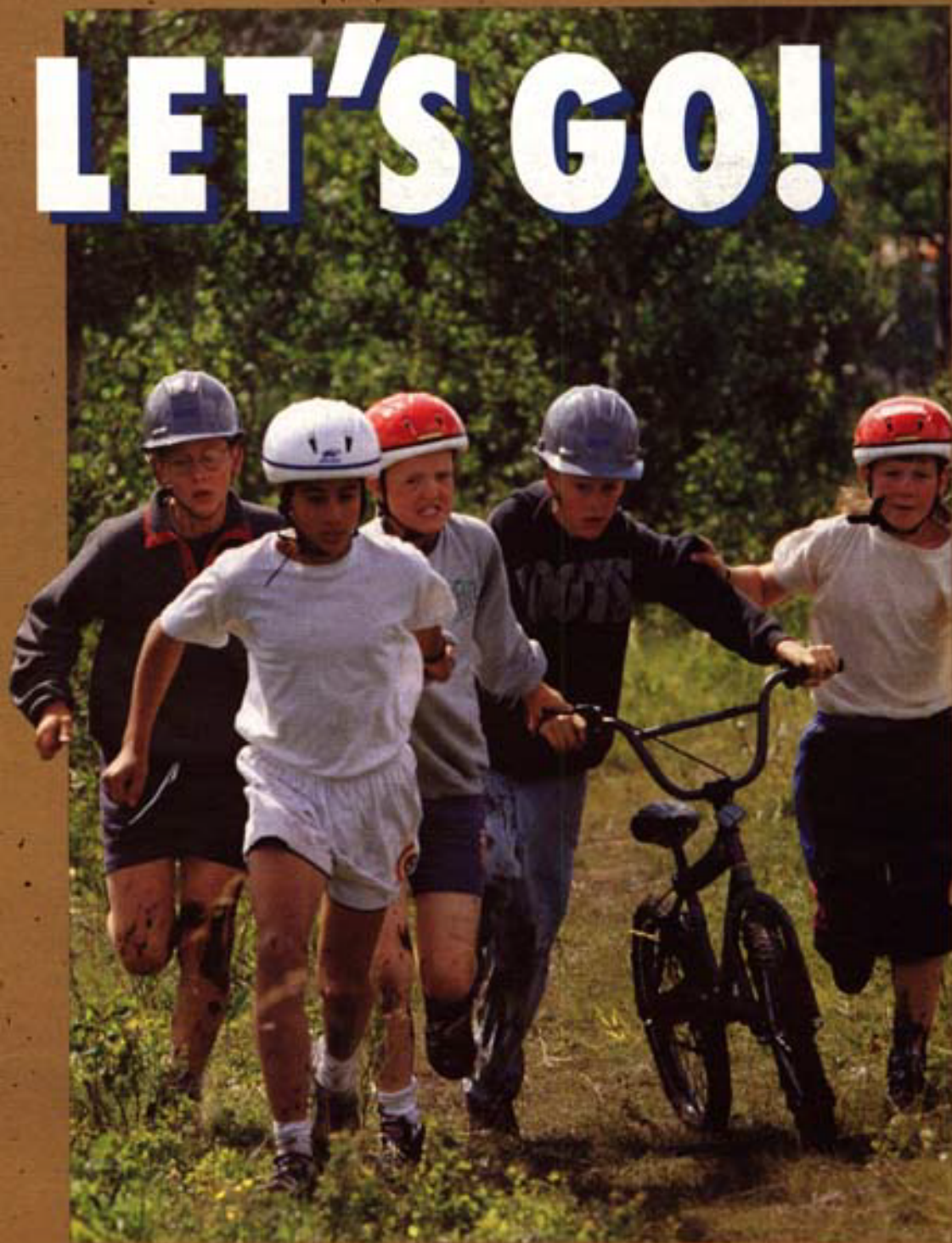


the **leader** 

OCTOBER 1993

VOLUME 24, NO. 2

LET'S GO!



POLLUTION PIRATES • TROOP DISCIPLINE • PLANNING FIRE

From The Commissioner's Tent

— by Herb Pitts, National Commissioner

I wish it were later!

As I write this column there are a great many "happenings" I'd like to report. Many are in the final stages of completion. Others are only about to start and I am unable to yet draw conclusions to share with you. But there are some things we can discuss.

In the May '93 Leader, I wrote about the importance of confirming our Aim and Principles. Over the intervening months, members at all levels of Scouts Canada have been reviewing the essence of the Movement. I feel sure we'll reach broad agreement that as a youth movement, young members will play a much larger role in determining how we go about our business. This will fit well with Scouting developments in the rest of the world.

During recent travels, I've had the opportunity to speak with members at every level of our Movement. What really encourages me in the conversations is the tremendous degree of dedication and enthusiasm for Scouting that abounds in all regions of Canada. Our people are doing a fantastic job with young people and are accomplishing many truly great things.

There are, of course, concerns about membership, image, cost (and funding), Program Review, training (and servicing), adult volunteers (and "volunteerism"), ethnic representation, resource material, gender bias and co-ed evolution.

No short or simple answers exist for these concerns. We all realize that they will take time to resolve. What is important to note is that few if any, are "region-specific" and, therefore, the review initiatives are dealing with them.

Many avenues exist to get the attention of the "higher-ups" and we should take every opportunity to do just that. My ears are still ringing from a recent western trip! (That's how it should be.) I can't promise quick results to some of the issues raised, but I've heard what is really concerning our membership and will use those insights positively whenever possible. I will also quash any false information fast!! Let me share one example when I "set the record straight."

An old friend approached me recently, complaining about the "cost" of Scouting today. His opening remark was to the effect that costs were high because "\$28.00 of every member's fee went to National"!! I reacted as you might expect.

"Tell whoever told you," I said, "that the National Commissioner says only \$5.00 of every member's fee goes to National — and that amount starts September 1993!" My friend was a bit taken aback by my reply — both by my vehemence and by the discrepancy. The point here is that there are many levels which depend, in part, on a portion of a member's fee. Local fees are set in many ways and for different reasons — perhaps even including a measure of pre-payment for some activities. We must keep the "apples and oranges" in perspective if we are to understand "where the money goes."

What happens to the \$5.00 each member contributes to the National Office? It provides for:

- indemnity and liability insurance coverage for all,
- World Scout Movement assessment per member (in Swiss francs),
- defraying the cost of distributing the **Leader** magazine to "every Section leader".
- National Council operating costs.

Not bad! Sounds like good financial stewardship, especially when you consider what's happened to insurance costs, the value of the Canadian dollar, and mailing expenses in this country.

Summer has brought its special adventures and excitement for the Movement. Now we are starting another Scouting cycle. I wish each of you all the rewards and challenge our joint efforts, on behalf of Scouts, can bring. To our younger members, I hope they will reap an unforgettable and enriching experience in whatever Section program they participate.

I look forward to meeting and sharing with you soon. Until then, best regards.



— Herb Pitts, National Commissioner

Executive Editor
Garth Johnson

Editor
Allen Macartney

Art Director
Richard Petsche

Advertising
Laureen Duquette

Circulation
Barbara Alexander

Cover: Photo by Wayne Barrett
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John Rietveld,
Executive Director,
Communications Services,
Scouts Canada

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Party with a Punch!

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1st VERMILION BEAVERS Pollution Pirates

by Rocky Wollbaum

By combining the themes of "Pirates" and "Taking Care of the World", the 1st Vermilion colony leadership team turned their Beavers into Pollution Pirates for a few hours of fun on a Saturday in late March. Colony leader Big Brown Beaver, with help from Scouts, Cubs, and parents, organized the family activity at Vermilion Provincial Park to celebrate spring.

As the Beavers arrived in mid-morning, they coloured a maze to show the route from a pirate ship to a treasure buried on an island across the sea. Then parents, Scouts, Beavers, and leaders joined in the opening ceremony and sang the event's theme song, *Pollution Pirates*, for the first time (sidebar). Everyone had the words, because we'd included them on the notice we sent home to parents and prepared extra sheets.

We organized Beavers and parents into two teams, who called themselves the Buccaneers and the Trash Treasure Seekers. The teams first set to work to create newspaper pirate hats, spy glasses, and team pirate flags (magic marker on white fabric). While the Beavers worked on their crafts, Cubs and Scouts did service by seeding park trails with "unnatural" things: styro cups, plates, and trays; cardboard; plastic and glass bottles; magazines; paper cups and lids; drinking straws; plastic bags; milk cartons; juice boxes; newspapers; pop cans; and the like.

When all was ready, the Beavers in their teams followed trails of coloured popcorn to the site of their treasure hunt. As they did, they looked for the unnatural things and collected them in garbage bags. Each item was worth a certain number of points.

At the trailhead, we gave teams a list of unrecyclable "trash treasures" to find, again each item assigned points, with extra points promised for extra finds. After the search, the teams carried the "treasures" they'd collected to our main base, the Vermilion Train Station, moved to the park in the late 1980s.

Helper moms had a cosy fire going in the stove and, while the teams thawed, Big Brown Beaver conducted an evaluation and tally of the trash they'd collected. As he gingerly lifted each piece out of a bag, parents and leaders assigned point values while Beavers watched and commented. The most unusual item, found by our littlest Beaver, was the foreleg of a cow. Because it was a part of nature, it did not count for points, but the Beavers loved the look on Brown Beaver's face when he pulled it out of the bag!

When the final tally was done, the teams tied as clear winners. That called for a rousing chorus of our theme song before a hot lunch. As we refuelled and listened to a pirate story, our Scout helpers set up the afternoon's obstacle course, a series of physical and mental challenges.

Beavers started by climbing on a rock to say their Beaver promise. From there, they ran a weaving course through big rocks and climbed over a picnic table to a campsite, where they stacked several pieces of wood. That done, they ran across a field, through two slalom gates, and around a semi-circle to a set of five



◀ Dad Gene Klyn helps the Buccaneers spell out their name on their team's flag.



Fierce Pollution Pirates ▶ and some of their helpers.

tires. After stepping through the tires, they jumped on an adventure playground, where they said their Beaver law before riding a pulley to the other side, then called out the Beaver motto. Next, they climbed a ladder, crawled through a tube, and slid down a slide before dashing off to an area to separate non-recyclable from recyclable litter. To finish, they sang a chorus of our theme song. It makes me tired just describing it, but most of the Beavers went through the course three times or more!

We returned to the train station to recharge our batteries with marshmallows and chocolate chip cookies, then made a final treasure hunt for recyclable materials along some of the park's ski trails. At our closing, we thanked our Cub, Scout, and parent helpers for a great day, and asked the Beavers to remember to act like Pollution Pirates who help take care of the world through the weeks ahead.

We'd conceived of this four-hour event during a spell of unseasonably warm weather. Winter returned on the scheduled Saturday and, although the snow held off until Sunday, we did have to move our crafts and lunch indoors. Fortunately, in the notice we sent home, we'd cautioned everyone to dress warmly and wear boots. It turned out to be an excellent family day outdoors for a total cost of under \$25. ^

Scouter Rocky Wallbaum is Big Brown Beaver with the 1st Vermilion Beavers, Alberta.

Pollution Pirates

(We're Going to Kentucky)

We are Pollution Pirates,
Cleaning up the land
By picking up the litter,
We'll make it look so grand.

Chorus

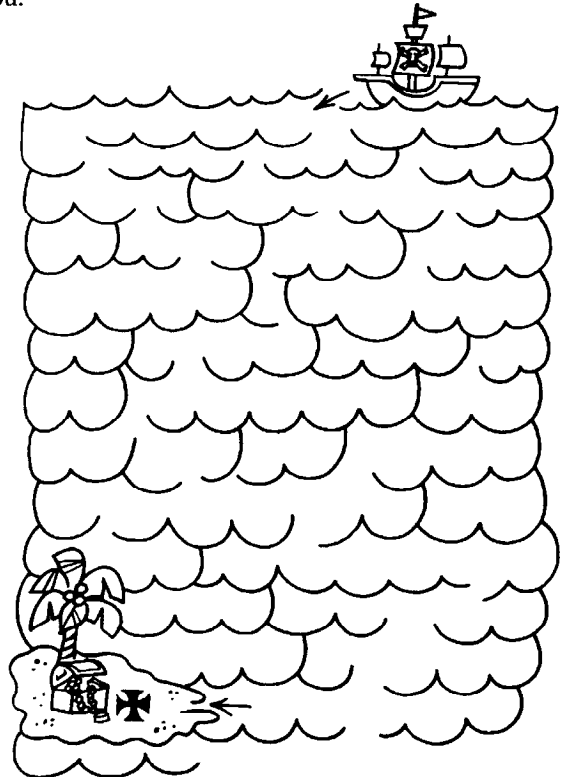
Oh-oh, pick up bottles, pick up paper,
Pick up garbage, too,
That's how to help take care of
The world for me and you.

We are Pollution Pirates,
It's litter we're against;
Oh why do people litter?
It doesn't make no sense! *Chorus*

We are Pollution Pirates,
And we are here to stay,
'Cause we are Beavers and we help
Take care of the world each day!

POLLUTION PIRATE MAZE

— *Gathering
Activity*



TAKE A LITTLE WALK

Although we often hold special Beaver events outdoors, we tend to keep most of our regular meetings inside. An easy way to take at least part of each meeting out is to design little walks for lodges or tail groups. If you give each little walk a focus, you can also help Beavers sharpen their observation skills and increase their appreciation of their surroundings.

Leaves: When you're out, pick up a tree leaf and show it to the Beavers. Their job is to find all the trees with that kind of leaf.

Shapes: Look at the shapes of natural things. Find at least two examples of circles, squares, rectangles, triangles, and the like.

Stop, Look, Listen: Walk so many steps, then stop for 30 seconds. How many things can you see and hear? After the Beavers

compile their list, walk another so many steps and repeat the exercise.

Colours: Keep a running list of all the different colours you see along your route. Count different shades of the same colour separately.

Up & Down: On one walk, everyone looks down. What do they see? On another walk along the same route, everyone looks up.

Alphabet: On your walk, look for things that begin with each letter of the alphabet (ant, bone, cornfield...). If some letters are too hard, use them to start an adjective describing the thing (e.g. Quaking leaf).

Backwards: Every once in awhile, turn around and walk backwards for a little bit. How does where you've been look from this viewpoint?

Changing Things: Look for things that are changing — clouds passing, bug crawling, pebble kicked aside as you walk, someone cutting the grass. Which of these changes can never be undone?

Scratch & Sniff: Go out to explore with your nose. Start with something easy, perhaps a cedar branch. Smell different kinds of evergreen needles and other tree leaves. If it is difficult to catch a scent, lightly scratch (never squash) the object and try again. Sniff dirt, grass, flowers. Scratch and sniff pebbles, tree bark, pine cones.

Resource: *Science Is...*, by Susan V. Bosak, 2nd edition, co-published by Scholastic Canada and The Communication Project, 1991. (See review, p.14)

SCOUTS CANADA ENVIRONMENTAL FUND

Helping to Make a Better World

A wildlife enhancement and conservation project in rich wetlands near Vernon, B.C., is one of four Scouting projects recently recognized with a cash award from the Scouts Canada Environmental Fund.

The 1st B.X. Scout Group, sponsored by the B.X. Volunteer Fire Department, are working with the Interior Regional Council, the Greater Vernon Parks and Recreation District, and the local Naturalists Club on the Cool's Pond Wildlife Rehabilitation Project. They helped build and install nest boxes, baskets, and loafing logs, then helped construct a post and rail fence with a dog-proof base around the property. The group has adopted the pond area to provide ongoing maintenance and to look after nesting sites. The Scouts will also help take inventory of species using the habitat.

The 2nd Clarenville Kinsmen A Cub Pack, Nfld., chose to build feeders to help increase the bird population in their area. Each Cub constructed two feeders in January 1993, one to use at home and one to donate to Camp Nor'Wes. Their gift to their local Scout camp was accompanied by two 7 kg sacks of wild bird seed donated by a local mer-

chant. If the feeders prove popular at the camp, the Cubs intend to make future donations.

The 3rd Pinantan Cubs and Beavers, Pinantan Lake, B.C., spent a June day hard at work improving a popular community beach. The eight Beavers, seven Cubs, three leaders, and five parents cut and raked the grass, repainted four picnic tables, planted 50 evergreens, raked and tidied the beach front, dug pits for three new metal fire pits, and installed two new garbage cans. The group will sort and recycle or dispose of the trash put into the cans. "We plan to make the cleaning of our beach access an annual event," says Ross Paterson, group committee vice chairman.

The 24th St. Martin's Scout Troop, Saskatoon, Sask., continues to be environmentally active, moving from tree protection (Dec.'92, p.11) to Christmas tree recycling. Last December, the Scouts battled -37°C temperatures to collect discarded Christmas trees from homes in their neighbourhood. Their goal was to reduce the number of trees going into the city landfill and promote awareness about recycling, says Scouter Roger Helsten. The troop delivered six truckloads of trees to a chipping site. In the spring, the city parks department used the wood chips along walking trails and around the bases of newly planted trees and shrubs.

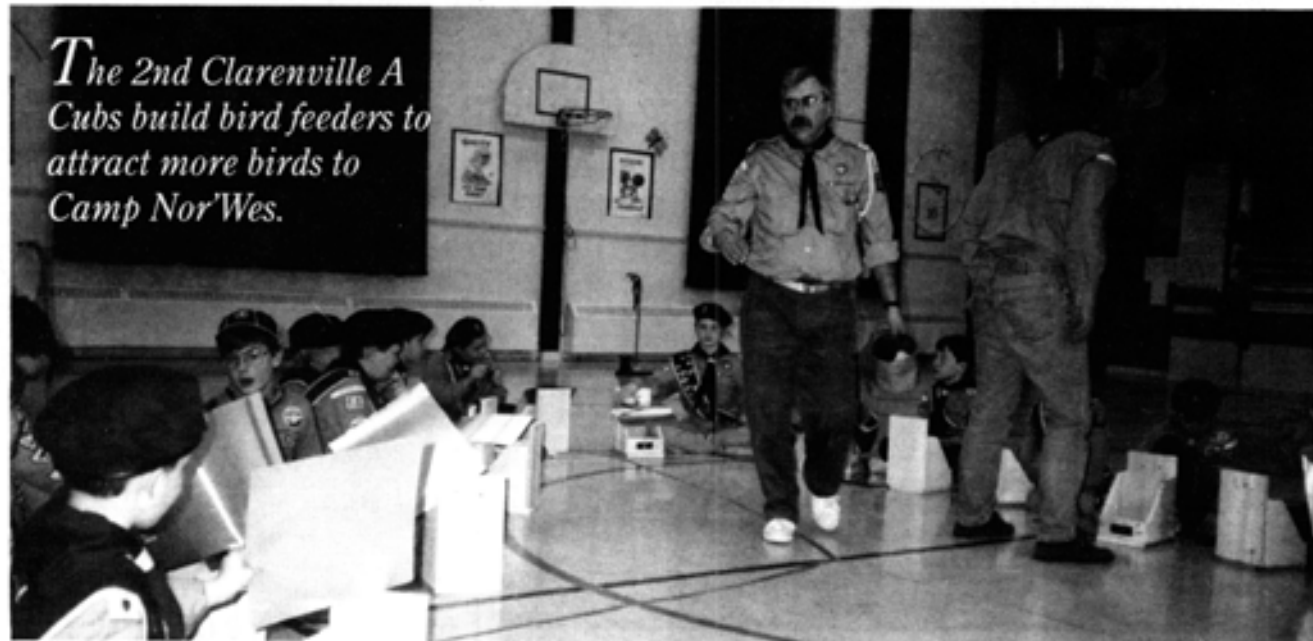
"The project is an excellent way to promote Scouting and was well received in the neighbourhood," says Scouter Helsten. "Despite the bitter cold, we had a lot of fun and hope to make our Christmas tree collection project an annual event."

Congratulations to all of these groups. They can be proud of the environmental work they are doing and of the way their work helps increase community awareness of environmental issues and courses of action.

For all the people who administer Scouts Canada's Environmental Fund, last spring's only disappointment was the small number of applications made to the fund. We know that many other groups make environmental projects a regular part of their programs. The fund exists to encourage this work by making it possible for you to continue, without being out of pocket. Sections can receive up to \$500 and councils up to \$5,000.

How? It's very simple. Call your local council office and ask for the easy-to-complete application form for the Scouts Canada Environmental Fund. That way, the next time you read a fund report in **the Leader**, you will be able to read about the excellent work your young members are doing to make the world a better place. ^

The 2nd Clarenville A Cubs build bird feeders to attract more birds to Camp Nor'Wes.

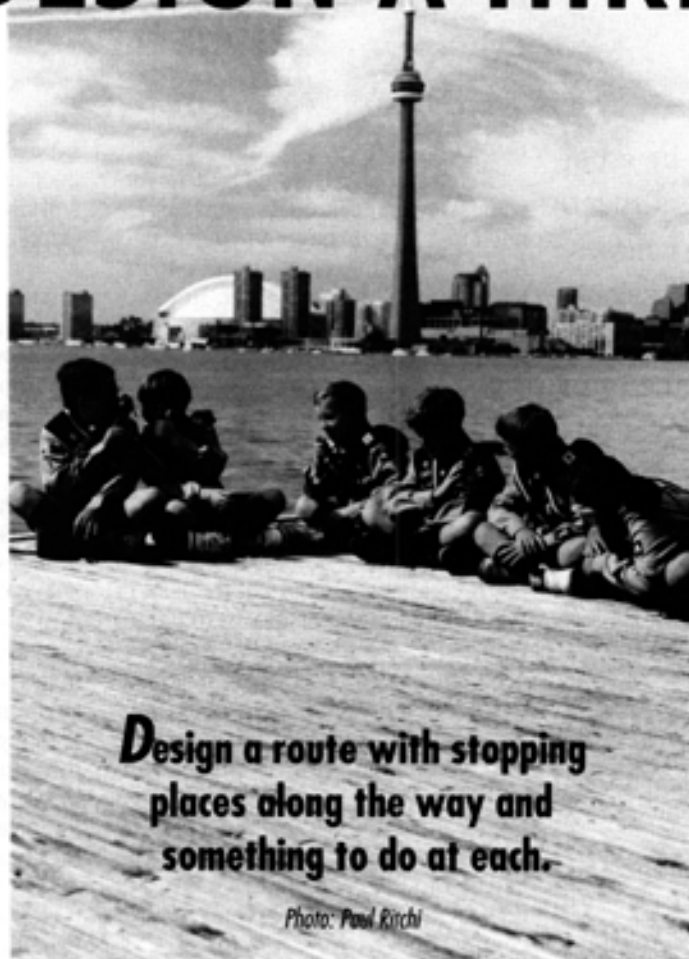


DESIGN A HIKE

by Rosanne Buijs

A hike around your meeting place puts outdoor activity into your Cub program. You can use the hike to practise things the Cubs have learned at previous meetings, or just take a hike for the fun of it. You can hike during a regular meeting, after dark, or as a special outing on another day.

Here are a couple of pointers to help you design a hike you can adapt to many different activities and locations.



Design a route with stopping places along the way and something to do at each.

Photo: Paul Ritchie

1. Map out the route. Define an area around your meeting place that Cubs can walk in the amount of time available to you. Remember, Cubs often go faster than you think.
2. Identify stopping places along the route: street corner, store, house, park. Perhaps the Cubs can visit a parent or storekeeper. Maybe they can use a pay phone to call for a message or activity directions. Space the stopping places as evenly as possible along the way. Give each spot a number in the order it will appear on your route.
3. Map out a separate route for each six. An easy way to do this is to look at the number of stopping places you have and divide by the number of sixes you have. For example, if I had eight stopping places and four sixes, I would start each six two places apart. The first would start at 1, the second at 3, the third at 5, and the fourth at 7. If you have fewer stopping places, you'll have to start them closer together.

4. Decide on an activity for each stopping place; answering questions, making observations, doing something. There are lots of suitable possibilities, from Tenderpad requirements to:

Green Star: 1 estimating; 2 knots; 5 code messages; 6 weather; 8 road map; 9 ramble/hike; 11 constellations; 12 following a trail; 13 sketch map.

Red Star: 1 athletic activities; 3 hair, eyes, ears; 4 nutrition; 5 swim; 6 cold; 8 clothing; 9 posture; 10 community safety check; 12 highway code; 13 clean up litter.

Blue Star: 4 public phone; 8 community map.

Black Star: 6 trees; 9 garden tools; 10 water cycle.

5. Plan a surprise treat for the end of the hike. Food of any kind works well.

6. Write up numbered directions for the hike, telling Cubs where they are to go and what they are to do at each stopping point. Each six will need a copy of the directions. At the top of each sheet, clearly mark the starting number for that group and the direction in which they continue moving.

7. Set a time limit for the hike. Often it is difficult to estimate walking and activity time. The best way to get everyone back is to instruct them to return to the start point by a certain time, whether or not they have finished the hike. If you set the return time 10 to 15 minutes before it's time to go

home, you will be able to give out your treats and hold your closing ceremony.

8. Give each leader complete directions for the hike. If the Cubs can't figure out something or find what they need to find in order to know where to go next, someone has to be able to point the way. Try to make each activity independent of the others to build in flexibility that enables a group to skip an activity if, in spite of all your planning, something goes wrong.

You can jazz up this kind of hike by adding a theme: pirates, space, cowboy, or any number of others. All you need to do is make up a story about why you are going on a hike (e.g. to follow the trail of a pirate) and what you are trying to find (the pirate treasure). Use your imagination and create your own tailor-made hike. ^

Scouter Rosanne Buijs is Akela with the 59th Greenfield Cubs, Edmonton, Alta.

Discipline in the Troop

by Michael Lee Zwiars

Discipline can be a hot topic at leaders' meetings, training courses, and Court of Honour sessions. Did you know that the word is a direct translation of the Latin noun "disciplina", which means "teaching"?

Set Clear Expectations

I started with a new group last fall. In early September, the leaders gathered for a meeting. We talked about what we wanted our troop to be like. A leader who had helped out the previous year was concerned with the general misbehaviour he had experienced. With that in mind, we set our expectations.

1. Horseshoes and ceremonies are important and serious events. We'll keep them brief, but we expect Scouts to listen and pay attention.
2. Uniforms are important. We expect everyone to wear full uniform for all ceremonies.
3. We expect Scouts to show respect for each other at all times.
4. If Scouts have problems, we expect them to work them out rather than to ignore them or fight over them.
5. We will not accept profane language at any time.

That's the easy part. Anyone can write a list of rules or expectations, but how do you translate them into reality in the troop?

It's pretty simple. **Model the behaviour you expect.** It's not enough simply to explain your expectations; you must act them out in everything you do.

You can't expect your Scouts to behave differently than you. If you swear, they will. If you don't wear a complete uniform, neither will they. If you don't give them respect, they won't give it to each other.

Follow Through

Being a good role model will not accomplish your goals on its own. You also need to follow through on your expectations. That means you need to maintain the standards you've set. Here are some examples from our troop to show what I mean.

1. During a horseshoe, we announced a bottle drive. One of our patrol leaders moaned, "Oh no! I hate bottle drives." He was not only interrupting the announcement, but also sowing seeds of discontent.

"If you have a comment to make in the horseshoe, we need you to put up your hand," I said. "And, if you have a problem with something, we need you to solve it, not to complain about it."

That led to a discussion about why we held bottle drives and what part of bottle drives the Scout didn't like. His bug-bear was going door-to-door to collect bottles. We offered options, and he decided to help sort bottles instead of doing a route. He took part and stopped complaining.

2. During a meeting, I heard a patrol leader call one of his Scouts "stupid". I stopped him immediately and told him that put-downs were unacceptable. If he had a problem with the Scout, he needed to solve it. He apologized, and we worked out the problem. A similar event happened twice more over the following month, then stopped.

3. During a horseshoe, one of the new Scouts burped rather loudly. Again it happened. The first time, the leaders glared at him but said nothing. The second time, we asked him to see us after horseshoe. We sat down with him and made it clear that, if he had trouble keeping his body quiet during horseshoe, we expected him to remove himself from the group and head for the washroom. He agreed to do this and kept his promise.

4. While swimming, one of the Scouts became angry at another and swore at him. I pulled aside the offender and expressed my disappointment. I told him

I didn't expect perfection, but did expect him to do his best to improve himself as a person. Then I asked if he wanted some help to solve his problem with the other Scout. He did, and I walked the two of them through a problem-solving process. Later, he promised me he would do his best to live up to his Scout promise. I thanked him and offered my support to help him keep his promise.

5. At the pool that same day, the life-guard sat out two of the Scouts for 15 minutes because they'd broken three rules. We pulled both of them aside before we left and expressed our disappointment. We also reminded them that, in the community, they represented our troop and Scouting in general. They had an obligation to present themselves in the best manner possible. It was okay to break one rule inadvertently, I said, but not three. They made a verbal commitment to improve their behaviour.

Remember that you are teaching Scouts how to act. Do it in a friendly, caring, but firm way.

1. Tell them what behaviour is unacceptable.
2. Tell them why it is unacceptable.
3. Ask them to come up with an alternate solution for the future or offer them some options.
4. Have them make a verbal commitment to improve.
5. If they change their behaviour, take some time to thank them.

Problem Solving

Whatever the problem, you can use a simple five-step process to help solve it.

1. *Identify the problem.* When there is a conflict, each person tells the other exactly what they have a problem with.
2. *Propose solutions.* Everyone involved offers some ideas.

3. *Choose the best idea.* Whatever the situation, everyone involved will need to agree on a solution. It will likely mean some compromise.

4. *Try it out.* Trying out a solution means all participants need to do their best.

5. *Evaluate the outcome.* A problem is not completely solved until everyone involved sits down to review how things worked out. New problems may have come up. They may have to try another option. If things are going well, congratulations are in order.

Tips for "Teachers"

To have an effective troop, you need a disciplined troop. The best kind of discipline comes from within. To develop self-disciplined Scouts, you need to set

clear expectations, show them how to do it, follow through consistently on your expectations, and teach them how to solve problems. The way in which you do these things is as important as what you do.

1. Be as clear as possible about what you expect and why.

Make sure the Scouts know what you expect. Ask them to explain it to you in their own words.

2. Smile when you make requests.

And try to tell the Scout(s) why you are asking.

3. Be calm.

If you're upset, compose yourself and explain to the Scout(s) how you are feeling and why.

4. Never expect perfection.

Everyone makes mistakes when taking risks and trying new things. Do expect an active commitment to improve. And do expect problems just as much as you expect solutions.

5. Keep your program as active as possible.

If you can channel your Scouts' creative energy into positive activities, they won't be easily tempted to stray from the path.

Happy teaching. ^

Scouter Mike Zwiers is a trainer and works with the 6th Edmonton Scouts, Alberta.



by Lynn Johnson

WHAT'S WRONG WITH KIDS TODAY?



The other day, I was listening to some Scouting friends discuss that wonderful old topic, "What is wrong with kids today?" The conversation followed time-worn paths — lack of parental involvement, lack of motivation in the young. All the while, I was thinking about two teenaged boys who helped my colony a few years ago.

I cannot say these two were motivated by enthusiasm for Scouting. Nor were they there as the result of a recruiting drive. In fact, they were young offenders working off community service time.

The clergyman at our sponsoring church supervised some young offenders and provided them opportunities to complete their community service. He called me and asked if we would be willing to have one of these young people as an activity leader. We arranged for the boy to start that night on a trial basis.

Because it was a busy night, and leaders arrived just as the meeting started, I had no time to discuss the matter with them. Actually, I forgot all about it until I noticed a stunned expression on Hawkeye's face. When I turned, I saw a slim boy all in black, with a heavy metal picture on his shirt, long hair, and a very long, elaborate earring. "Oh, our new activity leader," I said. Now Hawkeye really looked startled.

"Hi, I'm Rick," the new recruit said, looking nervously around the room. Twenty-four Beavers making maximum use of floor space probably accounted for most of his uneasi-

ness. I introduced him to the other leaders, explained quickly what we were about to do, and gave him five Beavers and a lot of glue and felt and scissors and sparkles. In a few minutes, he was on the floor with the Beavers, and they were making sure he gave them lots of help with their project.

Rick came to every meeting and, at the end of every meeting, we walked down to the office and crossed off another hour on his chart. As the weeks went by, his clothing became more conventional. I never decided (or asked) whether he was trying to conform or whether his "cool" clothes were simply suffering from exposure to Beaver crafts and games.

The only thing important to me was that he was an effective, caring worker with the colony. The leaders liked him, our other activity leader liked him and, most important, our Beavers liked him. It did not take long for him to complete his service, and we were delighted when he asked if he could continue. He was with us for the rest of the year.

The next year, Father Michael called again. This time, the boy chosen simply never showed up. A few weeks later, however, we had a new activity leader. Don followed a somewhat similar pattern to that of Rick and also proved a real asset to the group. When Don completed his period of service, he asked not only if he could stay with us, but also if he could have a proper pond name and be invested. We were happy to agree.

The night of the investiture, Don was late. That was unusual, and I wondered if he had developed cold feet. A few minutes later, as we were about to start investing the Beavers, he came in the door. I understood at once why he was late.

He must have spent hours on his appearance. His hair was beautifully groomed; he was wearing grey flannels, a white shirt, and a good sweater. His father was with him, at Don's request, to watch the ceremony. We were touched by the importance this event had for him.

Don — now known as Rusty — stayed for the rest of the year. We had both hoped he could continue the following year, but a part-time job interfered. His parents felt that his experience with the Beavers had been a real help to him.

I certainly do not intend this story to be a do-it-yourself manual or a sermon about the "heart of gold" in even the most unlikely-looking kid. I merely want to suggest possibilities. I am convinced that the positive reinforcement given these young people very naturally by our leaders and, most important, by the Beavers, made a difference.

Rick and Don did something useful and important for somebody else and had fun doing it. Scouting can bring out the best in all of us, including some of our "unmotivated" young people.

Scouter Lynn Johnson is area commissioner, Agincourt, Greater Toronto Region, Ontario.



A Christmas Party with Punch

by Richard Austen



In 1990, the Cub packs in our group got together and planned a theme (borrowed from a past issue of **the Leader**) for our Christmas party. The Grinch arrived unexpectedly and kidnapped Santa, whose only hope for rescue was a series of hastily prepared clues. The clues led the Cubs from one place to another until, eventually, they found the Grinch's hideout. By the time the rescuers arrived, the Grinch and Santa had become good friends, and all ended on a happy note.

In 1991, Santa arrived with a nasty virus he'd contracted, and the Cubs had to search the neighbourhood to locate the ingredients for his medicine. The only thing they couldn't get was a piece of ice from the North Pole (dry ice) but, fortunately, the elves sent us some by special delivery. It arrived in the nick of time, just before Santa slipped into a coma.

Our Cubs enjoyed these programs so much that they have come to expect the

unusual at Christmas time. They were not disappointed in 1992. Because the pack had been working on Green Star, we tried to incorporate some aspect of that into the night's activity. Here's what we did.

At the appointed hour, Scrooge arrived instead of Santa. He told the Cubs he had given Santa a potion; Santa was now under Scrooge's spell and would not be able to deliver any Christmas presents! To prove the point, he called for Santa, who obediently entered the room and responded to Scrooge's every command with a mechanical, "Yes, Master Scrooge."

The leaders demanded that Scrooge divulge the antidote for the potion. He just sneered. Their threats to keep Scrooge in the room until he told the secret yielded nothing but scornful laughter. Then, one of the leaders had a brilliant idea. Since Scrooge was so very mean and dastardly, he wouldn't be able to bear hearing people saying nice

things. We encouraged the Cubs to say all the nice things they could think of.

It worked. Scrooge tried to block out the words by covering his ears and shouting, "Bah! Humbug!", but to no avail. When the Cubs launched into a rousing rendition of *Rudolph, the Red Nosed Reindeer*, he finally broke. He told them he would explain how they could get the antidote if only they would stop singing!

Just before the party began, leaders had secretly hidden the ingredients for the antidote at various points around the neighbourhood. Each had a map showing the location of an ingredient marked by an X. When Scrooge capitulated, he told the Cubs he had hidden the ingredients and, as the leaders huddled around him, doled out the maps.

We organized the Cubs into their sixes, each with a leader to supervise. After studying their maps, they charged out to find an ingredient. These included such things as Distilled Reindeer Velvet,



*Drink up, Santa.
You'll be yourself
in no time!*

*Drink this Scrooge.
You'll feel better and
we'll all be happy!*



Spirit of Christmas Eve, Essence of Laughter, Extraction of Jingle Bells, Rudolph's Noses, and so on. In no time at all, everyone was back with one of the essentials. Mixed all together, they made a very tasty fruit punch.

Of course, Santa got the first taste and immediately regained his senses. Next, despite his objections, the Cubs forced Scrooge to have a drink. It worked wonders on him, totally destroying his nastiness and turning him into a really nice guy. The Cubs used the rest of the antidote to wash down their pizza.



Scrooge, Santa, and Santa's faithful helpers.

Thus, for the third year in a row, the 137th Blackfoot Cubs have been called upon to rescue good old Santa and have

proved themselves up to the challenge. During the rescue, they were able to use some of the skills they'd acquired working on Green Star 8, 12, and 13. And, of course, they enjoyed a fun Christmas party with a little extra punch.

Incidentally, activities such as this are great for involving others in your program. In this case, a parent of one of our Cubs played Santa, and our group committee chairman played Scrooge.

Scouter Richard Austen is Akela with the 137th Ottawa Blackfoot Cubs, Ont.



HOLIDAY SNOWMEN



from Nora McClymont

At a Woodbadge I in November 1992, Brampton District Beaver leaders had great fun creating life-size snowmen that, a week later, decorated Scouting's float in the local Santa Claus Parade. Working in lodges or sixes, Beavers and Cubs will enjoy creating similar "sculptures" to decorate a holiday party.

The Scouters first made forms about 1.2 m high by shaping chicken wire. Then they added "snow"

by pushing white tissue paper in alternate holes. Finally, they created hats, scarves, buttons, and features from crêpe paper and construction paper. The results are terrific, as you can see.

Nora McClymont is a Service Scouter in Brampton District, Ontario.



◀ *Beaver leaders on their Woodbadge I pack tissue paper "snow" on chicken wire forms.*

Three happy ► snowmen, all in a row.



A Planning Tool

Elementary, My Dear Scouter

by Colin Wallace

You plan and run a full, challenging program every week. The youth members are interested in the program activities and keep coming back for more. Your section has money in the bank and an active leadership team.

Sounds almost too good to be true, eh?

So what's the problem? The problem might be that your program is more suited to a youth club than to a group committed to achieving Scouting's aim and principles.

So what's the solution? Well, you can ensure your program is aligned with Scouting's aim and principles by periodically analyzing it.

How? Use a chart of some of the key elements of Scouting's aim and principles. You can also add elements from our program objectives, mission, laws, promises, slogans, and mottos. Choose

as many or as few elements as you feel you can work with comfortably.

Write the element headings in a list down the left side of your chart. If your section is focusing on a particular item, such as a Troop Specialty Badge, you can add that too.

Across the top of the chart, show your program schedule and activities. If you're analyzing an event like a weekend camp, include all your program activities: travel, meals, and chores as well as games, campfire, and Scouts' Own.

With the rest of the leadership team, look at how each activity in the program achieves the goal of each element. Use more than just a tick mark in each space to indicate that the activity meets the goal. Write a few words to explain or describe how the activity meets the goal.

Together, the comments and blank spaces of the completed chart will show if you're favouring one aspect of your program over another. You'll see at a glance if you're neglecting an essential program ingredient. You'll know if you're offering a balanced program.

You can use the chart on your own or with the rest of the leadership team. Compare your comments with those of

your fellow leaders. The chart lets the team objectively review your program and discuss how successfully it meets Scouting's goals.

You can also use it to show your group committee and parents how your program works. It might be a good idea to complete a chart before and after a program event. Compare the results; note significant differences.

After careful analysis, if you find a program activity doesn't meet any of the key program elements, leave that activity out of your program. If you can't easily describe or explain exactly how a program activity supports Scouting's aim and principles, replace the activity with one of the thousands of suitable and available program alternatives. If you need ideas for program alternatives, read as many back issues of **the Leader** as you can get your hands on.

Remember, you are running a youth club. But it's a special kind of youth club.

Elementary, my dear Scouter. Δ

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

Schedule	Program Activities				
	7-8 am	8-9 am	9-10 am	10-11 am	11 am - noon
Description	Breakfast	Explore site	Nature crafts	Soccer game	Lost child rescue
Spiritual Development	Grace	See God's handiwork			
Mental Development	New recipe	Make map of site	Seek/find materials		Analyze clues
Social Development	Share chores	Meet other campers	Craft = gift	Teamwork	Help when needed
Physical Development	Discuss nutrition	Hike & climb		Run	Use all senses
Be Prepared	Served on time	Take compass	Sharpen knife	Play position	Search plan
Do a Good Turn Daily	Pass food to others	Pick up litter			
Leadership Opportunity	Patrol cooking	PLs lead the way		Team capt not PL/APL	APLs organize
Fun	Novel menu item	Surprise en route	Craft = useful	3 teams at same time	

The Troop Planning Fire

by Herb Borge

Planning for the troop is like building a good fire. You need to gather a variety of fuel, surround it with rocks to organize and contain it, and find a good match to ignite it.

For troop planning, the fuel is input from the Scouts, Scout counsellors, Troop Scouter, parents, and group committee. The Court of Honour provides the rocks to organize and contain it. The Troop Scouter is the match to ignite it.

Too many troops I've observed use only the match for their planning fire, then wonder why it throws no heat and quickly goes out. They also wonder why nobody will sit around it to keep warm or cook. Successful troops use all their fuel, surround it with solid rocks, and light it with the match. The Troop Scouter then can sit back and watch it burn brightly.

Here are some steps to help you build a good planning fire.

1. Gather the Fuel

- a) Have your patrols hold a Patrol in Council meeting with the assigned task to write down the things they would like to do as a patrol and as a troop during the year. On separate pieces of paper, have them list the badges each patrol member wants to earn over the year.
- b) Ask each Scouter to prepare a list of things he or she wants to do or accomplish during the year.
- c) Ask all Scouts and Scouters to list important dates, holidays, etc., for their families. Scouters need to include their known job commitments.
- d) Get from your group committee, sponsor, district, and region a list of activities and district, regional, and national events that may be of interest to the troop.

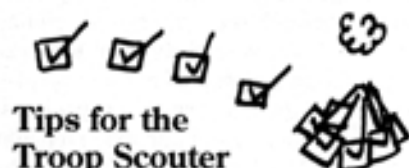
2. Contain, Organize, and Lay the Fire

Have the Court of Honour gather all of the lists prepared in the first step and hold a meeting or series of meetings with the following assigned tasks.

- a) Combine the lists of badges received from the patrols into one list. Then, on a large sheet of paper to hang on the wall for each badge, list the badge requirements and highlight or circle those that Scouts must complete outdoors.
- b) On a large yearly planning calendar, enter holidays and district, regional, and national events Scouts want to attend. Make a list of family and Scouter commitments for reference. Finally, refer to the wall badge sheets and enter on each event date any badge requirements Scouts can meet at that event. Check them off on the badge list, too.
- f) Review the wall badge sheets to note any requirements that have not been checked off. Decide whether you can plan activities to encompass them or they are things individual Scouts must do on their own. In the latter case, plan to encourage the interested Scouts to get to it.
- g) Publish an outline calendar of events and make sure to get a copy to every Scout, Scouter, and parent, your group committee, and your sponsor.

Now the Court of Honour can turn over their year's plan to the Scout counsellors and Troop Scouter for help with the fine details during future Patrol in Council and Court of Honour meetings.

A popular Scout program involves input from those concerned, active organization by the Court of Honour, and an effective Troop Scouter



Tips for the Troop Scouter

1. Organizing Patrols in Council or a Court of Honour is much easier if you start Scouts in stages with planning as their main function. Other things will come as they get used to working together on the planning process.
2. Patrol in Council or Court of Honour meetings work best when you give the Scouts specific tasks to accomplish. Make sure they can do the task in the time available. If not, break it down into smaller tasks and have them hold more meetings.
3. Initially, planning in this way will be a long process that may mean more work for the Troop Scouter. But, are we trying to benefit you or your Scouts? The outcome will likely be a growing troop, because your Scouts will feel it is truly *their* troop.
4. A big side benefit is that your Scouts will be far better prepared for Venturers when the time comes for them to leave the nest and move on.

Scouter Herb Borge is ARC Scouts in Calgary Region, Alta.



Book Talk

by Dave Jenkinson



This month's entire column is devoted to science books. "Science books!" you say. "I'm a leader in Scouts Canada, not Junior Scientists Canada. Why would I want science books?"

Well, Cubs find a strong science component in Black Star work, Scouts have a Science Challenge Badge, and Venturers can select the science option for the Personal Interest Activity Award. With all of these program tie-ins, it's a good idea for leaders to be aware of the variety of science resources to which they can direct their youth members.

But, there's another reason. By skimming through the activities in science books, I discover ideas I can incorporate into other parts of my section program as games, crafts, or projects. Some of the things I uncover even join my list of "back-pocket activities", ideas I can pull out and use on the spot when a sudden unexpected change in weather or other conditions demands immediate creativity.

Many readers will remember the initial version of Susan Bosak's *Science Is...*, which appeared in three-ring binder format a few years ago. The new bound edition, covering 10 subject areas and 40 topics, contains over 450 tested indoor and outdoor activities, experiments, and projects for kids aged 6 to 14.

The book is divided into three major sections based on the time required to complete the activities. "Quickies" are short activities requiring no preparation and few or no materials. "Make Time" activities take at least half an hour to complete and require some preparation and a few readily available inexpensive materials. As the name suggests, the "One Leads to Another" section involves activities that build on each other.

Hand over *Science Is...* (and the other science books reviewed here) to your Sixers' Council or Court of Honour, and let the kids thumb through the book to decide what they might try as a section, six or patrol, or even as individuals. Perhaps they'll want to build on ideas in the

"One Leads to Another" section and create various six or patrol fun challenges. The concept of drinking straw construction, for example, readily leads to questions such as, "Which six/patrol can build the highest drinking straw tower? Whose straw bridge can support the greatest weight?"

Science Is... truly is a cornucopia of ideas. Have you ever played "reverse Tic-Tac-Toe", where you win by losing? You may have seen or made a sun dial, but have you ever constructed a "nocturnal" to tell time at night by the stars? At the next Beaveree or camp, try the bubble-blowing ideas under "Soap Bubble Derby" and, on a cold windless day this winter, try blowing an "ice crystal ball". Spore prints, roaring cups, natural dyes from plants, fire bows, and the "Great Species Migration Game" are just some of the many ideas you'll find in this wonderful resource. It belongs in every group's program library.

Roy Richards' *101 Science Tricks: Fun Experiments with Everyday Materials* essentially uses stuff found around the home. More "doing" than science, the book's activities are organized into three sections. "On Looking" offers projects that use mirrors or involve illusions. Among the results are kaleidoscopes, periscopes, thaumatropes, zoetropes, and phenakistoscopes — the last three optical toys. Kids will love dazzling adults with their names!

"On the Move" offers up-in-the-air undertakings such as paper planes, parachutes, mini-boomerangs, and helicopters; land vehicles such as spool tanks, drink can dragsters, trolleys, and land yachts; and water craft such as balsawood boats and plastic fabric softener catamarans. Because kids have to use simple tools for some of the projects, leader or parent supervision is a good idea.

Finally, "On Paper" includes things you can make and do with paper and cardboard; pocket sundials, mobiles, bull roarers, two- and three-way pictures, and the like. Alex Pang's enticing full-

colour illustrations clearly show the construction steps.

Janice VanCleave's title, *200 Goopy, Slippery, Slimy, Weird and Fun Experiments*, may frighten off some leaders but, trust me, the contents are more fun than icky. Four to a page illustrated by simple line drawings, the experiments are grouped under astronomy, biology, chemistry, earth science, and physics. It's a good book for browsing. You may have counted tree rings, for example, but have you ever counted fish rings? Want to make a cloud watcher or a box planetarium? How about two-stage balloon rockets, clucking chickens, straw flutes, or crystal ink?

Dinah Zike's *The Earth Science Book: Activities for Kids* combines factual information with "action activities". Begin a rock collection, create a detritus and humus factory, construct a plant press, or be the first on your block to make a cloud in a jar. Future doctors or nurses might want to assemble a simple stethoscope. And you'll stop thinking of chocolate chip cookies as just dessert and start recognizing their scientific applications. Use them to demonstrate how to remove fossils from rocks, and then eat all the rock and fossil fragments.

When you add science to your programs, you also add fun.

Book Details

Bosak, Susan V., *Science Is...*, revised 2nd edition, Scholastic Canada / The Communication Project, 1991; \$29.95

Richards, Roy, *101 Science Tricks: Fun Experiments with Everyday Materials*, ill. by Alex Pang, Sterling, 1993; \$12.95

VanCleave, Janice, *Janice VanCleave's 200 Goopy, Slippery, Slimy, Weird & Fun Experiments*, Wiley, 1993; \$14.95

Zike, Dinah, *The Earth Science Book: Activities for Kids*, Wiley, 1993

In Search of the Right Questions

by Lynn Johnson

Our ever-dwindling numbers and difficulty in keeping volunteers have become one of the most talked about subject areas in Scouting. Generally, we agree that our youth numbers depend on our ability to attract and keep quality adult leaders. Our inability to do so is serious, and the efforts we're making to address the situation are commendable. But are we missing something important in our search for solutions?

Think about it for a minute. Why is it so surprising to us that people might not want to spend years at a hobby (Scouting) that demands incredible amounts of time and energy and can make non-Scouting family members feel left out of your life?

Why are people not taking more courses, running more camps, or sitting on committees to run Beaverees? Well, a recent comment from my 11 year old daughter might provide a clue. At a Scouting event, someone asked her if she was going to grow up to be a Scouter like mommy. She smiled sweetly. "No, I plan to spend time with my family," she replied.

A person who professionally recruits volunteers once told me that there is no shortage of people willing to donate time; but these people are looking for flexible hours and a commitment of about **four hours a month**.

Our famous line, "only an hour a week", is psychologically sound. Unfortunately, it's also inaccurate. Most Scouting roles do not offer great flexibility or short hours.

Today, when recession means more time spent on the job (or job-seeking) and a high percentage of working mothers and single parent families means both men and women have difficulties finding time for family and housekeeping, our declining number of volunteers means fewer Scouters are doing much more work.

Am I tired and stressed? Yes. Am I angry at times about demands and small-minded conflicts? You bet! Does this make Scouting sound like a fulfilling and fun hobby? No, it doesn't.

Okay, so why have I been in Scouting for nearly 30 years? And why do I plan to continue in Scouting for the rest of my life?

If we want lots of committed, trained leaders, what we really need to study is not why people leave, but why so many stay for so many years. What is special about these people? What are their reasons for not just serving Scouting, but identifying with it?

There probably isn't a single answer. When I ask people who have been active for years, I get some interesting partial answers.

Friendships: Probably the most frequent answer. It's not official recognition or visits from the service team, but a simple bonding of a group of adults who like each other. Just as a Venturer company that succeeds is far more than a group of kids the right age, a leadership team is much more than the right ratio of adults with appropriate skills. Sometimes these people form a support system inside and outside of Scouting. I know a group that has their leaders recruit other members to their team. They may well owe their retention rate to this practice.

The kids: The next most frequent answer. Children are funny, creative, amusing, aggravating, invigorating, and give us a great learning experience. When things go right, they make us feel very good about ourselves — important, needed, experienced, and clever.

Values: Perhaps the third reason, although no one specifically highlighted it. After all, in our culture it's embarrassing to admit to moral rectitude. Nevertheless, a lot of us like to be the "good guys" and to be with others who feel the same way. One American recruiting campaign I remember used the slogan, "America is returning to values Scouting always had". I believe that more people than we realize agree with that thinking.

Scouting never was "cool", but it still developed into the world's largest youth organization.

Recently, I bumped into a Scouter recruited about a year and a half ago. She and her husband, both inexperienced, took over a leaderless Scout troop. She described some really great times they were having with the Scouts. "We're having a lot of fun," she added. "But, you know, it's not at all like I thought it would be. It's a whole way of life, almost like a religion!"

Yes, for some it is a whole way of life, for all of their lives. Now, we just need to find out who and why! ^

Scouter Lynn Johnson is area commissioner, Agincourt, and works with the 1st Highland Creek Group in Scarborough, Ontario.



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For more information, call your council office today.



“Hyperactive” Kids

from Queenie Monk



I have some ideas to share in response to the request for suggestions about what to do with hyperactive kids (*Letters, May'93*).

Here are my strategies, developed over six years of preschool and seven years of Beavers on Friday nights, when sometimes they are all hyper!

1. Make your meetings small-child friendly. Beavers have short attention spans. Never run an activity longer than 10 minutes. Vary activities from active to quiet to active: e.g. Opening & Sharing Time; Active Game; Craft; Active Game; Story; Active Game; Closing. Always have something to do for the kids who finish a craft early. We've set up a permanent reading corner with cushions. We bring in *Ranger Rick* and *Your Big Backyard* magazines, changing them every week.

2. Watch these children. What problems might they have? Treat the problems.

Home or school problems such as death, divorce, a new baby, abuse, bullying, or learning problems mean emotional stress. Talk with these children during meetings and especially before and after meetings. Give hugs. Make them feel special. They need this.

If the problem child is small, thin, seems chronically tired or ill, give him or her quieter activities. Kids sometimes act crazy when they are just tired.

If the problem is a large, rough child, stay calm yourself. Have planned, orderly meetings. Give the child extra helping jobs and keep quiet activities short. You may need an extra helper to make sure this Beaver is always productively busy.

Offer quiet time-outs. Sometimes hyper kids lose control and welcome a chance to calm down. Ask a child who is disrupting an activity to sit on the side for awhile. When you think the child is ready to return,

ask if he or she feels calm enough to join in again. We often have one or more kids sitting on the side for short periods, not as punishment, but just to give them breathing time.

3. Praise problem children for everything they do right. Try not to blame. Chances are they receive enough blame in school, where they have to sit still for long hours.

4. Care about these children. Believe in them. And never give up. Three times in the past, I thought I'd failed completely with a child. Years later, all three parents told me how much the child had cared for me. Remember: "The most unlovable child is the one who needs love the most."

5. Never blame yourself. Some days, nothing works, but kids forget fast. That means you can start anew each time.

Queenie Monk is Malak with the 1st North Hatley Beavers, Quebec.

GARBAGE BALL: A NEW INDOOR GAME

from Theodore Chabane

It's that night again, troop leaders. Prepared to play dodgeball for the 85th time? Maybe it's time for a change.

Here's a game the 85th Old Mill Scouts, Toronto, Ont., invented last year. It takes five minutes or less to set up the equipment and, if your troop has an excess of energy, the game is guaranteed to burn it off.

Equipment

- 1 volleyball net (or string up a rope and hang tent flies from it. We drilled eye-bolts into the walls at a level of 2.4 m to make set-up fast, but make sure you ask the sponsor's permission before taking such a step)

- 2 or 4 tables (lightweight stacking tables are best)
- 2 or 4 brooms (short straw brooms work best)
- Lots of volleyballs or other light balls (basketballs are too heavy)
- Garbage (clean cans and plastic bottles, several pieces per table)
- 2 benches (optional)

Have the troop set up the equipment as shown in the diagram, then organize them in two teams. Depending on whether each team has one or two tables, they choose one or two "Defenders" who stand behind their tables armed with brooms.

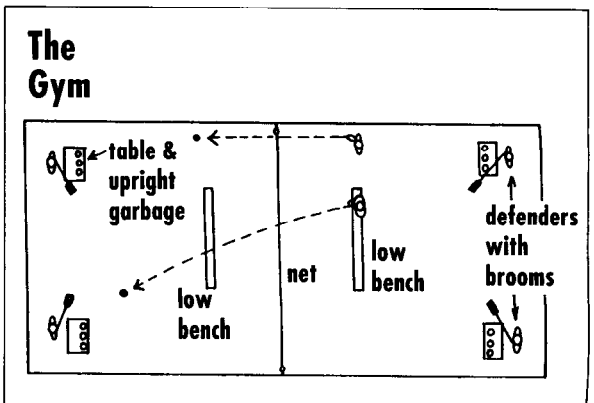
The object of the game is simple: use the balls to knock down the upright pieces of garbage on your opponents' table(s).

Players can throw balls from anywhere in the room, but a ball must go over the net before hitting the tar-

get. The Defenders are the only players allowed to block incoming balls. Defenders stay behind their tables and may use only their brooms, not their hands, to push away balls.

A word of caution. The Defenders must take care not to knock their team-mates on the head. To date, we have not had problems with this, but keep it in mind.

Games take 10-15 minutes to complete. Typically, very few Scouts can lift their arms above their heads by game's end.



night say to his son, "Don't touch the Kar!", we decided we were missing the whole Scouting point of Kub Kars.

Much to the disappointment of the "aerospace engineer" dads, last year we made our Kub Kars at our regular Cub meetings. We arranged for a small band-saw and operator to come in one night. The Cubs drew the shape they wanted for their Kar and had it cut out to their own specs. It meant everything from simply cutting the corners off the blocks to turning out roughs of expensive Italian racing models. Then we gave each Cub a piece of sandpaper to finish shaping the Kar. Some spent a lot of time sanding while others did a quick once-over. During meetings in the next weeks, the Cubs painted, assembled, and finished their Kars.

We invited parents to our race night. The judging for Best Kar rewarded the Cub who put the most effort into his own Kar. The races were much closer and much more fun than they'd been in previous years. And, we now know which Cubs are our future "aerospace engineers". ^

Scouter Daphne Wetmore works with the St. Mark's United Cub Pack, Saint John, New Brunswick.



Venturer James Lawson, 63rd Regina, Sask., untangles a songbird from a mist net as Venturer Ryan Honoway stands ready to bag it. During the May banding period, the Venturers volunteered to collect birds from the nets at the Canadian Wildlife Service bird banding station in Last Mountain Regional Park, 150 km north of Regina. Wildlife officials band the birds, record vital statistics (species, age, weight, date, where caught, time of day), and release them. The Venturers' service hours at the station will go toward their Queen's Venturer and Duke of Edinburgh awards, says Advisor Pat Lawson.



KARS BY CUBS

from Daphne Wetmore

I would like to share with other readers an idea we used for Kub Kars in our pack last year.

In the past, we have sent home the kits to be made as a parent and Cub project. The "aerospace engineers" among the fathers built lovely Kars that ran fast on the track. Cubs whose dads were not mechanically inclined and those who didn't live with their dads ... well, the differences in Kars were very obvious. Finally, after overhearing one dad on race

Science has always played a big part in Cub and Scout programs. The **Tree of Knowledge Scientific Experiment Kits** will fascinate kids of all ages and bring hours of learning and fun to the group's program!

Electric Bell Mini Lab
Learn all about electricity and circuits! You can make an electromagnet, a telegraph key, a buzzer and a bell.
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Electric Magnetix Mini Lab
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Solar Energy Mini Lab
Projects sure to capture your imagination! Experiments from converting sunlight into heat to brewing tea.
71-170\$11.95

Call your local Scout Shop for details!

Focus Your Troop on Outdoor Skills

by Jim Rudock

Scouts Canada emphasizes the outdoors in all programs. This has been true for years. Since it re-emphasized the outdoor theme, environmental awareness has become a

major public concern. The Movement is well-positioned to teach today's young people about both the importance of the out-of-doors and the fragile environment.

Heavily emphasizing outdoor activities, the **Leader** magazine features many interesting articles that describe camping, canoeing, and hiking experiences. Innovative leaders have adopted many ideas to enrich the lives of Scouts and focus their programs in the out-of-doors.

But how could we (Saskatchewan Scouters) broaden the role of outdoor activities in our program? How could our Scouts learn outdoor skills, while at the same time have fun?

We were lucky. Nine first-year and three second-year Scouts formed our troop. An unusual opportunity existed to develop a three-year outdoor camping plan and then observe its effectiveness.

Our first-year aim was to improve outdoor living skills among our Scouts. The first year of our plan is now complete. The results are exciting.

Throughout the year, we measured our results at monthly Saturday outings or weekend camps. A 40km hike into Grey Owl's Cabin in Prince Albert National Park would be the final success test for our program.

Some skills needed immediate attention: axemanship, fire-lighting, wilderness survival, limited impact camping, menu planning, food preparation, campsite safety, equipment selection, tracking, first aid, map and compass, and orienteering. We planned to hone these newly-learned outdoor skills over the next two years.

How did we proceed?

Through guest speakers, hands-on experiences, instructional videos, and individual (and patrol) challenges we steadily improved our outdoor skills.

The troop also decided to study the geography and history of the park, and learn about Grey Owl. Our research gave more meaning and purpose to the long trek. It helped all of us understand the important role Grey Owl played as one of Canada's first conservationists.

Our research introduced the troop to the Parks Canada *Edukit*. It provided a wealth of information: maps of the area, interpretative pamphlets, articles about Grey Owl, and photographs of the animals in the park. Two videos (included in the kit) focused on the park system and Grey Owl's life. (*Edukits* are available to teachers by writing to the specific national park of interest or regional Parks Canada offices.)

We read stories at several meetings from Grey Owl's book, *A Tale from an Empty Cabin*. One story talked about wildlife he saw along the route we would follow to his cabin. Very interesting.

During an early May meeting (to better visualize the hike), we gathered around topographical maps and traced our intended route out to Grey Owl's cabin. At another meeting, we discussed the importance of preserving our thoughts and observations during the hike on paper. Scouts paired up and decided to write group logs of their experience. We continued our park research by visiting the local interpretative centre.



At Grey Owl's cabin: a tough trail, a goal met.

Preparing Physically

The Scouts planned long and short hikes, over both easy and difficult terrain, with and without backpacks. The physical training improved their overall fitness and reduced the risk of injury. They also practised setting up and taking down tents. Then they learned how

to pack gear for a long hike. They used every opportunity to train and hone their skills outside.

Finally, the trek began. Wildlife abounded along the route. We saw ruffed grouse, fed grey jays and squirrels, watched a martin run, caught a glimpse of a moose, and stared into a bear's den.

Arriving at Grey Owl's cabin put our achievement into perspective. The guest register listed hikers from Russia, West Germany, Australia, South Africa, as well as every province in Canada. The 83rd Regina Wells Scouts were in great company! We added our names to the list.

A week after returning from our hike, we held a parent night. Here we read our group logs, saw our collection of 125 photos, laughed, and remembered our adventure. As leaders we wanted to find out how successful the trip really had been from many points of view. We handed out questionnaires for Scouts to rate the experience. Was it fun? Did you learn useful skills? Would you like to take part in similar hiking trips?

The results showed a very positive interest in future hikes, canoeing trips, and camping adventures in wilderness areas of Saskatchewan.

Our trip to Grey Owl's cabin changed our camping expectations. Out-of-doors learning for almost all future events is essential now for the 83rd troop. Program events must now challenge our abilities and skills.

"The best and most beautiful things in the world can not be seen or touched," Helen Keller said. "They must be felt with the heart."

Get your Scouts outside to feel and experience the beauty themselves. They'll love it! That's what Scouting is all about. ^

Scouter Jim Rudock works with the 83rd Regina Wells Scouts, Sask.

Fun at the Pond

by Lena Wong



October is a nice month for Beaver activities. In most parts of the country, the weather is still good for outdoor activities, and Halloween provides a great excuse for a party complete with crafts, games, songs, and fun.

OUTDOORS

Get out as much as you can. Take a hike along your favourite trail to see what fall is doing to the trees and shrubs. Look for seeds and seedpods to bring back for craft work. Watch for squirrels getting ready for winter. Do you see them collecting and hiding food?

Look up to spot birds starting their fall migration. Perhaps you'll notice some birds flocking in trees or on fence rails and power lines. List the birds you see. How many kinds are there? Geese flying overhead are easy to pick out with their impressive formations.

During a meeting after the bird walk, bring in a bird book and a large world map. Pin the map on the wall. Use the book to learn where the different birds you saw on your outing were going for the winter; trace the route on your map. Pin on a different colour of yarn for each bird species.

While you are looking at the map, ask the Beavers what they know about some of the countries "your" birds are passing. Do any of your Beavers come from any of these countries? Do they want to know more about any of the countries? Use their answers as a guide to plan a few international events some time during the winter.



BIRD MIGRATION

Play this game outdoors in a large open area. (You can play indoors if you have a big hall and not too many Beavers.) Name each lodge after a different bird species and place the lodges in different locations at the edge of the play area. Tell each species which country they have to fly to and mark the countries, also at the edge of the play area (make the routes as long as possible).

Inside the play area, designate some spots "bird sanctuaries" (safe areas). Leaders, representing predators and other dangers, distribute themselves in the play area without straying into the sanctuaries. In groups, the birds try to fly to their "country" while predators try to tag them. Tagged birds become predators themselves and try to catch other birds. Flocks of birds can land in the sanctuaries to rest and feed before flying on. Play until the Beavers are tired, then regroup for a snack or story session.

At least once outdoors, have some real old-fashioned fun. In a park, backyard, or bush, rake up large piles of fallen leaves. Turn the Beavers loose to roll in the leaves, throw them up in the air, hold leaf fights, or try out any other ideas they can come up with.

If you are in the country or can get there easily, arrange to visit a pumpkin farm with your colony. In the city, visit an open-air market to see all the harvest fruits and vegetables. Bring some money to buy a few crunchy treats to clean and eat before the end of the day.



GARDENING

Do you know someone who has a garden and is willing to let you and the Beavers help clean it up and prepare it for winter? A senior citizen or anyone else who has difficulty doing heavy jobs will likely be happy to take you up on the offer.

Harvest any remaining vegetables and weed the vegetable garden and flower beds. Turn over the soil (a job for a leader). Rake up leaves and dig them into the soil. Explain to the Beavers that the leaves compost in the soil and help to make it better for next year's plants. Save some of the leaves to cover roses and other perennial plants to protect them from winter's frost. These are jobs the Beavers can do, as long as you show them where to put the leaves.

Let the Beavers know that their gardening job has helped them follow their motto, law, and promise. They have worked hard and helped a friend; they have helped take care of the world by preparing the soil and recycling the fallen leaves; they have shared their time and energy with someone who needs a hand.



HALLOWEEN

Start preparing for Halloween early this year. Part of the fun is making your own costume. Collect materials during the early part of the month and then spend a little time every meeting helping the Beavers make their own creations. Here are some ideas they might like to try.

Witch: This one is really easy. All you need is an old black or dark-coloured skirt a Beaver can fasten under the arms. Tie a large triangular shawl around the shoulders and chest. With an appropriate hat and broom, the Beaver is ready to stir the kettle.

It's easy to make the skirt part if you need to. Use a piece of black or dark fabric wide enough to go around the Beaver twice and long enough to reach the floor. Have someone run a quick seam on one side along the width of the fabric, making a pocket wide enough to pull through a piece of string or ribbon. Tie the skirt around the Beaver's waist. You don't need to hem it: witches are not famous for being stylish. You can use the same technique to make a cape. Add face makeup and a large false nose; the witching hour can begin!



Ghost: With the same technique you used for the witch skirt, make a long white cape. Cut slits for the arms. Finish the costume with a white long-sleeve shirt or sweater and a white toque or cap. Attach some chains to the cape for sound effects and use theatrical makeup to paint the face white.

Troll: Use one of mom's or dad's big old sweaters in any choice of earth tone colour. An old, fun, fur jacket works really well. Add a long tail made from plaited yarn and tied off to make a bushy

end. Cut two little cardboard horns and tape them to a dark toque or cap. The most difficult part of this costume is the face, but all you need to remember when applying the makeup is that trolls are really ugly.

Knight in Armour: This idea is a little more complicated but very popular. Cut two pieces of corrugated cardboard large enough to cover the chest and back. Cover with aluminum foil. Tie together over the shoulders with a wide piece of fabric glued or taped (use masking tape) to the cardboard. Glue some similar strapping to the sides to hold the breast and back plates in place.

To make a helmet, cut a piece of cardboard long enough to fit around the Beaver's head. Tape together with masking tape and cover with foil. Decorate with feathers or stickers.

Cut a shield shape from cardboard and draw a design on it to represent a coat of arms. Tape two straps on the back large enough to slip the forearm through to hold the shield. You can also cut a sword from cardboard and cover the blade with foil or paint it grey. A bushy moustache or beard completes your fearless hero.



Big Bird: You need a cardboard box large enough to fit over a Beaver. Cut off the top and bottom and glue straps across one end to hold the box across the shoulders. Cut holes in the sides for the arms. Glue on layers of yellow paper feathers. Make a large tail from yellow bristol board and glue or tape on. Attach yellow streamers to the Beaver's arms. Make a head band by cutting a strip of yellow bristol board about 75 mm wide and long enough to fit around the head. Cut a bird-shaped head to glue to the front of the band and attach an orange cardboard beak.



PARTY TIME

Hold a Halloween party for Beavers and their families and unveil all your wonderful creations. Set up some short scenarios that let the children ham it up in their costumes. They'll love it.

If it is a cold night, try this *Witch's Brew* from Ontario Provincial Council's *Program Ideas for the Fall*.

1/4 cup cocoa
1/4 cup sugar
1/4 cup cold milk
1/2 cup mashed ripe banana
4 cups milk
Ground cinnamon

Combine cocoa and sugar in a large saucepan. Gradually blend in 1/4 cup cold milk and banana to make a paste. Add the remaining milk and heat. Pour into mugs and sprinkle with cinnamon. Serve hot. For an extra twist, add a scoop of vanilla ice cream or a spoonful of whipped cream.

The same book offers *Funny Face Goblin Franks*. For each funny face sandwich, slice a wiener in half lengthwise. Make a cheese sandwich and cut with a cookie cutter into a 65 mm circle. Wrap the wiener halves around the edge of the sandwich and fasten with toothpicks. Brush the bread and wieners with melted butter or margarine and draw a face on the bread with ketchup. Bake in a hot oven for five minutes.

Make some simple decorations to dress up your meeting room for the party. Cut out shapes of cats, witches, pumpkins, and ghosts in appropriately coloured construction paper. Hang them from the ceiling and on the walls. After the party, the Beavers can take home the decoration each made.

Enjoy yourself this October. Next month, we start looking ahead to winter and Christmas. X



Making New Friends



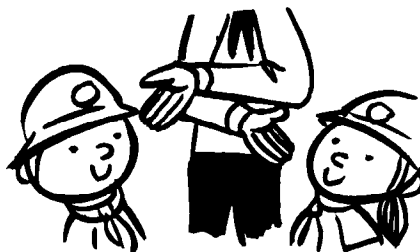
by Ben Kruser

From membership studies done over the years, we know that one of the main reasons children join Beavers is because their friends are joining. Parents also look to Beavers to provide opportunities for their children to make friends beyond those they have in school or around the neighbourhood. It can be frustrating for the child, parent, and leaders when a Beaver has difficulty fitting in and making friends in the colony. Let's take a look at how children this age make friends and how we might help Beavers develop new relationships.

To help Beavers begin making contact with other children, we first have to recognize that each child has his or her own level of confidence and approach. Some children are quick to mix in with a large rowdy crowd, while others prefer more quiet reserved play. This highlights one of the secrets of making childhood friendships. For Beaver-age children, friendships develop through

doing things together. Children usually identify as friends the peers who like and want to do the things they like to do, when they want to do them.

For children who seem to find it difficult to fit into the colony, the lodge may be the first place they find peers who let them join in. Lodge-based activities use small groups that eliminate the overwhelming chaos found in larger colony activities. Lodges provide a safe environment for Beavers to meet new children and develop relationships through play.



In lodges, spend time introducing and reintroducing Beavers to each other until they recognize each other by name. Everyone needs a sense of belonging in order to feel confident enough to approach new people for making friends. The lodge provides that first sense of being accepted as a Beaver and a valued member of the colony.

When the lodges break to do activities by tails or as a colony, it can be disruptive to children who are just making friends in lodges and now must readjust to a new social environment. A child's feelings are probably not unlike what we feel at a social gathering. We look for a few people we know, but when the time comes to break up and mix into the larger group, we feel lost and somewhat alone in a sea of faces.

If you spot any Beavers hanging back from an activity, remember the "doing" approach children use. Ask them what they would like to do or if they need help getting started. Guide them to a group of children who are playing at their level and speed and slowly work them into the activity. As a shy Beaver becomes accustomed to the setup, the others will start to draw him or her into conversation and play.

Inevitably, conflict will arise when a child is excluded from a group. The sense of belonging to a group can become so strong that excluding another

child is not so much an act of meanness to that child as an act of reaffirming friendship between members of the group. Help the group accept new members by showing that they can contribute to the activity. When a group of Beavers realizes they need one more child to play a certain game, the excluded child suddenly becomes someone very much in demand. This helps both the group and the individual develop a new sense of belonging and kinship, which leads to the development of new friendships.

Children are equally devastated when a best friend in the colony no longer wants to be their friend. This can happen when a child suddenly leaves or a new child is introduced to the group and friendship pairings shift and rearrange themselves. Unfortunately, it's one of those hard lessons every child must learn. We can help children who are feeling abandoned by telling them that they still are good Beavers and introducing them to other play groups in the colony.

Letting abandoned Beavers be your special helpers for a time can also help rebuild their shattered confidence and enable them to work gradually into another set of friends. Playing in lodges and tail groups provides opportunities for Beavers to develop different sets of friends over time and enables them slowly to learn and adapt to changing friends.

Perhaps you have children who have difficulty making friends because of their behaviour. Sometimes the only social skills a child has acquired came from the TV. Children's cartoons, such as Ninja Turtles, provide ready scripts for social interaction, most of them inappropriate in the real world. Help such children by teaching them how to introduce themselves to others and how to share and cooperate. Help them learn to call people by their real names, rather than "dude". By developing basic social skills, a Beaver will eventually be able to make friends more easily in the colony.

Remember, too, that Beavers learn most by observing what you do as leaders. Be active role models for how friends behave, introduce others, share, and cooperate. Shared leadership is not simply a concept for planning, but a way of teaching Beavers how to make friends and enjoy being with them. ^

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The Group Scout Leader — An Idea to Borrow?

by Lynn Johnson

“Cub leaders are real mean!”, said one Beaver to another as they walked down the street to visit the Cub meeting.

“Yeah, and the Cubs hurt you and they don’t stop them at all!”

They heard me walking behind, turned and saw my Cub leader’s uniform, then ran. I was sort of amused and sort of hurt, but knew that half an hour at the meeting would cure their fears. It seemed the last straw, however, in our mis-communications with the colony. Akela had learned of the Beavers’ visit only two days before in the grocery store, and we had to re-program the meeting to accommodate it. Somehow, neither colony nor pack leaders were making their needs known to the other section.

In many groups, you find a real difference in leadership style, philosophy, and discipline between sections. Little Billy or Jennifer comes from a gentle non-competitive Teddy Bear’s Picnic at the pond and enters what appears to be a complete jungle in more ways than one. Or perhaps Martin and Kate decide that their new section consists of a bunch of wimps with a *bor-ring* program. It can provide some angry debate among the leaders involved and lead to that famous line, “We do all the fund raising, and the troop spends all the money!”

The program works best when the group acts as a whole. Many groups and group committees achieve great cooperation and common goals, but it is never easy. Some leaders seem to feel their section is a world of its own and resent what they call group committee “interference”. They may believe that group committee members have no experience as uniformed leaders and, therefore, should keep out of section business and stick to raising money and running banquets.

In England some years ago, I met an idea that addressed some of these problems — the Group Scout Leader. The GSL is an experienced uniformed leader responsible for all sections within a group. He or she is not head of any individual section, but may assist to cover an absence or temporary need. The GSL liaises between section leaders, holding leader meetings where necessary and ensuring consistency of programming and good communication. He or she also represents the interests of the uniformed leaders to the group committee.

In our area, a group of Chinese origin operates with this structure, which they imported from Hong Kong. Their GSL watches over 132 youth and 25 leaders, and the group is rapidly growing. Of their 25 leaders, 24 are trained, and the other will be shortly. The GSL saw that they took training and urged the group committee to cover the cost. He supports,

evaluates, problem solves, ensures communication, and coordinates.

It is not an easy job, but he has one great advantage: he is not an outsider paying sporadic visits, but a member of the group. He is seen as one of the team. He can watch situations evolve. When he has concerns, he calls in the service team. When program information needs to be communicated to all sections, the service team phones him — one call instead of several. He reminds the service team when recognition to his leaders is due and, if necessary, nags until it is given.

We are impressed with the solidarity of this enormous group, and they cannot imagine the structure without a Group Scout Leader. Of course, other groups, in fact, have something close. Often a Scouter who has been with a group a long time acts informally to coordinate, advise, and give everyone a sense of common goals.

As with any role, the results are only as good as the person who fills it. There is no such thing as an all-purpose formula that magically solves all problems, but the Group Scout Leader might well be a direction to investigate. \wedge

Scouter Lynn Johnson works with the 1st Highland Creek Group, Scarborough, Ontario, and as Area Commissioner, Agincourt.

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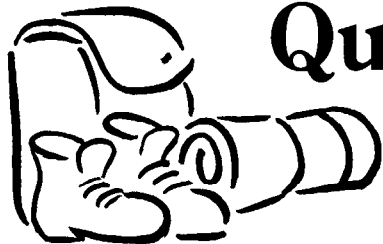
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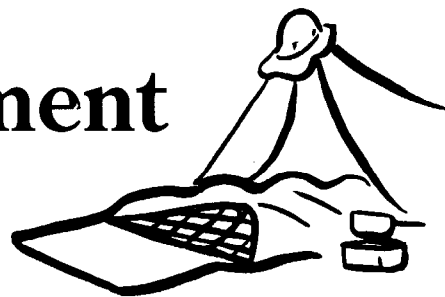
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Quality Equipment

by Ben Kruser



Having proper camping equipment can mean the difference between enjoying the great outdoors or being beaten up by it. Although you can keep down costs by buying inexpensive equipment from the local hardware store, the money you save can quickly disappear when this gear breaks or causes injury. Spending a little more on good quality gear often ensures years of reliable service with minimum breakdown.

For groups looking to invest hard-earned fundraising dollars on camping supplies or members who want decent camping gear for themselves, the task of choosing quality equipment can be overwhelming. The best sources of tried and true equipment recommendations are campers with extensive tripping experience.

The May 1990 issue of *Backpacker* magazine published a survey on the equipment preferences of 140 hikers who walked the entire length of the Appalachian Trail. After 500 kilometres of varying trail and weather conditions, it's fair to say these people had given their gear the same field-testing an average Scout troop does in a weekend. A summary of the equipment preferences of the Appalachian hikers may help steer you in the right direction when you are planning to buy camping equipment.

PACKS

Two-thirds of the surveyed hikers used external frame packs, while the rest preferred the internal frame style. In order of preference, the three most popular external frame brands were *Camp Trails*, *Jansport*, and *Kelty*. *Camp Trails* frames were considered the least likely to break, but all packs suffered some stitching problems. When buying, always look for double stitching or other reinforcing methods used in pack construction.

The hikers with internal frame packs were more satisfied with their choice than those with external frame packs. As their name implies, internal frame packs have two flat metal bars inside that the wearer can remove and bend to the

shape of his or her back. The hikers' favourite internal frames were *The North Face*, *Lowe*, and *Gregory*.

BOOTS

Despite all the hype about lightweight nylon fabric boots, the survey found that two-thirds of the hikers wore leather boots, citing good protection, ability to waterproof, and longer life as the main reasons. Although the break-in period and drying-out time is longer for leather boots, they felt the benefits of reliable performance outweighed these negatives. In order of preference, the most popular leather boots were *Vasque*, *Merrell*, *Limmer*, and *Danner*.

The favourite fabric boots were *Hi-Tec* and *Vasque*, with *Hi-Tecs* about twice as popular. Comfort, light weight and short drying time were factors in these hikers' choices. But hikers also complained that the boots got wet fast, didn't provide enough ankle support for carrying heavy loads, and had too light a sole for handling rugged trails.

SLEEPING BAGS

Synthetic filled bags were by far the most popular because of the rainy weather the hikers experienced. Synthetic bags retain heat while wet. The feather filling in down bags mats together and loses its insulating value when it gets damp. Synthetics also dry faster. Hikers had an overwhelming preference for *The North Face* bags.

SLEEPING PADS

Half the hikers carried heavy *Therma-Rest* self-inflating mattresses. The superior comfort given to weary bones seemed worth the weight. The other half used closed-cell foam pads, most opting for the three-quarter length style.

RAIN GEAR

Rain suits comprised of waterproof jacket and pants were the common choice, although a few hikers used ponchos. Although none of them were overly happy wearing Gortex or coated nylon fabric, which made them feel hot and sweaty, those who'd chosen Gortex felt

they received less service for the price paid. The hikers' favourite rain suits, in order of preference, were *Campmor*, *The North Face*, *EMS*, *REI*, and *L.L. Bean*.

STOVES

Hikers carried lightweight stoves. Those who used Coleman's *Peak I Multi-Fuel* were the most pleased with performance and ease of use. It is interesting to note that the Boy Scouts of America recommend the Peak I to their leaders. In the June 1990 *Backpacker*, results from stove tests showed the *Peak I Feather 400*, a cousin of the Multi-Fuel, as the second heaviest stove tested, but the quickest to boil water and the easiest to use.

TENTS

Hikers chose tents on the basis of minimal weight and bulk. The three most popular brands were the *Sierra Designs Clip Flashlight*, *The North Face Tadpole*, and the *Eureka Timberline*.

WATER FILTERS

Although these were not included in the survey of the hikers, they are an important addition to your equipment list. *Backpacker's* March 1993 "Buyer's Guide" claims hikers ask more questions about backcountry water treatment than about any other topic. Given today's very realistic fears of contamination by waterborne diseases, purifying water means either boiling for five minutes or filtering. Portable water filters make up for their weight because hikers who don't need to boil water can carry less fuel.

While we have no hard data on particular brands of filters, those around the office who use water filters with youth groups favour the *First Need* brand. It filters bacteria, organic chemicals, and protozoa, such as *Giardia*.

The old adage "you get what you pay for" is certainly true with camping equipment. Buying cheap is not always the best route to go, especially if you are depending on the gear to make your group's outing safe and trouble free. ^

The Patrol System: *Where Has It Gone?*

by Ken Middleton

What has happened to the patrol system in Scouting? Sure, we all use patrols in our troops, but do we really use patrols as designed? Or are they there just for inspection and maybe the odd patrol competition?

Scouting was founded on patrols, not on the troop, yet too many troops run as one large group. They hold their meetings on a troop basis, plan for the troop for the year, and camp as a troop.

Scouters in these troops seem shocked when I ask them why the patrols don't camp on their own or hold their own patrol meetings. They tell me about discipline problems: Scouts get into trouble, can't stand still during the horseshoe, disrupt the program because they don't want to play floor hockey or won't pay attention while Scouter explains what they will do for badge work this week.

What about the Scout counsellors in these troops? How do they feel, watching the Troop Scouter run the program week after week with only an occasional chance to supervise a game or test a Scout on badge work? How many Scouters have left because they weren't gaining satisfaction from the program?

Baden-Powell said that the patrol system makes Scouting unique. Properly applied, he said, it cannot fail. This is as true or truer now than when he wrote it. Today's young people have just as much natural inclination for small groups as they did in B.-P.'s day. They still want to be challenged and to be part of a group,

not just another face among 24 or 30. How can a Troop Scouter get to know 24 Scouts and their parents well enough to fire up individuals?

How much easier to have a small group of, say, six Scouts and a counsellor, who meet regularly on their own to do things they design themselves and have fun. A counsellor can get to know six young people she sees and talks to every week, and their parents. When you need a parent to drive to camp or help with a badge requirement, is it easier to ask a friend you talk to regularly, or someone you see only on registration night?

Imagine a Scout counsellor who has the opportunity to work with the Scouts through the whole program, get to know them, gain their respect. He becomes someone who feels really needed rather than just a warm body.

But where do we get dedicated counsellors to run a patrol system? Build it, and they will come. When volunteers have an interest in the program, give them some opportunity to be a part of it.

Think of the Scouts. How much real leadership opportunity does a Scout have in a troop program? Even if Scouter uses the ideas of all Scouts fully and equally, each Scout contributes only 1/24th of the program. In a patrol system, a Scout has four times as much input. And what happens when a patrol takes on a challenging project and the rest of the troop hears about it? Naturally, the other patrols try to do it better. What an unique concept.

If the patrol system is so great, why don't we use it? There are many excuses: Troop Scouters' fears of losing control; the worry that, since patrol activities mean you don't need to rent a school gym every week, when the Scouts do meet as a troop, they'll no longer have a place to meet. (Outdoors in a park, perhaps? Another unique concept!) We have lost our bearings and are scared sometimes to change direction when we are comfortable enough where we are.

A trainer for Wood Badge II (Troop) courses, I am always shocked when candidates say, "Why haven't we heard about this before?" or "Why didn't they teach me about this in my Part I?" Where has the course syllabus gone if candidates know nothing about the patrol system in Scouting? Are we really training leaders for the troop, or are we taking the easy way out?

It may seem like a radical notion to base Scouting on patrols and hold troop meetings only once a month, but it really isn't. The concept has always been there. Let's use it. Scouts will benefit greatly, leaders will get more satisfaction from their involvement, discipline problems will be minimized, large-hall rental money will be saved, and everyone will be happier, including Baden-Powell. ^

Scouter Ken Middleton is Venturer Advisor with the Pineridge 166 Company, Calgary, Alta., and a trainer for both the Scout and Venturer sections.





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**1ST McCULLOCH
SALMON RIVER FIRE VENTURERS**

Learning the Job, Serving the Community

by Tom Beaton

The 15 kg oxygen tanks seem to grow heavier as the Venturers crawl through the maze of obstacles. They can't see, so they feel for the hose, their lifeline to safety.

"Always communicate with your partner," urges Level 1 Firefighter Austin Clark, volunteer instructor for the evening. "Communication and safety are the keys in fighting a fire."

The seven Venturers are accustomed to communicating with one another, because most of them have been together for almost 10 years now. When they started out as 1st McCulloch Cubs, they met the challenges of knot-tying and short hikes and learned about being part of a team.

As 1st McCulloch Scouts, this exceptional group of young people were tested by outdoor camps in -30 degree winters and strenuous summertime gorge hikes where teamwork was essential. This year, they have reached out to accept the challenge of becoming one of only three Fire Venturing companies in Nova Scotia.

The idea behind vocational Venturing is to produce a program that combines the interests of teenagers aged 14 to 17 with the strengths of people working within a specific area of interest. The Salmon River Fire Brigade willingly agreed to a two-year partnership. This alliance will provide the Venturers opportunities to explore the complexities of firefighting and begin to understand the importance of volunteers in a rural community.

Although the 1st McCulloch Salmon River Fire Venturers will never be placed in dangerous positions, they have served as crowd control officers. After calls, they have helped clean up fire trucks, roll hoses, and clean breathing apparatus. They have also willingly pitched in at the fire brigade's fundraisers, doing everything from serving at the annual pancake festival to helping prepare meals for other events.

The Venturers also learn from each other, and from the instruction and genuine interest of the firefighters. They have their own turn-out gear and have received instruction in the use of different



The 1st McCulloch Fire Venturers check out the gear.

fire streams. They have completed CPR training. They have been into the smokehouse (without the smoke) to learn how to manoeuvre in blackness without becoming panicky. They have learned how to clean the life-giving breathing equipment and have had their first lessons in how to exit a burning building.

Watching them awkwardly slip into firefighting gear, the instructor offers encouragement. "Eventually, you will learn how to put on all turn-out gear and BA gear in one minute," he says. And they will. In their time as Fire Venturers,

these young men will experience adult firefighting training with only slight modifications. As one of the Venturers confidently pointed out, "We'll be as good as the best of them when we are old enough to join the brigade."

Firefighters Tom Beaton and Larry Faulkner are company advisors. They believe vocational Venturing offers hope in a society where community programs face growing problems in finding volunteers. "When these Venturers are old enough, they won't have any trouble qualifying as firefighters," they say. "They will be exceptionally well trained."

The Venturers' parents are grateful their kids have had "such enthusiastic and strong leaders since they started" in Scouting. This summer, five of the teens headed to the Kananaskis Valley in Alberta for the 8th Canadian Jamboree. Parents and advisors knew they would be excellent ambassadors, a credit to Scouting and Fire Venturing. ^

Tom Beaton is advisor with the 1st McCulloch Salmon River Fire Venturers, Nova Scotia.

**1992 Amory Adventure
Award Winners**

The 17th Ottawa Venturers, Ont., claimed first place in the 1992 Amory Adventure Award competition. In their first year of operation, the eight Venturers managed to plan, raise the necessary funds, and successfully complete an expedition to Baffin Island to hike in Auyuittuq National Park.

The 187th Aldergrove Apache Venturers, Edmonton, Alta., earned second-place recognition for their 250 km Yoho National Park hike. The seven Venturers backpacked in two provinces and three national parks to complete their adventure.

Third place honours were awarded to the six-member 174th Calgary Venturer Company for their 10-day water-

fall trek to Twin Falls in the Yoho Valley, British Columbia.

Congratulations to these three top competitors. Watch for detailed accounts of their adventures in future issues of **the Leader**.

Congratulations also to the seven other fine companies who planned and carried out a major expedition in 1992: 416th Toronto; 8th Burnaby Northview, B.C.; 1st Ferris First Venturers, North Bay, Ontario; 1st Thamesford, Ontario; 1st Whitby, Ontario; 1st Timberlea, Halifax, N.S.; and 83rd Calgary "B", Alberta.

Deadline for 1993 Amory Adventure Award entries: Jan. 31, 1993.

SUPPLY NEWS

TOTEM WOLF HEAD FOR CUB PACKS

by Bob Bareham

Finally, here's a realistic model wolf head to use during pack meetings and ceremonies. Custom-made for Scouts Canada and built for years of use, the wolf head is made from strong, durable polyurethane foam. Each wolf head is jet black, designed to be custom painted by you or your Cubs. We recommend you use enamel hobby paints. Water-based poster paints do not provide a durable enough finish and do not stick well to polyurethane.

The head is designed to be mounted on a standard 25 mm doweling pole (#71-526) which fits the flag stand (#71-543) shown in the official catalogue. It is available at all Scout Shops: #71-528, \$49.95.

PAPER MAKING KIT: Turn junk mail, newspapers, flyers, letters, and even glossy magazines into useable paper in just half an hour. The original paper recycler, *The Incredible Paper Making Kit*, is very easy to use and suitable for all ages. (Adult supervision recommended for younger kids.)

Create all colours and textures of cards, notepaper, decorative paper, coasters, envelopes, invitations, and the like. The kit includes two special paper-making screens, confetti, glitter, paper-lifting blade, and easy-to-read instructions. You add the junk mail and water (mixed in a kitchen blender) and your imagination. One of the hottest craft ideas on the market today, the kit sells for up to \$49.95 in most stores. Our price is just \$28.95 (#71-160).

In support of the paper-making kit, we also offer *The Incredible Paper Making Accessory Kit*, which includes an envelope mould, bookmark and notepaper moulds, felt pens, casting mould, watermark wire, and creative instructional booklet. Castings, hanging decorations, envelopes, coloured paper, and many other creations are possible with this accessory kit: #71-161, \$19.95.

Paper-making is fun, fits into Scouting's programs, and helps teach youngsters the value of recycling waste paper.

MINI LAB SCIENCE KITS: Four new mini lab science kits are now available at Scout Shops. With the *Solar Energy* kit (#71-170), you can build your own solar energy lab, complete with solar collector, solar heater, energy-focusing lens, and thermometer. Conduct more than 25 experiments: fry an egg or brew a cup of coffee!

The *Electric Motor* kit (#71-171) lets you build a real electric motor, make a mini motorboat, conduct experiments, and see how a motor works. With the *Electric Bell* kit (#71-172), youngsters can build an electric bell, then change it into a buzzer or a telegraph. They'll have a lot of fun and learn about electricity and circuits at the same time.

The *Electro-Magnetix* (#71-173) science lab is a challenging kit. Enter the strange world of magnetic and electromagnetic forces, conduct 30 experiments with electromagnets and magnets, play magnetic games, build the simplest yet most mysterious electromagnetic motor ever. Magic tricks are also possible with this amazing kit.

All four kits are designed for age 8 to adult and offer a wide range of potential program activities. Check them out at your Scout Shop: \$11.95 each. X



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Helping Hands

Cub leader Roger Temple helps a young Cub (both from the Ontario 1st Glen Williams Pack) make an autograph book.

Photo by Jean Leyman.



Karate-Chopping Beavers Let The Chips Fly! Beavers from the 2nd St. Martin's Beaver Colony from Gander, Nfld., enjoyed a karate night with two black belt instructors, Mark Simpson and Wayne Lorenzen. Several of the Beavers are already enrolled in karate classes. Thanks to Scouter Eliol Humby.



Soap Box Derby Racers 1st Innisfail Scouts, Alta., put a new twist on Kub Kars. They designed, built and raced soap boxes in their 1st Annual Soap Box Derby. What a success! After the competition, race 'officials' presented trophies to the winning drivers. Thanks to Scouter Rus McCord.



Operation Spring Cleanup First Rivercrest Scouts, Beavers, and Cubs from Winnipeg, Man., get ready to launch their first annual local spring cleanup. "A total of 16 Cubs, 7 Beavers, and 3 Scouts participated," says pack Scouter Darryl Dacombe. Stories, games, songs, and fun followed at the group wind-up, as Tom Carter related the adventurous exploits of 19th French Canadian Voyageurs.



Knights, Castles, and Crusades The 18th Red Deer, Alta., Scouts and Cubs started their year off not so much with a "BANG" as with a "SWISH" during their two day Medieval Days camp. "Squires and knights of olde spent most of their time either on Crusades or practising their skills," says Akela Mike Corpe. Archery was one of these necessary skills. Sir Bagheera (Terry Hunt) teaches squire Patrick Giquere the proper use of a bow and arrow during one of the training sessions for young knights. Photo by James Lakapampil.



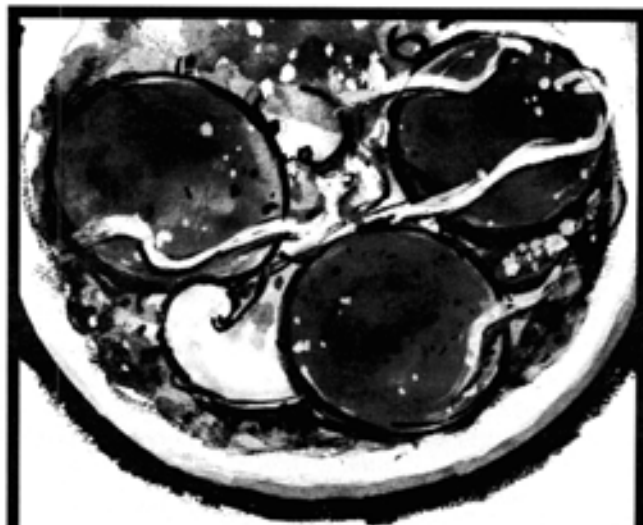
All Aboard Mates! Members of the volunteer fire department prepare to cast off with the 2nd Wellington Beaver Colony (Wellington, N.S.) in the rescue boat as part of a fun Beavers Boating and Water Safety Night. Before the rides began, firefighters demonstrated safe boating practices.



Do You Relish a Hot Dog? Yellowknife, NWT, Beavers got together this spring for joint activity with local Guides. Yummy hot dogs (or husky?) formed part of the menu. Thanks to Denise Burlingame.



Venturer Advisors On Course Eight Venturer advisors, seven from the Maple Leaf Region (Europe), went to Kandersteg International Scout Centre in Switzerland for their Part II Woodbadge course. One of the activities included setting a time capsule in a stone wall builders were erecting in front of the kitchen. Thanks to Scouter Guy Mandeville.



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5th World Youth Forum

by Bob Craig

In summer 1992, 75 delegates representing 36 countries took part in the 5th World Youth Forum, held during the 9th World Moot in Kandersteg, Switzerland. The forum discussion centred around two topics: co-education and youth participation.

Participants from Scouts Canada, L'Association des Scouts du Canada, and the Girl Guides of Canada gathered available information for discussion at the Forum.

Co-education

Youth delegates considered co-educational Scouting as both a natural growth area reflecting society's values, and one way to help eliminate sexual discrimination.

At the same time, delegates recognized the role and attractions of national Guiding associations and single-gender Scout groups which provide programs with different challenges for different people. Religious and cultural expectations also enter the picture. The forum concluded that since "different societies and cultures have different needs, (they) should be allowed to develop co-education at a level appropriate to them."

Youth Participation

Youth members have little more than token involvement in Scouting, according to delegates and moot participants. Though identified as a youth movement, given the role of youth in decision-making and policy creation, Scouting might better be called a movement for youth.

Delegates sought to identify the current role of youth in decision-making bodies at all levels, and determine if it was sufficient. A number of summary statements followed discussion:

- Young people believe they mirror society. Because Scouting is an organization of young people, they believe they should be actively involved in the structures affecting them.
- Young people accept that they cannot run Scouting without the support of others, but recognize their own gifts to carry out programs and implement change.
- Scouting must be a team system where all ages at all levels co-operate and listen together.

The forum emphasized the following points on this issue.

- Young people feel they should be represented and enjoy full decision-making rights on all governing bodies and committees at all levels within the WOSM structure.
- Young people need Scouting networks for training, program, and recruitment to provide the skills, abilities, and contacts necessary for full involvement. These networks must cross generations to benefit from both the experience of the "old" and the enthusiasm of the "new".
- In some associations, young people are already involved. They should share their learning and experiences through networking.
- The first step needs to be taken at the world level. When youth dialogue is tak-

en seriously at this level, it will filter down to national associations.

- Scouting must encourage active participation by even the youngest members at the grass roots level. Youth bodies, focusing on the educational process, should parallel existing structures.
- When young people suggest changes, decision-making bodies should explain what is being done with their suggestions.
- The Youth Forum should be tied closely to regional, national, and world conferences to show the validity of youth opinion in the development of Scouting. A selection of young people would stay on to be fully involved at the conferences.
- Young people must help start these changes by showing a serious desire to participate.

The 5th World Youth Forum demonstrated that young people were able to address not only important questions seriously, but also offer solutions. It provided the framework for future youth involvement at the world level.

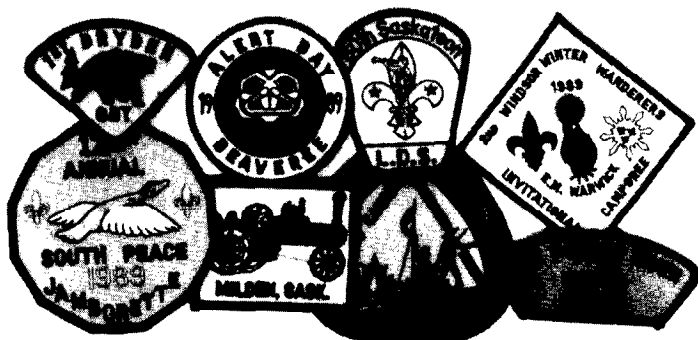
Hopefully, the Forum will enable Scouting to evolve into a true youth movement — of youth, for youth. ^

Rover Bob Craig was a Canadian delegate to the 5th World Youth Forum.

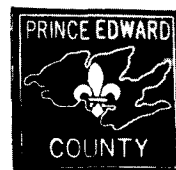
Ed's note: In July 1993 at the World Scout Conference in Bangkok, Thailand, delegates voted on institutionalizing the World Youth Forum.

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MONKEY ON YOUR BACK

Keeping Problems Where They Belong

by Dave Tyre

"I have a problem," says the Scouter to his Service Scouter. He then describes a program difficulty in the section. The Scouter's problem is like a monkey on his back. He wants it off.

The Service Scouter agrees that something must be done. "I'll call the commissioner and see what she says." Where's the monkey now?

The commissioner listens to the Service Scouter. Slightly confused, she says, "Let me take a look in the leader's handbook for that section and see what I can come up with." Now, where's the monkey?

Right! The commissioner has the monkey on her back. Everybody else managed to get rid of the monkey by delegating in reverse. You can't fault the Scouter who was trying to shed the monkey, only those who were not quick enough to refuse it.

Let's look at the situation handled differently.

"I have a problem," the Scouter says, and describes the difficulty to the Service Scouter.

"What have you done to solve the problem?" the Service Scouter asks. The monkey hasn't shifted.

"Well, nothing yet," the Scouter replies. "I'm not sure what I should do." The monkey stays put.

"Let's brainstorm some solutions," says the Service Scouter. He offers a few ideas and possible courses of action. The monkey is looking to jump, but the Service Scouter hasn't yet turned his back. Deciding his problem has a solution, the Scouter says, "I'll work on it."

The Service Scouter assures the Scouter he'll be available for further discussion and will check back to see how it goes. The monkey can't jump. The Service Scouter refuses to accept it.

The Service Scouter reports to the commissioner that the Scouter has a problem but, with a little help, feels he can solve it. The Service Scouter adds that he will check back to see how the Scouter is making out.

"Thank you," says the commissioner. She knows a problem exists, whose it is, and how the Service Scouter is dealing with it. So, the Scouter keeps the monkey until, with some assistance, it goes away.

Over-simplified? Certainly, but it describes two different approaches to solving problems. Unless we want our volunteers to burn out and leave, only the second approach is satisfactory. I recall one problem that could have been resolved quickly within a group. Instead, it ended up at the regional level. When a solution was finally imposed, the problem had expanded incredibly. Nobody was happy.

Take the situation of a commissioner hearing a Service Scouter describe a serious problem between two adults. "Well," says the Service Scouter, "Now you know. Over to you."

"Wrong," replies the commissioner. "You accepted it. You deal with it. Two other people created the problem. The solution rested initially with them. We aren't responsible to solve it, only to suggest alternatives or, perhaps, mediate. However, since you've taken this on, people expect you to provide the solution. Let me know how it works out."

The Service Scouter incorrectly assumed that a dispute between two adults was a problem that required a solution from a higher authority. As a result, the monkey jumping between two people in, say, a clash of egos, landed on his back. He tried to shift it to someone else's back, but they refused. The two disputing adults are free of the monkey and are awaiting a solution from whomever is giving it a ride.

The Service Scouter can do very little to achieve harmony. He can either impose his own solution or return to the two adults to let them know that no other level of authority is willing to enter the dispute. An imposed solution will lead to at least one unhappy person. If the Service Scouter places the dispute back in the hands of the feuders, he will lose credibility and will probably be rejected as a mediator.

By assuming too much responsibility for other's problems, you risk becoming ineffective. It leads also to unpopular decisions, and eventual burnout.

When you next encounter someone with a problem, remember the monkey on that person's back. Do not let it jump to yours. Do your job by helping Scouters learn how to wrestle their monkeys to the ground. ^

Scouter Dave Tyre is regional commissioner, Greater Victoria Region, British Columbia.

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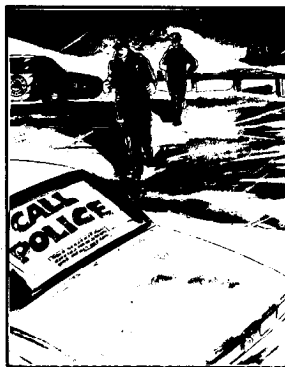
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More Adult Religion in Life Requirements

by Warren McMeekin

We are pleased to present the Adult Religion in Life requirements for the Baha'i Community and the Mennonite Brethren Churches. Please contact the national office of the faith concerned with questions. When reprinted, future pamphlets will include these new requirements.

Baha'i Community of Canada

History

The history of the faith involves "ages" and "epochs". Give a brief account of those stages which this faith has passed through so far and explain its ultimate goal.

Principles

The 12 principles cover some, but not all, of Baha'u'llah's social teachings. Name five others and explain their importance.

Laws

The *Most Holy Book* sets forth the laws and ordinances of Baha'u'llah's Dispensation. Show how it is more than a "mere code of laws". Explain what benefits will be gained by humanity from the observance of God's commands.

Prayer

Baha'u'llah has set forth the law of prayer. What exactly is it, and what guidelines has He given concerning its observance? What is the wisdom of prayer?

Covenant

There are two forms of covenant mentioned in Baha'i literature: describe each. What is meant by firmness in the covenant? Tell what is unique about Baha'u'llah's Covenant.

Administration

Describe the role of Shoghi Effendi in the development of the Baha'i administrative order.

All Religions

Explain how all the great world religions have a common foundation. What did Baha'u'llah mean by "The Cause of God"? Describe His vision of the future of religion and its implication to human society.

Contact: *Baha'i Community of Canada, 7200 Leslie Street, Thornhill ON L3T 6L8.*

Canadian Conference of the Mennonite Brethren Churches

All adult members associated with Scouting in the Mennonite Brethren Church will show:

- a progressive knowledge of Scripture
- a moral and ethical lifestyle
- a dependence on God
- an active prayer life

Applicants for the Religion in Life adult emblem will:

- be baptized members of the Mennonite Brethren Church with all attendant requirements implied therein;
- where one exists, agree to and sign the Christian Education covenant of their local church;
- participate in an interview with the group chaplain; when the group is not sponsored by a Mennonite Brethren Church, the interview will be conducted by the Scouter's own pastor;
- complete at least three months service in the church;
- as a minimum, complete Scouts Canada's basic training, Woodbadge I;
- by example, give evidence to a vibrant, growing relationship with Jesus Christ;
- be involved with the local church through attendance at services, business meetings, and the life of the fellowship;
- attend at least one Provincial or Canadian Conference, when possible, as a full-time delegate.

Applicants for the Religion in Life adult emblem will:

- be familiar with the religious policy in Scouts Canada's *By-law, Policies and Procedures* and accept the obligations therein;
- be familiar with the Mennonite Brethren Confession of Faith, Doctrines and Distinctives and accept the implications.

A Mennonite Brethren Scouts Canada adult leader who qualifies for this recognition may or may not be associated with a Scout group in a Mennonite Brethren Denominational Church. The leader may be registered with another denomination or community group. In either case, the qualifying leader will have the home church award the certificate and emblem. **Note:** This recognition is not awarded by Scouts Canada, but only by the candidate's church.∧

Contact: *Canadian Conference of the Mennonite Brethren Churches, #3 - 169 Riverton Ave., Winnipeg MB R2L 2E5.*

Notice of Annual Meeting Boy Scouts of Canada

Saturday,
November 20, 1993
4:45 p.m.

Chateau Laurier Hotel,
Ottawa, Ontario

Purpose:

- (1) Consider the annual report
- (2) Consider the annual financial statements and auditor's report
- (3) Elect officers, members, honorary members, committee chairpersons, and others of National Council
- (4) Appoint the auditor, who shall be a chartered accountant

SCOUTER'S 5

Saying Thanks

A Blessing at Sukkot

Blessed are You, Lord our God, ruler of the universe, who has given us life and health and made it possible for us to celebrate this day.

When I Thank

Chief Dan George

When I pray,
I pray for all living things.
When I thank,
I thank for everything.

O earth,
For the strength in my heart
I thank Thee.

O cloud,
For the blood in my body
I thank Thee.

O fire,
For the shine in my eyes
I thank Thee.

O sun,
For the life you gave to me
I thank Thee.

Let us Bow

Let us bow our heads and say,
We thank you, God, for food this day;
Thank you, God, for things to eat,
For fruit and milk, for bread and meat;
Thank you, God, for words to say,
So we can speak and we can pray.

Scouter's 5 Minutes, p.707

Oct.'93

GAMES

Fall Fun

Meal Mixer: Try this one with the colony for Thanksgiving. In small groups, Beavers cut out pictures of food items from old magazines (e.g. glass of milk, egg, cake, chicken, carrots, apple). Then, bring everyone together. Put all the cut-outs into a bag or box, shake well, and have each Beaver pull out one picture. The Beavers' job is to find other Beavers with appropriate food pictures to put together a meal. You can guide them by telling them they need an appetizer, meat, vegetables, drink, salad, and dessert. Or you can let them choose their own ideas about breakfast, lunch, or supper. In either case, when everyone is ready, take a look at the "meals" and talk about which ones Beavers would like best, which ones are best for Beavers, and the like.

White Cells: Harvest and food themes seem natural in October. Good food has a link to good health, which is where you might want to bring in this game. Organize Beavers in groups of five. A group turns into a germ-gobbling White Blood Cell by forming a circle and holding hands. On signal, White Cells begin moving around trying to trap players in other White Cells by putting their arms over them. Trapped players join the White Cell that traps them.

Balloon Race: Here's a bit of fun for an indoor party. Organize Cubs in sixes for a relay and give each team a squirt bottle (e.g. clean empty plastic detergent bottle) and an inflated balloon. Have a few spare balloons available in case of accidents. One by one, Cubs squirt air from the bottle to move the balloon to the opposite end of the room. When they arrive, they pick up the balloon and race back to pass bottle and balloon to the next in line. If you play outdoors, squirt water to move the balloon.

Games, p.305

Oct.'93

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the **leader**

Catch the Sound: Try this fun game from *Scouting* (UK) magazine with your Cubs on a brisk fall evening. Establish play area boundaries. Send out your sixers (or leaders) after giving each of them a pocketful of coloured counters and a different noise-maker (whistle, duck call, kazoo, bell, etc.). The Cubs' job is to catch the noisy wanderers and collect a marker from each. Cubs who collect a complete set of markers return to base and swap them for a treat. Some may be very fast. If there is still time after they've collected their treat, let them try a second round.

Balloon Busters from *Scouting* (UK) sounds like noisy chaos for celebrating Scouts. You need about 10 balloons per patrol and a whistle. There are two rules: no sharp objects for balloon bursting; no physical contact with other Scouts.

Name a patrol "the busters" for round one. A leader tosses 10 balloons into the air in quick succession. The named patrol tries to burst all the balloons within a two minute maximum playing time. The Scouts from all the other patrols try to prevent the balloons from being burst. A whistle ends the round.

For round two, a different patrol are the busters. Play until all patrols have had a turn.

Games, p.306

For Food

For food, for clothing,
For friendship, for Beavers,
God, we thank you.

Scouts' Prayers

(from "Scouts go for a million" Prayer Booklet, *Scouting UK magazine*)

Let us think about young people who live in poorer countries than us. May rain fall upon their fields so that their crops may grow. And may the sun shine for their harvest. Please let these people have a better life than they have now. (*5th Deal Scout Richard Holmes*)

Thank you for bringing me into this glorious world and thank you for bringing me up without wanting for food and clothes. (*5th Deal Scout Mark Tinsey*)

Thank you for providing us with children and friends to give us pleasure and enjoyment. Thank you for brothers, sisters, and parents and other close relatives. Help us to think of other young people not so fortunate as ourselves who have no home, no food, and no friends for themselves. (*5th Deal Scout Paul Girdler*)

We Give Thanks

We give thanks for everything around us;
Our leaders' smiles, our friends' hello,
The food we eat,
The people we know and love;
Let us appreciate our differences and enjoy the things we share together.
Help us to be kind and thoughtful to each other.

Scouter's 5 Minutes, p.708



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Maple Leaf Region

I enjoyed the June-July '93 article on the Maple Leaf Region. Several corrections...

Although Fred Wurm (not Worm) actively participated in the Intercamp, and has done much to ensure the continuing success of the event, he did not start it. The UK Scout Association declared 1966 "International Friendship Week." Each Scout Group was expected to make contact with a foreign Scout Group. Rhedahlen District of the British Scouts in Western Europe (BSWE) decided that we would run a weekend Scout camp on the Wegburg airstrip. One Scout Troop from each NATO nation in NORTHAG was invited. The camp proved such a success it grew rapidly. The 1972 Intercamp was held at Westernohe.

The Canadian Army was stationed in northern Germany in the Soest, Iserlohn and Deilinghofen areas before moving to Lahr in the early 1970's. Many Canadian Scouters attended the BSWE courses.

I completed my Woodbadge Part II on a course held in an area similar to "Baden Green", on the Sennelager Training Area, in May 1967. At least two other Canadians were on that course.

— John Reynolds, Medicine Hat, Alta.

Sheriffs and Outlaws Correction

I would like to correct a mistake I made in the "Knights of the Dragon" article published in the June-July issue. Don Smith and the 1st Conception Bay South Venturer Company developed the game Sheriffs and Outlaws. I erroneously credited another group. My most sincere apologies to Don and the Venturers of 1st CBS.

— James Butler, Northeast Avalon Region, Nfld.

Jamboree on the Air

Last year Mid Island District Scouts participated in JOTA. We made contact with 29 groups from across Canada, the United States, even New Zealand. Every-

one had such a good time, we intend to take part in the next JOTA. Our Scouts got a real thrill talking with others.

Ham operators in our area suggested I develop some Vancouver Island and Vancouver area contacts. But this invitation goes out to anyone in the world taking part in JOTA: If you have a 2 metre band, hand-held radio give us a call. If you have bigger sets and some slack air time, we would also love to hear your voice.

Our call sign is VE7NA. If you would like us to call you during JOTA, write (or send a FAX) as soon as possible.

— Dave Newman, ADC Scouts, Mid Island District, 788 Bruce Ave., Nanaimo, BC, V3R 3Z5. Fax: (604) 754-3410. ^

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International Events 1994

Thinking of taking your group overseas in 1994? Now is the time to start planning. Have a look at the events listed here to see if any appeal to you and your youth members. Call your travel agent to estimate the costs for a total package, including travel and spending money.

Africa Region

Ghana, 3rd All Africa Scout Jamboree, August 16-26: Enjoy national cultural displays, an international fair, sports, and other program activities. Fee: US\$100 per person.

Asia Region

Australia, International Outback Adventure, July 24 - Aug. 5: Try an adventure at Alice Springs that offers Outback Australia and Aboriginal Culture themes. Fee: unavailable at this time.

Japan, 11th Nippon Jamboree, August: Exact dates and fees are not available, but the jamboree will be held in the foothills of Mt. Kujyu on Kyusu Island. Among other activities, the program promises mountaineering, friendship, and orienteering.

European Region

Belgium, Camp Chantier International '94, July 1-31: Discover Belgium. Take part in archaeological digs and restoration work. Although camping is free, you need your own tents and cooking gear. Allow for food costs.

Denmark, Blå Sommer — National Jamboree, July 19-28: Camp in the southern part of Jutland near the German border. Under the theme "Responsibility through Experience", program activities will revolve around nature and the global community. Fee: Dkr1100 per person, including food.

Madeira Island, Jamboree of Madeira, July 26 - August 2: Programs will be based on the theme "The Atlantic's Islands". Fee: 20.000\$00 (Portuguese escudos), including food, or 60.000\$00 including food and flight Lisbon-Funchal-Lisbon.

Netherlands, European Jamboree, August 1-11: This event for 11-16 year olds will test out the site of the 1995 World Jam-

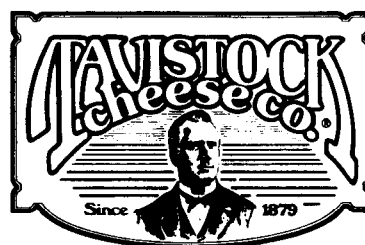
boree with an environmental program theme. Fee: Hfl575, including food.

United Kingdom, Friendship '94, July 29 - August 6: The site is Ripley Castle in Yorkshire. The fee of £45 does not include food or travel to and from the site.

Windsor International Guide & Scout Camp, July 31 - August 7: Held in the Deer Reserve and Review Ground of Windsor

Great Park, this event offers a wide range of program activities and sightseeing opportunities in Windsor and Eton. Fee: £45 for camping; food can be included at an extra cost of £30 per person. ^

For more information on these and other international events, contact: *International Relations and Special Events Services, Scouts Canada, Box 5151, Station F, Ottawa ON K2C 3G7.*



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