not hear anything you say if you are more than one to two metres from his ears. Any sounds originating between you and that child will be louder to the child than your voice.

At colony or pack meetings, the general noise level is often unbelievable, partly because decorating choices in church basements or school gyms tend to be hard surfaces that reflect back sounds. In this situation, a hearing impaired child's behaviour may range from out-of-control to withdrawal. It is up to you to recognize that he cannot hear, not that he will not listen.

You can do a number of things to help. The closer you are to the child, the easier it is for him to hear you. Placing him next to you greatly enhances his ability to listen.

Most children with hearing losses are extremely good at speechreading, especially if they have had problems hearing for a long time. It requires full face. Place the child in the circle so that he has a complete view of your face. Before speaking, make sure you have his attention. His communication difficulties are increased if he must try to make sense of it all when he has heard only the last half of a sentence.

Shouting is an absolute no-no. It makes your voice louder and distorts the consonant sounds. Instead of repeating an identical message at increasing volume, put more words into your message to

give more clues to what you have said. If the child's face remains blank when you say, "Get the ball", for example, expand your message to something like, "Get the red ball in the corner cupboard."

Always begin a request with the child's name and wait for him to make eye contact to show he is ready to listen to you; for example, "Jimmy — we are going to play soccer. Please get the black and white ball from the equipment room." This will be much more effective than simply shouting, "Get the ball!"

Beavers can learn to help a friend. At some point early in the year, ask the hearing impaired child's parent to explain hearing aids to all the children. Tell them very simply that Jimmy sometimes does not hear well. Explain that they can help by tapping his shoulder gently if his back is turned when a leader is speaking. Tell them that the hand signal used to call for silence may not work when the child's back is turned. Just as he cannot hear sounds, he cannot hear the sudden silence that cues a hearing child to be quiet and listen. Again, a friend can tap his shoulder and show that his hand is up.

Use Keeo or an older child in the colony or pack to repeat complicated instructions to a hearing impaired child.

At school, many children who wear hearing aids use a long distance aid called an FM. The teacher wears a microphone and small box transmitter. The child wears a small box transmitter and wires attached into the hearing aids. The FM overcomes the problem of distance and the noise children make and puts the speaker's voice directly into the child's ears.

If parents have an FM, learning to use it will make your job as leader easier. FM units are very expensive in Canada (about \$1500) and relatively delicate, however. Often the unit a child uses at school belongs to the school board and not to the parents. Even if this isn't the case, the anticipated rough and tumble of a Beaver or Cub meeting might mean that the family FM will not be offered for your use.

In the general philosophy of mainstreaming, many parents see Scouting as a time when a hearing impaired child can be less burdened by technology and the task of listening hard and more involved in having a good time and getting along just like the rest of the gang. This

can be a difficult balance to attain, especially if the leader has not been told that the child has a hearing problem.

If you see a child continually withdrawing from group activities or one who frequently appears not to be listening, you can suspect a hearing loss and make a special effort for that child. Not all children with hearing losses wear hearing aids. Sometimes they need only a slightly lower or louder voice or the firm establishment of eye contact before you speak to them. Many of these children have survived since early childhood with a mild loss and no special consideration at all. But, as a leader in Scouting, you are concerned with communicating to all the children, whether or not you know a child needs special consideration.

If a child wears hearing aids, the Beaver hat obliterates any sounds that make it through the distance and noise between you and the child. In our colony, removal of the hat signifies disapproval of the child's behaviour, but it also makes it much easier for him to hear. On investiture night, for example, my son Reid was giving a good imitation of a squirrel running around the room. A leader removed his hat, and Reid went to sit down with the other Beavers. Hawkeye's method of control not only was consistent with expectations, but also allowed Reid to hear enough that he felt part of the group.

For us, Beavers is a time when our child can be a kid unencumbered with FMs and the task of listening hard. We are very aware of the challenge he faces, and I also go to Beaver meetings as a parent helper. On a few occasions, it has been necessary for me to fix a hearing aid or repeat an instruction, but I also hand out crayons and books like a pro.

The involvement of parents will vary according to their personalities; the constant is the child, who may need just a little more help or quite a lot. And that is what a leader must take into consideration when there is a hearing impaired child in the colony or pack. X

*Pam Candlish is a parent helper with the 1st Arthur Beavers, Ont. She has written a book entitled **Ear, Hear, Heart: Coping with Your Preschool Child's Hearing Loss**, which she hopes will be published soon.*

Illiteracy — a Hidden Handicap

by Helen I. Smith

"No one knows the anger that people who can't read go through. You can't pick up a paper and read the latest news. You can't carry on a conversation because you don't know what's going on in the world. You're left in the dark. You just try to carry on as best you can. We're living in a different world than other people who can read." (Literacy Learner, Ottawa)

September 8 was International Literacy Day, and 1990 is the United Nations Year of Literacy. Did your group mark this special day? Year? The World Scout Organization encouraged member associations to become involved in activities to stimulate public awareness. Reports of the creation of community literacy centres and programs have come in from Bangladesh, Bolivia, Burkino Faso, Egypt, Haiti, India, Indonesia, Kenya, Rwanda, and Senegal, where Scouts are deeply involved in literacy campaigns. The Newfoundland Provincial Council is sending its portion of Trees for Canada proceeds to support a Scout literacy project in Benin and has encouraged all groups to help by donating a week's regular dues.

But illiteracy is not restricted to the developing world. You cannot recognize a non-reader sitting next to you on a bus or walking beside you on the sidewalk. Illiteracy is a hidden handicap that affects over three million Canadians in very real ways.

Imagine not being able to fill out forms, write a letter, follow a recipe, order from a menu, or find the name of your doctor in the phone book. Many people who are illiterate have low opinions of themselves. This leads to a fear of failure that prevents them from coming forward to get the help they need. They learn to fudge their way through school and life.

A parent who wanted to learn to drive had his daughter put the Driver's Manual on tape. He memorized what he needed to know, passed his tests, and received his license. But he could only drive in familiar areas. Delivery service people who cannot read street signs drive back and forth asking directions until they finally reach the address. Think of the waste of gasoline and time.

WHO IS ILLITERATE?

The Canadian government definition of illiteracy includes anyone who has not reached Grade 9. A Southam Printing Ltd. survey found people with less than Grade 9 who passed the Southam Literacy Test and others who went as far as Grade 12 who did not pass.

The Southam definition of literacy is based on competence: a literate person "has the ability to use printed and written information to function in society to achieve one's goals and to develop one's knowledge and potential".

UNESCO defines basic literacy as the ability to read and write with understanding a short simple statement on one's everyday life. UNESCO says more than a quarter of the world's adult population are illiterate in 1990.

As we all become interconnected through science and technology, there is no part of the world where people can fully participate in the life of society without increasingly higher education levels. Those who are functionally illiterate suffer most from unemployment, malnutrition, and other consequences of poverty.

What causes illiteracy? Some people have learning disabilities or problems with vision or hearing. Some have been kept out of school because of illness or family conflicts. In the older generation, education past elementary school was not considered necessary, particularly in farm communities.

Even today, some children do not attend high school. About 30% of Canadian high school students drop out before completing grade 12. Some of those who do complete it cannot read or write, and people are asking serious questions about an education system that produces functionally illiterate graduates. Immigrants to Canada, who read and write their own language and sometimes several others, must learn to function in English or French.

Most jobs now require two hours of Grade 10-12 level reading daily. Only two percent of occupations require no reading. Local business and industry leaders are starting literacy programs in factories and offices. Technological

advancements mean employers need better educated employees for production and safety reasons. We are well into the "Information Age", and a significant number of Canadians are not equipped to meet the challenges.

WHAT CAN SCOUTERS DO?

Scouting's programs are based on learning by doing, but we provide printed support materials for members and leaders (this magazine, for example). Are we excluding some who cannot read or write?

Do we assume every child has a parent who can help with tests and badges that require reading or writing? Do only young people who can read and write join Scouts and Venturers? Do you know if all your members can read and write? These may be difficult questions to answer because people learn ways to disguise the disability.

We can learn to be more aware, however. For example, children of different language backgrounds may have difficulty if our programs involve reading rather than doing. We can make sure these members are not left to work alone when a project includes written material.

There are many ways to encourage children to read and write. Our own behaviour is the best model. We can read to children and encourage them to read to each other. We can support their project research efforts by bringing books, magazines, and newspapers to the meeting.

As part of your program, have your section correspond with a section in another province or country. Encourage your members to have pen friends. Let them create their own newsletters, stories, and logbooks. Beavers can draw and label their feelings about events in the life of their lodge. As they look back at what they've drawn and printed during the year, they will see for themselves how they have grown.

Keep a section library of books members can read for pleasure, to learn more about a subject, to find a craft or game. Take books to camp for quiet times. Read the books your members read and get into discussions about them. Encourage members to use school and public libraries. Set the example; read a book today.

The process of teaching children to love books and have a good feeling about reading is simple but needs constant reinforcement. It involves everyone and most activities in a child's life. Cooperation between schools, parents, and community groups such as Scouting is the only way we'll solve the problem of illiteracy. X

Helen Smith serves on Scouting's International Relations Committee.

Beaver Teeth

by Dorothy Miners

Most Beavers prefer to see rather than just hear a story. I acted out this story using walnut and acorn beavers with construction paper tails. To make a good forest, colour toilet rolls green and cut slits to the halfway point. The special tall tree in the story was a twig on a plasticine base. I used my children's toy animals for the pony, squirrel, and wolf (a black dog), and a fluffy blue Easter chicken for the bluejay. A construction paper owl sat in the slits of a toilet roll tree. A construction paper pond with a margarine pot lodge completed the scene. You can easily adapt the story to include different forest animals (or whatever toys you have handy).

Chris the beaver had a problem. His new teeth grew in crooked and stuck out sideways. "Don't worry, the orthodontist will straighten them with braces when you're older," his mother said.

"But I can't chop down trees. I can't do anything," Chris complained. "And what about the Beaver Law — a Beaver has fun, works hard, and helps his family

"That's no good. I'm not wise and old," muttered Chris. He walked on. His tail swished a noisy path behind him.

A pony cantered out from behind a tree. "You look glum, little beaver. What's the matter?" the pony asked.

"My teeth are crooked and I can't chop down trees," Chris muttered. "Ponies don't have to chop down trees, do they?"



and friends? I can't do that. I can't help anyone chop down trees. Maybe I'm not really a beaver."

"Come and help cut trees for the new lodge," a voice called from behind the trees.

"Coming!" answered Chris' mother. "Now Chris, I won't be long," she said. "You go and play."

When his mother left with the others, Chris decided to go for a walk. If he couldn't do what beavers do, maybe he could do what other animals do. He crunched through the forest across the fallen leaves.

"Twit twoo, twit twoo!" An owl swooped down across his path.

"Owl, I'm a beaver but I can't obey the Beaver Law to have fun, work hard, and help my family and friends because I can't chop down trees. Could I do what owls do instead?" Chris asked.

"You don't need to chop down trees. Just be wise and old like me," the owl said. He glided up to roost on a branch.

"Of course not. To be a pony, you have to run as fast as the wind and let your tail fly out behind you," the pony answered. He disappeared into the distance.

"My legs won't run and my tail won't fly," Chris said to himself. He walked on and spotted a squirrel frantically digging in the ground.

"Hey squirrel," Chris called, "you're a rodent like me. I can't obey the Beaver Law because I can't chop down trees. Could I be a squirrel and do what you do?"

"You mean that stuff about have fun, work hard, and help your family and friends?" asked the squirrel. "You don't need to chop down trees. Just find some nuts and dig some holes and zoom up a tree when someone comes." He scanned the forest floor and suddenly streaked up a maple tree.

"A fat awkward guy like me can't climb trees," said Chris. "This is hopeless."

"Haa! Caa! Haa!" a bluejay screamed down and pecked around the squirrel's nut hole. "So you have problems! Haa!

Caa!" He flew smoothly up so that he was nearly a piece of sky, then rested on the top of a very tall tree.

Chris stared up. "That tree would be perfect to start a new dam. I'll tell the others," he said out loud.

He rushed back over the leaves and swam as gracefully as the bluejay flew across the pond to his lodge. Two beavers agreed to go back with him. Soon they were gnawing the tree with their teeth. Chris watched the tree crash down onto the mattress of leaves. They left on the leaves and branches to catch twigs and mud in the dam.

"This tree is too tall to carry back in our mouths. We'll have to push it. You help too, Chris," one beaver said.

Chris eagerly pushed with his paws and nose while the other beavers worked hard at pulling. They had just reached the pond and were trying to pull the last branches into the water when Chris heard a rustling sound in the leaves.

He looked up and saw a wolf's pointed snout and shining marble eyes through the branches. Immediately, he made a thundering tail slap in the water.

The beavers knew the danger signal and dove into the water quicker than the squirrel ran up the tree. They swam under water to their lodge entrance while the wolf slunk away.

The three beavers sat panting and dripping on the mud floor of the lodge, where other beavers were also resting. "Thanks for being so quick with the danger signal, Chris," one beaver said. "I was too busy with that tall tree. I didn't see or smell anything."

"And thanks for finding that tree and helping us push it," added the other beaver. "It's just what we need for the new dam."

"What's all this I'm hearing, Chris?" his mother said, smiling. "Have you been helping your family and friends?"

"Yes. And I've worked hard and had fun, too," Chris said, grinning. "I did obey the Beaver Law, even though my teeth aren't straight."

"Everyone obeys the Beaver Law in a different way, then we share all our efforts together and become a strong and happy colony," an older beaver spoke. And everyone, including Chris, nodded before settling down happily to rest after a very busy day. X

Scouter Dorothy Miners works with the 8th Niagara Beavers, Ont.

Discipline: the Positive Approach

by Ben Kruser

Discipline is a topic Scouters are always thinking about. Without it, programs dissolve into chaos, fun disappears, and people sometimes get hurt. How to establish and maintain a necessary degree of control, when and how to intervene in a difficult situation, and how to encourage acceptable behaviour in positive ways are the challenges we face.

I'm not an expert in discipline and I wish I knew someone who had all the answers. At best, I've led Beavers on outings, trained leaders and camp staff, read a few books, and live with a 3 year old. All I can do is share some personal insights in the hope you may see some relations and adapt them to your colony's situations.

Let me tell you about last summer's Beaver day camp and its staff of 10 university students, most in career programs related to child development and with previous experience working in Cub camp. We spent seven full days in training: first aid, Beaver Wood Badge I, program design and field testing, child abuse, allergies, and 5-7 year old characteristics and behaviours.

When that first bus rolled up, these leaders were prepared, confident, knowledgeable and psyched. When that first Beaver jumped off the bus with both legs running, reality set in. In truth, things went well despite the nonstop rain, but the leaders had their share of problems.

Lunch led to the most frustration. At noon, 40 Beavers, 10 leaders, the camp director and I lined up and proceeded through the mud room to remove coats and shoes. After some chaotic feeding, everyone ran out to find one shoe missing or pairs of boots made up of two lefts or two rights. One day, a giant pile of shoes blocked the doorway. As each Beaver had stepped into the building, he'd simply kicked off his shoes and dashed in. Even more interesting, the leaders did exactly the same!

At week's end, we had a good talk about what went well and what needed improvement. The complaints flew. "The kids ran around without leaders; they



His feelings are just as important as the rules we try to live by. Photo: Stew Radford

don't know the rules and they leave their shoes in the middle of the doorway."

It was obvious we needed to do something to make life easier on next week's day camp. We began with a review of discipline and Beaver characteristics.

Discipline is self control, which comes from practice and experience, something Beavers are just learning from family and school. Helping children develop discipline is different from being a disciplinarian. There are ways to let them know what you expect and to use positive reinforcement instead of pressure.

The leaders realized they needed to let the Beavers know exactly what was expected of them and make sure they followed through on these expectations. When the Beavers got off the bus the next week, leaders greeted them with hugs and introductions. They formed them into lodges. Assigned leaders took each

lodge to a quiet area for more ice breakers and to explain exactly the rules and daily routines.

Routines are extremely important for young children. They offer a form of security and a way to deal with reality. If you skip a word when you read a child a favourite story, the child quickly tells you where you messed up. Children don't mean to be picky, but their sense of the world has been altered and they wish to make it right. Skipping opening ceremony, for example, creates confusion that won't disappear until the missed routine is performed.

Children also need time to adjust from one routine to the next. If we rush Beavers, their sense of self control and reality gets lost and they try to fight against whatever is causing the confusion. Our leaders learned to announce changes well before they moved on to the next activity. This gave Beavers time to begin cleaning up and shifting mentally for the routine of getting ready and the move itself.

We restored simple rules and order, especially around lunch. When a leader was satisfied the lodge was in a straight line and quiet, they could proceed into the doorway. There they removed shoes and neatly placed them in an assigned and labelled lodge corner. They ate as a lodge and left together in an orderly way. Our leaders also realized the importance of role modeling by living up to their own rules of order.

Beavers soon learned that their actions had consequences. If they did not follow the rules, they went nowhere. Their leader would take them to the next activity only when they stuck to the established routine.

The leaders examined their own expectations, too. Discipline, they discovered, is not a technique but an attitude. When they felt in control of a situation, they conveyed this sense to the Beavers. If they were unprepared or unsure of their ability, they conveyed this, too.

They made another important realization: the Beavers were not there to listen to leaders read a story; the leaders were

there to read a story to the Beavers. Children set the ultimate timetable. When a story is too long, they begin showing signs that it should end. The leaders learned to leave adult routines (the story must be finished!) when they noticed early warning signs. Wiggling Beavers became cues to move on to something else. It helped to have a short game or song to use while waiting for the activity to change.

Leaders also agreed to communicate more. Since everyone eventually had to do all activities and ceremonies, they began openly discussing ideas for doing them. They learned to cooperate by leaving things in good condition for the next leader. This helped them feel more in control, which put the Beavers more at ease and made them less prone to disruptions.

THE PROBLEM CHILD

On a few occasions, a Beaver simply could not adjust. Because they lack the verbal skills, intellectual maturity, or power to change what's bothering them, young children may work out their frustration through rough play and aggression. The camp, like many groups, had a discipline procedure made known to the parents when they received registration information.

If there was a problem, a leader first talked to the Beaver to try to find out what was wrong. A second offence meant the child missed an activity to talk with the camp director. This enabled us to see if the leader was the problem and gave the Beaver space from the colony to open up.

If misbehaviour continued, the director called the parent to explain the situation, gain further insight, and solicit help to overcome the problem. If this didn't work, something serious was obviously troubling the child, and home was the best place for him. We wanted to make discipline a positive experience and reinforce the idea for both Beavers and leaders that a child's feelings are just as important as the rules we try to live by.

IN A NUTSHELL

You can take a number of actions that will have a positive influence on colony discipline.

Before colony meetings

1. Take training to learn about age-appropriate programs and 5-7 year old characteristics.
2. Have back-up or fill-in activities ready for when Beavers get restless.

3. Prepare in advance so that you can show confidence in what you are doing.

During colony meetings

1. Set and explain rules and routines to Beavers and follow them consistently.
2. Use tail groups and lodges for programs.
3. Set personal examples for Beavers to see.
4. Give ample warning when routines are about to change.
5. Watch for warning signals that Beavers are losing interest and change activities then.
6. Use praise to reinforce positive behaviour and establish good routines.
7. Deal with problems calmly, quietly, and without causing embarrassment to the Beaver.

After colony meetings

1. Talk with other leaders about any concerns or ideas for improving operations.
2. Talk with parents about colony expectations and to gain insights into their child's behaviour patterns or feelings.

One last tip. We have a five-to-one child/leader ratio in Beavers because God put five fingers on each of our hands — one finger on one hand for each Beaver to hold while the other hand points the way. λ

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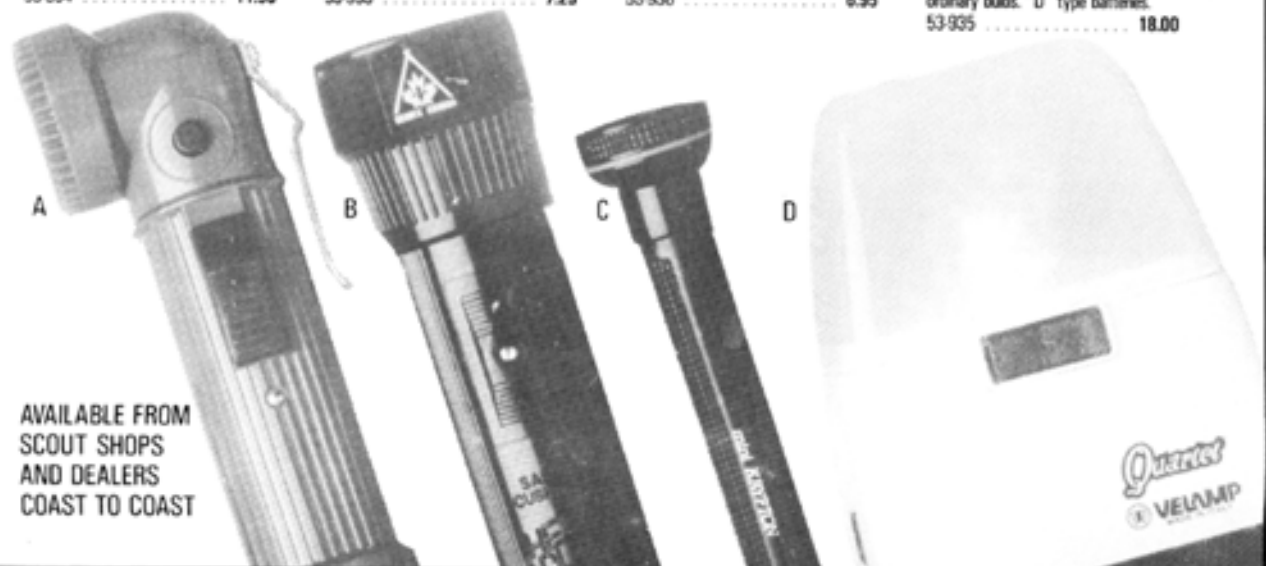
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Fun at the Pond

by Lena Wong

Hartelijke Kerstegroeten, Joyeux Noël, Glædelig Jul, Feliz Navidad and last, but not least, Merry Christmas. December is party month, and have we got party ideas. Have some fun with your Beavers getting ready for Christmas.

Make preparations to hold a giant multicultural holiday party some time during the month. Most people celebrate on December 25, but some traditions celebrate earlier or later. Some other religions also celebrate major holidays during December. Include them in your festivities.

Invite parents to your party and encourage each family to bring a treat traditional to their cultural heritage. Ask your guests to wear traditional costumes, if they have them, and to share some stories and games. Here are some ideas to get you started.

Holiday Tree: Set up a tree in the middle of the meeting hall. Ask each party goer to bring a homemade decoration to hang on the tree. After opening ceremony, join hands in a large circle and dance around the tree. Then slow to a walk and walk around the tree singing well known carols and Christmas songs. When your party breaks up, give everyone a tree decoration brought by someone else to take home.

Holiday Snacks: When the Beavers start getting restless, break up and snack on good things to eat and a warm drink. The recipe for this Wassail punch is from *Let's Celebrate* by Caroline Parry.

Punch holes in a lemon or orange and poke in a handful of whole cloves. In a large pot, combine 2 L apple cider; 2 L cranberry juice; 125 mL brown sugar; 2 mL cinnamon; 5 mL ground ginger; 2 mL ground allspice; and 5 mL ground cloves. Pop in the prepared fruit and bring almost to the boil. Simmer about 30 minutes. Serve each cup with a whole cinnamon stick, if you like (the Beavers may not care for it). The recipe makes 16 servings.

You can make an easy Yulelog by buying a large chocolate Swiss roll and covering it with white icing. Decorate with red berries and green sugar (or plastic) mistletoe.

Holiday Craft: Here's a special craft you can make at your party or the week before as a festive decoration. We found the idea in *Globalchild* by Maureen Cech (Oct.'90). A *kinara* is a seven branch candlestick used during *Kwanza*, a relatively new holiday celebrated by black communities in North America. During *Kwanza*, which starts on December 26 and lasts seven days, people light one candle the first night, two the second, and so on.

Each Beaver needs seven toilet paper tubes; a piece of cardboard 10 cm x 45 cm; masking tape; black, green and red poster paint; and yellow and orange tissue paper scraps. Leave one tube uncut; make two tubes 9 cm long, two 7 cm long, and two 5 cm long. Tape the tubes to the cardboard with the tallest in the middle and the smallest at either end.

Paint the middle tube black, the three on one side green, and the three on the other side red (the colour scheme of the *kinara*). Stuff tissue paper in the top of each tube to represent flames.

You can also use this idea to make a *chanukiyah* (Menorah) for Hanukkah, but you need nine tubes instead of seven. The Beavers can paint the tubes any colours they wish. Jewish members celebrate Hanukkah December 12-19 this year.

Peace Chain: Get everyone at the party together to make a peace chain, another idea from *Globalchild*. Supply marker

KINARA



PEACE CHAIN



pens and a number of pre-cut joined-circle shapes in different colours. Ask parents and children to write or draw messages of peace on the shapes, then loop the circles through each other until all are joined. Hang the chain on the tree or a wall.

BUBBLE MAGIC

For an extra special party or December meeting night idea, serve up some "bubble magic". The August 1990 issue of *Ranger Rick*, published by the Canadian Wildlife Federation, included a marvellous article on bubbles. Here are a few ideas to try.

To make your own bubble mixture, supply a 4 litre container for each five or six Beavers. Pour 150 mL liquid dish-washing detergent into the container and fill up with water. To make your bubbles stronger, add 15 mL glycerine (available at most drug stores).

You can use almost anything with holes to make bubbles; slotted spoons, shaped coat hangers, loops of any kind. Beavers can make some neat friendship bubbles using their hands as bubble wands.

Two Beavers dip their hands and wrists into the bubble mixture, place their hands together, one on top of the other, and slowly move them apart to form a circle of soap film. They blow gently on the circle to see how big their bubble can get before it bursts.

Another idea is to have each Beaver of the pair form a circle with his hands, dip them in the bubble mixture, and blow a bubble. The two then gently touch together their bubbles to join them, and keep blowing into the one big bubble to see how big they can make it. Can three Beavers get together to make giant bubbles? Four?

If a bubble touches anything dry, it will burst but, if you coat an object with bubble mixture, you can push it through a bubble without popping it. Let the Beavers try this trick to make bubbles within a bubble.

First have them blow a large bubble with a loop bubble wand. Next, they dip one end of a drinking straw into the bubble mixture and gently push it into their bubble. Now they can blow through the straw to form smaller bubbles inside the big bubble. They can also use the straw to add smaller bubbles to the outside of their original bubble.

If you have the space and the patience, try this twist on bubble-making.

You need a child's paddling pool for your mixture and a hula hoop or metal hoop large enough to fit over a child as the bubble wand. Dip the hoop into the bubble mixture and sweep it gently down over a Beaver to encase him in a bubble. It looks spectacular, and the Beavers will all want to stand inside a bubble. If you are successful, send us a picture.

Do you have other bubble ideas your Beavers have invented? We'd love to hear about them.

Exchange: Try this idea when the Beavers are ready for an active game. IT stands in the centre of a circle of players. Assign a number to each player in the circle. Blindfold IT and have the other Beavers change places in no particular order. When everyone is ready, IT calls for two numbers (i.e. 4 and 9) to change places. The two players try to sneak past IT very quietly hopping on one foot, while IT listens carefully and tries to tag one of them. A tagged player becomes IT for another round.

Pretzel Ornaments: Here's a craft with a difference. You need: pretzels, craft glue, red and green ribbon, and a sheet of foil or wax paper for each Beaver. On the paper, the Beavers arrange pretzels in a design (circle, square, triangle, cross, etc.) so that each touches others in at least two places. Drop a little glue where the pretzels touch and allow to dry a bit before adding more glue for good measure. Let the glue dry well before lifting the ornament from paper. Weave ribbon through the pretzel holes and tie a loop at one end for hanging.

Get outside with your Beavers during December, too. Go for a romp in the snow or visit a toboggan hill. Build some snowmen and make snow angels. One game you might all enjoy is an Inuit form of tug-of-war we found in *Let's Celebrate*. First, separate the "ptarmigans" (people born in winter) from the "ducks" (people born in summer). Include leaders, too, and use them to fill in if the teams are uneven. The two teams square off in a tug-of-war game. If the "ducks" pull the "ptarmigans" over the line, there will be fewer storms during winter. If the ptarmigans prove stronger, prepare for a long cold one!

Enjoy the holiday season with your Beavers and your family. Have a good break so that you can look forward to a new year full of excitement and fun.



Super Cubs Strength Test

by Ben Kruser

Cubs are at that wonderful age where no challenge goes unanswered. Throw down the gauntlet and they will quickly pick it up (and hide it where you'll never find it). Challenges involving strength and cleverness are great fun, especially if leaders get involved too.

PHYSICAL STRENGTH

Have fun with some tests that help Cubs learn more about how our bodies work.

Crossed Wrists: Ask Cubs to hold out their arms, cross wrists, and interlock fingers. Have them swing the fist down towards the body and up again so that the arms are twisted and the fist is in front of the chin. Point to one of their fingers without touching it and ask them to move it. They can't.

Reason: When your wrists and arms are twisted, the brain becomes confused between sensory and visual information (what it feels and what it sees). Can the Cubs figure out a way to compensate for this in order to move fingers at will?

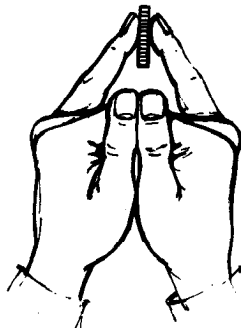
Crossed Wrists



Magnetic Coin: Tell Cubs you have a special human magnet coin (wear gloves when holding it). Ask Cubs to hold their hands as shown with ring fingers up. Put the coin between the ring fingers and tell them to try to drop the coin. They can't (because it's magnetized of course).

Reason: Fingers can't move when the joints become jammed together.

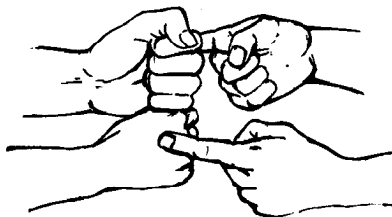
Magnetic Coin



Hand Press: Have a leader hold out both arms, put one fist over another, and press them together. Ask the Cubs if they can separate the fists.

Solution: With a quick action, push sideways on the backs of each hand. They will fly apart because all the force is focused in an up and down direction and no force is exerted on the sides.

Hand Press



Sit Up: Have a leader sit in a chair, arms resting on the lap and feet flat in front of the chair legs. Ask a Cub to press one finger against the leader's forehead. Now ask the leader to get up. He can't.

Reason: The leader's centre of gravity is over the chair and not his or her legs. In order to rise, you must first shift body weight over the feet and then push up.

MECHANICAL STRENGTH

Paper Riddle: Hold a piece of paper by both ends and try to pull (not rip) it apart. You will find the paper is very strong, so why does it take little effort to crumple it? Paper is strong under tension but buckles easily under compression. This property allows wasps to build their hanging nests with paper less than one tenth of a millimetre thick without fear it will tear under a heavy load.

Strength in Folds: Rest the same piece of paper on top of two glasses set eight to 10 centimetres apart. Ask the Cubs to put a pencil on the paper in such a way that the paper will not sag. The pencil may not rest on the glasses.

Solution: Fold the paper many times so that it has ridges to rest the pencil on. The folds provide rigidity to the paper.

Hockey Pull: Have two Cubs each hold a hockey stick straight up with both hands. Ask a third Cub to pull together the two sticks while the stick-holders resist. Can it be done?

Solution: Take a piece of rope and tie it to the top of one stick. Run the rope around the other hockey stick and back again in a zig-zag pattern until the rope is almost used up. Pull on the rope and it will make the sticks come together with little effort. Why? You've created a simple pulley system to enhance your strength.

Egg Crush: Save the egg shells from any eggs used over the past weeks. Bring them in and trim the edges with scissors. Place four egg shells roughly the same size on the floor rounded side up. Gently place a heavy book on the eggshell base. How many books can you add before the shells collapse? Which six can pile on the most weight?

Reason: Curved structures, like arches and eggs, distribute weight evenly over the entire surface. Pressurized containers have rounded bottoms so they don't blow out, and eggs have to withstand mama's weight during incubation without cracking. X

Star Links

Black Star: When you talk about insects or birds, work in the activities using paper or egg shells.

Red Star: Use activities involving personal strength to help Cubs understand how the body works and some principles that govern it. Draw attention to the fact that sometimes brain power is stronger than raw muscle power.

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The Adaptability of Venturing

from Doug Simpson

Of all Scouts Canada's programs, it seems to me that Venturing is the most adaptable. It has a suggested organizational structure called a "company" and gives a number of company members defined roles. It also has a program divided into six experience or activity areas. Like all sections, it must take into account Scouts Canada's policies and procedures, and it may need to follow guidelines or regulations established by local councils. Beyond that, the sky is the limit as far as what a group of teenagers may choose to undertake.

At first glance, it is obvious that the six program activity areas are very broad. This is deliberate, designed to encourage the maximum amount of input from the Venturers themselves. Which do we want to do? How much of each? Can we cover all or at least parts of the content of more than one area at a time by doing a particular thing?

Advisors from across the country say they initially use the Venturer Interest Questionnaire and Interest Survey to help shape the program. Some companies do not use the actual document, but follow a very similar process that clearly identifies what the Venturers wish to do. The important thing is the process and its end result. You can modify the questionnaire to take into account local resources, cultural heritage, and locale.

What a group of teenagers might be interested in and able to do in Rankin Inlet may be world's apart from what is possible in Halifax or Swift Current.

Venturers can pursue the aspect of service in many ways wherever they live. For instance, a company in the Northwest Territories became aware of an elderly couple facing the need to enter a senior citizens home because they could no longer physically tend to the demands of living alone. By "adopting" the couple and, among other things, undertaking to shovel snow, cut firewood, and haul drinking water, the Venturers enabled the pair to live at home for two more years.

Other Venturer companies provide first aid services at local camporees. Still others help with Red Cross blood donor clinics. The list is endless, the activities based on the needs of the community and the interests of the Venturers themselves.

The social and cultural aspects of the program can be a pro-active and positive influence on teenagers — a great tool to encourage the inclusion of members from all cultural groups represented in Canadian society. Participation in events such as the Kitchener-Waterloo Octoberfest celebrations or the Winnipeg Folklorama can also help broaden young people's understanding.

Venturing can be co-educational, taking into account the similarities and

differences between the sexes. Again, having a co-ed company depends on the needs and interests of a particular group of teenagers and their sponsor.

It is distressing to hear comments such as, "The program is not current" or "It's easier and better to keep kids in Scouts until they're 16". I've also heard some grumble that "we are in direct competition with the Girl Guides". Others say they feel that the work needed to nurture and support the existence of Venturing is not worth it for the numbers involved. If I tell you I am the member of the National Program Committee responsible for the Venturer program, you can guess what I think of all these comments. I hope you do, too.

Venturing is adaptable. It can take into account the needs of a particular group of young people in a particular location at a given time. It offers all the ingredients we need to ensure a significant positive influence on Canadian youth. Now, let's get cooking! Δ

Newly appointed to the National Program Committee, Doug Simpson is responsible for the Venturer Program. He has been active as a Section Scouter, in several roles related to national jamborees, and on the national RCMP Vocational Venturer Program Implementation Team. In fall 1989, Scouts Canada presented him the Silver Acorn.

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The Case for Mixed-Age Patrols

by Michael Lee Zwiars

In the March 1990 *Patrol Corner*, Scouter Skink Dutton of Winnipeg made the case for peer patrols — that is patrols as groups of Scouts of the same age. He presented his arguments well, and one could see that peer patrols worked effectively in his troop with its large leadership team. For many troops, however, using peer patrols could be problematic and potentially destructive.

Our troop (130th Duggan, Edmonton) has had a mixed-age approach since its formation in 1973. The system has served eight Troop Scouters and hundreds of Scouts very well.

The mixed-age patrol reflects B.-P.'s description of the patrol as a character school. In his original writings, the founder advised Scouters to begin with a handful of Scouts (six to eight) and, after training them, to expand the troop slowly to a maximum of four patrols of six to eight Scouts each. Now, at that time, Scouts were 11 to 18 years old. No matter how I work the numbers in his system, I am unable to assemble four patrols of Scouts the same age.

In his numerous discussions on using the patrol system, B.-P. tells Scouters to place real power and responsibility into the hands of the patrol leaders. He writes, in *Aids to Scoutmastership*, that it is the PL's responsibility to "take hold of and develop the qualities of each boy in his patrol". He also describes Scouting as a "game for boys, under the leadership of boys, in which elder brothers can give (to) their younger brothers...."

B.-P. was undoubtedly advocating the mixed-age patrol.

It is true that Scouting in Canada today is a lot different from what it was when B.-P. founded the movement in England early in the century. Scouts are more worldly. The troop now serves Scouts aged 11 to 14. But, it is still important to do what is best for young people.

When I was a boy, I had friends who were older as well as younger than I. When I was Scout age, I spent time with friends aged 9-13. Today, I have a friendship network of all ages. Why do we want to limit Scouts to working and learning with a group their own chronological age?

You may argue that schools tend to group children according to age levels.

If you are firmly committed to the belief that it is the only way to learn, visit a rural school headed by two or three teachers and observe, for example, children aged 9 to 14 in the same classroom. The teachers will tell you that the older children help teach the younger ones and, by doing so, strengthen their own skills and knowledge.

Membership rules in the chum patrol may force the group to grow to unmanageable size, Lee says, or the Scouts may not make new members welcome. I think this could happen no matter which patrol system you use.

New members may not feel welcome in a mixed-age patrol, he continues, and a bully PL will scare off new recruits



COMPARING SYSTEMS

In promoting the use of a patrol system a few years back (*Patrol Corner*, Oct. '86), Scouter Ken Lee of Dorval described three possible patrol groups: peer (Scouts the same age); mixed (Scouts of mixed ages); and chum (Scouts of similar interests, locales, etc.). Each system has potential shortcomings, which he pointed out.

Because you don't have a mature, knowledgeable leader in the first years of a peer patrol, you need more intensive adult leadership, he says. He also suggests that a successful first year leader would prevent others from becoming PLs during their time in the troop. I'd add that the failure of a first year PL would increase his risk of dropping out of Scouts.

Upward and onward following an older, more experienced Scout and learning how to lead in the future.

very quickly. It seems to me that a troop with bullies will have them scaring off newcomers no matter how they group their patrols.

We once tried a chum patrol in our troop when a local group closed its doors and sent a single patrol of six Scouts to us. By the end of the year, only three of them remained. They were tired of the same old patrol leader, and he was tired of falling behind our other three patrols, all of which had more experienced leaders.

We once also created a peer patrol of older Scouts who otherwise would have been in their third year as PLs. They became a senior patrol and helped the adult leadership team while completing requirements for their Chief Scout Award.

Unfortunately, they also managed to intimidate new Scouts because of their size and numbers. And their feelings of kinship created an elitist patrol image.

The troop survived both experiments, but I fear we lost Scouts we needn't have lost. If similar situations arose again, I would find different solutions based on the mixed-age patrol. I would distribute members of the chum patrol among existing patrols and give their previous patrol leader at least a year to adapt to our troop and its style of operation. I would move the Scouts in the senior patrol up to Venturers. That's really what they became within the troop.

Mixed-age patrols offer many advantages.

1. In their four years in the troop, more Scouts will become PLs. In peer patrols, the progression is from being an inexperienced leader of your age peers to being an experienced leader of your age peers; most PLs will hold the position four years. In mixed-age patrols, Scouts can progress from a position of learning from older more experienced Scouts to a position of leadership over younger inexperienced Scouts.

2. The system allows Scouts of varying levels of development to learn and grow in a cooperative environment.

3. It allows potential PLs the chance to consolidate their own practical skills without having the pressure of being in charge.

4. It allows Scouts to develop leadership skills as they progress through the system.

5. It give Scouters and Scouts a few years to observe and select the next generation of leaders, which means there is less chance PLs will fail in their roles.

This doesn't mean you should arbitrarily select and impose mixed-age patrols on your Scouts. If they come into the troop with close friends, let them join the same patrol. Then give them opportunities to interact with other friends during troop activities.

If they come to the troop with chums from the same club, sports team, or locale, let them join a patrol with the closest of those friends. It will add esprit de corps and enthusiasm to the patrol. What you don't want to do is limit them to those friendships. Give them the opportunity to become friends with others older and younger than they. It will benefit everyone.

If you still believe in the peer patrol system and are unwilling to try mixed-age patrols, I encourage you in your

efforts. I'd rather that you operate with peer patrols than none at all. No matter what system you use, you won't go wrong if you incorporate a few other elements into troop life.

1. Encourage each Scout to develop independence, control, assurance and, as a result, a sense of responsibility.

2. Enable all Scouts to develop leadership skills through guiding and instructing others.

3. Promote an environment of cooperative growth where the success of one Scout depends on the success of others in his group.

4. Promote a positive, rewarding environment that welcomes all Scouts, whatever their age, experience, or ability level.

These are elements of social and emotional growth. If your Scout program also offers opportunities for healthy physical growth, handicraft and skill development, spiritual growth, and service to others, you are meeting the needs of all your Scouts. X

Scouter Michael Lee Zwiers works with the regional service team & training team, Area 11, Edmonton, Alta.



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Winter Survival for Real Life

by Ben Kruser

For winter camping, we plan and run programs designed to teach our kids about surviving outdoors in the great Canadian winter. Scouting's outdoor training goal, however, is to give Scouts knowledge, skill, and self confidence to cope with real life problems. There's no doubt we need to know how to handle winter emergency situations, as these true cases illustrate.

1. An older couple, dressed in the kind of festive clothing commonly worn at formal family gatherings, were driving home late at night over the winter holidays. Along an empty road, the car hit some black ice and spun out into a deep snow-filled ditch. With an outside temperature of -40 degrees C, engine and exhaust choked with snow, and no shovel, blankets, boots, or winter survival knowledge, the couple froze to death by morning.

2. An RCMP officer became trapped in his car during a blizzard. Three days later, the snowplow crew reached him, a bit cold but very alive. He had used his winter survival knowledge to prepare his car with extra blankets and clothes. His first aid kit included food and a candle and can that kept his body and the car interior warm. When the candle was gone, he burned pieces of the car's interior until it was almost gone. But he lived.

If you run out to the car without wearing hat or boots at meeting's end in winter, imagine getting stuck on the way home. Given how you are dressed and what you have in your car, could you deal with the cold? How well do you think your Scouts could adapt camping skills to real life problems?

Here are some program ideas you might try to help them apply their winter camping preparedness to daily winter living.

PREPARE THE CAR

The major medical concerns for a person stranded in a car are frostbite,

hypothermia, and carbon monoxide poisoning. In bad winter weather along the road, it is possible to come across a stranded car with passengers suffering one of these problems. What are the signs or symptoms of each? What treatment would Scouts give? This is an excellent time for a first aid review.

Survival Kit

Every family car should be equipped with a winter survival kit kept *inside* the driving compartment (the trunk may be frozen shut when you need it). Have Scouts make one for their car. The components are the same as those they would include for winter camping.

- a 48 hour heat source, preferably non-volatile fuel. A couple of large candles stored in a large juice can are simple but effective.
- a box of wooden matches, large size
- high calorie, nonperishable foods (hard candy, granola bars, hot chocolate, tea)
- a cooking and snow-melting container (old pot)

In the car trunk, you can keep bulkier items such as extra blankets or sleeping bag, hat, mittens, socks and winter boots. If you are planning a long trip where help might be far away, pack along winter ski pants or a snowmobile suit and parka.

Winter Car Equipment

Just as you prepare yourself with special equipment for winter emergencies, you need to prepare your car. Have Scouts check over their family car for:

- a second set of keys wired to the car's exterior. Trying to find keys you've dropped in a snow bank can lead to serious trouble. Being locked outside your car on a deserted road in -40 degrees C is deadly.
- a general first aid kit
- booster cables, 2.4 m minimum
- spare fuses
- extra gas line antifreeze
- flares or reflectors (practise lighting one)

- windshield scraper and brush (never be a "peep hole" driver)
- a sturdy shovel (buy a good metal one)
- a tow chain or rope with chain ends
- hand tools such as pliers, crescent wrench, screw drivers
- a flashlight (store in your winter coat in the house, not in the car)
- a properly inflated spare tire (Check! Tire pressure drops 1 lb. per square inch for every 10 degrees F drop in temperature)
- "X" wheel wrench
- a tripod jack (single leg jacks are unstable on ice)
- sand bags for traction on ice and weight in the trunk of rear-wheel drive cars for better grip and stability

Car Check-Up

Car failure is far more likely in cold weather and the consequences more serious. Show Scouts how to check over a car.

Battery: The first cold snap will kill a weak battery. Check the cables for good connections. Look into installing a winter battery jacket to keep the battery warm on subzero nights.

Brakes: Under icy conditions, worn or unadjusted brakes that pull to one side can throw you into a skid. Have them serviced at the first sign of problems.

Cooling System: Antifreeze safe to at least -40 degrees C is recommended. Tighten all belts and hose clamps. If your car heater takes time to produce heat, look into installing a winter radiator thermostat, which makes the cooling system run hotter.

Windshield: Install winter wipers and winterize the washer system with antifreeze solvent. Keep the defroster free from blockage.

Engine: Ensure all filters are clean, especially the fuel filters (to avoid line blockage).

Gas Tank: The air sucked into the tank as fuel is used contains water vapour, which condenses and freezes to form slush. Adding gas line antifreeze (methyl hydrate) regularly and keeping the tank more than half full will help prevent frozen gas lines. You should definitely use gas line antifreeze when you find ice crystals on the inside of the gas cap.

Exhaust System: Any exhaust system leak can let carbon monoxide (CO) into the passenger compartment. This is a critical concern in winter because we keep windows closed. Learn to recognize CO

poisoning symptoms (nausea, headache, drowsiness) and repair any leaks.

Tires: Install winter tires for optimum traction. Although they provide better traction than regular tires, summer radials are not considered adequate for winter driving. Radial tires can not be mixed with conventional tires without causing highly unstable handling. Tire shops and garages frequently overtighten wheel lugnuts. Make certain that all possible drivers are able to remove the wheel nuts with the tools in the car. If you carry chains, make sure they fit your winter tires. (Take it from me, I know.)

Scouting & National Search and Rescue

by Ben Kruser

In 1984, Canada experienced perhaps its worst marine disaster when the oil platform *Ocean Ranger* was lost. As a result of lessons learned about the need for greater search and rescue coordination, the federal government formed the National Search and Rescue Secretariat in 1986. The Secretariat seeks to coordinate the resources of the Department of National Defence, whose minister is the government spokesperson for search and rescue matters, with Transport Canada (Canadian Coast Guard), the Department of Fisheries and Oceans, and the RCMP.

Several recent search and rescue initiatives have many potential benefits for Scouts and other users of the outdoors. One of the most exciting developments is an expanded use of satellite tracking and location finding capabilities.

Most of us have read news stories about how a crashed plane is located by the plane's Emergency Locator Transmitter. At sea, vessels are equipped with Emergency Position Indicating Radio Beacons. Now, Personal Locator Beacons (PLBs) are becoming commercially available for hikers and campers.

Imagine being disabled while out in a wilderness area. By activating your PLB, you send a radio signal to one of four Search and Rescue Satellite Aid Tracking satellites, known as SARSAT. In partnership with the Soviet Union's equivalent COSPAS system, the satellites will be able to provide you a quick search and rescue response.

Scouts Canada's program services have held discussions with the coordination officer at the National Search and Rescue Secretariat. Together, they are looking at ways to educate the public and outdoor users through innovative youth programs. Scouting hopes it can help provide input to the development of such materials.

The National Search and Rescue Secretariat also maintains liaison with provincial agencies, such as the Search and Rescue Society of British Columbia (SARBC). This organization provides excellent resources for B.C. outdoors users.

Scouters or Scout councils interested in pursuing search and rescue programs right now can contact a local branch of the RCMP, Coast Guard or known agencies like SARBC. The National Search and Rescue Secretariat can also provide resource contacts, along with brochures on COSPAS-SARSAT and stick-on Search and Rescue logos. Write to *National Search & Rescue Secretariat, 17th Floor, 365 Laurier Ave. W., Ottawa, Ontario K1A 0K2; telephone (613) 992-0063.*

Miscellaneous Tips

- You can open frozen locks by heating the key or using a pocket de-icer (carry in your coat).
- Clean the defroster intakes (louvres at the base of the windshield) to avoid sucking in snow that will cause icing on inside windows.
- If you get stuck, remain calm. Don't exert yourself or stay outside too long. Work slowly and methodically to avoid cold or other injury, like heart attack.
- Check weather forecasts before leaving on long trips.
- Let people know when you are leaving, when you expect to arrive, and what route you'll be taking in case someone has to go looking for you.
- A flooded car engine has too much fuel and not enough air. Remove the air filter cover and prop open the carburetor's butterfly valve with a screwdriver while you start the car engine. Otherwise, wait patiently.

EMERGENCY PROCEDURES

Now that the Scouts are fully prepared, review or even run a simulation exercise in borrowed cars to cover the following guidelines on what to do if stuck in a blizzard.

1. Stay inside the car and keep dry.
2. If possible, get your car completely off the travelled part of the road. Large vehicles may not be stopped by the storm. Turn on the dome light and four-way flashers. Adjust side mirrors to shine out and catch attention.
3. Turn off the engine if snow piles up underneath to the point where you *think* the exhaust might be blocked or pooling under the car. If you become drowsy, turn off the engine immediately.
4. If you can shut out the weather and you are dressed for winter, an ordinary candle will provide enough warmth to keep you from freezing. Run the motor occasionally to warm the car. Open a leaside window slightly to maintain air circulation. Ventilation is important to avoid moisture accumulation inside the vehicle and in your clothes (just as it is in a winter shelter). Have Scouts huddle under blankets and light the candles from their survival kits.
5. For exercise, stamp feet, clap and rub hands and feet. Place your feet on the seat to get them out of the cold well. Remove your shoes and sit on your feet if they get cold.
6. At least one person must stay awake to tend any heat source and watch for help.

Can your Scouts stay in the cars comfortably for an hour? Winter preparedness is not just a camping skill; it's an everyday need. ^



◀ **CHRISTMAS GLOW:** 63rd Regina Scouter Kirk Hantelmann, Beaver Matthew Cherkas, Guide Lisa Ronnie, and Scout Alan Dedman warm their hands after the official lighting of Christmas lights at the Saskatchewan legislature. "The lighting ceremony ... is held in conjunction with one in Ottawa," says Jean Thomas, ARC South Saskatchewan Region. *Photo: Don Healy, Leader-Post.*



SEA-READY: All dressed up in oilskins, 3rd Truro (St. Andrew's United Church) Cub Kirk DeBay gets right into the atmosphere at the Marine Museum of the Atlantic in Halifax, N.S. *Photo: Dr. William Brooks*



AN OLD FRIEND: The 1st Mananook Beavers, N.B., gather around their 101 year old friend, Mrs. Stella Johnson, during their visit to the Grand Manan Nursing Home near Christmas. After opening, feeding the beaver, a short story, and a sing song, the Beavers visited each resident to present a planter made from a can covered with play dough and decorated with pebbles, shells, and smooth bits of glass. "We couldn't decide who enjoyed themselves more, the boys and leaders or the residents," says Scouter C. Cook on behalf of the 1st Mananook leadership team.

Happy Holidays



DOESN'T LOOK HEAVY: A Voyageur lets Beavers from the 11th Port Arthur and 1st Murillo colonies, Ont., check out the weight of a lead pound. Almost 180 Beavers bundled up for a day of winter games at Old Fort William, keeping warm with sled pulling, racing through obstacles, and learning about work and play during the days of the fur trade. "It was really fun stepping back in time," says Scouter James Wolfe.

TOBOGGAN HIKING: The 1st Mascouche Heights Troop, Laurentian Foothills District, Que., try some winter camping in the Green Mountains of Vermont. The Scouts enjoyed ice fishing, sledding, snowshoeing, and mountain climbing during their exchange with the 543rd Bristol Troop, BSA, says Scouter Jean Laframboise.



FIRST YOU... Hawkeye Dave Kish shows the 1st Fenelon Falls Beavers, Ont., how to shape a Christmas ball from a chenille. It was one of 11 stations featuring crafts, games, stories, movies, and refreshments at the second annual Victoria County District Beaver Christmas party, enjoyed by 166 Beavers. "What a great way to get everyone together and into the festive mood," says Scouter Helen Oldnall, ADC Beavers.



DON'T EVEN BREATHE! Chilliwack District Beavers and Cubs sneak up on a sleeping pirate during a one day spring Jungle Camp. While White Tails went off to learn about the mysteries of Cubbing, the other Beavers and Cubs enjoyed pirate theme activities, says Scouter Stew Radford, ADC Beavers.



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PARTY FUN: Snagging a treat dangling from a string while blindfolded provided fun for everyone at the 1st High River Cubs' wind-up party last spring. It's a great game to try at your winter holiday party, too, and we thank Alberta Beaver leader Mandy Kemery for sharing her photo.



AWARD WINNERS: A three day 120 km canoe of a stretch of the Red Deer River earned the 120th Calgary Scouts a Provincial Commissioner's Adventure Award. "The Scouts did much of the planning and kept a log as we went along," says Scouter Jens Kaack. "It was a great success because of good planning, communication, and help from two dads."



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In with the New

by Jim Mackie

In preparation for the fall 1991 introduction of the new Scouts Canada uniform, we will be discontinuing many items of the current uniform as stocks run out. By the time you read this column, some items may not be available. We apologize if you or your members have been disappointed or inconvenienced, but we did our very best to have sufficient stocks on hand to see us through fall 1990 yet not leave us with a large and costly overstock to write off.

The new uniform is in production, and we expect to start receiving shipments in the near future. Because of the large quantities required (more than 100,000 shirts, for example), we will build inventories on a monthly basis until summer, when we will begin to ship to our Scout Shops and dealers across Canada. Watch for more news on the exciting and attractive new uniform in future columns.

BEAVER STAMP: For some time, we have had the Cub Paw stamp (#25-209, \$2.60) and the Scout Emblem stamp (#25-509, \$2.60) to use with Achievement Charts. In answer to many requests from Beaver leaders, we now have a Beaver stamp. Featuring the standing Beaver in silhouette, it is available from your local Scout Shop (#25-510, \$2.60).

BEAVER T-SHIRTS: Now that the frigid weather is again with us, we remind Beaver leaders that the long-sleeve Beaver T-shirt (#41-105 to 108, \$8.80) is ideal to wear under the uniform vest. Also news: the short-sleeve version is available for the first time in extra-large.

SAFETY KITS: Many Scout Shops carry a comprehensive line of Safety Kits for the trail, meeting room, or house. Produced by Stanley Offers Safety Inc., they are all made of durable water resistant denier nylon and designed for compactness and portability with Velcro closures and a webbed Velcro belt. They also feature see-through pockets for easy access to contents. Each kit carries a selection of bandages, dressings, and other vital emergency items. If your Scout Shop or dealer does not carry these or other items featured in this column, ask them to place a special order for you.

THANK YOU NOTES: Leaders have also often requested Scouting "Thank You" notes. We have been hesitant to produce these for national sales (many areas already produce their own version), but have been assured they will be popular. Our new "Thank You" note in shrink wrapped package (#26-552, \$3.25) contains 12 notes and envelopes. The folded note, about 81 cm x 13 cm on light card stock, features the official logo in two colours and the words "Thank You".

BLAZER CREST: In November, we reported on the new standard business dress for adult members and the availability of a blazer crest (#04-510). We have since found that the gold bullion material used in the crest causes pilling on the left arm of the new blazer. Unable to correct the problem, we've discontinued the item and replaced it with a woven crest. If you have bought the bullion crest, you may return it to the place of purchase and receive a full credit. The replacement crest should now be in stock in all Scout Shops and at some dealers. \

From UNICEF

Great Books for Great Multicultural Programs

by Ben Kruser

Whether you're looking for gift ideas, a treat for yourself, or simply lots of resources to help your young members learn more about fellow Scouts in other parts of the world, these two offerings from UNICEF fit the bill. To order either of them, call toll free 1-800-268-3770 (operator 738) and charge to Mastercard, Visa or American Express.

The Little Cooks: Recipes from around the world for boys and girls; English and French, catalogue #88807B, \$14.

This cookbook was written, illustrated and designed for the budding child culinary artist. The first thing you notice when you open it is a stiff cardboard pop-out stand, similar to the set-up found on the back of small desk-top picture frames. Each page has a plastic coating to keep spills and messes from ruining the book while the cooks are cooking.

Little Cooks shows how to make the favourite dishes of children from all over the world. The recipes, introduced with pictures of children in their national costumes, have step-by-step instructions with accompanying illustrations that show what ingredients are needed and what each step looks like when you do it. Many of the recipes are simple enough for Beavers and Cubs to try, while others will easily convert to camping situations for older sections. They all serve four to six people.



Each recipe is numbered and has a corresponding number located on a world map. When children turn to the middle of the book, they can find information on healthy eating and how UNICEF helps children and their families find better lives. The book also includes two pages of *Cooking Hints* and 15 *Practical Pieces of Advice*.

I found only two minor problems. First, neither the recipes nor countries are in alphabetical order. This makes finding a recipe from a particular country a little difficult, since you first have to refer to the world map to find the country and then the corresponding recipe number. My other disappointment was that the recipe chosen for Canada was not bannock or hamburgers, but scones (obviously, UNICEF has not heard of Meech Lake). The U.S.A. recipe was for pancakes, by the way.

Overall, if you enjoy cooking with your section or family, this is a great book to have for all ages.

Games of the World: How to make them, how to play them, how they came to be; English and French, catalogue #86954B, \$19.

If you wanted to buy one book that combined beautiful illustrations and photos worthy of *National Geographic*, historical perspective, easy-to-follow instructions, and simple crafts related to making game boards or pieces, this is it. As the writers say, "Many games appear to be common property to human beings everywhere." You quickly begin to see that board games are not limited to those stacked to the ceiling in Toys R Us, but are found on every continent.


Wherever you are, many game concepts are very similar. The book covers everything from simple ones such as snakes and ladders and checkers, to more thought-provoking board games such as Japanese Go. You'll find puzzles, tricks, and stunts as well as games for street and playground, field and forest, parties and festivals, all with ample examples and craft directions.

Games of the World is suitable for Cubs and up, and you can apply it to handicraft badges as well as those having to do with team sports. It would also make a great training resource for new Wood Badge I and II small group activities.



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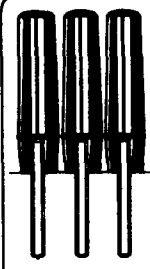
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North Saskatchewan Region.	53.15		
Fraser Valley Region, B.C.	117.03	MEMORIALS	425.00
Almonte Scouts Thinking Day Church		8th Brockville Group Committee, Ont., in	
Service, Ont.	52.67	memory of Carl Fennell	
John & Endla Gilmour, Ont.	100.00	Cheryl Fitcyk, Ont., in memory of husband	
Newfoundland & Labrador Council		Steve Fitcyk	
(Benin Literacy Project)	3,210.00	Jean Kanne, N.S., in memory of husband	
Quinte Region, Ont. (Poultry Project,		Matt Kanne	
Kenya)	5,200.00	Patrick A. McMillan, N.S., in memory of	
1st Beckwith Scouts, Ont.	70.92	Matt Kanne	
North Peace District, B.C.	25.43	35th Sydney Battalion, N.S., in memory of	
Camp Skeeter '90, B.C.	46.75	Matt Kanne	
Ontario Council Partners in Growth		Jim Adams, Que., in memory of	
Program	3,013.80	Jack McAlpine	
5th B.-P. Guild, B.C.	25.00	Lynn Valley District Council, Ont., in	
George Perley-Robertson, Ont.	300.00	memory of Henry Cahill	
11th Canadian B.-P. Guild, Man.	105.00	Rosemere Memorial Group Committee, Que.,	
Parkland (Yorkton) District, Sask.	62.61	in memory of Joan Watt	
Stouffville Scouts, Cubs & Beavers, Ont.	88.26	Beavers, Cubs, Leaders & Group Committee,	
1st Chester Basin Founders Day, N.S.	37.00	8th St. Thomas Group, Ont., in memory of	
Basin Lakes District Council, N.S.	46.35	Grace Griffiths	
1st Munster Group Committee, Ont.	40.00	Sheila Stirling, St. Thomas, Ont., in memory of	
South Waterloo Scouts, Ont.	55.64	Grace Griffiths	
Megwasa District Council, P.E.I.	81.49	Edythe Bishop, St. Thomas, Ont., in memory of	
Seneca District Cubs, Scouts, Venturers,		Grace Griffiths	
Rovers, Que.	121.35		
22nd Seymour Group, B.C.	15.77	TREES FOR CANADA	
Niagara District, Ont.	115.51	Northern Lights District, Ont.	295.64
1st Lennoxville Group, Que.	99.00	Brant District, Ont.	194.55
Hugh W. Watson, Ont.	30.00	Welland District, Ont.	144.66
Comox Valley District Church Parade, B.C.	142.71	Fruitbelt District, Ont.	165.32
3rd Waterdown Scouts, Ont.	185.00	Kenogamisis District, Ont.	116.27
1st Port Union Scout Group, Nfld.	66.72	Stormont-Glengarry District, Ont.	1,704.62
Eliot District Council, P.E.I.	55.00	St. Catharines District, Ont.	136.95
Westway United Church Beaver		1st Flesherton Group, Ont.	87.15
Bible Class, Ont.	25.00	1st Red Lake Group, Ont.	41.48
2nd Amherstburg Scouts, Ont.	77.00	Milton District, Ont.	312.15
West Hants District Council, N.S.	137.00	118th St. Andrew's Group, Alta.	1,350.00
1st Port Hawkesbury Scout Group, N.S.	70.00	1st Martensville Group, Sask.	55.05
1st Gravenhurst Scouts, Ont.	75.01	55th Confederation Park Group, Sask.	195.00
1st Devon Scout Association, Alta.	29.40	6th North Park Group, Sask.	37.95
Chateauguay District Council, Que.	95.63	Stratton Scouts, Ont.	53.25
84th Regina Group Committee, Sask.	21.25	2nd Kirkland Lake Group, Ont.	48.00
Richmond Area Church Parade, Ont.	50.00	5th Collingwood Group, Ont.	117.15
2nd Montague Scout Group, P.E.I.	94.05	South Lake Simcoe District, Ont.	134.25
Central Alberta Region	200.26	Split Rock District, Ont.	640.00

Yellow Briar District, Ont.....	70.64
Nechako District Council, B.C.....	522.95
Mary Gusella, Ont.....	34.00
London District Council, Ont.....	5,308.01
Port Colborne District, Ont.....	581.89
Saugeen West District, Ont.....	126.66
Ken-Kee District, Ont. (1989 & 90)	93.36
1st Beaver Valley Group, Ont.....	53.80
1st Ignace Group, Ont.....	123.04
1st Dryden Troop, Ont.....	126.97
Ingersoll District, Ont.....	389.99
1st Massey Scouts, Ont.....	95.17
1st St. Marys Group, Ont.....	121.64
1st Cochrane Group, Ont.....	228.79
1st Blind River Group, Ont.....	104.02
4th Atikokan Group, Ont.....	166.24
5th Fort Frances (1989 & 90), Ont.....	67.50
Huron District, Ont.....	410.28
1st Wasaga Beach Group, Ont.....	94.00
Chatham District, Ont.....	287.04
Wellington District, Ont.....	206.50
Sarnia District, Ont.....	821.69
3rd Collingwood Group, Ont.....	125.89
1st Elliot Lake Group, Ont.....	157.31
1st Milverton Group, Ont.....	53.29
Trenton District, Ont.....	451.88
Air Force Trenton, Ont.....	141.26
1st Central Manitoulin Group, Ont.....	70.13
1st Stratton Group, Ont.....	71.18
Kent District, Ont.....	431.82
Lynn Valley District, Ont.....	430.24
Kawartha Lakes District, Ont.....	497.05
Belleville District, Ont.....	557.26
1st Hillsburg Group, Ont.....	28.05
1st Ospringle Cubs, Ont.....	120.00
North Waterloo District, Ont.....	2,027.96
Stratford District, Ont.....	368.43
Thames Valley District, Ont.....	304.20
Greater Victoria Region, B.C.....	47.27
1st Ellice Group, Ont.....	92.31
Prince Edward District, Ont.....	723.55
Essex District, Ont.....	556.61
Port Hope District, Ont.....	310.96
Algonquin District, Ont.....	284.66
Elgin District, Ont.....	2,488.24
1st Cochenour Group, Ont.....	131.06
Oshawa District, Ont.....	1,749.12
1st Wawa Scouts, Ont.....	229.99
Niagara District, Ont.....	567.38
Champlain District, Ont.....	1,372.51
Southern Alberta Region.....	82.35
Woodstock District, Ont.....	918.17
141st Dalhousie Group, Alta.....	569.30
167th Parkland Group, Alta.....	156.30
165th Forest Lawn/Dover Group, Alta.....	22.80
118th St. Andrews Group, Alta.....	870.00
247th Varsity Group, Alta.....	11.55
223rd All Saints Group, Alta.....	57.01
36th Crossroads Group, Alta.....	189.60
76th Westminster Group, Alta.....	13.65
107th St. Davids Group, Alta.....	96.79
168th Cedarbrae Group, Alta.....	363.00

This list includes donations processed between March 5 and Oct. 5, 1990. Donations recorded after this date will be acknowledged in a spring issue. Trees for Canada donations represent the 15% of Trees for Canada proceeds designated for the Canadian Scout Brotherhood Fund, which supports World Scouting development projects.



YOUR PROBLEM:

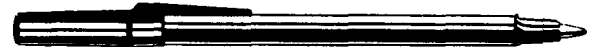
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About the B.-P. Guild

by Rob Stewart

Many Scouters have had contact with the B.-P. Guild at some time over the course of the Scouting year. Others have not, so I thought I'd introduce the Guild to them. Actually, I should say "Guilds", because there are now 33 B.-P. Guilds with about 800 members active in Canada.

The Canadian Council of B.-P. Guilds was formally authorized by Scouts Canada's National Council in May 1977, although many Guilds had existed long before that. They were granted membership into the International Fellowship of Former Scouts and Guides on July 26, 1977.

"The Guild is a fellowship in which the individual member pledges to accept the responsibilities associated with the Scout Promise," says the Guild Handbook. Members join to give service to Scouting and for the pleasure of recalling their own days in Scouting. The Guild has three objectives:

1. To keep alive among its members the spirit of the Scout Promise and Law;
2. To carry the spirit into the communities in which they live and work;
3. To give support to the Scout movement as far as their responsibilities will allow.

To meet their objectives, B.-P. Guilds organize and participate in many projects and services. I'd like to highlight just a few.

The National Stamp Bank project enables the Canadian Council of B.-P. Guilds to donate funds to the Scout Brotherhood Fund through the collection and sale of used stamps.

Councils that have or are planning an archives or museum call upon the Guild to help them organize, identify, and display Scouting memorabilia and paraphernalia.

Many Guilds conduct a yearly drive to collect used uniforms, which they repair and make available to members unable to afford new ones.

The Guild helps with annual registration or registration at field days, Cuborees, and other special events. Many councils find members provide an invaluable service when it's time to mail out the local newsletter. A large percentage of Guild members are retired and able to come to the Scout office during business hours to help prepare registration kits, take inventory at the Scout Shop, and the like.

The 17th B.-P. Guild, located in Vancouver, has a particular specialty. Its members are present and former nurses, ambulance drivers, doctors, and paramedics who provide first aid services for many Scouting events in the area and serve at national jamborees. They also help with first aid training for Scouts Canada members.

Although Guild members have retired from active leadership roles in Scouting, they remain a wealth of knowledge and

experience. Many are ready and willing to serve on an emergency or temporary basis in a section program and enjoy the chance to help with special nights and banquets. As the Volunteer Recruitment and Development Strategy grows, groups will temporarily invite back to the section many former Scouters to serve as mentors for new Scouters. We anticipate that some councils will call upon local Guilds to play a part.

But, it's not all work and no play for Guild members! Maintaining contact with Scouting and the friendships developed over the years is a significant part of the motivation for joining a Guild. Besides serving together, members meet regularly for fellowship and throw parties to celebrate Christmas and Fellowship Day (October 25) or just to get together to reminisce about their days in Scouting.

Is there a Guild in your area? Do they have a special focus that may be useful to your group? You can find out through your Scout office. Local Guilds have their doors open to former Scouters who wish to maintain contact with Scouting. If you know retired Scouters who may wish to join, suggest they call the council office to get the name of the Guildmaster in the area. And if you'd like to know how to go about forming a Guild, please drop me a line at the National Office. A



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Silent Night

It was Christmas Eve 1818 at Oberndorf, a village in the Austrian mountains. As they were preparing music for the Christmas services at St. Nicholas' Church, the church organ broke down. It would not be available Christmas Day.

Josef Mohr, the assistant pastor, had an old guitar and glanced hopefully at the instrument. An inspiration came to him. He sat down at his desk and wrote. The words were beautiful and heartwarming.

A short time later, Franz Gruber, the church organist, hastened to answer a knock at his door. There stood Josef Mohr, a bright light in his eyes and a piece of paper in his hands.

"I have here a song that I have written," Josef Mohr explained. "A Christmas song. Could you compose a suitable air for it? If you could arrange it for two solo voices, a chorus, and a guitar, we could use it at the church tomorrow."

Franz Gruber, clutching at straws, said he'd try. He read the verses and, as he read, his heart swelled with joy. At once he went to his spinet and began to search for the chords he desired. After many heart-searching attempts, he completed a beautiful melody.

Franz Gruber took the written score to Josef Mohr, who played it on his guitar. In the silence that followed the final note, the two simply stared at each other, awed but still unaware that they had created what would become one of the most loved of all Christmas carols. The song was *Silent Night*. — with thanks to Colin McKay, *Scouting* (UK) magazine

Scouter's 5, p.657

Dec.'90

Holiday Fun

The festive season means parties, and parties mean lots of games just for fun. Try a few of these ideas at your holiday gatherings this year.

Balloon Decorating

Give each six some glue, tape, coloured paper, yarn, ribbon, and whatever other bits and pieces you have left from craft sessions. Give each Cub a balloon, set a time limit, and let everyone decorate to heart's content. You might then hold a contest where Cubs vote for best dressed balloon, most interesting balloon, most colourful balloon, and the like.

Living Trees

Provide lots of decorations and give each six 10 minutes to decorate one of their members as a Christmas tree. In the colony, have lodges decorate their leaders.

Santa's Belly

Scatter Christmas puddings (newspapers) all over the floor and organize the pack into sixes. On signal, Cubs race around picking up one "pudding" at a time and feeding it to their sixer (Santa) by stuffing it down the front of his shirt. Which sixer has the biggest belly after all newspapers have been cleared off the floor?

Hanukkah Party

Give each Cub or Scout a pencil and paper on which you've written "Hanukkah Party". Set a time limit and challenge youngsters to write down all the possible words they can form from the letters. In any one word, they may use a letter up to as many times as it appears in "Hanukkah Party".

Games, p.295

Dec.'90

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Snowball Pass

In this musical game from *Scouting* (UK) magazine, Beavers stand in a circle around a player with his eyes closed and pass a ball around the circle while singing the ditty below (the tune is *Jingle Bells*). At the end of the song, everyone puts hands behind the back. The Beaver in the centre opens his eyes and tries to guess who is holding the snowball.

*Little ball pass along,
Gaily on your way,
As we sing our Beaver song,
You must never stray;
Til at last, song is past,
We set out to find,
In which pair of Beaver hands,
You've been left behind.*

Peanut Hunt

You need a big bag of peanuts in the shell and a pen that will write on them. To make four sets of peanuts that spell "Hanukkah", mark the letter H on eight peanuts, A on eight peanuts, and K on eight peanuts; Mark N on four peanuts and U on four others. Hide marked and unmarked peanuts around the party room. Set a time limit and signal hunt's start. When time is up, see if anyone can spell "Hanukkah". You might offer small prizes to those who can spell the word, those who gathered the most peanuts, and the like. Put all the peanuts in a big bowl so that every player can eat an equal share.

Games, p.296

Ideals of Love

There is a spiritual accord and harmony within the ethical teachings of all world religions. Every major religion of the world — Buddhism, Christianity, Confucianism, Islam, Jainism, Judaism, Sikhism, Taoism, Zoroastrianism — has similar ideals of love, the same goal of benefiting humanity through spiritual practice, and the same effect of making their followers into better human beings.

All religions teach moral precepts, (and) the common goal of all moral precepts laid down by the great teachers of humanity is unselfishness. — 1986: from the message of A. Rajbansi during Diwali, the Hindu Festival of Light.

Al Ha-Nisim: a Hanukkah Prayer

We thank you, God, for the miracles, the wonders, the mighty deeds and the winning battles you performed for our ancestors in those long-ago days, at this season.

In the days of Mattathias, the High Priest, member of the Hasmonean family and his sons, the Syrian Greeks persecuted your people Israel, and tried to make them forget your Torah and your commandments. But you, O Lord, helped our people rise up against them. You delivered the strong into the hands of the weak, the many into the hands of the few, the wicked into the hands of the righteous. Your children then came into your holy house, cleaned it, and kindled lights in it, and set aside these eight days of Hanukkah as a time of thanksgiving to your great name.

Scouter's 5 Minutes, p.658

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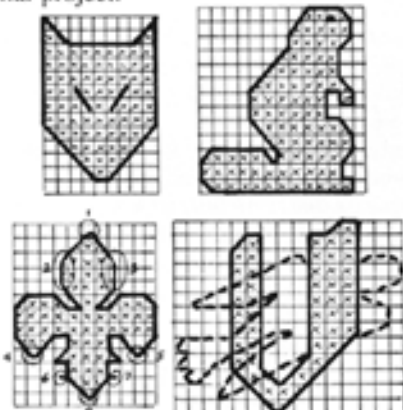
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Cross-Stitch a Special Gift

by Carole Hudson

I'd done a little experimenting with cross stitching and, when I wanted to make a gift for a special person I'd been working with, I decided to come up with some designs for Scouting's section symbols. I am quite pleased with the results and thought I'd share them with others who might find interest in a similar project.



Instructions

1. The patterns were designed on 18 count Aida fabric.
2. Use two strands of floss for cross stitching and one strand for backstitching.
3. Each cross stitch is made up of two stitches, one over the other to form the cross.
4. To create a curve, some stitches form only partial crosses.
5. The heavy dark line on the patterns represent the backstitches. Do them after the cross stitching is completed.

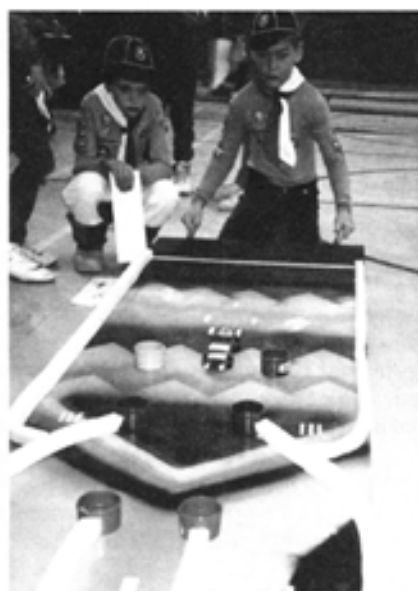
Beaver Symbol: Use brown floss for the beaver and two strands yellow floss for the tiny eye stitch.

Wolf Cub Symbol: Use yellow floss for the wolf and two strands of brown to make the two eye stitches.

Scout Symbol: Use green floss for the entire pattern. I've circled and numbered eight tricky stitching areas in this design.

Venturer Symbol: This is the most complicated design. Use light blue floss to cross and backstitch the "V" shape. Then, carefully follow the dotted line with 1 strand of orange to backstitch the outline of the bird.

Carole Hudson is a Scout Counsellor with the 101st Edmonton Troop, Alta.



Not too high — keep it straight.... The "Tilt Track" was a popular event at the 6th Newmarket's Fun Kub Kar Challenge.

INTRODUCING PET KEEPING from Akela Peter Dubeau

For the 1st Ospringe Cubs, Ont., the final meeting in December is usually a craft night when we try to make one or two tree decorations, a gift for someone, and an edible craft. I went to work on some 3/4 inch pine left over from previous projects. Working with wood is one of my hobbies and I wanted to give the Cubs a different kind of challenge.

I knew that only two Cubs had their Pet Keeper Badge and that we would be working on the World Conservation Badge as a group in the spring. As the craft evening drew to a close, we announced that Akela had a Christmas gift for each Cub (a first!).

The present was in a large envelope they were not to open until they arrived home or, preferably, until Christmas Day (boos and hisses). Inside his envelope, each Cub found pieces of a wooden puzzle that, when put together, formed an animal. The message said something like:

Akela believes every Cub should have a pet to take care of, and that is why he is giving each of you your very own pet. In return, you will have to learn all you can about your new friend. Look under the Pet Keeper Badge in your Cub Book for ideas on how to tackle this challenge.

Write down everything you can find out about your pet and bring it and your information to our first meeting in January. DYB DYB DYB!

I'd cut a number of different animals to shape with a scroll saw and then cut each into several pieces to make a jigsaw puzzle. When assembled, the shapes were recognizable as, among others, whale, tortoise, rabbit, duck, and turtle.

What the Cubs didn't know was that they would be asked how they could help protect these animals as part of their World Conservation Badge requirements. We made it a surprise question on the night they presented their stories on their new pets. They did very well.

Both Cubs and leaders learned a lot from this challenge. The Cubs became more interested in animals, some were inspired to work on their Pet Keeper Badge, and we got a good start on the World Conservation Badge. The Cubs' findings made all of us more aware of the survival problems faced by wild animals.



All the Cubs judged and voted on "best-looking cars". There was a homemade trophy for every participant and another for the pack that accumulated the most points.

NO-TEARS KUB KARS from Gordon Rodgers

The 6th Newmarket Pack, Ont., inaugurated our own first annual Kub Kar Challenge by inviting the 2nd Newmarket and 2nd Bayview Cubs to join us on a Saturday at Trinity United Church.

Our approach allowed all the Cubs a chance to race in six different events and on three tracks. We crafted a trophy for the pack with the most points overall, prizes for the best-looking cars (voted on by all the Cubs), and individual trophies for all participants. The competition was of minor interest compared to the fun of trying all the events and sharing lunch with friends and parents. (See Nov '90, p.24 for other no-tears rally ideas.)

Shocked & Angry

We are shocked and angry at the content and tone of the editorial page of the A/S'90 issue. The contempt that the juxtaposition of the opening lines with the advertisement on the back cover shows for all the efforts Scouts, Cubs and Beavers have made in the past years is beyond belief.

Scouting should not be in the business of advertising, particularly for corporations in the business of polluting. The \$25,000 to the Environment Fund will not even approach the amount of money we will need as a community to combat the effects of this latest scheme on our landfill sites.

When is Scouts Canada going to face up to its commitment to the environment? It is especially incomprehensible in 1990, which Scouts Canada has designated as the Year of the Environment.

— Anne MacDermid & Cindy Young,
1st Sunderland Colony, Ont.

BLUE BOX WON'T TAKE MAG

Your magazine continually talks about environmental concerns. Your magazine is also regularly thrown out of my Blue Box because I am told that glossy paper is not recyclable. I suggest you publish on newsprint or some other recyclable paper. This will help your credibility.

— T.D. Swan, 12th Garry Oak,
Victoria, B.C.

Ed's Note: As we said on the Letters page, J/J'90, glossy paper, while recyclable, is more difficult to recycle than newsprint, and only a few plants do it. We are looking at ways to make **the Leader** more environmentally responsible, but the many factors involved mean it will take time. We encourage readers to recycle by passing along unwanted copies to new Scouters, SITs, trainers, Service Scouters, Scouting resource libraries, and the like.

CAMPFIRES PROVOKE THOUGHT

The Case Against Campfires (J/J'90) makes six questionable points in opposition to fires.

1. *Stoves are better.* I believe this misses one of Scouting's major goals — Be Prepared. It is easy to imagine being lost and running out of stove fuel or losing

the fuel or forgetting the fuel. Now, please light a fire. In my experience, many Scouts can't on the first try.

2. *Campfires don't warm people as well as a sleeping bag.* Perhaps, if you have one that isn't soaked, and an accident hasn't led to hypothermia. Suppose the accident means people are lost. Surely the column of smoke from a fire or the fire itself is easier for a search party to see than a person in a blanket.

3. *Campfires are unnecessary but ceremonial fires are proper.* Just as strong a case may be made in favour of the practical cooking fire as the impractical ceremonial fire. If we cook on stoves, we can illumine the pile of sticks with our flashlights.

4. *The consumption of wood damages the environment.* More than the consumption of gasoline? The environmental cost of stove and fuel is immense.

5. *Stoves are safe in "trained hands".* Let's use the same reasoning for fires.

6. *Campfires are unsightly.* Leaving a neat pit helps following campers. A single pit with an ash base shows an area where we don't have to disturb more soil to find a mineral bottom and don't have to worry about fire spreading underground.

There are places, such as alpine meadows, where stoves are the only proper fire. Making the best use of our resources requires a lot of thought and may differ from place to place in Canada. Thanks to Robb and the magazine for bringing up such an interesting topic.

— Ralph Marryatt, 1st Abbotsford Scouts, B.C.

SETTING UP FLAGS

Our group has been able to acquire a lot of flags over this past year, but *B.P. & P.* was no help in setting them up. We've seen large set-ups at church parades and district events, but all were slightly different. Everybody seems to agree that they start from left and go right. We hope Scouts Canada can clear this up, not only for us, but for anybody else with the same problem.

— R. Anderson, 16th Brampton B Cubs, Brampton, Ont.

Reply from Scouter Bob Walkington: According to the ceremonial office of the Secretary of State, flags of governments

come before flags of other organizations such as Scouting. Scouts Canada Chief Executive Jim Blain says there are no formal rules of precedence for Scout flags, but most people would agree to: world, region, district, group, section. The section flags are normally ordered by age grouping with either colony or crew coming first.

As you've suggested, the order of precedence starts from the audience's left, unless there are exactly three flags, in which case the central position is the point of precedence and the second position is to the audience's left. The correct order for your flags, starting from the audience's left is: Canada, Union Jack (special occasions), Province, Regional Municipality, City or Town, World Scouting, Scout Region, District, Group, Section (B,C,S,V,R or vice versa).

If your group acquires even more flags, here are some other rules from the Secretary of State. Flags of other nations are arranged in alphabetical order after the flag of Canada. In this case, the Union Jack would be treated as the flag of the United Kingdom and come between the flags of the USSR and the U.S.A.

Provincial flags come after the national flags, with the flag of the host province first and the remainder arranged in order of the dates of their entry into confederation. (For the four original provinces, the order is Ontario, Quebec, Nova Scotia, New Brunswick. I'm not sure why this is so, but I suspect it is the order in which the legislatures approved joining confederation.) Flags of the territories follow those of the provinces. (**Ed's Note:** Do you have other questions about flag etiquette? Write to **the Leader**. Scouter Bob has offered to try to find the answers.)

A CHANCE TO SWAP

The Catholic Boy Scouts of Ireland recently formed a Badge Collectors Club open to all. I invite members of your association to write offering their swaps. There is no membership fee. Address your enquiries to: *Badge Club, Catholic Boy Scouts of Ireland, 19 Herbert Place, Dublin 2, Ireland.*

— Sean O'Neill, International Commissioner, CBSI X