

# the leader

DECEMBER 1993

VOLUME 24, NO. 4



*Happy  
Holidays*



# Celebrate the Season

by John C. Pettifer

Christmas is such a special time of the year, particularly for children. The colours, decorations, and displays bring collective anticipation and excitement for them that is not experienced at any other time. Unfortunately, as we grow older, we sometimes lose sight of this, particularly when beset by today's societal pressures.

Let's face it, it is hard to celebrate when personal circumstances dictate otherwise. Yet there are always those whose situations are worse than our own.

As Christmas approaches, a tremendous opportunity awaits all leaders to help young people not only enjoy this special time personally, but also share it. Many groups already try unique events at Christmas. But this year, I would challenge all sections to plan and undertake something very special to help bring joy and happiness to others. Some of the thoughts that come to mind include:

- Invite some young people who are not members, and who might not otherwise get the opportunity to attend a Christmas event, to the group (or section) Christmas Party.
- Make Christmas greetings cards at a meeting, then go and give them to sick or shut-in neighbours. Why not include a small gift of candy or fruit, and sing some appropriate songs of this festal season?
- Collect food for your local food bank or charity that provides Christmas food hampers. Older members could help pack and deliver these.
- Do all three(!) or come up with another idea that would meet the same challenge.

Do not overlook those young people in your own section who may need a special, personal touch in their lives. For some, **your** card will be the only card they receive, and the section party **you** invite them to, will be the only party they experience.

Above all, let's help our young people, and those we contact, understand that **there is more to the season than Santa Claus!**

The year end is, for many faiths, a time for spiritual emphasis and reflection. Jewish members will be celebrating Hanukkah (or the Festival of Lights) in December, while Christians will be celebrating the birth of the Christ, for whom the season is named. How much do your young members know about these festivals of faith?

Explore the rich heritage of our time by inviting spiritual leaders to come and share with your members what the sea-

son means to them. Such a visit can help provide that element of our Aim which we so often overlook. It can give balance to the purely secular emphasis that bombards us constantly from the commercial world.

If such resources are not readily available, you may find that the young people themselves can help each other by exploring the meaning of "Peace", "Goodwill", and giving gifts.

While many faiths are represented in our membership, the majority share a Judaeo-Christian heritage. It would not be out of line to open a Bible and read the first twenty verses of Luke Chapter 2 (the story of Christ's birth); or, read the first twelve verses of Matthew Chapter 2 (highlighting the custom of gift giving). These stories have been told over the past two thousand years, and are very much part of the Christmas tradition.

Perhaps a great combination this year will be the giving of external joy through the challenge presented earlier, coupled with a personal celebration of faith for ourselves. Then, whatever the personal circumstances, Christmas will be truly special.

However you celebrate the season, on behalf of the staff at the National Office, and our families, may I wish each reader, and each of your families, the joy of Christmas, the love of your God, and much happiness in the New Year that lies ahead.



John C. Pettifer, Chief Executive

## Wishes and Welcome

For 20 years Barbara Alexander capably handled circulation duties at **the Leader**. Barb took immense pride in knowing our magazine was reaching Scouters as efficiently and timely as possible. Her commitment to this task was unflinching over these years.

Some recent health problems have prevented Barbara from continuing her duties, and she is on an extended leave. Pam Phaneuf from our national office staff has assumed circulation responsibilities at **the Leader** on an interim basis. We welcome Pam to the team and wish Barbara the very best.

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# the leader

The Canadian Leader Magazine

December 1993

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**Doin' the T-Rex Stomp**

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# JURASSIC DINOSAUR NIGHT

## A Roaring Success!

from Lori Forsen and Linda Lombardo

**B**eaver leaders attending a recent Woodbadge II course planned a dinosaur evening extravaganza. First, they drew up a plan (see below). In late September, after fine tuning, several National Capital Region colonies took the program plan and tried it out. What a success!

"Our dinosaur night really excited the Beavers!", said an enthusiastic Sharon Weller, of the 4th Kanata "A" Colony, Ont.

Dressed up like cave people, leaders greeted arriving Beavers at the door. The kids loved it. Even the colony's Big Brown Beaver was dressed up like a dinosaur.

Drawing a "Toe-a-saurus" set the mood for the evening. After taking off shoes and socks, Beavers stepped onto large sheets of newsprint and each drew a dinosaur using only their toes.

When finished, leaders taped the ferocious creatures to the walls for decoration.

Then came opening ceremony and feeding the beaver. Instead of wood chips, everyone fed the "Beaversaurus" play "bones." Each child named their favourite dinosaur.

The T-Rex Stomp game was a great hit. Beavers put two paper grocery bags (dinosaur feet) over their shoes. Instantly they were transformed back millions of years into marauding Beaversaurus.

What do these prehistoric beasts do? Run around trying to "stomp" flat the balloon pests, of course!

**KA-BLAM!**

Hey, I didn't know Beaversaurus could laugh.

Multi-coloured pipe cleaners, scissors, and dinosaur models awaited delighted Beavers at the craft table. (This craft's popularity surprised some leaders.) Depending on the age level, the children could choose from pre-cut pipe cleaners and simple dinosaur designs to more elaborate figures.

A dinosaur race (similar to "Duck, Duck, Goose") ran off excess energy. How do you play the dinosaur race?

The Beavers split into lodges — with all members sitting in a circle. A Beaversaurus is chosen and starts crawling

around the outside of the circle. The others sing the song "Ten Little Indians" (substitute "dinosaur" for Indians). When they reach "10", the Beaversaurus nudges a sitting Beaver in the back with his nose and the two of them crawl (racing) around the circle in opposite directions back to the starting point. The new Beaver becomes the Beaversaurus and continues crawling around the circle as everyone sings. Play continues until everyone has had a turn.

"Rusty" led the colony in a rousing, fun-loving song called "Dino the Dinosaur." The scratching, spinning and club swinging actions caused many happy Beaversaurus squeals.

There's nothing better than a good story to capture imaginations and settle an active colony. Surrounded by contented Beavers, "Bubbles" read *The Day of the Dinosaur* by Stan and Jan Berenstain. (Available at your local library.)

### Where did they go?

"Where have the dinosaurs gone?" Beavers asked this question frequently during the evening. It offered many opportunities to talk about our responsibilities to save the environment and the earth's endangered animals.

A standard closing ceremony ended a very popular event.

To learn more about dinosaurs, the colony plans to visit a local museum for a sleep-over in the near future. Many museums offer similar programs in their facilities. Why not contact your local museum curator? It's bound to be a popular idea.

### Dino the Dinosaur

(sung to the tune of "Yogi Bear")

I have a friend that you all know,  
Dino, Dino  
I have a friend that you all know,  
Dino Dino Dinosaur  
Dino Dino Dinosaur,  
Dino Dino Dinosaur  
I have a friend that you all know,  
Dino, Dino Dinosaur.

Dino has a little friend too, Itchy, Itchy  
Dino has a little friend too, Itchy, Itchy  
Dinosaur.

Use this simple program outline to plan your own dinosaur theme night.

<b>Beaver Meeting Schedule</b> Theme: Dinosaurs Date: _____			
Time	Activity	Details	Leader
15 mins.	Gathering	Toe-a-saurus craft. Beavers draw dinosaur pictures with their toes. Tape pictures to walls for decoration.	Brown Beaver
10 mins.	Opening	Standard	Hawkeye
	Feed Beaver	Instead of wood chips feed the "Beaversaurus" bones. Have Beavers name their favourite dinosaur.	Hawkeye
10 mins.	Game	T-Rex Stomp	Parent helper
10 mins.	Craft	Make a Dinosaur	Rainbow
10 mins.	Game	Dinosaur Race	Tic Tac
5 mins.	Song	Dino the Dinosaur	Rusty
10 mins.	Story	<i>The Day of the Dinosaur</i> , by Stan & Jan Berenstain	Bubbles
5 mins.	Closing	Standard	Hawkeye
	Thought for the day	We had fun tonight, but let's not forget that dinosaurs no longer live in the world. As we go on our way tonight let's remember those of God's creatures which are in danger of becoming extinct. Let's do our best to make sure that doesn't happen.	Hawkeye

General notes: Leaders should be dressed as cave people. Also dress up the colony beaver to look like a dinosaur.

Dina has a girl friend too, Tizzy, Tizzy  
 Dina has a girl friend too, Tizzy,  
 Tizzy Dinosaur.  
 They all have an enemy, Caveman  
 Caveman  
 They all have an enemy, Caveman  
 Caveman Ugh.

They all live in Rocky Town,  
 Rocky Town...

**Actions:**

Dino — Pretend to swing their tail.  
 Itchy — Scratch themselves.  
 Tizzy — Spin in a circle.  
 Caveman — Pretend to swing a club.

Rocky town — Hunch over like a rock.

*Lori Forsen, a National Capital Region trainer, works with the 1st Stittsville "E" Colony, Ont. Scouter Forsen, Linda Lombardo, and participants of a Wood-badge II course created this dinosaur program.*



"You know, dinosaurs are one of my all-time favourite animals!" Beavers from 1st Stittsville Colony "E", draw and colour pictures of their favourite pre-historic lizard to decorate the walls. Photo: Jim Goat.



4th Kanata Colony "A" Beavers loved bending pipe cleaners into pre-historic dinosaur shapes. Photo: Craig Campbell.

## PLAN A CUB DINOSAUR NIGHT

Why not design a dinosaur evening around activity stations?

Begin the meeting by letting your Cubs or Scouts draw and cut out dinosaur footprints from coloured construction paper. Stick them on the floor (well spaced) with tape. Follow the reptilian footprints to these different stations.

### Prehistoric Alligator Relay Race

This race is sure to burn off excess energy. You will need masking tape and balloons.

1. Mark off a track around your meeting hall, with a start and finish line, using masking tape.
2. Make teams of three children each.
3. Position them at equal distances around the track.
4. The first team of alligators race to their partner, crawling on their belly, holding on to the end of a balloon with their teeth.
5. First team around the track wins.
6. If a balloon bursts, the team has to start again.

### Create your own fossil

This craft makes a great paper-weight. You will need: plasticine; a rolling pin or bottle; a fern, oak or maple leaf; feather, or shells; plaster of Paris (or potter's clay); and paint.

1. Roll the plasticine flat.
2. Form a wall of plasticine around all edges to contain the plaster of Paris.

3. Lay a leaf (fern, feather, shell) on the plasticine, and press it firmly into the surface.
  4. Pulling gently so you don't damage the leaf, lift the stem off the plasticine. An impression remains behind.
  5. Pour plaster of Paris over the leaf imprint.
  6. Let dry.
  7. Carefully remove plasticine from dried clay.
  8. Paint the 'fossil'.
- (Adapted from C. Caket, *Model A Monster*, Sterling Publishing Co., N.Y.)

### Stegosaurus Craft

You will need: heavy, corrugated cardboard; marking pen; paint; brushes; glue; sparkle; scissors (or possibly a craft knife).

1. Fold a piece of cardboard in half.
2. Enlarge and trace the dinosaur pattern onto cardboard (one body and two legs per child). Be sure to trace the pattern along the fold line of the cardboard, so the dinosaur will fold out in the middle, looking three dimensional.
3. Cut out pattern. Cut the back legs a little bigger than the front ones.
4. Cut slots in body and legs.
5. Slide legs into the body.
6. Separate the plates on the dinosaurs back.
7. Paint.

8. Glue on sparkles.
  9. Herd the dinosaurs together into a Jurassic zoo.
- (Use the stegosaurus pattern on page 6 to make dinosaur hats for younger Beavers and Cubs.)

## QUIZ

- Q:** What is a dinosaur?  
**A:** Lizard-like creatures which lived millions of years ago. Most hatched from eggs.
- Q:** What does the word dinosaur mean?  
**A:** "Terrible lizard."
- Q:** Were all dinosaurs huge?  
**A:** No. Some fully-grown, adult dinosaurs were as small as chickens!
- Q:** Did all dinosaurs eat other animals?  
**A:** No. Many were vegetarian; they ate grass and water plants.
- Q:** What present day animals look like dinosaurs?  
**A:** Alligators, hippopotamus, rhinoceros.
- Q:** What's a fossil?  
**A:** When plants or animals die they start to decay. After millions of years (if the object was covered by mud, peat or tar), the hard parts of the object sometimes turn into rock.

## Dinosaur Dig

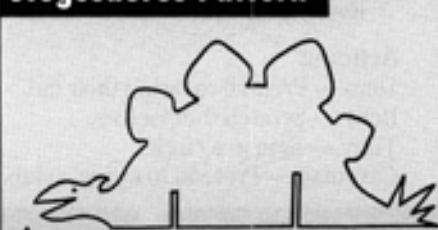
When making the above craft, try cutting out the dinosaur parts before the meeting and hide the cut-out pieces in large pails of sand. Also cut out other "bones" and small pots from cardboard, and include these in the sand. Let the Cubs and Scouts put on explorer hats and "dig" for the hidden dinosaur parts with beach shovels and sieves.

Include interesting stones and small pottery pieces in the sand. Explain that real life scientists sift through sand, gravel and rocks to find fossils and dinosaur bones.

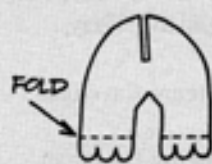
## Stegosaurus Pin Board

You will need: a ceiling tile (cork or polystyrene); scissors; felt tipped pen; paints; sturdy string.

## Stegosaurus Pattern



Use pattern to make dinosaur pin board, hats, or cardboard Stegosaurus cut-out.



◀ Cut two out for each dinosaur. Make front legs a little smaller than back legs.

Adapted from C. Caket, *Model A Monster: Making Dinosaurs From Everyday Materials* (Sterling Publishing Co., N.Y.)

Enlarge the Stegosaurus template onto a ceiling tile. Cut out (or just trace) the dinosaur shape. Decorate the creature with paints. What colour were dinosaurs? Green? Brown?

Make two holes in the tile and hang the pin board with sturdy string. What a nice gift!

## What We Can Do

Most dinosaurs were huge. A Brachiosaurus was as long as five buses parked end-to-end, and stood as high as a three-storey building! Get the Cubs and Scouts to measure the distance outside.

Discuss with your group why dinosaurs disappeared. Scientist theories vary: a huge meteorite hit the earth causing temperatures to soar; global flooding; catastrophic ice ages; wildly fluctuating sea levels caused enormous tidal waves; a global wildfire; severe global cooling.

Today, extinction threatens many animals. About 100 animal species disappear every day — one every 15 minutes. Humans cause many of these extinctions.

How can we help save the animals? Make a list: protect plant and animal habitat (rain forests, wetlands); recycle; stop polluting.

## Other ideas:

Take your pack or troop on a sleep-over to a local museum with dinosaurs.

Organize a dinosaur snow sculpture night. Roll balls of snow to make legs, arms, neck, body and tails. Use a trowel or shovel to shape the head and teeth. Challenge other packs or troops, then get together for snacks and game.

In the spring, plan a dinosaur kite flying day. Several weeks beforehand, build kites and let everyone paint a flying dinosaur on the bottom of his (or her) kite. Plan monster races, alligator races, and a special snack.

A great planning resource is C. Caket, *Model A Monster: Making Dinosaurs From Everyday Materials* (Sterling Publishing Co., N.Y.).

Share your best ideas, games, song, photos, and recipes with the **Leader**. We'll pass them on so others can enjoy the fun. ^

## Program Links

Cubs: Tawny Star, Handicraft, World Conservation

# SLEEPING WITH DINOSAURS

by Maureen Tyers

## Do dinosaurs snore?

The Hanna 1st Cub Pack, Alta., decided to find out last spring. Armed with sleeping bags and lots of energy, they set off for the Royal Tyrrell Museum in a bus generously supplied by Alberta Power. After arriving at the museum, finding a camping spot, and eating supper (baked lasagna, potatoes, salad, and desert), the quest began.

First we examined the preparation lab. Down long hallways the pack trekked into a storage room. Surrounded by plaster wrapped fossils, we inspected a reconstructed dinosaur skeleton and an artists model. Were dinosaurs really brown and green?

Next the Cubs filed into the lab where we saw a Tyrannosaurus skull, and casts of a fossilized turtle. Wow!

The dino-puzzle area caught our attention. Given only a few pieces of cardboard and lots of imagination we recreated a

very rare Jewelled *Styracosaurus* — the only dinosaur to wear pearls.

How did dinosaurs walk and talk?

We learned the answer in the Nova room. Chris re-created a unique dinosaur "voice". When the laughter died down we examined the tip of a real tooth from a *Tyrannosaurus Rex* — the most ferocious of all dinosaurs. Then we stared at a fossilized piece of dinosaur "plop." (Hint: this comes from an end opposite a dinosaur's nose.) After singing several songs, we headed off to bear country.

What do bears have to do with dinosaurs? We don't know, but did you know that all bears walk pigeon-toed?

Snack time followed, then into the auditorium for an entertaining discussion on flowers and plants. At 11 p.m. — bedtime. Some of the pack went right to sleep; others felt the need for an evening walk.

SSShhhh! Did you hear a roar?

Leaders did report strange noises and seeing large, shadowy objects moving around in the dark. I wonder what it was?

Saturday morning dawned much too early, especially without cartoons. We cleaned up, ate breakfast, visited the gift shop, and headed home.

What a great trip. Can we go next year? You bet!



A dinosaur night at the Tyrrell Museum fascinated Hanna 1st Cubs.

# Hiking the EPINETTE CREEK TRAIL

from Herman Swatzky & Keith Laing

## What a great wilderness trek!

Last June two Winnipeg, Manitoba, Scout troops (the 1st and 10th Transcona) hiked the 40 kilometre Epinette Creek Trail in three days. The trail winds a serpentine path through Manitoba's Spruce Woods Provincial Park.

A 40km hike demands physical preparation. The 1st Transcona tuned up a traditional way. They loaded packs with newspaper and stones, then set off on a series of shorter hikes in Birds Hill Provincial Park. Scouts from the 10th chose a different method. They loosened up on a long, bicycle trip to the same park.

Soon the day arrived for our Epinette Creek trek.

The night before the hike, Scouts from both troops arrived packed with their personal gear. At a joint meeting, leaders distributed food and extra equipment to each Scout to add to their already full loads. At this point, many Scouts decided some previously-packed personal item was unnecessary! With everything stowed and accounted for, every-

one returned home leaving their packs at the hall, ready for the next day's adventure.

Our trip began with a two and a half hour drive to the park through pouring rain! Luckily everyone had anticipated wet weather; ziploc and garbage bags waterproofed all packs. Fortunately, the downpour dwindled to a misty drizzle as we hit the soggy trail.



### Ready to hit the trail.

After walking for several hours we decided to set up camp. By 10:30, darkness had already fallen. Tents went up quickly.

By nine the next morning, we were off, anticipating an interesting day. Within hours, the Scouts found a deer or moose skull, and some pieces of verte-

brae. Someone spotted a striped lizard (12cm long) — the first any of us had ever seen in the wild. Almost everyone crowded around excitedly, asking questions, wanting to touch it. For some, looking was enough.

Several hours later we set up at our new campsite, and ate lunch. We also prepared our supper to carry as we hiked to Jack Fish Lake, the trail's end.

When we returned to our base camp, Scouts still bubbled with excess energy. A wide game, played well into the night, ensured a quiet, restful sleep.

After a late breakfast the next day, we broke camp and hiked out to the trailhead. Though our packs felt much lighter than they had on Friday night, our Scouts couldn't wait to drop them at the cars. Some hitch-hiking wood ticks took much longer to shed!

It was "a wonderful hike through a beautiful area," all agreed. This year, the Epinette Creek Trail, next year, hummn... ^

Herman Swatzky is Troop Scouter with the 1st Transcona; Keith Laing is Troop Scouter with the 10th Transcona, Winnipeg, Man.



Cameron plays the ghost of a moose... or is it a deer?



Since not many Manitobans ever see a lizard in the wild, this hapless creature created considerable excitement.

# Concentrate On Your Program

by Colin Wallace

A man was lost in the city of Toronto. "How do I get to Roy Thompson Hall?" he asked a police constable. The constable replied, "Practice, practice, practice!"

A Section Scouter was lost in the world of Scouting. "How do I solve all my Scouting problems?" she asked a Service Scouter. The Service Scouter replied, "Program, program, program!"

Was the Service Scouter being facetious? Simplistic? Naive? Daft?

I don't know. I'm inclined to believe that *almost every* problem Section Scouters encounter (recruitment, retention, discipline, leadership, parental involvement...) could be reduced (even eliminated) if they ran an interesting, challenging section program.

## STAY FOCUSED

But first, Section Scouters must deal with the problem of being distracted from running programs. Develop the habit of being single-minded. When you have a problem, instead of going off on a tangent, **stay focused on your program.**

If your section can't recruit youth members, run an exciting program. Your kids will tell their buddies, and they'll want to join the fun. Don't let others divert you into recruiting campaigns that leave you too tired to deliver on campaign promises.

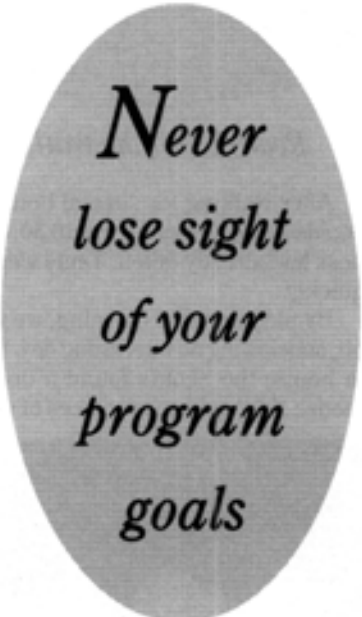
If your section has a problem keeping youth members, run an interesting program. Your kids will want to stay. Why waste time in endless discussions about the difficulties of competing with hockey and baseball and television?

If other leaders in your section show signs of boredom with their peripheral roles, expand the program and make them responsible for substantial parts of it. Don't over-burden yourself and have to settle for mediocrity. Share the load and achieve excellence.

If the kids' parents aren't involved, include them in the parts of the program they're comfortable with. Take the program to them in their homes (*Leader, Aug./Sept. '91, p. 14*). Keep the communication channels wide open. Offer a clear standing invitation to all parents, then, get on with your program.

## PROBLEMS?

If you do encounter a problem you can't solve by improving the section program, enlist the help of your Service Scouter, commissioner, group committee, or field executive. You don't have to solve every problem yourself. *Settle the problem quickly, then return to your main focus — programming.*



Never  
lose sight  
of your  
program  
goals

What about situations when attention to program will not make a difference? Ask yourself, "Am I the only person who can deal with it?" If someone else can solve the problem, pass it to that person and get on with your program. If you are the only one who can solve the problem, pass the program responsibility to someone else until you've wrestled the difficulty to the ground. Never lose sight of your program goals.

## THE 80/20 RULE

Running an exciting, challenging program is not easy. But it's easier if you don't have to deal with all the peripheral hassles. If you can't bring yourself to turn over either your program or your problem to someone else, then at least apply the 80/20 rule. Direct 80% of all your activity and effort towards your section program.

If you steer 80% of your work towards program delivery, you'll solve 80% of your problems. The remaining 20% should pale to insignificance. That still allows you to direct 20% of your effort towards events like Gilwell reunions, committee meetings, reminiscing, administrivia, etc..

You can work on the *before* activities: the design and preparation of meetings and camps. You can spend your time on the *during* activities: the actual delivery or support of your section program. Or you can devote your energies to the *after* activities: the evaluation, the update, and the improvement of your section program.

You can search for new ideas and resources. You can take inventory of the games equipment, camp gear, and program hardware. You can check into promising tours and visits. You can attend training courses to upgrade your skills. You can meet new people, develop new contacts, read new books.

Keep asking yourself, "What is the best use of my time right now to achieve my program goals? Does my effort help me achieve those goals?" All the while, remind yourself: Program! Program! Program! ^

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



# Seven Ways to Improve Programs

by Michael Nellis

**A**re your meetings running a little slow? Do your Cubs seem uninterested? Have you decided something has to be done to invigorate your programs?

The most difficult thing about changing things is to overcome inertia. You have to make a start. Once you begin, it helps to keep in mind a few "rules" I've learned the hard way, by personal experience.

**1.** Change one thing at a time. If you change too many things, you'll confuse yourself and the Cubs. There are at least 10 months in the Scouting year. If you make one change a month, that means 10 changes a year. Become comfortable with the first change before you make another.

**2.** Make programs interesting. Have fun with your programs. Be creative. Get started with point #3.

**3.** Use resource material. Check out the many publications listed in the Scouts Canada catalogue. Read **the Leader**. Go to the library. Talk with other Scouters. Pick their brains.

**4.** Ask the Cubs. The Sixers' Council exists so that Cubs can tell you what works, what doesn't, and what they want to do. Listen to the advice of your young assistants. Often it will spark fresh ideas.

**5.** Throw an occasional curve ball. Occasionally run an unexpected special program for a meeting; a "silent night" for example, or a night where

you bring in popsicle sticks or boxes of all shapes and sizes and challenge them to build things. Make such meetings rare enough that the Cubs will keep wanting more.

**6.** Keep it simple, Scouter. Bigger is not necessarily better or more fun.

**7.** Review existing programs. If it works, keep it. If it doesn't, fix it or scrap it.

I hope these few guidelines help, but the best advice I have to give is this: if you haven't yet taken Woodbadge training, sign up for the very next available course. ^

Scouter Michael Nellis is Akela with the General Wolfe Cub Pack, St. Romuald, P.Q.

## CUBS CELEBRATE STAR TREK NIGHT!

from "Caz" Caswell

**C**ubs from the 10th Brampton "A" and "B" Packs enjoyed a very successful "Star Trek Night" several months ago. The evening included crafts (building the USS Enterprise models), games ("Earth to Enterprise"), and a visit from members of the Imperial Klingon Battle Fleet Club!

"This was a big hit," says Akela "Caz" Caswell, "with leaders as well as Cubs." Almost everyone from both packs showed up for the evening — a surprising number, as baseball had just taken a major toll the week before. Most dressed up as Trekkies.

Cubs made the USS Enterprise out of toilet roll and paper roll centres, pie plates and popsickle sticks. Leaders had gathered other materials for imaginative Cubs wishing to customize their models.

We changed the names of some standard games ("Ship to shore" became "Earth to Enterprise") and used Trek names like Romulus and Klingon. We also played "air raid" and called it "Federation Ships through Cardassian Space."

Highlighting the evening was the grand entry of "Flight Admiral Komerex" and "Squadron Captain Simparri" from the "Imperial Klingon Battle

Fleet" is a club with approximately 2,000 members across Canada. Call Squadron Captain Simparri, A.K.A. Frank, at 416-940-2931, or write: 7812 Kennedy Rd., Markham, Ont., L3R 2C7. Perhaps a real Klingon will visit your Star Trek Night.)

The Klingons stayed throughout the meeting. They had prizes for the best looking Trekkies and handed out Star

Trek trading cards. We also had a Star Trek trivia quiz, drawing questions from the television series and movies "Star Trek", and "Star Trek: the Next Generation".

A great program idea!

"Caz" Caswell is Akela of the 10th Brampton, Ont., "A" Pack.



# Are PSAs Worth The Effort And Cost?

by John Rietveld

For the past five years Communications Service at our national office has produced and distributed Public Service Announcements (PSA's) for radio, television, newspapers and magazines. Each year as we develop budgets, the national Communications Committee ponders the question, "Is producing PSAs worth the time and money?"

Recently the Canadian Centre for Philanthropy eliminated the guess work and engaged Michael Craig, of Focus Productions in Toronto, to survey broadcasters and develop a profile of PSA usage.

His team mailed questionnaires to 70 English language television stations. Over 50 replied, both private stations and the Canadian Broadcasting Corporation. Markets varied: from Kamloops and Winnipeg, to Corner Brook.

The data reflects PSA usage by television stations, but it can be applied equally to radio stations and print media.

The survey asked television station executives how many PSAs they receive, and what percentage they actually televise. The answer: 43% receive 10-19 PSAs per month; over 70% of PSAs receive air time. However, only 10% are shown during prime time.

Stations broadcast most PSAs in the morning or late at night. Smaller stations (like CBC Charlottetown) allocate 20 or 30 minutes a day to PSAs. Larger stations average four minutes per day.

The season also affects PSA usage. Stations use fewer PSAs in the fall and more in the summer.

The survey then asked how often they ran PSAs. Over 70% answered "more than ten times". Once a station places a PSA in rotation, it continues to appear over a period of one to four months, or more. (Recently a local Ottawa station broadcast a PSA sent out over 4 years ago.)

Why do media reject PSAs?

Two primary reasons exist. Either the ads are too controversial, (i.e. too one-sided in promoting a viewpoint like abortion), or they have not received proper approvals. Private stations have a Telecaster Committee which approves



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all their PSAs; CBC Toronto approves those for CBC Stations. When mailing Scouting PSAs, we always include the Telecaster and CBC approval numbers on the label.

Stations sometimes reject acceptable PSAs because they arrive in the wrong video tape format. Stations use a variety of formats: 1" tape, Betacam, 3/4" cassettes. Council offices should confirm tape format with local stations to avoid delays and the expense of sending the wrong format.

PSAs must also meet broadcast time requirements of the stations. Most prefer 30-second clips, but will also use 15-second spots as well. Stations consider a 60-second PSA usually too long. All Scouts Canada clips take 30-seconds.

Of course production quality is very important. Well produced tapes, with clear understandable messages, receive increased air time. We provide newspaper ads in a variety of sizes, but if a paper or magazine needs a special size, we can provide that too.

Do personal visits to stations or newspapers make a difference?

Yes!, according to most survey respondents.

Before we distribute a Scouts Canada PSA, we send copies to council offices. This alerts staff and important communications volunteers of a pending distribution. It also allows them to make contact with their local outlets and discuss the preferred airing time period. Because most media just place PSAs in rotation and use no discretion concerning timing of the message, personal contact often helps.

Is producing a PSA really worth the money?

Last year Scouts Canada distributed a 30-second TV PSA to nearly 50 private stations, plus major networks such as CTV, CBC and YTV. The value of these ads varies from \$20 to \$7,000, depending on the market and time of day. Three times a year we mail 30-second radio PSAs to over 160 stations at a value of \$10 to \$50 per use. Each summer every daily, community newspaper and the 100 top magazines in the country, receive a package of Scouts Canada print ads. Print ads can cost hundreds or thousands of dollars to place. A full page ad appearing in a national magazine costs about \$10,000 per placement. In 1992-93 we spent \$30,000 to produce PSAs which translated into more than \$500,000 in free advertising for Scouts Canada.

How do we know so much about our PSAs?

Each mailing, whether it be a television commercial or a print advertisement, includes a covering letter and a reply card. Media complete the reply card which tells us how often they plan to run the PSA. Many stations also send us affidavits or dummy-invoices which list the actual times the ad was used and the value of the PSA.

Baden-Powell, when talking about camping practices, once said, "leave nothing but your thanks". This advice applies to public relations as well. One way to ensure ongoing support from media and to increase the frequency of PSA usage, is to say "thanks" often. Each summer, Communications Service sends a "thank you" coffee mug to media who report using our PSAs. You too can help. When you hear or see a Scouting ad, call the station or newspaper and say "thanks"!

Are PSAs worth the time and money?

Yes. We live in a media-driven society. Scouting must take full advantage of all forms of media to get its message out to prospective members. As Scout-Guide Week approaches, keep your eyes and ears open for Scouting PSAs and other types of publicity coverage. If you see or hear a PSA, or read a story, send us a note or clipping. It helps us keep track of PSA usage across Canada. ^

# SCOUTING SYLLOGISMS: *More Than Just Fun*

by Colin Wallace

**S**yllogisms are usually found in philosophy and mathematics. Occasionally they appear in Scouting, twisting good ideas or carrying an excellent thought to extremes. Not only are they fun, they sometimes contain rare wisdom.

What's that? You wouldn't know a syllogism if you stepped on one? Sure, you would. You just didn't recognize the all-dressed-up-in-full-uniform name.

*Webster's Ninth New Collegiate Dictionary* describes a syllogism as "a deductive scheme of a formal argument consisting of a major and a minor premise and a conclusion which must be true if the premises are true (as in 'every virtue is laudable; kindness is a virtue; therefore, kindness is laudable')."

Unfortunately, the logic in some Scouting syllogisms tends to be a little warped, like that offered by New York comedian, Richard Leni:

Major premise A: **God is love.**  
Minor premise B: **Love is blind.**  
Therefore, conclusion C: **Ray Charles is God.**

You're familiar, of course, with the classic Scouting syllogism (also known as the "warm-body" syllogism):

A: We need a person to fill a vacancy in our group leadership team.  
B: John is a person.  
C: Therefore, John would be an effective, contributing member of our leadership team.

See you DID know what a syllogism was. Other Scouting syllogisms are a little more subtle, but they're equally warped, as in:

A: 15 minutes of floor hockey is physically invigorating.  
B: The kids like to play floor hockey.  
C: Therefore, 90 minutes of floor hockey every week is physically, mentally, socially, and spiritually developmental.

In Scouting, syllogisms are frequently implied, though not often openly expressed. This makes them difficult (but not impossible) to detect, as in:

A: Scouting enjoys a great reputation as a camping-oriented organization.  
B: Kids love to go to camp.  
C: Therefore, kids will tolerate weeks and weeks of boring meetings in order to attend a weekend camp every 6 months.

Not only Section Scouters find such syllogisms popular; Service Scouters also indulge in this mental gymnastic exercise, as in:

A: Mary likes working with kids.  
B: Mary delivers a really great section program.  
C: Therefore, Mary would make a great Service Scouter.

And another:

A: Attendance at formal training courses is optional.  
B: John does not want to attend formal training courses.  
C: Therefore, John does not need any training.

Would it surprise anyone to find that training — always an intellectual hotbed of Scouter revitalisation — spawns more syllogisms than any other field of Scouting? One of the most common training syllogism is:

A: Training occurs in training courses.  
B: I've attended a training course.  
C: Therefore, I have completed all the training I need.

How's that for a defective argument?! Some Scouters put an even more interesting twist to its already dubious logic:

A: Scouting occurs in section meetings.  
B: Our section meets once a week.  
C: Therefore, Scouting occurs only in section meetings.

Another training syllogism:

A: Training is a process done TO a trainee.

B: A trainee merely endures and survives the process.  
C: Therefore, the trainee is not responsible if the training fails to achieve its objective.

Almost as common is:

A: A key ingredient of the Scouting program is fun.  
B: Scouter training events are fun-filled opportunities for meeting and socializing with other Scouters.  
C: Therefore, no effort is required from Scouters who attend a training event.

What about:

A: Scouting is a top-down organization.  
B: Age and rank have their privileges.  
C: Therefore, youth members have no part to play in Scouter training.

We can excuse new Scouters for believing some of these syllogisms — they might not know any better. But veteran Scouters should be wise enough to see through examples like:

A: Training can solve problems.  
B: Training covers all-aspects of Scouting.  
C: Therefore, all problems are training problems.

Some Scouting syllogisms are dangerous. Learn to recognise them. Watch out for this one:

A: I'm a dedicated **Scouter who loves Scouting.**  
B: Scouting's Aim and Principles are undeniably beneficial.  
C: Therefore, all my friends will be as delighted as I am to listen to repeated accounts of my Scouting escapades.

Syllogisms are fun. They can also teach us important messages. When you encounter a Scouting syllogism, look closely. Does its logic need correcting? If it does, share your wisdom with the rest of us. ^

# 18-WHEELER RALLY

## Try Racing Heavy Transport Trucks!

by Jim Connolly

**E**arly in March 1993, 31 South Frontenac and 18 Kingston District Scouts "put the hammer down" at Trinity United Church hall in Elginburg, Ontario.

CB chatter and diesel fumes filled the air as the Scouts went head-to-head in a wheel-smokin' contest of speed and daring.

Technical inspection caused problems for many drivers whose rigs included 'illegal' add-ons. But drivers sweated and strained until their 18 wheeler trucks passed inspection and received the coveted racing licence.

In the weeks leading up to the race, Scouts built their 18-wheeler trucks from scratch. Leaders provided strict building specifications. Except for the wheels, which were common to all trucks, Scouts could use almost any material for construction.

Their imaginations ran wild! The Scouts created everything from a flatbed carrying a helicopter, to a hamburger-shaped tractor pulling a hot dog trailer! But how did we race the trucks?

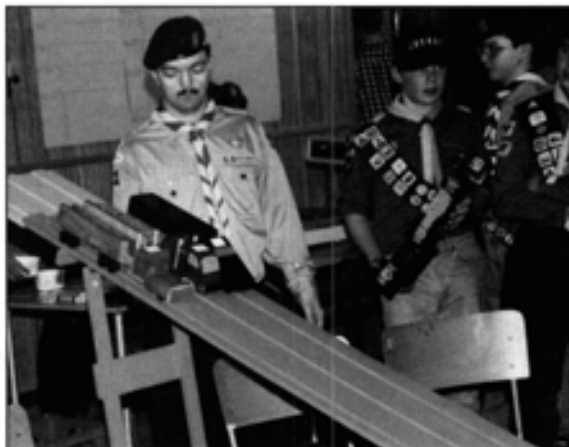
higher rate of speed the 907g racing monsters reach.

The competition was fierce, fuelled by a snack supplied by the 1st Elginburg Venturers and spurred on further by an opportunity to sit in a real Kenworth tractor.

When the dust settled and the motors fell silent, the 1st Portsmouth Troop claimed the speed trophy, while the Greater Kingston LDS troop won the much-coveted design trophy.

"Wait til next year!" many drivers muttered, as they picked up their trucks and headed home.

The 1st Elginburg troop, hosts of the 1993 18-wheeler rally, consider the race a great success, bound to become an annual calendar event.  $\Delta$

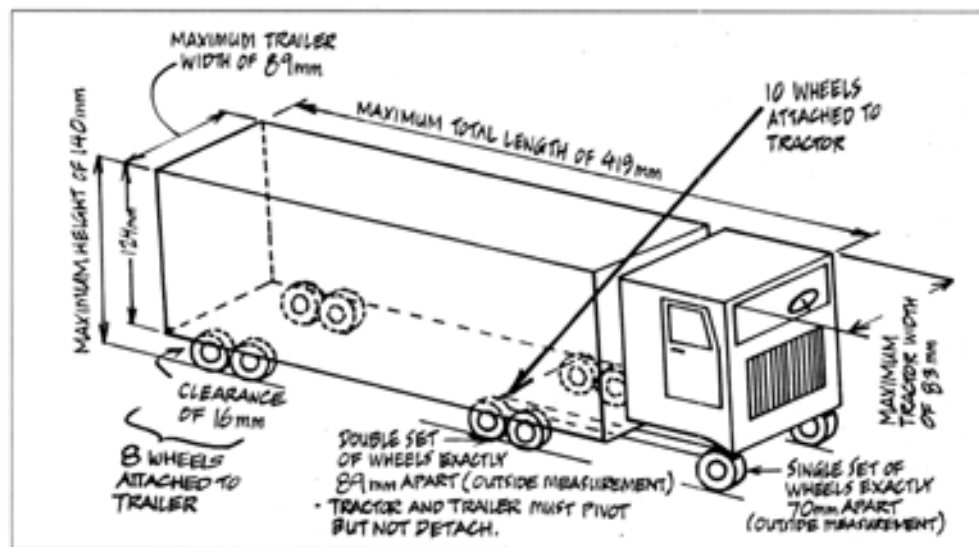


**Ladies and gentlemen,  
start your engines!**

*Scouter Jim Connolly works with the 1st Elginburg Scouts, Ontario.*

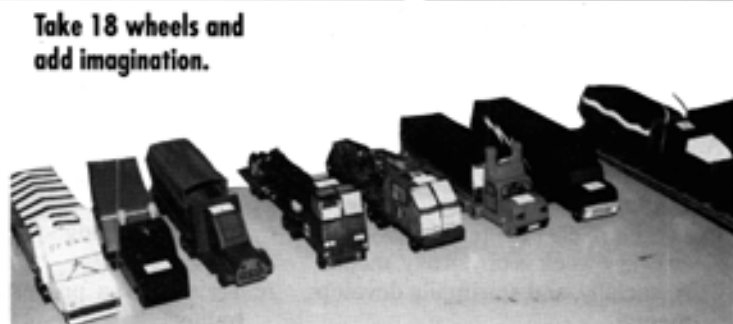
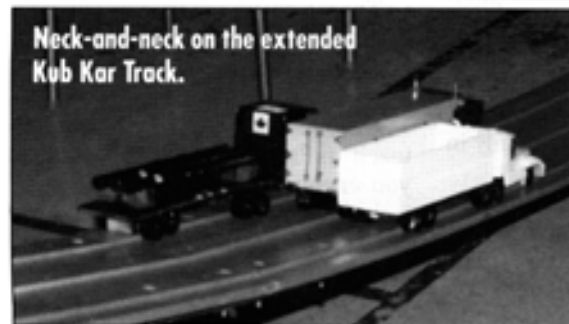
The rigs ran on a Kub Kar track with an extended starting ramp and an extra 2.4 m of track to accommodate the

**Program Links**  
Scouts: Craft Badges



### 18-WHEELER REGULATIONS

1. No loose material mounted on truck.
2. No springs, wheel bearings, or bushings.
3. Truck must ride on official wheels. No modification of these wheels is allowed, except for light sanding to true them up.
4. Maximum weight: 907 g.
5. Oil is the only lubricant allowed. Graphite may not be used.





# Book Talk

by Dave Jenkinson



As visible expressions of their *esprit de corps*, many Scouting groups purchase clothing, such as t-shirts or baseball hats, bearing a logo or symbol identifying their group.

Instead of paying some commercial firm, why not create these items yourself by following the clear, step-by-step instructions and coloured photos in Sandra Buckingham's *Stencil It!* Leftover latex house paint donated by parents, recycled styrofoam trays, freezer paper, brushes or sponges, plus scissors or X-acto knives, will get you started. Camps, or specialized outings, could feature on-the-spot mementos designed, created, and then applied by the youth themselves to camp hats, shoes or ????

Buckingham suggests many interesting stencil applications. Create greeting cards and wrapping paper, or recycle coffee tins into attractive storage containers. The possibilities for stencil designs are limited only by a group's collective imagination. Send the **Leader** some photos of your finished products! (*Cubs: Tawny Star, Artist; Scouts: Artist, Builder, Handicraft*)

Beaver leaders might explore the 10 theme parties for three to seven-year-olds found in *The Happiest Birthdays*, by Michaeline Bresnahan and Joan Macfarlane. Obviously, you don't need the "excuse" of a birthday to hold a party. Each of these themes can be "mined" for games and crafts, or costume and food, ideas which you could use in ongoing Beaver programming. But, if you do want a special evening, you can use some of the book's themes (like "Cookies, Cookies, Cookies" or "By the Sea") with virtually no changes. With a little ingenuity, you can transform still others (such as "Bearday" birthday), into a Beaver theme.

Perhaps older Beavers and Cub pack members will catch the boondoggle bug. The term refers to braiding, as Camilla Gryski explains in *Boondoggle*. Her book shows readers a dozen ways to braid creative bracelets from plastic lace. While older Cubs could certainly follow Gryski's step-by-step instructions

and Linda Hendry's clear illustrations, younger members might learn to braid faster by following a leader's, or senior Cub's, example. For those not wanting to make bracelets, use the same braiding patterns to make key chains or earrings. (*Cubs: Handicraft, Tawny Star*)

Leaders acting as resources to Wolf Cubs working on their Tawny, Green or Black Stars should take a look at *Earth*, by Wendy Baker and Andrew Haslam. Part of the "Make It Work!" series, the book takes a hands-on approach to learning about various aspects of planet earth, and offers numerous activities which fit into the Cub program. For example, a number of bright, colourful two page spreads show how to build things like a barometer, anemometer, weather vane, rain gauge, thermometer, and weather station.

As an alternative to the Green Star requirement which asks Cubs to draw a simple sketch map of their local area, why not help a group make a three-dimensional map, following the book's directions? As a fun, "painless" introduction to the concept of map coordinates, Cubs could make and play the book's board game, "Treasure Island."

(*Cubs: Handicraft; Scouts: Builder*)  
Better Homes and Gardens' *Incredibly Awesome Crafts for Kids* offers three dozen craft ideas that would fit the Cub program well. Some, like the finger puppets or the painted sticks'n'stones, would delight Beavers, while others, such as the "bird house" or "PVC" clocks would definitely offer a challenge to Scouts. Coloured photos of the finished products accompany step-by-step instructions, and more "stage" photos and diagrams. The book includes tracing patterns, making completion easier for some crafts.

To encourage more interaction between sections, Cubs could first each make a "Tumbling Terry" (a marble-headed doll that somersaults down an incline), and then take their dolls to a colony meeting where, with a Beaver-buddy, they could do some "Terry-racing."

What Cub wouldn't want to make a life-size ice-cream cone, Christmas tree decoration in their favourite flavour? If some of your Cubs don't celebrate Christmas, the cones would still make excellent ceiling hangings, or "pulls" for blinds or lights. (*Cubs: Handicraft; Scouts: Modeller*)

Organized from January 1 to December 31, each double-page spread of Susan Milord's *The Kids' Nature Book* provides a week's worth of indoor/outdoor, nature-related ideas and projects. Do these on their own or group them with others. The author organizes each week's daily activities around a theme. For example, the seven day period covering May 20-26 focuses on gardening. Among the week's suggestions are ideas for creating a hanging garden, making a scarecrow, and sewing night-blooming flowers. One day's content recommends children's stories and poems about gardening. Beaver, Cub and Scout leaders can find numerous, seasonal, program ideas in this book simply by browsing a couple of months ahead and then adapting the content to meet their needs. ^

## Book Details

Baker, Wendy and Andrew Haslam, *Earth*, Scholastic, 1993: \$15.95.

Bresnahan, Michaeline and Joan Gaetsel Macfarlane, *The Happiest Birthdays: Great Theme Parties for Young Children*, Stephen Greene Press, 1988: \$16.95.

Buckingham, Sandra, *Stencil It!*, Camden House, 1993: \$9.95.

Gryski, Camilla, *Boondoggle: Making Bracelets With Plastic Lace*, Illustrated by Linda Hendry, Kids Can, 1993: \$5.95.

*Incredibly Awesome Crafts for Kids*, Better Homes and Gardens, 1992: \$14.95.

Milord, Susan, *The Kids' Nature Book: 365 Indoor/Outdoor Activities and Experiences*, Williamson, 1989: \$12.95.

# Build A Dock Yard Crane

by Bill Silvey

Looking for a great holiday gift to donate to a hospital or the Children's Aid Society? Try this dock yard crane!

"An enormously successful craft."

That's how the 1st Bradford Ontario Cubs described their dock yard crane. It may take leaders time to pre-cut the pieces, but it's worth the effort. Cubs end up with a full working model of a reasonably sized toy (Tawny 4, Handicraft 2).

Cubs who finish early, won't run off and get into mischief. Immediately they will search around for things to try winching up — keeping themselves well occupied while leaders help the younger Cubs with their project.

When cutting, drilling and preparing the wood pieces, use a table saw and bench drill rather than hand tools. These will give smoother cuts and will need less sanding.

## Hardware

- 2 eyelets 6mm I/D holes
- 1 eyelet 3mm I/D hole or less
- 1 hook
- 2 #8 by 32mm woodscrews
- 8 panel pins 19mm
- 610mm button thread

## Construction

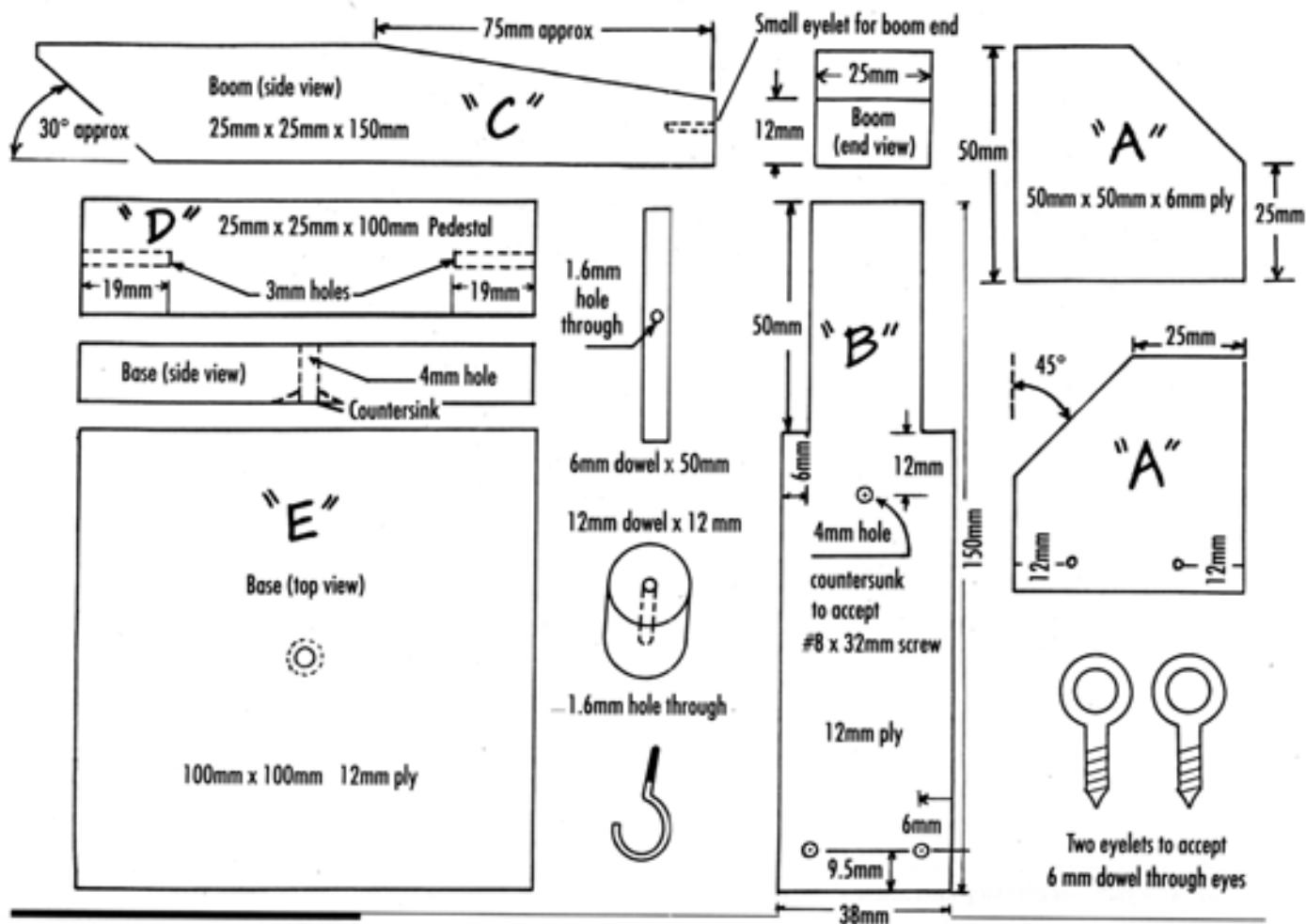
1. Nail side panels (A) to swivel plate (B) cut-outs using 2, 19mm panel pins per side. Ensure countersink hole is uppermost.
2. Insert boom (C) between side panels (A) as required (see assembled diagram) and nail into place using 2, 19mm panel pins on both sides. Screw small eyelet into pre-drilled hole at the end of boom.
3. Screw both large eyelets into pre-drilled holes at other end of swivel plate (B).
4. Screw one #8 32mm woodscrew through swivel plate (B) into any hole

of pedestal (D). Do not tighten. Allow enough tension for swivel action.

5. Screw one #8 32mm woodscrew through base plate (E) and into remaining hole of pedestal (D). Tighten.
6. Slide 6mm dowel through large eyelets. Cut approximately 610mm button thread and attach one end through 6mm dowel hole; tie. Thread other end through small eyelet then through side hole of 12mm dowel and tie. Screw hook into end hole of 12mm dowel.

The crane boom has no locking device to easily keep it in position when the boom is raised. However, after screwing the large eyelets into position on the swivel plate (B), give each a slight turn further. This will tighten the winch spindle. ^

Scouter Bill Silvey is Akela with the 1st Bradford Cubs, Ontario.



# How To Build AN IGLOO

by Phil Newsome

Inuit people have built igloos for thousands of years as both temporary hunting shelters on the arctic tundra and seasonal winter homes. Made from an excellent insulator — snow — igloos provide protection from both cold and biting wind.

A Scout patrol will enjoy building an igloo during a winter camp or Saturday activity day. It can be quite a challenge!

Before starting, gather together two or three saws and several shovels.

Seek out a building site with deep-packed snow that can support the weight of a young Scout. Snow depth should be at least half a metre with no soft spots or layers of ice hidden beneath the surface.

Trace a large two and a half metre diameter circle in the snow for a two person igloo — three and a half metres for an igloo holding four people. Mark the position for an entrance trench just over one metre wide and three metres long that projects one metre into the igloo. This entrance trench will provide snow blocks (building material) for the igloo's walls.

Start by clearing the snow away from the front of the trench. Cut along the sides, leaving a five centimetre space between the blocks. Lift each block out after you saw across its bottom. Repeat the operation until the trench is completely open and you have a large supply of snow blocks.

Now the fun begins! Start building the igloo by setting the bottom row of blocks around the previously-marked igloo circumference. Slope the blocks slightly inward.

An igloo is built by spiralling rows of snow blocks. Begin the spiral by cutting the first four or five blocks into a wedge shape. Other blocks added on top will create the upward spiral effect.

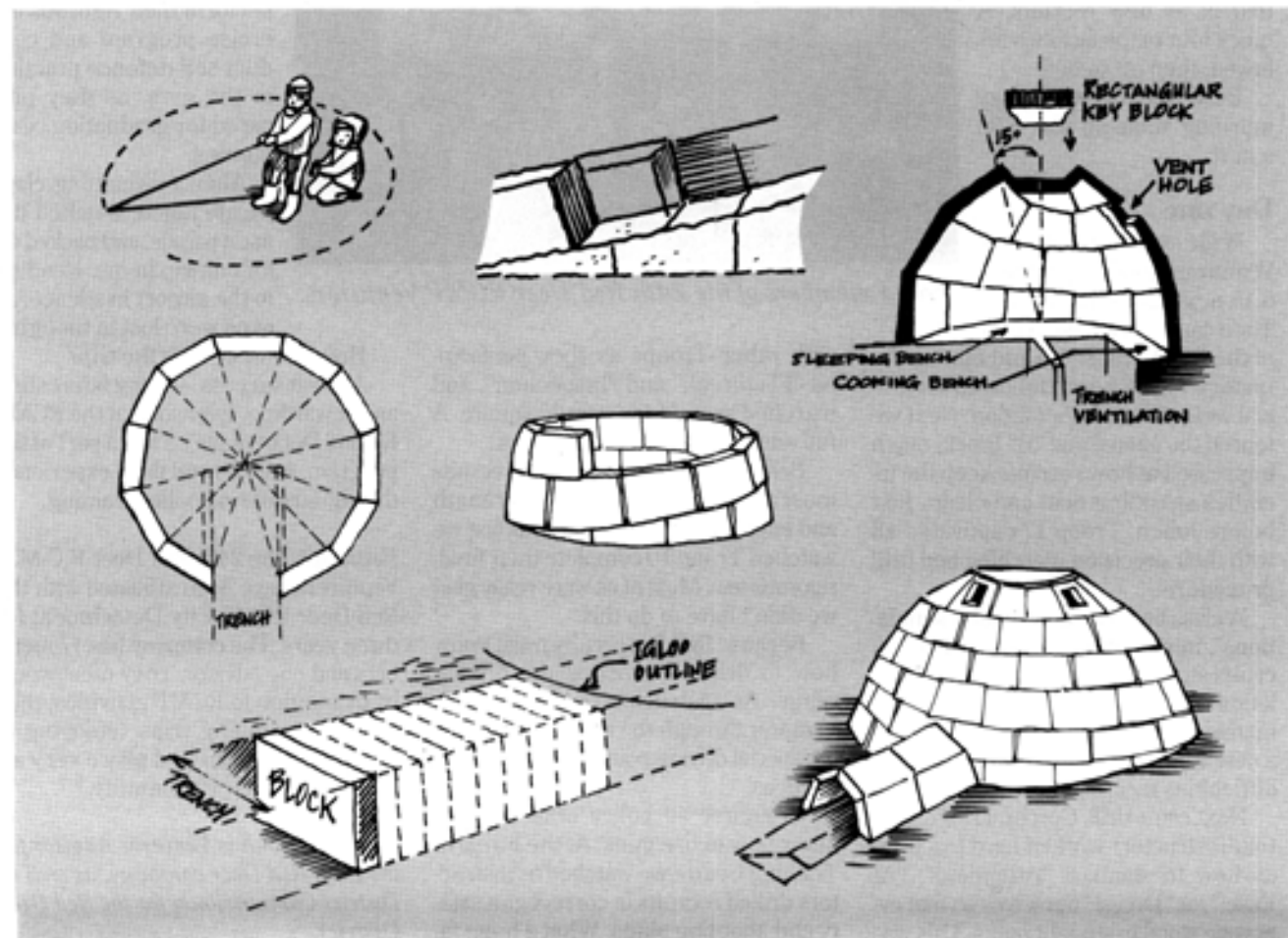
Continue adding rows of blocks, building from the interior. Keep angling the blocks inward, making a round (not pointed) roof. Add the final block from the inside, lifting it up through the hole, then turning it into position.

Cut vent holes in the roof, larger ones if you wish to heat the igloo. Leave the entrance trench open for air circulation. ^

Next month watch for, "How To Build A Quinzhee".

Program Links  
Winter Scouting Bronze 4e; Gold 3

Adapted from the Leader, Dec. 1980.



# 24th Red Deer RCMP Venturers

by Marshall Bond

The Royal Canadian Mounted Police invited the 24th Venturers to the Regina, Sask., RCMP Training Academy for three days last April. What a chance of a lifetime! Everyone looked forward to an incredibly interesting experience.

The trip began at the Red Deer Airport at 8.00 a.m. on Tuesday morning. Thick fog blanketed the airport and held up our departure for six hours. Finally, a regularly-scheduled RCMP flight from Red Deer to Regina picked our group up and brought us to their main training facility. Soon after landing we received meal passes and rushed to the Mess with only minutes to spare for dinner.

You could eat all you wanted as long as you ate what you took. What a thrill for hungry Venturers!

After dinner, our hosts assigned our rooms and we settled in as new recruits. A quick tour of the facilities followed, then off to bed.

Psst! Did he really say morning wake-up was 5.30 a.m.?!

## Day one

Wide awake and alert, all Venturers stood on parade at 6.15 next morning. Yawn... Then came breakfast. A tour of the RCMP museum and film on the history of the Force followed an official welcome and orientation. Next we toured the chapel and "B" Block, much impressed at how recruits keep the facilities sparkling neat and clean. Just before lunch, Troop 17 captivated all with their precision marching and drill procedure.

A class on "real life situation simulations" intrigued us. Here RCMP recruits studied "break and enter" simulations and problems. This very informative class gave all RCMP Venturers a new appreciation for the many street difficulties facing police.

Next came drill. Corporal DeFossier (our instructor) worked hard teaching us how to stand at "Attention!", "At Ease!", or "Dress!" ourselves so that everyone stood in straight ranks. This was

hard work! Marching in step with everyone else tested our abilities.

"Identification" fascinated us. At this class recruits learn all about explosives: identification, safety, and responses. Supper followed, then more drill practice with a member of Troop 10 and our own constables, Pat Rogers and Mike Moulds. Afterwards, all of us were ready to relax in the pool or gym.

## Day two

The next morning we were up at 5.15 a.m. to participate in the morning parade and put our newly-learned drill instruction to the test. Exciting, best describes our feelings as we shared

it. It contained two large indoor ranges, and an outdoor range. A computer-controlled, laser-assisted High-Tech Firearm Training System completes the centre. This simulator helps police officers hone skills they must know in real life "shoot/don't shoot" situations.

Self defence, swimming training, and academic classes all form part of Mounted Police training. We observed and took part where possible.

After supper, we watched as Troop 9 practised a graduation ceremony — in full dress uniform, very impressive! Free time and relaxation followed before bed time.

## Day three

Next morning some of us slept late; others attended morning parade for the last time. Following breakfast, we watched Troop 9 perform their rigorous exercise program and conduct self-defence practice in the gym, as they prepared for graduation ceremonies.

After a swimming class we ate lunch, watched the noon parade, and packed up for our trip home. Heading to the airport in silence, all of us were lost in thought.

How would we rate the trip?

A great success — very interesting and rewarding. Everyone at the RCMP Regina Depot made us feel a part of the program, and allowed us to experience the rigours of real police training.

*Postscript:* The 24th Red Deer R.C.M.P. Venturers have been affiliated with the Red Deer RCMP City Detachment for three years. The company has 17 members and one advisor. They meet weekly. In addition to RCMP activities, they organize camping trips (enjoying at least one a month) and play a very active role in their community. ^

*Marshall Bond is Venturer Advisor for the 24th Red Deer company, as well as District Commissioner for the Red Deer District.*



*Proud members of the 24th Red Deer RCMP Venturers.*

with other Troops as they performed "Flagbreak" and "Inspection", and marched around the parade square. A full and exciting day awaited us.

Before graduation, all RCMP recruits must pass a very demanding strength and endurance test. After breakfast we watched Troop 10 complete their final, rigorous test. Most of us were really glad we didn't have to do this.

Because RCMP recruits must know how to drive, we visited the driving range. An instructor rode with each Venturer through the entire course, giving special driving pointers to those with licences.

Of course all police officers must know how to use guns. At the Firearm Training Centre we watched as instructors drilled recruits in correct gun safety and shooting skills. What a huge fa-



# Try Having A Spud Theme Night!



by Scott Sinclair

**P**otatoes (spuds) offer amazing program possibilities. For those long, cold winter evenings that beg excitement, why not try a spud theme night?!

Decorate your meeting area with farm pictures; leaders could dress in country clothes and work boots. Set the mood for your Beavers, Cubs or Scouts by playing Stompin' Tom Connors' song "Bud The Spud" in the background.

Ask every Beaver, Cub or Scout to bring a 4 kilogram (kg) bag of potatoes. (Leaders should have an additional 10 kg of potatoes available for those who forget to bring their spuds.)

Adapt the theme to fit your own program needs. Some groups may want to try the idea using different stations with Scouts spending five to ten minutes at each event: spud pyramid, bowling, sack races. It's bound to be a hit!



## Bowling for spuds

Set up bowling pins, using colourful balloons taped to paper cups. Mark off bowling lanes with tape or chalk, then use the potatoes as bowling balls. Any "balls" rolling outside the lane are disqualified.

## Driving the spuds to market

Each person must sweep five potatoes from one end of the room to the other using only a household broom. Mark racing lanes on the floor to make this more challenging.

## Potato wheel-barrow race

Organize a wheel-barrow race with a team of two children — one on the floor walking on hands and the other holding up his/her feet. Put a potato on the back of each "wheel barrow". Listen to the shrieks of glee! If the spud falls off, the team must return to the starting line.



## Spud of the Nile (potato pyramids)

Put a large collection of potatoes on a table. Try to build the tallest pyramid possible. (A great team event.)

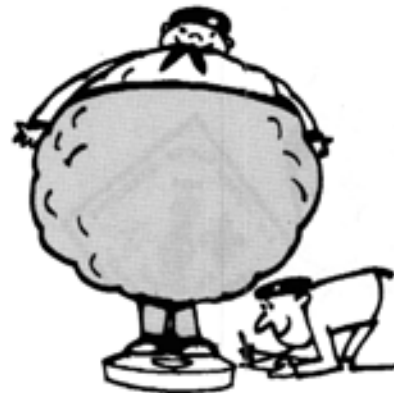
## Chip taste test

Number five bowls of potato chips and record which flavour is in each bowl. Keep this information secret. Tape the five potato chip bags to the wall behind the table. The fun begins when people start to match the taste with the bag. Yum!

## Speed spud

Set up a ramp to roll potatoes down. Use a long stacking table with the legs of one end collapsed, or a household, hollow-core door. Let everyone choose a potato. Set these up at the start line at the top of the ramp. At a signal from the referee, the racers let their spuds go. The first one over the finish line wins.

Improvise different rules: the straightest rolling spud wins; the fastest wins; the one that rolls the farthest wins; the funniest roll wins.



## Potato stuffing

Weigh all group members. Let them stuff as many potatoes as possible into their pockets and clothing, then weigh everyone again fully stuffed. Record the difference.

## Mr. and Mrs. Potato Head

Collect a variety of items to decorate the spuds. Include vegetables (broccoli, cauliflower, radishes, carrots) and non-food items like construction paper, beads, ribbon, string. Let the Cubs and Scouts use toothpicks to stick things to the potatoes. Allow group members about 15 minutes to make their own personalized creation.



## Marble spud

All children love playing marbles. Why not try it with potatoes?! Their irregular shape makes them roll an unpredictable, outrageous path.

With chalk, draw a circle on the floor. Players have to roll their potato 'marble' into the circle and bump another player's marble to win it.

Use your creativity to dream up other games; the possibilities are endless.

Use the event to tell your Scouts about the food value in potatoes. Did you know the lowly spud holds almost all the minerals and vitamins a person needs to survive, including vitamin A, B, C, and D?

Make a list of all the ways we eat potatoes: baked, scalloped, mashed, fried, stuffed, boiled, potato chips. Talk briefly about the need for good eating habits and nutrition.

When your night finishes, donate undamaged potatoes to the local food bank, then start making plans for a gourd night.

What a great event for a winter camp, Cuboree, or just to recharge your program during mid-winter blahs. Your kids will love the unexpected, comical twist. ^

*Scott Sinclair serves as manager: programs and communications at Crieff Hills Community, Puslinch, Ont.*

Program Links  
Themes: Potatoes, Farming

# The Story of Wogglebee



from the 93rd D Pack, Forest Glade, Ont.

**M**any Scouting sections build up distinct traditions and lore over the years, among them the 93rd D Pack in Forest Glade, Windsor District, Ont.. When they acquired their mascot, they created a story to explain his place in the pack.

Deep in a forest in India lived a group of jungle dogs known as the Great Wolf Pack. One warm day, Mowgli decided to wander in the woods, looking for adventure. Now that all the wolves had accepted Mowgli into the pack, they took an interest in his well-being. Akela, the head of the Wolf Pack, said he could go, but warned him to be very careful of Shere Khan, who still wanted to eat the young boy.

Now, Mowgli loved walking deep into the woods, where he could discover new and different things. While swinging from tree to tree, he spotted a strange bundle on the jungle floor.

What is it, he wondered, swinging down. Very carefully, he crept toward the strange object.

The bundle moved!

Mowgli jumped back. Then, out wiggled a furry little creature. It had long dangling ears, big brown eyes, and a tail that wagged very quickly.

Mowgli looked at the little creature. Vaguely, it resembled the wolves in his pack.

Suddenly the strange animal jumped on Mowgli and licked him. It was certainly friendly. The boy decided to take it home.

As they walked, Mowgli heard a strange sound from the trees behind him. Warily, he looked around. There stood Shere Khan.

"Now I have you where I want you," Shere Khan growled. "No one is here to protect you." Shere Khan came after Mowgli and his new friend.

Mowgli started to run, but the little creature had other ideas. He leapt to the ground and charged toward Shere Khan, stopping the tiger in his tracks. He was everywhere at once, nipping at Shere Khan's nose and ears. The cowardly tiger backed off and turned to run.

"I'll get you yet," he growled before disappearing into the trees. "You belong to me!"

Mowgli picked up his new friend and ran off home. When they arrived, he went immediately to Akela to tell him about his adventure in the woods and

show him the creature. Akela looked down at it.

"Anyone who stands up to Shere Khan and saves someone's life is a great warrior," he said.

Akela called a general meeting. All the wolves in the pack came, as well as Baloo, Bagheera, Raksha, Chil, Kaa, Hathi, and Mang. Akela told them all about Mowgli's great adventure and asked them if the brave little creature should be invested into the pack. A loud cheer signalled the pack's approval.

Akela called Mowgli into the centre of the council circle. "Our new member must have a name," he said. "What should it be?"

Mowgli thought long and hard. Finally, he said, "Let us call him Wogglebee."

Akela invested Wogglebee into the pack and presented him his scarf and beret. At every meeting, Wogglebee sits in the centre of the circle, proud and happy to be one of the pack. And sometimes, far off in the distance, they can hear Shere Khan yell, "Mowgli, I will get you and your shaggy little friend, Wogglebee. I will get you yet!"

Soon after, the 93rd D Cub Pack of Forest Glade adopted the strange furry creature. He now attends all meetings and sits in the circle with Akela and the other jungle animals.

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# CHRISTMAS SHARING



from Jim Downs

Making a Christmas gift to give to someone else can be a hard experience, for Beavers and Cubs. As the child makes it, the gift becomes special to him or her. Parting can be difficult.

Here is a simple solution.

Several years ago, our colony started making two of the same craft for these occasions. The Beaver gives one away and keeps the other. This teaches the youth the joy of giving, but in a positive sense.

Try it!

Jim Downs works with the 35th A Beaver Colony in Tecumseh, Ont.



from Donna Ward

Last Christmas, the Wiarnton B Beavers, Ont., enjoyed making attractive table decorations for gifts.

You need Plaster of Paris, small tin-foil dishes, a candle, old Christmas decorations, pine cones, candy canes, and any other available decorations. Use as much recycled material as possible to keep the cost low.

The plaster sets quickly, so arrange everything within easy reach before you start.

1. Mix up the Plaster of Paris and fill a small foil dish approximately three quarters full.
2. Place a coloured candle in the dish and hold for a minute or so until it sets. (For those who wish, add extra

excitement to the candle by first brushing it with glue. Then roll it in glitter.)

3. Quickly push pine cones, candy canes, and scraps of old decorations into the plaster around the candle.
4. Tape tinsel or wrapping paper around the dish.
5. Add a decorative bow.

To make holiday wrap for their presents, cut pictures and phrases from old Christmas cards, then glue them onto a brown paper lunch bag. Our Beavers gave their table centrepieces to parents, grandparents, and teachers.

What a fun craft! ^



Scouter Donna Ward is Rainbow with the Wiarnton B Beavers, Ont.

  
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18th  
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The 18th World Jamboree will be held in the middle of the Netherlands in the province of Flevoland. Forty years ago, the area was completely under water. The land has been reclaimed and developed into an agricultural area with new forest and lots of recreational opportunities.

The site is being prepared for 12 subcamps, each accommodating 2,500 Scouts and leaders. Participation is open to male and female Scouts and Venturers aged 14 to 18 at the time of the jamboree.

Scouts Canada plans to assemble a contingent of more than 1,000 members to attend the jamboree. We will need one leader for every nine youth members attending.

As well as the jamboree, the Canadian program will likely include pre-jamboree assembly and sightseeing, a few days of home hospitality, and a selection of optional tours.

Information about the overall program, costs, and selection criteria will be available at the end of 1993. Watch the **Leader** for further details.

# Fun at the Pond

by Lena Wong



**M**erry Christmas to all Beaver Leaders and their colonies!

## PARTY TIME

December is the month many cultures celebrate a "Festival of Lights". The two best known of these are Christmas (Dec. 25) and Hanukkah (Dec. 9 to 16).

Why not hold a "Festival of Lights" party some time this month? Incorporate as many cultures as possible into your party and encourage your Beavers to suggest games, foods, gifts and decorations from their cultural backgrounds. Invite parents to your party. Ask them to take part in the cultural sharing. Perhaps, as an attendance "fee", parents could bring traditional holiday foods or decorations. Here are some thought-provoking ideas.

**Dreidel Game:** (The dreidel, and dreidel game come from "Resources for Scouters with Jewish Groups". Available from Scouts Canada, Greater Toronto Regional office.)

Make the dreidels at the meeting before your party, then keep them at the hall so they won't get lost. For each dreidel, you need a cup from an egg carton, and a sharpened pencil or small pointed dowel. Cut into the egg cup to form four pointed petals. Insert the pencil through the bottom of the cup; tape into place if necessary. Use a black marker to add the Hebrew symbols, as shown in the diagram.



Play the game with any number of individuals who form a circle around a small playing area. For Beavers, groups of about six and a time limit of ten minutes is probably ideal.

Supply each player with an equal number of nuts (in the shell) or wrapped candies. At the start of the game each

player places a nut or candy in the centre of the play area and then takes a turn spinning the dreidel. If the dreidel lands showing the symbol "NUN", the player takes nothing. If the dreidel shows "GIMMEL", the player wins the whole hoard in the centre, and all players place another nut or candy in the "bank". If "HAY" shows, the player takes half the hoard. If "SHIN" comes up, the player adds an item to the "bank".



**Party Recipes:** Try these multicultural goodies for your party refreshments. (From "Globalchild" by Maureen Cech.)

### Fruit Candles (Canadian)

- 10 canned pineapple rings
- 5 medium bananas
- 500 g cottage cheese
- 5 fresh strawberries

Place a pineapple ring on each plate. Peel the bananas and cut in half crosswise. Place one banana piece flat end down, in the centre of each ring. Spoon some cottage cheese around the base of the banana. Hull the strawberries and slice them from the hull end to the tip. Cut a notch in the top of each banana and insert a strawberry 'flame'.

### Barfi Balls (East Indian)

- 125 mL butter
- 200 mL sugar
- 200 mL milk
- 500 mL powdered milk
- 200 mL ground almonds
- 50 mL unsweetened desiccated coconut

Melt the butter in a large saucepan over low heat. Add the sugar and milk. Bring to a boil. Stir constantly at a hard boil for 5 minutes. Remove from heat and add powdered milk. Stir in the almond and coconut. When the mixture has cooled, form it into balls.

### Solstice Punch (Scandinavian)

- 1 L apple cider
- 10 cinnamon sticks
- 10 thin lemon slices

Heat the cider until almost the boiling point, then remove from heat and pour into 10 cups. Add a lemon slice and a cinnamon stick to each cup. Use the cinnamon stick to stir the punch.

As part of your party, set up a small exhibition at one end of your meeting hall. Display samples of the crafts and art your Beavers have made so far during the Beaver year. If you have a colony 'photographer', display several pictures from outings and meetings. Also, take lots of pictures at your party to display during Scout/Guide Week in February. Share some with us!

Set up a table with the materials and resources you use to plan your activities. These will help parents understand and appreciate the care put into developing their children's Beaver program. What better time for Beaver leaders to congratulate themselves for all of their very hard work?

## DECORATIONS

**Egg Bell:** Cut a cup from an egg carton. Paint and decorate with stickers. Glue on a "hanger" made from wool or a piece of narrow ribbon. As a variation, glue two cups together at the open ends. Decorate like the bell.



**Pasta Garlands:** Buy several packages of pasta with different shapes having a hole through the centre. Make up batches of dye by adding food colouring to warm water. Use lots of food colouring, for strong colours. Place the pasta in the dye and leave for a few minutes. Make sure you take it out of the water before it gets sticky! Drain with a colander and leave to dry on paper towels. String the pasta onto strong thread using blunt tapestry needles.

**Santa Wall Decoration:** Draw a fairly large Santa Claus face on a piece of white bristol board. Cut an appropriately-sized hat from red bristol board. Draw in the face, and colour. Glue pieces of cotton wool onto the face for a beard. Glue the hat on Santa's head and a row of cotton balls along the edge of the hat. Glue a large cotton ball to the tip of his hat. Punch a hole through the top of his hat and draw a piece of wool through for hanging. Ho! Ho! Ho! A great success!

## GAMES

**Snowballs:** Split your colony into an even number of teams. (Perhaps each lodge can form a team.) Each team needs two cardboard boxes and a number of paper balls made from crunched-up newspapers. Make a "chimney" by stacking the boxes on top of each other. Place two teams about 3 m apart, each with a large pile of "snowballs". The object is for each team to get as many "snowballs" as possible into the other team's "chimney". Set a time limit to make the game more exciting, then keep your head down!



**Candy Relay:** (This game comes with thanks to Hazel Halgren of "Big Brown Beaver".) Each Beaver needs one piece of wrapped candy. Form teams of about 5 - 6 Beavers each. On the word "go", the first Beaver in each line balances the candy on his head and walks to a line about 3 m away and returns to the team on the run, holding the candy in a hand. The next Beaver repeats the action. Any

Beaver who drops the candy has to start over from the beginning. Allow everyone to eat their candies after the game.

**Sock Magic:** Use this little surprise at your last meeting before Christmas. Ask each Beaver to bring a sock and a clothes peg to the meeting. (Leaders should bring several extra ones, in case some of your Beavers forget.) Place a string out of sight in your meeting room or in the hallway outside. Ask the Beavers to peg their socks to the string. Pin names onto the socks. Some time during the evening, tell a Christmas story which talks of Santa filling stockings. Arrange for a leader or parent to fill all the socks with a selection of treats and small gifts for the Beavers to find when it is time to go home.

## CHRISTMAS CARDS

Make personalized Christmas cards for your Beavers, from the leadership team. At an early meeting, take a photo of each Beaver. Glue the photo on a card cut from green or red bristol board. Print a suitable message inside pointing out some appreciated aspect of the Beaver's personality which you want to encourage. Ask all the leaders to sign these cards. Present the Beavers with their cards at the end of the last meeting before Christmas.

Don't forget Keeco. Make him a card with a photo of the whole colony. Ask all the Beavers and leaders to sign his card. Encourage the Beavers to each make a gift or Christmas decoration for Keeco.

Enjoy the holiday season with your colony and your family. We will start the new year with some ideas for cold indoor nights. ^

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# How To Guess The Age Of Wildlife

by Ben Kruser

**K**nowing an animal's age plays an important role in understanding how nature works. Young animals seek to survive in a new world full of potential dangers; older animals look to defend territories, establish breeding sites, and maintain access to food.

Wildlife observers able to calculate the age of an animal can better understand how an animal is surviving or why it behaves in a certain way. Here are some tips your group can use to calculate the age of common animals you see in the wild.

## Tail Fur

Grey squirrels born in the spring and summer have an almost naked tail. They will have some long guard hairs, but not enough to block the view of the

tail bone. As a squirrel grows older, shorter hairs fill in along the tail. A one year old squirrel has a full, bushy tail.

If you see a group of squirrels feeding, try to pick out the young squirrels (surviving their first winter) from the more seasoned adults. Check again in the spring to see what percentage of young squirrels made it through the winter. How does that compare to the survival rate of the more experienced adults?



*How old is this squirrel?*

## Scales

Fish have a layer of scales for protection. As a fish grows, its scales also grow to keep its body covered. Scales grow by building a layer of material around the scale edge. As a result, scales show **growth rings** similar to those found in trees. Fish scales, however, add many rings in a single year.

When a fish grows quickly in good conditions, as in summer, its growth rings are spaced well apart. When winter sets in, and growing conditions become harder, the rings grow closer together. Each year produces a band of wide rings and narrow rings. Count these bands (using a strong magnifying glass), to determine the age of the fish.

Growth rings also occur on turtle scales. These wear down with age and become difficult to see.

## Teeth Wear

For large grazing mammals such as deer, elk, and moose, estimate the age by the amount of tooth wear. When molars first appear, their edges are quite sharp and defined. After three or four years, as the animal grazes on hard wood and grit picked up with its food, molar edges become blunt. Animals

aged 7-10 years may have one or more teeth worn completely flat.

Excessive tooth wear makes it harder for the animal to get proper nutrition. This, in turn, weakens the animal and makes it more susceptible to disease or predation. Ask your local natural resource officer if he has a deer jaw board showing the comparative wearing process for different aged deer.

## Horns

Annual growth rings on permanent horns can help you determine age as well. Bighorn sheep and mountain goat horns show these distinct ridges. Deer, elk and moose shed their antlers each year. They provide no real clues revealing age.

According to a common myth, the number of points on an antler reveals age. In reality, antler size is more an indication of general fitness and food quality available to the animal.

## Coloration

Although most birds attain their adult feathers by their second year, some birds take longer. Herring gulls take four years, and bald eagles need five years to reach full adult plumage. The eyes of goshawks, sharp-shinned hawks, and cooper's hawks change from yellow to orange with age. The leg colour of the Coot changes in successive years from blue-green to yellow-green to clear yellow and, finally, to red-orange in mature adults.

Learn to calculate the age of wildlife. Not only is it fun, but it also helps you understand nature.  $\wedge$

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## Should The Beaver Program Stress Competition?

by Ben Kruser

The Beaver program seeks to develop a child's character and self-image through cooperation. For twenty years it has emphasized this non-competitive approach.

Yet the media warns Canadians constantly about our national need for greater competitiveness in the marketplace. We must struggle up the corporate ladder, they repeat endlessly. Professional sports are popular and Olympic conquests make international heroes overnight.

In today's high-tech world, is the Beaver program outdated? Should it stress more competitiveness, and less cooperation? Would this help children become better adjusted adults, with more successful careers? Education and business researchers have asked similar questions over the years. Here are some interesting findings from recent studies.

Is competitive behaviour a matter of social training or is it simply basic human nature?

That question puzzled Gerald Sagotsky and some colleagues at Adelphi University in Long Island, New York. To find the answer they trained 118 pairs of grade 1-3 pupils to work cooperatively at a number of tasks, rather than competing. Seven weeks later, other researchers introduced a new game to these children and found that their cooperative lessons had stuck with them. Further studies showed that children taught to play cooperative games continued to do so as part of their own play.

Children expressed a strong preference for the cooperative approach because it did not require winners and losers. Researchers concluded that competition is a learned behaviour.

Does classroom competition increase student productivity?

David and Roger Johnson (educators at the University of Minnesota), studied this hypothesis by analyzing 122 studies of classroom achievement. Their research spanned over half a century, from 1924 to 1980.

Sixty-five of the studies found that cooperation promotes higher achievement than competition, eight found the reverse, and 36 found no significant difference. The conclusion: When teachers make education a competitive struggle, children do not learn better.

Does cooperative learning help prepare students for the "real world"?

Robert Helmreich, and colleagues at the University of Texas, tackled this question. They studied personality tests given to 103 male scientists. Scientists whose work was cited most often by peers enjoyed challenging tasks, but were not personally competitive. Helmreich conducted further studies on businessmen, academics, students, and pilots. In each study, a significant negative link connected competition and achievement.

The Commission for Fair Play formed in 1986 out of a concern by Canadians about increasing sport violence, as well

as eroding values and sport ethics. Younger players told researchers they wanted sport to be both fun and fair. The Commission found that:

- The longer young people are associated with sport, the less they value fun and enjoyment.
- Over-emphasis on winning causes 67% of athletes (at any level) to leave sport.
- Children would rather play on a losing team than sit on the bench for a winning one.
- Children can learn fair play.

Young children who focus only on winning tend to drop out of sports early, according to Joan Duda, associate professor of physical education at Purdue University. Those who try to win *and* master personal skill, usually persist.


Children playing organized school sports usually emphasize competition and winning, rather than mastering the activity. Studies indicate these children tend to drop out of sports after leaving school. Those who participate in recreational sports tend to be more mastery-oriented and stay with the sport for the joy and intrinsic sense of accomplishment it provides.


Should the Beaver program stress competition, rather than fun and cooperation? The evidence says "no".

After twenty years the Beaver program is still right on track. Competition means only one person wins. Cooperation and sharing makes everyone a winner.  $\wedge$



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## West Coast Ad-Venturing

by Brad Done and Neil Piller

**P**erched near the top of the highest waterfall in Canada, we have conquered a great challenge. This alpine region of Strathcona Provincial Park on Vancouver Island, B.C., contrasts strikingly with a treed, U-shaped valley almost 1,000 metres below us.

Here we celebrate our last outing as a first year Venturer company. Our adventure to this spot included ferry travel, driving, kayaking, hiking and rock climbing.



Like the waters of Della Lake, B.C., now plunging over the precipice beside us, we have covered difficult ground this year. Our company has succeeded more than we imagined possible, characterized by challenge, learning and

fun. Committed leadership and strong emphasis on a demanding outdoor program produced success. Our observations may ring true for other Venturer leaders.

Enthusiasm among our youth relates directly to our own commitment. Leaders who **really want** to participate in the Venturer program do better than those less interested. We look forward to our trips with Venturers as much as they do!

Advisors need a passion for the outdoors. This involves starting in good physical and mental condition. Leading by example is the best way to gain commitment and support from teenagers.

Venturers need to make their own decisions, and they need our support. Positively consider any challenge the Venturers may choose. By supporting their ideas with constructive and positive "advice" we win their confidence and trust.

Outdoor challenges provide training ground for some of life's most important lessons: setting and achieving realistic goals, and learning to work as a team.

### Variety and Persistence

Our ambitious outdoor program this year included a wide range of activities catering to various needs and skill levels of our Venturers. The company managed no less than twenty-two weekend activities, including: canoeing, kayaking, skiing, mountain biking, hiking, rock climbing, mountaineering, and backpacking.

Our two most rewarding winter trips illustrate the learning potential of demanding outdoor activities. A two-day trip to snowshoe and climb Mt. Seymour stalled as weather refused to cooperate. Limited visibility, heavy snowfall, strong winds, and dangerous slopes prevented us from reaching the summit. None-the-less, we rejoiced with our accomplishment and began planning a second attempt.

After reviewing our previous trip and discussing how to reach Mt. Seymour's third peak, we set out again. Equipped with harnesses, climbing ropes and ice axes, we reached the summit despite poor conditions. Tied together by rope, our Venturers experienced incredible lessons of trust and teamwork. Upon their return home, they called it one of the most rewarding experiences of their lives.

### Goals: Long and Short

Running an effective and challenging outdoor program involves setting short and long term goals appropriate to the interests and abilities of a group. Set short term goals in realistic increments, with specific long term goals in mind. Deciding to take a first year group of Venturers on a two month backpacking trip in the Himalayas may not be appropriate. However, a company could work toward this long term goal with a series of increasingly challenging trips. We find that Venturers prefer short term goals. Helping them focus their short term objectives into long range vision is our role. By setting

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goals in incremental stages we can achieve challenges that, from the outset, seem impossible.

None of us are high calibre athletes, yet, by the end of our first year, we tackled two particular trips that appeared beyond our initial physical ability.

The first involved Vancouver Island's "West Coast Trail". Seventy-five kilometres long, authorities recommend six or seven days to complete this rugged trail. Our Venturers set about meeting the difficult challenge and won.

Without any serious difficulties, we conquered the Trail within our time frame. WOW! What a sense of accomplishment. We loved the trip. Upon our return to Vancouver, we decided to try again. Armed with little more than an incredibly positive attitude and lots of enthusiasm, we completed the hike.

Our second adventure involved backpacking along the Stein Traverse. This newly-created route crosses the Coastal Mountains into the Stein River Valley — an extremely rugged hike. Because of difficult terrain along the full 80 km Traverse, authorities recommend hikers allow seven to ten days.

The hard climb and rapid elevation changes slowed our pace dramatically, making the trek much more challenging than anyone dreamed. Doubts about reaching our goal permeated our thoughts but we decided to give it our best shot. We worked together as a team, encouraging one another to our destination. Late on our last night of the trip we reached our goal, the Fraser River.



### Confidence

With careful planning, true teamwork and an unrelenting positive attitude, we achieved what most would consider impossible. Our Venturers now have confidence and skills that will prove invaluable through their lives.

If we can equip our youth with tools to help them achieve personal success and well-being, our time with them is well spent. Effective, committed leadership and a strong outdoor program are elements that can help Venturer companies prepare today's youth to be tomorrow's adults. ^

*Neil Piller and Brad Done are co-advisors of the 34th Dunbar-Point Grey District Venturer Company in Vancouver, British Columbia.*

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## CROSS-COUNTRY PHOTO

### *Don't Burst the Balloons!*

**B**alancing on tin can stilts, Beavers walk along a string of balloons at an island-wide Beaveeree held at Fort Amherst, P.E.I. Watch your step! Mis-placed steps can burst a balloon.



**JAIL HOUSE BEAVERS** During a visit to the local police station the 2nd Fort Nelson Beaver Colony, B.C., found itself locked up! Was it punishment? No, just for fun. Everyone loved it.



**PLANTING THE FUTURE** During a 1993 spring camp, a group of Scouts transplanted trees as part of a conservation project in the forest around Pigeon Lake, Alta. Photo: Michael Lee Zwiers.



**MAN THE LIFEBOATS!** Caught in a paddling frenzy, Scouts from the 1st Toronto Scout Troop, Ont., race for the finish line at the Haliburton Scout Reserve regatta. Other events included canoe and swimming races. Another event involved racing the old lifeboats around floating buoys and back. Photo: Brad Ryerson ("Skipper").



## MULTI-CULTURAL FLING

A multicultural day in Montreal, P.Q., gave Beavers and Cubs an opportunity to demonstrate their diverse cultural traditions. "What a great way to remind the public that Scouting is serving the needs of all communities," says Executive Director Richard Tracy.

## LONG WEEKEND TRIP

**H**appy Scouts from 6th Cole Harbour "A" Troop, N.S., stand triumphant atop Kelly's Mountain in Cape Breton during a four day trip to the island. The 14 Scouts and three leaders held a lobster dinner to finance the trip, which included visits to the Fortress Louisburg, Cabot Trail, and a hike in the Cape Breton Highlands. "We saw some nice places and had a good time," says Scouter Todd Thompson.



**DID YOU SAY LEFT OR RIGHT?** Beavers Edward Rozee, Shawn-Phillip Price, and Trevor Brigden of the 1st Otterburn/St. Hilaire Colony, P.Q., enjoy one of the coordinated, team games during a spring Beaveree in Boucherville, Quebec. Photo by Gregory Rozee.



### PROUD BAKERS PREPARE FOR CHRISTMAS PARTY

Using a recipe found in "The best of the Leader", Cubs from the 2nd Guelph Pack, Ont., made peanut butter fudge at a delicious craft and bake night. Making the fudge a week before the party, the kids let their leaders take the finger-licking prize home to store in a refrigerator. (Trustful Cubs — disciplined leaders!)

# COMPUTER LIBRARY UPDATE

by Gerry Kröll

Last month we introduced new Scouters to the Scouts Canada computer library. Now let's look at the programs in it.

Use this library not only for fun, but to ease your job as a Beaver, Cub, or Scout leader.

The library only features programs in IBM formats because very few people request other computer program formats, e.g. Apple II, Atari, C64, TRS Co-Co.

All registered Scouters may use programs from the computer library. Here are the programs we have:

## SECTIONS

**CUBCHRT** keeps track of badge and star credits, automatically cross-referencing Badge and Star work.

**RECORD** is a flexible membership and achievement database.

**ROSTER** keeps track of names, addresses, sections, and birthdays for youth and adult members.

**SCTQUEST** is a 1-page introduction, and a 7-page general Scout knowledge quiz.

**VENQUEST** is a computerized version of a planning tool from the Canadian Venturer Handbook.

## EVENTS

**KUBKAR** helps organize Kub Kar races. Register cars, print registration and schedule heats with this program.

**PINEWOOD** times cars in Kub Kar races. Included are "how to" instructions on building the computer interface.

**SKJAMB** helps organize ski jamborees.

**TRIATHLN** helps organize triathlons.

## ASTRONOMY

**AST** plots a star chart of the planets and 53 constellations.

**MOONBEAM** determines the phase, position, and illumination of the moon, and plots the position on a star chart.

**OPTICS** computes various parameters of a reflecting telescope.

**SOLAR** and **SUNSET** find the declination of the sun, the time equation, and the azimuth and times of sunrise and sunset.

**PLANETS** computes information relating to the position, distance, and magnitude for the planets on a specified date and time.

**SOLARPIX** shows graphics and information about planets in the solar system.

**STARS** shows stars and constellation orbits.

**VIEW** shows the sky from any longitude and latitude for any date or time.

## GENERAL

**INDEX** is a *Leader* magazine index (DOS text format).

**LDRMAG** is another *Leader* index for Volume 11, No. 1 onwards. Load the text file into a database or spread sheet program, if you have them.

**RDBINGO** makes BINGO grids for trips, camp, etc..

**SONGBOOK** contains the words to many popular songs.

## SHAREWARE

The library does not distribute Shareware ordinarily. However, you may request the following Shareware programs:

**BEVSYS**, **CUBSYS**, and **SCTSYS** are management systems that handle the Beaver, Cub, and Scout sections. **CUBSYS** and **SCTSYS** allow the user to tailor the Star and Badge requirements to suit individual group needs and to implement new requirements as they are announced. These programs will run only on systems equipped with a hard disk.

## GRAPHICS

The library contains a number of files for use with the *New Printshop* program. We supply the same files in bit image (TIFF) format so that you may import them into graphics-capable word processing programs. Bit image formats other than TIFF are available on special request.

## ORDERING INFORMATION

To order the entire library, send the following number of disks:

3.5" HD (1.44 Mb): 2 disks, plus 1 for the shareware  
3.5" DD (720 Kb): 4 disks, plus 2 for the shareware  
5.25" HD (1.2 Mb): 3 disks, plus 1 for the shareware  
5.25" DS (360 Kb): 9 disks, plus 4 for the shareware

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# HAPPY BIRTHDAY BEAVERS!

by Bob Boreham

**W**hat a great year 1994 will be for Beaver colonies coast-to-coast as they celebrate the 20th Anniversary of Beavers in Canada. Birthday parties and celebrations galore will take place.

Scout Shops across the country offer a variety of inexpensive, fun items to make your festivities more complete.

Dress up your happy birthday party with large, colourful balloons. Available in packages of 15, in a variety of colours, each balloon sports a cheerful, large, printed Beaver party design (#60-391).

Crest and pin collectors, do not despair! Scouts Canada Supply Services has something for you too. Check out the beautiful, four colour souvenir crest for \$1.25 (#03-303), and equally attractive collector pins for \$1.95 each (catalogue #01-447).

What's next in the party package? Try this durable plastic mug, complete with a full colour party design for only \$3.95 each (#60-380).

What better time than now to present each Beaver in your colony with a very inexpensive gift. Get royal blue Beaver Promise ribbons with the promise imprinted in gold. At \$0.45 each you can't go wrong (#61-621).

Don't delay too long. Only limited quantities are available.

**GO BALLISTIC:** In the last two issues of the *Leader*, we have offered a set of top quality Stradellina Signature luggage at a very attractive price. Made of Ballistic Nylon and covered by a three year manufacturer's warranty, the five piece set includes a large garment bag, 28" and 26" pullmans, a deluxe carry-on, and a versatile shoulder tote. A soft-sided attaché case (roomy enough for a laptop computer), is also available separately, or at a reduced price if buying the set.

Send your orders now. We will ship those received in December on a priority basis — just in time for Christmas.

**SEASONS GREETINGS!** All of the Supply Services staff at the National Office and the members of the Supply Services Committee, wish each one of you a very MERRY CHRISTMAS and all the best in the NEW YEAR! We appreciate your continued support of Scout Shops and outlets across this country.

Send your suggestions and ideas for new products to us. We welcome them. We have introduced over 150 new products in this year alone! Profits from sales of official products provide financial support to a wide variety of Scouts Canada program activities.

**OFFICIAL RINGS:** Page six of the new Scouts Canada catalogue describes the Chief Scouts and Scouts Canada rings as "solid" sterling silver and "solid" gold. This is incorrect. The gold ring is 10 carat, while the sterling is 99.9% silver. We apologize for any confusion this error might have caused.

**NEW SCOUT MEDALLIONS:** Have you seen the attractive Scouts Canada Medallions introduced this year? These top quality, Olympic style medals feature a raised Scouts Canada Logo moulded into a highly polished gold, silver and bronze base. Engrave the back if you wish. A bright red, white and blue ribbon comes with each medallion. Priced lower than last year, these items are available for \$6.95 each (#60-210, 211, 212). A

*It's the 20th Anniversary  
of the Beaver program!*

# Beavers eager to Celebrate!



*Make sure each Beaver gets a souvenir to celebrate the 20th Anniversary of the birth of the Beaver program!*

Pin.....01-447.....\$1.95    Mug.....60-380.....\$3.95  
Crest.....03-303.....\$1.25    Balloons...60-391.....\$3.50



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# Organizing A Camping Event:

## *A summary planning guide: Part 2*

by Ben Kruser

**T**he November Paksak outlined steps to follow when planning a camping event. It presented 8 objectives needing attention.

In this article, we will look at each objective and some specific tasks related to them.

Remember: record who will do each task, the date they need to start it, and when it has been completed, as discussed in last month's article. This will eliminate job overlaps and misunderstandings. It will show quickly what work is incomplete.

### **OBJECTIVE 1:**

Recruit a camp committee and develop operational plans, procedures and schedules.

1. Develop job descriptions, then recruit and assign committee members to fulfil certain tasks.
2. Conduct initial meeting to establish:
  - ♦ Camp purpose, goals, objectives and date of event
  - ♦ Factors influencing camp planning
  - ♦ Timing of meetings
  - ♦ Role and function of the camp committee
  - ♦ Other items of operational need.
3. Establish camp logistics needs:
  - ♦ Communications
  - ♦ Safety and security
  - ♦ Medical
  - ♦ Hygiene
  - ♦ Food services
  - ♦ Site and facilities
  - ♦ Transportation
  - ♦ Ceremonies
  - ♦ Public relations
  - ♦ Religious (relate to Objective 5 achievement).
4. Agree on logo and promotions (if applicable).
5. Agree on basic registration process.
6. Agree on budget process, reporting, and accountability.
7. Establish camp committee costs for administration, phone, travel, photocopying and mailings.
8. Notify the District/Area and local Scout office of event. Seek support, or approval, for local operations.

### **OBJECTIVE 2:**

Develop camp program outline.

1. Arrival time schedule should include:
  - ♦ Arrival times and check-in procedure
  - ♦ Set-up of packs/other support sections
  - ♦ Opening ceremony
  - ♦ Participant orientation
  - ♦ Leader orientation
  - ♦ Evening campfire program
  - ♦ Rainy day alternative schedule.
2. First and second day schedule should include:
  - ♦ Wake-up and washing
  - ♦ Breakfast, lunch and dinner
  - ♦ Activity start times
  - ♦ Snack breaks
  - ♦ Leader briefings
  - ♦ Sleep time
  - ♦ Evening security watch
  - ♦ Rainy day alternative schedule.
3. Last day schedule should include:
  - ♦ Wake-up and washing
  - ♦ Breakfast
  - ♦ Take-down and packing
  - ♦ Closing Ceremony
  - ♦ Departures.

**NOTE:** Add Scouts Own/Religious observance time where required for your unit.

### **OBJECTIVE 3:**

Develop Promotional Package for camp.

1. Confirm the following:
  - ♦ Costs to camp participants
  - ♦ Location of camp site (or sites)
  - ♦ Dates of camp
  - ♦ Who can participate.
2. Confirm program being offered and schedule, including rainy day plans.
3. Produce promotional package. It should include:
  - ♦ Cost
  - ♦ Location and maps
  - ♦ Who can come
  - ♦ Tourist information regarding local sites
  - ♦ Program schedule and plans
  - ♦ How to register information.
4. Distribute to interested participants.
5. Send advance promotional flyers to:
  - ♦ Service teams
  - ♦ Council offices for newsletter inclusion

- ♦ Scouter's clubs
- ♦ Media: newspapers, radio, TV stations.

### **OBJECTIVE 4:**

Develop registration process for camp participants.

1. Registration package should include:
  - ♦ Scouts Canada's Physical Fitness Certificate to be completed in duplicate (one each for leader and for camp committee)
  - ♦ Application to camp form (to be given to local Group Committee)
  - ♦ Tour permit (to be given to local Council, if needed)
  - ♦ Information sheet for parents.
2. Develop process for accepting registrations. Include:
  - ♦ Setting up bank account (or other accounting procedure)
  - ♦ Writing receipts for fees
  - ♦ Recording participant information.
3. Develop joining package for camp participants based on activities and season. Include:
  - ♦ Personal camping checklist
  - ♦ Section camping checklist
  - ♦ First aid kits
  - ♦ Religious items.
4. Develop method for sorting and filing medical forms.

**NOTE:** This objective can be combined with the promotional package.

### **OBJECTIVE 5:**

Develop pre-camp logistics plans.

1. Communications.
  - ♦ Organize phone network linking key committee members
  - ♦ Distribute phone numbers of emergency contact points for parents
  - ♦ Ensure off site transportation has phone link.
2. Safety and security.
  - ♦ Inform Police and Fire Departments of event, location and dates
  - ♦ Arrange for First Aid coverage. Establish location of First Aid kit.
  - ♦ Develop emergency evacuation plan for the site
  - ♦ Make sure each group brings their own travelling first aid kit
  - ♦ Arrange for Anakits in case of severe allergy emergencies
  - ♦ Arrange for camp fire control

- ◆ Arrange for camp security during off site activities and throughout the evening
- ◆ Designate spokesperson to handle all media requests and emergencies.

### 3. Medical.

- ◆ Review physical fitness certificates of participants and make necessary plans for related concerns.
- ◆ Have first aid-trained leaders or parents available at all times to handle emergencies.
- ◆ Have fitness forms stored in safe and readily accessible area.

### 4. Hygiene.

- ◆ Arrange for washing facilities, including:
  - toilets
  - sinks
  - showers
  - port-a-potties (if necessary)
- ◆ Arrange for drinking water access
- ◆ Arrange garbage pickup and disposal
- ◆ Develop schedule for access by participants to washrooms and showers.

### 5. Food Services.

- ◆ Develop suitable menus to cover religious/dietary needs
- ◆ Arrange for cook to provide meals
- ◆ Develop schedule for pickup and eating of meals
- ◆ Arrange for acceptable cutlery
- ◆ Arrange for disposal of waste food and cutlery
- ◆ Arrange for storage of perishable food.

### 6. Site and Facilities.

- ◆ Reserve backup living and program areas if event is held outdoors

- ◆ Arrange for tents, equipment and facilities
- ◆ Arrange for camp to be set up
- ◆ Arrange for camp to be taken down
- ◆ Arrange for electrical power needs in camp
- ◆ Arrange for parking area for groups
- ◆ Arrange for bus arrival/departure area.

### 7. Transportation.

- ◆ Arrange transportation to the camp
- ◆ Reserve transportation for any off-site programs
- ◆ Arrange transportation for return home
- ◆ Arrange to have excess gear transported.

### 8. Public Relations and Promotions.

- ◆ Design and order recognition items (shirts, pins, name tags, etc.)
- ◆ Invite VIP's
- ◆ Invite media.

### 9. Religious.

#### Mixed Group Camps:

- ◆ Arrange for general Scout's Own
- ◆ Arrange access for those needing to attend religious services.

#### Religious Specific Camps:

- ◆ Arrange for religious leader/chaplain participation in event
- ◆ Make sure religious service items are available for any camp-held religious services
- ◆ Request participants bring required personal religious items for event or service.

### 10. Ceremonies.

- ◆ Plan opening ceremony

- ◆ Plan closing ceremony
- ◆ Plan special presentations and awards
- ◆ Arrange for guest speakers.

### OBJECTIVE 6:

Conduct camp.

1. Set up central administration office to conduct event from. Include:
  - ◆ Phone link
  - ◆ Medical forms
  - ◆ Meeting space for briefings.

2. Monitor schedules and progress of event.

### OBJECTIVE 7:

Conduct Post-Camp Evaluation.

1. Camp committee reviews event and makes a list of recommendations for next camp.

### OBJECTIVE 8:

Develop and operate camp within budget.

1. Establish budget lines for each objective and related tasks.
2. Establish participant fees based on projected expenses.
3. Develop budget for next Senior Council approval.
4. Conduct corporate sponsorship fund-raising drive or donations of services.
5. Monitor and report on cost variances to date on a timely basis.
6. Prepare final audit and income statement of event revenues and expenses.

**NOTE:** Do not use donations to offset excess expense. Plan a balanced budget first, then seek donations. ^



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## PATROL CORNER

# YOUTH OPINIONS ARE IMPORTANT

By Dr. Robb Baker

**CJ'93** presented your National Program Committee with an excellent opportunity to seek out Scout and Venturer opinions regarding their section's program. Not since the mid 1960's have we undertaken such a comprehensive survey with youth members.

During past cyclical reviews of each program section (conducted about every five years), Scouters have provided their opinions and suggestions for improvement. Since becoming involved with the review process, I have always believed that we needed to seek more direct input from youth members.

But how?

Given the financial resources required, the cost of launching a cross-country survey is far too high. Also monumental would be the organization and cooperation necessary to complete such a task.

Lingering doubts nagged us: Would we "insiders" interpret the data correctly? Should "outsiders" review the findings?

The good news about this summer's survey is that it did solicit direct opinions of both Scouts and Venturers; and it was cost effective. Most pollsters would tell you that a more-than-adequate sample of Canadian youth participated.

## *Youth opinions will help fine-tune programs*

Now the real challenge begins. Scouts Canada will input the raw data contained in some 1500 replies into a computer software program. We will record and categorize subjective comments for further evaluation.

Are there evident trends? Now we will identify them. Our members will be profiled against information concerning "typical" youth not involved with Scouting.

What will this accomplish?

It will give Scouts Canada an up-to-date understanding of our Scouts and Venturers, as well as their general attitudes and opinions concerning existing program content.

The wealth of information contained here will assist greatly in the design and development of future program content.

In order to ensure that the process works smoothly and the survey findings are indeed "clean", Scouts Canada has recruited Dr. Steve Perott from Mount St. Vincent University, N.S.. Dr. Perott will work closely with the national volunteers responsible for Rovers, Venturers and Scouts, and myself, to produce a comprehensive set of results.

Late next summer (1994) a findings report will be issued. Keep your eyes on this column for further developments as the process unfolds. X





# PEN FRIENDS WANTED

Do you want a pen pal? Do you want to learn about other parts of Canada, or hear from Scouts around the world? Are you looking for more program ideas? Why not link your colony, pack, or troop to another group or section in a foreign country?

Make new friends, exchange badges, posters, tourist information, even birthday cards. What a great way for young people to learn about the culture, life, and experiences of others.

Write to one of the pen pals listed below, or let the British International Links Scheme introduce you to a foreign Scout, group, or leader. Tell them language of correspondence, interests, wishes (e.g. exchange badges, crests, program ideas). Contact: International Links Scheme, Roy or Joan Walker, Waybrook, Ewing Close, Reepham, Norfolk, NR104JQ, England.

## Algeria

Scouter (male) interested in exchanging ideas and programs, and cultural experiences. Can read English, French and Arabic. Contact: Dahmani Lies, B7 Fraix Vallans, Bauzareaah 16340, Alger, Algeria.

## Canada

Scout leader and troop would like Canadian pen pals to exchange ideas and crests for our made in Canada map. Contact: Margaret Murdock, Box 547, Millet, AB, T0C 1Z0.

1st Sharon Cub Pack would like to hear from other packs around the world. Contact: Akela Mark Padecky, P.O. Box 217, Keswick, Ontario, L4P 3E2, Canada.

## England

Scouter interested in drama and family life, wishes pen pal. Contact: Suzanne Mellin, 46 Westlands, Baglan Moors, Port Talbot, South Wales, England.

Scouter interested in handicrafts, reading, walking, and Scout programs wishes to contact Canadian Scouter. Can read French and English. Contact: Trish Neal, 28 Madras Road, Ilford, Essex, IG1 2EY, England.

**Malaysia:** Troop leader wishes to exchange badges and ideas. Contact: Wong Kim Liong, DH 91-A 81500, Pekan Nanas, Pontian, Johor, Malaysia.

## Mexico

Jessica Aguilar Montes de Oca., Apartado Postal 11-D, Toluca Estado de Mexico, C.P. 50110.

José Maria Arteaga 602, Col. Las Americas, C.P. 50130, Toluca Estado de Mexico.

Javier Hernandez Yanez, Calle 10, No. 25, Col. Maravillas, CD. Nezahualcoyotl, Edo. de Mex.

Guillermo Lora Santos, Mayas 218, Unidad C.T.M. el Rosario, C.P. 02430, Mexico, D.F.

Luis R. Fraire Ortiz, Lisboa No. 2209, C.P. 31270, Chihuahua, Chih., Mexico.

Carlos A. Perez Rodriguez, Sabino No. 75, Depto. 103, Col. Sta. Ma. La Rivera, C.P. 06400, Mexico, D.F.

Jose de Jesus Partida Camacho, Retorno 5, Av. Del Taller No. 72, Col. Jardin Balbucena, C.P. 15900, Mexico, D.F.

A. Yeshica Cardenas Velazquez, Can Mayor No. 3661, Fracc. Arboledas la. Secc., C.P. 45070, Zap. Jal. Mexico. ^



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Unopened Cases May Be Returned. Your Group Pays The Return Freight.

# Scouting Auxiliaries: An Important Role To Play

*from the Ontario Provincial Advisory Committee for Scouting Auxiliaries*

**T**he Scouting Auxiliary has been around for a long time helping Scouters do their jobs better and easier.

The aim and the purpose of any auxiliary is to aid, assist and serve the group. In effect, an auxiliary is the behind-the-scenes, "helping hands" of an organization.

Scouting Auxiliaries are organizations made up of parents and other interested adults, formed under the authority of the Group/Section Committees, for the purpose of assisting groups. Provincial Advisory Committees (usually meeting once a month) consist of experienced auxiliary members responsible for advising and training local auxiliaries across the province.

## **Membership: how to get and keep it**

Take advantage of registration night and investiture ceremonies. These offer an opportunity to meet parents and acquaint them with the auxiliary. Make parents aware of the need to get involved. Show them how the auxiliary helps improve Scouting. An active auxiliary can spark enthusiasm for Scouting. It can also encourage youth to continue in the Movement.

The Ontario Auxiliary has found that sending home a special "Letter to Parents of New Scouting Members" as well as a "Talent Sheet" (both described below) is helpful. The talent sheets parents fill out help identify individual, useful skills.

Think about how best to use your auxiliary. Is an auxiliary member a professional photographer, translator, chef, or nurse? Direct their work toward specific areas where they already excel. Perhaps they could instruct Scouts in first aid, photography, stamp collecting, language interpreter's badge, and camp cooking.

## **How do you identify such skills?**

The auxiliary membership convener should:

- Obtain names, addresses and telephone numbers of Scout parents as they register in each section.
- Mail or send home with the youth a "Letter to Parents of New Scouting Members", as well as an "Auxiliary Tal-

ent Sheet". The letter should include a welcome to the Movement, a description of the Scouting auxiliary aim, a list of auxiliary activities, and date of the next auxiliary meeting. Include in the talent sheet a list of activities the person might know a great deal about, e.g. skiing, driving, music, typing, sewing, telephoning, crafts, etc.

- Assign the name to a member of the telephone committee. This person will then phone, introduce himself, and make the parent aware of the time, place and plans for the next auxiliary meeting.
- Keep accurate records of members, including the month and year they joined. Update this list regularly.

Responsibility for promoting auxiliary activities belongs to the membership convener and his/her telephone committee. They should be enthusiastic, informed, and have a strong commitment to Scouting.

## **Auxiliary Structure**

The Ontario Auxiliary employs a fairly typical structure. It may prove useful for your needs. The Auxiliary consists of:

- *Group Scouting Auxiliary*: organized under the authority of the group committee.
- *Local Council/Regional Committee for Scouting Auxiliaries*: helps to organize the group auxiliary; provides regular information, service and advice to the group auxiliary.
- *Provincial Advisory Committee for Scouting Auxiliaries*: provides information to regional and local council committees in Ontario; publishes *The Auxiliary Handbook*; arranges for auxiliary membership recognition such as Long Service Awards, Past President's Pins, Membership cards and Provincial Notes newsletter.
- *Officers* (elected annually): President, Secretary, Treasurer. A Vice President and Convenors of social, telephone, and sewing activities may be necessary.

Ontario Regional Committees consist of a maximum of 14 people elected annually by auxiliary presidents. The Regional Committee Chairman appoints annually the local Area Auxiliary Coordinator to work with group auxiliaries.

Provincial Councils appoint members of their Provincial Advisory Committees from different areas of the province.

The Auxiliary President should welcome all new members personally and try to involve that person in discussions. At subsequent meetings, the President should encourage parents to serve on a specific committee or help with a certain project.

A healthy auxiliary brims with good will and harmony. Conflict possibilities abound, however, because people hold strong beliefs about what is right and wrong for youth.

Avoid problems where possible by conducting meetings in a business-like manner, following parliamentary procedures. This allows disagreements to be discussed with minimal direct conflict.

The auxiliary should both respect and reflect the Partner's values. Make sure the group understands the privilege of using the meeting place and facilities provided by the Partner. The group should exercise responsible care for these facilities.

The Group Committee auxiliary chair takes an active, positive role in the group committee, attending meetings regularly, listening to section reports and suggesting ways that the auxiliary can assist. Naturally the chair should not commit members of their auxiliary to a large endeavour before consulting them.

The group committee should approve all fundraising projects before an auxiliary begins work on it. The auxiliary should request assistance or cooperation from other sections of the group (if needed) at the group committee meeting. Funds raised at a Scouting event must be used for Scouting. If an auxiliary wants to support an outside worthy cause, it must solicit private donations.

The auxiliary chair should report auxiliary activities at the monthly group committee meeting.

Leaders have a big job. An effective Scouting Auxiliary can provide invaluable assistance giving them all the help they need.

Contact Barry Hardaker at the Ontario Provincial Office (9 Jackes Avenue, Toronto, Ont., M4T 1E2) for free copies of *The Auxiliary Handbook*, and the two pamphlets, *Auxiliaries* and *Helping Hands*. ^

## SCOUTER'S 5

### Our Window Into God

Christmas shows that God has revealed himself to us in an extraordinarily close and personal manner. He has come nearer to us than anyone thought he would.

It's as if we were like a man trapped in a dungeon with little or no knowledge of the world outside his cell. Some messengers from the outside have come from time to time telling him what's out there but his knowledge of the world beyond his prison remains fragmentary and not a little confused and sketchy. He knows that there is something beyond the walls, he is excited by hints and rumours what it might be like, but that is as far as it goes.

Then something happens. The prisoner hears a scraping noise which keeps getting louder. Suddenly a hole begins to appear in the wall above his head and light starts to shine through. After getting accustomed to the light, he creeps over to the hole and gazes through it beyond the confines of his cell to the reality outside. He catches for the first time a glimpse of a whole new world beyond the thick stone walls of the dungeon. A world full of light and colour, a place vibrating with motion and sound. Thanks to the initiative from the outside of his prison, he is given a new, transforming vision of the world beyond.

This is the message of Christmas.

— Clark H. Pinnock

### Hanukkah Candle

It may seem strange for me to burn  
And hardly leave a trace  
Yet every night of Hanukkah  
You'll find me in my place.  
For I'm the Shamash candle  
That lights each wick in turn,  
First one, then two,

Scouter's 5 Minutes, p.711

Dec.'93

## SKITS

### Over the Hanukkah Lights,

by Miriam Myers

(A dialogue for eight children, each of whom lights a candle before beginning the first line.)

First person: "2,000 years and more ago."

Second person: "Oh pshaw, you must be fooling. 2,000 years."

First person: "That's what I said, I guess I've had some schooling. Now listen, please don't talk so much And you will hear the story Of how the Jews fought, long ago For Israel's faith and glory."

Second person: "Well, go ahead."

Third person: "On Hanukkah, Our Feast of Dedication Sometimes it's called the Feast of Lights, This time of celebration."

Fourth person: "The wicked king, Antiochus..."  
(Steps forward to face him.)

Second person: "That awful king! I know him."

Fourth person: "You silly boy! How to be quiet I wish you all would show him."  
(Others put fingers on their closed lips.)

Fifth person: "This dreadful king forbade the Jews To keep the law of Moses. Said he, "Each one shall surely die If he my wish opposes."

Sixth person: "Some said they'd pray to gods of stone, Of course, they just pretended. But some were brave, although they knew Their lives might soon be ended."

Second person: "He'd not scare me, that crazy king, I'd shake this in his face, sir!  
(Shakes his fist.)  
And say, "How dare you interfere with me And with the Jewish people, sir!"

Skits, p.159

Dec.'93

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Seventh person: "A family called the Maccabees  
A father and five brothers  
All said to God they would be true  
And soon were joined by others."

Eighth person: "Three years they fought the awful king  
At last their foes defeating.  
They killed or chased them all away  
Their victory completing."

Third person: "Jerusalem was all lit up  
In grand illumination.  
The people all were joining in  
This happy celebration."

First person: "Now let us celebrate today  
And sing in happy chorus.  
But first I'll bless the festal lights  
As our fathers did before us."

### Bells

Five elderly gentlemen sitting on bench.  
Couple stroll by (*stage left to right*). Girl says,  
"Listen to the bells chiming. Aren't they lovely?"  
He says, "Yes, my dear, they are."  
Elderly gents watch them depart.  
(*Count five*)  
First gent turns to next: "Can you hear the  
bells?"  
Second replies, "Eh?"  
First repeats louder.  
Second pauses, then nods head slowly.  
(*Count five*)  
Repeat routine down the line.  
Last gent says "Eh?" twice. Fourth gent repeats  
the question very loud and last one finally says,  
"Can't hear what you're saying for those darn  
bells!"  
— *Thanks to Phil Frost, Mississauga, Ontario*

Skits, p.160

Then three, then four,  
Till eight will proudly burn.  
I'm glad to lend a helping hand,  
To bring the candles light,  
Each one's a torch,  
A freedom flame  
Shining in the night.  
(from: *Happy Times With Hanukkah Rhymes*, by  
Tamar Grand.)

### The Golden Rule

"Do to others what you hope they will do to you."  
— *Jesus*

"What is hateful to you, do not do to your neigh-  
bour; that is the entire Torah; the rest is commen-  
tary; go learn it."  
— *Talmud, Shabbat 31a*

"It is easy enough to be friendly to one's friends.  
But to befriend the one who regards himself as  
your enemy is the quintessence of true religion."  
— *Gandhi*

"And do not let ill will towards any folk incite you  
so that you swerve from dealing justly. Be just:  
that is nearest to heedfulness; and heed God  
(Alone)."  
— *The Table 5:8*

Since others do so much for me,  
I too, must freely give,  
And help to fill with happiness  
This world in which we live.  
(from: Vincent Silliman, *We Sing of Life*.)

Scouter's 5 Minutes, p.712



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# The Scouting Family. It's Real!

I have been in the Scouting Movement for four years and have often heard people talk about "the Scouting family." I thought it meant helping kids, attending meetings, sharing information, and training.

On March 13, 1993, my family and I found out what "the Scouting family" really means. Our house burned down that day. We lost all our possessions, our home, and a favourite cat. We were lucky; we escaped with very little injury — only smoke inhalation.

The fire safety drills we practised as a family really paid off.

Our eight year old found the experience very hard. He lost all his toys, his cat, and some clothes.

A week later, we attended the regular Cub meeting. The local Girl Guides and Scouts Movement had been working very hard, preparing a surprise. Our family received gifts of toys, money, household items, clothes, and cards. My son's eyes lit up with happiness.

Of course I cried.

The 1st St. Croix Beaver Colony, in neighbouring Hants County gave us cards and a supper gift certificate. Another neighbouring colony (2nd Falmouth) gave some of their own toys, clothes and more household items.

I really learned what the saying "the Scouting family" means. I am proud to be a member.

— Dian Collins, Akela, 1st Three Mile Plains Pack, Hants County, Nova Scotia.

## A Christmas Giving Idea

Last year, while planning another Christmas party and gift exchange in our Beaver colony, someone asked the question, "Do the Beavers really need more toys."

All of us started thinking about making our celebrations different and more meaningful from past years. We hatched a plan and told parents well in advance.

In late November, we encouraged all Beavers to perform extra home tasks with the aim of earning about \$2.00 each. In mid December, all the Beavers brought in their money. In the meantime, one leader contacted the local Salvation Army and asked if our colony could "adopt" a family for Christmas.

Just before Christmas, leaders, parents and Beavers met at our local shop-

ping plaza. Each lodge received a "profile" of one of the family's four children so they would buy a suitable gift. K-Mart even agreed to give us an extra discount! Everyone loved the experience.

The following week a Salvation Army representative came to our Christmas party, explained how his organization helped the needy, and accepted our gifts.

One leader's Cub carried out his own toy drive on his paper route, and added these gifts to the pool.

What a great idea to emphasize the giving and sharing aspect of the season. — Denise Mohan, 31st Guelph Beavers, Guelph, Ont.

## An Official Scouts Rosary?

Last week two young adults came into Newfoundland's Scout Headquarters and asked for the "Official Scout Rosary."

After asking around the office, someone told me the request probably referred to "The Knight's Rosary" (Knights of Columbus). Further investigations turned up no new clues.

Today, Scouter Frank Kavanagh told me he had one! He got it at a Jamboree — possibly the VIII at Niagara-on-the-Lake, held in 1955. But I was at that Jamboree and never saw or heard anything about a Scout Rosary. Why not? — Tom Furlong, St. John's, Nfld.

*Editor's Reply: According to Bob Milks (our historian), there is no official Scouts Canada rosary. He suggests that a contingent from La Federation des Scouts Catholiques du Canada (the predecessor of L'Association des Scouts du Canada) or a foreign Scout group distributed the "official rosary" while visiting the 1955 Niagara-on-the-Lake Jamboree.*

## Who Is That Scout? More Clues

Years ago, my Scout troop leaders were great exponents of "Kim's Game" to teach us greater observation powers. Using these skills, I have decided that the mystery Ontario Scout ("Who is that Scout?", June/July issue of **the Leader**), from Ontario, is probably an American.

Here are my reasons:

- Canadian Scouts always wore blue knee-length shorts, never khaki breeches.

- Canadian Scouts wore a leather belt, while American Scouts wore a cotton web belt.
- Even in the late 1920's, Canadian Scouts wore blue stockings with green tops. Scouters would usually wear brown.
- Canadian Scouts always wore their sleeves rolled into a "bush roll" (tucked up inside, rather than outside), and never at full length like the Boy Scouts of America (B.S.A.).
- He isn't wearing a lanyard or patrol knots on his left shoulder. Also, Canadian Scouts wore two-coloured ribbons designating their patrol colours.
- Canadian Scout hats had a wider brim. American hats were closer to the U.S. Army pattern.
- Canadian Scouts always **dented** their hats north, south, east, and west, while U.S. Scouts had **ridges** running north, south, east, and west.

Since B-P. was visiting Vancouver at the time of the photo, the mystery Scout was probably from Washington State.

— R.E. (Ron) Long, Kelowna, B.C. ✕

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