

the leader

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A Spring Feast



STICKHANDLING • PHOTO TIPS • COOKING GADGETS

About Our Aim and Purpose

from Herb Pitts, National Commissioner

Less than 15 years away from our 100th anniversary, I can't help but reflect on the many challenges facing Scouting. After 85 years of serving Canadian youngsters, we should have little problem defining what business we are in and exactly who our customers are. But, like many other organizations in our rapidly changing society, Scouting is influenced by a host of pressures and circumstances it cannot control but must recognize.

One significant influence on us is our membership in the World Organization of the Scout Movement (WOSM). Belonging to WOSM means we have voluntarily embraced its objectives, aim, and principles and accepted responsibility for nurturing the same basic tenets within Scouts Canada. If you compare the World and Canadian statements of aim and principles, you will find them remarkably similar and consistent. Both emphasize helping youth reach their full mental, physical, social, and spiritual potential. The goal is to lead our members to become responsible individuals in their own and larger communities.

Sounds noble, reads well, and looks good! But... are we delivering the goods?

In the months ahead, Scouts Canada will make a fundamental review of our movement in Canada. The Management Task Group has asked for input and, so far, you have participated in a process that will look at the ways in which we relate to each other in terms of service, finance, information, recruitment, train-

ing, communications, program, partnership and membership (*February, March, April 1993*). What we hope will emerge is a consensus on "What, Why, Who, When, and How" all levels of the organization must contribute to Scouting as we move towards our centennial in 2007. The process requires us to question how Scouting has operated over the years and demands that we set clear goals and objectives for the future.

During the 1980s, Project 2007 gathered from Scouters across Canada many thoughts and ideas about our evolution towards the next century. The input was invaluable to that project and will be every bit as useful in the study we now undertake.

But, before all else, we must confirm our aim and purpose as central to the

essence of our movement. They form the foundation of Scouting. They empower us to serve young Canadians. This confirmation should help us to focus on the questions:

FOR youth or OF youth?
TO youth or BY youth?
WITHOUT youth or WITH youth?

How we answer these questions will determine our relevance and future success through to our 100th anniversary. Please think, ponder, and participate.



- Herb Pitts, National Commissioner



PHOTO CONTEST Extended

Maybe it was our timing. Maybe we didn't follow up with enough reminders. It certainly wasn't the prizes, because they are great! Whatever the reasons, at contest-closing date, the third and best-ever **Leader** photo contest did not have enough entries to judge.

With a very active jamboree summer just ahead to provide wonderful photo opportunities, the **Leader** is extending the contest deadline to **September 15, 1993**. To help you

take full advantage of those opportunities, our lead article in this issue offers a wealth of picture-taking tips and ideas from an expert photographer.

We thank Scouters who met the original deadline; we will keep your entries safe until judging time in the fall. Before then, we hope many more of you will check out contest details in the Jan. '93 issue, grab your cameras, and give the **Leader** photo contest a shot.

Executive Editor
Garth Johnson

Editor
Linda Florence

Art Director
Richard Petsche

Advertising
Laureen Duquette

Circulation
Barbara Alexander

Cover: Photo by Paul Ritchi
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John Rietveld,
Executive Director,
Communications Services,
Scouts Canada

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More Fun Ahead

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Can You Take The

by Allen McCartney

Of course I can.
Well ... maybe.

Whether you are heading off to the jamboree or going camping, hiking or rafting, summer is when most people dust off their cameras. Anyone can take a better picture (perhaps even the perfect picture) with practice. Here are some tips to remember.

1. Good pictures tell a story. Activities add interest.
2. Decide what you want in the photograph and what you don't. Pay attention to detail. Look over the area near your friends. Do you want an old tin can in the picture, or should you ask them to move it or pick it up?

3. Try to create eye movement *into* the photo. Watch for natural lines: fallen trees, fences, overturned kayaks. Use them to lead your eye to the main subject.

Give your pictures a 3-D effect by putting something in the foreground (a canoe) and something in the background (tents). Your eyes will start at the canoe and be drawn into the picture toward the tents.

The brightness of different colours also helps create eye movement and picture depth. Light colours attract your eye. Dark colours fade into the background.

4. Compose your picture carefully. For group shots, get in close to your friends. Fill the camera lens with their smiling faces. If you stand back too far, you'll have to squint at them to see them.

Take your pictures when others are least expecting them. You'll capture great facial expressions.

5. Keep the sun to your left or right. Never shoot directly toward it unless you want your friends cast in shadow. And unless you want them to squint, never make your friends face the sun.

The best light for taking pictures is in the early morning or late afternoon when the sun is low on the horizon. Avoid taking photographs when the sun is directly overhead (late morning, early afternoon). The harsh light tends to wash out colours and gives a flat, dull, two-dimensional quality to your photo.

6. Plan your shots in advance. What are the main events you want to capture? Who are the people you want to remember most? Try to take home with you a complete picture-story of your experience; all the friends, games, hikes, and campfires.

Are Filters Worthwhile?

Filters are great for protecting an expensive lens at camp. Let sand and grit scratch up a \$10 filter rather than your \$150 lens. Using a clear ultraviolet filter when hiking in the mountains on a bright day, will prevent ultraviolet rays from casting a blue tinge on your film.

It can be fun to use different filters. You can get some that make every picture you take look like a sunset. You can buy a special-effect close-up filter and catch a bee's-eye view of the inside of a flower. Incredible.

Experiment. Try blowing on your lens so that it fogs over slightly, then quickly take the picture. This gives a soft "misty" effect, great for early morning shots.

Do the unexpected. Instead of trying to focus each shot, intentionally shoot some pictures out of focus. It works best when you have lots of colour to play with.

Protecting Your Camera

It can be tricky to protect your camera on camping and canoe trips. Carry the camera in a small clear sealable plastic bag, protection in tippy canoes and on rainy days. Keep the camera as accessible as possible without taking unnecessary risks. If you're on a rough and tumble mountain bike trip, you might want to wrap it in a dry towel in your pack to cushion it from shock.

Before you head out, make sure your batteries are fresh. (Cameras need a battery to flip the shutter up and down.) If your camera locks up after you click the shutter, move the shutter speed dial to M90. The shutter will snap shut.

If you have battery problems but still want to take pictures, setting the dial on M90 lets you do it. It gives you a manual shutter speed of 1/90th of a second. It also means you have to calculate what aperture setting you need. Tough? No, simple. Just read your film container box. It explains how.



Fill the frame.



Get down and wet for close-ups.



A tripod helps for dramatic waterfall shots.

Perfect Picture?

The Question of Film

Slide film or print film? Good question. Slides give you much better colour than prints, but having slides means you need a projector to view them. On the other hand, it's tough giving a slide show for parents or group if you've used print film.

Choose one or, at most, two types of film for your shooting. Kodachrome 64 is an excellent slide film for outdoor pictures. For inside shots, you might want a faster film with a higher ISO number. If you choose a number above 200, however, your pictures may lose their sharp focus.

Kodacolor 100 is a very good print film for brilliant colour and reliability. And, if you don't want to bring along a flash, Kodacolor 400 print film is great for indoor pictures.

When you are using different film speeds, make sure you remember to change the ISO setting on your camera. Otherwise, like me, you might return from an unforgettable northern trip with a roll of terribly underexposed film!

For really vibrant colours, set your ISO dial *one stop lower* than recommended. This will underexpose your film slightly. Try it. Many great landscape photographers use this "secret" formula.

A flash is handy to bring along but sometimes causes more problems than it's worth. Batteries can run down very quickly, for example. If you aren't used to shooting with a flash, I recommend leaving it at home. On the other hand, if you know what you're doing, it will enable you to take a simply amazing picture of people gathered around a campfire. A fast (400 ISO) film might give you close to the same results.

Remember that most flashes have a maximum range of about 10 metres. Your flash won't light up an object on the other side of the lake!

Special Shots

Want to capture animals on film? Even the pros find this difficult. Your best bet is very early in the morning or just at dusk, when there's a gentle stillness in the air that animals love. Stick to the shadows. Watch especially along lakeshores, where deer, moose, and raccoons might

go to drink. "Look" with your ears as much as with your eyes, and be ready. You might have to shoot quickly.

To capture waterfalls on film, you need a tripod. Compose your shot so that the camera is well clear of any spray. Set the aperture for f8 (or higher) and expose for at least two seconds. At this speed, the water will appear like beautiful streaks or, maybe, blurred cotton. Very dramatic.

Night shots are fun but take practice and a very steady tripod. If the wind is blowing at all, the stars and moon may appear as mere squiggles of light on your film. To capture "star trail" across the sky, set your camera aperture to f5.6, shoot 100 ISO film, and expose for *three hours*. Expect to use up lots of film before you get a good picture.

The best "night" shots are often taken at dusk, when the light is just fading. On film, it gives a night-time effect with some shapes still visible in shadows. If you wait too long, your picture will look like a formless ink well.

Try different shooting angles. Get right down in the grass on your elbows. See how the morning dew glistens on each grass blade? Amazing! You might end up a bit wet, but the pictures will be worth it. Make sure you have a special close-up lens (about \$15) before you try to capture this magic on film. A normal 50 mm lens only allows you to focus on a subject half a metre away.

Silhouette shots are my favourites, and they are very easy to take. Using a sunset reflecting in a lake as a backdrop, shoot a picture of your fishing friends as they wait for the big one to strike. Your camera will automatically expose for the bright reflections in the water, leaving your friends as beautiful dark silhouettes. Try this technique when canoes are returning to camp at the end of the day.

The perfect shot.... Can you take it? Perhaps no one can, but it's fun trying!

Allen Macartney is a freelance writer and photographer whose works have been published in magazines such as Canadian Geographic and The Beaver.



Silhouettes: effective and easy.



Tell a story.

Planning a Cub Camp

by Rosanne Buijs

Depending on how you go about it, planning a Cub camp can be an overwhelming job or as easy as pie. If you follow these steps, it will be easy.

Four to Six Months before Camp

1. Make sure you have leaders and/or parents able to attend and help with the planning and preparations.

2. Set a camp date when most of the adults can attend. By setting the date and announcing it four to six months in advance, you help people keep that time free for camp.

3. Choose the location for your camp. Your choice might be influenced by distance, facilities offered, and the kind of program you wish to have.

4. Estimate the number of people who will attend camp by adding the number of Cubs in the pack to the maximum number of adults you expect to come. You will probably have fewer people actually at camp but, right now, you need some idea of how many beds you will require for the event.

5. Book the camp for the date you've set at the facility you've chosen. To do this, you need to say how many people you expect to attend. A deposit may also be required at this time.

Six to Eight Weeks before Camp

1. Hold a planning meeting for all adults who will attend camp. You may have some who can't come to your meeting. Gather their ideas by phone before the meeting. After the meeting, call them back and let them know how they can help. At the meeting, discuss program, food, transportation, and cost. You might refer some of these items to smaller committees for more detailed planning.

2. Plan a camp program much as you would plan a program for a Cub meeting. Look at the skills and interests of the adults you have to help. What have you done at previous camps? Do you have lots of adult help or are you just scraping by? How much time and energy do you have to prepare activities to take to camp? Can you finish up some star or badge work?



Relax and enjoy a great camp.

On a weekend camp, you usually spend Friday evening setting up camp, Saturday on program, and Sunday packing and cleaning up. For each program, make one adult responsible for gathering supplies, bringing them to camp, and explaining and supervising the activity at camp.

3. Plan food. First determine a menu for all meals and snacks. It's important to choose nutritious foods that your Cubs like. It's also important to choose foods easy to prepare. You can make fancier meals if you have fewer Cubs. Common camp foods are things like spaghetti, hot dogs, hamburgers, baked beans, pancakes, muffins, eggs, and sandwiches.

Once the menu is set, estimate the amount for a single serving of each food. Remember, adults generally eat a bit more than Cubs, so you may have one amount for Cubs and another for adults. Multiply the single servings by the number of Cubs and adults you expect to attend the camp.

When you have figured out the total amount of food, figure out how many packages you need and the cost per package. Add the cost of all the packages and divide by the number of people attending camp to arrive at the per person food cost.

4. Transportation. How will you get to camp? Will you use car pools or bus? How many Cubs and gear can each driver take? Do you need extra drivers? How much would a bus cost? How much per person does this translate into? Do you have enough room to transport all the food? Remember that equipment and food take up a lot of space.

Decide on a meeting place and a time to leave and return from camp. On your return, will you take the Cubs directly home or to the central meeting place?

5. Fees. To determine the cost per person, add:

- camp fees per person for the number of days you will be at camp
- costs for any recreational equipment you plan to use
- deposit for camp
- cost per person for food
- cost of program supplies divided by the number of campers
- transportation costs per person
- cost of crest or badges
- a little extra for unforeseen expenses

When you know the fee, you may be able to subsidize some of the cost from pack funds or fundraising. Sometimes you can charge Cubs a bit more and adults a bit less. Before you let adults come for free, however, make sure you know how many you have coming and how much you have to pay out. You still have to pay the grocery bill, camp fees, and transportation costs for all adults at your camp.

One Month before Camp

Send out information about your camp, along with a medical form and permission slip. Ask to have these forms returned with the fee at least two weeks before the camp.

Two Weeks before Camp

1. Now that you have definite numbers, you can fine-tune your programming. Will you have to adjust any activities because of the numbers? If their regular sixes won't work, put the Cubs into small camp groups and decide on sleeping arrangements. It is very important to ensure that first-year Cubs are well supervised, because it may be their first ever overnight trip away from home.

2. Check with the adults who are preparing items for camp to ensure everything is proceeding smoothly. You can either call another meeting or contact them by phone.

Camp Day

Relax and enjoy your well-planned camp. ^

Scouter Rosanne Buijs is Akela with the 59th Greenfield Cub Pack in Edmonton, Alberta.

Fun in the Fall

by Phil Frost



When they come back for more, Scouter tries to steer the guys who've already been through the popular "kissing booth" to another event down the line.

For several years, the Mississauga Region, Ont., has held a Cub fun day early in the Scouting year. The concept of the event, which attracts upwards of 300 Cubs and leaders, is quite simple.

The very first fall fun day, held at Bronte Provincial Park, provided a series of carnival-style booths where Cubs could spend *Fun Bucks* to play. Some of the booths awarded *Fun Bucks* as prizes and, at other booths, Cubs could buy soft drinks and snacks with their *Fun Bucks*. Scouts, Venturers, and Rovers helped design and run the booths. Gilwellians supplied goodies in the form of cupcakes.

Over the years, we've maintained the original concept and multiplied the number of booths to offer plenty of variety. Cubs have tried their hands at compass journeys, blind mazes, Monte Carlo challenges, obstacle courses, tug-o-wars, frisbee throws, hammer-pounding contests, catapult flings, spear chucking, ring tosses, fish ponds, land skiing, dart throws, can knock-downs, ball-in-can tosses, polaroid portraits, and a whole lot of other challenging and fun activities.

The current program runs from 10:00 a.m. to 3:00 p.m. on the last Saturday in October. After opening ceremonies, each Cub collects *Fun Bucks* and hits the booths until noon. Packs re-

Organizing the Day

1. Appoint a coordinator.
2. Set the date on the regional calendar.
3. Book the park a year ahead.
4. Set a budget.
5. Arrange rental and location of portable toilets.
6. Contact Akela in all regional packs. Give early notice of special things such as a crest-design contest or nature collage contest. Because there are lots of coloured autumn leaves as raw materials, we do the nature collage every year, advising packs that they can make their entry ahead of time or at the event. In 1992, Canada's 125th was a popular theme for leaf sculptures.
7. Send registration forms.
8. Order crests.
9. Print fun bucks.

group for lunch, either provided by the pack or brought by the Cubs, and take a little time for pack activities, rambles, exploring, or just relaxing. The booths re-open from 1:00 until 3:00 p.m. Before closing ceremonies, where we present a trophy for the best nature collage, the Cubs and leaders make a clean sweep of the park.

A coordinator puts together a small committee to organize everything. The main job is to ensure there are enough booths and people to staff them, as well as hot drinks for these volunteers. Based on registration, the committee also arranges to package crests and *Fun Bucks*. The packs pick up their package at a registration booth set up at 9:00 a.m. on the day.

Try a fun-in-the-fall event in your district or region. It takes only a little organization and makes a great way to welcome Cubs to the fun and excitement of a new Scouting year. ^

Phil Frost is a member of the service team, Mississauga District, Ont.



The first to reel in a fish wins some Fun Bucks.



Parachute fun: how high can we toss it?

New Ways to Cook on the Trail

by Jerry Lee

I've always been interested in new equipment, especially things to make camp cooking easier and more varied. Last summer, I tried two new pieces of equipment for cooking on the trail. Both give you a different way of cooking. You're not likely to use them all the time, but they make great additions to what you already do.

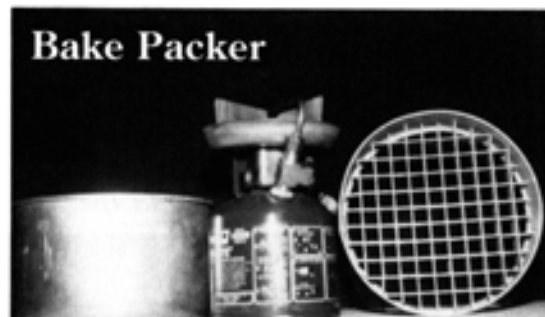
Bake Packer

This is a pot accessory that fits a 15-19 cm pot and weighs 113 g. An aluminum ring with a grid of small aluminum squares, it functions as a heat exchanger. You put it in a pot containing 25 mm of water and place your food, in a plastic bag, on top of the grid.

One of the major advantages of the system is that there are no pots to clean and, if you are smart, no dishes, either. You can use the plastic bag to mix the ingredients. After you cook in it, you can eat directly from it. It's good for preparing a variety of foods — everything from freeze-dried meals, biscuits, and stews to cakes and omelets.

In the morning, it's great to boil a pot of water, wash, have coffee and, with just a little water left in the pot, set up the Bake Packer to make fresh biscuits. Simply put some mix and a little water in a plastic bag and boil-bake. When the biscuits are done, take them out. Then, put some grated cheese, powdered egg, and water in the same bag, and boil-bake up an omelette. It's a wonderful hot breakfast, and all you did was boil water. You have nothing to clean up but a spoon and your coffee mug, and there's enough hot water left to handle them.

The Bake Packer comes with a recipe book, but you can easily adapt your own recipes simply by reducing the amount of liquid you use by 25% to 30%. Very little moisture is lost with this kind of cooking.



All you have to do is boil water.

Outback Oven

Quite a few parts to keep track of, but it bakes great cakes.

Outback Oven

This other piece of new equipment comes in two sizes; the *Outback Oven Plus Ten* and the *Ultra light*. I tried the *Ultra light*, which weighs 270 g and collapses into a small compact volume for packing. It's designed to use with your backpacking cook set (covered pots from 15 cm to 20 cm in diameter and 7.5 cm to 13 cm tall).

The oven is made up of a number of parts. The reflector collar fits beneath the stove burner to minimize heat loss. The finned aluminum diffuser plate shields the bottom of the pan and transforms the stove's intense heat to hot air. The fabric Convection Dome traps hot air, and its metallized surface reflects 95% of the heat back at the pan. Finally, it has a thermometer that sits on top of the pot and monitors baking temperature.

The Outback Oven is designed to bake a variety of goodies, from bread to brownies to cakes. Mixes needing only the addition of water are very convenient, as are sealed packages of icing. It was surprisingly easy to produce chocolate cake with chocolate icing for dessert.

Mix the ingredients in your pot and put it on the stove at low heat. Wait until the thermometer passes through the warm-up zone into the bake zone to start timing. Because the oven is very efficient, you need an adjustable stove that simmers well. It means you use very little fuel. In fact, you may have to shut off the stove if the oven gets too hot on its lowest setting.

Like the Bake Packer, the oven comes with instructions and a few recipes, but you can use your own favourite recipes.

The Bake Packer is a lighter one-piece gadget than the oven, but it can be easily damaged unless you carry it inside



a pot. That can disrupt a nice compact nested camp cook set. It cooks many things well, but I've found it best with moister foods such as muffins and biscuits. Its major pluses: it eliminates cleaning up and it is very easy to use.

The Outback Oven has a number of parts to keep track of and takes more fiddling to use. On the plus side, it packs easily and, for baking a cake, it can't be beat.

I believe either of these pieces of equipment will be a useful addition to your camp cooking gear. ^

Scouter Jerry Lee works with the 52nd Ottawa Scouts, Ontario.

Assault on Mount Alfred

by Frank Kickbush



At the summit:
Venturers Patrick Nasil,
Dirk Redhead, Nathan
Clark, Nathan Kickbush,
Dave Gill, and (sitting)
Advisor Frank Kickbush.

Nestled in the western edge of the coastal range near Powell River, B.C., the sand bar on the Eldred River made a peaceful camp spot the first night. My thoughts raced. After a year of anticipation and planning, the 10th Douglas A Venturers, Victoria, B.C., were as ready as they could be to tackle Mt. Alfred. With us, we had guides Rob Higgin and Roland Desilets of Ravens Coast Expeditions. If there were a weak link, I knew it would be me.

The first hour of hiking was on the relatively gradual upward grade of a logging road. My body screamed, rebelling against the weight of my pack. "I am dead," I thought, and we had only just started. While we rested at a beautiful waterfall that splashed across the road, Rob pointed up the vertical bank to the trees above. The bank was a 60% grade (I checked it on my compass). I figured he was teasing, just letting the Venturers think that it was the route.

It was no joke. The next eight hours took us straight up through uncharted woods and underbrush. By mid-afternoon, my body was beginning to get used to the weight of my pack, but my energy level had reached a record low. I lagged far behind the Venturers, catching up with them only as they were ready to start again after their rest breaks.

It was approaching 5:00 p.m. when I reached the foot of the last gully that led to the ridge above the tree line. In another hour, I made the ridge and snow pack. What an incredible sight, a 360 degree panorama of rugged peaks. Knowing we were close to our campsite, I threw off my pack, crawled onto a warm rock, and didn't move for two hours.

When I came to, I was alone. Everyone had moved over to the next rock bluff to set up camp and eat. All I had to do was walk over. I just made it. My legs were like rubber, and I had only enough energy left to set up my tent, cook a simple dinner, and crawl into my sleeping bag. Today had been an endurance test. Tomorrow, although we didn't have as far to go, would test our courage.

Day two dawned as clear as day one. By mid-day, Rob was beginning to doubt my ability to see this through. On a rest

stop, he tactfully asked if I would allow the Venturers to continue on under his care if I chose to stay behind. My answer was yes, but I wasn't ready to quit. Yet.

At the summit of Iron Face, we faced a most spectacular sight. Looming high before us was the Mt. Alfred system of peaks, our next two days' of challenge. First, we would move down the other side of Iron Face and along the ridge of Split Peak, then skirt through the trees and onto the "cute", a rugged gully where a huge glacier resting between four peaks spilled over and tumbled down toward the valley. From there, it would be up on to the shoulder of Split Peak to the base camp at the side of the glacier. My heart turned to jelly.

For the first time, I seriously took an inventory: energy — gone; courage — needle on the red mark; determination — beginning to give in to logic. But, after downing a strip of teriaki beef jerky, I looked out across at Alfred again and felt excitement wash over me.

The climb around the base of Split Peak and up the cute on day three was incredible. Partial cloud cover gave us a break from the heat of the sun. Crossing snow packs with more than 70% grades and no bottom in sight was unnerving, but conditions were good for kicking in our footsteps. Ropes provided a safety net and a safety line in case of collapse. Amazingly, what had appeared to be the toughest leg from our perspective the day before turned out to be not bad at all.

Although the climb was not technically difficult, I found I had to get a mental hold over my fears. Base camp on the ridge next to the glacier was a welcome sight. We arrived about mid-afternoon and set up camp just before it started to rain. For the rest of the day, we snacked and relaxed. I could sleep all I wanted, knowing I wouldn't fall behind! My only concern was that the weather would cooperate for our final ascent the next day.

We awoke well rested and excited but fogged in. Visibility was about 10 metres. We had several kilometres to

go to cross the glacier, and the near white-out conditions meant we had to rely on our compass. We reached the ledge at the shoulder of the peak. After a rest and some exploring, we were happy to see the clouds begin to break and lift. We now faced the final 450 m, the steepest so far. Yet, without our heavy packs, it seemed manageable.

The last few hours were nerve-wracking. I now appreciated our practice on Iron Face. This was so steep, the only way I could stay "together" was to keep my head down and focus on taking just one step at a time. After an hour or two, I approached the rest of the company perched on an out-cropping of rock. I assumed it was another rest stop until they began to cheer me on: "You made it! You made it!"

With my head down, I had not noticed I'd reached the summit. Excited, they escorted me a little higher to take a look. The clouds broke some more and, down the north face, we caught a glimpse of Jarvis Inlet — the ocean, 2,400 m below.

On top of our challenge, we each selected a small piece of Alfred as a memento and added our names to the cairn. We were the eighth group to have reached the summit. We radio-phoned home to some of the parents.

The return trip was less adventurous, but steady rain and an accident with a whipping branch that caught my eye made it an ordeal for me. I was exhausted by the time we reached the truck, and the eye injury turned out to be quite serious, but I'll never think for a moment that we should not have gone.

I'm sure I grew the most from this challenge, and I learned some important lessons. Never limit your Venturers to your own capabilities or past experiences; and remember that advisors need challenge, too. ^

Scouter Frank Kickbush is advisor with the 10th Douglas A Venturers, Victoria, British Columbia

The Short Ends of Sticks

by Colin Wallace

Q: *What do you call a boomerang that won't come back?*

A: A stick.

Oh, stop groaning. It wasn't that bad. Besides, stick jokes are a lot like sticks themselves: they don't grow on trees.

OK! OK! That's the last of them. I just needed a way to introduce you to the ancient and noble art of stickhandling. I'm not talking hockey sticks, here. Just small sticks made from scrap pieces of dowelling such as old broom handles, mop handles, rakes, hoes — whatever long-handled tools your neighbours throw out on garbage day.

Collect these discarded dowels, saw them into various lengths (in 25 cm increments with slightly bevelled ends to prevent splintering), and you have the equipment for several great games.

You can even use the dowels to spice up old games, like ringette, for example. Play the game by the usual rules but, instead of providing everyone a stick the same length, give players sticks of varying lengths. At 30 second intervals, the game leader blows a whistle blast, whereupon all players drop their sticks on the floor and pick up different ones. Playing ringette with a 25 cm stick puts a whole new twist on the game!

The campfire game *Crossed & Uncrossed* needs only two short sticks. Everyone is seated around the fire. The leader passes two sticks to the person on the left and says either, "I pass these to you crossed" or "I pass these to you uncrossed." The catch is that the leader means his or her legs are either cross-

ed or uncrossed, not the sticks, so it doesn't matter how you pass along the sticks.

Each subsequent person tries to pass the sticks to the player on the left with the appropriate statement. But unless players have twigged (sorry, couldn't resist the pun), they'll refer to the sticks. The leader lets players know whether or not they have correctly passed them along. After a few times around the circle, they will start to catch on. If it looks like they're never going to get it, you can drop a few subtle hints.

While you're at the campfire, give everyone a pair of short sticks to use as claves. Instead of clapping hands in time to the music, they tap together their two sticks in rhythm. A nice effect.

You can make another percussion instrument by cutting a series of deep V-notches along the length of one stick. Then, rub a second stick along the not-



BOMBERS & BREEDERS



Two teams: Atomic Bombers (B) versus Nuclear Breeders (C)

Each team must deliver a fission cylinder to the atomic reactor (D).

Each team must try to locate and stop the other team.

Uranium fuel rods are stored at manufacturing site (A).

Move fuel rods (only one rod per person at a time) to team base (B or C).

When fission cylinder is full of fuel rods, move it to reactor (D). Fission cylinder must be kept at team base until it is full.

All participants must wear a protective backpack (looks like an inflated balloon) which, if punctured, will render a player subject to radioactivity. The player must return to the CDF Recovery Room for a new protective backpack. There is a small fee for each new protective backpack — the correct answer to a skill-testing question. Note: Players may not puncture an enemy protective backpack while their own is out of order.

The reactor is defended by an anti-nuke squad who are immune to radioactivity. They do not need protective backpacks.

Fission requires heavy water. The teams must find their own source and deliver a half litre of the stuff with the full fission cylinder. Note: CDF Heavy Water is not acceptable.

Boundaries (Scale: 30 cm = 1 km)

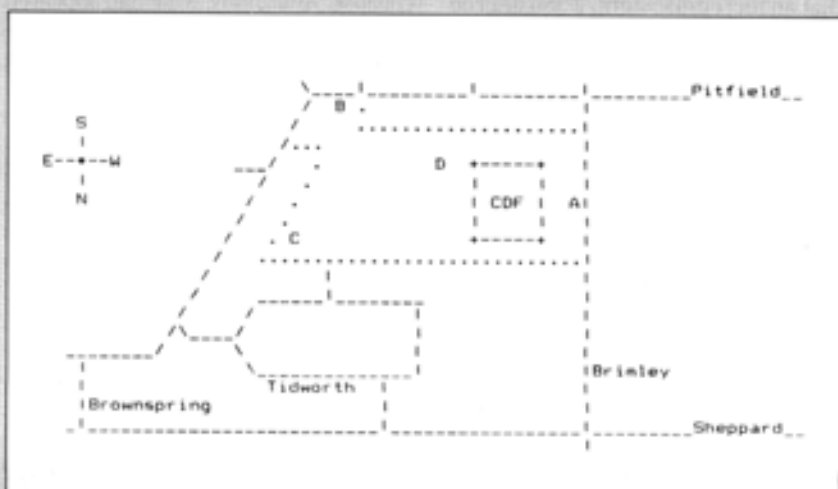
Equipment

Fuel rods (wooden dowels)

Fission cylinders (large juice cans, open at one end)

Protective backpacks (inflated balloons and safety pins)

Heavy water containers (plastic milk bags)



ches to produce a rasping sound. Amplify the sound by holding one end of the notched stick against the bottom of an upturned basin or bucket while you rasp it with the other stick.

You will produce a more mellow sound by making wind chimes from several lengths of hardwood dowelling. Suspend six to eight sticks from a plastic plate. Hang a small ceramic flower pot in the middle of the sticks so that, when the wind moves the sticks, they strike against the flower pot to make a soft bell-like sound.

Indoors, you can use the sticks in a relay race. Give each patrol 10-12 short sticks and a board about 25 cm x 50 cm. With one person perched on the board and supported by mates, each patrol moves the board forward, putting the sticks underneath it as rollers. When the patrol reaches one end of the hall, a new player climbs aboard, and the patrol rolls that Scout back again. Continue until every patrol member has had at least one turn on the board.

Here's another idea. Patrols organize in relay formation. Five metres in front of each, place a bucket with one stick in it. At the whistle, the first member of each patrol runs forward and tries to put the sticks from the other patrols' buckets into his or her patrol's bucket. But, the player can only pick up one stick at a time and, meanwhile, the other patrols are trying to achieve the same objective. On the next whistle, the second Scout from each patrol races forward to replace the first Scout, who passes along any dowel in hand. Sound the whistle at 15 second intervals. *Note:* A stick may be put into a bucket even while a Scout is holding it. It's fast, furious, and fun.

Keep the sticks and buckets for yet another game. Give each patrol 5-6 m string and a couple of strong elastics. Make sure the sticks are longer than the depth of the buckets so that the ends will stick out for grasping. Give patrols 10 minutes to move as many sticks of dynamite as possible from one bucket to another without approaching closer than one metre and without touching the sticks of dynamite with anything except the string and elastics.

This task calls for teamwork and imagination. One approach is to expand a tight elastic loop by pulling it outward with several strings. Then you manoeuvre the loop over a stick and let it close. Lift the stick out of the bucket, move it to the second bucket, open up the loop again by pulling outward on the strings, and release it into the bucket.



Your Scouts will find the sticks useful when they practise certain knots; the clove hitch, the larkshead, the marlinspike knot, the highwayman's hitch, and maybe the Spanish windlass. They might even try building a rope ladder with the sticks as rungs. Just make sure they don't use the same sticks for stir-

ring the porridge or stew at camp. Likewise, caution them to keep the stick they use as a camp rolling pin stored separately with the kitchen gear.

The acrobats in your troop can try balancing a stick on a finger tip, chin, nose, forehead — even on the end of another stick. Troop jugglers can practise their craft by keeping three or more sticks aloft at the same time. Less dexterous Scouts can improve their eye-hand coordination by throwing the sticks at tin-can targets.

The best use our troop ever made of sticks was a wide game we called *Bombers & Breeders* (sidebar). You're sure to create other applications for the sticks you collect (perhaps as wickets and stumps). Please share your discoveries and inventions with the other readers of the **Leader**.

Scouter Colin Wallace is a trainer in Greater Toronto Region, Ontario.

BOATWISE

from Ben Kruser

"Drowning is the second leading cause of accidental death for children 5-14 years of age, exceeded only by auto accidents. Unfortunately, many of these deaths involve one of Canada's greatest recreational activities — boating."

With these thoughts in mind, Canadian Power and Sail Squadrons — an organization with over 50 years' experience in training recreational boaters — developed *Boatwise*.

Boatwise is a package of educational material designed to teach children basic boating skills and give them a spirit of cooperation and a positive attitude towards the safety of themselves and others.

The *Program Leader's Resource Kit* contains easy-to-follow lesson plans divided into units that cover:

- The boat and its basics
- Boating etiquette, courtesy, and Rules of the Road
- Signalling, safety equipment, and getting underway
- Preparing for emergencies

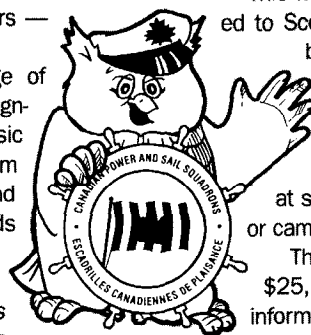
Each unit includes teaching guidelines and activities supplemented by illustrations, overheads, and posters. The resource also includes lists of materials and equipment, many available in most homes, and references for further development of course materials. And the kit comes with the Canadian Coast Guard's *Safe Boating Guide*, *The Canadian Aids to Navigation System*, and Environment Canada's *Cloud Chart*.

This material is excellently suited to Scouts Canada's watercraft badges and water-based programs. You can use it with your group, on Wood Badge or outdoor-skill training courses, or at special water-based events or camps.

The complete kit sells for \$25, including taxes. For more information, contact the nearest Canadian Power and Sail Squadron, or call or write CPS headquarters at the address below:

Canadian Power and Sail Squadrons

26 Golden Gate Court
Scarborough, ON M1P 3A5
Toronto: (416) 293-2438
All other areas: 1-800-268-3579
FAX: (416) 293-2445



Fun at the Pond

by Lena Wong



May begins to approach the end of your Beaver year. This makes it an ideal month for your leadership team to get together for some planning sessions to ensure that next year starts off on a good note.

Identify who will remain in the leadership team, who will move on to another section, and who will leave the colony for some other reason. Discuss some strategies to recruit replacement leaders. If you already know of some individuals who are interested, approach them now and invite them to join one or two Beaver meetings, a leaders' meeting and, perhaps, a Sharing Session.

If you get firm commitments from new leaders, give them a copy of the *Beaver Leader's Handbook* so that they can familiarize themselves with the expectations of the Beaver colony. Invite them to your planning sessions to help them start feeling part of the team.

Use the long- and short-term planning suggestions in the *Beaver Leader's Handbook* (p.9-2,3) to flesh out each month and establish themes for each meeting. For detailed meeting planning,

turn to your resources. The most obvious of these are your *Beaver Leader's Handbook*, *The Colony Resource Book*, the *Leader*, and children's magazines and books.

Above all, remember your Beavers. Include them in the process by arranging a colony planning meeting. Invite them to express some ideas about what they would like to do during the next Beaver year. Use the records of crafts and games you have kept through the year. If some of them were particularly successful, plan to try them again, with a new twist or variation to avoid boring your returning Beavers.

Once you have decided what you are going to do each meeting night for the first month, make up a calendar the Beavers can take home to hang on the fridge or a notice board. Scouter Jim Goat, 4th Kanata A Colony, Ont., dropped off some excellent monthly calendars he set up on his computer. You could easily do something similar by hand. Give your first calendar to the Beavers at registration or on the first meeting night in September.

It's important to keep parents fully informed. Send home with the calendar a one-page newsletter each month. In it, tell parents about any activities or outings that require Beavers to bring special clothing, permission forms (attach

With monthly calendars like these, parents and Beavers can easily see what's coming up.



these to the newsletter), foods, or other resources. Use your newsletter to ask for help with driving and extra supervision for outings or parties, too.

Determine now if one individual will be responsible for the production of printed colony materials or if you can produce these as a team. Decide on a format, using the plan you have developed for the first month's meetings.

LAW, PROMISE, MOTTO

An important part of your planning sessions is to talk about how you can integrate the motto, law, and promise into your program in ways meaningful for your Beavers.

The 1st United Colony in Bathurst, N.B., chose a long-term far-reaching way to demonstrate the motto "Sharing, Sharing, Sharing" as well as the promise "to love God and to help take care of the world". The Environmental Fund Award report in the J/J92 **Leader** told how the Beavers help the environment and people in other parts of the world at the same time. The Beavers collect used eye glasses, then sort and box them and send them to the Evangelical Medical Aid Society in Warkworth, Ont. Medical missionaries fit many adults and children in developing countries with these recycled glasses.



A 1st United Beaver shares the gift of sight.

To mark the 10th year of the project, the colony is expanding their collection area. They are using the money they received from the Environmental Fund to advertise the project and set up collection boxes in local businesses. What's left of their award will help them pay to ship the glasses to the Ontario collection centre, says Helen Knowles, APC (Beavers).

While this project obviously has strong adult support outside of the lead-

ership team and may not be the kind of thing every colony can tackle, it does demonstrate how good long-term planning can sustain a worthwhile, meaningful project. Many colonies take part in food drives and park clean-up projects. Look around your community to see what your colony can do to improve the environment or help people.

OUTDOORS

May is a lovely time for picnics. Plan a day-time outing during the early part of the month. Choose a nearby nature area, city park, or farm. Decide on a focus for your adventure. A good one for this time of the year is birds. You'll see and hear them everywhere, busy looking after their nests. It's an excellent opportunity to introduce your Beavers to the joys of bird-watching.

BIRD WALK

Tell the Beavers how birds look after their young and how important it is for people to stay away from nests and nestlings. Organize into small groups of four or five and go for a little walk. Be as quiet as possible as you try out some of these ideas.

Stop, close your eyes, listen to a particular bird song, repeat the sound quietly to yourself. Listen again and remember the song.

Walk further along the path, then return to the spot where you listened. Can you hear the same bird song again? Can you see the bird? Can you see the nest? Are there any nestlings?

Continue walking. Can you hear the same bird song anywhere else?

Notice how the birds fly. Do they all move in the same way?

What kind of beaks do the birds have? A broad beak means the bird is a grain eater; a narrow beak means it is an insect eater. Use a bird field guide to identify the birds and keep a record.

When the colony comes back together, try to repeat the bird songs you heard. How many different types of birds did the colony hear and see?

GAMES

"Hide" is a game most of us probably know, whether we played it just to tease adults or as a group game. Before you play, explain to the Beavers that they may hide only behind objects immediately off the path you are walking. Establish a very strict play-area boundary.

Pick a trail with trees, bushes, and tall grass on both sides. Walk along in single file with a leader at the front (and a spotter behind). The line leader calls, "Hide", and everyone else jumps off the trail and behind a bush, tree, or clump of grass. The leader walks back along the trail to find them. Found Beavers help to find everyone else. Do a head count, then play again with someone else at the front of the line.

Play "Beaver Pond" in a large open area. Mark beaver lodges (safe spots) with blankets, piles of jackets, or other handy materials. Make a dam across the pond using sticks and stones picked up in the area. The Beavers are beavers swimming in the pond, sitting in the lodges, and working on the dam. The leaders represent different predators, using the appropriate actions (e.g. an eagle swoops with arms outstretched, a fox stalks its prey).

The Beavers choose one or two players as lookouts and the leaders start to "hunt" the beavers in the pond. When a lookout notices a leader, he or she claps hands (to represent a beaver slapping its tail) and all the beavers run to the nearest lodge for safety. Beavers who are caught turn into the animal that caught them and help catch the remaining beavers.



CRAFT: PAPERWEIGHT

While you are out on the trail, at the beach, or on the farm, collect a handful of small stones and pebbles of different shapes and colours for each Beaver. If you can, mix in some small shells with the stones. Then, make this gift for Fathers' Day or saying farewell to a teacher at the end of the school year.

Each Beaver needs a small handful of stones and a clear glass or plastic jar with lid. Wash and dry the stones, then fill the jar half full with them and screw on the lid tight. To decorate, the Beavers can put a colourful sticker on the lid. Another idea is to use sand instead of stones and dress up the paperweight by decorating the outside of the jar with small animal or cartoon-character stickers.

End your outing with a good picnic and some songs and stories. ^



CJ'93 Join-in-Jamboree

by Reg Roberts

In just a few months, the tent city marking Scouts Canada's Eighth Canadian Jamboree will rise in Kananaskis Country, a beautiful location in the Rocky mountains between Calgary and Banff, Alberta. At that site in July, some 12,000 Scouts and Venturers will gather for a truly exciting experience.

Many thousands of visitors will flock to the site and, with participants and staff, make the jamboree one of the largest cities in the province. Not everyone in Scouting will be able to attend or visit CJ'93 but, by trying out some of the jamboree activities in your home town, at summer camp, or during a specially planned weekend this summer, you can join in the jamboree and share some of the fun.

A key part of jamborees is meeting people and making new friends. As you plan for your join-in activities, plan to get

together with other sections in the group or other groups in your area. You'll add more than new friends; you'll add to your fun.

A special feature called "Twinning" has been incorporated into the CJ'93 program. Units who choose to be twinned will contact their twin unit from another province before the jamboree, meet together on site, take part in some of the activities together, have some meals together, and get to know one another.

Each twinned unit will create a pennant representing themselves to fly over their campsite during the jamboree. At the end of the jamboree, the twins will exchange pennants as mementoes that will encourage them to keep in contact over the following year.

A Friendship Game will kick off the jamboree. Each participant will seek out Scouts or Venturers from other provinces to form a friendship patrol. These patrols will have lunch together and exchange names and addresses as well as a game badge piece. Together, the pieces form the outer ring of the special souvenir badge. To add the centre part and complete the badge, participants must compete in a special challenge.

"Twinning", special pennants, and a fun friendship game are all elements you can easily make part of your join-in event.

Jamboree Activities

Here is a brief look at some of the activities planned for CJ'93. Use them as is or modify them to suit your situation. Some will not fit for you at all, but even they might spark an idea for similar innovative activities for your members. Please remember, the safety of participants is the primary concern in activities with an element of risk and challenge. But have fun, too.

The jamboree will take place at the same time as the famous Calgary Stampede, Canada's major western event. Is there a rodeo where you live? How about a trip to a riding stable where everyone can have a ride on a horse or pony? Perhaps you can run your own



Build and launch a raft

rodeo, using bicycles instead of horses. Maybe you could even come up with a modified chuckwagon race.

Other trips at CJ'93 will take participants to the hot springs in Banff for a steamy dip and the Columbia ice field for much cooler activities. In summer where you live, it may be hard to find ice for sliding, but you could visit a water slide or make a simple slide on a grassy



Ride a rodeo bull

slope with a sheet of plastic and a garden hose to keep it wet.

Among the CJ'93 off-site activities are a variety of hikes, some through the mountains and others along fast-flowing mountain rivers. Along the way on most of them, hikers will stop at interpretive centres to learn about the plants and animals that live in this magnificent coun-



Rappel to the safety of Mother Earth

try. They will also have "chance" encounters with some of the people who settled the west, all dressed in period costume and ready to tell their stories.

A park in your area may offer interpretive walks; perhaps you can make it part of a weekend program. And it shouldn't be too hard to recruit costumed players to introduce your members to elements of your community's heritage. Scouts who are working on their Heritage Challenge Badge or Gold Stage Citizen Achievement Badge may be very interested.

Some jamboree participants will visit an authentic native village, where elders



Make new friends

from local tribes will help them learn a bit about traditions, lore, their past and present lifestyles, food preparations, dances, and games. What local resource people can you draw on? Can you visit a native community or arrange for people from that community to visit your event?

Scouts will have a chance to learn mountain-climbing techniques on a climbing wall and then take on a nearby rock face. Scouts and Venturers will build plywood and inner-tube rafts and float down the Kananaskis River.

Rollerblading on the Olympic biathlon trails at Canmore and learning how to shoot the biathlon rifles will challenge still others. And there will be mountain biking as well as BMX racing against the clock. Once again, depending on your location, modified versions of these or similar activities can add to your join-in event.

Some units will hike wilderness trails and then face the challenges of the fur traders. They will paddle freighter canoes filled with bales of fur and struggle to escape unscrupulous raiders eager to steal their loads. Sounds like the basis for a great wide game to me!

The jamboree will offer dozens of activity areas to consider adopting for your section or group's needs. What is important is that youth members unable to attend CJ'93 feel a part of the jamboree by participating in special activities at home.

And remember the Scouters in your area, too. Refresh your memory on the jamboree's Indaba program (Feb. '93), a series of sessions to show Scouters exciting ideas and innovative ways to conduct programs. Get together with all the leaders in your area to swap ideas, talk



Climb rock-faces or walls

about new programs and new ways of doing things, and plan a join-in-jamboree weekend for the young people in your units.

This summer, let's celebrate Scouting and jamborees. Have fun. ^

Reg Roberts is former executive director, programs, Scouts Canada.



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Evaluation: *The Final Step*

by John Rietveld

Over the past year, *Leader* articles have dealt with a number of issues related to public relations planning. We looked at the importance of *research* (Mar'92) and sought your input to help us do an *analysis* of how the media sees us (Aug/Sept'92). We shared ways to increase Scouting's profile in the community (Oct'92) and talked about planned *communications* activities for Scout/Guide Week (Dec'92) and Trees for Canada (Feb'93).

As another Scouting season closes, it's time to *evaluate* how things went. Learning from what happened in the past helps you avoid disasters and enables you to build on successes as you begin planning for next year.

Evaluation is the final step in a process of Public Relations planning called the *RACE Formula* — Research, Analysis, Communications, and Evaluation (see chart). It's a simple process that will help you avoid wasting time (staff and volunteer) and money and lead to good results.

Too often, we forget to evaluate. It is a step as important to our efforts as the research and analysis we do before we launch a publicity campaign. Let's look at some ways that groups and districts can evaluate their publicity and move on, knowing that they won't repeat mistakes.

PR professionals use two common evaluation methods. The "clip-count", delivered by a clipping service, multiplies the number of times your publicity appears by the readership of the newspaper(s) to give you an idea of the number of people who have seen it.

The second method, a clipping analysis, measures the positive, negative, or neutral coverage received during a publicity campaign. You can do this yourself by clipping Scouting stories from your local paper or keeping a record of Scouting coverage on radio or TV.

The clip-count and clipping analysis provide you data on how often and in what light the media presented your publicity. This is known as a measurement of output. While statistics such as these are helpful, they do not measure the outcome or overall impact of the effort.

To measure the impact of your publicity efforts, you need to know if people understood, remembered, or took action as a result of your publicity. Did you have a good turnout at your mall display? Did most parents attend your Parent/Scout banquet? Was visitors' day at camp a success? Did your fundraiser bring in the amount of money you required? These are outcome questions you need to answer to evaluate your efforts properly.

If the turnout for your publicized event was less than expected or people arrived late, you need to evaluate your publicity. Was the timing and method of distribution right? Did the notice clearly indicate the location, time, and date?

You also need to take stock of your publicity effort if the parking lot was jammed or you ran out of goodies at the bake sale. Perhaps you need another location or a longer event to accommodate more people. And you'll need more baking to satisfy those people.

You don't have to wait until after your publicity campaign ends to begin evaluating. As soon as the posters go up or the ads appear, call some of the group's parents to ask if they've seen the material. If the answer is no, you may still have time to increase the number of posters or run the ad again.

Another way to measure the impact of the publicity is to have the district secretary or office receptionist keep track of the number of calls or letters requesting further information. This will tell you whether people understood the message and may help you prevent a failure.

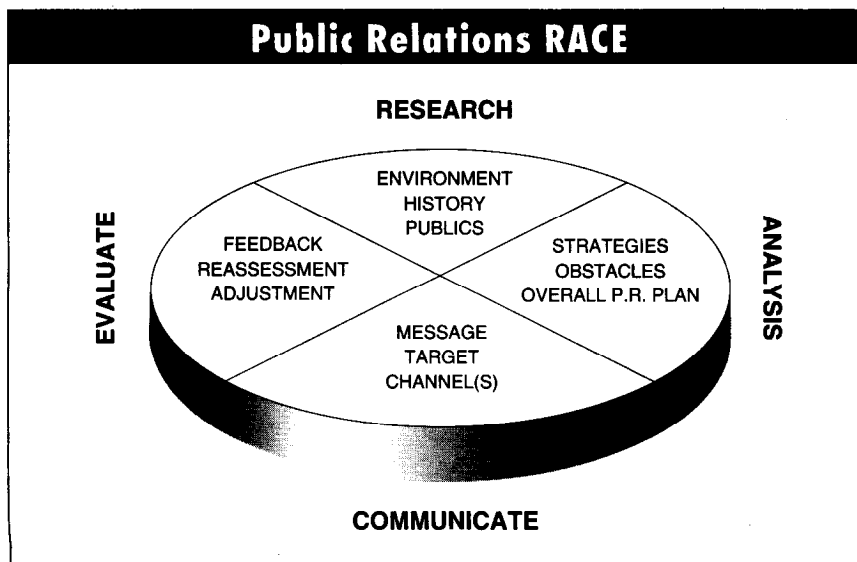
After the publicity ends and the event is over, include the results of your evaluation in a report to your group committee or district council. Tell them about the publicity you used and the subsequent event. Based on your evaluation, highlight recommendations for change to improve the results next time.

We evaluate all of our national level publicity efforts. Every year after Scout/Guide Week, for example, we do a clip-count using clippings sent to us by volunteers and staff. We compile statistics by analyzing reply cards sent to us by radio and TV stations that use our Public Service Announcements. And we ask regional offices to complete a short questionnaire to evaluate the usefulness of the materials we produced and distributed.

As a result of last year's evaluation, we shipped materials for Scout/Guide Week earlier, increased the size of our banners, and tripled the quantity of posters. Our evaluation also told us to provide councils a fill-in-the-blanks media release for them to issue rather than sending out a national version.

By now, you've probably reached the conclusion that evaluation differs little from research, except that, at the evaluation stage, you know what worked. The results from your evaluation will provide much of the data you need when you begin to plan the next project. The *RACE* formula for public relations planning is a cyclical process that allows you to build on your successes and learn from your mistakes.

To help the national Communications Committee and staff evaluate their efforts, please continue to send us your clippings and share with us the results of your work. ^



We *National Program Committee* Listened *plans review of Scouts Canada's* *entire program*

by Reni Barlow

In the February 1993 *Leader*, Bob Hallett presented an overview of the Management Task Group's findings and outlined six areas of general concern within Scouts Canada. Many of the comments you provided specifically addressed Scout's Canada program and how it's delivered.

The National Program Committee (NPC) is a group of volunteers from across Canada responsible to the National Commissioner for the development and maintenance of Scouts Canada's programs. We read your comments thoroughly and compared them with concerns and recommendations identified inside and outside the movement over the past few years. The key concerns were:

- declining youth membership;
- the ease with which volunteers are able to deliver our program effectively;
- the attractiveness and relevance of our program to today's youth;
- the perceived complexity and sophistication of some section programs;
- the school-like nature of badges in Wolf Cubs and Scouts;
- the changing nature of Canada's youth and adult population;
- the need for greater integration and continuity between sections.

NPC efforts over the past two decades have focused intensely on the refinement and support of existing programs. Careful and objective examination of recent feedback suggests that we must now consider the fundamental design of our section programs to examine their deliverability and their appeal to Canadian youth. At its January meeting in Saint John, N.B., the NPC reviewed the current situation and took the first steps in launching a significant initiative.

The NPC has decided to undertake a review of Scouts Canada's entire program. The decision is the product of long, careful deliberation and will respond to the specific concerns identified above. Plans for the review's first phase include a thorough examination of Scouts Canada's program foundations

— the objectives, emphases, and age groupings — through an analysis of recent survey and study data gathered internally and externally, as well as new data gathered on specific issues. This full program review will parallel the Management Task Group's organizational review and contribute to clarifying Scouts Canada's mission.

Timing is a key reason for starting now. With the exception of Wolf Cubs, most section programs and the outdoors program were scheduled for review beginning in the next two years. Rather than continue to evaluate each program separately, the NPC wanted to examine the links between the sections to ensure a continuous program progression reflecting human development from age 5 to adulthood.

Cub Program Changes On Hold

To accomplish these goals and address program concerns, we had to adjust the activities of the NPC. The greatest impact of this adjustment is on the Wolf Cub section. The majority of program changes recommended in the final report of the Wolf Cub Review (February 1993 *Leader*) will be put on hold pending the full review's outcome. Minor changes will be introduced to existing star and badge requirements to address safety issues and other immediate concerns. These will appear in future issues of *the Leader* and the next reprint of *The Cub Book*.

We thank the many Cub leaders who participated enthusiastically in the Wolf Cub review. Your input made us think critically about our programs. We know you have been eagerly awaiting the introduction of the proposed changes, but implementing them now would preclude a complete and objective review of the full program and commit valuable resources away from such a review. These are costs that outweigh the revised Wolf Cub program's benefits.

We learned a great deal from developing the Wolf Cub review process and plan to incorporate its strengths into the full program review. We also intend to generate a similar level of excitement and enthusiasm for a review of all of Scouts Canada's program over the next few years.

What Happens Next?

The NPC's coming Beaver, Scout, Venturer, and Outdoor program reviews and current maintenance activity will be incorporated into the planned full program review.

The Contemporary Rover Program Design Group, based in Nova Scotia, will continue to examine potential program opportunities for Scouts Canada's members beyond age 18 (p.27). Their report, based on internal and external research, is expected in September. It will provide the design specifications for a young adult program with a focus on personal development, as specified by the Rover review recommendations of 1990. The specifications and data analysis will be incorporated into the full review and the program development phase adjusted to match the full review's timeline.

Ultimately, the review may lead to a program quite different than what we have now in our five sections. Whatever its final appearance, we are committed to developing a program for all Canadian children and youth that:

- will achieve Scouts Canada's purpose/mission;
- is founded on Scouts Canada's principles;
- has a strong, identifiable focus and value;
- presents a clear sequence of development in specific areas;
- has broad appeal to prospective youth and adult volunteer members;
- is easy for everyone involved to understand;
- is fully supported by resources to plan and deliver it effectively;
- requires a minimum of training to deliver.

This significant and somewhat dramatic change of direction for the National Program Committee is a response to concerns you and others have shared with us. We do listen and we are committed to responding as effectively and thoroughly as possible. We look forward to your support and input over the next few years as we work to revitalize Scouts Canada's program for the 21st century.

*Reni Barlow is chairman,
National Program Committee.*

Storm at Sea



by Guy Mandeville

I ran into this paper-folding story at a training course with some European Scouters. Suited to Beavers or Cubs, it might be fun to tell around the campfire.

You need a rectangular piece of paper and scissors. Fold the "boat" (also a child's paper hat) while explaining that you are going to tell the story of a shipwreck.

1. Hold the paper long side up and fold in half from the top.
2. Fold in the top corners until they meet in the middle.
3. Fold up the bottom strips to back and front.

Now you have built your craft and, with boat in one hand and scissors in the other, can begin the tale. Use the ship to show the action.

Once upon a time, a sailor decided to take his boat on a very long voyage. He sailed calmly under the sun for a day and a half. In the afternoon, big swells

began to rise and, soon, even the sailor began to feel a bit seasick.

The waves grew larger and larger and a rising wind blew stronger and stronger, until the sailor was in the midst of a full-scale gale. The boat tossed and groaned, the wind shrieked, and very soon, things got so bad that the top of the boat blew away (*cut off the top of the boat*).

No matter. It was a strong little boat, and the sailor sailed on. When it calmed down, he made what repairs he could. He was just starting to relax, when more big swells began tossing the boat. Very soon he was battling another huge gale. This time, one wave was so strong that it ripped off the stern of the boat (*cut off the corner at the top back of the boat*).

Fortunately, the boat had water-tight doors to keep the front from flooding, and the sailor weathered this storm, too. As soon as it calmed down, he decided he'd better head for land. He'd just finished charting a course when rising swells indicated another gale on the way.

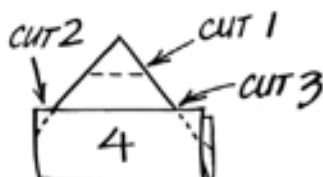
This one was the worst yet. Huge waves pounded the boat and ripped away the bow (*cut off the corner in front*). The boat sank.

The poor sailor managed to save himself by grabbing a piece of wood from his doomed boat. As soon as the storm calmed down, he gathered up other floating bits and fashioned them together to make a raft. Then, to make it easier for passing ships to spot him, he tied his T-shirt to the mast.

The sailor floated on a quiet sea for many days, but finally the coastguard spied the flapping white shirt and raced to his rescue. (*At this point, get ready to unfold the "boat"*.)

And just to prove to you that this story really did happen as I described, here is the very T-shirt the sailor tied to his raft. (When you unfold the paper, you will have a T-shirt to show. Clever, isn't it?)

Scouter Guy Mandeville is vice president, Maple Leaf Region, Europe.



Last October, the 2nd Wellington Beavers, N.S., kicked off their very first Scouting year with a successful "work day". As the first part of their job at the district recreation facilities, the Beavers picked up fallen apples and put them into the compost for the community garden sponsored by the Waverly Pastoral Charge. When the ground was clean, they helped harvest vegetables from the garden to send to the local food bank.

"The Beavers really enjoyed doing the hands-on work for a good cause," says Rainbow Marian Verboom Doucette. "At the same time, the recreation grounds and the community garden benefitted from the Beaver work force."

Meanwhile, the 2nd Wellington Cubs were cleaning up at a local park as part of Clean Nova Scotia's Fall Beach Sweep. When they were done, the Cubs joined the Beavers for a well-deserved barbecue supper and campfire. "It turned out to be a fun-tastic way to start off the first Scouting year for a brand new group," Rainbow says.

◀ The 2nd Wellington Beavers help harvest vegetables for the food bank from the community garden.

DOWN AT THE MARSH

from Donna Ward

Last May, when the Wiarnton A and B Beavers visited the Bognor Marsh near Owen Sound, they saw many different species of wildlife and signs of many more, says Rainbow Donna Ward.

First they took a very interesting walk led by Heather Allen of the Grey Sauble Conservation Authority. Then they donned rubber boots and, equipped with homemade fishing nets (wire coat-hangers and nylons) and underwater viewers (juice cans with top and bottom removed and clear plastic wrap over both ends), they explored the water.

"They found crayfish, leeches, minnows and larger fish, snakes, and a small painted turtle, not to mention hundreds of different insects," Rainbow reports.

Before heading home, the colonies stopped at the picnic pavillion for a snack. "It was a beautiful day — well worth the trip," she says.

We're ready to see what we can find in that water!

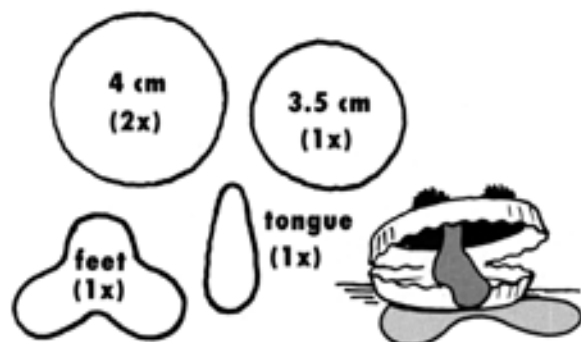


BOTTLE-CAP FROG

from Erika Cowley

I saw this craft using recycled bottle caps in a kindergarten in Germany and have tried it successfully since with older Beavers and Cubs.

For each frog, you need green felt, red felt, two tiny black pompoms, two bottle caps, and bondfast glue.



Cover the outside of each cap with a green felt circle (4 cm). Line one cap with a smaller green felt circle (3.5 cm). Cut green felt feet and glue to the outside of the lined cap. Glue the unlined cap on an angle into the lined cap as shown. Glue a red tongue to the inside of the top cap and on the bottom edge of the frog's "mouth". Glue on small black pompoms or beads as eyes. ^

Scouter Erika Cowley is AC Willow Valley, Greater Toronto Region, Ont.



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Rainbows That Hurt

by Ben Kruser

Beavers is a good age to begin introducing the concept of pollution and why it happens. You can start by talking about litter and why it is important not to leave our garbage lying around. Litter is not only unsightly, but also can dirty, or pollute, fresh water, healthy soil, and clean air. All life — people, animals, and plants — needs clean soil, water, and air to be healthy.

Sometimes pollution is not as obvious as paper lying about in parks. It takes a keen eye to spot the sources. Pollution that does not originate from one single source is termed non-point source pollution, and we see it all the time. For instance, take a walk through a parking lot after a rain. How many times have you noticed those shimmering rainbows collecting in shallow puddles? Do you recognize the signs of an oil spill, albeit a very small one?

Think about how many oil-created rainbows there are in parking lots and

roads. The rain washes this oil into the storm sewers. Storm sewer water isn't treated, but is funnelled directly into fresh water bodies. Since a litre of oil can foul one million litres of fresh water, the collective oil residue from roads and parking lots becomes a significant non-point source of pollution. It's a kind of pollution that is obviously very difficult to clean up.

The first step to preventing this kind of pollution is to create awareness of the problem. You might want to plan a pollution ramble-around your area to see how many kinds of non-point source pollution the colony can find. As you walk, make a list of whether the pollution hurts water, soil, air, or a combination of these. Here are some sources you can point out to the Beavers. How many more can you find?

Oil Spots: cause toxic residue in rain run-off

Antifreeze Spots: same as oil

Road Salt: creates salinity in local water tables and damages vegetation

Garages: Waste oil soaks into the ground and contaminates rain run-off

New Homesites: create soil erosion into nearby streams

Car Exhaust: adds pollutants to the air

Storm Sewers: carry salt, oil, and other road residue into low-lying water bodies

Factory Smoke: adds to air pollution

Marina: oil and gas spill into the water

Careless Boater: garbage in the water

Household Cleaners: improper disposal creates water pollution

Barnyards/Feed Lots: can contaminate ground water

Yard Chemicals: wash into rain run-off and storm sewers

bombarded daily with media images of environmental disasters. It can leave them feeling quite powerless and helpless to do something about these many problems.

You can begin to give them a sense of self-empowerment by talking about some possible approaches to the pollution sources you've found. With their parents, the Beavers might be able to work on some of the solutions at home. If they can't, at least you have planted an important value seed for when they grow up.

What are these possible solutions?

Oil Drops: Have the family car serviced to seal up dripping oil and sludge. If you do your own oil changes, ensure you do not spill any oil. Properly dispose of waste oil and filters by finding a service station that will recycle them.

Antifreeze: Never drain car antifreeze into the street. Collect and put it back into the jugs the new antifreeze was in. Dispose of properly.

Car Exhaust: Have your car tuned up to reduce air pollution.

Road Salt: Have the colony write a letter to their local politician asking why road salt is used in their town.

Soil Erosion: Plant ground cover, such as crown vetch or other natural plants, to slow water flow into water areas. Pile up rocks to prevent banks from washing away.

Household Chemicals & Fertilizers: Make sure they are stored properly and used according to the instructions.

Water Testing: Learn how to test water to see if any pollution such as septic tank waste or manure is in the water.

Garbage Removal: Carry a garbage bag in the car or boat to collect and properly dispose of waste while travelling.

Learning about the sources and prevention of pollution is the first step in becoming able and willing to do something to correct it. X

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When you've made a list, go back to the meeting hall to talk about what you found. It's important not to end the discussion here, however. Beavers are

Psst! Want to Know a Secret?

by Shirley Roberts

You are a Cub leader, a busy person who regularly wonders how you will do it all. Available to you is one of Cubbing's best kept secrets, the Sixers' Council.

Made up of sixers and seconds working together with the leadership team, this small group of Cubs provides you ideas for meetings, camps, and special events. They keep you in touch with the mood of the pack. They tell you what they like and what they do not like. They give you a pat on the back and lift your spirits.

Here are some points to consider as you prepare for your first Sixers' Council meeting. You need a friendly place to meet, such as a leader's home, a private corner of the Cub hall, a fast food outlet, or the home of one of the sixers or seconds. You also need an abundance of food that Cubs enjoy. Add listening ears, smiling faces, and a sense of humour, and you are ready for a Sixers' Council meeting.

The Sixers' Council meeting gives you the opportunity to listen to the sixers' and seconds' ideas, test the leaders' plans, try out an activity, enlist the Cubs' support for a project, or help them with some star and badge work. During the meeting, the Cubs may want to learn some skills to help them deal with the bully or the clown in their six. They may want practice in leading the Grand Howl or keeping six records.

Helping You Plan

Pack summer camp time is drawing near, and there is still time to involve the Sixers' Council. Ask them for ideas for events, crafts, games, songs, skits, stories and, of course, food. Try out some of the ideas with the sixers and seconds to see how they work. These willing and enthusiastic helpers will also welcome the chance to plan and participate in the Scouts' Own and the campfire program.

The Sixers' Council is an integral part of Cubbing

Let the Cubs concoct a treat in your kitchen that they can easily prepare at camp and serve to the pack. Schedule a tent-pitching session at the Sixers' Council meeting to prepare the sixers and seconds to teach the skill to the Cubs in their six when they arrive at camp.

Invite the sixers and seconds to brainstorm a list of possible camp awards, such as "most goofy hat" or "biggest appetite" or "best friend". They will have

ideas on what the awards should be, too, so bring your sense of humour to this fun exercise. Give them a budget and send them out award shopping with a leader. It's a sure recipe for success.

To find out what Cubs did and did not like about a camp, event, meeting, or activity, add a time for evaluation at the next council meeting.

May is also a good month to begin preparing for fall. Your sixers and seconds will have a number of ideas for themes and outings. They may be able to suggest names of possible new leaders for the pack leadership team and identify ways to ensure that all of your Cubs return in the fall.

One of the emphases in the Wolf Cub program is "to work together in small groups and experience being a leader". The Sixers' Council is an excellent way to make this happen. By rotating sixers and seconds regularly, you ensure that all Cubs in the pack enjoy the experience of leading.

Unfortunately, the Sixers' Council is often viewed as an option in the operation of a Cub pack. It is not an option. The Sixers' Council is an integral part of Cubbing that benefits individual Cubs, the leadership team, and the pack as a whole.

This is one secret we must share!

Shirley Roberts is National Program Committee member for Wolf Cubs.





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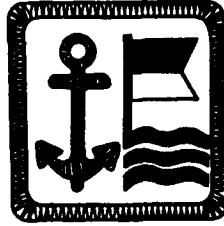
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Powercraft Achievement Badge



These badge requirements have been designed to cover outboard and inboard motor vessels. **Note:** you must always wear a personal flotation device (PFD) or life jacket in a boat and for the tests in all three levels of this badge.

BRONZE LEVEL

1. Have at least the Canadian Red Cross Society's Blue or Small Craft Safety Survival Level or the YMCA's Star IV Award, or demonstrate:
 - a) safety knowledge in, on, and around water;
 - b) a reaching assist, a throwing assist (no line), and a throwing assist (with line) from shore, from a dock, and from a boat to someone in difficulty at least two metres away. Bring the casualty to safety, showing that you know how to calm the person by talking throughout;
 - c) that, while fully clothed and wearing a PFD, you can jump into deep water, tread water for two minutes without signs of stress, and then swim 25 metres using any stroke;
 - d) HELP/huddle positions as used both in and out of the water; and
 - e) knowledge of how to contact emergency services.
2. a) Know the various types of approved life jackets and PFDs and the purpose of each.
 - b) Know at least five things to consider when choosing a PFD or life jacket.
 - c) Select and properly put on an appropriate PFD or life jacket.
3. a) Know the safety equipment required for small craft by Transport Canada.
 - b) Explain the appropriate use for each item.
4. a) Name and point out 10 boat parts of your craft.
 - b) Explain the advantages and disadvantages of planing and displacement hulls.
 - c) Demonstrate a knowledge of proper procedures for the care, maintenance, and storage of your craft.
 - d) Demonstrate care and respect for your PFD, boat, and equipment at all times.
5. a) Demonstrate the proper methods of launching, starting and stopping a motor, and landing a boat from a dock and from the shoreline, if applicable.
 - b) Identify three common reasons for motor or propulsion failure and demonstrate how to correct the problem.
6. a) Understand the basic concepts that affect boat stability.
 - b) Demonstrate the stability of the boat by vigorously rocking it for 30 seconds.
7. Demonstrate safe entry and exit from the craft and how to change positions safely.
8. While in full control of the craft, with guidance and adult participation on board, safely demonstrate at slow speed:
 - a) starting procedure;
 - b) turns in both directions;
 - c) reverse handling;
 - d) decelerating; and
 - e) taking small waves with no load in craft.
9. With another Scout and adult participation, undertake a trip with a minimum of two hours travel time on the water. You must demonstrate:
 - a) knowledge of Scouts Canada watercraft regulations (as described in *B.P. & P.*);
 - b) the creation and use of a float plan as outlined in the Canadian Coast Guard "Safe Boating Guide";
 - c) proper planning for safety procedures and equipment;
 - d) a thorough knowledge of appropriate clothing for the trip;
 - e) how safety planning is affected by personal limitations;
 - f) the choice of an appropriate route for a one-day trip;
 - g) knowledge of the potential danger of waters in your area; and
 - h) the ability to act with competence both as helmsman and crew of your craft.

SILVER LEVEL

To achieve the Silver Stage, you must have met all of the Bronze Stage requirements. Note: Scouts holding the Canadian Red Cross Society Power Boating Award are considered to have completed parts 1-6 of this badge.

1. a) Describe the stages and treatment of hypothermia, heat exhaustion, and heat stroke. Explain ways to avoid these conditions (e.g. clothing, food, drink, easier routes, training).
 - b) Explain the importance of staying with an overturned boat.
 - c) Explain why it is important to apply sunscreen and wear a hat and sunglasses to protect against harmful ultraviolet rays caused by the deterioration of the earth's ozone layer.
2. a) Know where to obtain local marine weather and water information.
 - b) Explain how to recognize and deal with changes of weather when on the water.

3. a) Recognize the following design features and describe their effect on craft performance; length, beam, freeboard, and keel.
- b) Understand the purpose of a "capacity plate".
- c) Be able to identify and describe inboard, outboard, and inboard/outboard power units.
- d) Explain the basic concepts of propeller action.
4. a) Demonstrate several different ways of signalling distress using various items around the boat.
- b) Demonstrate emergency procedures for fire, person overboard, and swamped craft.
- c) Help someone enter the craft from the water, and enter the craft from deep water yourself.
- d) Know what to do if you lose power while on the water.
5. a) Know the advantages and disadvantages of hemp, cotton, nylon, Dacron, and polypropylene ropes.
- b) Demonstrate five knots commonly used by boaters and tie the boat to the dock or a secure fixture on shore using appropriate knots.
- c) Identify and describe the use of two anchors most useful in your area (choose from Danforth, Bruce, CQR or plow, navy, grapnel, mushroom).
- d) Explain proper anchoring procedure and choice of anchorage.
6. Without adult assistance and in full control of the craft, safely demonstrate over a 150 metre figure-of-eight course;
- a) turns in both directions;
- b) reverse handling;
- c) decelerating; and
- d) taking waves at medium speed and in moderate wind and water conditions.
7. a) Understand the effect of waves on small craft and describe safe responses to wind and wave conditions.
- b) Demonstrate a solo dock landing.
- c) Load and unload your boat, setting correct trim and demonstrating correct placement of baggage and concern for centre of gravity.
- d) Explain and demonstrate emergency procedures for heavy weather boating.
- e) Demonstrate and explain the safe procedures for towing another craft.
8. With adult participation and another Scout, do one of the following:
- a) undertake an overnight trip with a minimum six hours of travel time on the water; or
- b) log 10 hours acting as skipper of a powerboat.
- In each case you must also:
- c) prepare the powerboat with safety equipment;
- d) carry emergency equipment and clothing to handle unexpected events;
- Explain your choices.
- GOLD LEVEL**
- To achieve the Gold Stage, you must meet all of the Bronze and Silver Stage requirements. You must also hold your Silver Stage Swimming Achievement Badge before undertaking requirement #6. Note: Scouts holding the Canadian Red Cross Society Power Boating Award are considered to have completed parts 2-5 of this badge.*
1. a) Know your Scouts Canada regional or provincial Water Safety Committee Regulations and explain how they apply to your group.
- b) If Scouting Charge Certificates are used in your area, know how to obtain one.
2. a) Understand the International Collision Regulations for prevention of collisions at sea (Colregs), as outlined in the Canadian Coast Guard's "Safe Boating Guide". Include: right of way, avoiding collisions, distress signals, and use and interpretation of sound signals.
- b) Devise a system of control signals and rules for a group cruise.
- c) Describe the laws with respect to the consumption of alcohol on pleasure boats in Canada.
3. a) Demonstrate how to use a map or chart and compass.
- b) Demonstrate finding your position by relating to objects within sight.
- c) Describe in detail your local buoyage system.
- d) Explain the purposes of the various navigation and special buoys as described in the Canadian Coast Guard's "Safe Boating Guide".
4. a) Point out, name, and explain 10 different topographic or hydrographic features of tides, rapids, estuaries, or shorelines. Explain the effects they could have on a boat.
- b) Be able to point out dangerous areas in rapids, estuaries, or shorelines.
5. a) Identify the main parts of the motor and drive system used on your craft.
- b) Demonstrate how to perform routine maintenance and minor emergency repairs.
- c) Identify the necessary items in a basic tool kit.
- d) Know the correct fuel (and mixture if required) and how to fuel your boat safely.
- e) Understand how the motor is winterized.
6. With another Scout and adult participation, do one of the following:
- a) plan and undertake a two-night trip with a minimum of 12 hours on the water; or
- b) log a minimum of 20 hours acting as skipper of a powerboat.
- In each case you must also:
- c) explain the correct loading and transporting procedure for car top or trailer; and
- d) demonstrate the appropriate transporting procedure for your boat. X

Sun Protection Tips

One reason we all love the outdoors is our enjoyment of warm sunshine. Too much sun can be harmful, however, especially to children. Health and Welfare Canada, with support from the new Mother Group of publications and the Canadian Dermatology Association, published this information on how to protect your kids and yourself from the sun's burning UV rays.

Energy from the sun sustains all life on earth, but some forms of sun energy can be harmful to life. This includes the sun's ultraviolet (UV) rays — the rays that can cause sunburn and skin cancer.

The earth's ozone layer — a thin veil of gas high in the earth's atmosphere — acts as our planet's sunscreen. In the past few years, the ozone layer has become slightly thinner than it used to be. This means slightly more of the sun's UV rays can now reach the earth's surface.

Ultraviolet is a natural part of the sun's rays; it has always been with us. We should have always been careful about spending too much time in the sun, even before any loss in the earth's ozone layer.

Sunburns are only one of the consequences of too much sun. Over time, too many UV rays and repeated sunburns can cause:

- * Skin cancer
- * Premature aging of the skin
- * Eye cataracts that lead to blindness
- * Weakening of the immune system, which reduces the body's ability to fight diseases such as cancer.

The sun is the main cause of skin cancer. And skin cancer is the most common type of cancer in Canada. This year, more than 50,000 Canadians will develop skin cancer.

All skin cancer can be disfiguring or fatal if left untreated. Medical specialists are particularly concerned about malignant melanoma, the type most likely to be fatal. That's because the number of cases of malignant melanoma has doubled since 1980.

Children are Vulnerable

Most of our exposure to the sun happens before we turn 18. Children spend more time in the sun than most adults, especially in the summer. The skin can

incur a lot of damage in childhood. In fact, one of the conditions that puts people most at risk for skin cancer is two or more blistering sunburns as a child or adolescent.

Other risk factors are fair skin that tans poorly; red or blonde hair; light-coloured eyes (blue, grey or green); the use of tanning booths, sun lamps, reflectors, and silver blankets; and any over-exposure to UV.

Protect your family. The sun's UV rays are strongest between 10 a.m. and 3 p.m. Unless children are protected, keep them out of the sun during those hours.

Use protective clothing and a sunscreen any time children are in direct sunlight. Take reflected light into account. Forty percent of the sun's damaging UV rays can bounce back from sand, snow, and concrete.

In strong sunlight, get kids used to wearing sunglasses, the kind that screen out ultraviolet rays.

As a sunscreen, choose a milky lotion or cream for young children. Other types may contain alcohol, which can be an irritant. Sometimes sunscreen can cause the eyes to sting. If a baby cries or a child complains of this, try a different brand.

Use a broad-spectrum product that screens out most of the UVB and UVA rays (it should say so on the label). The sun protection factor (SPF) should be a minimum of 15. To be safe, look for the logo of the Canadian Dermatology Association on the product. It means the product has been reviewed and approved by the CDA.

If your child has particularly sensitive skin, test for an allergic reaction before using the sunscreen all over the child. Apply it to a small patch of skin on the inner forearm for several days running. If the skin turns red or otherwise reacts, change products. Many sunscreens contain PABA (para-amino-benzoic acid), and some people are sensitive to it. Try a sunscreen that is PABA-free.

Whenever possible, apply the sunscreen 15-30 minutes before you go outside. The active ingredients need time to combine with elements in the skin to offer maximum protection. Cover exposed areas generously, including ears, nose, the tops of feet, and backs of

knees. Apply carefully around the eyes, avoiding eyelids. Children tend to rub their eyes, and stinging could be a problem if they do.

Reapply frequently and liberally, particularly after swimming or sweating. Choose a water-resistant or waterproof product if your child is playing in water or perspiring heavily. Pass up highly scented sunscreens to avoid attracting insects to your child.

Consider applying a zinc oxide product as added protection to such prominent areas as nose, cheeks, tops of ears, and shoulders. Zinc oxide is a non-irritating and very effective sun block.

Remember: Sunscreens are not intended to increase sun exposure time, but to increase protection during unavoidable exposure.

What is SPF?

SPF stands for the "Sun Protection Factor" contained in a sunscreen. It refers to a product's ability to stop your skin from burning. The higher the number of the SPF, the longer you can stay in the sun before burning.

For example, if it normally takes 10 minutes of sun exposure for skin to get a sunburn, an SPF of 15 would ideally provide 150 minutes of protection from burning. (In actual use, say, at a beach, protection is less because sunscreen gets washed off by sweat and water.) An SPF of 15 blocks more than 92% of the UVB rays. Skin may still tan even if a sunscreen is used, since all chemical sunscreens allow some ultraviolet rays to penetrate.

For more information, please write to the Publications Division, Communications Branch, Health and Welfare Canada, Jeanne Mance Building, Tunney's Pasture, Ottawa, ON K1A 0K9. Available publications include *Preventing Skin Cancer — It's Up to You* and *Thinning of the Ozone Layer — The Health Effects (Issues EH-92-IE)*.

Other publications are available from the Enquiry Centre, Environment Canada, Ottawa, ON K1A 0H3.

You can also write to The Canadian Dermatology Association, Suite 740, 3550 Côte-des-Neiges, Montreal, PQ H3H 1V4, to obtain their publications, *Sun Facts* and *Be Sun Smart*. ^

Update

CONTEMPORARY ROVER PROGRAM TASK GROUP

from John Peach

The Contemporary Rover Program Task Group has been meeting since July '92, struggling to reach consensus on a number of issues before continuing with the design phase of the Contemporary Rover Program.

The National Program Committee began its regular cyclical review of the Rover program by organizing a National Rover Conference in August 1990 (Dec. 1990 **Leader**). It brought together Rovers from across the country to assess the current program and produce national and provincial recommendations.

In November 1990, the National Program Forum approved a number of these recommendations, outlined in the final report, "A Vision of The Future". Two parts of this report affect the future of Rovering.

1. The statement from the conclusion: "Scouts Canada has done little to effectively address the developmental needs of this age group."

2. The National Program Committee's recommendation that all levels within Scouts Canada and Rovers apply their resources to implement review recommendations and "10 years hence, an in-depth review shall be conducted to determine whether significant progress has been made in meeting the needs of this age group. *Based on the findings, a decision shall be made whether to continue this program section.*"

Although some delegates tried to fulfil the commitment they made at the Rover Conference, most did not. The clock is ticking away.

Gearing Up for the Future

In March 1992, I received a mandate to "strike a task group to design a contemporary Rover program which would effectively address the developmental needs of a young adult age group". The task group consists of nine individuals from varying backgrounds; Rovers and non-Rovers, Rover advisors, a clinical psychologist, a delegate to the 1990 conference, and a provincial field executive and former Rover advisor.

The task group sees many problematic areas in the present Rover program and has been struggling with some of these issues.

- For the most part, the Rover program is a social fraternity for people who have come up through the Scouting organization.
- Rovering is intended to be an informal educational program but, in fact, offers very little education. Rovers do not use the current badge system. There is no national standard for the Rambler Badge.
- There is a definite negative perception of Rovers in both their self-image and their image in the eyes of others in Scouting.
- Many people feel the traditional knighthood theme is inappropriate. The "all for me" attitude, in particular, does not reflect what is happening in society.
- Rovering seems to have two types of members; social (fun-oriented) and service/program (task-oriented). Our challenge is to create a program that can accommodate both of these types of Rovers.
- The motto "Service" is not always adequate, because young people have differing views of service. Is this motto an appropriate one-word description of what Rovering is about?
- The Rover age group is not homogeneous. Some Rovers are going to university while others are starting a family. Some young people are slower to move into adult roles than they were 20 years ago.
- What is the role of a Rover advisor — mentor or facilitator?
- What is the rationale for the existing 18-25 age range?
- The structure of Rovering varies from province to province.
- Is Scouting prepared to devote time and energy to this age group? The or-

ganization currently appears to be taking a wait-and-see attitude about Rovering.

The task group has been grappling with these and many other concerns that will continue to challenge us over the next few months. The group believes it must resolve some of them before defining the framework for the program design phase. That work will be guided by a number of givens.

- The basis for developing any contemporary Rover program will be the founding principles of Scouting.
- The program emphases for a contemporary Rover program will evolve from these principles but may be different from current emphases.
- Rovers will have a three year program with a strong program focus on personal development for young adults aged 18-21.
- Rovers will have a meaningful award system.

The result may be a Rover program substantially different from our present program, but the task group recognizes the need for flexibility. Changes will be made in an evolutionary manner.

We asked some provincial councils to support our effort by surveying Venturers, non-Scouting teens of Venturer age, Rovers, and non-Scouting Rover-aged young adults. The task group is analyzing the results to help us prepare the design of the contemporary Rover program to submit to the September 1993 meeting of the National Program Committee.

Within Scouting, the potential for young adults to develop themselves and serve their community is limitless. The Contemporary Rover Program Task Group hears a great opportunity knocking. We do not yet know what the contemporary program will look like, but we invite your comments, suggestions, and opinions. ^

John Peach is National Program Committee member for Rovers.

DIGGING IN

The 1st Standard Beavers, Alta., dig in with relish to uncover fossils during their sleepover at the world-famous Royal Tyrrell Museum in March. The adventure rated tops of the year with the colony, says Scouter Yvonne Way.



INTERNATIONAL LINKS

A combined meeting of les Castors de France and Canadian Wolf Cubs gave the 2nd Kinsmen B pack, Clarenville, Nfld., a new Cubbing experience in 1992. The pack ventured to the French islands of St. Pierre Miquelon for their June camp, says Scouter Blanche West. At the meeting, the groups held their respective openings and closings, played lots of games, and enjoyed lunch together. Despite the language differences, they got along well, she adds. "They are all still Cubs, with the same interests and the same amount of energy."

FUN TIME!



That's what summer camp represents for the 1st West Royalty Cub Pack, P.E.I. It's an excellent way to keep Cubs and leaders keen to return to Scouting in the fall, says Scouter Dave Gillis. Are you taking your Cubs to camp this summer?



2nd Pouch Cove Venturer Cory Williams gives Chief Scout Ramon Hnatyshyn a set of Canadian jamboree pins on behalf of all members of Scouting in Newfoundland and Labrador. On a visit to the province, the governor general met with high school students rallying for Canadian unity as part of the nation's 125th anniversary celebrations, an event sponsored by Newfoundland Power. The Chief Scout talked Scouting, presented Cory an anniversary coin, and followed up with a thank-you letter, Cory writes. "I want to thank Scout headquarters for donating the gift of the pin set and Newfoundland Power for creating this opportunity," he said.



RETURN VISIT: The 1st Erindale, Ont., and the 5th Naparima, Trinidad, gather after a twinning ceremony renewal at St. Peters Anglican Church. Scouts from the 5th visited the 1st Erindale last summer as the second part of an exchange that began when the Ontario group travelled to Trinidad and Tobago in 1988 (*May'89, p. 7*). The groups enjoyed a two-day camp together, woodland hikes, and visits that included Niagara Falls, the CN Tower, and Canada's Wonderland. Before they left, the 5th Naparima invited the 1st Erindale to come back to their islands in 1994 to help them celebrate the group's 75th anniversary. The fundraising has already begun, says 1st Erindale Scouter Bill Quinlan.



UP & OVER: Cub Devin Craig, 1st Terrace, B.C., tackles the obstacle course at a pack summer camp. The Cubs, with help from their leaders, designed the course, says Bagheera Eric Harkonen. This part of the challenge was cushioned by a safety net and well-staffed with spotters, he adds.



A GREAT CAMP: For the past five years, the 7th Oshawa Rovers, Ont., have organized a summer Scout camp. For Canada's 125th, they included the group's company. "Our Scouts and Venturers went through an action-packed week of activities such as archery, canoeing, swimming, sailing, hiking, and Scouting skills," says Rover Jerry Pedersen. The camp's success has tempted the crew to invite other local groups to join them in future.



THANKS FOR YOUR HELP: The 2nd Juniper Scout Group, N.B., celebrated Canada's 125th by presenting a new Canadian flag to their sponsor, the New Life Pentecostal Church. It was their way of thanking their Scouting partner for five years of support, say Scouters Roger Thomas and Charlie Thomas.



NEAT-O!
New Minas (N.S.) B Beavers Mark Murphy and Corey 1st MacGregor listen intently as RCMP Venturer Scott MacDonald shows some equipment and tells the colony a little about what Police Venturers do. "The Beavers were fascinated with the things he brought along on his visit," says Scouter Chris Seymour.

Information Task Group Update

An Information Problem — A Technology Solution

At registration time, a group gathers a lot of information about our members. Then this information is passed on from level to level within Scouts Canada. Unfortunately, our procedures are not very effective. Our councils can wait months, even years, before they receive the data they need. And often we do not pass on the right kind of information. For example, nationally we don't know how many Beavers we have this year and how many should be swimming up to Cubs next year. Without this type of basic information about our membership, it becomes difficult to make programming and policy decisions.

As you have probably heard through **the Leader** (Apr'93) and other sources, the National Council and its Information Management Task Group have been working on a solution. We are developing a national software product, forms, and procedures for use at the group level as the basis of a new system for recording membership information.

Although many groups, districts, and regions already use computers to manage their local needs, the information they collect often cannot be easily processed by the next level of the organization. It may be because various levels use different kinds of computers, different software, or different codes to represent the data. The bottom line is that they can't easily exchange the data. That means someone must enter and re-enter

data at each level, which takes time, causes delays, and opens up the potential to create errors.

The new national group level software will be the same whether you are in Peterborough, Ontario or Medicine Hat, Alberta. It will be made available to interested groups on diskettes for the September 1993 registration. All you need do is identify someone with access to an IBM XT computer or an equivalent compatible. We will provide you more technical information as it becomes available in coming months.

How It Works

At registration time, you will gather the information by having youth and adult members fill out the new forms, also available for September. Then you will enter the data into your computer, using the features and capabilities of the software package we have named MIMS (Membership Information Management System). When all the data is entered, the MIMS software will let you print summary reports, section lists, and directories on an Epson or HP Laserjet II printer. Finally, the software will copy the information onto a diskette, which you will send to your local council with a cheque to cover registration fees.

As soon as local councils receive your diskettes, they can load the data into their computers and merge it easily with other group registration data. The district, regional, provincial, and the na-

tional councils will be able to call upon that data (using modems or electronic mail) to get the summaries and statistics they need. You will also have all the data on your group. With the MIMS software, you can add members, correct addresses and phone numbers, and print new section lists, phone lists, and directories as needs arise.

Using the MIMS software in your group this year may not mean a lighter work load for registrars, but next year will be better because of returning members. Since you already have their information, you will need to make only a few key strokes on the computer unless there are address or other changes to update. New members, of course, will have to fill out the forms so that you can enter their data into the computer.

We recognize that switching to the new MIMS way of handling registration will have some growing pains. And, despite all the testing we plan for the new software, there may be the inevitable "bug". Scouts Canada asks for your patience and support to make the change as successful as possible. The many benefits will help Scouting continue to offer a meaningful program to Canada's young people.

Available in time for September's registration, the MIMS software will be distributed through your councils. Continue to watch **the Leader** and other Scouting publications for more details in future. X

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"THE CUB" FOR CUBS

by Bob Bareham

In March and April, *Supply News* featured our new line of custom Scout Country sleeping bags, made exclusively for Scouts Canada by Archipel Canada. This month, we introduce **The Cub**, a sleeping bag produced to exacting standards to survive the rigors of Wolf Cub camping.

State of the art construction, using lightweight efficient Dupont Dacron Hollofil 808 insulation, provides excellent loft for a high warmth factor. It's just right for Cub camps or family outings in a tent, RV, or cabin on cool summer or early fall nights.

Loaded with features, this rectangular bag has a top quality, black Schuss nylon outer shell with a warm poly/cotton inner lining and flannel foot warmer. Attractive "howling wolf" graphics, durable YKK zipper, a patch pocket for valuables, and a large black nylon stuff sack with folding handles, reflective strip, and name tag help make this sleeping bag excellent value at the low price of \$59.95 (#52-502).

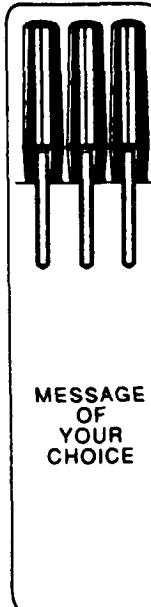
When you are looking for a sleeping bag, remember that temperature rating is only a guide. Metabolism, exhaustion, humidity, environmental conditions, food intake, clothes, and shelter affect the warmth of your bag. Instead of buying a bag based on temperature rating only, consider all of its features, as well as the type of camping you plan to do.

LOGO PAPER CUBE: If you work in an office, you'll appreciate having one of these attractive cubes on your desk. It means you'll always have a piece of scratch paper handy when you need one, and it helps promote Scouting. Available at your Scout Shop, the black 76 mm cubes have the official Scouts Canada logo, in red and white, printed in a wrap-around style on each corner. The paper cube is an inexpensive appreciation item you can use to thank people for their help (#26-400, \$5.95).

KNIFE SHEATHES: Most Scout Shops carry our line of solid natural leather knife sheathes embossed with the Scouts Canada logo. Designed to fit a wide variety of folding knives, including Swiss Army pocket knives and official Scouts Canada knives, the cases come in small, medium, and large: #50-110 (S), \$5.95; #50-111 (M), \$7.95; #50-112 (L), \$9.95.

WHY WOULD YOU? Why spend \$45 to \$50 dollars on a Tilley Hat when you can get an official Scout Bush Hat for almost half the price? I admit we haven't processed our hat through an elephant (we couldn't find one willing to eat it), but we think you will like the style, quality, features, and price. Especially the price. See it at your Scout Shop!

COMING UP! In the next few months, we will introduce a number of new products: a poster of the famous Jager portrait of Baden-Powell; a molded Wolf Head Totem your Cub pack can custom paint; a complete line of top quality flashlights; and two unique custom-embroidered wall clocks, one for Beavers and one showing a Kub Kar racer. In the development stage, we have a range of backpacks, custom-made to exacting Scouts Canada specifications. We'll feature details of these and other products in future columns. X



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How Can We Measure Training Success?

by Rob Stewart

When we evaluate a Wood Badge course and the participants respond with positive statements, do we consider the course a training success? My guess is that many training teams would say yes. Others would suggest that the course was evaluated positively by the participants, but the success of the training will be determined over time.

After reading about measuring the success of training, I've reached the conclusion that it requires plenty of effort to do it effectively.

When we evaluate a course, we generally ask participants if it met the objectives stated at the start, throw in some personal comfort questions, and ask about the trainers' presentation styles. All of this information is very useful for planning similar courses in future. But, to begin to measure the impact of our training, we need to go beyond our present course evaluation.

How do we do this? One method is to check if participants achieved and can still achieve the learning objectives of their previous course. For example, on a Wood Badge II, we can assess the Wood Badge I through an introductory exercise, questionnaire, and discussions. The same possibilities apply to an introductory interview or a multi-level outdoor skills course. If the Wood Badge II training team identifies deficiencies in or a lack of understanding of topics from a Wood Badge I, they can make appropriate adjustments to the course outline for the Wood Badge I.

This shows an example of short-term measurement of our training success. We also need to observe the long-term impact of our training on our Scouters' abilities to perform their roles. How? Although we don't want our Service Scouters perceived as "Quality Police", they play an important role. A strong communication link between the service team and the training team can be very beneficial for both.

The Service Scouters see our Wood Badge graduates in action on the job and can provide valuable feedback to the training team. They are in a position to highlight areas that may need more attention on our courses. The feedback they give may also be quite surprising, like the feedback received by the training team of a Troop Wood Badge II a few years ago.

The team had conducted the morning inspection of the patrols each day

with a great deal of pomp and ceremony, believing that they could have lots of fun and still model the true function of inspection. Some time after the course, a Service Scouter visiting the troop of one of the participants was surprised to see that inspection was a tedious ritual consuming about half an hour of the troop meeting.

When the Service Scouter mentioned the inspection in conversation after the meeting, the Scouter replied, "That's how they did it on the WB II!" The training team was completely surprised to find that their actions were not interpreted the way they had intended.

The story is an example of the kinds of observations that can help us measure the long-term success of our courses. Other measurements we could link to quality of training are consistent or growing youth membership, section spirit, and length of Scouter service. I say "could", because many other factors besides good (or bad) training affect these indicators.

As well as asking Service Scouters to follow up during section visits, the training team can conduct a long-term assessment of their course through a questionnaire or interview with participants six months or more after the course. It's an excellent chance to identify areas that need more or less attention. But the bottom-line question we need to ask ourselves as trainers is, "Has the training enhanced these Scouters' ability to do their jobs?" ^

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From the Awards File

Silver Cross for Fire Rescue

Scouter Murray Harris of Harrow, Ont., was still awake at 2:45 a.m. when he heard three loud bangs and looked out across the street to see his neighbour's house engulfed in flames. After calling to report the fire, he raced barefoot across the street to alert the occupants of the house.

Murray broke through the door and helped one person out, then re-entered to help rescue two other members of the family. The house was filled with smoke, and it was evident that the

rescuers had very little time. As Murray and two others escaped the house with the victims, it exploded again and was completely engulfed in flames.

Murray was treated for cuts and smoke inhalation. His response and that of two other men who had been passing at the time of the first explosion saved several lives. For his quick action and gallantry involving considerable risk to himself, Murray has been awarded the Silver Cross. It will be presented to him by our Chief Scout, Governor General Ramon Hnatyshyn, at a ceremony in Government House in November.

Outdoors Can Be Dangerous

Ozone depletion is affecting our Scouts. Exposure to ultra-violet radiation will give one in every seven Canadians skin cancer. Childhood exposure is particularly dangerous; a few sunburns raises later-life risk dramatically. Let's establish some guidelines.

1. Keep children out of the sun whenever possible, especially between 10:00 a.m. and 3:00 p.m.
2. Discourage kids from going shirtless.
3. Hold outdoor swims after 3:00 p.m.
4. Encourage members to wear wide-brimmed hats that shade the face, ears, and neck. Work to have the Scout uniform changed to include environmentally safe headwear. The current hats are neither safe nor suitable for outdoors.
5. Cover all exposed skin with a sunscreen rated at least PF15.
6. Check for red scaling spots, sunspots, changes in warts or moles.
7. Be especially vigilant of children with red or blonde hair, freckles, lots of moles and skin marks. A burn is most dangerous to them.
8. Discuss the guidelines with all members of the group and post warnings at camp.
9. Provide sunscreen to all campers; make sure they apply it before swim sessions.

Most of the inhabited parts of Canada have had a 20% decline in ozone levels in the past decade. This means a definite increase in risk. As leaders, we

must respond to this unfortunate situation by promoting awareness without developing fear.

— John Eacott, DC, Woodstock ON

Ed's Note: For more sun protection tips, see "Outdoors", p.26.

Focus on Environmental Concerns

All of us in Scouts Canada would like to think our organization is a champion of environmental causes. Unfortunately, we do little to teach our members of the changes we must make as a society. Perhaps the most blatant example of this is our magazine, **the Leader**, which is printed on paper that is not recyclable.

Since my wife is involved in the Girl Guide movement, I have the opportunity to see their literature. Besides simply being printed on recycled paper, their publications strive to show their members the way to a better, cleaner world. A fine example of this is their "Canadian Guider — Water for Tomorrow" magazine dated Nov/Dec'90.

I hope that Scouts Canada can focus more on environmental concerns, because they have never been so important to us all as they are now.

— Dan Brock, 3rd Rutland Group, Kelowna BC

Ed's Note: Although not accepted in all blue box programs, **the Leader**, which is printed on the same kind of stock as *The Canadian Guider*, is definitely recyclable. (Many Scouters also "recycle" the magazine by keeping it or passing it along to others as a resource.) Look in the Yellow Pages or call your municipal office to learn where in your community you can drop off glossy paper for recycling. Like *Girl Guides of Canada*, Scouts Canada makes every effort to use recycled stock in all its publications and general office supplies.

Hyperactivity — Any Suggestions?

As a Service Scouter, I often come across frustrated Beaver leaders wanting to know what to do with a hyperactive child. I have only a few suggestions: keep the child busy and offer extra "duties"; see if it helps to have Keo or a parent helper work one-on-one with the

child; seek advice from the child's parents and teachers.

If nothing works, leaders may be tempted to ask the child to leave the colony, and I never like to see that. I welcome any comments, suggestions, or ideas the rest of the world has to offer.

— Jim Wolfe, Thunder Bay ON

Calling Vancouver Scouters

I am a Scout leader with the 18th Southampton (Maybush) Scout Troop in England. Since the 1940s, our troop has been affiliated with the Nor'West Rangers of Vancouver. Unfortunately, our troop has since lost all contact with them. We very much want to renew it, particularly because we have an anniversary coming up. Can anyone in Vancouver help me with an address?

I will be attending CJ'93. If I can meet up with some Nor'West Rangers there, that will be fantastic.

— Peter Stevens, 26 Spear Road, Portswood, Southampton S02 1BH, England



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✧ A MESSAGE TO SCOUTING ✧

Pope John Paul II spoke to Scouting's international officials in Oct. 1990. Parts of his address are included in the "Annex to the Catholic Scout Charter" approved by the Vatican in July 1992.

In line with the many instances in which my predecessors have praised the noble aims of your movement and its achievements on a world-wide scale since Lord Baden-Powell founded it just over 80 years ago, I assure you of my own personal appreciation of Scouting as a magnificent educational experience and form of social and religious commitment. I am happy to know that, today, over 16 million young people of all races, religions and cultures on every continent take part in Scouting....

In ... changing political and social circumstances ... you are finding opportunities for a renewed presence of your organization in the countries of central and eastern Europe. You are also making notable progress in Asia, Africa, and Latin America, while Scouting continues to attract many young people in countries (where) it has been traditionally strong. I encourage you to continue to uphold the high ideals and challenging programs of personal development, friendship, brotherhood and service which make your movement so appealing to youth.

Scouting is above all an education. Members ... experience it as a growth into personal maturity and social responsibility. They learn to assume their place in life with a high degree of commitment to the common good. They learn to care

for the less fortunate. They develop a fervent desire to build a culture of goodwill; they learn openness and harmony in human relationships, respect for the environment, acceptance of duties, including the most fundamental of all duties, love of the Creator and obedience to his will.

Scouting is ... capable of helping millions of young men and women to work for a civilization of "being", in contrast to the civilization of "having", which is producing ... such alarming manifestations of selfishness, frustration and despair, and ... violence as a way of life. The true value of your movement lies in transmitting a humanism expressed in right judgment, strength of character, refinement of spirit, and perseverance in the pursuit of truth and goodness.

The success of the Scouting method has much to do with the way young people are led to discover for themselves and live these qualities through activities suitable to their age. The spontaneous and open style of Scouting activities, within a framework of self-discipline and a clear code of behaviour, makes these activities particularly attractive to the naturally enthusiastic and generous nature of youth.

Concern for the Christian values was an essential part of the original program ... devised by Baden-Powell. It is pre-

cisely this openness to the religious dimension of life that gives body and direction to the human and ethical values the movement seeks to transmit.... It is true that the Church has a special interest in the well-being of Catholic Scouts and Guides ... but I assure you that she holds the entire Scouting movement in high esteem and is confident that cooperation and exchange between all its component organizations is an important part of (its) further strengthening and success....

You ... may well be proud of the great Scouting traditions of personal excellence and self-giving in the service of God and neighbour which you have inherited. I invoke God's blessings upon you as you strive to address the many questions facing your organization today and meet the challenges of maintaining the high ideals of Scouting.

Update

The adult Religion in Life programs for the Mennonite Church and Hindu Religion will not be available until July or August. Initial work on adult Roman Catholic requirements has begun; they should be ready by fall. The Missionary Church in Canada is interested in developing a Religion in Life program. Work could start this summer. ^



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SCOUTER'S 5

The Garden of Gitche Manitou

Long, long ago when the world was very new, the Great Spirit sat and thought about the things he had made. He had made many things — places and creatures and people — and already they were setting about their own affairs. The Great Spirit watched them. "I have made a very busy world," he said to himself.

Time went by and everything became busier and busier. The noise made by all of this busy-ness rose up to where the Great Spirit lived and disturbed him at his thinking.

"I shall never get any work done at this rate," said the Great Spirit. "I must have a place where I can think."

And so, he told the people and the creatures that they must be quiet for awhile, because he was going to do some more creating. The sun stopped shining and the wind stopped blowing and, over all the world, there was silence.

The Great Spirit created. He created a garden, larger than any garden he had made before. It lay between two seas. In it, he put rocks and mountains, lakes and rivers, plains and forests. He added every kind of living creature. He gave it rain, snow, and sunshine. Finally, he put in people to scrape the soil and catch fish in the rivers and game in the forests.

The people in the garden went about their business quietly and happily. The Great Spirit walked among them, and they called him Gitche Manitou, the Great One. He was their father. They looked to him for food and heat and clothing, and he gave them everything in abundance.

"This is my garden," the Great Spirit said. "Here I will think new thoughts and rest when I am weary."

Then, the world went on as before but, between two seas, a great country grew and became a nation. It was called Canada. And it was the garden of Gitche Manitou.

Scouter's 5 Minutes, p.703

May'93

HINTS

Useful Camping Ideas

Take extra plastic bags. Use self-sealers to carry your toilet paper roll and anything else you want to keep dry. Mix food in a bag, seal, boil, and eat directly from the bag. Mix powdered drinks in bags and drink directly from them. Blow up a large self-sealing bag, wrap a shirt around it, and use it as a pillow. Turn a large garbage bag into an emergency rain poncho during a storm.

Carry a stick of heat-gun glue. If you get a pin-hole in a self-inflating sleeping pad or a crack in the water bottle, you can quickly seal it after holding the glue over a candle. Better than super glue, it sticks in all temperatures.

A 10 cm square of medium grade sandpaper is handy to rough up surfaces if you need to do a glue repair job.

Dental floss is both good for your teeth and stronger than other thread for repairs.

A carpet scrap makes an outside doormat to keep the tent floor clean. And a carpet-covered rock makes a much more comfortable seat than a bare boulder.

Remember the frisbee. It's light, fun to toss around and, when clean, can double as a ladle for serving food, a dish to eat from, and a washbasin for hands before and after eating.

Save mesh bags from onions and turn them into scrubbers for camp pots and pans. Cut bags into 15 cm squares and lay one on top of another. Using a large needle, weave a string through all the centre holes and pull tightly to gather up the centre. Wrap the string around the centre several times and tie securely.

Hints, p.651

May'93

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the **leader**

- To keep bugs at bay, apply high concentration DEET to clothing, including tops of socks, hat brim, and your pack.
- When you've picked a spot for your tent, do one final test before set up. Spread your ground sheet and lie down on it. It will tell you where to put the head of the tent (uphill), and you'll find all the lumps that can disturb your rest.

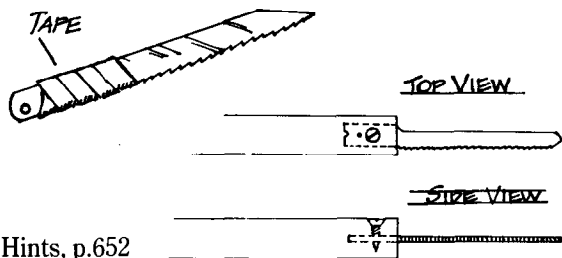
Pumpkin-Cutters

from Greybeard

Both of these ideas are safer than knives for Beavers and young Cubs to use when carving pumpkins for Hallowe'en.

1. Use old hacksaw blades — two cutters per blade. We broke them in a vise at an angle to make a sharp point, then wrapped the rounded ends in masking tape to protect small fingers. They worked great.

2. Old fretsaw, sabresaw, and jigsaw blades work, too. We made our best cutter from a scroll blade. We sawed a slot into a hunk of 13 mm dowel handle, and set in the blade with 5 minute epoxy and a small screw to get a slick, safe cutter.



Hints, p.652

The Call of the Fire

(An Opening)

The call of the fire
Comes to us through the shadows
That follow the close of the day;
Its flames bring us peace
And a calmness of spirit
That drives all our troubles away.

We are thankful for days
And the joys that they give us
For nights and the rest that they bring;
May we go on believing
In the joy we're receiving
Right now 'round the fire as we sing.

Closings

May God grant us his blessing
And fill our hearts
With the spirit of truth and peace
Now and for all of our days.

*Do all the good you can
In all the ways you can
In all the places you can
At all the times you can
To all the people you can
As long as ever you can.*

This material comes from a collection of campfire favourites made by Linda Kish, Lethbridge, Alta.

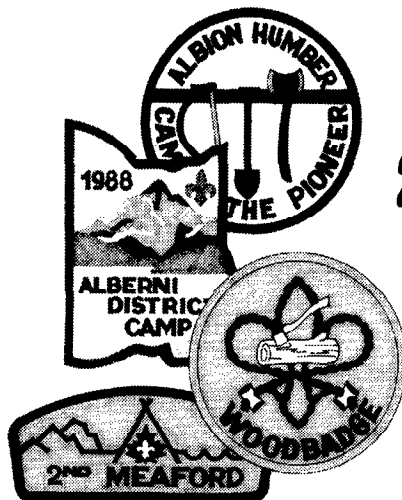
Scouter's 5 Minutes, p.704



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Alberta Provincial Wood Badge & Family Camp	447.72	Napanee Valley District, ON	227.15
Saugeen East District, ON	100.00	Greater Toronto Region, ON	6,911.53
Keltic District Council, NS	43.11	Sydenham District, ON	1,324.85
Carol Poste, ON	44.10	2nd Meaford Group, ON	18.02
Cobourg Venturers, Rovers, Leaders, ON	3,357.65	Stormont-Glengarry District, ON	1,389.50
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145th Rio Terrace Church, AB	82.87	1st Cochrane Group, ON	168.08
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1st Smiths Falls Beavers & Cubs, 2nd Smiths Falls, & Rideau Lakes District Executive, ON	98.00	Pineridge District, ON	706.12
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		Mississauga Region, ON	2,583.43
		Temiskaming District, ON	403.03
MEMORIALS	352.10	Lynn Valley District, ON	805.05
Greater Victoria Region Gilwell Reunion 1992, BC, in memory of Debra Merry		North Cariboo District, BC	431.06
8th St. Thomas Colony, Pack & Group Committee, Sheila Stirling, Ruth Prowse, Edythe Bishop, and Pam Walters, in memory of Betty June Edwards, ON		South Peace District, BC	515.10
Ronald & Edna Weddell and Sheila Lawrence, in memory of Beatrice Hill, ON		Fort George Fraser District, BC	340.33
1st Lexington Venturers, ON, in memory of Bill Evans		Nechako District, BC	258.37
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		1st Ospringe & 1st Hillsburgh Groups, ON	133.13
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		Ken Kee District, ON	157.62
		Milton District, ON	484.29
		Northern Lights District, ON	155.44
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		Sault Ste. Marie, ON	1,250.00
		Whitby District, ON	544.01
		North Waterloo District, ON	78.35
TREES FOR CANADA			
Quebec Provincial Council	\$3,094.09		
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South Waterloo District, ON	851.54		
Carlyle Group, SK	74.33		
64th Regina Group, SK	150.00		
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Arcola Group, SK	56.52		
6th Estevan Group, SK	79.00		
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Victoria County, ON	123.57		
1st Chalk River Group, ON	152.09		
1st Longlac Group, ON	67.00		
1st Blind River Group, ON	44.45		
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Chatham District, ON	414.78		
1st Minden Group, ON	230.75		
Trenton District, ON	345.83		
Kawartha Lakes District, ON	368.27		
3rd Collingwood Group, ON	127.80		
1st Duntroon Group, ON	29.89		
1st Caramat, ON	82.85		
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Maitland District, ON.....	220.83
1st Flesherton Group, ON.....	75.00
North Halton District, ON.....	568.12
Kirkland Lake District, ON.....	148.95
South Cariboo District, BC.....	218.97

KOREAN PROJECT (JIN-AH).....\$1,501.13
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Mrs. Audrey Clark, North Bay, ON
 Harold Hodder, Unionville, ON
 Claude P. Marchal, Switzerland
 Shirley Roberts, Etobicoke, ON

This list includes donations processed between October 1, 1992 and March 1, 1993. Donations recorded after this date will be acknowledged in a fall issue. Trees for Canada donations represent the 15% of Trees for Canada proceeds designated for the Canadian Scout Brotherhood Fund. ^



With help from the Canadian Scout Brotherhood Fund, Scouts in North Bénin learn how to construct efficient cook stoves, part of a project in practical environmental education that includes learning tree-planting techniques and how to build solar dryers. In turn, they are teaching these skills to villagers in small communities. The solar dryers cut down on waste through spoilage and produce more hygienic, healthier food. The stoves mean people do not have to spend as much time and energy looking for fuel and do not have to destroy as many trees to provide it.



In South Bénin, Scouts learned how to make bricks to build latrines at schools in six districts. As part of the Canadian-supported project, Scouts teach school children and villagers about the relationship between good hygiene and good health. The Scouts predict that increased acceptance and use of the latrines will cut down on cholera epidemics and other diseases.

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