

the leader

JANUARY 1993

VOLUME 23, NO. 5

PLUS:  LEADER
Scouts Canada Co-ed Option PHOTO CONTEST!



CELEBRATING OUR HERITAGE

WHO WE ARE • WHAT WE DO • WHERE WE LIVE

Heritage is What Makes Us Rich

A story on page 9 tells how the 27th St. Anthony's Wolf Cub Pack, Ottawa, celebrated Heritage Day 1992. It's a good example of how Scouters can help kids live their heritage.

But what exactly do we mean by heritage? Heritage Canada has a simple answer. Our environment includes many thousands of natural and cultural elements that make up our lives. Some of these things are important to us; some are not. The important ones are our heritage.

Our heritage can be our own family, house, street. It can be trees, rivers, animals. It can be stories, songs, books. It can be our language, religion, laws, history, customs.

You'll notice that heritage has two levels: all the things we think are personally important; and all the things we, as a group, believe are important. The story inside tells of an ethnic custom one Cub considered important. He introduced it to his fellow Cubs, and they realized it was important to them, too. They saw that they live in a country with an extraordinarily rich and diverse make-up.

By bringing to meetings elements of each other's heritage, we can help young people understand, accept, and preserve what makes us Canadian. In the process, we all become richer.

New National President and Commissioner

National Council appointed a new commissioner and president at their November meetings in Ottawa. Major-General Herbert C. Pitts (retired) replaces Morrey Cross as national commissioner, and William C.A. Wyman replaces Tom Neill as national president.

Herb Pitts was born in Nelson, B.C., enjoyed Scouting as a Cub and a Scout, and served as sponsor representative at Canadian Forces Bases in Edmonton and Victoria. He joined the national council in 1981 as treasurer and subsequently served as vice-president and president. In 1990, he became international commissioner, a position he held until his new appointment. Herb served at several Canadian jamborees and led our contingents to World jamborees in 1988 and 1991. He holds the Silver Wolf and Medal of Merit from Canadian Scouting, the Silver World

Award from the Boy Scouts of America, and the World Brotherhood Medal from Korean Scouting.

Herb and Marianne Pitts live in Islington, Ont. They have three grown children and two grandchildren, a Beaver and a Guide.

Bill Wyman was born in Cheltenham, England, and joined Scouting in Peterborough, Ont., when his parents moved back to Canada. He was a Scout with the 15th Parkdale United in Ottawa and remained in the group as a Rover until he married. Bill is president of the Davis Agency of Ottawa Ltd., a Hallmark Card chain of 15 stores.

In 1979, Bill joined the national supply services committee, which he served as chairman. He also served as national finance committee chair, treasurer of Canyouth Publications, and Scouts Canada corporate secretary. He holds the Medal of Merit and the Silver Acorn.

Bill and Ferne Wyman have two grown children who live in Yellowknife, N.W.T.

We thank Morrey and Tom for their dedication and service and we wish Herb and Bill every success. Watch next month for some words from our new president and commissioner.



Herb Pitts and Bill Wyman review the "Guidelines for Girls in Scouting" paper.

The Co-ed Option

Scouts Canada has approved a motion to make co-ed Scouting a membership option. See p.17 for details and some answers to questions you may have about the impact of this decision on your section or group. A

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the leader

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"Challenge"

page 7

A Tangled Web

by Graybeard

Oh what a tangled web we weave
When first we teach
Scouts ropes to reeve.

In ancient Phrygia, legend has it, King Gordius fashioned a complex knot, then assessed the wisdom of his ministers by observing how they tried to untie it. Over the years, it defied untying, and an oracle declared that the knot would only be undone by the man destined to rule Asia. Faced with this challenging prophesy, Alexander the Great drew his sword, slashed the knot in two, and calmly declared himself conqueror of Phrygia.

The spirit of Gordius lives on in all Scouts. Watch as they gleefully reduce a stack of cordage into a horrendous

snarl, then innocently ask a leader to untie it. More than once have I been driven to the Alexandrine solution of a sharp knife. In an attempt to conserve our rope supply and keep costs down, however, over the years I've managed to find a number of solutions to the Scoutian Knot.

The first and most obvious is to learn a variety of knots and pass on this knowledge to the troop. It's an ongoing experience, because I'm always running across new knots or variations.

A good knot can be defined as one that is easy to tie, holds when it should, and comes undone readily when it should. But knots that hold in natural fibres will slip in polypropylene; knots for polypropylene may jam in nylon; a knot that works with a dry rope may bind in wet weather; and so on. It is pointless and even dangerous to use a reef knot or sheet bend in every situation and with every type and diameter of cord or rope.

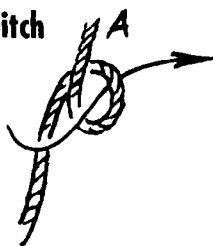
The *Fieldbook for Canadian Scouting* has some knotty ideas, and your Scout Shop offers other resources. The yachting section of a large library will show you more knots than you ever dreamed possible.

To show just one specific example of the difference between knots, let's look at a knot often used for quick temporary lashings, such as for lashing a canoe onto a roof rack. In fact, it is so commonly used for this purpose, I've seen it named "canoe hitch" (A). You make an overhand loop in the standing part of the rope, then pass the free end around an anchor (e.g. the bumper) and through the loop. Pulling on the free end gives a 2:1 purchase or mechanical advantage and cinches the load tight.

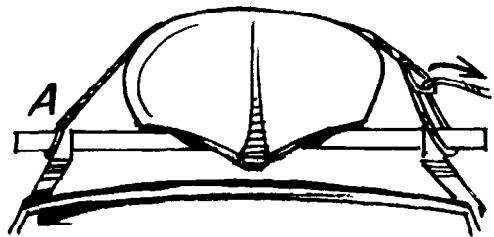
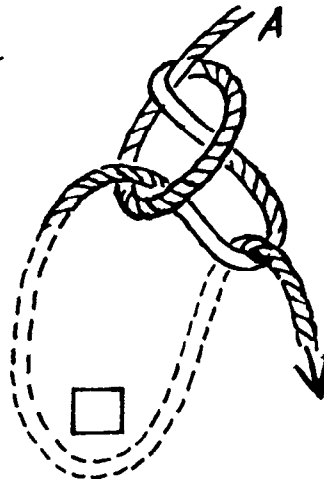
It's a perfectly good knot until you try to undo it. It jams hard! And, if used repeatedly, it eventually saws through itself.

A harvester's hitch (B) is just as quick, holds well under load but falls

A Canoe Hitch



Part A is anchored to the roof or canoe rack



Finish with two half hitches

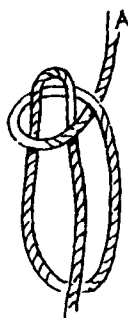


B Harvester's Hitch

1. Make a bight.



2. Throw a loop around it.



Finish off with two half-hitches as in A

3. Run the working end around the roof rack and through the bight. Hold the knot while putting on strain.

Hold!



free when released, and can be tied in a different part of the rope each time to reduce wear. I guess it's a minor matter when a new rope costs only a few dollars, but there might be situations where it's impossible to get a new rope. Besides, we always try to be wise in the use of our resources.

Another trick for reducing Scoutian Knots is to use "slippery" knots when the situation allows. For example, the common shoelace knot is a slippery reef. (Or, God forbid, a slippery granny. My youngest son learned this heresy in kindergarten and, such is the power of a kindergarten teacher, in four years I have been unable to teach him the error of his ways. He simply keeps wondering why his shoes never stay tied!)

A slippery half-hitch (C) or slippery bowline (D) makes a knot easy to untie. Both are temporary knots, never to be used where life or limb is at risk. The slippery half-hitch is handy to tie a line out of the way for awhile. I use the slippery bowline mostly for tying my sailboat or canoe to a dock for a few minutes while I load gear. Where safety is a factor, always tie a bowline through and, in artificial fibres especially, lock the knot with at least one half-hitch.

Some knots have their own vanishing acts. The highwayman's hitch is

wonderful fun and useful for natural fibres. You'll find this knot described in John Sweet's *Scout Pioneering*, available at your Scout Shop. You can pop apart the reef knot into a larkshead then slide it off a properly whipped cord. If you're using polypropylene with melted ends, you'll have to make sure the ends are smooth to do it (E).

A fid is useful for loosening knots and winning Scrabble games



But let's say worse comes to worst in spite of you, and you have a real tangle. There are specific helps. The main requirement is patience. Strong fingernails are useful. Twisting the cord in the direction of the lay (the turns of the

strands) will make the rope tighter and firmer, and you can then push it into the knot. Some knots, such as the bowline and the sheetbend, can be folded sharply and one loop flipped over the fold. An instrument called a fid (F), intended primarily for opening the lay in making splices, is useful for loosening knots and winning Scrabble games. Of course, lacking a fid, the average Scout uses his eyeteeth.

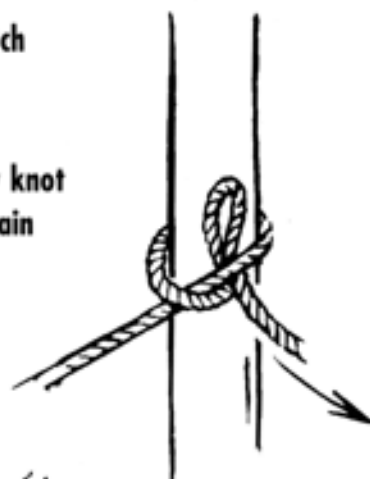
Still, there are times — doing light pioneering, making camp gadgets with twine — when conserving your cordage isn't important, and you will merrily cut away at Scoutian Knots. Just pick up all the bits and pieces after you're done, please. There are also times when a mis-tied or jammed knot threatens injury or damage and, for reasons of speed or safety, you will use a sharp knife. And there are times of absolute frustration, when you've invested 15 minutes, three fingernails, and \$200 of dental work in a knot, and the only sane solution is to turn into Freddy Kruger and shred! slice! hack!

Young Alexander displayed remarkable wisdom. I wonder if he was ever a Scout leader? ^

Greybeard is the Scouting name of Tom Gray, 1st Thorsby Group, Alta.

C Slippery Half-Hitch

A temporary knot with low strain

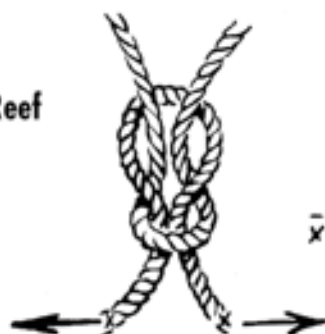


D Slippery Bowline

A temporary non-slip loop: never use where safety is a factor.



E Reef



Pull sharply



Slide over end of rope

F A Fid

Shape from 6 mm hardwood dowel or scrap about 15 cm long. The loop makes it handy for hanging on a belt clip or stub of a branch.

ADVENTURES NORTH

from Brad Lloyd and Ted Swift

In late July 1990, Canadian Venturer Brad Lloyd, B.C., and Rover Ted Swift, Ont., joined Scouting members from Belgium, Denmark, England, Finland, France, Germany, Ireland, Norway, Scotland, Sweden, and the U.S.A. in a two-part trans-Atlantic northern adventure.



Canoeing the North American north.

The expedition began in summer 1990, when we canoed the Minnesota/Northern Ontario boundary waters, tracing the 18th century fur routes of the voyageurs. Organized in teams of six or seven, we were outfitted with canoes, food, packs, and guides at the Charles L. Sommers Canoe Base in Ely, Minnesota.

During the nine-day 120-plus kilometre trip, we experienced many of the wonders the voyageurs must have enjoyed — the beautiful scenery and wonderful feeling you get when far away from civilization. We also experienced some of the hardships. Most memorable were the portages, which we

looked forward to as a break from paddling but struggled through when in them. The canoeing ended an 18 km portage away from Lake Superior.

After resting a day in Grand Portage, we travelled to Old Fort William in Thunder Bay. The hospitality of the staff at this historic trading post was something Canadians can be proud of and added greatly to the North American part of this event.

In mid-March 1991, the group met again in Oslo, Norway, to experience the expedition in Scandinavia. From there, we travelled to Kiruna, Sweden,

for a period of training. Beginners learned to cross-country ski while experienced skiers refined their skills. Everyone took training in winter camping and survival.

This was when participants from climates where snow is common found great amusement listening to some of the comments from Americans who had never before seen it ("Hey, the ground squeaks!"). We two

Canadians took the opportunity to go for a ski on our own and encountered real Scandinavian natives — the reindeer.

We travelled to Kilpisjarvi, Finland, for our main skiing trips from a base camp of heated military tents provided by the local Scout troop. The length of the trips varied from one day for novices to three and a half days for those looking for a challenge. The most popular destination was the "tri-point", where Norway, Sweden and Finland share a common border. Here Brad and an American Scout ascended to the peak of Saana Mountain, a rigorous climb made worthwhile by the view into three countries and a chance to sneak up on some reindeer.

The ski segment of the adventure ended in five days, and we travelled to Rovaniemi where we had our choice of snowmobiling, downhill skiing, or tours of the town. The night train took us from there to Helsinki to enjoy home hospitality with local Scouting families. Very soon, we were on the overnight ferry from Helsinki to Stockholm. Local Scouts guided us on a tour of the old city, and we had a chance to get some rest before embarking on the long trip home.

Taking part in this expedition was an honour and an experience neither of us will forget. We are grateful to Scouting for all the friendships we made during these six weeks and the opportunities to experience the cultures of other countries. ^

Thanks to Rover Ted Swift, Smithville, Ont., and Venturer Brad Lloyd, Victoria, B.C., for their account of this international adventure organized by Boy Scouts of America.

Three borders meet



Brad and Ted with friends from Norway and France at the "tri-point".

AMORY
ADVENTURE
AWARD

HIKING THE RIDEAU TRAIL

*The work of active
beavers: "If you ran
fast enough and
light enough, you
could manage to get
only the first half
of your boot wet."*



A 300 km 15-day hike from Ottawa to Kingston on the historic Rideau Trail gave third place in the Amory Adventure Award competition to the 133rd Ottawa Venturers, Ontario. Venturers Duane Goodwin, Ian Baggley, Peter Gordon, Ken Wilson, Simon Guthrie, James McCrostie, and Jeff Greenall chose the venture to test their outdoor skills and their ability to live up to the Venturer motto "Challenge".

The trail follows the route the Duke of Richmond took to determine the possibility of building a canal along the Rideau River as a supply route for the British post in Kingston. Rich in history, it crosses three geological areas, urban landscape, agricultural land, and wilderness. The Venturers' log gives an excellent account of the trail's history, geology, and rich variety of plants and animals as the company experienced them en route. It makes for a fascinating read.

In spring, the Venturers made two practise hikes on different parts of the trail to check out conditions and test some menus. They ran into stove problems and discovered that drinking water was not always available, which helped them prepare wisely for the real thing.

The trek proved more trying than they had anticipated. It started with conditioning. "By now, we can see how unfit we really were," the log reports on the second day. "I never realized ... there were that

many muscles in the feet to be overworked... Jeff and James were battling severe blisters and Duane had to have his knee bandaged."

As they went on, they toughened up. At the halfway point, Venturer Peter Gordon writes, "My feet were in less pain and my pack seemed lighter." In fact, on their rest day, they took a two hour hike to visit a historical mica mine.

Weather was another bugbear as they hiked and camped through drizzles, downpours, and scorching heat. On one of the heavy rain days, part of the route took them along a highway. "When big trucks passed us..., they would send a whirlwind of water that could almost knock you off your feet!"

On the ninth day, the company's numbers dwindled. One member had only planned to hike part of the way;

another took a tumble and injured his knee; a third "needed rest" and would rejoin them in a couple of days. "When all was said and done, we were down to four," the log reports. "As we sat around a candle in the dark and ate our supper, the wilderness seemed so big and us so small."

With heavy rain breaking a week-long heat wave, the Venturers made their final camp in a farmer's storage shed, getting under cover just before "the best storm we have seen in a-while". And then, on a "windy, cloudy, and cool" day, they entered Kingston, "the last kilometre ... all on bike path".

The Venturers had mixed feelings about the hike. "It was probably the most stressful unpleasant experience of my life," Ian said. "I look forward to perhaps doing it again sometime."

"I think that if we really knew what we were attempting... we would never have even started," Jeff added. "It was something I really enjoyed, but I think it was a trip I would only like to do once."

"The trip proved to be an even larger physical challenge than I had imagined," James agreed. "I would most certainly do it again. I didn't get to spend enough time on the more interesting parts of the trail."

On one point, there was no disagreement. "Even though the hike may not have seemed pleasant while we were out walking," Peter summed up, "the memories will be cherished for a lifetime." ^



At trail's end: "We met the challenge."



THEME PROGRAMMING FOR CUBS

Lend Me Your Ears



by Jean Barrow

Little pitchers have big ears"; in other words, children hear what you say when you least expect it. The saying comes from the large ear-shaped handles on either side of a pitcher. But "lend me your ears", as another saying goes, and let's see how we can put together a program on ears.

You can play three popular games involving listening and add some experiments. What happens if blindfolded players cover one ear? Does this make it difficult to locate the direction of a sound? Are right-handed people right-eared and left-handed people left-eared? Can they judge how far away a ticking clock is?

Keys: Cubs sit in a circle around a blindfolded Cub in the centre. A chosen player in the circle tries to creep forward and rescue a bunch of keys from the blindfolded Cub.

Find the Ticking Clock: Blindfold Cubs. See who can make contact with the clock first.

Find the Clap: Blindfolded Cubs try to locate Akela, who moves around giving an occasional hand-clap.

SIX ACTIVITIES

How many members can wiggle their ears? Pair up Cubs to draw each other's ears until you have ear portraits of everyone in the six. Are they all the same? How many ear lobes are fixed to the side of the head and how many are free? Display the findings.

I can hear a pin drop: Can you? Try dropping a pin on different surfaces from different heights. Now drop various coins onto a table. Just from the sound, can the Cubs tell what each is?

His ears must be burning: Send one player out of earshot and decide what present you are going to give this Cub. On returning, the Cub asks questions of the other players in an attempt to guess the present. Just to make things interesting, players must substitute the word "bananas" for the name of the present.

Sound Kim's Game: Make a recording of different sounds or make the sounds behind a screen and have Cubs guess what they are; e.g. coins jingling in a pocket, paper tearing, a pin dropping...



Decibels: A volume of 140 dB can damage ears and 150 dB can cause permanent hearing loss. A fire engine siren is about 105 dB and whispering is 15 dB. Where does the Grand Howl fit?

- Talk about what Cubs consider pleasant and unpleasant sounds.
- Go for a walk and ask Cubs to list the sounds they hear. Perhaps you can leave a tape running during the walk; later they can compare their lists with the sounds they hear on the tape.
- The Cubs sit silently with eyes closed for two minutes and make mental note of sounds they hear, then discuss the results.
- Ask Cubs if they have a favourite sound. Have them bring in a recording of their favourite piece of music. Do tastes vary? What volume is comfortable for everyone?

Sound Words: Make a collection of words for sounds (e.g. cry, shout, whisper, etc.). Which six collects the most?

Make an ear trumpet. Does it make sounds louder? Whisper into the narrow end while a friend listens through the wide end.

Warning Sounds: Make a list of warning sounds: car horns, bicycle bells, fire alarms, referee's whistle, and so on. Gather together a collection of pictures from magazines and make a collage.

Animal Ears: Mammals are the only animals with flaps around their ears. Some sea and burrowing mammals lost their ear flaps as they adapted to sea or tunnel life.

- Do a survey of animal ears for size and where they are placed. African and Indian elephants have different sized ears. Since African elephants live mainly in the open, they need large ears to keep them cool.
- Draw pictures of different animals' ears. Can the Cubs guess who owns the ears?
- Listen to a sound in a normal fashion. Listen again, facing the sound with a hand cupped behind each ear. Listen by cupping both hands around one ear; try it with the cupped ear pointed in the direction of the sound and pointed away. Talk about what Cubs have observed about the ears of their alert pet dogs or cats.

String Telephone: Thread and secure with a knot each end of a piece of string in the bottom of a tin can or plastic container. One Cub talks into one container while another listens through the other container. Does the length or thickness of the string make a difference to the sound? What happens when the string is left slack instead of pulled tight?

Tickle the Ear: Round off the evening with a sing-song. If Cubs have made musical instruments a week or so before, have them bring them in to add to the mix. Or, before you gather in a song circle, give them a few minutes to find things they can use to make music; comb and paper, some coins in a container, an elastic band around a box, pencils to click together.... You may be surprised at how quickly they can create an orchestra! \

Jean Barrow is a leader trainer in Kent/London and author of the Cub Scout section's "Programmes on a Plate" in Scouting (UK) magazine. We thank her very much for sharing her work with the Leader.

Program Links

Red Star 3

Disability awareness themes

Celebrating Our Heritage

by Hélène Anne Fortin

What does the Chinese lion dance have to do with heritage? A lot.

It's the third week of February 1992 when 18 Cubs gather for the weekly meeting of the 27th St. Anthony's Pack, Ottawa, Ont. The air is electric with anticipation: there's going to be a lion dance tonight!

With its members of many faces and races, the group reflects most of this country's inner-city neighbourhoods. Ben Wong, a 10 year old of Chinese-Canadian origin, is proud to share the 3 m long lion he and fellow Cubs William, Herbert, Kunnaro, and Charlie created. They made the head from papier mâché and painted it red and black to look fierce, then stuck on tufts of white cotton wool as a mane. Finally, they attached a "back" — a threadbare white bedspread given red, black, and green stripes.

The four Cubs climb under the soft fabric, and the creature bumps and gyrates around the gym, warding off evil spirits. Others beat on tin cans and an empty box with sticks, improvising the drumming to the rhythm of the dance. It's Heritage Day, and these Cubs are celebrating their heritage.

The lion follows another mythical being, the Heavenly Official. Wearing a moon-shaped mask, this merry figure showers the crowd with blessings of prosperity, happiness, and harmony. The Cubs take turns donning the Buddha-like mask and the lion costume until, exhausted, they fall to the floor in a burst of laughter.

Mythical figures such as lions, dragons, and Heavenly Officials come to life at Chinese New Year (Jan. 23 in 1993). It's a time to celebrate family life with special foods, lion dances, acrobatics, drums, fireworks, and all other things that make thunderous and jubilant noises.

The Chinese calendar is divided into 12-year cycles, each year named for an animal. A legend tells how Buddha, just before his departure from earth, summoned all animals to bid him farewell. Only 12 came. To reward them, Buddha named a year for each, in order of arrival. The monkey arrived ninth, and 1992 celebrated the Year of the Monkey. The rooster was next to show up, which means 1993 is the Year of the Rooster.



The lion dance!

The Chinese New Year celebration was only one part of the evening's festivities at Cambridge Public School. The Cubs also celebrated Scout/Guide Week and B.-P.'s birthday, Philippine heritage, and Heritage Day, a program of Heritage Canada.

Heritage Canada is a non-government membership-based organization

that promotes Heritage Day and, each year, gives away a specially commissioned poster to thousands of teachers and youth leaders across the country. You'll find this year's Heritage Day poster in the centre of the magazine.

As part of the 27th St. Anthony's program, Scouter Carol Sissons used the 1992 poster, a collaborative work called *The Healing Tree* by five of Canada's top First Nations artists. First, she gathered the Cubs around the poster and asked them what they saw in it. Their answer — a tree of life. Then, she set them loose with paper and markers. They collaborated on their own "healing" poster, drawing images of hearts, butterflies, rainbows, and family. Close to the heart image, one Cub printed the word "love".

We can learn a great deal from our children. They already know and celebrate their Canadian heritage. It's up to us to help them preserve it. The 27th St. Anthony's Cubs headed for home clutching Heritage Day posters and buttons, all a little richer for sharing Ben's lion dance and the fellowship of the evening. ^

Hélène Anne Fortin is Project Head (Linkages) with Heritage Canada.

HERITAGE DAY 1993: FEBRUARY 15

An important Canadian institution celebrates its heritage in a big way in 1993 as Canada Post Corporation marks the 300th anniversary of postal communications in Canada. The Heritage Day 1993 poster by Toronto artist Joe Fleming celebrates the heritage of postal services with images linking past, present, and future.

The image of the future takes the centre, inviting people to imagine how we will communicate in the 21st century. If you tie the poster into your celebrations of Heritage Day, your youth members might create their own images or stories about future communi-

cations. And that could kick off a program theme on postal communications, perhaps including a guided tour of a postal sorting facility, a look at stamp collecting and stamps with Scouting themes, and a visit from postal workers, retired and active, to talk about moving the mail then and now. Heritage Canada will be pleased to supply information on this anniversary; call 1-800-668-1867.

However you celebrate this Heritage Day, please share your experiences and ideas through **the Leader**. We'll pass them along not only to other readers, but also to Heritage Canada.

Nicholas & the Red Balloons

by Lynn Johnson

I think every Scouter would agree that our most treasured memories are of moments with children. Children are so funny and wise and good for the adult ego, except when they puncture our false images of ourselves. I love telling the story of the evening when our Cubs named our ferocious-looking new totem. They suggested names ranging from "Blood & Guts" to "Rover". We finally settled for "Fang", but none of us will forget the sweet innocence on the faces of boys suggesting the most horrible names.

Generally, the memories I talk about are the light, happy, funny ones. I think that is true for many of us. But there are other memories that go deeper; some sad, some bittersweet, some triumphant. Most of us can remember a needy child we did not manage to keep in Scouting, or a child fighting against a rotten home life, or a child courageously struggling with a serious disability. These memories are part of Scouting, too; part of the emotional drain and part of what keeps us involved. This story — Nicholas' story — is both light and shadow.

Before Nicholas came to the colony, I knew there were some special concerns. My minister told me that, since I had some experience with slow learners, he had recommended the colony to Joan, a member of the congregation who wanted her son in Beavers. I suggested they come to the next meeting.

Joan and 6 year old Nicholas arrived a little before the meeting began. He was a chubby little fellow with heavy glasses and a big grin. It was obvious from the beginning that he would not have a problem mixing with the other Beavers: Nicholas was definitely a social animal.

I was grateful that Joan was ready to fill me in on Nicholas' background. We can almost always handle problems; it's when they catch us by surprise that we are likely to flounder. Nicholas had developed a brain tumor when he was a toddler. Behind the heavy glasses, one eye drooped so that he always seemed to be winking at you. He'd



Nicholas loved being a Cub.

spent much of his life undergoing treatment in hospitals.

Joan worried that Nicholas' learning difficulties would be a problem in Beavers. I did not share her fear. He was sociable and communicated clearly. We were not going to ask him to read or write anything, because we were not going to ask any Beaver to read or write anything. I became concerned, however, when she said, "We don't want to protect him too much, but we don't want him to hit his head."

I looked around at 21 active little boys ricocheting around a not-very-large room. "About the only thing I can say is that he probably will hit his head playing with this bunch," I answered slowly. "I really can't take that responsibility. We would like to have Nicholas join, but you or your husband will have to stay with him."

From the beginning, Nicholas and his parents were an asset to the group. After a few weeks, Joan decided to become a leader. She had a special responsibility for Nicholas, but we had other Beavers with special needs — one hearing impaired and another in a body brace — and she was very helpful with them, too.

Nicholas was not a saintly child. In fact, he was a thorough little imp. When I picture him, I remember him running down the middle of a park road on a steep hill, risking cars, nasty falls, and my wrath. I yelled at him to get to the side and wait. He turned, grinned widely, and swooped down the hill even faster, arms held out wide. As far as he was concerned, scolding should not be allowed to cramp his style.

By choice, I never asked about his prognosis. Nor did I become involved in his life outside of Beavers. I felt the most important thing I could do for Nicholas was treat him like any other Beaver. For me, the most unique thing about him was his sense of humor, not his illness.

Time passed and Nicholas grew. New medicines made some periods difficult for him, but mostly he had a Beavering experience similar to that of any other child.

When he was 8, he began to ask about going up to the pack. One of his friends told him the lightning bolts meant they were going to be Cubs and make fires! Off he went to new adventure in the jungle.

Physically, he was well. All the signs were positive, and we rejoiced. His father, John, became a Pack Scouter; Joan stayed in the colony with her younger son, Clifford. Nicholas had a great time in Cubs. He enjoyed camps. He loved the excitement of competitive games. Even Apple Day was wonderful!

Suddenly, the cancer he had fought off for so long returned. This time, it was obvious it was going to win. Although Nicholas never complained, meetings became harder and harder for him. Soon he needed to use a wheelchair, and the noise and excitement of pack meetings became frustrating and exhausting.

Even at his worst times, Nicholas tried to keep his Cub promise to help others. And he never lost his Cub smile. Because he was a friend of Keeo and it was more possible for him to join the activities, we moved him to the colony as a Cub helper. The Beavers loved playing with him. His brother enjoyed having him back. With the pain, there was laughter.

Children are funny, even in tragedy, thank God. Joan told me this story. His young sister, Jenny, asked if Nicholas was going to die. Joan gently answered yes. "Well, does that mean we have to put him in a box?" the little girl asked. Again the answer was yes.

"Can we bury him in the back yard?" Jenny inquired.

Nicholas was only 10 when he died. Every leader and former leader went to the funeral, and many of our parents brought their Cubs.

John and Joan planned the funeral as a celebration of Nicholas' life and his release from pain. The church was bright and beautiful. Bouquets of red helium-filled balloons filled every nook. Large paintings classmates had sent to Nicholas added more colour around a photograph of Nicholas with a big grin. People stood up and told stories about the part Nicholas had taken in their lives. Most of them were amusing stories. He was a lively, funny kid.

At the graveside, Nicholas' parents released some of the red balloons. They caught in trees above us, decorating the cold cemetery as if for a birthday party. They were vividly beautiful against the black branches and the winter sky.

At the next Cub meeting, as we sat on the floor for some star work, a Cub quietly asked me, "Where is Nicholas buried? What was it like at the cemetery?" The others chimed in with their questions, piling them up without waiting for answers. Obviously, this was more important than learning how to use a compass. I told them about the balloons and tried to answer the other ques-

tions. We talked for more than half an hour, and it was a comfort to all of us.

For a week, every day on the way to work I saw Nicholas' balloons in the distant trees of the cemetery and remembered him. I still remember him. He did a lot of living in his 10 years, and my memories are mostly of courage and joy. ▲

Scouter Lynn Johnson works with Nicholas' group, the 1st Highland Creek, Scarborough, Ontario.

OPEN THE DOOR

by Michael Lee Zwiers

Think back to that time you emerged from the dentist's office with a frozen lip or tongue. Remember the frustration you felt trying to talk or your embarrassment when you found yourself drooling? Have you ever had a fractured ankle or leg that meant moving around laboriously on crutches? Have you suffered the humiliation of bedpans and catheters?

Such experiences may be as close as you ever come to having a serious disability. For you, it was temporary but, for many people, physical or mental disabilities are life-long conditions.

In the past, our society handicapped people with disabilities by hiding all but the least noticeable from public view. Today, people with special needs are more involved in society's mainstream. Scouting can give all kids a chance to enjoy social recreation and grow as contributing members of the community.

I used to be terrified of people with disabilities. I felt uncomfortable around them and never knew what to say or do. So, I volunteered to work with severely disabled kids in a segregated school. I learned to love each child as an individual and to recognize our common humanity. I faced and erased my fears. You can do the same.

Some people still challenge the right of children with disabilities to integration. But, besides the legal obligations found in our Charter of Rights and Freedoms, we have some moral obligations to include these youngsters in our regular programs.

The concept of our "circle of friends" puts it into perspective for me. In the first ring, we have immediate family members. In the second ring, we have relatives and close friends. Work associates and social acquaintances fill the third ring. Finally, in the fourth ring, are people paid to be with us (doctors, dentists, hairstylists...).

Kept isolated, many people with disabilities have "friends" only in the first and

fourth rings. Integration opens up the possibilities to develop close friends and work and social acquaintances, filling the second and third rings.



'Circle of Friends'

Bringing children with special needs into your section may seem impossible at first. How will they play games? Will they be able to camp? Will the other kids like them? Remember, the greatest handicap is within yourself. Admit your fears and get on with the job.

1. Read up on the particular disability. Seek information from parents, Service Scouters, and associations that deal with the disability.
2. Make a strong connection with the family. Visit the youngster at home before he or she comes to the first meeting. See how the family works with the child. Ask a family member to attend meetings for a while.
3. Talk with all members of your section. How will they be able to help? Answer their questions. Get their ideas ("We could take turns pushing the wheelchair into the campsite; Sandy could hold onto my arm while we play dodgeball"). Getting them to help will likely not be a problem; making sure they

back off enough to let members with disabilities do things for themselves might be difficult.

4. Adapt materials, activities, and time to accommodate special needs. You may have to make physical adaptations; e.g. build up a bulky handle on a pocket knife to enable the child to grip it properly for carving. You may need to adapt games; e.g. tape a bell to a ball to enable a blind child to hear it. Perhaps you will have to adapt your schedule so that a member with a physical disability needs to move outdoors only once rather than several times during a meeting.
5. Plan parallel activities when a member's disability makes something impossible. For example, if Beavers are doing soap carving too difficult for a physically disabled Beaver, he or she can make a clay or playdough sculpture instead. If the troop is going to climb a steep mountain trail, a Scout who uses a wheelchair or walker can do the hike on more manageable terrain with a few friends.

You may still have concerns about a child's safety and health. When special medications or appliances are involved, be sure not to take on more than you are trained to do. If family members or medical staff need to give injections or operate specialized machinery, for example, insist that they come along.

Groups that have members with disabilities in their program are enthusiastic about what everyone gains from the experience. When Scouts with special needs show up at your door, open it wide and welcome them in.

Scouter Mike Zwiers is a trainer, former leader with the 130th Duggan Scouts, and leader with the 6th Edmonton Troop, Alberta.

BEAVERS HELP TAKE CARE OF THE WORLD

from Hazel Hallgren and Mary Wright

Despite the showers, Central Alberta Region Beavers, their friends and siblings, leaders, and parents had a great time at their environmental theme Beaveree in May 1992. Organized in colour groups, they rotated through nine stations during the day, spending 20 minutes at each. Ten stations had been scheduled, but the Exotic Animal Farm had to cancel its visit because of the weather.

1. The Home We Share: Employees from the Department of Environment helped Beavers understand that "environment" is everything around us — the air we breathe, the water we drink, the soil, our food, the house we live in, the places where we work and play — all our natural and manufactured surroundings.

The best part was the critter hunt. Each Beaver received a "Bug Kit" consisting of a spoon, a straw, a piece of string, a small clear plastic box with one



Searching for mini-beasts.

Putting a seed into a hole to reclaim the land.



Pop one more water balloon and put out the forest fire.

side a magnifier, a booklet, and a ruler. Equipped, they searched ground litter for mini-beasts. When they found a specimen, they used the spoon to put it into their box for a closer look before setting it free. Before they reluctantly moved on, each Beaver received a poster and a special badge.

2. Carnival Games: At this very popular station, Beavers rotated through a number of fun activities with an environmental twist. They reclaimed land by putting the seeds into the holes (mini golf); pounded out pollution (hammered nails); saved the ozone layer by bowling over plastic detergent bottles labelled as aerosol cans; put out a forest fire by popping two water balloons (dart throw); stopped the greenhouse effect by using their strength to burst a bubble of gas (a balloon) at the top of a pole; tossed rings around the four Rs (Reduce, Reuse, Recover, Recycle); and

pitched in to throw three pieces of garbage (bean bags) into the can.

3. Our Wildlife: The Department of Fish & Wildlife/Lands & Forests introduced the Beavers to some different kinds of animal fur and skulls. All the Beavers already knew what beaver fur looked like.

4. Obstacle Course: This is always great for working off energy. The Beavers threw three wet sponges through a clown's mouth, climbed a bale of hay and swung from a rope across the chasm to the other side. Then they worked through a web of rope and over some more bales, through a huge box and under a tarpaulin. Finally, they climbed a hay bale mountain, jumped over the water, and hurdled some logs.

5. Hike: On a fairly long trek, Beavers stopped first at a campfire site for a talk

about the magic campfires they would experience when they were older and moved up to Cubs and Scouts. The next stop was the camp obstacle course, where some Beavers just had to try out the monkey bars. At the archery range, they heard about how to handle bows and arrows safely. Before the hike was done, they stood very still and listened for all the different sounds around them. They were able to identify quite a few of them.

6. The Good Earth: The Beavers learned about things that grow in the earth, especially things that feed us, and about the treasures that lie deeper underground. Given an individual tray of earth, they all went prospecting. Each found a coloured rock (red "ruby", blue "sapphire", green "emerald" or yellow "gold"), a nickel (silver), and a penny (copper) to keep. When they'd dug out and identified their treasures against a chart, they made their rock into a "pet" with the help of their imaginations and coloured markers.

At this station run by Venturers, they also heard the participation story Beavers to the Rescue (*Wolf Cubs to the Rescue*, p.35 Feb'91) and played a version of "Hit the Deck" named "Precious Stones". Coloured pieces of card marked the four sides of the playing area and, as a Venturer called "Ruby", "Gold", etc., the Beavers raced to the side showing the appropriate colour. At the call, "Precious Stones!", they flung themselves to the ground.



I think it's a ruby!

Prospecting for precious stones.

Scouter Mary Wright passes over the telephone so that a Beaver can make an emergency call.



7. Races: This was a good station on a cold day. It didn't take the Beavers long to warm up with sack races, hopping races, backwards races, and many other kinds of races. It was also a very noisy station because everyone cheered on everyone else!

8. Predators & Hunters: The Beavers had a lot of fun at this station run

by Ducks Unlimited. First they learned what predators and hunters were. Then they played a game pretending one of their members was a hunter and the rest were predators.

In the first round of the game, the predators stood still in a squared off area, and the hunter tried to tag as many as he could in a given time. Of course, he managed to get most of them.



Predators & Hunters

The woods provide a perfect spot for young predators to hide from hunters.

In the second round, the predators were allowed to move around in the play area while the hunter tried to tag them. The hunter wasn't able to catch near so many!

For the final round, the predators could take to the bushes. The hunter wasn't able to tag very many at all during the time allowed. It was a pretty graphic way to illustrate why animals keep hidden when they see hunters.

9. Farm Safety: Scouter Mary Wright, who is Region 10 Director of Women of Uniform as well as ARC Beavers, first gave each Beaver the booklet Farm Safety Hike, which they could refer to as they worked through the activity areas and then take home to share with their parents.

They practised making emergency phone calls after talking about what they would do in various emergencies (e.g. mom fell down the stairs). They learned that any animal can be danger-



Getting ready to build a safe farm.

ous and to stay out of barns housing animals unless they were with an adult. They reviewed the dangers of fly-

ing kites near a power line and playing near farm machinery and water-filled dugouts.

After all the discussion, they set to work to build a safe farm, using toy versions of farm machinery, animals, buildings, hay bales, and the like.

Much to everyone's delight, the A&W Root Bear paid the Beavers a surprise visit just before closing; juice and cookies after closing sent everyone home satisfied and happy. Not even a wet day can keep Beavers from sharing and having fun. ^

Program Links

Nature; Helping the environment
Food chains; Safety

Scouter Hazel Hallgren works with the 13th Red Deer Beavers, Alta., and Mary Wright is ARC Beavers, Central Alberta Region.

TAKING CARE OF GOD'S CREATIONS

by Heather Maciorowski

Heather Maciorowski, church school coordinator, a Cub leader with the 167 Parkland, and aquatic entomologist, delivered this "prop-talk" during an intergenerational service at St. Peter's Anglican Church in Calgary, Alta., last May. Try it as a Scouter's Five with Beavers or Cubs. If you use the Good Samaritan reference, make sure the kids know the story. You need a few props: globe, bouquet of flowers, paper chain, scissors, and live earthworm.

(Hold up globe) This is a model of the earth, our home and God's first gift to us. Look at it and think of the wonderful colours God gave us; the blue and green of the rivers and lakes, the brown, black, and red of the soil, the white and golden sands.

Think of the plants that grow in these soils; waving green grasses, tall evergreens, exotic jungle plants, and prickly cacti. Now, imagine the flowers of every colour and form *(hold up bouquet)*.

Living in the water and on the lands of our earth are many different species of insects, animals, and birds. Let me name a few, and see if you can picture them in your mind; e.g. the woolly spider monkey, the trumpeter swan, the three-toed sloth, the gila monster lizard.

But wait. All these animals and birds are on the endangered species list. They are in danger of extinction because peo-

ple are misusing the land where the animals build their homes or overusing pollutants such as pesticides.

Did you know that all of God's creatures, including us, are interconnected? One way we interconnect is through food chains. We depend on each other for our well-being.

I brought something to show a food chain from a lake *(hold up paper chain)*. At one end is the bottom of the chain, the algae and plants. Next on the chain come some plant-eating water insects, who eat the plants and algae, then the meat-eating insects who eat the plant-eating insects. Moving up on the chain, we come to small fish or minnows, who also eat the insects, then the bigger fish who eat the small fish. Finally, we arrive at the very biggest fish.

What happens if pollution affects one part of the food chain? *(Cut chain with scissors.)* It's broken. The top part of the food chain is hurt because it doesn't have a food source. All parts of the food chain are important to us and to God.

All God's creatures are important to us, even those you might think are small and ugly, like the common earthworm, for example *(hold up live earthworm)*. It seems insignificant but is very valuable. It is an important part of the food chain, a food source for birds like robins and for small animals. It is important to growing our food because it helps put nutri-

ents and air into the soil. No one part of God's creation is more important than another.

But remember, when God created people, He put them in charge of God's other creations. It's an important job, taking care of the earth. Taking care, like the Good Samaritan did in the bible story, is feeling responsible for the well-being of others. We are responsible for taking care of all God's creations and the world He gave us as our home.

What a wonderful gift He gave us. That's why we all must help look after the earth, the environment, and all living things. Even the smallest child can help take care of God's creations. Can you think of ways you might do this? *(Draw out answers — don't litter, recycle, clean up a river or park, use composters, plant trees...)*

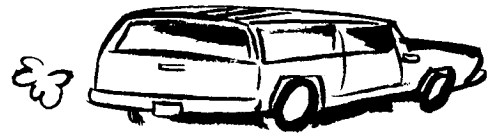
Let's say a prayer.

Dear God, open our eyes so that we can see the wonders of your creations and, like the man in the Good Samaritan story who helped another, open our hearts so that we feel responsible to help take care of the world.



A LEADER'S COMMITMENT

by Michael Lee Zwiers



The other day, I received a phone call from an old Scouting acquaintance. (Well, not too old.)

"Hey Mike," Steve said, "I've got a topic for an article: leader commitment." He went on to explain why it was a particular concern to him at that moment.

"We're going on a winter camp," he said. "It's been in the planning stages for the last three months. Now, with no warning, I get calls from two of my assistant leaders. One has decided it's too cold for his son, a first year Scout, and says neither he nor his son will be coming to camp. The other called to say his wife asked him to work a bingo Saturday night, so he won't be able to come. But his son is still coming. I thought I had four leaders, and now I'm down to two."

I offered appropriate words of sympathy.

"I wouldn't mind so much if it happened because someone was sick or there was a family crisis," he continued. "But, in these cases, it simply shows a lack of commitment. They didn't even offer to drive the Scouts out. The same thing happened on a canoe trip last summer. Just try to find another vehicle and leader at the last minute for a week-long trip!"

Sound familiar? Well, I don't have any "Robinson's little liver pills" to cure this one, but I do have some ideas.

1. Be up front when you recruit. Make certain that Scouters know what kind of commitment they are making and what their responsibilities are to you and the group.
2. Involve all leaders. Give every leader a stake in every outing. Be sure that each takes on the organization for at least one event at every camp, whether a wide game, day hike, cooking competition, skills session, ceremony, or campfire. It won't guarantee the presence of all leaders, but it will make it more likely they'll turn up.

3. Try sending a "why message". Tell them what they've done and, more important, why it has caused you grief. It might be something like: "When you tell me you can't drive at the last minute, it really puts pressure on me to find another driver" or "I feel pressured when you change your plans and say you won't be coming. I was really counting on you for transportation." You might want to close by asking the person to take responsibility for finding you a replacement. Perhaps there's a spouse, friend, or relative who could fill in.

4. Plan to have extra help. If your assistant leaders work at jobs that might call them away at a moment's notice, arrange to have extra adults come along on your outing. In other words, budget for losses.

5. Find a Rover. Call up the local Rover Crew to see if a member is able to fill in at the last moment. It's an ideal service project for a Rover, and you might even recruit a permanent leader in the process.

6. Talk to your group committee. If the problem keeps occurring, tell them what's going on. They should be able to help you sort it out.

7. Train your Scouts to be responsible. That way, when they grow up and become adults in Scouting, they'll be responsible leaders.

Here's an example of an effective technique I learned from one of our parents. She became upset when her son, a patrol leader, informed her that he needed her to drive to camp the next evening. She didn't mind driving, but she liked to have a little bit of notice in case she had made other plans.

The second time it happened, she made it clear that, if he pulled a "last minute" on her again, he wouldn't be going to camp. Sure enough, the Friday morning of the next camp, he an-

nounced, "Oh mom, you need to drive us to camp tonight."

She did, but he stayed at home while she provided transportation to the rest of the patrol. Guess how much notice she got for the next camp?

The reknowned psychiatrist Victor Frankl once remarked that the United States was unique in having a statue of liberty on its east coast. But, he added, it needed to be balanced with a statue of responsibility on the west coast!

And that's the issue. Responsibility. The way I see it, it's never too late to learn some. X

Scouter Mike Zwiers is a trainer, formerly worked with the 130th Duggan Troop, and is now a leader with the 6th Edmon-ton Scouts, Alta.

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FOLLOWING IN GUTENBERG'S FOOTSTEPS

by Adam Whyte

A few years ago, I visited the German city of Mainz, where it is said that Johann Gutenberg invented the first movable-type printing press around 1450. As the editor of your council or district newsletter, perhaps you share my interest in newsletters — Gutenberg's legacy.

Newsletters are different from other forms of print. Through a newsletter, you can reach out to a very specific audience and provide the news and information they want. As you may have already discovered, it's a very flexible style of communication, but there are a few tips useful to both experienced and newly-anointed newsletter editors.

AUDIENCE

Think about your audience. Who are they? Scouters. People who, by their very nature, are curious about what's going on. Your job is to satisfy their curiosity and their need for local Scouting news.

Although this step is basic, many new editors tend to overlook it. Think about what your targeted readers want to know and, more important, what they need to know. For most newsletters, local news is the beat. Other publications, such as *the Leader*, cover the broader spectrum. Develop your content with a blend of news (coverage of a recent local camp, investiture, or award ceremony, for example) and regular columns, perhaps from Scout, Venturer, or Rover contributors.

CONTRIBUTORS

Perhaps someone else appointed you newsletter editor because that person didn't have the time to do the job. Follow the example and lighten your load by asking others to help you. Contributors can save you time in writing and producing your newsletter. Many hands make light work.

The valuable input from others in Scouting will add life to your newsletter. Make use of their experience. You can train assistants or potential successors as they work at your side. You can help young people gain valuable experience and insight at a time when they are weighing career options.

People like sharing in interesting activities. By giving them opportunities

to contribute to the newsletter, you give them a chance to get involved.

DESIGN & PRODUCTION

Will this be your first issue? Start with a short newsletter. A one-page double-sided 8 1/2 by 11 format is good. Decide what news items and regular columns you'll include. Begin to picture the pages in your mind. As you gain experience, it will become easier, and you can increase the number of pages.

Experienced editors might choose expansion time to take a second look at their newsletter. Ask around to find out how people feel about it. Are there areas of coverage you should enlarge? Should you cut a column that nobody reads?



Establish a style sheet of the standard features you will use.

- Number of columns: depending on type size, two to four work best.
- Typeface: choose from such readable standards as Times for body type and Helvetica for headlines.
- Type size: If it's much larger than 10 point, you limit the text you can fit on a page; if it's smaller than 8 point, people will have trouble reading it.
- Ruler lines: organize your page and help guide the reader's eye.
- Bold, italics, underlining: draw attention to headlines or important words and ideas. Use sparingly.

Check other newsletters for ideas. Once you've developed an attractive readable style, stick to it.

Many people have computers and desktop publishing skills. These tools

can be great time savers that give your newsletter a professional touch. Editing is fast and easy on screen, and you may even go a step further and incorporate scanned photographs or graphics.

If you use a computer, follow a few desktop publishing tips.

- Choose one typeface (e.g. Times) and stick to it. Varying the size (or pitch, as it is known) for headlines, subheads, body text, and captions, will give you variety and achieve unity on the page. For a good example, take a close look at any daily newspaper. By mixing unrelated typefaces, you make your page look too busy.
- Save backup copies in the computer's memory. There are few things as frustrating as losing an hour's work just before printing time.
- Stick to your style sheet: avoid the temptations that come with the dizzying number of bells and whistles a computer offers.

If you don't have a computer, you can still produce a high quality newsletter. For legibility, it's best to use a typewriter. You can type the text across the page as you would for a letter or use a two-column design by setting narrower margins and then cutting and pasting materials. Photocopy the final artwork. This is known as mechanical layout, and people used it very successfully long before computers came along.

EDITING

Be consistent, but try not to let editing become a zealous crusade or you're likely to publish only one "perfect" issue of your newsletter a year instead of the four or six you'd planned. Work towards producing a readable, concise newsletter where you've done your best to ensure correct spelling and grammar.

Above all else, get the first issue out there and let the people decide. Listen to constructive criticism and strive to meet your readers' needs. Adaptability is the newsletter's greatest strength.

Best of luck as you carry on Gutenberg's tradition. ^

Adam Whyte is a member of the National Communications Committee.



The Co-ed Option

What Will It Mean to Me?

After a trial two years when girls joined some colonies, packs, and troops on the approval of provincial commissioners, Scouts Canada has opened its doors to female membership in all sections. At its annual meeting on November 21, 1992, National Council approved the motion that:

Scouts Canada "is a co-ed organization based on the following basic principles:

- a. co-ed Scouting is to be an option. Boys-only Scouting remains equally valid;
- b. decision-making on co-ed membership is to be a section/group based matter including the sponsor's approval."

With this historic decision in response to the changing needs and expectations of families in our society, Scouts Canada joins a growing number of co-educational Scouting associations around the world. Many European associations have been mixed for over 20 years. The United Kingdom Scout Association and the Scout Association of Australia became co-ed in 1991.

But what does it mean here and now for you? Will it affect how you operate your group or section? We've tried to anticipate some immediate questions you might have and to provide some of the answers.

Do we have to accept girls who ask to join our group?

No. The sponsor, after consulting the group, decides if they will open sections to girls. If they choose to remain boys-only, Scouts Canada will do its best to find a co-ed group for girls who apply to your group.

What do we need to do if our group wants to become co-ed?

Have the group committee discuss it with your commissioner and your sponsor. If the sponsor agrees, talk with your adult and youth members and parents.

To open your group to girls, you need the approval of your sponsor in consultation with the group committee and all sections in the group. "Approval" means that your sponsor and adult and youth members clearly support the change.

Can we open only one of our sections to girls?

You may start that way, but the group must ensure that all of its members can progress through Scouting. If there are girls in the colony, there must be a pack for them to join at swim-up time. If a pack is open to girls and the group has a troop, the troop must be open to them to enable them to continue in Scouting.

So it means the whole group has to be co-ed?

Not necessarily. Where there are numbers and demand, some groups may choose to establish A and B sections, designating colony/pack/troop A co-ed and the corresponding B section boys-only, for example.

Can we form a girls-only section?

The intent is that groups will be co-ed. If, over time, a co-ed section becomes girls-only, it may continue to operate, with the understanding that it will actively recruit both boys and girls as new members.

Will we need to have female leaders if we go co-ed?

Scouts Canada strongly encourages mixed leadership in all sections with mixed membership.

Will program requirements change?

No. In pack and troop, requirements for the progressive award scheme and proficiency badges apply to all youth members. The National Program Committee will continue to examine all programs during regular cyclical reviews and adjust them as required to keep them relevant and up-to-date.

Will I have to change how I run my program?

Scouting's programs are equally suited to boys and girls. In all sections, the important thing is to stay flexible and plan programs to meet the members' needs. Scouting's method of working with small groups won't change. Your co-ed section can decide to operate either with single-sex lodges, sixes, or patrols or with mixed lodges/sixes/patrols. If at all possible, it's just common sense to make sure you don't place only one girl or one boy in a small group. And you will want to make sure Cubs and Scouts of both sexes have representatives at Sixers' Meetings and on the Court of Honour.

What about camps and overnights?

Mixed groups will need to make appropriate arrangements for sleeping and washroom/changing rooms so that both girls and boys have adequate privacy. Again, Scouts Canada strongly encourages mixed leadership for outings of mixed groups. The parents and group committee members or other suitable adults can help Section Scouters meet these requirements.

Will uniforms change?

No but, in future, the uniform will be made available in sizes and styles that will properly fit young girls.

What about insurance?

Existing Scouts Canada insurance policies cover all members.

Well, that's a start. Because every group has different needs and works under different situations, we realize we may not have covered all the bases. If you still have questions about how things will work now that the co-ed option is part of Canadian Scouting, please let us know. We will do our best to find the answers. X



LEADER PHOTO CONTEST RULES



1. The contest is open to all adult members of Scouts Canada. Only photos taken during the 1992/93 Scouting year are eligible.
2. Entries will be judged in five categories based on the mottos of Scouting's five sections: (1) Sharing (2) Do Your Best (3) Be Prepared (4) Challenge (5) Service. Members from any section may appear in any category. If appropriate, judges reserve the right to transfer an entry to a category other than the one for which it was submitted.
3. Judges will award one Grand Prize, five category prizes, and five runner-up category prizes. Judges' decisions are final.
4. Where Scouting uniform is appropriate to the action, the photo must show Scouts Canada's new uniform, complete and correct. Judges will also look for safety equipment (lifejackets, helmets) and clothing suited to the nature of the activity shown.
5. The contest accepts black and white or colour prints or slides. Limit: three entries per category. Minimum size for prints, 5" x 7"; slides, 35 mm or 2 1/4" x 2 1/4".
6. With each print or slide, include name, address, contest category, and brief caption of information about the photograph, including group name and location.
7. **The contest closes March 15, 1993.** All entries must be postmarked by this date. Mail entries to: *Leader Photo Contest, Box 5112, Stn F, Ottawa, ON K2C 3H4.*
8. **The Leader** assumes no responsibility for lost or damaged submissions. Please package entries carefully.
9. Entries will be returned only on request and only if a self-addressed stamped envelope is supplied. **The Leader** reserves the right to add all other entries to its photo files for possible use, free of charge, in future issues of the magazine or the Scouts Canada calendar. Photographers of all published photos will receive appropriate credit.
10. Winning entries become the property of **the Leader**, which reserves the right to publish them in the magazine and submit them for use in the Scouts Canada calendar and other Scouts Canada promotional material. Photographers of all published photos will receive appropriate credit.



It's not a waste below the waist

Leaders are leaders from top to bottom, inside and out. You are a role model for the young people in your group and they learn through the examples you set. What you say and do is important. And the image you present is important too.

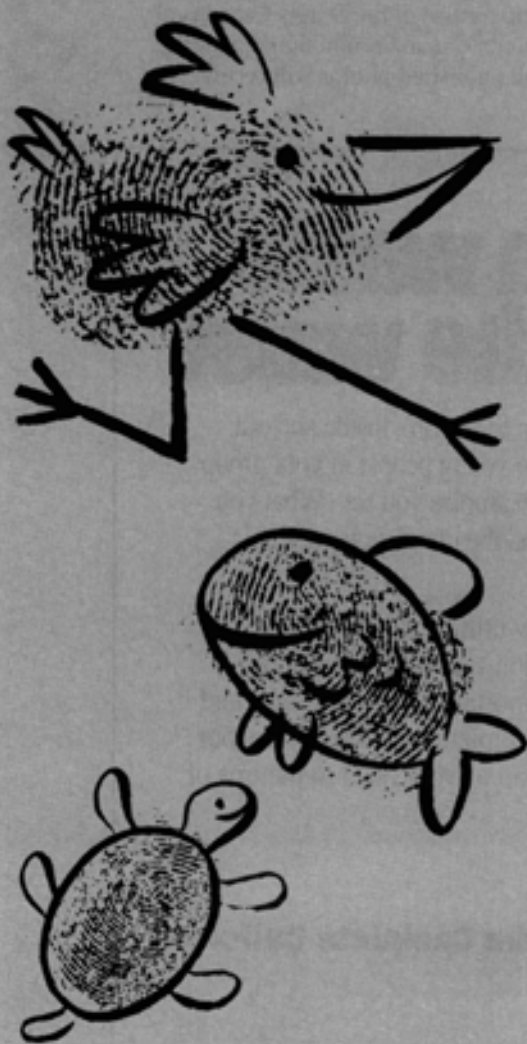
Our traditions and our new uniforms are as distinctive as our organization. So, don't waste a great opportunity to exemplify the importance of appearance and presentation - wear your complete uniform. Show our Scouting pride, from the top of your head to the tips of your toes.



Wear the Complete Uniform

Fun at the Pond

by Lena Wong



Happy new year. Now that the excitement of the holidays is behind us, a long cold winter stretches ahead. Most of our ideas this month are for indoor games and crafts, but the outdoors is important in Beavering, so we have a few outdoor activities to try, too. We found them in the book, *Talking to Fireflies, Shrinking the Moon*, by Edward Duensing (Apr'91, p.15).

On a daytime excursion into bush or park, continue to keep an eye on the trees and birds along your favourite trails. Now that the trees no longer have leaves, it's easy to see where last summer's nests were hidden. Look for obvious nests or little white mounds of snow among the branches. If you kept a record of where birds were nesting in the summer, compare it to what you see now. Did you miss any nests back then?

If it is snowing, find a wide open area and ask the Beavers to stand still. Look up at the falling snow. What do the Beavers see and feel? At first, they may see a shower of feathers. Ask them to keep looking up at the snow and soon they will feel as if they are moving up towards the sky. Why? In an open area with no reference points, there is nothing to tell them whether they or the snow flakes are the moving objects.

On a clear night with a full moon, go out for a closer look. What do the Beavers see? The "man in the moon" or some other image? People in different countries see different things, Duensing tells us. Netherlanders, for instance, may see a cabbage thief and his cabbages. In Japan and India, people see a rabbit. And Indians have a legend about how the rabbit came to be in the moon. After your moon-gazing, you might want to tell the story to the Beavers.



A long time ago, a starving beggar wandered through the forest. On his journey, he met a fox, a rabbit, and a monkey. The beggar told the animals he was very hungry and weak because he had not eaten for several days. "I would be grateful if you could find me some food," he said.

The animals felt sorry for the poor ragged man and promised to find him something to eat. In a short time, Fox returned with a bowl of milk and Monkey with a handful of mangoes. But Rabbit had nothing to offer.

"I couldn't find any food for you," he told the beggar. "But, if you are very hungry, please build a fire, cook me, and eat me for dinner."

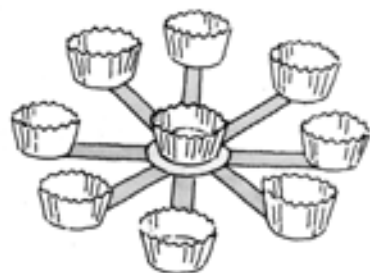
"I am very, very hungry," the beggar said. He started to build a fire. The wood caught and, as it became a roaring blaze, Rabbit raced up and jumped right into the flames. Fox and Monkey hid their heads. They couldn't bear to see what would happen to their friend.

But, before Rabbit's feet touched the hot coals, the beggar grabbed him by his long ears and pulled him to safety.

"What happened?" Rabbit stuttered, shivering with fear. And, instead of the beggar, the animals saw before them the great god Indra.

"Fox and Monkey brought me food," said Indra, "but you, Rabbit, were willing to give your life to feed me. To reward you, I will carry you to the moon, where you will live forever in perfect happiness."

And that is why, even today, the people of India see Rabbit in the face of the full moon.



CRAFTS

SNACK HOLDER: Here's an idea I picked up from Service Scouter Brenda Foy at a sharing session for Beaver leaders of the National Capital Region's Carleton Area. It's a great idea for a party. Try it if you plan to celebrate B-P's birthday during Scout/Guide Week.

For each snack holder, you'll need nine paper cupcake cups, eight craft sticks, cardboard, glue, and crayons or markers to decorate the cardboard and craft sticks if the Beavers wish.

Using a drinking glass as a guide, Beavers draw a circle on cardboard and cut it out. Then they arrange the craft sticks around the circle like the spokes of a wheel and glue the end of each stick to the circle. Finally, they glue a

cupcake cup on the other end of each stick and one on the cardboard disc in the centre. At party time, fill the cups with candies or nuts.

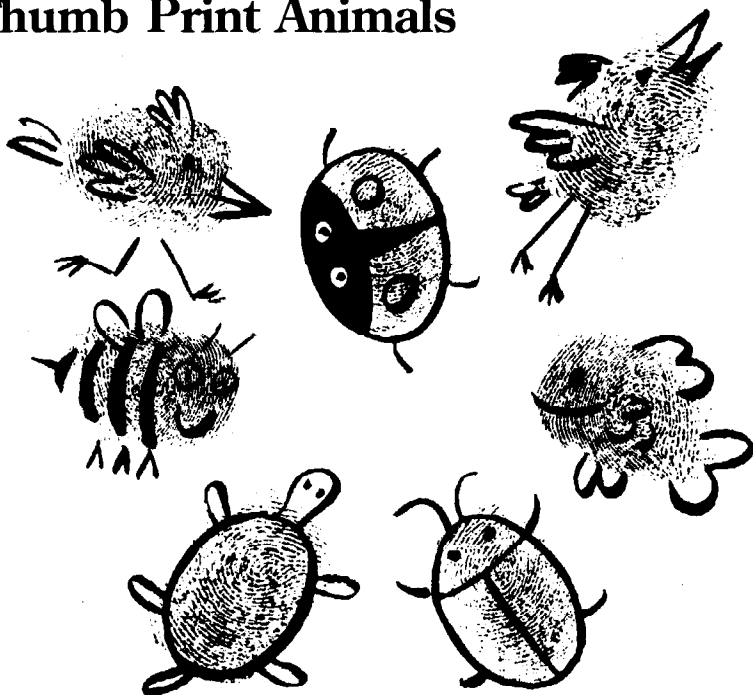
You can turn this craft into a snowflake to hang in a window or from the ceiling by gluing paper cups to both sides of the craft sticks and centre.

Scouter Brenda offered some good advice about crafts. When you present a craft, always have a sample of the finished item to show the Beavers, she said. And try not to make your sample too perfect. The children may not be able to match your results and could be disappointed by their efforts.

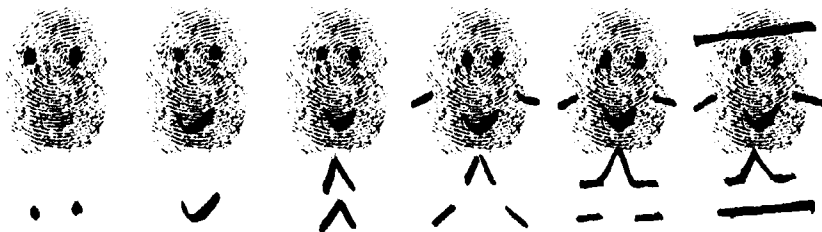
THUMB PRINT ART: For this idea from New Zealand Scout News, you need a stamp pad for each lodge, thumbs, paper and coloured markers, and some examples on paper or a wall chart to show the Beavers.

The Beavers press their thumbs on the stamp pad and then onto a piece of paper. With some simple strokes of marker pen, they can turn their thumb prints into a number of different creatures or people.

Thumb Print Animals



To draw a person



You could make the thumb-print creatures on a mural to hang on the wall. Use different coloured stamp pads for variation. And make sure you have access to hot water, soap, and towels for a post-craft clean-up.

A CRAFT FOR BEAVER LEADERS

The November 1992 issue of *Canadian Living* magazine includes the pattern and instructions for making a neat beaver puppet or soft toy. Need a colony mascot? Make the stuffed version. The hand puppet will be an excellent visual aid when you are telling stories or reading Friends of the Forest. If you don't have the magazine or a friend who gets it every month, look for it at your public library.

GAMES

THROW A SMILE: Scouter Jenny Reid demonstrated this quiet game at the sharing session. Seat the colony, leaders included, in a circle on the floor. The objective of the game is to pass

around a smile while everyone, except the current "holder" of the smile, keeps a very straight face. Players who do smile or laugh must stand up, where they can laugh as much as they like at the other players.

When everyone looks very serious, a leader starts the game by smiling, wiping the smile off her face with a hand and "throwing" it to another player by pointing at that person. The person who receives the smile catches it in the air and puts it on his face, then wipes it off and throws it to another player. The game continues until all players are standing which, because smiles are so contagious (and Beaver leaders love to ham things up), likely won't take long.



QUARTERS: For this game from New Zealand, divide the meeting hall into four quarters and organize the colony into four teams. Give each team a large sponge ball or beach ball. The object of the game is to keep your team's quarter free of balls! Play as long as the Beavers are having fun.

A GOOD TURN

During the Scouts' Own at the 1990 Chateaugay District spring Beaveree, Geoff Greer, Quebec provincial commissioner, challenged Beavers to set aside a penny a meal for the Canadian Scout Brotherhood Fund to help Scouts and their families in developing parts of the world (A/S'91, p.7). The Beavers brought \$200 in pennies to their 1991 Beaveree (Nov.'91, p.29).

Recently, we learned that their second year of saving one small penny each meal led to a 1992 Brotherhood Fund donation of \$210. "I'm pleased to say that they intend to continue with the campaign," reports Scouter Geoff.

Thank you, Chateaugay Beavers. What a great example of sharing. If you are interested in trying something similar with your colony or district, let me know, and I will try to keep track. You can also write me at the national office if you want some information about the Canadian Scout Brotherhood Fund. The address is: *Scouts Canada, Box 5151, Ottawa, ON K2C 3G7.*

Enjoy winter. Spring will be outside the door before you know it.

Working with Spirited Children — 2

by Ben Kruser

Last month, we took an overall look at the characteristics of spirited children. We saw how negative labels can prevent us from understanding them and how our own personality types can influence our reaction to them. Now let's explore ways you can use the character traits of spirited children to develop strategies for working with them. We'll look more closely at these five character traits — intensity, persistence, sensitivity, perception, and adaptability.

INTENSITY

Intensity is the power punch that drives spirited children's reactions. These children can be happily building a craft one second and, the next, collapse into a shrieking heap because they've glued one toothpick in the wrong place. You can teach kids to read the signs that they are starting to lose it. You might have heard parents say, "You need to use your words." Spirited children need to learn to express how they are feeling so that they can send up a verbal smoke signal before one appears from their ears.

Intense spirited children need to hear the positive before dealing with their problem. You might say something like this to an upset child.

- What I like about you is that you're very enthusiastic.
- You like to do things very well.
- I like that you always try to do your best.
- I think that you are feeling angry, sad, etc.

From this base, try to talk out the emotions to help the child come up with options for solving the problem. You might then try to suggest ways children can use words to signal you the next time they feel their booster engines starting to ignite. Tell them it's okay to come over to you and say:

- I'm getting upset/frustrated.
- I feel like smashing someone.
- The spring in my stomach is getting tight and I'm ready to bounce.

If you want to keep peace, you have to be sincere and genuinely prepared to help children when they come to you. In the short term, it might seem inconvenient or appear to be favouring one child over the rest. In the long term, you are preventing a much more time-consuming blow-up and giving spirited children practice in controlling their own temperament.



Here are some other tips. Remind spirited children that it is all right to be intense, but not to be aggressive. Use time-outs from activities, not as punishment but rather as chances to step away from the problem, catch their breath, and start again. Try to use humour to diffuse the tension, especially if you feel you are starting to lose it yourself. Remember that intense spirited children will grow up to be great athletes, businessmen, performers, and others in careers that demand a high degree of concentration.

PERSISTENCE

Persistence is a positive trait we hope all children will develop. Nobody likes to deal with procrastinators — people who keep changing their minds and saying "yes" to everyone. Persistent spirited children need to hear that you appreciate their qualities. Tell them:

- You really know what you like.
- You are not afraid to say no to something that bothers you.
- You can think for yourself.
- You are not afraid to stick up for yourself.

Problems arise when spirited children get so frustrated that they lock into one particular path that may not be suitable. This calls for very patient negotiation to find areas of common agreement or interests. While fine for most children, ignoring or distracting spirited children doesn't work. It takes effort to get from "no" to "yes". In *Raising Your Spirited Child*, Mary Sheedy Kurcinka suggests a process called "looking for PIECE". It goes like this.

Position: Spirited children are quick to let you know where they stand ("I'm going to ..."; "I want ..."). You end up fighting over a position. Instead of looking at each other from respective corners, try to move into middle ground and look for common interests. Outline the acceptable options for you and see if any appeal to the child.

Interest: Stating a position means verbalizing interests. Ask the child why he or she feels that way. Most children have a pretty good reason often unnoticed by adults. For instance, a child might be adamant about bringing his towel to the pool deck instead of leaving it in the locker because he does not want to get cold running back to get it. Clarifying interests and reasons unlocks the position and lets you move towards a resolution. The child also needs to hear your interests. Learning to use words provides children an important tool; you can help them learn by modelling ways to talk out a problem.

Expectations: As you begin to find common ground, clarify your expectations or use established rules to guide the decision. Perhaps they already provide the answer; for example, you can't have a snowball fight if the pack's own code of behaviour states "no snowballs" (Nov.'92). If the child wants to play in the snow, building a snowman might be an acceptable alternative.

Consensus: When the child begins to unlock and you've solicited common interests and expectations, agree on how the problem will be solved. Brainstorming ideas helps a persistent spirited

child see there are usually a variety of options. Maybe leaving the towel by the lifeguard stand near the locker door is acceptable to everyone. Maybe building a snowman is just like making giant snowballs. This is an important part of problem-solving that can appeal to the child's imaginative way of thinking.

Evaluate: If the solution doesn't work, cast around for some more. It's okay to change your mind if something does not work. Again, this is part of becoming an effective problem-solver. Saying "yes" to a persistent spirited child is okay, too, if we can work out acceptable options. But there are times when we have to say "no". At these times, you may need to tell the child:

- I like you too much to let you hurt yourself.
- The rule is....
- I am not afraid to stop you.

Spirited children who lose control rely on strong adults to pull them back from the edge. Make sure your rules and instructions are clear and precise and apply them consistently and firmly. Teaching spirited children that actions have consequences gives them an important life skill.

Spirited children do not at all like the word "no" and react strongly to it. Reaching a balance in controlling them can make us wonder if we are being too hard or soft on them. You know you have achieved a balance when you feel that both you and the spirited child are making progress. A successful resolution or compromise leaves everyone happy and no one feeling as if he or she got the short end of the stick.

SENSITIVITY

Sensitive spirited children feel emotions, smell odours, hear voices, and see things that most of us miss. What is a faint wisp of smoke to us might be a choking, nauseating stink to a sensitive child. Labelling a sensitive spirited child "oversensitive" does not lessen the physical reality the child experiences and is plainly insensitive on the part of the labeller.

These children have problems when their sensitivity levels are bombarded and overwhelmed. On a trip to the local mall, with its hustle, lights, and background music, you may have to take a few kids into the parking lot to watch the pigeons in relative quiet. By keeping an eye on stimulation levels, you can gain some control over emotional

triggers. If your meeting is getting too noisy, bring down the stimulation level with a quiet game or by reading a story.

Sensitive spirited children need to know that their feelings are acceptable. Tell them that:

- They are tenderhearted and caring.
- They have a big heart.
- They can really care about others.

Help these children learn new words to describe their emotions. By using words, spirited children can talk out their emotions and share some beautiful feelings with you.

Spirited children who lose control rely on strong adults to pull them back from the edge



PERCEPTION

We often accuse perceptive spirited children of not listening or of day-dreaming. In fact, they are probably so focused on something that they have literally tuned out the world and you along with it. These kids take in a tremendous amount of information and can often lose track of what to pay attention to. You can provide them various cues to pick up on. For instance, when changing activities, you might want to:

- Blink lights as a warning (*visual message*).
- Sing a transition song (*verbal message*).
- Touch a child as a reminder (*physical message*).
- Participate in the change (*demonstration*).

Let's say you're moving outside, for example. Blink the lights for attention, sing an outside song as kids get ready, move slow children to their coats, and show them you are putting on your coat, too.

When dealing with perceptive spirited children, make eye contact. Keep instructions simple and say exactly what you mean. Tell them what they can do, not just what they can't do.

ADAPTABILITY

Spirited children have a hard time adapting to new situations or changes in routines. Missing an opening or closing ceremony creates confusion and a need to stop everything to fill in the missing routine.

Warn spirited children that a change is coming. ("In two minutes, we are going to have a game.") This will give them time to finish their projects or begin making a mental shift to the next activity. Watch the number of transitions you make in a meeting. Activities that jump around can create unnecessary stress and frustration.

Remember that spirited children like to be organized, want to know what to expect, and don't like surprises in accepted routines. It's not a good idea to say you are going to start a game, then suddenly change your mind to finish cleaning first. Side-tracking isn't fair to most kids. It can be lethal to a spirited child.

Ms Kurcinka has devised four simple steps for taking spirited children into account during your program planning sessions. It's called POWER:

- Predict the reactions.
- Organize the setting.
- Work together.
- Enjoy the Rewards.

When you plan a meeting, think about how the kids will react, especially your spirited kids. Talk over possible reactions, plan to avoid possible problems, and prepare to handle those that might pop up.

Choose an activity site where you know kids can succeed. You can't expect spirited extrovert children to sit quietly in a car for 20 minutes and then walk serenely through the museum. Work with spirited children to meet their needs as well as yours. It doesn't mean you are giving in; it means you are a caring and empathetic adult. By taking spirited children for who they are, we can find enough in common that all of us will enjoy the rewards of being together in Scouting. ^

Resource: *Raising Your Spirited Child*, by Mary Sheedy Kurcinka; Harper Collins, 1991.

A Day with the Military

from Howard Duncan

Good weather and an exciting program attracted about 230 Blackburn Hamlet kids and leaders from Scouting and Guiding to the Land Engineering Test Establishment about 10 km east of Ottawa. The facility usually provides the Canadian Army a variety of engineering services for automotive, communications, electronics, and armaments equipment. But, on this June day, just about everything on display was for the kids to handle, climb on, ride in, or eat.

The military volunteers showed them combat diving equipment; food rations (cooked and served to the brave); (unloaded) weapons; a bomb-disposal robot (the kids used it to disable a "bomb" that would "go off" if they were too slow); working field telephones and radios; camouflage gear and army-style face



Strap in and hold on: the longest line-ups of the day were for rides on an armoured personnel carrier.

painting; assorted vehicles, including a mobile water purification plant; a wrecker the kids used to lower a beam into a barrel (those familiar with computer joy sticks had a noticeable advan-

tage over the others); a video on vehicle testing and a live performance on the ramps; a computer "birthday plotter"; a first aid demonstration and information booth run by the army cadets; and, perhaps the highlight, rides over the test track on armoured personnel carriers.

For three hours, the grinning youngsters satisfied their curiosity, discovered a few things about the Canadian military and their equipment, and had a lot of fun. Hats off to Commanding Officer Lt. Col. Ken Lee, Major Dan Woods, the main organizer of the event, and all the volunteers who gave many hours of their time for a couple of hundred local kids.

Scouter Howard Duncan works with the 1st Blackburn Cubs, Ontario.

Skiing Dinosaur

from Colin Stafford

During a sleepover with a dinosaur theme, the 10th Juan de Fuca Beavers, Victoria, B.C., used pine cones they'd picked up in the fall and sundry other materials to create skiing dinosaurs.

Some Beavers designed their own two-sided dinosaur heads on construction paper and cut them out; others cut heads from an assortment of dinosaur pictures supplied and glued them to a piece of construction paper for stiffen-

ing. A parent helper armed with a glue gun helped youngsters glue heads to the top of the pine cone and craft-stick skis to the bottom. Have Beavers put their name on one of their dinosaur's skis so that everyone knows whose dinosaur it is.

We used pieces of scrap foam packing material for arms and tail, but you could use regular pipe cleaners, chenilles, card, or natural materials such as seed pods. Glue on toothpick ski poles, rounded edge down. The adults thought the finished products were hilarious, and the Beavers loved them.

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



from Jackie Taylor

Here's a game our Beavers enjoy playing a few times a year. Cubs will have just as much fun with it.

Dress Keeo (or a very fast runner) in a large pair of old adult longjohns. Once the Hulk is dressed, stuff the underwear with various sizes of inflated balloons.

On signal, the chase is on as the rest of the colony (or pack) races after the Hulk trying to break the balloons. If a balloon pops out of the Hulk's uniform, a leader quickly stuffs it back in. We found we had to establish one rule: no tackling! ^

Scouter Jackie Taylor is Hawkeye with the 7th Fort William Beavers, Ont.



Water Badges Modernized

by John Withom

Sunscreen, hypothermia, polypropylene rope, and hydrographic features have something in common.

They are all part of the requirements for Scouts Canada's new water-related achievement and challenge badges, approved during National Council meetings in Nov. '92.

After extensive consultation with Scouters from coast to coast, we have created a set of well conceived badge requirements. The Canadian Red Cross, Canadian Recreational Canoeing Association, and Canadian Power and Sail Squadrons helped us strengthen safety standards. The badge requirements are flexible enough to use in all parts of the country, with adjustments in application to accommodate differences in techniques, regional terminology, and water type.

The Changes

- Existing Sailing and Boating Challenge Badges have been replaced by new Sailing and Powercraft Achievement Badge requirements. This ensures a sequential approach to the development of skills related to these activities.
- The Canoeing Achievement Badge has been upgraded and renamed the

Paddling Achievement Badge to include other types of watercraft.

- Swimming and Life Saving Achievement Badge requirements have been realigned to correspond to current practices and safety standards.
- A new water-related challenge badge called "Water Sports" means the removal of the water sports components from the Sportsman and Team Sportsman Challenge badges.
- After many requests from Scouts and Scouters across Canada, a water travel component has been added to the Exploring Achievement Badge.
- Scouts will now be required to hold the Silver Swimming Achievement Badge before undertaking Gold requirements in other water-related badges.

These changes will mean some adjustments in the use of existing emblems as well as the introduction of the Water Sports Challenge Badge.

- The square Canoeing Badge emblem will be used for the new Paddling Achievement Badge.
- The round Sailing Challenge Badge emblem will be made square and used for the new Sailing Achievement Badge.
- The existing Anchor Achievement Badge emblem will be used for the new Powercraft Achievement Badge.

- A new Water Sports Challenge Badge emblem similar to those now in use will be designed.

The new requirements are effective in September 1993. Scouts currently working on an existing Water Activity Badge will have until August 1994 to complete the requirements. This allows for a one-year overlap between requirements for achievement badges.

Current challenge badges will remain available until spring 1994. Those subject to deletion will be removed effective September 1994. The new Water Sports Challenge Badge will be introduced in September 1993.

At reprint time, all related printed resources will be updated to reflect the changes. The *Troop Resource Book* will be adjusted in time for September 1993. The *Canadian Scout Handbook*, *Achievement Chart*, *Patrol Leader's Handbook and Record*, *Scout Personal Record Sheet*, and *Troop Annual Record Book* will be revised for September 1994.

Because of the lag, we will include the new requirements for water badges in the next few issues of the *Leader*. Please share them with Scouts as they join the troop. We will also provide the requirements to council offices so that they can copy and distribute them.

Meanwhile, keep your eye on *Patrol Corner*. ^



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Apartments for Bats

by Ben Kruser

Bats are one of nature's most beneficial mammals. Much maligned and misunderstood, they are gaining attention and acceptability, despite their Hollywood image, because of their ecological importance. Here are a few things you might like to know about them.

- The most common bats in Canada are the little brown bat and the big brown bat.
- More effective than purple martins, bats feed on mosquitoes when these bugs are most active.
- A little brown bat can eat 600 mosquitoes an hour, and a small colony of 30 little brown bats can consume more than 30,000 insects in an evening's feeding.
- Bat droppings pose no more health problems than bird droppings.
- Bats rarely contract rabies, and rabies outbreaks in colonies are extremely rare. (Since most human cases of rabies come from household pets, be sure your cat or dog is vaccinated.)

Bat houses have been used for more than 60 years in Europe and are gaining popularity in Canada. Some nature shops sell them for \$30-\$50. The houses are similar to large bluebird boxes but, instead of having an entry hole, they have an open floor. Inside are several roughened boards. The bats fly up inside and roost there during the day.

Because of continued habitat destruction, suitable bat roosting sites are declining, and putting up a bat house is an extremely valuable way to help this beneficial mammal. To maximize your chances of attracting bats, pick a site carefully. Bats prefer habitats with water, which attracts insects, but older residential areas with large trees and established yards can also meet bat needs.

Place the bat house 4 to 4.5 m above ground and firmly attach it to a tree or the side of a building.

Try to shelter the house from wind. Bats are very temperature sensitive and need roosts to be 27-37 degrees C to raise their young. Giving the house a sunny east exposure will warm it in the morning and shade it from the sizzling mid-afternoon sun.

The bat house plans shown here came from Bat Conservation International, a nonprofit organization dedicated to bat preservation. If you would like more information, write them at Box 162603, Austin, Texas USA 78716: (512) 327-9721.

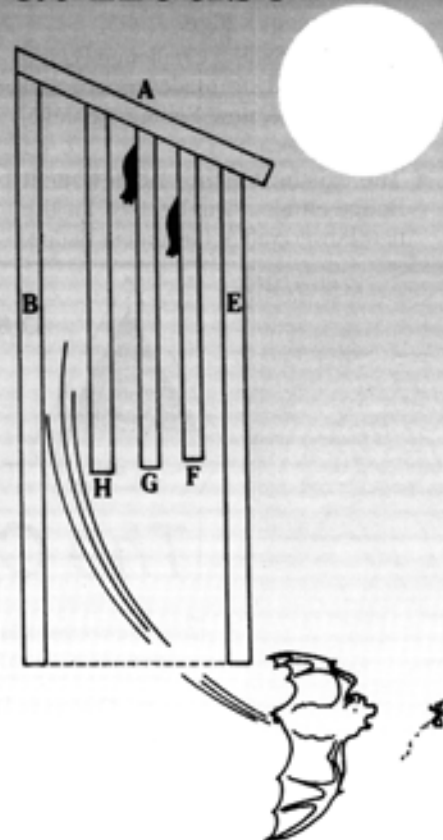
Materials

1. One 3 m piece of 25 mm x 20 cm untreated rough-sided lumber (cut into sides, back, front, and partitions)
2. One 28 cm piece of 25 mm x 25 cm untreated rough-sided lumber (top)
3. About 30 six-penny galvanized nails
4. Silicone caulk

Notes

1. Leave unpainted: paint odour may repel bats.
2. Bats need a rough surface to secure a foothold. If rough-sawn lumber is unavailable, you can roughen all interior surfaces by cutting 1 mm horizontal grooves at about 12 mm intervals.
3. Some types of lumber split very easily. Drilling small holes for the nails will reduce this possibility.
4. All lumber varies in thickness and width. Most 25 mm lumber is actually only 20 mm thick, and the width of a 20 cm board will vary by about 25 mm. You can modify these plans for slight variation, but try to select lumber as close to 20 mm thick and 20 cm wide as possible.
5. Use a circular saw with cross-cut blade for cutting the wood.
6. Give the roof a tight weather-proof seam by applying a line of silicone caulk along the perimeter of the main frame. Attach roof with nails as the final step of assembly.

Bat House



Dimensions

- A - Roof, 28 cm x 25 cm
- B - Back, 20 cm x 55 cm
- C & D - Sides 20 cm wide x 55 cm at back, 43 cm at front
- E - Front, 20 cm x 43 cm
- F - First partition, 20 cm x 28 cm
- G - Second partition, 20 cm x 30 cm
- H - Third partition, 20 cm x 32.5 cm

Spacing between partitions, front to back
 20 mm; 20 mm; 25 mm; 45 mm
 Mark these with pencil before assembly, taking into account the width of your wood, to guide you when inserting the partitions. Secure partitions with nails.

Angle for cross-cutting the top end of top, back, front, and the three partitions: about 33 degrees, depending on width of lumber. Use angle on top of sides as a guide. ^

Vocational Venturing

An Answer to the Numbers Question?

by Glenn Wallis

Can you remember your teenage years? What did you do after a passive five hour school day? Like most of our young people, you probably sought some action through playing sports, building a camp in the woods, or exploring a nearby railway yard or abandoned mine.

You probably weren't alone, but with friends of similar interests. In those formative years, a time came when your group became co-ed. Perhaps some of you didn't like the idea, but the majority won. Without the restrictions of rules to hinder your progress, your happy band of explorers headed out to break existing sports records or tread where no one had trod before. Fearlessly! And typical of today's young people, too.

Does this sound like a Venturer Company? Last year, the number of Venturers in Canada increased, largely because RCMP Venturing, the most recent area of Vocational Venturing, opened new opportunities for teenagers.

Three vocational areas of Venturing are in place nationally; Police Venturing, Fire Service Venturing, and RCMP Venturing. At least one of these could be established in any Canadian community if interested young people (and parents) approached the local police or fire department or RCMP detachment. Your district, regional, or provincial council can help by providing guidelines for everything from initial contact to formal application for charter.

Some RCMP detachments are taking the initiative. Watch your local news media for announcements from both the RCMP and fire services people.

But why stop there? By their nature, many vocations appeal to the spirit of adventure in today's teens. There is no reason why a local business or government agency couldn't sponsor Venturers to explore the career opportunities they represent. Some obvious examples full of action and the outdoors are forestry, ground search and rescue, land surveying, marine vocations (Sea Venturers), light aircraft, and the like.

Why wait for your particular vocational interest to become a national program? Think small — Venturer Company size. Pair your kids' group with a local establishment that has aroused their interest. With Scouts Canada's present emphasis on recruiting leaders, people sought by a group of energetic teens will be flattered by an invitation to share their knowledge and skills under Scouting's flag.

The interest is there. Let's expand on it and watch our numbers grow. ^

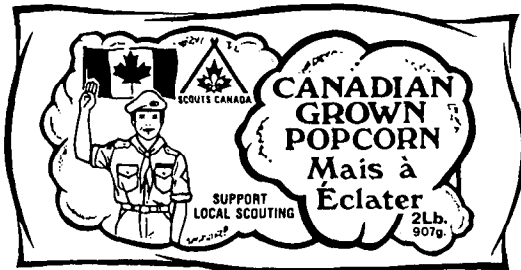
Glenn Wallis is chairman of the 2nd Windsor Group Committee, N.S. He tells us he was inspired to write about the potential of Vocational Venturing after seeing two new vocational companies start up in Windsor.

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CROSS-COUNTRY PHOTOS



After a year of fundraising, the 136th Ottawa Cubs and Scouts spent a July week in Florida visiting Disney World, the Kennedy Space Centre, Universal Studios, Sea World, and Daytona Beach. Since the group serves a community with many struggling single-parent families, it was a trip of a lifetime for

most of the 31 youngsters and 10 adults (leaders and parents), says Troop Scouter Ken McKenzie. "Disney World has to be one of the best places to take a large group to visit," he adds, "but the real highlights were the children — their enthusiasm, patience and smiles, the thousands of questions, and all the fun."



READY, SET: Scouter Marian Cherkewich shows ▶ the 79th Glencarin Beavers, Regina, Sask., a technique for racing their dinky cars at the second annual Wells District Beaver Buggy Derby. This fun kick-off to Scout/Guide Week last February attracted 130 Beavers, says Deb Konkel, ADC Beavers.



◀ **SHARING:** A Scout at the Dorchester International Brotherhood Camp held in London Region, Ont., in May adds his unit's donation to the cause. Scouts and Guides at the camp collected 600 kg of food for the London Food Bank, says Scouter Jeanette Aleya.



◀ **YOUNG SAVERS:** The Beaufort Cherokee Cubs, Que., are proud owners of bank books after opening Royal Bank savings accounts under the "Leo the Lion Young Savers Program". "Each Cub received a \$5 deposit from the bank and a Welcome Kit containing a letter from Leo, peel-off Leo stickers, and a booklet called Looking After Your Own Money," says Akela Jules Smeets. Geared to young readers, this colourful resource covers everything from simple budgeting to filling out bank forms and using automatic tellers. The visit to the bank helped the Cubs work towards Blue Star 7, Scouter Smeets says.



PURE FUN! The 5th Cole Harbour B Beavers, Dartmouth, N.S., always thought there was something funny about Rusty and, at a special meeting in October, they found out why. That's when Rusty transformed himself from Beaver leader into Bozo the Clown. "You could have heard a pin drop as they watched Rusty apply his make-up, showing them how to make a proper clown face and telling them what colours not to use," says Scouter Sharon Fitzsimmons. By the end of the night, all the Beavers wanted to be clowns on Hallowe'en, she adds.

WASN'T THAT A PARTY! 10th All Saints Scout Paul Martin helps 101 year old Mr. Wellman celebrate his birthday at the windup of a rousing campfire the troop and the 12th Salvation Army Cub Pack, Corner Brook, Nfld., held at the Interfaith Home for seniors. They decorated the hall with trees and tents and sang Scouting songs. In turn, the residents sang them some old, old songs. Altogether, 80 people had a marvellous time, says Scouter Eric West, ARC Training.

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BEST SERVICES!

Set a Scouting Table

by Bob Bareham

Supply Services is pleased to introduce a newly designed and lower-cost placemat and dinner napkin set. Your local outlet now has both on hand, just in time for Scout/Guide Week in February.

The 38 cm x 25 cm placemat (#26-506) sells for \$4.95 a package of 50. Printed on attractive linen-type paper, the design features the popular Jagger portrait of B.-P. surrounded by dozens of Scouting emblems from around the world and the theme "The World of Scouting, Lord Baden-Powell of Gilwell ... A Man of Great Vision".

To complement the placemat, we've introduced a 40 cm square dinner napkin (#26-507). At \$2.95 for a package of 50, this represents a considerable saving over our previous offering. You can use both products at council or group banquets and dinners or on any other appropriate occasion.

WORLD OF SCOUTING THERMAL MUG: If you have visited your Scout Shop recently, you likely noticed our Baden-

Powell World of Scouting Thermal Mug (#60-373; \$5.95). The design is similar to that on our new placemat and will appeal to collectors of B.-P. memorabilia. Suitable for hot or cold beverages, this solid mug of one-piece construction is microwave, freezer, and dishwasher safe, holds 0.5 L of your favourite beverage, and comes with a safety lid.

SCOUT/GUIDE WEEK: Our Shops have a number of gifts and awards for your Scout/Guide Week celebrations. It's a great time to acknowledge your sponsor's support with one of many appreciation awards available through your Scout Shop. Remember the church or school custodian, too, with a Scout coffee mug and a hearty "thank you" for his or her help.

NEW CHUM NECKERCHIEF: Many Cub packs give their New Chums a white neckerchief to wear until they are invested. The white neckerchief comes from the story of the Zulu boy and the coat of white paint, told in simplified

terms in *The Cub Book*. A white New Chum neckerchief is now available through all outlets. Although we had not determined the selling price at the time of writing, we are confident it will be in line with that of our other neckerchiefs. The New Chum neckerchief can be an important part of the swimming up ceremony. We hope your pack will use it.

VENTURER ANNIVERSARY PIN: To mark the 25th anniversary of Venturing, program services held a logo design contest last spring. The winning design, by the St. Augustine's Venturer Company, Moncton, N.B., has been incorporated into a pin available through all Scout Shops (#60-390; \$1.95). On a silver background, the pin includes the blue and yellow Venturer symbol superimposed on "25 Years of Challenge" in red. All registered Venturers and advisors as well as trainers and Service Scouters associated with the Venturer program may wear the pin on the uniform during the 1993 anniversary year. ▲

FAST MOVERS

NEW KUB KAR RALLY ITEMS!

1- 03-441	Kub Kar Crest - 3" x 4"	\$ 1.60
03-442	Kub Kar Crest - 6" x 8"	7.95
60-635	Kub Kar Pin - Red	1.95
60-636	Kub Kar Pin - Blue	1.95
60-637	Kub Kar Pin - Green	1.95
60-638	Kub Kar Pin - Yellow	1.95
2- 40-257	Kub Kar Checkered Cap (write on peak)	4.95
3- 61-574	Kub Kar Trophy - Small	5.95
4- 61-575	Kub Kar Trophy - Medium	7.95
5- 61-576	Kub Kar Trophy - Large	9.95
6- 61-570	Kub Kar Champion Plaque	22.95
7- 71-500	Rally Desk Top Flag	2.95
8- 61-571	Kub Kar Five-Year Trophy	39.95
9- 60-371	Kub Kar 14 oz. Thermal Mug with Lid	5.95
10- 71-515	Kub Kar Rally Banner - 25' long	11.95



Available at Scout Shops and Dealers coast to coast.



Artist's Concept



Adult Religion in Life

by Warren McMeekin

Since 1986, six of Scouting's religious partners have developed Religion in Life programs for adults. These "Purple Stage" programs are available for members of the Anglican Church, Jewish faith, Lutheran Church, Mormon Church, Orthodox Church, and United Church.

Requirements for the Anglican, Jewish, and Lutheran programs are included in their Religion in Life pamphlets. United Church requirements are printed in a booklet published by the United Church and available through their publishing house. The requirements for the Mormon and Orthodox churches will be included in their reprinted pamphlets, which should be available within the next two months.

In the meantime, we present here requirements for all the adult programs. The text for some has been shortened and may not appear exactly as it does in the Religion in Life publications.

ANGLICAN

1. An agreement must exist between the Scouter and his/her clergyman or spiritual advisor that the Scouter has, is, and plans to continue showing by his/her way of life, commitment, and level of participation in his/her community of faith, that he/she is carrying out the Scouter's promise to the best of his/her ability.
2. The Scouter satisfies his/her clergyman or spiritual advisor that he/she is on an active faith journey.
3. The Scouter regularly attends church.
4. The Scouter is dedicated to influencing others he or she works with to ensure that the spiritual aspects of Scouting are given proper program emphasis.
5. The Scouter is dedicated to promoting the Religion in Life program to the youth and adults he or she works with in Scouting and will be supportive of them as they become involved in the Religion in Life program for their community of faith.

Contact: The National Program Committee, Anglican Church of Canada, 600 Jarvis Street, Toronto ON M4Y 2J6.

JEWISH: The Shofar Award

A Shofar recipient should:

1. Promote the use of Scouting in Synagogues, Jewish Community Centres, and other Jewish institutions.
2. Encourage Jewish youth to join Scouts Canada as Beavers, Cubs, Scouts, Venturers and Rovers.
3. Recruit Jewish leaders at group, district, and council levels.
4. Encourage and assist youth members of Scouting to earn the Religion in Life Emblem.
5. Promote religious observance on camping trips and at camporees, summer camps, Scout Sabbath, and other functions.

6. Exemplify religious convictions by personal participation in all aspects of Jewish life.

For application forms please contact: The Jewish Advisory Committee on Scouting, 265 Yorkland Boulevard, 2nd floor, North York, ON M2J 5C7: Tel: (416)490-6364 Ext.246 Fax: (416)490-6911.

LUTHERAN

Word (Choose two)

- Participate in an adult Bible study group or in the church's men's/women's organization.
- Read a book recommended by your pastor in one of the following categories: inspirational, theological, church history, devotional.
- Give evidence of regular Bible reading and a devotional life.
- Teach a Church School class.

Worship (Choose two)

- Give evidence of regular worship and Communion attendance.
- Participate in worship as an assisting minister, lector, usher, choir member, or other.
- Give evidence of faithful stewardship of time, talents, and financial resources.
- Prepare a Scout/Guide worship service for use at a camp and use it at least once.

Witness (Choose two)

- Serve on the Congregational Council or a committee for at least one year.
- Show evidence of promoting Scouting in your congregation.
- Participate in evangelism visitation or in visiting of sick, shut-in and elderly people.
- Provide transportation to church for Sunday School children or others who need transportation.
- Be involved in a church or community social betterment program.
- Introduce an unchurched neighbour or friend to your church.

Contact: Lutheran Council of Canada, 1512 St. James Street, Winnipeg MB R3H 0L2.

MORMON: On My Honour Award

To earn the *On My Honour Award* for adults, each person should:

1. Be registered and participate in a church-sponsored Scouting group.
2. Be at least 21 years of age.
3. Have served a minimum of three years in the Aaronic Priesthood or in Scouting in the Primary.

4. Be thoroughly familiar with the Aaronic Priesthood program or Primary Scouting program as shown in an interview with the bishop.
5. Be worthy as shown in an interview with the bishop.
6. Complete the basic training for Scouting leaders.

Contact: Malcolm Warner, 91 Owen Avenue, Kitchener ON N2B 2L7.

ORTHODOX

To be renewed annually

1. Be recommended by your Bishop.
2. Show regular and satisfactory attendance at Divine Liturgy.
3. Give tithe to the local parish.
4. Give evidence of possessing and using your Bible in a systematic study.
5. Give evidence of possessing and using systematically a prayer book.
6. Give evidence of possessing and using regularly the appropriate liturgical texts.
7. Give evidence that you observe all fasts and feasts of the Church.

Contact: The Rev. Brian Keen, Saint Polycarp's Parish, 1 Yonge Street, Suite 1801, Toronto ON M5E 1W7.

UNITED CHURCH

The program has been divided into two parts of four sessions each. The first part, "Discovering Our Faith", explores the basic beliefs of the Christian Church. The second part, "Experiencing our Faith", looks at how the church and its members express their beliefs.

Discovering Our Faith

Session 1: To examine the Bible as the central written source of the Christian faith.

Session 2: To explore further our understanding of God, particularly to explore the belief that God saves and redeems.

Session 3: To explore our understanding of Jesus Christ.

Session 4: To explore God's saving activity in our world today and examine the doctrine of the Trinity.

Expressing Our Faith

Session 5: To examine our world and the place of the Church within it.

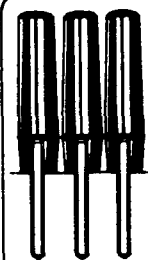
Session 6: To explore our practice of worship and the biblical basis for our worship practices.

Session 7: To determine the role of the church and ourselves as part of the church in the world in which we live.

Session 8: The first of an ongoing series of sessions in which the group will continue to participate. Choose one of the concerns raised at the end of session 7 and use it as the basis for this session.

Contact: Mr. Ray McGinnis, The United Church of Canada, 85 St. Clair Avenue East, Toronto ON M4T 1M8.

Our religious partners have done an outstanding job of producing these requirements for Scouters. We thank them. If you have any questions or comments on any of the requirements, please contact the pertinent partner directly. X



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Pen Friends Wanted

Africa

Scout, 18: Mr. Com Rati Monthe, Madiba Senior School, Plbaq 12, Mahalapye, Botswana, Africa

Cub Scout leader, 20, with the 5th Nyanya/Karu group: Christopher Vincent Nnubia, PO Box 854 Abuja, Nigeria, West Africa

Scout leader, 20: Nabeel Adam K. Gozey, PO Box M-792, Suame Kumasi, Ghana, West Africa

Brazil: Scout group seeks links with a Canadian troop able to communicate in Portuguese or Spanish. Please write: Antonio Bico Del Valle, R. Mace 10 No 230, "JACB" - Jales, Sao Paulo, Brazil 15700

Canada

Beaver leader: Tim Mitchell, 271 Elgin Drive, Brampton, ON L6Y 2V2

Ontario Cub Pack wishes to contact another pack in the province to share camping and ideas. Please write: Colin Palmer, 22 Atchison Lane, Fergus, ON N1M 3L2

Scout, 13, seeks pen friends from Japan and France interested in computers, mountain biking, reading, and badge trading. Please write: Adam MacNeil, 613 17th Ave. S., Cranbrook, B.C. V1C 3B4

Chile: Fifty-six members of Scouting seek links with Canadian members. For names and addresses, contact International Relations/Special Event Services, Scouts Canada, Box 5151, Stn F, Ottawa ON K2C 3G7

Cyprus: Beaver leader of a small colony based with the British Army seeks links with Canadian colonies. Please write: Mrs. Auton, c/o Sgt Auton, L Troop, 3 Squadron, 9 Signal Regt, BFPO 58.

England

Scout leader: Robert Puntley, 3 Bankside, Eastfield, Scarborough, Yorkshire

Beaver leader: Dawn Muil, 8 Parkside Ave., Sutton Manor, St. Helens, Merseyside WA9 4DT

Venturer, 17, seeks a pen friend from Toronto. Please write: Mark Langdown, 189 Kathleen Rd., Sholing, Southampton Hants S02 8GX

Scout group seeks contacts with a Canadian group including colony, pack, and troop to swap information, photographs, and badges. Please write: R.J. Blood, 26 Wheeldale Close, Beaumont Leys, Leicester LE4 ORR

Beaver colony: Mrs. Angela Dawson, 31 Crossfield Close, Wardle, Rochdale, Lancs OL12 9JP

30th Strood Scout Troop: Neil Shorthouse, 11 Charles Drive, Cuxton, Rochester, Kent ME2 1DP

N. Ireland: The 57th Belfast Scout Group (10 Beaver Scouts, 12 Cub Scouts, 20 Scouts, four Venture Scouts) wants to link with a similar Canadian group. Please write: Frank Corcoran, 19 Glenwell Crescent, Newtownabbey BT36 7TF.

USA: Many Cub Scout packs and dens want to link with Canadian Cub Packs. Because of the numbers, we list only contact names and addresses.

Linda Hansel, 66355 Veteran's Drive, Cedar Hill, MO 63016
Mark McConnell, 4925 NW Woody Way, Newport, OR 97365
Sharon Johnson, 839 Meadowwood Ln, Warminster, PA 18974

David St. Louis, 115 Beachway Drive, Indianapolis, IN 46224
Hal Snyder, 6218 S 238T4 Place, #DD 202, Kent, WA 98032
Therina Simmons, 16230 N Beaver Dam Rd., Beaver Dam, UT 84306

Marjorie Wright, 222 Fenster Dr., Indianapolis, IN 46234
Leah Corum, 7444 Hwy 42, Tanmilla, OK 97481
John Prile, 1135 Dickson Ave., Hanahan, SC 29406
Elaine Crane, 2771 W 8600 S, West Jordan, UT 84088
Pack 30, c/o Rt 5 Box 526, Wichita Falls, TX 76301
Angie & Mark Hickman, 5627 Daycrest Ct., Olympia, WA 98503

Bill Berg, 3438 Morning Light Drive, Bartlett, TN 38135
Carol Maurer, 618 S. Bergen St., Bethlehem, PA 18015

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SCOUTER'S 5

New Beginnings

- We give thanks for this beautiful new year;
We give thanks for our beautiful country;
We give thanks for all the good things in our lives;
We give thanks for new beginnings and the opportunities they give us to work towards making a beautiful world for everyone.
-

Come to Us

- Come to us, O God of many names, like a gentle rain softening the dried and hardened places of our spirits and opening us to the experience of wonder and joy and love. Set us free of the past to greet the days ahead with enthusiasm and delight and so be prepared in friendship to be agents of your love. (From Scout's Own, CJ'89)

Pledge for a New Year

I will honour and follow the Three Eternal Truths: Good Thoughts, Good Words, and Good Deeds. I will honour and follow the Doctrine of Righteousness. I will honour the word of God. (*Zarathustra*)

Follow Your Dreams

- Go confidently in the direction of your dreams. Life is for living,
And as you strive for higher things,
Comes realization that, if it is your desire,
- You can strive alone:
But working with others as part of a team,
You can go towards the light of knowledge,
The light of reason and the light of endeavour.
With this endeavour,
- The light of your inner self will shine through
As one with another fuels the flame of friendship,

Scouter's 5 Minutes, p.695

Jan.'93

RECIPES

Sweet Ideas

Happy New Year

Wouldn't it be nice to give everyone in your section a fortune cookie for Chinese New Year (Jan.23)? First, have all members make up good luck wishes and print them on narrow strips of paper. Then bake up the cookies. This recipe from *Canadian Guider* magazine yields three dozen cookies.

- 1 1/2 cups flour
- 1 1/2 tsp baking powder
- 1/4 tsp salt
- 1/2 cup butter
- 1/2 cup sugar
- 1 egg, slightly beaten
- 3 tbsp milk
- 1/2 tsp vanilla

Sift together the flour, baking powder and salt. Cream butter, sugar and egg. Add dry ingredients to creamed mixture alternately with milk and vanilla. Roll out dough 6 mm thick and cut out cookies with a round cutter. Place a folded fortune on each round, fold over dough, and press together edges firmly. Bake five to eight minutes on an ungreased cookie sheet at 350 degrees F. Store in an airtight tin.

Campfire Treats

(from *Canadian Guider*)

Oatmeal Treats: Two oatmeal cookies per person and fruit pie-filling or jam. Spread a spoonful of cherry pie-filling or jam on one cookie; top with second cookie. Wrap in foil and heat over warm coals. Eat.

Recipes, p.575

Jan.'93

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Cube Cake: Cut unsliced white bread into 5 cm cubes. Roll cubes in sweetened condensed milk, then in coconut flakes. Spear on a stick and cook over fire until coconut is toasted.

No-Bake Goodies

Rolled Oat Squares

1/2 cup sugar
1/2 cup milk powder
pinch of salt
1/2 cup shortening
2 cups rolled oats
1/2 cup coconut
1/2 cup sesame seeds
2 tbsp carob powder or cocoa
1/2 cup water

In a saucepan, mix milk powder with water. Add the sugar, shortening, and carob powder. Bring to a hard boil; boil for three minutes. Remove from heat. Mix in rolled oats, coconut, and sesame seeds. Pat down in greased pan, cool, and cut into squares.

(From *Scout-About*, Windsor District, Ont.)

Easter Nests

Melt about 300 g sweet chocolate in a bowl over hot water. Crumble shredded wheat biscuits and stir into melted chocolate until all the "straw" is well coated. Give each Beaver a portion of still-warm mixture to shape into a "nest". Let harden on wax paper, then put two or three small candy eggs into each nest.

(From *Scouting UK Magazine*)

Recipes, p.576

Love, understanding, and trust.
Go confidently in the direction of your dreams.
(From *Scouting UK magazine*)

Light is among all; and that Light is God's own self which pervades and enlightens everyone.
(Guru Grant Sahib)

God Doesn't Change

"(In a rapidly changing world) it is a comfort to know that God doesn't change. He's still all powerful, all knowing, everywhere present and full of love and grace and mercy. He still seeks relationship with humankind. He still works mightily in the lives of his people."

(Ron Geddert, Editor; *Mennonite Brethren Herald*)

Gate of the Year

And I said to the man who stood at the gate of the year:

"Give me a light, that I may tread safely into the unknown!"

And he replied:

"Go out into the darkness and put your hand into the hand of God.

That shall be to you better than light and safer than a known way."

(From *Masterpiece of Religious Verse*)

Life is Hard

Life is hard,
Yard by yard;
Inch by inch,
It's a cinch!

Scouter's 5 Minutes, p.696



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“YOUR ONE STOP EMBROIDERY SHOP”

Cover Shows "Unhealthy" Sharing

On the cover of the October '92 **Leader**, I was very disappointed to see a photograph of two Beavers drinking from the same glass. In these times, when we are trying to stress cleanliness and good hygiene to prevent disease, I feel this was an irresponsible way to depict sharing.

In Nova Scotia, we have recently spent a long summer trying to reinforce good habits among our children in an effort to decrease the spread of meningococcal disease. Literature that the department of health distributed at clinics held during this time states that the disease can be spread by an exchange of saliva and warns people not to share eating or drinking utensils.

As a mother and a Beaver leader, I believe in the concept of sharing, but I think you should have found some other way to express it on the cover.
— Maria L. Hayes, Bedford, N.S.

Thanks, Scouters!

Your response to my request for input to the Management Task Group has been impressive. Many Scouters mailed in the magazine insert (Oct'92), others participated in issue-identification sessions during council meetings, and some of you took the time to write me thoughtful letters.

I am grateful for your concern and your desire to contribute to this review.

By working together, I hope we will soon be able to embrace new ways of helping Canadian young people benefit from the Scouting experience. You have already been a great help, and your ongoing interest and participation are crucial to the success of this process.

I apologize for the urgency of my request in the October issue. We wanted to get as much input as possible before the National Council meeting in November, but it is never too late to send in your thoughts. We continue to need your help; please continue to share your concerns, ideas, and comments.

In future issues of the **Leader**, we will keep you up-to-date on what is happening with the task group. We want you to understand the system and know about the key decision points as we work through the process of finding ways to improve Canadian Scouting's effectiveness in meeting its aim and goals.

Thanks again. Your help is much needed and greatly appreciated.
— Tom Neill, chairman, Management Task Group

B.-P. Said It Best

In the October **Leader**, the Rev. Edward Sewell points out that, in Scouting's original promise, B.-P. required members to "help other people at all times". He further pointed out that, in

Canada, someone had tried to improve on these words by substituting "to love and serve ... my fellow man".

Rev. Sewell suggests a further revision into inclusive language. I feel what we really need is not to make another "improvement", but to put the clock back to the wisdom of our founder.

No offence can be given with the phrase "to help other people at all times", but trying to revise the Canadian version with inclusive language may cause offence to some *huperson* beings.

— Ronald S. Holcroft, 1st Ganges Group Committee, B.C.

Scout Badge Program Available

A computer program for keeping track of Scout Achievement and Challenge Badges is now available through the Scouts Canada Program Library. It is not a part of the library because it is Shareware that requires the user to pay a \$30 registration fee to the program's owner. Scouter Bruce Howson of Newmarket, Ont., developed this excellent program and is using it as a fundraiser for his troop.

If you wish to try the program, send an extra disk with your request to the Computer Library, c/o Gerry Kroll, 32 Elm St., Stittsville, Ontario K2S 1P6. Δ



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