

# the leader

JANUARY 1991

VOLUME 21, NO. 5



## THE HEART OF THE SEASON

### Program:

Cubbing's 75th  
Ninja Beavers  
Drug Awareness  
Summer Camps

### Think about:

Values  
Special Needs  
Date Rape

READERSHIP  
SURVEY  
INSIDE

# From the New President

At the annual general meeting of Scouts Canada on Nov. 16, 1990, Tom Neill was appointed our new national president. He replaces Jack Sinclair, who served for two years.

Born in London, Ontario, Tom was a Cub and Scout with the 12th London. He has been active in various adult Scouting roles since 1974, when he was district chairman of Exploits District in Grand Falls, Newfoundland. He was president of the Newfoundland Provincial Council from 1976 to 1978.

A graduate of the University of Toronto with a degree in mechanical engineering, Tom is currently Vice-President (Research and Development) with Abitibi Price in Toronto.

For his service to Scouting, Tom received the Medal of Merit in 1976 and the Silver Acorn in 1984.

I feel deeply honoured to serve as your president for the next two years. My challenge is to extend and build on the effective leadership brought to Scouting by Jack Sinclair. Jack has done an exemplary job of stimulating vitality in all who have been close to him. He has accomplished a lot and deserves our thanks.

My commitment is to enrich the lives of Canadians through continued understanding and application of the principles and values of Scouting. The 90s will bring massive and rapid change to our society. We face major shifts in relationships between nations of the world and significant changes to the social fabric of Canada.

Our young people face futures dramatically different from today's realities. Their success in moulding their lives to fit the dynamics of the future will require attitudes that value learning, adventure, and discovery as well as skills in communications and interpersonal sensitivity. Scouting can help them develop these. Our challenge is to increase our role in helping Canada's youth "be prepared".

I am also particularly proud of Scouting's relevance to current environmental issues and concerns. In just a few short years, these issues have become very important to people, and living in harmony with nature has long been a fundamental part of Scouting. Our programs needed only a little focusing to become widely recognized as a major force in increasing environmental awareness.

By building on our established programs like Trees for Canada and countless activities and projects at the local level, we can help young people understand the balance between environmental

responsibility and economic development. Our newly established Environmental Fund intends to ensure ongoing support for these efforts.

One of the emerging trends in North America is the recognition of service as an important motivating factor and business tool. In the business world, the concept of delivering service to customers in the broadest sense is forcing rapid change on many corporations. Large and small companies are developing means to operate in closer harmony with their customers. In Scouting, our sense of service is broadening to clarify the roles of volunteers and professionals and improve our collective effectiveness.

The Volunteer Recruitment and Development program is an example of our effort to improve the delivery of programs through a better understanding of the personal expectations and capabilities of volunteers. Can we develop other methods to sharpen our focus on service in ways that will help our young people be better prepared for their future?

I think we can and I think we must. Let's work together to develop new techniques that support Scouting's fundamentals of environmental appreciation and service to others — ideas that will become the building blocks for the renaissance of this great movement.

— M. Thomas Neill, National President

## SCOUTING'S ENVIRO-SYMBOL

At a recent planning conference, the national office decided that, whenever possible, we will produce printed materials on recycled paper or paper that can be recycled. When we are able to do so,



Past-president Jack Sinclair congratulates Tom Neill on his appointment as Scouts Canada's national president and wishes him continued good Scouting.

we display this new symbol on the item. It is a combination of the Scouts Canada logo and the Mobius Loop (see page 31 for further information about environmental symbols and their meanings). Contact your local office for a copy of this new symbol.



## HOW ARE WE DOING?

Providing the **Leader** to Scouters each month is fun but challenging. To help keep us on track, we include a readership survey with this issue and encourage all of you to take a few minutes to let us know how we are doing. We really do want to hear from you.  $\lambda$

# the leader

The Canadian Leader Magazine

January 1991

Volume 21, No. 5

## FEATURES

PROGRAMMING DRUG AWARENESS **4**  
*An Ottawa troop shares their successful experience*

IN SEARCH OF THE PERFECT PATROL LOCKER **6**  
*Greybeard's photos of Albertan varieties offer lots of choice*

COWABUNGA! WHAT AN IDEA **8**  
*Would you believe a play for Ninja Beavers?*

BEAVERS PHONE HOME **9**  
*Program ideas to help Beavers learn how to use the phone*

FOR A WEEK! **10**  
*The values of week-long summer camps for Cubs*

WHO SAID IT COULDN'T BE DONE? **11**  
*A B.C. Venturer reports on a canoeing adventure*

HOW IT ALL BEGAN **14**  
*A fun pack meeting to celebrate Cubbing's 75th*

ON MY HONOUR **16**

SERVING MEMBERS, INFORMING THE PUBLIC **17**  
*The make-up & work of the Communications Committee*

THE ACCESSIBLE OUTHOUSE **18**  
*Plans for a facility suited to members with mobility disabilities*

SPECIAL NEEDS MEMBERS, A PRIVILEGE OR PAIN? **19**



Page 8

## REGULARS

FUN AT THE POND *Bring in a Circus* **12**

SHARING *Organizing a Sharing Session* **22**

OUTDOORS *Preparing Study Skins* **23**

PAKSAK *75 Years of Cubbing* **24**

VENTURER LOG / PATROL CORNER *Date Rape* **26**

NETWORK *What's New in Scouting?* **34**

FOR VOLUNTEERS *All About Us* **38**

## ALSO

Editorial Page **2**

Cross-Country Photos **28**

Supply News **30**

Eco-symbol Meanings **31**

Swap Shop **32**

Scouter's 5 & Songs **35**

A Scouter's Quiz **37**

Letters **39**

Executive Editor  
**Garth Johnson**

Editor  
**Linda Florence**

Advertising  
**Laureen Duquette**

Circulation  
**Barbara Alexander**

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# Programming Drug Awareness

by David Darwin

In November 1989, the **Leader** announced an important initiative on substance abuse involving Health & Welfare Canada and Scouts Canada and included a copy of the publication *Really Me*. The March 1990 issue featured an article titled "Don't Do Drugs", which provided many ideas for getting the message across to young people, and included a colourful pull-out wall chart. (*Ed's Note:*

*More recently, the Nov.'90 Leader gave information on many drug awareness resources available across Canada.)*

Through our National Capital Region office, I obtained enough copies of *Really Me* for all my Scouts. I felt challenged to do my part in the fight against drug abuse. But what could I do?

It so happened that our program plan for the spring called for work on the

personal fitness badge. Here was the link! I read several articles with titles like *Teens and Drugs*, *From Addict to Adviser*, and *Guidelines for Talking to your Child about Drug Use* in addition to the **Leader** articles. I familiarized myself with the wall chart included in the March '90 issue and prepared some points of discussion.

The first night I'd scheduled the discussion did not go as planned, and the mood did not seem right for a sit-down talk. I delayed the subject for a better time. Two weeks later, the time was right.

The Scouts and I made ourselves comfortable. Seated with me were a group of boys in Grades 6 to 9 who most certainly had been introduced to the subject of drug abuse in school and, probably, at home. Would I be able to keep their interest?

I need not have worried. Forty minutes after we sat down, the Scouts were still enthusiastically discussing many aspects of substance abuse. I was surprised at how little they actually knew, aside from the lingo — marijuana, coke, steroids, getting high/stoned. They spoke candidly. We had a sincere learning experience together and it was unfortunate to have to end it, but we were already five minutes past dismissal time.

Scouters everywhere have an important role to play in the development of Canadian young people. To quote Reg Roberts (Mar '90), "The good news is that we can help our kids to understand that drugs really are a dangerous game, to look to the future, and to make the decision that they won't do drugs."

I learned something that night talking with my Scouts. The issue is too important to be ignored. Scouters are in a position to do something positive in the fight against drug abuse, and I derived a great deal of satisfaction from the time I took to learn and share.

## DISCUSSION POINTS

Our discussions covered seven areas. I could easily have included many more, but chose subjects I could understand, explain, and discuss easily with my mostly first year Scouts.

1. We talked about the use and abuse of drugs and how even supposedly "good" drugs can be harmful in certain circumstances. We defined abuse as any use of

## Alcohol — How Do You See It?

This material from *sense & nonsense, making decisions about drugs*, a teacher resource produced by the Alberta Alcohol & Drug Abuse Commission (AADAC), can make a good introduction to discussion with Scouts and provide ideas for discussion with Cubs.

### Directions

Read each of the following statements carefully. What comes to your mind as you read? Write your thoughts after each statement.

1. Television beer commercials always show people laughing and having a good time when they drink. That makes me think....
2. I've heard famous people talk about being "alcoholics". They seem okay to me. That makes me wonder....
3. At important celebrations, such as weddings, alcohol is often served. That makes me think....
4. Many news stories report that people have been killed by drunk drivers. That makes me think....
5. The media report that murders and other violent crimes are sometimes associated with alcohol use. That makes me think....
6. Some of the people whom I admire also drink. That makes me wonder....
7. Members of my family use alcohol when....
8. If my parents saw me drinking a bottle of beer, they would....
9. In the movies and in real life, adults seem to have a good time when they drink. That makes me think....
10. Some people choose not to drink alcohol. That makes me wonder....
11. I think young people drink because....
12. In (province), it is illegal for anyone under the age of ( ) to drink alcohol. That makes me think....

a drug that causes a health, personal, social, or group problem.

2. We talked about drug controls and the Scout law; i.e. laws and rules in society, at work, at school, and at home and their relationship to the Scout law elements "clean", "wise use of resources", "trustworthy".

3. We tried to clarify what a drug was. The Scouts mentioned the major hard drugs, of course, but we made sure not to leave out alcohol, tobacco, caffeine, and medicines. The definition I used ("any substance that changes the way we think, feel or behave") made it easy for them to understand.

Two of the Scouts confessed they were trying to get their parents to quit smoking by flushing cigarettes down the toilet or throwing them into the garbage. These Scouts had a sincere concern for their

parents' health that reflects the growing impact of the anti-smoking message.

4. We discussed if there was such a thing as a "safe drug". The Scouts weren't too sure about this one, so we got into some everyday examples: aspirin (ASA) and Reye's syndrome; sleeping pills and addiction; cough medicines and drowsiness (impact on driving, studying); steroids and their long-term side effects on the body; caffeine in coffee and colas and the withdrawal symptoms accompanying reduced intake.

5. We talked about risks. A number of articles point out that kids get a kick out of taking risks. Some risk-taking is a healthy part of growing up and some risks are dangerous. Each Scout contributed a personal example of risk-taking and the consequences (including broken limbs, parental scoldings, and the like).

6. The Scouts tried to answer the question, "What is addiction?" They had no problem with the concept. Several times, we referred to the **Leader** wall chart. It was particularly helpful in explaining the effects of drugs on major parts of the body, which we'd been discussing as part of the personal fitness badge the week before.

7. Finally, I posed a situation: "If a friend offered you a 'free' sample of a drug, what would you do?" I must admit my surprise at the answers. In general, the "just say no" message had hit home. That was the immediate reaction of most of the Scouts.

One said, "I'd take it and then throw it away — flush it down the toilet." This led to a brief discussion of the implications, especially of being caught with the drug before disposing of it. We also briefly discussed how hard it is to back away from peer pressure.

The Scouts were really into the topic and I wish I could have recorded the entire event. It was a shame to have to stop, but I passed each a copy of *Really Me*, and we scooted off for closing.

## Community Service

Venturer Companies and Rover Crews might better educate themselves and provide service to their communities with some of these ideas from the pamphlet "What you can do to help prevent alcohol and drug problems in your community...", part of British Columbia's *TRY, The Responsibility is Yours* program.

1. Get the facts about the actual effects and costs of alcohol and drug problems in your community.
2. Identify your resources. Who is already doing something? Who has videos, pamphlets, other materials, special expertise you can tap?
3. Educate yourselves about abuse prevention concepts and methods.
4. Encourage your local media to run regular features on alcohol and drug abuse problems and how to prevent them.
5. Create your own advertising campaign — posters, billboards, radio and newspaper spots — and persuade a local business (or group of businesses) to sponsor it.
6. Publicize local treatment programs and how to make best use of them.
7. Organize a show and ask local celebrities to do a benefit performance to highlight the need for action on drug abuse (and maybe even raise some money).
8. Encourage people responsible for advertising products, services, and events to avoid use of marketing messages that contribute to drug and alcohol abuse.
9. Offer your service and support to other community prevention activities and hook up with people in other communities who are involved in prevention activities.
10. Help train younger members in the art of refusing alcohol and other drugs without alienating friends.

### PROGRAM IDEAS

1. Part of our regular routine during inspection is to pose a question to each patrol. Most often the question deals with some aspect of badge work or outdoor skills. For several meetings, we used questions from the quiz "What Do You Know about Drugs?" (p.21, Mar '90). After the opening, we took a few moments to discuss the correct answers.

2. Get copies of *Really Me* and work in discussions on good and bad drugs, the effects of drugs, etc. Send home a copy with each youth member and encourage him to show it to his parents.

3. Invite a specialist such as a pharmacist, law officer, doctor, or nurse to visit the troop to talk about his or her job and how it relates to the use and abuse of drugs.

4. Many communities have drug recovery centres with resource people who will gladly talk to groups about their work. You'll gain the most impact from having recovering teenage addicts talk to the troop about how they got started on drugs and what it did to their lives.

I hope others of you will find this material of some use. The subject is so important that we must take every opportunity to get the message across to our young members. It's all part of our motto: Be Prepared. A

Scouter David Darwin works with the 110th Ottawa Troop, Ont.

# In Search of the Perfect Patrol Locker

by Greybeard

Patrol and troop lockers have their supporters and their detractors. Detractors point to a number of disadvantages. Lockers reduce Scoutcraft opportunities because they eliminate the need for lashings and decision-making in terms of the placement, height and design of camp gadgets. They mean fewer opportunities for creative cooperation in camp planning (who will pack in what patrol gear?) and decrease the Scouts' responsibility for the care, stowage, and organization of gear. They may be bulky and difficult to transport, especially on narrow trails. Most important, they discourage the development of lightweight camping attitudes.

Supporters, on the other hand, point out many advantages. Lockers make gear easy to organize, transport, and set up. They make camp cooking and clean up fast and efficient, useful where program

time is important, and they secure gear and food from rodents. True, patrol lockers are not lightweight equipment, but they are ideal for long-term standing camps.

And you see a lot of them at standing camps. A locker can range from a simple box to a precisely engineered, custom-crafted mobile canteen. Scouts can carry it by slipping staves through rope handles, with folding metal trunk handles, with wooden or metal extension handles, or on wheels. It can sit on the ground, rest on lashed poles, or stand on legs.

At the 7th Alberta Jamboree in July '87, I found an astounding variety of patrol and troop lockers. If you have Scouts looking for ideas, they may find something here.  $\lambda$

*Greybeard is the Scouting name of Troop Scouter Tom Gray, 1st Thorsby, Alberta.*



*The 33rd Lethbridge locker has detachable wooden legs also used as handles. Bolts and wingnuts secure the legs in either situation, and a couple of Scouts must work together to convert from carrying position to upright. Although safe, the locker tends to sway laterally because of the low leg position.*



*Scouter Ken Nicholson designed the 3rd Ft. Saskatchewan locker. The wooden legs slip in and out of plywood brackets. This large sturdy locker is two-sided, allowing stowage for two sets of patrol gear and two work surfaces or use of one side as a cooking area and the other as a wash stand — a good idea for encouraging camp hygiene.*



*The 1st Stettler locker is mounted on commercial metal folding table legs, which puts the top of the locker at about standard cupboard height (90 cm). The dropped front, hinged about 10 cm from the bottom, is quite low. It has rope handles for transport. The dish counter (left) is a separate unit with folding legs made from electrical conduit.*



*The 2nd St. Albert locker is similar in design to that of the 33rd Lethbridge, but the wider base and higher mounting of the legs make it steadier. Rounded ends on the legs make it a little handier to carry, too.*



The 4th Red Deer has an elaborate set-up with their wheeled lockers. On site, they are tipped up (photo a). The curved conduit handle becomes an instant towel rail. Each patrol unit consists of a locker and two "ironing board" type work surfaces that attach to the back or either side of the locker with nuts and bolts and are supported by a hinged conduit leg firmly anchored by tent pegs (photo b). The legs were deliberately made longer than necessary to allow plenty of room for adjustment on uneven ground. For transport, the "ironing boards" simply rest on top of the lockers. Notice also the built-in wash and rinse basins on the dish counter. When two patrol lockers are combined, Scouts mount another work surface between them. It's a flexible troop system that allows many combinations of lockers and work surfaces.



Breton Scout Matthew Courtereille shows the patrol locker he and his dad designed and built. Wooden legs (2x2) fit into custom welded brackets mounted near the corners. The two legs from each side fit into larger brackets to act as carrying handles. There's a drop panel at each end, one for the stove and the other for a wash-up area. When the locker is closed, the top provides additional work surface. All gear loads through the top.



The 1st Athabaska locker is a small, compact unit with an amazing amount of work surface, as Erica Griffin, one of the designers, shows. A unique feature is a three-part top. The front halves fold out sideways; a strip behind the stove covers a food storage bin and, when closed, gives "out of the way" counter space. The front drops to provide an additional work surface. The stove fits snugly into a compartment lined with aluminum for safety. The slot under the stove stores a griddle and other flat items. Utensil aprons (hanging left and right) are stowed in a compartment next to the stove. The conduit legs fit into brackets on the sides and ride on top of the closed unit.

# COWABUNGA!

## What an Idea!

from Patrick O'Shea & Mickie Blackwood

As the annual parent-child banquet drew near, the St. Pius X Beaver Colony, St. John's, Nfld., decided to do a play to showcase the dramatic talents our Beavers had exhibited during the year. Our problem was to find the right play — one that would hold the Beavers' interest during practices and keep the audience's attention during the banquet.

Fueled by the TV show and the movie, the Teenage Mutant Ninja Turtles had zoomed into the imaginations of our Beavers. As leaders, we deplored the violence shown by these heroes-on-the-halfshell and the marketing hype aimed at impressionable youngsters. Although we did not think the Ninja Turtles were appropriate role models, there was no denying the extent of their fame and popularity with our Beavers.

After a particularly rambunctious meeting, an offhand remark about these beasts inspired Rainbow Mickie Blackwood. She returned the following week with a script that combined Ninja Beavers, environmental concerns, and the Beaver law, promise, and motto. The result was a banquet with an inspiring presentation that led to a standing ovation for our excited Beavers.

Here, then, is our script for your amusement and potential use. If Mattel, Hanna-Barbera, or Disney are interested in a TV show, merchandising packages, or the movie script, they can contact me.

### TEENAGE MUTANT NINJA BEAVERS

**All** (to the tune of *Teenage Mutant Ninja Turtles*)

#### Chorus

We're happy, helpful, sharing Beavers  
Happy, helpful, sharing Beavers  
Happy, helpful, sharing Beavers  
Helpers in a brown vest — BEAVER  
POWER!

We're the Scouts' most tiny little guys,  
We love to share and help — at least  
we try;  
When anyone needs a hand  
The Beaver guys sure understand!

We're happy, helpful sharing Beavers  
Happy, helpful sharing Beavers  
Happy, helpful sharing Beavers  
Helpers in a brown vest — BEAVER  
POWER!



*Ninja Beavers rehearse. "You don't have to be big to help."*

**Beaver 1:** Hey dudes, why ya lookin' so sad?

**Beaver 2:** Chill out, Beaver. We just came from the park and we're none too thrilled with what we saw there.

**Beaver 3:** So — lay it on us. What did you see?

**Beaver 4:** We saw some really mean lookin' dudes going around on weird lookin' boards on wheels. These dudes were eating junk and throwing their garbage all over the place.

**Beaver 5:** Yeah, and down by the duck pond, the ducks seemed pretty hungry, but nobody visiting them had any food to share.

**Beaver 6:** There were some little kids sitting on the swings, but they couldn't have much fun because they had no one to push them.

**Beaver 7:** We saw some big kids climbing trees and breaking off branches, just for something to do.

**Beaver 8:** And some other dudes were tearing up the flower beds!

**Beaver 9:** So what did you guys do about it?

**Beaver 10:** What could we do? We're only little Beavers. What can little Beavers do?

**Beaver 11:** Cowabunga! Just little Beavers? Come on, dudes. Tell me, what is the Beaver motto?

**All:** Sharing, sharing, sharing!

**Beaver 12:** And what do all Beavers promise?

**All:** We promise to love God and to help take care of the world.

**Beaver 13:** And what is the law all Beavers should follow?

**All:** A Beaver has fun, works hard, and helps his family and friends.

**Beaver 14:** Okay, so where's the problem? Good Beavers share — their time, their abilities — everything!

**Beaver 15:** And good Beavers help take care of the world, including picking up after litterbugs.

**Beaver 16:** And a good Beaver helps his family and friends, which includes little kids on swings and hungry animals.

**Beaver 17:** Hey gang, these dudes are right! You don't have to be big to help. You just have to try to do what you can!

**Beaver 18:** C'mon, Beavers, what are we waiting for? On to the park!

**Beaver 19:** Cowabunga! I love being a Beaver!

**All:**  
We're happy, helpful, sharing Beavers,  
Happy, helpful, sharing Beavers  
Happy, helpful, sharing Beavers  
Helpers in a brown vest — BEAVER  
POWER! ^





# Beavers Phone Home

from Claire Soulliere



We received an excellent information package from Scouter Claire Soulliere, 35th Tecumseh B Beavers, Ont., on how they introduced their Beavers to using the telephone. The Beavers enjoyed themselves, and Claire writes, "I have since had parents mention that it was one activity that stood out." The leadership team thanks Bubbles Anna Mae for her effort in designing this meeting. Anna Mae is moving to Cubs and will be missed at Beavers.

Here is the program for your colony's enjoyment. You need to round up and bring in a number of telephones, preferably a mix of rotary dial and push button models, for the Beavers to practise on. Check with your telephone company. Sometimes they can help by providing "working" dummy phones for the experience. A set-up like that enables Beavers to call (and receive calls from) friends or leaders on other phones in the room.

## HOW TO MAKE A PHONE CALL

Introduce Beavers to the phone and its parts. Help them make a call by following these steps.

1. Pick up the receiver.
2. Listen for the dial tone. Make sure no one else is already talking on an extension line.
3. Dial the number, one digit at a time in the proper order. (Of course, things don't always go perfectly, so help the Beavers deal with that, too.)
4. If you press a wrong number, press numbers out of order, or don't go all the way around on a rotary dial, hang up and just start again.
5. After dialling the seven digits, listen to recognize the sounds for "busy" (quick, frequent buzzing) and "ringing" (a long ring, pause, ring, pause, etc.).
6. When the person answers, tell who you are. Say, "Hi, this is Johnny. May I talk to (person's name), please."
7. If you have dialled the wrong number, the person answering the phone will not

know what you are asking. Say "I'm sorry" or "Excuse me", then hang up and start again.

8. If there is no dial tone when you first pick up the receiver, check with an adult or check to see if the phone is plugged in, if the cradle button is up or down, or if another phone in the house is off the hook.

9. Know the sound made when a phone has been accidentally left off the hook.

## EMERGENCIES

Know what emergency numbers are used in your area. Some municipalities use 911 while others have separate numbers for police, fire and ambulance. If your town has separate numbers, it is easiest to teach Beavers to dial "0" in an emergency. Help them through this phone routine.

1. Only dial emergency numbers if no adult or babysitter can do it.
2. Pick up the receiver and listen for the dial tone.
3. Dial "911" or "0" and tell the operator what the problem is.
4. Call for an ambulance when someone is hurt badly and there is no adult around to help.
5. Call for police if an adult is unable to do so or if you are alone and have a problem.
6. Know your address and phone number to tell people who can help you, like police officers or ambulance drivers.
7. If there is a fire, do not stop to call. First get out of the house and go to the neighbour. They will call for you.

## HOW TO ANSWER THE PHONE

It is just as important to let Beavers practise answering the phone with a routine such as this. When the phone rings:

1. Say, "Hello. Who is calling please?" in a clear voice.

2. If you do not know the person who is calling, do not give your name.

3. If you know the person who is calling or if that person asks to talk to your parents, say, "Just a minute please". Put the receiver on the counter or table gently, not back on the phone cradle. If you do, you will hang up.

4. You may talk if you know the caller and no adult is available. Ask the person to call back or take a message. Write it on a piece of paper if you can.

## TELEPHONE NO-NOS

1. Never tell a stranger who you are.
2. Never scream, "MOM, IT'S FOR YOU!"
3. Never talk if the caller says bad things to you. HANG UP. If the phone rings again, let someone else answer it. If you are alone and the bad caller calls again, hang up, and call a neighbour, parents or any other adult.
4. Never tell a caller you are alone.
5. Never tell a stranger your name, phone number or address.
6. If the caller asks for someone who does not live at your house, say, "Sorry, wrong number" and hang up.
7. Never play with the phone. Never call your friends without your parents' permission.

## AT HOME ACTIVITY

Each Beaver, one day in a pre-arranged week, calls his lodge leader with a parent watching to see if he is able to dial correctly, recognize the phone sounds, and respond correctly. Each Beaver learns his phone number and address.

Using the phone is something we all take for granted but, for a 5 year old, it is a new and exciting challenge. Thanks again to the 35th Tecumseh Beaver Colony leadership team for sharing this program idea with us. X

# For a Week!

by Earl Bateman

"For a week! You're going to sleep out there, too, with a bunch of kids? Really!"

That was the response of a fellow worker when he found I was planning to spend a week at camp with 17 Cubs.

After 15 years of Scouting, I had forgotten the difference between a weekend camp and a week at camp. Like many of us, I looked on a week at camp much in the same way as my fellow worker. An impossible task! Maybe just a weekend would do after all.

Taking a big leap at the beginning of my first year with the 5th Thorold Pack, Ont., I made a commitment to myself that I would take the Cubs on a week-long summer camp. Without knowing what kind of help I would get or what the response from Cubs, parents or group committee would be, I booked the camp to get the date I wanted.

In late winter, the pieces started to come together. Lionel Downes, a long-time friend of Scouting, promised to spend the week at camp with me and the Cubs. Now I had a base to work with and, if there were no other volunteers, I felt confident we could recruit some part-time help to take a dozen Cubs to camp.

In late April, the phone rang. "This is Cheryl Fityk," a voice said. "I hear you are taking your Cubs on a week camp. I've never been out for a week with the pack. Could I join you?" I knew it had to be a practical joke designed by a sick friend or a fun-loving Scouter. People don't just volunteer to go to Cub camp. But Cheryl was serious. She really wanted to come. Now we had a team — three leaders and 12 Cubs. We were ready for camp.

At the Beaver swim up, also our final meeting for the year, seven became New Chums. Someone suggested we invite them to join us at Cub camp. I really didn't think the newcomers would want to come to camp without having attended a few Cub meetings to become familiar with the leaders and other Cubs. I was wrong. As Scouters, we all seem to open our mouths when we should keep them shut. Four of the seven new Cubs took me up on the offer and joined our merry group.

In all, with three Cubs from Cheryl's 40th St. Catharines Pack, we had 18 Cubs registered for camp. At the last moment, two dropped out and one climbed aboard to give us a total of 17 going to camp, two in casts from pre-camp injuries.

We recruited Scout Brent Hilliar from the 8th St. Catharines Troop to serve as our Kim. The four of us, with the help of another Scouter and an occasional parent when time permitted, pulled it off. We



Hey world, Cub Camp is Gre-e-eat!



Moving out the last load. Did it have to end so soon?



"Okay, we've got all the guys we need, now..." A group of entertainers works out who will play what part in their skit.

did most of the cooking and cleaning up and ran the program.

Camp Wetaskiwin, St. Catharines District Camp, is second to none. The Cubs were able to swim twice a day. Short Hills Provincial Park next door and the Bruce Trail gave us almost more hiking than the Cubs could handle. Our program also included crafts, games, and lots of good fun and food to fill the week.

A very successful Open House for the Beavers of our colony, parents of Cubs and Beavers, friends, and prospective Cubs provided the climax of the camp on Thursday night. All the crafts and costumes came together with skits and songs to create a campfire parents and Cubs will remember for years to come.

We were also lucky enough to share two campfires with the 1st Niagara Scouts — a great experience for both pack and troop. And the Troop Scouter from the 1st Thorold paid us a visit. It was good exposure for the Cubs who would move up to Scouts in the fall.

## EVERYONE SHOULD DO IT

A weeklong camp enabled us to have a much better paced program for both Cubs and leaders than we usually manage on a weekend. We all caught our second wind after the third day, and there was no stopping us.

The campfire is always one of the most memorable events at a camp, and it wasn't until the third night, long after a

weekend camp would have been over, that the Cubs got into their skits and songs with a passion. In fact, by Thursday, when our parents, Beavers, and friends joined us, we were all close to losing our voices from all the fun. Without encouragement, Cubs worked on skits and sang any old time. And they were good!

We gave the program an Indian theme and kept the Cubs very active. We were able to complete about 70% of our planned activities, which meant we had a little something held back if we needed it. And we can always adapt and use those ideas next year.

I'd forgotten how much fun I could have spending a week with the pack, sharing their experiences, their joys, their scrapes and problems, and seeing them grow before my eyes. As leaders, we will remember this Cub camp for years with an inner joy and sense of accomplishment that I know I never would have reached on a weekend camp. We saw our ideas come together and really work. We saw the Cubs leaving camp totally charged up about Cubbing and the outdoors.

My advice to Cub leaders? Get an application and book your summer camp today. If you can't handle a week this year, try four days. Maybe next year it can be a week. Sorry, I can't stay around to tell you more, but I want to have another look at the camp pictures and work on our plans for this summer. Pioneering or Space theme? I can hardly wait! How many more days? A

Scouter Earl Bateman is Akela with the 5th Thorold Cub Pack, Ont.

# Who Said It Couldn't Be Done?

by Venturer Jennifer Leslie

*A man's reach must exceed his grasp, else what's a heaven for?*

Many people said it couldn't be done. "What?! You're crazy man. You're taking 11 inexperienced kids on a 116 km canoe trip!"

Maybe our leader, Terry Shupe, was crazy, but the 1st Cherry Creek Scouts and Venturers survived the Bowron Lake Canoe Circuit in central B.C. and had a great time in the process. We all learned a lot, like how to light a fire with wet spruce; how to bake bannock and brownies on a reflector oven; how not to complain because the food was overdone or underdone. Through earlier planning sessions, we also learned how to plan a menu for 14 people that was lightweight, easy to cook, and good tasting.

six register in advance and telling them when and where they can camp. They tend to discourage large groups by giving them the worst of the campsites, but the scenery is still incredible with glaciers and huge craggy mountains surrounding Isaac and Lanezi Lakes.

We didn't lack for physical excitement either, especially when one of our canoes holding two of the four girls in the group capsized in the rapids at the end of Isaac Lake. It was in the evening, and we were running the rapids in empty canoes. This pair had made it through the hard part when they ditched it.

One of the girls came up under the canoe, but managed to get out all right.



*Doing great on Isaac Lake.*

Out on the circuit, we saw what worked and what didn't. We learned what to pack and how to pack it to fit in the canoe so that it was easy to portage and stayed dry. We became experts in setting up and taking down tents and packing canoes. And, for once in our lives, we were begging to sleep in until 7:30! We ate all that we could get our hands on, not complaining once, and we even washed our own dishes. Yes, mom, it's true. We have witnesses.

We met all kinds of people from Switzerland, Austria, Britain, and even Canada. We saw lots of wildlife — moose, beaver, porcupine, birds, loons, and even a bear. We caught three dozen small Kokanee (land-locked salmon) for supper at Wolverine Bay on Isaac Lake.

The parks service limits the number of people who can set out on the circuit each day by making groups larger than

In the end, they were very wet and cold and a little scared but game to try again. Unfortunately for them, the parents had had enough excitement for one day and curtailed the rapids-running for the evening. Oh, and don't ever try to sleep in the same tent as two girls who have seen death and survived!

The next day was also filled with adventure. We started off with a 2.8 km portage over the worst trail imaginable. After a short paddle down Isaac River, we put out above the falls and portaged to McLeary Lake, where we found the wind blowing straight into us. We decided to break for lunch and a nap in hopes it would die down a little. It did, and we got back on the water.

We made it through the Caribou River then ran into problems. We could see a storm building straight ahead, but there was nowhere to land. We continued on. When the storm hit, we headed for shore and hung on for dear life to the alder

bushes growing on the side of the lake. Lanezi Lake is surrounded by mountains that rise straight up out of the water, and there are no nice beaches on which to land.

After the rain quit and the wind died a bit, we set off again into three foot waves, with the occasional four-footer. It was fun, but hard work. All you could do is go from wave to wave, but eventually we reached camp and dried out our wet clothing. It was a late night.

The next morning held yet another surprise. The storm of the night before brought a lightning strike on the far shore of the lake, almost directly across from our campsite. A bomber had been in to put out the fire. Now it was the B.C. Forest "Rap Attack" team's turn. Our planned sleep-in was not to be, for the helicopter carrying the crew literally dropped in for tea at 7:00 a.m. A fog bank was covering the very spot the fire had been, and they wanted to check with us to see if we could help them pinpoint the spot.

We didn't really mind the intrusion because these beings from outside came complete with junk food. We traded GORP and beef jerky for a Mars Bar — one lonely little Mars Bar for 11 teenagers who have been in the outback for five days. The kid who traded for it had real bargaining power!

The last two days of the trip were fairly uneventful but, at certain times, extremely strenuous. On the final day, we decided to skip our planned campsite and continue on to the next. We had been fighting a headwind for 90% of the day (we spent the remaining 10% lining the canoes in the ice-cold waist-deep water of Babcock Creek). When we arrived at where we thought the site should be, we were all ready for a break. Unfortunately, it seemed we'd misread the map and there was only a single occupied camp. We had no choice but to continue on.

All in all, we did over 29 km in that one day, but we made it home alive. It was the best trip of my life, and I would definitely go again, and again, and again. I also know that the rest of the Scouts and Venturers feel the same. A

*Venturer Jennifer Leslie was scribe for the group of 11 1st Cherry Creek Scouts and Venturers and three adults who canoed the Bowron Lake circuit last July.*

# Fun at the Pond

by Lena Wong

Happy New Year to you and your Beavers. December's celebrations are past and you are getting back to your regular routine. To brighten up a month that is generally cold and dull, plan some theme nights to bring colour and fun to your Beaver meetings.

For an idea your Beavers are sure to enjoy, try a circus theme. Thoughts of the circus conjure up images of clowns, animals and performers in colourful glittering costumes. To give the meeting the right note, have one or two leaders dress up as clowns for the evening. Collect some goofy clothes so that the Beavers can become clowns, too, and make up their faces if they want to try that.

We've adapted some of our game ideas for this theme from the book *The Happiest Birthdays*, by Michaeline Bresnahan and Joan Gaestel MacFarlane, The Stephen Greene Press.

**Follow the Leader:** Start with a circus theme version of this game. Have one of your clowns lead the Beavers in funny, silly clown antics. Or choose a circus animal and lead them to do the kinds of tricks that the animal might perform in the big ring.

**Circus Masks:** At the craft table, make masks from paper plates or cardboard circles. Help the Beavers measure and cut out holes for eyes and maybe the mouth and nose. While you are cutting these holes, make a small hole on each side of the mask and thread through a length of wool to tie behind the wearer's head. Let the Beavers colour and paint their masks as clowns, circus animals, or other performers. Supply short lengths of wool or coloured strips of crêpe paper to glue on the masks as hair, and white glue and glitter to provide sparkle.

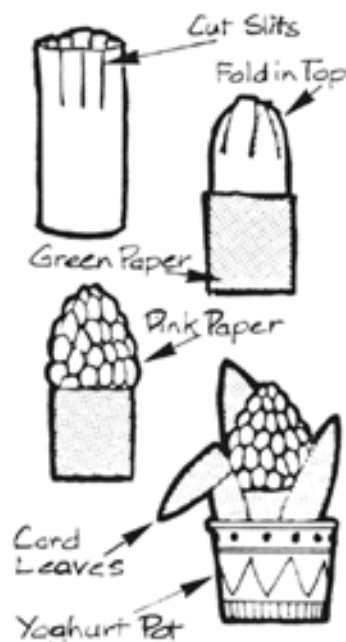
After they have made their masks, hold a circus parade around the hall. Play a lively tape of circus marches, or let the Beavers form their own circus band using an assortment of home-made drums and cymbals (saucepan lids).

Serve a snack of popcorn and fruit punch after your parade while a leader reads or tells a story (preferably about a circus) to calm things down.

**Circus Charades:** Organize the Beavers into teams of three or four players and ask each team to act out a circus act or animal for the other Beavers to guess. Limit the time by keeping the number of guesses to five or so, depending on the size of your colony and how much time you have for the game.

**Fun with Balloons:** Beavers will enjoy these games. Put lots of inflated yellow and orange balloons on the floor (about three per Beaver) and explain that the yellow balloons are lions and the orange balloons are tigers. The Beavers become lion and tiger tamers who must walk among these fierce cats and separate lions and tigers from each other. On signal, Beavers have 30 seconds to move all yellow balloons to one side of the room and all orange balloons to the other side.

Or try this version of the game. Tell the Beavers they must chase all the lions and tigers up trees. To do it, they stick the balloons to the walls with static electricity. Show them how to build up a charge by rubbing a balloon on their hair or the sleeve of a sweater or shirt.



## IDEAS FOR FEBRUARY

**Valentine Flower:** To celebrate Valentine's Day on February 14, your Beavers may want to make hyacinths to give to parents or friends. We found the idea in *Scouting (UK)* magazine.

For each hyacinth, you need one toilet roll tube; green construction paper; pink crêpe paper or tissue paper; a small yoghurt container; glue and tape.

Cut eight slits around the top of the tube about a quarter of the way down. Bend in these sections to form a rough cone shape and secure with tape. Glue a

strip of green paper around the bottom of the tube.

To make the flower, cut the pink paper into 5 cm squares. Crumple each piece and glue to the top of the tube until it is covered. Cut two or three green paper leaves and glue them to the tube. For the finishing touch, set the flower into the yoghurt container pot.

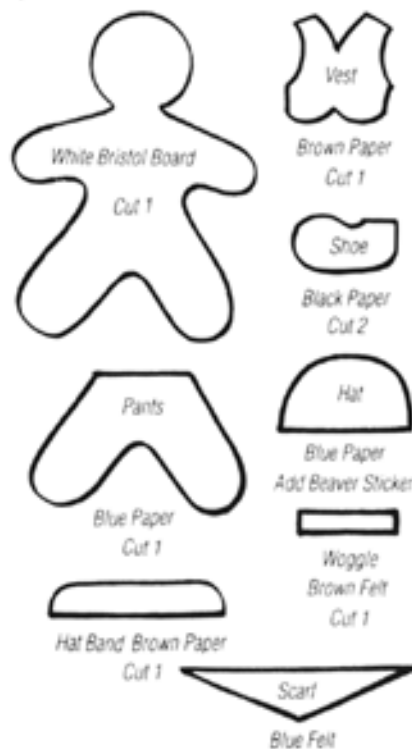
*For a Scout/Guide Week Display:* Looking for ideas your colony can use to become part of your group's display for Scout/Guide Week, February 17-24? Tic Tac Susan Lohnes of the 1st LaHave River Beavers, Lunenburg, N.S., sent in a craft her colony makes to reinforce the Beaver Promise. It will make an excellent part of any Scouting display.

Mount a large picture of a place of worship (church, mosque, temple, synagogue) on a poster size piece of paper or bristol board and title it "I promise to love God" at the top. The Beavers each make a paper doll Beaver and glue it to the poster near the building. Tic Tac sent a pattern and says her Beavers made their dolls for the poster about 17 cm high and 12 cm wide from hand to hand. They also made life-sized versions and painted on their own facial features and hair colour and style.

On a second poster, draw a large globe and title it "and help take care of the world". Have the Beavers trace around their hands on pieces of coloured paper, cut out the tracings, and glue them all around the globe on the poster.

Great idea, Susan. Thank you for sharing it with us.

#### Paper Beaver Patterns



Take one Beaver colony, multiply by two, and double your fun: the 1st LaHave River Beavers with their life-sized paper shadows.

#### OUTDOORS

Explore an icy landscape this month. Take your Beavers for a hike along a lake-shore or the edge of a river. Talk about ice and snow and how it makes the area look so very different from how it looks at other times of the year. Try to find some animal and bird tracks to identify. Notice how it can be quite difficult to see where the land ends and the ice begins. Talk about how fish and frogs are surviving winter under the ice and waiting for spring to come.

It's a great opportunity to talk about safety on the ice with your Beavers. Warn them never to walk on ice without adult permission and supervision. Explain how dangerous it is to fall into icy cold water, and how important it is to get warm and dry immediately if it does happen.

If it is frozen solid and you know it is safe to use, go for a walk on the ice. Slide on the clear spots. If all your Beavers have skates, give that a try, too.

Or simply go out into the yard at your meeting place and play this game in the snow. Organize the colony into two teams. Draw a line in the snow and put a team on each side. On signal, the teams begin to pile snow from their side of the line onto the other team's side, trying to make the snow pile as big as possible in one minute.

After making the snow piles, let each team create a snow sculpture from the snow piled on their side of the line.

Have fun indoors and out during this cold winter month. Think up some other theme nights and read some funny stories. Listen to and sing goofy songs and encourage your Beavers to enjoy all the winter activities available in your area.



# A 75th Anniversary Cub Special

## How It All Began

by Linda Florence

Many packs started gearing up for Cubbing's 75th in the fall and, now that it truly is 1991, many more will be creating great ways to celebrate. In honour of the occasion, we looked around for ideas to fill a special fun meeting during Scout/Guide Week.

Take your Cubs back in time to discover how Scouting all began. We found the basis for such an evening in *Australian Scout* magazine. Use the suggestions as starting points for a program tailored to your pack.

As the Cubs enter the meeting room, they climb aboard a time machine, a kind of rocket that will speed them through the barriers of time and space. Can you devise a special entrance?

Because time travel takes lots of energy, give each time traveller a vitamin pill (Smartie) and have him count to five before crunching it. Blast off with an active game.

**Rocket Relay:** Sixes line up in teams at one end of the meeting room. On signal, the first Cub in each team races to the other end and back to pick up the second Cub. The two link up and repeat the run, then pick up the third member, and so on until the whole six is linked and successfully makes the run all in one piece.

### Time Travel Yell

**Leader:** We're going on a time trip (Cubs repeat); Okay, let's go (Cubs repeat and end with a rocket roar).

The first stop is in the year 1908 in England. There they see boys avidly reading a new magazine. The chapter they are excited about tells the story of Kim and his training.

Perhaps your pack's Kim can recruit a few of his friends from the troop to dramatize this little scene. The Scouts then will be able to help your leadership team pull off a very special Kim's Game.

### Night Hike

Unless your pack is quite small, it's probably best to play this Kim's Game in sixes. Each group needs its equipment ready and plenty of helpers. When the Cubs return from their "night hike", they report on what they met en route. Which six remembers best?

Sit the Cubs in a tight circle, leaving an opening for the helpers to come and

go, and blindfold them. A leader slowly tells the story while the helpers provide the sensations. You might want to have some of the sound effects on a tape you play at the appropriate times, but live action will be more fun. The story goes like this.

*It's a good night for a hike. Let's go.* (Sound of walking feet on floor, door opening and closing)

*Mmmmm. There's a warm wind blowing tonight.* (Blow a warm wind near each Cub with a hair dryer.)

*We'll follow this gravel path for awhile.* (Sound of feet walking on gravel. Crunch gravel on a tray or in a plastic bag.)

*It really is a wonderful night for a walk. Can you smell the pine (fir, cedar) trees?* (Hold fresh or crushed evergreen needles in front of each Cub nose.)

*Ouch! Be careful of that prickly bush. I wonder what it is?* (Gently prickle each Cub's hand with a hairbrush.)

*Well, it has edible fruit! Yum, delicious!* (Give each Cub a raspberry-flavoured jelly candy to eat.)

*The path is a bit overgrown, now. We'll have to watch our faces.* (Brush a leafy branch gently against each face. If you use this idea in a February meeting, you'll need to employ fronds of a living leafy houseplant. If you do it when Canadian trees have leafy branches, get what you need from a tree pruning operation. Never needlessly damage growing plants. Add some sound by snapping dry twigs.)

*Brrr! That wind is getting a bit cool now. What a shame.* (Flap a piece of cardboard in front of each Cub's face.)

*Oh no! Here comes the rain!* (Spray a little water on each Cub's face with a spray bottle.)

*Let's sit under this bush until it stops.* (Brush leafy branch against top of Cubs' heads.)

*Shhh! What's that? Can you hear some heavy breathing?* (Breathe heavily near each Cub.)

*Oh, oh! What's this? I think ... it's a nose!* (Have each Cub feel a small round rubber ball.)

*It's got fur!* (Rub a piece of fur on each Cub's hand.)

*And teeth!* (Brush cardboard teeth or Hallowe'en fangs against each Cub's hand.)

*Aaargh! Let's get out of here!* (Brush leaves against heads, make sound of running feet on gravel, spray Cubs with water, open and shut door.)

*Whew! Did we all make it back in one piece? It was a pretty good hike until we found that critter, wasn't it? I was so scared, I'm not sure I remember much of it. How much do you remember?* (You can award sixes points for all the things they remember meeting on the hike and extra points if they can identify what helpers used to provide the sensations.)

After all that, it's probably a good idea to give each Cub another vitamin pill. Then, lead the time travel yell again and go back further in time to the seige of Mafeking. Tell the story or, if the Cubs have heard it before, lead them to tell it as a way to refresh their memories before they play the next game.

### Message to B.-P.

Give each Cub a slip of paper containing a short message (perhaps one of B.-P.'s sayings or some wisdom from *The Jungle Book*). Send the Cubs to one end of the meeting hall and ask them to crouch. Explain that they have a very important night-time mission. They must sneak across the battlefield (get to the other end of the hall) to deliver a very important message to B.-P. in Mafeking. Of course, it is a dangerous mission, because the Boers will be patrolling with torches (leaders with flashlights). Messengers who are caught by an enemy light will be captured or, worse, killed (stop and crouch where they are).

After briefing the Cubs, turn off the lights, their signal to begin their mission. When time is up, count the number of messages that get through to B.-P.

Another time travel yell will take you to 1916 when B.-P. started Wolf Cubs (perhaps your Scout helpers can set the

atmosphere with a few jungle sounds). Do a jungle dance.

The Hunger Dance of Kaa (*The Wolf Cub Leader's Handbook*, p.19-5) is always fun. And it's a good lead-in to a quiet time in the story circle. Read about Mowgli's wrestling game with Kaa from *The King's Ankus in The Jungle Book*, ending where the jungle boy and the python go "to the wise snake's pet bathing place" to cool off.

B.-P. stressed the importance of physical fitness for Scouts, and Mowgli needed training in speed, endurance, strength, and flexibility to survive and thrive in the jungle. Their "monkeyshines" during the *Dance of Kaa* provided some cardiovascular work. Now introduce the Cubs to some other physical fun with these ideas from *Scouting (UK)* magazine.

One-Legged Hand Wrestle



**One-Legged Hand Wrestle:** Cubs in pairs. Each Cub holds up his own right leg with his right hand and clasps his partner's left hand. The Cubs try to force each other to touch the floor with any part of the body or to let go of the right leg. Try it with left legs and right hands, too.

Heave Ho



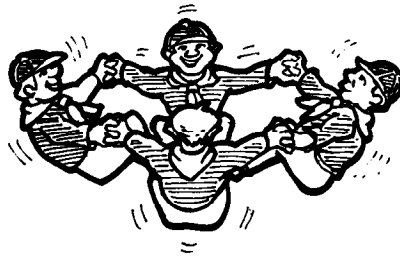
**Heave Ho:** Partners stand with insteps of their right or left feet touching, grasp each other around the waist, and try to lift each other off the ground.

Push Back



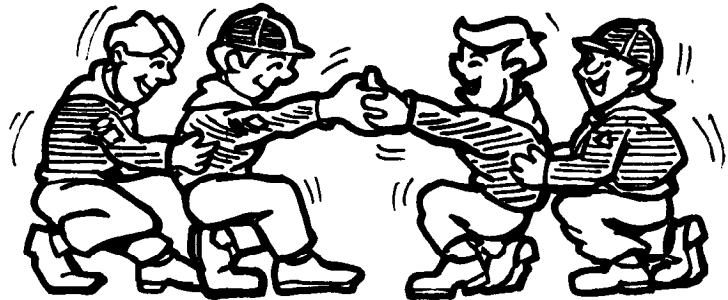
**Push Back:** Again, play in pairs. Draw two lines about 2 m apart to mark the playing area. Pairs start midway between the two. Standing back to back with arms linked at the elbows, each tries to push the other out of the playing area (i.e. over a line).

Four-Way Pull



**Four-Way Pull:** Two pairs of Cubs get together and sit in a circle, partners facing each other. The Cubs decide which pair will start as "out" and which as "in", all four hold hands and, on signal, one pair pulls outwards while the other leans inwards. Quickly, they switch motions, the first pair leaning in and the other pulling out. They keep rocking back and forth like this as quickly as possible until one pair collapses.

Squat Tug



**Squat Tug:** Two-Cub teams line up facing each other for a tug-of-war. The Cubs squat and those in front join hands for pulling while their partners behind grasp their waists to help. On signal, teams pull to see which can upset the other.

It's time for another vitamin pill, even though you are going to stay where you are for a bit. In the story of *The King's Ankus*, Mowgli unravels a tale of human greed simply by following tracks through the jungle. You need large pieces of paper for this activity: a roll of brown paper or leftover wallpaper, or sheets of newspaper. Tape down a clean paper path for each six and have each mix up a bowl of powder paint. (If you are using newspaper, make it a nice thick bright colour that will show up well over the print.)

Cubs remove shoes and socks, step into the paint, and make tracks on their paper paths. Have them walk, run, jump, limp, even perhaps walk across while carrying a fellow Cub. After each pass,

they look at the tracks carefully to pick out characteristics that give clues to how they were moving. When they are done, can they decipher which track is which? Have sixes try to guess what the tracks on other six paths represent, too.

If you still have time left, perhaps you can give the Cubs more paints, markers, coloured paper, scissors, and glue and let each six create an amusing jungle scene mural from its track path. Can they turn footprints into jungle creatures?

Instead, you might want to wrap up with a fun game. *Jamackwack*, from Scouter Brian Helstrom, St. Catharines, Ont., fills the bill and, given B.-P.'s creative imagination and sense of fun, we think he'd like it a lot.

**Jamackwack:** Organize the pack into two teams, one to form the corral and the other to transform themselves into the famous Jamackwack birds. The corral team hold hands in a circle, leaving an opening in one spot. The birds, strange-looking creatures bent over from the waist and holding their ankles, take the centre of the circle.

Jamackwack birds are very peculiar. They can't see (close eyes) and they move backwards. The birds mill around the

corral in this manner, trying to find their way through the gate. When one does, it cries, "Wack, wack, wack!" to signal the others. Meanwhile, the corral sings "Old MacDonald" to cover over the song of the Jamackwacks. Play for a set time or until all the Jamackwacks have escaped the corral, then switch roles and play again.

Yell out the time travel yell a final time to return to the present for a well-deserved snack and a drink of juice before closing.

*Thank you, God, for all the fun we've had with our friends here tonight and the life of B.-P., who gave us Cubbing. We will do our best to be the kind of Cubs B.-P. wanted us to be. We know it is what you want us to be, too. X*

**Badge/Star Links**  
Red Star 1, Artist

# On My Honour

by Mark W. Gallop



*On my honour, I will try,  
There's a duty to be done and I say aye,  
There's a reason here for a reason above,  
My honour is to try and my duty is  
to love.*

At campfires, my old Rover crew always sings one song, which we treat with almost mystic consideration. It is the old Girl Guide song *On My Honour*. I still find myself singing it under my breath at odd times.

When I sit down to think about the words we sing, it strikes me that they would be virtually incomprehensible to most young people who are not involved in Scouting. Why have words such as "honour" and "duty" come to mean so much to us and so little to the vast majority of the world? The answer to this question is important, not for what it says about my Rover crew, but for what it says about Scouting in general and the unique role Scouting can play in the moral development of the world's young people.

A recent article in the *Wall Street Journal* examined whether public schools should teach morality. Many educators and parents are concerned that children are growing up without the ability to make simple distinctions between right and wrong and without an understanding of social responsibility. As examples, it quoted a 1989 survey conducted on behalf of the U.S. Girl Scouts. The survey revealed that 47% of students would cheat on an important exam and 66% would lie to achieve a business objective.

Although the word "morality" has an archaic ring to it, these American educators have found the concepts it embodies important enough to reintroduce in their courses of study. Similarly, the words "honour" and "duty" in our campfire song sound old-fashioned but mean a great deal to countless Scouts and Scouters.

Scouting has many different meanings and benefits to those involved — fun, friendship, adventure, the outdoors. Without discounting them, it's important that we keep in mind the stated purpose of Scouts Canada: to help young people "develop their character as resourceful and responsible members of the community by providing opportunities and

guidance for their mental, physical, social and spiritual development".

If, as Scouters, we provide fun and challenge but ignore the areas of morality and social responsibility, there is little to differentiate our programs from the sports leagues, music programs and other activities that seem to drain our membership. While morality is fundamental to the true meaning of Scouting, it is not a concept easy to grasp or to communicate.

Some have argued that moral education should no longer be part of Scouting because it represents outdated, white, Christian, upper middle class, imperialistic values connected with our founder, Lord Baden-Powell. In fact, morals are simply the principles through which we distinguish right from wrong. The values associated with morality are universal — trust, courage, honesty, and responsibility — words with strong associations in Scouting today. The growth and success of Scouting in so many areas outside the industrialized world attest to the global acceptability of Scouting's aims.

Social responsibility, an idea relatively easy to grasp, is one of the core values inherent in morality. As B.-P. wrote in *Scouting for Boys*, "When in difficulty to know which of two things to do, (the Scout) must ask himself, 'Which is my duty?' — that is, 'Which is best for other people?' — and do that one."

In a broad sense, responsibility entails both accountability for one's own actions and benevolent concern for other people. An awareness of the world around them and attention to the effect of their own actions on others — these characteristics often distinguish Scouts and former Scouts from others. Today's young people are often reproached for being self-centred, but it does not seem to apply to many of those who have come through Scouting.

For previous generations, Scouting was just one of the guiding forces in the life of young people, following the lead of the family and the church. The *Wall Street Journal* article that prompted me to think about the role of morality and social responsibility in Scouting quoted a U.S. public school survey which showed that, on average, parents spend just 15 minutes a week in "meaningful dialogue"

with their children. The primary providers of values to those children are their peers and television. Similarly, involvement with institutionalized religions has declined steadily since the second world war, particularly among young people.

In today's society, we have an opportunity to provide moral guidance through Scouting. We also have the mandate to do so, implicit in the writings of the founder, the stated purpose of Scouts Canada, and the promise every member makes at investiture.

We instil values through our programs in a number of ways. First, we pass them on by the example of our own lives as leaders. That does not mean we are expected to live as saints, but it is important that we keep reminding ourselves that young eyes are on us. Simply by giving our time and effort to a section, we are impressing the importance of concern for others.

We also instil values through the teamwork required to complete a wilderness camp and the self-leadership structure of our sixes, patrols, companies and crews. As American black activist Booker T. Washington said, "Few things help an individual more than to place responsibility upon him and let him know that you trust him."

As Cub leaders, we may find it easier to drop the closing pack prayer than to explain its meaning and justify its existence to our Cubs. As Scout leaders, we may find it easier to ignore the Scouts who use foul language, if we know that's how they talk at home. As Venturer advisors, we may find it easier to pretend we are not aware when a couple of young people go off for a smoke behind our backs, if we know this is acceptable behaviour around their friends and at school.

And yet, as leaders, we have both a duty (there's that word again) and an opportunity to make the words of our promises meaningful to our young people. If we fall short, we are not delivering the full potential of our programs. \

*Mark Gallop is a Venturer advisor, assistant Rover advisor, former Pack Scouter, and member of the Provincial Field Services Committee, Montreal, Que.*



# The National Communications Committee

## Serving Members, Informing the Public

by John Rietveld

"Communications" describes the overall responsibilities of the Scouts Canada Communications Committee and Communications Service. They include the writing, design and printing of all Scouts Canada books; production of the *Leader* magazine, the Scout Calendar, and promotional materials for Trees for Canada and Scout/Guide Week; and public relations planning, media relations, and advertising.

The National Communications Committee is charged to create and maintain a positive climate of public understanding and support for Scouting through a planned program of communications, promotion, advertising, and counsel. With provincial councils, the committee identifies needs and designs national strategies. After extensive consultations leading up to the National Communications Forum held every three years, it develops the national communications plan.

The committee consists of a chairman and up to six other volunteers whose backgrounds offer a wide range of communications disciplines, plus the executive director and director of communications. Chosen because they are involved in national activities in their respective careers, the members bring to the committee skills in public relations, advertising, media relations, and journalism.

Committee members support and seek input from provincial and regional public relations, marketing, and communications volunteers and staff. They work closely with the National Council, its

standing committees, and the administrative board. They also maintain good relations with national television, radio, and print media.

Ken Tilley, vice president Marbury Advertising, Toronto, is committee chairman. Members include Tom Ayers, a journalist with *The Scratching River Post* in Morris, Man.; Jack Fraser, president of SMART Homes in Ottawa; Tim Halford, campaign associate United Way, Windsor; Bob Michener, president Campbell & Michener Advertising, Toronto; and Peter Wallis, PR consultant, Toronto. John Rietveld, executive director communications and Garth Johnson, director communications at the national office provide staff support.

### WHAT'S HAPPENING NOW

Through the support of national advertising agencies, Scouts Canada continues to increase its profile in the community. In early 1991, public service announcements (PSAs) will be prepared for newspapers and magazines by ACART Communications, Ottawa, and for radio by Miracom Advertising, also of Ottawa. A television PSA produced by Ian Roberts Inc. of Toronto in 1989 continues to receive considerable air time on national networks such as CBC and YTV and local outlets such as Lethbridge TV in Alberta and CJOH in Ottawa.

Another committee job is "issues tracking". Issues are the events, ideas, concerns or problems that form the building blocks of public opinion. Our world is full of them, and some are important to Scouting. Issues tracking helps us determine which issues affect Scouting, assign them some priority, and find ways that Scouting can respond.

Communications Service is currently monitoring issues such as child abuse, drug abuse, multiculturalism, co-ed Scouting, and the environment in the event that Scouting may need to develop a statement or policy that will help us respond if media or our membership should question our principles or practices. Then we would likely prepare for staff and key provincial council officers a document that answers typical questions. This pro-active approach brings together elements of public relations, advertising, and media relations.

Can you participate in issues tracking? Yes! If you see in your local media items

you consider issues important to Scouting, give them to your executive staff member or mail them directly to Communications Service at the national office.

### COMMUNICATIONS PLAN 1991-94

At the October '90 Communications Forum, representatives of the provinces and the National Communications Committee set the direction for our 1991-94 communications activities. Participants reached consensus on four critical areas.

1. Target: The primary emphasis will be on adult volunteer recruitment, development and retention. Youth will be our secondary target group. We will also aim at the media, corporations, and other agencies.

2. Communications Objectives: The key objectives are to build awareness of Scouting and its many benefits to society, to stimulate recruitment of adults (and young people), and to ensure that all our efforts and messages are focused and integrated to present Scouting in the most powerful and beneficial manner.

3. Communications Strategies: We will achieve our objectives through strategies that include both internal and external advertising and public relations.

4. Theme: The central theme for 1991-94 will be that Scouting is based on a distinct set of values reflected in the wide range of activities in which Scout groups participate nationwide. Many value-driven activities illustrate Scouting principles, among them concern for the environment. Timely and relevant, it could serve as our initial example for this campaign. Our aim will be to show young people and convey a sense of fun and excitement in our promotional materials.

To reach our goal we will provide materials in support of a National Registration Week to be promoted each September, Scout/Guide Week, Trees for Canada, and CJ'93. As well, we will produce specific material to help councils recruit Venturers and Rovers.

The National Communications Committee appreciates hearing from the field. Tell us if what we are doing is effective. And send us clippings and reports of your successful promotions. A

### Calendar Photo Reminder

In the August/September *Leader*, we asked groups and councils to help us focus the 1992 Scouts Canada Calendar on the environment by sending in photos of their environmental activities. By late October, we were still waiting. We know members are involved in many interesting projects across the country. Please send your best shots to *Executive Director, Communications Service, Scouts Canada, Box 5151, Stn F, Ottawa, Ont. K2C 3G7.*

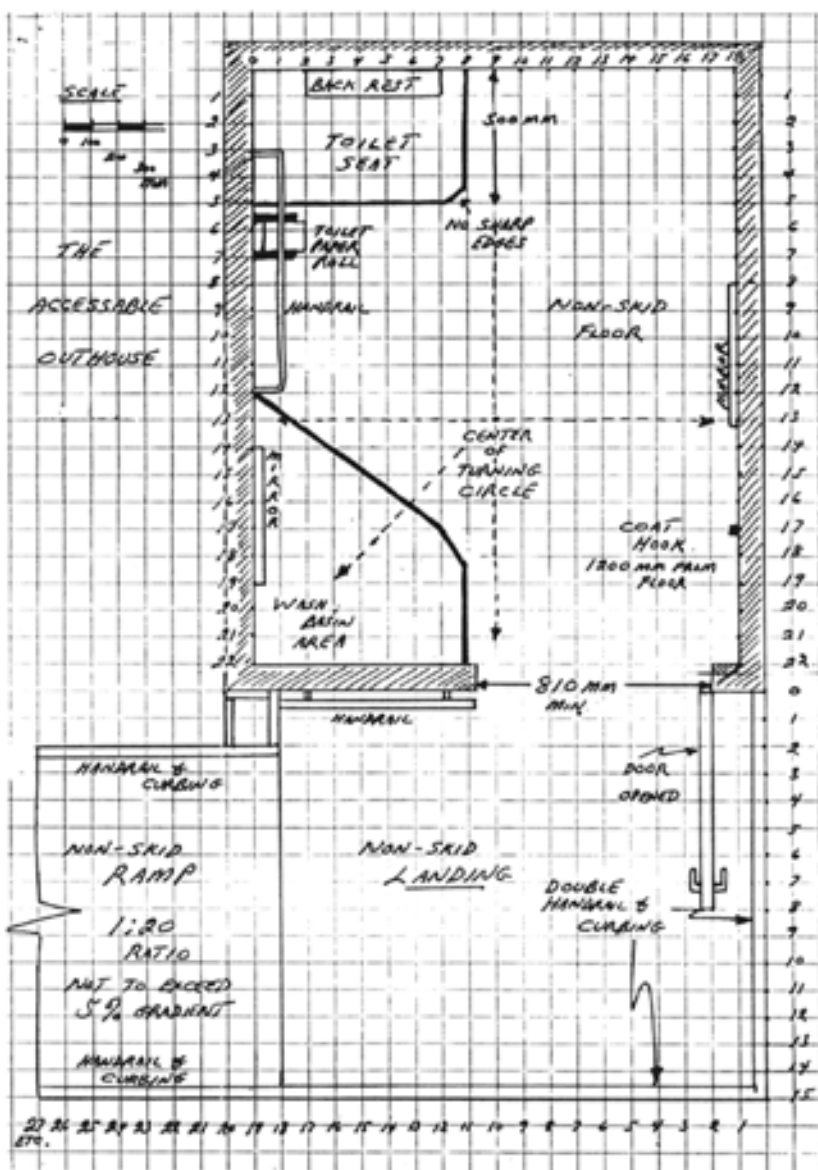
# The Accessible Outhouse

by Bill Stanbrook

When building your next outhouse at your group, district, regional, or provincial camp, consider making it one totally accessible for members who have mobility impairments. It may involve a little more work, but it is worth it.

There are many important points to remember and incorporate into the accessible outhouse plans.

1. Minimum turning circle for a wheelchair: 1550 mm
2. Minimum width of door opening: 810 mm
3. Door must swing out
4. Toilet handrails: 750 mm from the floor; 300 mm above the toilet seat on the adjacent wall; 38 mm from the wall and parallel to the floor; no longer than 910 mm
5. Ramp ratio 1:20, not to exceed 5% gradient; non-skid covering
6. Coat hook: 1200 mm from floor
7. Mirror: top at least 700 mm above the floor; slightly tilted downwards
8. Door handle: 1000-1220 mm from the floor; 76 mm from edge of door
9. Kick plate: 460 mm high from bottom of door
10. Curbing on ramp and landing: 50-120 mm high (70 mm preferred).
11. Adult wheelchair: width 610-710 mm; length 990-1070 mm
12. Landing: 1500 mm x 1800 mm (door side), covered with non-skid material
13. Space to bring wheelchair alongside toilet
14. Walkways: 950 mm wide for people using canes and crutches; 920 mm wide for those using a wheelchair
15. A surface area of 1550 mm x 155 mm is required to make a 90-360 degree turn in a wheelchair. Electric wheelchairs require space measuring 2100 mm x 2100 mm in order to make a 360 degree turn.
16. Handrails on ramp and landing: two sets — 900 mm high for adults and 610 mm high for children, with ends



17. A padded back rest behind the toilet seat makes it easier on a member using the facility.
18. If you fit in a washbasin, keep a 650 mm space clear under the counter

extending 300 mm beyond top and bottom of ramp; mounted 50 mm to 60 mm away from wall surface; diameter 30 mm-40 mm; non-abrasive

for a wheelchair and recess the basin into the top of the counter. Maximum height from the floor of a non-recessed basin: 880 mm

Bill Stanbrook is chairman of the Special Needs Scouting Committee, Nova Scotia Provincial Council.

## Special Needs Members

# A Privilege or a Pain?

by Tom Sellers

For the past several years, we have been fortunate enough to have a special Scout in our troop. Joey is a quadriplegic. He isn't able to speak. There was a great deal of discussion about having him in the troop, but the other three leaders were sure he would make a great Scout. I, on the other hand, did not welcome the idea. Far from it.

I felt that Joey would restrict the activities of the troop as a whole. To be truthful, underneath I was very nervous and embarrassed around him. I was nervous because I feared I would do something wrong and because I never knew what to say to him. I was embarrassed to be "healthy" around him. In short, I felt having Joey in the troop was a marginal idea at best.

The other Scouters persisted and Joey became a Scout. If we went hiking, so did he, in a cart to be sure, but with us. If we went swimming or to the water slides or sledding in the snow, Joey went too. For all of one year and into another, I took part in all of this and still didn't understand what was really happening. I continued to think in terms of how great we were to Joey and what a terrific service we were performing.

Finally, sometime in the second year, I stood back and watched what was really going on. While I had narrowed in on particular events, changes had taken place. Joey is truly part of the troop. During any meeting, all of the Scouts come over to chat or say hello to him. If he needs a push, there is always a volunteer. If he needs help in a game, someone is there. In fact, if Scouters suggest something impractical for him, a Scout inevitably chirps up, "Well, what about Joey?"

But the change is more than that. Joey has taught the troop gentleness, kindness, thoughtfulness, and compassion. All along, while I had been thinking what a wonderful service we were performing, Joey was giving a huge gift to us.

Now, I don't mean to say we have perfection. Please do not get that idea. At times there are complaints, but truly, there are no more complaints about Joey than there are about Darren or Jason or Michael or any other Scout. It is like any other relationship. There are ups and downs. Joey is like any other kid. He is good some days and bad others. He's happier some days than others. Who isn't?

## Fireflies

by Bruce Urquhart

Can 16 raucous Cubs and three adults find peace and tranquility on a weekend camping trip? The Cubs in question come from a variety of backgrounds, some from broken homes and difficult situations, others from stable families. About 40% have problems ranging from bed-wetting to deep-seated emotional adjustment problems associated with child abuse or other difficulties in the home.

The leaders suffered anxiety attacks preparing for this trip. What to bring for whom. Medications? Parents? Who to bring. Why or why not? In the end, we brought all the Cubs who wanted to come. Why should we deny anyone such an experience? We felt each would benefit in his own way and we wanted the best for our Cubs.

We arrived safely at the site of the Cuboree, part of a noisy, excited group of 300. It took us two hours to set up camp Friday night, but would the Cubs settle down at 11:30 when we were done? Not on your life!

"Mister, could you tell that guy to stop poking me in the eye with that twig?"

"No more twigs! Put them all down!" barked our fearless leader.

In all the mischief and hubbub, one particular Cub — about as large as a 4 year old, quiet and, if the need arose, a bit of a fighter — ran up to me excited and wide-eyed.

"Guess what I saw?" he asked softly.

"Oh, what's that?" I answered.

"A fly, all lit up, flying around. Isn't that nice?"

Busy at the time, I simply replied, "Oh, that's nice."

"It's a firefly," he persisted, his voice even softer. This time, I didn't answer at all. But the following night when I counted heads at mug-up, I counted only 15.

"Who's missing?" I asked. Our fearless leader looked around and said, "It looks like that little fellow."

Anxiously, I looked around. Then I saw him — the little fellow — nearby at the edge of a small bush chasing fireflies with cupped hands and an expression of sheer delight and amazement on his face. What a sight. I didn't have the heart to call him back to the group, but watched him from a distance.

Memories of the previous night flooded me, and it was then I realized how important his discovery had been to him. Oh to be a child again. This was what the weekend was all about. A learning experience for everyone.

Any remaining anxiety I had about camping with these youngsters dissipated into the breeze. The Cubs taught us, all right. They taught us that once, long ago, we had been children full of wonderment and energy. They taught us valuable lessons which, as adults, we had forgotten — that a simple tiny creature such as a firefly can bring joy and delight, and that such wonders are there in the outdoors for all of us to rediscover.

He is no less nor more a pain than any other kid in the troop.

For sure, none of this happened overnight. Joey is much more fragile than the other Scouts and needs special care. As a result, a parent takes time to develop faith and trust in a particular group of leaders. As time has passed, Joey's parents have come to trust our Scouters so that, if we say that Joey will be okay at the water slides, they know it is true.

Having been part of this learning process, I say this to other leaders. If you have the opportunity to take someone

special into your troop, go ahead and do it — not as a service but because it is an opportunity to broaden and help your troop. And, while all this is true, there is more to it than that. Joey is a pleasure to have around. If you want to be quiet with him, you can; if you want to talk, he listens; and if you work with him and you and he have fun, you are rewarded with the most incredible smile and laugh on earth. X

*Scouter Tom Sellers works with the 3rd Whitesail Scouts in Kitimat, B.C.*

# Meaningful Sharing

by Ben Kruser

December is a time when that burst of program adrenalin you had at the first meeting begins to wear off. Your ideas are nearly all used up and you've run into what experienced leaders call "Beaver Block". Before the winter holidays overtake your attention, now might be a good time to organize a January back-to-Bearers-pick-me-up sharing session.

Your service team is the best resource to help you plan and organize such a gathering. The few steps outlined here are a good guideline.

## 1. Establish the Need

Are other leaders interested in this form of idea swapping? Too often, the district or council puts sharing sessions on the calendar out of guilt rather than expressed desire from the field.

If leaders are interested, what will encourage them to give up another evening or weekend to attend? In other words, what immediate, practical benefits do they want to gain as a result of attending? It is much easier to market a sharing session to leaders than to try to sell it. "Selling" is to design a product first and then convince someone they need it. "Marketing" is to establish the customers' need first and then develop a product to satisfy it. When you do this, the product (i.e. the sharing session) sells itself.

## 2. Establish Priorities

From an informal survey of leaders who might attend, identify topics of highest interest or demand. List them by priority and compare the list to other information sources, such as district or regional annual goals and objectives. Can you piggyback or combine similar ideas to provide an enriched sharing experience?

Throw out a few of these theme ideas to get things started:

### Activities

- multicultural games and songs
- crafts from recyclables
- Beavers in nature
- 10 favourite visits
- 10 favourite guests

### Colony Management

- tranquillity at the pond (discipline hints)
- sharing jobs
- using Keo effectively
- planning can be fun



They're counting on you! Photo: Wayne Barrett

## Beaver Needs

- allergies
- child abuse
- child development
- single parents
- disabilities

## 3. Design the Event

Look at the priorities for topics and decide how much time you reasonably need to handle each one. Compare your findings to the time available, the number of people who might attend, and any costs involved. What times do leaders prefer — weekday night, weekend night or day, early morning breakfast gathering, or after-meeting social?

After you've picked the topics and time, list under each topic as many hands-on practical activities as you think will meet specific leader interests. Can the local service team or trainers satisfy these interests, or do you need outside expertise? Guest speakers or visitors should serve to enhance a topic and act as a drawing card.

## 4. Market the Event

From the selected topics or guest speakers, develop a catchy name for the sharing session. You want something that captures attention and says, "Your boat has come in!" Highlight the benefits leaders will receive by attending so that they will want to set aside time to be there. Special guests promise to provide never-before-heard-of tips exclusively

for leaders. Use your local communication network to spread the news.

## 5. Conduct the Session

If all your research has been accurate, your sharing session will be successful and worthwhile. Arrive early to set up and then plant yourself by the front door and personally and warmly greet everyone who arrives. I've always been bothered by Scouting events that are supposed to promote sharing and unity and end up letting people drift in and hang around against the wall. A cold impersonal atmosphere defeats the purpose of having a sharing session.

## 6. Evaluate the Session

During the evaluation, canvass leaders to determine if another sharing session would be useful. Sit down with the organizers after and discuss successes and areas for improvement. Put out ideas from leaders for the next sharing session and get ready to build in lots of Beaver antics and fun.

Try to interest other leaders in organizing the event. Encourage groups to take turns as hosts of sharing sessions, a good way to encourage participation from Scouters within those groups who might not otherwise attend. A

*Special thanks to Scouter Elise Harris, Beaver coordinator in the Green Valley Region, Ont., and the Green Valley Region Beaver Service Team, who gave impetus for this article.*

# Preparing Small Mammal Study Skins

by Ben Kruser

It can be quite difficult to examine and study common mammals in the flesh. Squirrels, chipmunks, and the like are often hard to find in the wild and even harder to get close to. Often the only time we are able to get a good long look at these animals is after they have been killed along local roads.

If you have the storage space and the stomach for the work, you might consider creating a small mammal skin collection for the group. Winter to early spring is a good time to collect specimens, because road kills freeze quickly and are less likely to spoil.

## Materials

non-absorbent cotton  
needle and heavy cotton thread  
tweezers  
scalpel (hobby store exacto knife with razor blade)  
sharp point scissors  
cornmeal  
old toothbrush  
cardboard piece bigger than mammal  
straight pins  
disposable rubber gloves  
index card cut into tags

Before you start, make up a label for the skin. Record what kind of mammal it is, where it was found, date, and finder. Take basic measurements of the mammal's length from tip of nose to tail, tail length from base to tip, and hind foot from heel to longest nail.

## Skinning

1. Wear rubber gloves to keep yourself clean of any animal fluids. DO NOT skin skunks (smell) or bats (rabies potential). With tweezers, push a cotton plug into the animal's mouth and anus.

Place the specimen on its back and, with the scalpel, make a slit from the anus to the breastbone. Be careful not to puncture the belly cavity. Use your fingers to pull the skin away from the muscle, as you would peel off the skin from a store bought chicken. If any blood, fat or juice appears, it can be absorbed with generous sprinkles of corn meal.

2. Loosen the skin from around one leg. Pull it up and sever the leg at the knee. Pull the skin inside out, exposing the lower leg muscle. Clean off the muscle down to the ankle. Prepare the other leg the same way. Work your fingers around

the back of the specimen, loosening the skin up to the tail base. Pull out the tail by seizing the skin at the tail base with one hand and pulling out the tail bone with the other. If the tail feels stuck, prime it by giving it a rolling pin treatment with the knife handle.

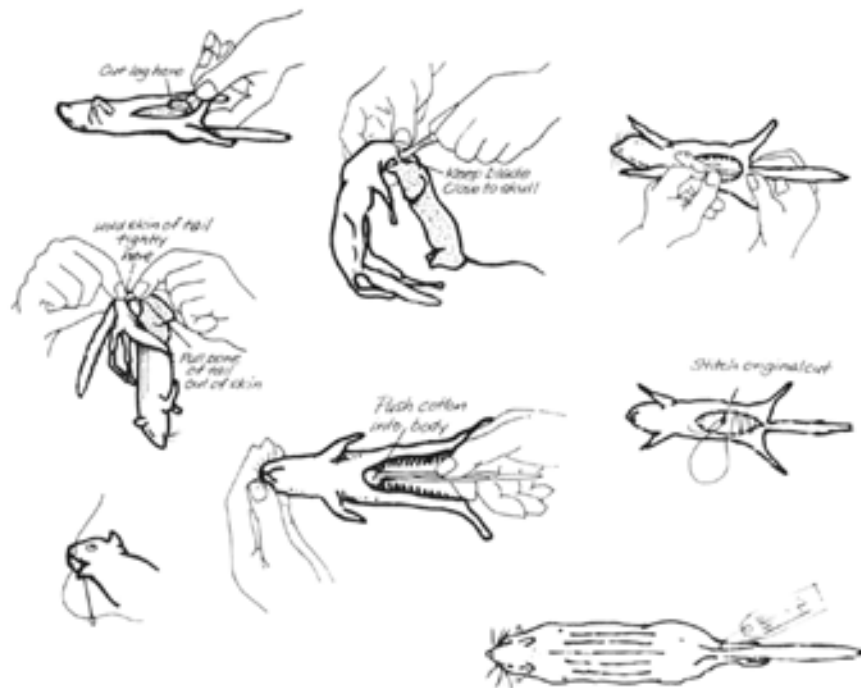
3. Once the tail is free, peel the skin off the body, turning it inside out until you reach the forelegs. Treat them as you did the hind legs. Continue pulling the skin up over the head. When you reach the ears and eyelids, use the scalpel to cut close to the skull to keep them intact. Cut around the mouth and detach the skin by cutting through the nose cartilage.

4. Rub the skin with cornmeal and scrape away all fat and muscle until the skin is clean. Sew the lips together with a few stitches. Wrap a little cotton around the legs to resemble the muscle cut away. Then turn the skin right side out. Make a cotton tube the same size as the specimen's body. With the tweezers, push the cotton right up into the specimen's head. Use a small stick wrapped lightly in cotton to put into the tail cavity. Finally, sew up the original cut.

5. Place the specimen belly-side down on the cardboard. Rub with cornmeal and brush off with the toothbrush. Pin the forelegs extending straight out in front of the head and the hind legs extending back. Pin the tail straight as well. Attach the label to the right hind leg and leave to dry. Keep the specimen in a closed cabinet with a pan of mothball flakes to keep away insects.

If you want, you can also prepare the mammal's skull as part of the collection. Sever the head from the neck and remove all muscle tissue. Boil the skull and cool slowly. Remove any leftover tissue. Rinse in bleach and water to disinfect and label the same as the skin.

If you've managed to get this far without losing it, you'll find that having a small collection of study skins can be a great asset to teaching Scouts about adaptations and species characteristics and differences. They will show a tremendous curiosity to learn more because they can handle the specimen safely and at your group's convenience. A



# 75 Years of Cubbing



by Ben Kruser

1991 marks the 75th anniversary of Wolf Cubs, an occasion that presents opportunities to reflect on what Cubbing means and explore your pack's own history. Many packs will want to mark the year with special activities. Here are a few suggestions.

## TRIVIA

From the National Scout Museum, we gleaned these tidbits of early Canadian Cub history.

**1914:** Knox Presbyterian Cub Pack, Goderich, Ont., first Canadian pack, two years before official Canadian program established

**1916:** Official start of Wolf Cubs in Canada

**1924:** Mouse Howl invented by Commissioner Frank Thompson, Winnipeg

**1925:** First Western Canadian Akela Gilwell

**1934:** First Leaping Wolf Badge for Cubs who became invested Scouts

**1939:** -

**1945:** Cubs participate in wartime national service by running errands and collecting scrap iron, aluminum, waste paper, and empty medicine bottles for the Red Cross.

**1944:** Cub Ralph Moses of McLeod, Alta., is the first Cub to be awarded the Jack Cornwell Decoration.

**1965:** Five Star scheme came into effect on Jan. 1 for the 50th anniversary of Cubbing.

**1968:** Sixer and second stripes reintroduced as alternative rank insignia. Senior Sixer office and third stripe abandoned in favour of rotating job among sixers.

**1972:** Link Badge reintroduced to replace little used Leaping Wolf Badge

**1974:** Present Wolf Cub woggle introduced.

**1988:** Law Awareness and World Cubbing Badges introduced.

The names and symbols for the first proficiency badges, established in 1916, were: *Collector* (magnifying glass); *Observer* (backwards-facing rabbit); *Gardener* (watering can); *Artist* (drawing pencil); *Homecraft* (needle and thread); *Toy Maker* (toy house); *First*

*Aider* (bandage roll); *Guide* (trail sign arrow); *House Orderly* (push broom); *Athlete* (Cub with outstretched arms); *Swimmer* (frog); and *Team Player* (ball).

At the beginning, there were two stars. A Cub who earned them wore them in the air holes in his hat. Thus it was said that a Cub had either "one eye open" or "both eyes open" before going up to Scouts.

The Totem Pole was the original name of the staff with a wooden Wolf's head at the top. (The practice of using a real wolf or coyote head was never approved and is definitely inappropriate in light of today's Scouting outdoor ethics.) When a Cub earned a proficiency badge or other award, Akela hung a ribbon on the totem to recognize his achievement in the pack. Other pack honours were hung on the totem as well. At the year's end, leaders removed all ribbons onto a ring, which they dated and saved as a pack memento.

## PROGRAM IDEAS

### Past

1. Try to discover your pack's history. Many council offices or old time Scouters may have copies of the original charter, photographs or historically important letters. Make copies of these and create a display for your next Parent & Cub Banquet.

2. Collect mementos of past pack activities, refurbish them, and display them in an appropriate place. (Handicraft, Carpenter, Collector)

3. Interview a senior citizen who was once a Cub in your pack. What pack activities then were different from your activities today? What things have remained the same? Collect old pack yarns and stories. (Blue Star 5, Collector)

4. Discover what role your pack has played in bettering your community through the years. What service projects or special good turns has your pack done? (Relate to Blue Star 14)

### Present

1. Create a display for Scout/Guide Week calling attention to 75 years of Wolf Cubs. (Tawny Star, Artist, Handicraft)

2. Help create a Scouting display at your local museum or sponsor facility.

3. For your next campfire, make up a skit or song about what Cubbing was like in 1916, when there were no modern conveniences. (Troubadour)

4. Plan an environmental theme for commemorating 75 years of caring for the outdoors. Work on the World Conservation Badge and present each Cub a World Scout Environment Year crest. Do a conservation project that will last until the year 2016.

Remember to enter your activities in the *Let 'em How!* 75th Anniversary contest (A/S'90, p.37). At the time of writing, we'd heard from Akela Bob Edwards, who told us his 3rd Hanover Cubs (Grace United Church), Ont., decided to camp with another pack "out of our district" to celebrate Cubbing's 75th. In late September, they travelled 400 km for a weekend camp with the 1st Callander Cubs, Ont., and the local newspaper picked up the story. Scouter Bob says they made new friends, had fun, and worked on requirements for the Woodsman Badge, Blue Star 10 and 14, and Green Star 7,9,10 and 12. The two packs plan to get together again in June to celebrate some more.

### Future

1. Build a time capsule with past and present Cubbing items and seal for the year 2016, Cubbing's 100th anniversary.

2. Lay a plaque or sign commemorating where your pack first started or where you had your first meeting or camp. (Handicraft)

3. Draw a picture of what Cubbing will be like in the year 2016. What advancements or concerns will there be?

4. Hold a "Future" camp for White Tail Beavers, who will become the next set of Cubs. Help get the Beavers interested in Cubbing. (Green Star, Woodsman)

5. Plan an event to wind up the 75th Anniversary year. Have a big party to prepare for the next 25 years.

Please send in your ideas as they develop so we can share them with other packs who are looking for exciting programs. Good Hunting! /

# Looking Back

## Canadian Wolf Cubs

by Frouida Baker

*Frouida Baker, a member of the 4th B.-P. Guild, B.C., attended her first Cub meeting at St. James Angligan Church in Winnipeg, Man., on January 25, 1925. She wrote this article during these early years of Cubbing in Canada's western provinces.*

Wolf Cubs fundamentally are the same everywhere, at least so I've found, but there is a difference when you start checking things more closely. The climate, the natural surroundings, the districts, the nationalities all have their marks, and so we find things just a bit different from Nova Scotia to Ontario and from Manitoba to B.C.

In all provinces, Wolf Cubs lead in numbers over their brother Scouts. The Cubmasters, particularly in the western provinces, are nearly all ladies, although every pack usually has a male instructor somewhere in the set up, and you will find lady CMs have the greatest of praise for these Scout instructors.

In most every province, we have packs that are made up entirely of Polish boys, Belgian boys, Chinese boys, or Jewish boys. These packs enjoy the full joy of Canadian Cubbing and, at the same time, carry on such of their original country's customs as they wish.

I am going to mention one or two packs formed in very out-of-the-way places. For instance at Aklavik, Northwest Territory, in a residential school, you will find a Cub pack. Whether they wear full uniform I really couldn't say, but I've no doubt they all at least have a neckerchief.

Here the boys who are attending the school learn the romance of Cubbing, the thrill of the jungle story, and about the far-off world they have never seen. These children travel mostly by dog team and, at (the school's) annual Christmas treat, their parents come in for miles by dog team to witness the work of the children....

Now we will come ... to the province of Alberta. Here at the Indian Residential School of Gleichen you will find a Cub pack in progress on certain evenings. These boys have their caps and neckerchiefs and are very proud of them. In fact, they want to wear them all the time. The Cubmaster told me she had quite a time convincing them that they shouldn't wear them continuously. The query she got was, "But Akela, aren't I supposed to be a Wolf Cub all the time?" How would you answer that one?

If you were to take a trip to the end of a car line in Saskatoon, Sask., and found your way to a very tiny church hall, you would hear the familiar strains "Akela, we'll do our best" called as heartily as anywhere else in the world. This pack has had to close its doors during certain winter months because it is just too cold to meet, and it has to be more than 50-below before it's too cold for them!

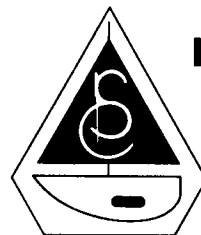
In Manitoba, Cubmaster and Cubs have waged war against blizzards in order to be at the pack den for the weekly meeting. When the boys arrive, they look something like little snow men. And Akela usually looks like Santa Claus because her hair is white with frost and a few extra clothes make a short person rather roly-poly.

When there has been a good fall of snow like this, the Cubs know that a hike will soon be on the schedule, and then what fun. Off on a Saturday afternoon rolling and sliding through the snow, finally stopping, building a fire (of course, Akela can always make a fire in the snow), roasting wieners with a stick, popping them between buns with plenty of prepared mustard, and yum yum! These are happy, happy times because they are Wolf Cubs...

Leave Manitoba and cross the continent to British Columbia, where even the Rocky Mountains can't keep Cubbing out. Here we find Cubs with their Akelas rambling as far as is safe up the mountain trails, down in ravines, watching the fish lazily swimming at the bottom of clear streams, gazing up to snow-clad summits and, no doubt, thinking that someday they would try and climb that height.

Cubbing takes in all the natural beauty of our Canadian life and, we hope, helps to build natural, healthy Canadian citizens.

*We thank Margaret Novak, secretary of the 4th B.-P. Guild, for sharing this material from the Jan.'89 Guild Newsletter.*



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# A Date with Violence

by Robb Baker

In October, I participated in the International Crime Prevention Conference hosted by the RCMP, the Federal Department of Justice, and the Ministry of the Solicitor General of Canada. The theme pursued over a four day period was "Community Crime Prevention: Shaping the Future".

The closing conference speaker was Dr. Glenda Simms, president of the Canadian Council on the Status of Women. She made a profound impact on hardened academics and law enforcement officials. Although the statistics spoke for themselves, Dr. Simms drove home many points. Clearly, females in our society are targets for negative behaviour and physical abuse well beyond what is experienced by males. The sad truth is that males are the instruments of such tragedy. I left the conference much more aware of the issue and prepared to do my part to influence positive change.

To that end, I am sharing information on dating violence. The hope is that you will find an appropriate time in a compatible setting to raise and explore the issue with your Venturers. Indeed, part of the Venturer program is a social/cultural aspect, and we do have a hand to play in influencing the development of the social and spiritual aspects of a Venturer's life.

## *What is Dating Violence?*

Dating violence is the sexual, physical or emotional abuse of one partner by the other in a dating relationship where the couple is not living together. While incidents of violence against men do occur, violence against women is more pervasive, more systematic, and usually more severe.

Sexual abuse may involve sexual relations without consent, unwanted sexual touching, or being forced to engage in humiliating, degrading sexual activity. The abuser often uses coercion or the threat of coercion to gain the victim's compliance.

Physical abuse may involve punching, kicking, slapping, pushing, choking,

biting, burning, hair pulling, physically confining, striking with an object, or assaulting with a weapon.

Emotional abuse may involve intimidating, terrorizing, threatening, humiliating, insulting, pressuring, destroying property, controlling the movements of one's partner, yelling and screaming to induce fear, isolation from friends and family, or other expressions of extreme jealousy.

## *How Widespread is the Problem?*

It is difficult to determine the prevalence of dating violence, because victims rarely report it to authorities. A few research studies have been conducted among high school and college students in Canada and the United States.

In a study among 304 secondary students in Toronto, one fifth of the young women surveyed reported having experienced at least one form of abuse in a dating relationship. Sixty percent of the students indicated they had been exposed to dating violence, either directly as victims or perpetrators or by having witnessed or heard of incidents.

A recent study at York University in Toronto suggests that the use of force in sexual relations is surprisingly acceptable to many young Canadians. One question asked, "If a girl engages in necking or petting and she lets things get out of hand, is it her own fault if her partner forces sex on her?" Thirty-one percent of the male respondents and 22% of the females answered "yes".

In your discussion with the Venturers, you might want to put the following facts forward for consideration. It is important to foster a free flow of communication without making anyone feel obligated to disclose intimate information during the discussion. Be aware that you may need to deal with a teenager who comes to you after the company has explored the topic. Be prepared to refer the young person to the appropriate helping agency or professional.

## *Physical & Emotional Abuse*

Victims of sexual assault are much more likely to report the crime to the police when it is perpetrated by a stranger than when it is committed by an acquaintance, friend, or partner. Date rape has the lowest reporting rate of all forms of rape.

Date rape does not fit the stranger-in-the-dark-alley stereotype. As a result, many people fail to recognize it as sexual assault and mistakenly blame the victim for arousing the attacker. A recent report on date and acquaintance rape conducted among more than 6,100 students found that 84% of the females who had been sexually assaulted knew their attacker and 57% of the rapes had happened on a date. The same survey found that 75% of the men and 55% of the women involved in incidents of date rape had been drinking or taking drugs.

Many women who have been sexually assaulted while on a date do not identify the incident as rape. Male victims are usually hesitant to report sexual assault for fear that they will be ridiculed or perceived as homosexual. Teenage victims of dating violence are often doubly isolated, first by being abused and then by a host of barriers such as unbelieving or unsympathetic parents, law enforcement officials, or educators. As well, shelters established for battered women can't take in teenagers until they reach the age of majority.

Dating violence is sometimes viewed by one or both partners as an indication of love, especially when it is perceived as a sign of jealousy. But assault is about power, not passion. Women who are physically assaulted in dating relationships cite jealousy and attempts to end a romantic relationship as the most common reasons for the assaults. The pressure to be involved in a dating relationship can be a powerful motivation for young people. Many victims of dating violence may believe that having an abusive partner is better than not having a partner at all.



A survey conducted in Rhode Island among 1,700 students in grades 6 to 9 revealed that 65% of the boys and 47% of the girls found it acceptable for a man to force a woman to have sex if they had been dating for more than six months. It is most often males who use violence and females who suffer it.

It is often difficult to recognize and identify emotional abuse because, unlike physical assault, there are seldom visible signs of the abuse. For many females, emotional abuse may be the most painful and damaging aspect of an abusive relationship.

#### How Can We Help?

What can we do to help prevent dating violence? First, we need to acknowledge that there is a major problem in this area. Second, let's admit that it is not simply a feminist issue but one affecting our total social fabric, male and female. Third, we can influence the choices teenagers make through sharing information in an open fashion.

As an advisor, you can help your Venturers by teaching them that:

1. Rape is a crime of violence motivated by a desire to control and dominate, rather than by sexual interest;

2. Coercion and verbal abuse are unacceptable forms of interaction in any relationship;

3. Controlling or possessive behaviour between friends or partners is inappropriate;

4. Excessive jealousy in a relationship often leads to manipulative and abusive behaviour;

5. No one deserves to be abused, no matter what the provocation; i.e. abusive behaviour is always wrong;

6. Unwanted sexual activity is abusive, damaging to the victim, and criminal;

7. Every person has the unqualified right to say no to unwanted sexual activity;

8. No one has the right to force sexual activity on another person, regardless of the nature of their relationship or how long they have been friends;

9. Violence is a crime, whether the abuser is a spouse, friend, acquaintance or stranger.

As a husband and father of a 7 year old daughter, I realize I have a role to play in educating my family about this sensitive issue. Parental role models and home environment have a critical influence on this and other topics related to values and, ultimately, socially acceptable behaviour. In their work with teens, so too do teachers, clergy and, yes, Venturer advisors.

We all can be a positive influence. We need to work together to start to overcome some of society's deep-rooted ills.

#### Resources

*Date Rape: Annotated Bibliography.* Ottawa; National Clearinghouse on Family Violence, Health and Welfare Canada, 1989.

*Dating Violence: A Discussion Guide on Violence in Young People's Relationships,* by Debra J. Lewis. Vancouver; Vancouver Battered Women's Support Services, 1987.

*Let's Talk About Sexual Assault,* by Trace Porteous, Rhona Loptson and Nora Janitus. Victoria, B.C.; Victoria Women's Sexual Assault Centre, 1988.

*Not a Pretty Picture: An Exploratory Study of Violence against Women in High School Dating Relationships,* by Shirley Litch Mercer. Toronto; Education Wife Assault, 1987. ^

*We thank Health & Welfare Canada's National Clearinghouse on Family Violence for permission to make use of some of their materials.*

# Pride & Joy

Here are 3 attractive ways to remember and display accomplishments in Scouting:

**Walnut Bookends**  
Handsome walnut-look bookends have Scouting insignia. 61-590

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Two-dimensional molded plastic title with name plates mounted on 9 1/4" x 7 1/4" natural wood-grain look plaque. Six blank engraving inserts included. 61-593

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◀ **SPECIAL PAGES:** What better way to understand our political system than to become part of it? The 1st Yellowknife Scouts and Pathfinders are proud of the role they played as pages in the Northwest Territories Legislature for two days during Scout/Guide Week 1990. While on a tour of the legislative assembly as part of their work on the Silver Citizenship Badge, the Scouts met Clerk David Hamilton and Sergeant at Arms Harry Finnis, says Scouter Sheldon Nider. The two officials arranged for the young people to become temporary pages, and Mr. Finnis trained them for the work. "It was an unique learning experience for the Scouts," Scouter Nider says. "As an added benefit, Mr. Finnis has agreed to assist with the troop when the legislature is not in session."

**MONSTER BEAVERS?** Maybe it's because the 1st McIntyre Colony, Ont., watched a monster truck video on the TV sets in this new bus. Greyhound sent bus and driver to a meeting and gave the Beavers a fun 50 minute tour complete with juice and cookies, says Malak John Vanier. ▼



**JUNGLE SCENE:** Raksha Six works on a theme centrepiece during their jungle camp last fall. Thirty-two Cubs from the 2nd Paris and 3rd St. George Packs, Brant District, Ont., followed a compass walk to find kidnapped Mowgli, played jungle games, and ate jungle food during a fun weekend, says Akela Judy Raepple of the 3rd St. George. ▼



**RIBBON CUTTING** with a distinctly Scouting twist: Gander (Nfld.) District Scouts Ian Edison and Brian Janes saw through a log held steady by DC George Hoskins during the official opening of their Scout Cabin at Square Pond. The cabin, for the use of all groups in the district, has been "a dream of many of us for years", says Scouter Eliol Humby.



**NO POT COOKING:** In the land of the midnight sun, eight Cub leaders, one Scout leader, and one Beaver leader try their hand at cooking an egg in an orange for breakfast. The occasion was the Yukon Territories very first Wood Badge II, held in May. After the 50 hour course, "all 10 candidates can be very proud that they too can now sing along at a Gilwell reunion," says Scouter Bill Rivers.

**BEAVER LODGE:** On their first campout, the 3rd North Peace Beavers, B.C., cleaned up deadfall in the woods and built a brush pile small birds and animals can use for shelter. The "beaver lodge" was a good place to perch for a rest break during an afternoon of nature walks and games, too. "Both Beavers and parents thoroughly enjoyed themselves on the three day camp," says Scouter Linda Gosselin.



**DON'T TICKLE!** The 104th Winnipeg's New Chums Keith Serre, Steven Riley, and Jeffrey Nickell submit to a modified Zulu ritual after hearing the story about how Zulu boys are painted white and sent out into the wild to live on their own until the paint wears off. Four White Tails swam up during summer camp with the 104th Cubs. "After what turned out to be a very special weekend for them, the New Chums could hardly wait for Cubs to start up in September," says Scouter Joyce Serre.



**OFFICIALLY OPEN:** Calgary Mayor Al Duerr proclaims the start of Scout/ Guide Week in February 1990. With him are Scout Ian McLean, Venturer Paul Spavor, and Cub Stephen Barry of the 141 Dalhousie Group, Lea Parker and Jane Allan, Girl Guide Service Corps, and Mrs. Berwall, Girl Guide PR Committee. Have you arranged an official proclamation in your community for 1991?



**HELPING OUT:** To help their community get started on recycling, the 5th Fort Frances group, Ont., delivered blue boxes in their area, says PFE Rob Francis. The environmental good turn was performed by (front) Diane Sheehy, John Cacieno, Mathew Cacieno, Michael Schnekenburger, Chad Sheehy; (back) Debbie Sheehy, Sandy Schnekenburger, and Peter Ripley.

**NICE, EH?** 1st Smithers Scouts Kevin Skarda, Chris Maurer, Jamie Malthus, and Kevin Maurer took to the kitchen to create their masterpiece for a Scout/ Guide Week cake decorating contest held in their B.C. community last February. "Sorry to say it was a Girl Guide group who took first place," says Troop Scouter Jytte Skarda, "though we all agreed that our cake looked very good." We agree, too. Now, how did it taste?



# News for Collectors

by Jim Mackie

Collectors and Scouters are always eager to hear about new crests, especially when they are themed to special events. We have added eight to our already comprehensive selection: *I Love Kub Kar Rallying* (#03-523, \$.90); *I Love Chow Time* (#03-525, \$.90); *I Love Sharing* (#03-526, \$.90); *Beaverie — Beaver Flying A Kite* (#03-527, \$.95); *Winter Scouting — Igloo* (#03-529, \$.95); *Cuboree — Wolf Figure* (#03-530, \$.90); *Beaver & Owl* (#03-531, \$.95); and *Beaver in a Plane* (#03-532, \$.95). The new crests should now be available at your Scout Shop and some dealers.

**LOOSE LEAF COVER:** The six-ring loose leaf cover that has served many generations of Scouters has had a face-lift. It is now available in attractive blue vinyl with the Scout Country logo in gold in the lower right hand corner (#25-401, \$4.95).

**SCOUT COUNTRY CLIPBOARD:** The Scout Country Clipboard will be a useful tool for Scouters and trainers. In stiff blue vinyl, the cover features the Scout Country logo in gold. Inside, there is a clear pocket on the left and a sturdy clip on the right to hold your papers (#25-402, \$4.95).

**CUB LUNCH BAG:** An attractive, useful, and environmentally friendly gift for members of the pack is the new 16 cm x 30 cm Cub Lunch Bag (#60-119, \$4.00) made of washable fluorescent green nylon with the Wolf Head and "Lunch Bag" in yellow. The fold-over top has a Velcro fastener. Watch for news of a similar Beaver Lunch Bag in future.

**SURVIVAL KIT:** This amazing little Canadian-made Survival Kit (\$12.45) comes in a light-weight watertight aluminum can similar to those used to pack sardines. It floats. Empty it and use it to bail, cook in, or drink from. The kit contains 28 essential items, among them a compass, signal whistle, medical supplies, fish hooks, sewing needle, 12 m of fish line and sewing thread, safety pins, tea bag, sugar, and bouillon — in fact, nearly everything you need to survive for a short time outdoors.

**BLAZER CREST:** In December, we reported that the gold bullion blazer crest (#04-510, \$30) was damaging the left arm of the new Standard Business Dress blazer and we had decided to replace it with a less abrasive woven crest. The new version (#04-509, \$9.95) is now available, and reaction has been very positive. The original crest is discontinued.

**LADIES' BLAZER AND SKIRT:** We've received a number of complaints that ladies' blazers and skirts are unavailable from some Tip Top outlets. The head office in Toronto explains that the items are generally not in stock locally but are available for quick delivery from Toronto. Because they are a men's wear chain, supplying the pieces is new for Tip Top. As they won't know what the demand will be until they have sales records on which to base manufacturing needs, they will continue to handle sales in this manner. The national sales office has informed all stores that the items are available and has explained how to proceed when they receive orders from members of Scouts Canada. X



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# Eco-Symbol Meanings

by Ben Kruser

Here are some important symbols you might use as a quick game during meetings or training courses. Talk about what they mean, where you find them, and why and how to respond to them.



## Recycling

Named after German mathematician August Mobius, who died in 1868, the Mobius Loop is now the common symbol for recycling. Mobius is credited with discovering the property of the twisted loop, which demonstrates an infinite or endless surface and symbolizes the endless use and re-use of materials. The three arrows refer to solids, liquids and gases, the three kinds of recyclable substances.



## Eco-Logo

This symbol is the seal of approval for Environment Canada's Environmental Choice Program, which certifies products deemed least harmful to the environment.

## Household Hazardous Wastes Identification

### Poison

Materials poisonous or lethal to you, your children and pets, even in small quantities



### Flammable

Liquids that can ignite



### Explosive

Materials that can create an explosion or produce deadly vapours



### Corrosive

Substances that eat and wear away at many materials



### Radioactive

Materials that give off small doses of radiation (e.g. ionizing smoke detectors)



## Household Hazardous Waste Management Methods



### Drain

In areas serviced with waste water treatment plants, flush down drain with plenty of water. If you have a septic tank, read product labels to make sure no damage will result.



### Trash

If properly treated before, can be safely disposed at a sanitary landfill site.



### Household Hazardous Waste Depot

Product and product container can be brought to a certified household hazardous waste depot.



### Recycle

Opportunities exist to reuse or recycle the waste. ♻️

# New!

## WOLF CUBS 75<sup>TH</sup> ANNIVERSARY CREST

This special new multi-coloured crest was created to celebrate 75 years of Wolf Cubs! It is shown here at actual size. Encourage all Cubs to join the celebration!

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# Safety in the Woods: Prevention or Cure?

from Glenn Wallis

In Feb. '89, *Swap Shop* featured ideas on woodproofing Beavers shared by Glenn Wallis, Windsor, N.S. The Nova Scotia Sport and Recreation Commission, in cooperation with the N.S. Safety Council, have since developed a similar program for Cub-aged youngsters, Scouter Wallis tells us. He presented the program, with a slight change, at the provincial Scouters' conference last fall.

To woodproof Cubs, teach them to:

1. Hug a tree (stay where you are)
2. Zip up (keep warm and dry)
3. Find a home (take shelter under a tree or bush; make a bed of boughs)
4. Send a message (use a reflector, arrange sticks and stones, blow a whistle, etc.)

Scouter Wallis says he substituted message-sending for Sport and Recreation's fourth step (Get Found) for two reasons: getting found is passive, not an action the Cub can take to help searchers; and it might encourage the youngster to move about rather than to stay in one spot.

Then, early last December, an incident in his province spurred him to think seriously about the whole woodproofing concept. Four Scouts on a map and compass trail during a winter camp lost their bearings about noon. Following their "lost" training, they did all the correct things: stayed put, started a fire, and built a snug shelter. When searchers found them around midnight, they were safe, warm, fast asleep, and reluctant to strike camp and leave.

It was a happy ending, but Scouter Wallis found troubling elements in the story. "The newspaper report gave the message that this was a great adventure rather than a near tragedy," he says. He suggests that, by stressing woodproofing, we may be forgetting to emphasize how to avoid getting lost in the first place. Perhaps, he said, Scouters should take a hint from defensive driving and spend more time teaching members defenses against getting lost.

"If people realized the cost of human and technological resources involved in a ground search, perhaps we'd place more emphasis on prevention," he says. "I fear that, in our woodproofing, we

are almost wanting an opportunity to practise these skills. I am sure our founder would rather have prevented the Boer War than been prepared for it."

It's our job to teach Scouting's young members to be prepared, but perhaps we should spend more time preparing them to stay safe when out in the woods than to react when they find themselves in danger. Scouter Wallis gives us plenty to think about. **The Leader** will be very interested to hear your reactions.

## COMMUNITY TV WORKS FOR YOU

from Brian L. Dessler

Community television is open to all groups. If there is a community station in your area, ask them about covering one of your events. Simply approach the program director with your idea.

Last year in Pembroke, Ont., Champlain District tied into our local Channel 12. Early in the year, our district commissioner and assistant district commissioner (training) appeared on the local talk show *Dialogue* to discuss Scouting and explain the training it gives youth members and adult leaders.

As well as a volunteer with Scouting, I am a volunteer with Channel 12 and, after the show, I talked with the program director about Scout Week activities. He gave the go-ahead to produce two shows — a highlight of the week's events and coverage of the Kub Kar Rally.

During the week, a volunteer cameraman covered a Wood Badge I, a birthday party for B.-P., and the Kub Kar Rally. The station shot about three and a half hours of videotape which, after editing, became a half hour Scout Week Highlight show and an hour on the Kub Kar Rally.

Audience response was very positive. Youngsters at the events were delighted to see themselves on television, and viewers unfamiliar with Scouting learned a little bit about it.

Scouting was featured one other time during the year, again on *Dialogue*, when our district president and a representative of the Ministry of Natural Resources appeared to talk about Trees for Canada.

Use your community television station this year. It's fun and interesting for young members and Scouters, and it's a

good way to let people know about your group and its activities.

*Brian Dessler is Akela with the 5th Pembroke Cubs, Ont., and a volunteer with Maclean Hunter Cable TV Channel 12.*

## THE LODGE PATCH QUESTION

from Colin Stafford

It started about three years ago during my first month as a Beaver leader. I walked into our local Scout Shop and started selecting some animal crests.

"You're not using those for Beaver lodge patches, are you?" exclaimed a voice from behind the counter. I mumbled something to the effect that I had been asked to pick up some crests by another Scouter. Our colony wasn't very big when I was a parent helper the previous year. I had no experience with lodge patches and didn't really know what he meant.

"Well," continued the voice, "Beavers are supposed to make their own lodge patches."

"Oh," I replied, as he took my money and gave me a receipt.

I confronted other Beaver leaders with this knowledge. They confirmed it, as did my subsequent Wood Badge training. Although our colony used those animal crests for lodge patches that year, the leadership team solemnly vowed to have the Beavers craft their patches the next year.

The following September, our Beaver membership doubled and we split into colonies A and B. In October, we dedicated two evenings to making lodge patches. The creative juices of the Beavers flowed. Seven lodges chose their name, design and colours. Even with judicious leader guidance towards consistency, however, every Beaver ended up with a marvellously unique lodge patch.

We prepared lodge lists and asked parents to sew on the patches, repeatedly explaining how important they were. Unfortunately, two or three meetings later, only the Annual Colony Record Books really knew who was in which lodge. Those marvellously unique lodge patches had all but fallen off. We lost the important ability to call lodges at will in order to get the Beavers quickly grouped

and seated, especially when the two colonies joined for special events.

At the next colony planning session, we discussed the situation and came up with two possibilities: make the lodge patches simpler, perhaps asking the Beavers to select a colour and a geometric design such as a circle or square; return to the animal crests.

After considering the pros and cons of making or buying lodge crests, we decided to give our Beavers the wildlife crests for a number of reasons.

1. The crests provide immediate, consistent recognition of lodge membership by Beavers and leaders.

2. Using them enables us to introduce Beavers to the democratic process of discussion and consensus as each lodge selects a new animal mascot each year.

3. We are still able to offer creative involvement. Instead of designing a lodge patch, each Beaver helps design a lodge sign that incorporates the lodge's animal mascot. The sign is autographed by the lodge members and hung on the wall at every meeting to mark their gathering place.

4. During the year, you can build theme nights around each lodge animal. We brought in guest speakers, showed films, did special crafts, went on outings, etc. For our Eagle Lodge night, for example, we borrowed a stuffed bald eagle from the local museum, covered it, and introduced it as a mystery guest. The Beavers loved it, particularly after hearing about the eagle's place in nature and the story



174th Marlborough Cub Chris Lemieux, with the help of Scouter Jim Bent, joins the other members of his six, Cubs Jason Wareham, Ross Gibb, Shawn Dunn, and Andrew Faulds, for a fall hike in Big Hill Springs Provincial Park.

of that specific eagle's history and accidental death. On Fox Lodge night, the colonies crafted foxy finger puppets and used them in theme-oriented games.

5. Beavers easily associate with their lodge animals outside the pond. We encourage them to share any related material they might find at home and school.

6. Beavers take pride in having a nice looking lodge animal on their uniform, and parents object less to sewing on a crest they know will survive the torment endured by a Beaver uniform over the Scouting year.

7. The crests transfer well to a campfire blanket when a Beaver gets a new one or swims up to Cubs.

Scouter Colin Stafford works with the 10th Juan de Fuca Beavers, Victoria, B.C.

#### DISABILITY SPARKS INGENUITY from Akela Edie Pujo

The 174th Marlborough Park Cub Pack, Calgary, Alta., came up with an ingenious invention to enable Cub Christopher Lemieux to participate in all their activities. Christopher has muscular dystrophy and must use a wheelchair. The pack is very active outdoors, says Scouter Edie Pujo, and even a manual wheelchair proved impractical on some of their hike routes.

"Our problem was solved by a little ingenuity from leaders Jim Bent and Willy Wasylenko," Scouter Pujo says. "They designed and built a backpack/chair combination that would enable us to carry Chris places a wheelchair could not go."

The Scouters removed the sack portion of the pack and left frame and harness intact. They refitted the frame with a canvas lawn chair and padding, an arrangement that distributes the weight load and is comfortable both for Chris and the leader carrying him. "Straps were added to be sure our passenger would be safe and secure while enjoying the ride," Scouter Pujo says.

The 174th's invention has enabled Christopher to participate in all the pack's camping weekends and hiking trips. "I hope our story will inspire other groups to realize the potential of youngsters with disabilities in the Scouting program," says Scouter Pujo. "We are limited only by our own imaginations." A



Raring to go even in the cold and wet. Scouter Art Walker gives Chris a lift on a hike at the St. George's Area Cub O'Rama last spring.

# What's New in Scouting?

by Warren McMeekin

"What's new in Scouting?" my father asked as we talked the other day. "There must be lots of changes since I first took you to Cubs."

"Hey, it's been more than 25 years since then and, yes, there have been lots of changes," I said. "But let's go back further, to 1907."

I've often wondered what it would have been like to attend that first Scout Camp on Brownsea Island. What kind of equipment would I have used? What kind of clothes would I have packed? I guess I wouldn't have had my light-weight rip-stop nylon tent or sleeping bag or high-tech hiking boots, and my propane stove was not even invented yet!

None of the modern day "luxuries" that I take for granted were available, yet those Scouts survived the camp very well with what they had. Dad and I talked for awhile, tried to figure out what the campsite would have looked like, and came up with a few funny sketches. Then we talked about "modern day" camps.

Today's Scout camps are a bit different, but they retain a lot of the traditional values and customs of that first one. Take Haliburton Scout Camp, 240 km northeast of Toronto, for example. Getting there is half the fun. The last 18 km are a beautiful ride through forest, and the sign as you enter camp says, "Luxury in the Wilderness."

Well, there's a small country store to buy supplies and a few 9.9 horsepower boats to haul the heavy stuff, but this

camp is still in the wilderness. Scouts, Venturers, and Rovers can go there for any length of time to rough it. You find bush on the sites, not electricity. Ask any parent after a Scout returns from camp, and he or she will tell you Haliburton definitely doesn't have running water.

So you see, I told him, Scouting has changed a bit, yet it will always be a traditional outdoor movement that helps young people develop their potential. "So, what is new in Scouting?" he asked. "What is there to look forward to in the 90s? How will Scouting operate?"

I started to list ideas, some that you'll recognize, others just wild ramblings.

**Uniforms:** New ones, practically styled by a prominent fashion designer.

**Co-ed Scouting:** A very contentious subject, but a possibility. Do we want all sections to be co-ed? Could the organization cope?

**Video Training:** Leaders will be able to take certain parts of their training at home watching TV. Will this undermine the "out" in Scouting?

**Trees for Canada:** Scouts continue to plant more than 2 million seedlings each year, probably one of our most important projects ever.

**Volunteer Recruitment and Development:** A plan to ensure that Scouting recruits,

trains, and services potential leaders the "right" way.

**Seniors in Scouting:** Can we develop more programs involving seniors to tap this underused resource?

**Pre-Bearers:** A new program? Worthwhile? There's lots of talk about it, but could it be anything more than a babysitting service?

**Jamborees:** Will they become smaller and more localized?

**Environment:** Scouting needs to make the public aware of where we stand.

**GST:** On everything — uniforms, books... Is Scouting still good value for the money? You bet it is!

**Insurance:** Bigger settlements = bigger claims. Can we do anything?

**Young People:** How can we make it easier for them to survive?

My father was surprised to hear some of these ideas from an organization that thrives on tradition. But tradition is one thing; being *current* using tradition is another, I reminded him. That's what Scouting is trying to do.

After our talk, I wondered about all the things that are happening. Are they right? The best for young people? Achievable? Then I remembered something the founder wrote: "Let us therefore, in training our Scouts, keep the higher aims in the forefront, not let ourselves become too absorbed in the steps." A

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## A Scouter's New Year's Resolution

by Colin Wallace

*When you journey through uncharted waters, you need the light of sun and stars by which to steer your course. And when you launch yourself into a new year, you need courageous resolutions by which to navigate your life.*

*Where are such resolutions, you ask? It so happens that I've just finished compiling a brief list for my own use. Let me share them with you.*

I resolve to live up to my Scouter's promise. I'll make a real effort to get into shape, not just physically but mentally, spiritually, and socially as well.

I further resolve that:

I will stop nagging my Scouts. Lord knows they get enough of that. Besides, they don't listen when I nag.

I will help my Scouts run their own program instead of hogging the limelight every week, even if it means letting them make a few mistakes.

I will organize all my files: troop records and paperwork, area newsletters and **Leader** articles, assorted accounts and receipts, not to mention the 3,269 bread bag clips donated by a parent who wanted us to recycle them in a craft item that I haven't quite figured out yet.

I will talk, at least twice a year, with the parents of each Scout.

Scouter's 5, p.659

Jan. '91

## Today I Promise

We thank the Rev. Lloyd Brown, St. Giles United Church, Hamilton, Ont., and the writers, for sharing this special hymn created for Scout/Guide Week services last February.

### TODAY I PROMISE

WORDS BY DANIEL G. PEACE MUSIC BY JACK LORNE HOOD  
J = 112



To - day I prom - ise to make a fresh  
I'll do my best. Je - sus Christ, and I'll  
Thank You, my Fa - ther, for friend - ships I've



start. To love God, seek jus - tice with  
grou - To see You and hear You when  
shared. For their love and en - cour - age - ment when



all of my heart. Tho' I an  
er - er I go. I'll sense my  
er - er I'm scared. To - day I



on - ly one, I'll work earn - est - ly,  
coun - try re - spon - sib - ly,  
promise You to act diff' - rent - ly,



Chang - ing the world by first chang - ing me!  
Chang - ing the wrongs by first chang - ing me!  
Chang - ing our lives by first chang - ing me!

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Songs, p.87

Jan. '91

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### Baden-Powell (*Found a Peanut*)

Found an honest man, found an honest man,  
Baden-Powell was his name,  
Started Scouting back in England,  
Which led to his fame.  
First came Boy Scouts,  
Then came Wolf Cubs,  
At first their numbers were small,  
But they spread to other countries,  
Now we're several million all.  
When he died, it was sad,  
To lose such a special man,  
But his teachings have inspired us,  
To do the best we can.

— *Thanks to Akela Sheila Bayne, 45th Toronto Cubs & a Philadelphia Council Pack Leaders Pow-Wow*

### This Little Plant of Mine

(*This Little Light of Mine*)

This little plant of mine, I'm going to watch it grow,  
This little plant of mine, I'm going to watch it grow;  
This little plant of mine, I'm going to watch it grow,  
Watch it grow, watch it grow, watch it grow.

This little plant of mine, I'm going to give it warmth (3x)  
Give it warmth, give it warmth (etc.)

This little plant of mine, I'm going to show it love (etc.)

This little plant of mine, I'm going to give to you (etc.)

— *from Scouter Jim Wolfe, 11th Port Arthur Beavers, Thunder Bay, Ont.*

Songs, p.88

I will clean out all the accumulated Scout equipment, gear, paraphernalia, and downright junk in my garage, attic, basement, closets, underneath my bed, and in my fridge.

I will spend at least as many program hours outdoors as indoors. Failing that, I will ensure that my Scouts spend as many program hours outdoors as indoors.

I will thoroughly dry the troop tents before storing them, regardless of the fact that this will mean starvation for millions of mildew fungi.

I will take only a limited number of photographs at the Scouting events I attend. The limit will be regulated by the number of shoe boxes I can fill before my spouse threatens to demonstrate one-match fire lighting.

I will count the tent poles before I leave for camp.

I will spend exclusive time with my family every week so that they will be able to identify my body when it's found in a snow shelter at winter camp.

I will not buy, rent, or lease any more Scouting badges, crests, or insignia until there's a vacancy on my campfire blanket, jacket or hat, notwithstanding that this resolution may be rescinded upon receipt of a new, blank campfire blanket, as per my hints to my spouse during the last six months. (Every set of resolutions has a notwithstanding clause.)

I will try to be prepared for anything and everything. Well, almost anything and everything. Okay, 51% of anything and everything. That'll be an improvement on my preparedness last year.

I will lighten up and enjoy the game of Scouting.

Scouter's 5 Minutes, p.660

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# A Scouter's Quiz

Is it possible to know the words of the Scout Law so well that we forget what they mean? The *Scout Leader*, published by the Catholic Boy Scouts of Ireland, designed a quiz Scouters can give to themselves or discuss at Scouters' Club, with other members of the leadership team or, even, with their Scouts. Although it talks in terms of the troop, it is applicable to leaders in all sections. An honest assessment will enable you to see if you, indeed, live the Scout Law. More important, the questions will lead you beyond the words to its meaning.

1. Do I trust my Scouts? Do I accept their word without question?
2. Am I scrupulously honest about my section's membership list and fees?
3. Do I always do things I have promised to do?
4. Am I loyal to Scouting? Do I accept its policies and rules and abide by them?
5. Do I always support my assistants and my patrol leaders, even when I think they may be wrong?
6. Do I ever ask my Scouts to put Scouting before their school work?
7. Do I consider my Scouts as individuals with individual needs or simply as pieces of clay to be molded into the correct shape?
8. Do I really take the trouble to plan troop programs so that they do not disturb other groups meeting in the building or residents of nearby houses?
9. Do I call my Scouts by their first names? Do I call my commissioner by his first name? Do my Scouts call me by my first name?
10. Do I really act like a brother to all other Scouters, including that idiot who runs the 23rd?
11. Do I do anything positive about the worldwide brotherhood of Scouting, or is it something I simply mention at investitures?
12. Do I accept majority decisions without grumbling, even when they go against me?
13. Do I take care to see that the promise and law, although sometimes difficult to put over, are given their proper place in troop meetings?
14. Do I really believe in the value of what I am doing in Scouting?
15. Am I willing to stand by the values expressed in the promise and law, even when friends or workmates think me foolish for doing so?
16. Do I use Scouting equipment properly and do all I can to ensure that our meeting place is treated with due respect?
17. Do I always keep appointments punctually, or do I force other people to waste time waiting for me?
18. Do I do anything about people I see dropping litter or committing other acts of vandalism in public places?
19. Do I always treat my Scouts with respect? Do I say "please" and "thank you" or just give them orders?
20. Am I always self-controlled in my language, particularly in front of the troop?
21. Do I take proper care of myself, or do I abuse my body by excessive smoking, eating, drinking, or working?
22. Do I respect the opinions of other people and their right to hold opinions different from mine?



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# About Volunteers in Education & Youth Development

from Warren McMeekin

*The information here has been extracted, with permission, from a series of booklets published by Multiculturalism and Citizenship Canada. I thought you might be interested in some of the findings.*

During a one year survey period, over a million Canadians donated their time and services in the area of education and youth development. These volunteers — 1,311,000 of them — worked with organizations such as Scouts Canada, Big Sisters, 4-H, Teachers on Wheels, and Canadian Parents for French. They donated time and effort to a variety of youth centres, nursery schools, pre-schools, parents associations, school boards, adult education programs, and so on.

Two-thirds of the volunteers in education and youth development are women. Since the national participation rate of

women in all types of volunteer work is 55%, it appears that women are especially drawn to this sector of volunteerism.

Seniors make up 4% of the volunteer force, and young people under age 20 constitute 14%. That young people should join organizations working on their behalf may surprise some people, but teenagers do form a valuable part of the volunteer force.

Some 78% live in metropolitan areas or big cities, while the rest live in small cities or rural areas.

*Why They Became Involved:* Of the million-plus Canadians working in education and youth development, 47% were asked to volunteer by someone in the organization; 22% approached the organization themselves; and 7% were chosen by co-workers, classmates, or members of another group to which they belong.

Men and women are equally likely to volunteer because someone in an organization asks them. Women are more likely to approach groups themselves, while men are more likely to be asked by friends or relatives outside the group.

*What They Do:* Volunteers were asked to look at a list of 24 activities and mark all the ones they had performed during the past year. They chose four activities most often: organizing events, supervising or coordinating activities (48% of volunteers); fundraising (46%); providing information (41%); teaching or educating (35%).

When asked where they spent most of their volunteer time, 17% named organizing events, supervising or coordinating activities; 12% said teaching or educating; and 10% said fundraising or canvassing for funds.

The ranking will come as no surprise to anyone familiar with the organizations in this volunteer sector. Think of the time it takes to organize a camporee or to work with adult literacy students or to supervise Girl Guide cookie sales.

Men are more likely than women to teach, sit as board members, organize activities, and provide information. They are twice as likely to coach or referee; counsel or provide advice; and research, write, or speak, and they are far more

likely to do professional consulting. Women are more likely to prepare and serve food; canvass for purposes other than raising funds; provide care or companionship; collect or distribute food or other goods; and make or sell items.

When volunteers were asked if they helped run their organizations over the last year, 37% said yes. A resounding 75% were either very satisfied or somewhat satisfied with their chance to have a say in running things. Men are more likely to run their organizations than women. Young people are less likely to help run their groups and twice as likely to be somewhat dissatisfied about their chances to do so.

*How Much Time Do They Spend?* Across Canada, volunteers contribute an average of 100 person-hours per organization per year, or about two hours a week for each worker. Youths and seniors put in just as much time as those of other ages. Men contribute an average of 109 person-hours a year; women 96. Volunteers who work full-time put in the same number of hours as the Canadian average, while unemployed workers average 128 person-hours per year.

An overwhelming 87% of the people surveyed are satisfied with their overall experience as volunteers, and that includes 47% who describe themselves as "very satisfied".

*What Does It Tell Us?* Encouraging people to volunteer is especially important in the area of education and youth development. The good news is that it should not be difficult to do. Many current volunteers report high levels of satisfaction with their efforts. They find their expenses are generally low, and the gains they make in skills and knowledge are impressive. There are a variety of tasks available, enabling them to use all kinds of talents and abilities.

Remember, almost half of the people in education and youth development today have been recruited by someone already working for a volunteer group. But then, who better can describe the needs of a given organization and all the benefits that come from working for it?  $\lambda$

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# Environmental Fund Spurs Action

In reference to your editorial of A/S'90 and Scouting's Environmental Fund, our group would like to act locally. We are a small town of 1,200 on the Lighthouse Route of Nova Scotia's South Shore. Mahone Bay is a tourist town, famous for our three churches and beautiful landscape. We have an active Scouting organization meeting in one of the churches.

It is long overdue that we begin a well run and effective program to maintain and improve the beauty around us. Our Scouting group has formally taken on the challenge and will make it a long-lasting success. We need help. We are lining up projects and look forward to your February issue for Environmental Fund application procedures.

— Ross Hayden, Mahone Bay Group Committee, N.S.

## UNIFORM MEANT FOR WORK

In the November *Leader*, I noticed a letter from Scouter Brameld deploring the wearing of the Scout uniform while collecting garbage. ("The uniform is worn for ceremonies and weekly meetings, not picking up trash in the woods.")

Years ago, when I first became involved in the leadership game, I laboured under the same impression. As good luck would have it, a knowledgeable field executive pointed out that our Scout uniform is a working uniform, not a dress uniform.

If Scouters are focusing on the ceremonies and not the work that Scouts are doing, I feel they have missed the whole point of Scouting. If something is worth doing in Scouting, it is worth doing in Scout uniform.

— V.L. (Skink) Dutton, Winnipeg, Man.

## THE VALUES OF WOOD BADGE II

Okay, let's say you have just completed Wood Badge I. Why would you bother with Part II? Why take further training?

First, Wood Badge II is really worth the time you spend on it. The greatest teacher on this course is nature. The "sleeping out" part of the requirement gives you the chance to spend time with nature and learn.

Second, it gives you a chance to learn from others. Course leaders share their good and bad experiences. Just listening to these can be very beneficial.

Third and best reason to take this training — it offers you a chance to believe in yourself. After completing Wood Badge II, you will know you can do it.

— James Wolfe, Thunder Bay, Ont.

## USE THOSE MOBILE MEMOS

The Scouter's voice on the telephone was vaguely familiar. She was home from halfway across the country for a brief visit.

I remembered filling out a Mobile Memo on her and forwarding it to her new provincial council office when she left. Now, several years and three provinces later, she sought her first district badge for her campfire blanket and one for her husband, whom she'd recruited into the movement. I learned that she had completed her Gilwell training, was ADC (Pack) in her new district, and planned to take Trainer A in the fall.

She got her badges, and one from her district will soon arrive in the mail for my campfire blanket. Wouldn't it have been a shame for Scouting to lose this leader? Mobile Memos — use them.

— Glenn Wallis, former ADC West Hants District, Windsor, N.S.

*Ed's Note: Designed to alert another Scout office that a Scouter is moving into that area, mobile memos were supplied by the national office and commonly used by local councils for years. Although national no longer supplies them, many council offices still provide mobile memos. If you are moving and want an introduction to the Scout office in your new location, call your local office to let them know. If you know of a Scouting friend who is moving or has moved, inform your council office. They can either send the appropriate council a mobile memo, give them a call, or drop them a note.*

## HOW DO YOU USE COMPUTERS?

In preparation for a recent Whitby District (Ont.) Sixer & Second Pow-Wow, I put together a word search puzzle. It was a hit, and I compiled it in about two minutes using inexpensive easy-to-use public domain computer software.

Have other sections successfully used personal computers to the benefit of their planning or activities? I would be very interested in hearing about other Scouters'

use of this potentially valuable resource. Perhaps we'll get enough ideas to put together a *Leader* article.

— Stewart Bowman, Troop Scouter, 8th Whitby, Ont.

## YEAR-ROUND CAMPER

The Year-Round Camper Award for Scouts considers three types of camping: summer, winter, spring or fall. I live in B.C. where four seasons are usually quite distinctive. I would like to see a four-season award. Scouting happens in the outdoors. Scouts and leaders will participate in at least one more two-night camp, an extra chance to appreciate our great outdoors and allow our patrol leaders another planning opportunity.

— René Dufleit, ARC (Scouts), Greater Victoria Region, B.C.  $\Delta$

the **leader**

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