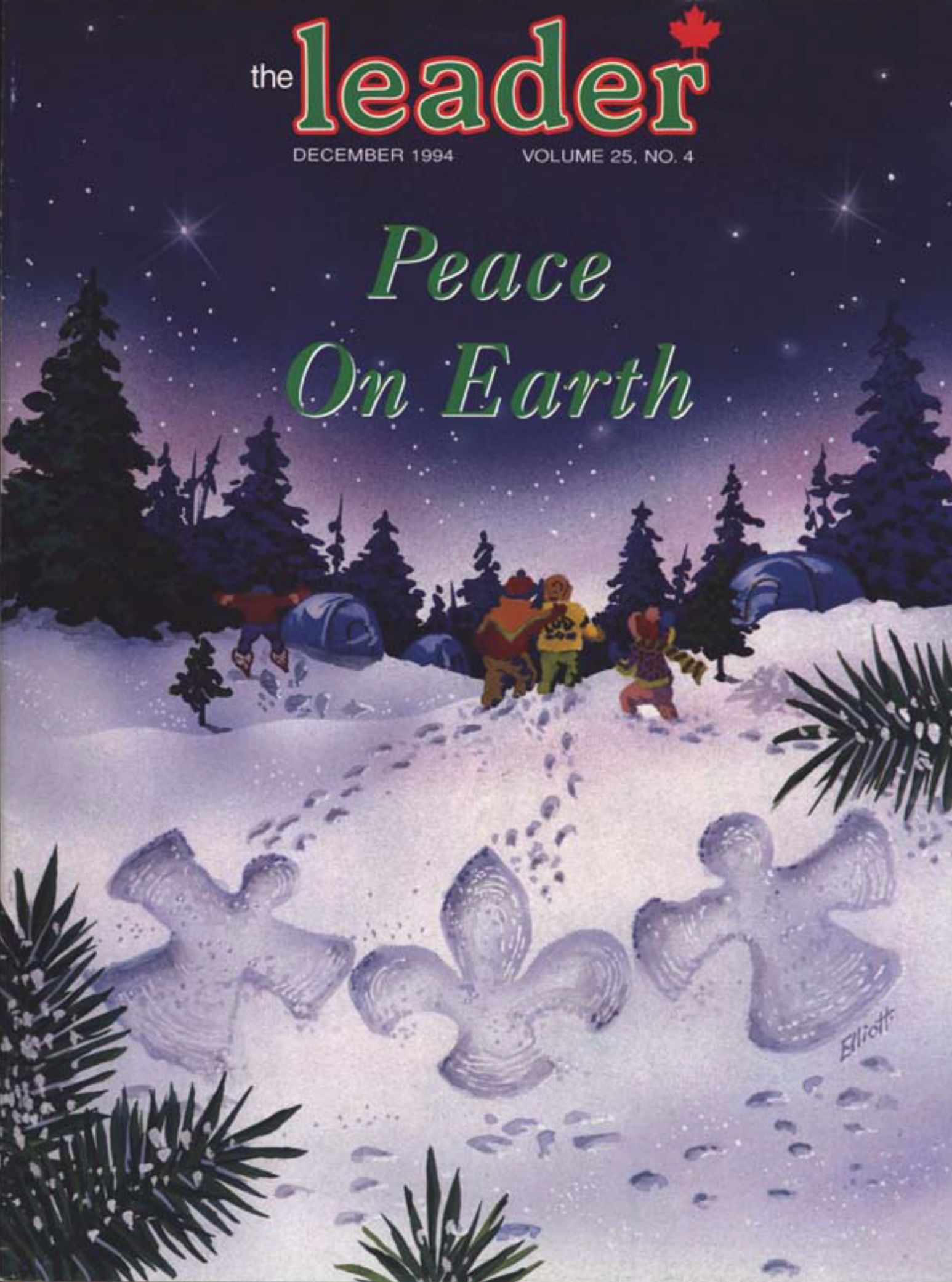


the **leader**

DECEMBER 1994

VOLUME 25, NO. 4

*Peace
On Earth*



Elliott

A Time For Reflection And Hope

by John Pettifer

Time flies by so quickly!

The end of the year has come already. So much has happened in the past twelve months that perhaps it is time to pause and reflect.

As the result of two years of study, Scouting adopted a renewed mission, principles and practices, and new strategic directions for the Movement in Canada. Beavering celebrated its 20th birthday, marked particularly by several giant sleep-overs and the introduction of the "JUMP-START" program. A revised program was introduced into Cubbing, a joint review of the Scout and Venturer programs began, and results of the Rover review were made public.

In addition to this excitement, youth and leaders enjoyed Jamborees in Manitoba and P.E.I. Advertising and promotion campaigns were conducted in several councils, and other high profile events were held in councils from coast to coast.

No matter how busy and momentous the year might have seemed, what was most important?

Surely the most significant activity has been the quiet labour done week after week, meeting after meeting, camp after camp, by you, the leaders, as you work directly with young people. Long after everyone has forgotten the sleep-overs and when the jamborees are but distant memories, the true legacy will be the results of your love, care and concern. Your guidance

will form a permanent part in the young lives you have reached.

Yes, time is passing so very quickly, and we run almost from one happening to another, but remember this: Take time to be important in the life of a young person.



Take time to be important in the life of a young person.

"A child may not inherit his parent's talent," a recent *Thought for the Day* states, "but he will absorb his values." An unknown writer once said, "Lord, in a hundred years from now, it will not matter what my bank account was, the sort of house I lived in or the kind of car I drove. But the world might be different because I was important in the life of a young person." Make your life count.

The Christmas season, and religious celebrations of many faith communities, provide excellent opportuni-

ties to show an extra measure of love and care.

We live at a time when, with a growing multi-faith, multicultural society, the year's end is becoming ever more secular in its emphasis. The economics of life tend to override the spiritual. However, the principles of Scouting (which have changed in wording but not in essence) are built on the spiritual needs of people — young and old. For this reason, Scouting must continue to use this time of year not only for reflection, but to foster and develop an understanding of a dimension beyond the coloured lights, tinsel and decorations in the lives of its members.

In whatever ways we celebrate the season, all faiths encourage love, goodwill, peace, fellowship, and a better understanding between peoples. Whether your festivities include the Festival of Lights, the birth of the Saviour, or another faith event, build on these common values and demonstrate their lasting importance.

Whatever your faith, all of us at the National Office wish you and your families God's blessing, the joy and peace of the season, and every hope that 1995 will bring you success and great fulfilment as you work with our young members.

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Unforgettable!

Try Winter Camping

(and leave the bug spray at home)!

from Robert Tratt

Last year the 3rd, 38th, 63rd and 99th Scout troops from Windsor, Ont., planned a winter weekend camporee. The event offered more than just cold-weather camping experiences. Its focus: build Scout self-reliance, hone wilderness survival skills and foster team-work.

As the camp approached, competitive enthusiasm grew, spreading like wild fire from leaders to Scouts. Each week before the event Scouts learned first aid, campcraft and cold weather survival. "Scouts trained vigorously," said one leader. The first lesson involved learning how to recognize, treat and avoid frost bite and hypothermia. Scouts added to the skills they had already acquired.

Finally the weekend arrived.

At the campsite, leaders set up an open pavilion for weekend shelter against rain and heavy snow. Several



Friends for life. There's just something about winter camping, a warm, crackling fire and good times.

Photo: Martin Bishop.

large tarpaulins suspended from the trees fulfilled this purpose. Scouts used these as gathering points, for first aid, warmth, food distribution, storage and cooking. Leaders all stayed in a spacious 4m x 6m polyethylene tent.

Scouts had to camp on their own within view of leaders, no less than two hundred metres from the established camp headquarters. We arrived on Friday night, set up camp and, after a short program, got to bed.

Next morning the youth spent time improving their campsites. After a steaming lunch of beef soup and hot dogs Scouts launched into a full afternoon program: snowshoe relay, travois carry, fire-lighting, ice rescue, making a toboggan gear transporter, and a blindfold trail hike. The "Great Canadian Snow Sculpturing" contest ended the afternoon.

Leaders tallied each patrol's performance on an event score card. The competition was fierce. While youth enjoyed these activities, other leaders judged their personal campsites for comfort and practicality.

After a hearty supper, Scouts set up our camporee fire in a picturesque site overlooking the Thames River. Each patrol paraded into the campfire area anxious to act out their best skits and out-perform others. A light rain fell, dampening our fire but not our spirits. Mug up and lights out followed.

The next day dawned cold and wet. We packed up and set off for home happy and enthusiastic for more winter camping adventures.

Past winter camping trips have taught us several important lessons:

- Bring as many parent volunteers as possible.



Photo: Charlie Goss.

Last winter 1st Grande Cache Cubs, Alta., spent a weekend up at Hideaway Camp. Here they pause briefly during a snowshoe hike through the woods.

- Feed the Scouts plenty of hot food. Fresh air, cold weather, and an active program makes hungry Scouts.
- Plan for at least one bed-wetter. Make sure you have extra sleeping bags, dry clothes and a warm spot for the Scout to warm up.
- One leader should conduct a security patrol in the middle of the night and listen for crying or frightened Scouts.
- Expect rain.
- Put most insulation between you and the cold ground.

— Robert Trott works with the 63rd Windsor Troop, Ont.

Winter Camp Ideas For Cubs And Scouts

Winter camping offers numerous opportunities for Cubs and Scouts to learn wilderness skills and enjoy the outdoors. Start planning a mid-winter camping weekend right now.

Before leaving, make sure everyone knows how to recognize cold weather-associated problems. Practise using the buddy system to spot frostbite and early signs of hypothermia. Demonstrate how to dress in layers for winter outings.

Younger Cubs experiencing winter camping for the first time might prefer a number of theme stations: skiing, quinzhee making, winter survival, games, emergency situation drills, first aid, camp craft.

Don't forget to bring toboggans and sleds. Use these for moving camp gear, relay races, gathering snow blocks or sliding down hills.

Try some of these activities on your next winter camp. Tie as many as possible into badge work. Prepare several campfire programs in case the weather keeps everyone near the tents.

Survival Hike

Before setting out on a survival hike, youth might want to make their own survival or emergency kit. Assemble this several weeks before the weekend trip (a great way to build anticipation) or during the camp itself. Use lists found in *The Cub Book* and the *Fieldbook for Canadian Scouting* to guarantee your kits are complete.

During the hike, everyone must make a fire and boil water in a tinfoil cup for soup or hot chocolate. Later, groups can hollow out shelters from a snow bank. Experienced Cubs might want to sleep in their snow shelter.

Star-gazing

Winter camps are perfect times to star-gaze. Away from cities and towns, stars, planets and constellations seem to leap from the night sky. Bring along binoculars and telescopes to look at the moon's craters.

Point out the Big Dipper, North Star and Milky Way. Use a star chart to identify as many constellations as possible. Which six or patrol can find the greatest number in five minutes?

Take a night hike using the North Star and a star chart to guide your walk. Discuss how the Northern Lights can disturb satellite operations. Who can spot a satellite in the night sky first?

Campfire Stories

During a campfire program, include stories and legends about the night sky. Perhaps Cubs could turn these into skits.

Nature Hike

Younger Cubs might enjoy a nature walk. Let them use snowshoes or skis if they've mastered them already. Look for tracks in snow, seed pods, insect galls, old bird nests and other things not seen when leaves block the view.

How does nature cope with Canada's arctic cold? How many different kinds of seeds can you find? Sixes or patrols might want to compete against each other.

Talk about how animals grow an extra layer of fat, fur or feathers for holding in heat. If you see animals, discuss why and how some change their coloration to white in winter. Where do animals live during winter? Try to find some houses. On a very cold day look for steam coming out of a small hole.

Build a quinzhee or igloo. It will demonstrate the insulating warmth of snow that animals depend upon. If you camp near a lake ask your youth what happens to fish. Describe the



"Lunch Break!" 1st Waters Scouts from Lively, Ont., take time out to replenish calories lost on the trail.



"Home Sweet Quinzhee." During a quinzhee war Scouts demonstrate the amazing strength of these snow shelters.

difference between warm and cold-blooded animals. How many cold-blooded creatures can your Cubs and Scouts think up?

Trackmasters

Youth love to sneak up on others. Why not help them sharpen their skills by practising stalking and tracking. Cubs and Scouts can use the same skills to observe wildlife at a closer range. Explain to them how animals move slowly and silently, staying close to the ground. If spotted, animals always freeze in position. Can they make up a game using the skills?

Bring some animal footprint drawings with you. Let campers study them until they can identify the tracks of a fox, rabbit, squirrel, and others. Then let each six or patrol try to find as many animal tracks as possible in the forest. Make sure you mark off an easily recognized area so no one wanders off and gets lost.

Watch for animals and birds. Record what they do. Can anyone explain their behaviour? Follow a set of animal tracks. What can you learn of the animal's travels and behaviour.

Snowshoe Relay

Once everyone has practised walking through snow, organize a snowshoe relay. More advanced snowshoers might prefer to combine an



Photo: Jack McDonald

"After a cold hike nothing beats hot chocolate!"

obstacle course with the relay race. Make sure each child experiences every obstacle: climbing, walking backwards, running, crawling.

Campfire Cooking

Let your Cubs and Scouts cook some of their own meals. Perhaps a six or patrol could prepare a specific part of a pack or troop meal. Shishka-bobs are ever-popular.

Bannock makes a good mid-afternoon treat. Steeped in heritage this traditional bread dates back to early Canadian explorers. Follow an ori-

ginal recipe or use a box of quick biscuit mix.

Introduce Cubs to some fancy wilderness cooking tricks. Examples might include: cooking an egg in an orange peel half, cooking an egg in a paper bag (the egg's moisture prevents the container from burning), making a simple tinfoil dinner. For tinfoil dinners, give your Cubs some food choices. What would they like to put in the foil to make their meal more personal?

Woodland Orienteering

Set out several orienteering courses close to camp. Working in competitive teams, Cubs and Scouts must follow compass headings, search for trail signs, pace off distances, and read their maps to find a hidden 'treasure'.

Give each group a pencil and paper. They can win extra points by noticing animal tracks, birds, identifying five different types of trees and finding an abandoned nest. Scouts might want to make a scale map of their campsite.

Tom Gray ("Greybeard") of the 1st Thorsby Troop, Alta., offers some excellent advice: "One of Scouting's strengths and one of the hardest lessons for adult leaders is simply this... train the youth, then leave them alone."

DETAILED PLANNING: A MUST FOR WINTER CAMPING

Knowing winter camping took extra coordination and teamwork, Baile d'Urfe Scouts, P.Q., intricately planned the details of their camp. Everyone knew his job. Last year they decided to leave tents at home and sleep in quinzhees.

After snowshoeing a kilometre into the site, they set to work shovelled snow into several high piles. "While we waited for the snow to settle, younger members gathered and piled wood," said Scouter James Bruce. "The rest of us made a fire pit and kitchen."

Soon a fire blazed. Scouts prepared hot soup for lunch from a menu they prepared.

By mid afternoon (precisely on schedule) the snow piles had settled well enough for the youth to start

tunnelling and hollowing out their quinzhees. Soon they had stored all sleeping bags and equipment in their snow houses — just in time for supper.

The hot chili and bread were perfect! Skiing followed wash-up.

The quinzhees proved warm except for one built by patrol leaders. An uncovered entrance caused a draft that sent cold shivers into everyone sleeping inside.

Next morning, after a warm breakfast and clean-up, the troop broke up into patrols. A fierce quinzhee war raged for half an hour. The snow house roofs proved surprisingly hard to collapse.

Everyone enjoyed a great winter camp, partly because of secret number one... detailed planning.

Program Links

Cubs: Trailcraft, Winter Cubbing, Observer, Naturalist, Collector, World Conservation, Astronomer, Cooking, Entertainer.
Scouts: First Aid, Campcraft, Winter Scouting, Exploration.

When Is An *Indoor* Weekend Event A Campout?

by Don Connors

Early last April seventeen hundred and fifty eager campers invaded downtown Halifax, N.S., for an all-section weekend extravaganza. Scouting youth from all over the Greater Halifax Region came pushing trek carts, wheel chairs, and loaded down with backpacks and camping equipment. Called "Camp Metro Centre", the gathering featured an anti-drug and multicultural theme.

After opening ceremonies (which included a Micmac sweetgrass ceremony) the programs began. Each section planned its own.

Beavers enjoyed a 20th anniversary birthday party on Saturday afternoon, (complete with cake, balloons and games) and a rollicking carnival next day.

The Cub program featured magic and puppet shows, and performances by the P.R.I.D.E. song and dance youth group. (P.R.I.D.E. stands for "Parents Resource In Drug Education".)

Scouts were challenged by a series of first aid and rope projects which tested their skills. They also enjoyed pioneering, gadgetry and log jousting activities.

Venturers and Rovers dressed up as cartoon personalities, and also helped run the excellent troop programs. Police and Fire Venturers and Rovers carried out security and fire regulation duties.

Between activities youth could browse through a wide range of exhibits including ones from model railroaders, camping supply stores, apple growers, the National Film Board, the Health Department's Drug Dependency Branch, the RCMP, public libraries and various cultural groups.

On the main stage Blue Thunder, a Halifax/Dartmouth Police rock band, entertained everyone by promoting drug and alcohol-free living. Other entertainers included the Little

Bear Drummers and Dancers (a Micmac group), and Ronald McDonald.

Throughout the weekend the Metro Centre's jumbo vision screen was alive with Scouting pictures and information.

Originally we planned a camp with tents and crackling campfire. Unfortunately, because not all tents were made from fire-retardant material, many camped out under the stars... er... beams (metal stadium beams). The campfire was imitation — though a brilliant imitation!

The public could visit this showcase event during certain hours throughout the weekend.

How do you feed 1,750 people in reasonable time? It wasn't easy! The task required four shifts moving through our cafeteria style dining area.

By late Sunday afternoon all had Beavered, Cubbed, Scouted, Ventured and Roved themselves out and headed home for some real sleep. What a great event! ^



◀ *Native Micmac singers and dancers performed on centre stage before enthusiastic listeners. Later in the weekend, Cubs and Scouts tried out the drums for themselves.*

Fire regulations may have prevented a real Scouting campfire but with a blanket wrapped around you, friends close by and music in the air, the magic still blazed.

Here a firefighter demonstrates safe fire practices for everyone.



Excited Beavers enjoyed the indoor camping experience. Do you think they'll sleep well tonight?

1993 AMORY ADVENTURE AWARD

Grease Trail's Buckskin Stallions

Two hundred years to the very day Venturers from the 1st Hill Spring Company (Alta.) set out on the same trail Alexander Mackenzie followed to reach the Pacific Ocean. Known as the Grease Trail, the 300 kilometre path follows a rugged, twisting route through B.C.'s Cariboo Country.

The Venturer's wilderness trek won them top honours (shared with another Venturer Company) in the 1993 Amory Adventure Award.

Advisors Craig Smith, Paul Sloan and Larry Bester Sr., accompanied Venturers Larry Bester Jr., Mark Bester, Luke Peterson, Josh Smith and Dallin Brooks on this incredible hike.

When the youth first discussed the trip in late 1992, they decided they wanted to do more than just retrace Mackenzie's historic trail. They sought greater challenge.

"Walking the Grease Trail would be challenge enough, no matter how we did it," the team decided. "But doing it *authentically* for the Mackenzie Bicentennial simply made our blood race. There was magic in it."

What did this involve?

No Matches Please

Starting with untanned deer hides, the Venturers learned to scrape, soak, stretch and smoke the skins. Seven to eight hundred hours later each had made a realis-

tic frontier jacket and pants — just like Mackenzie wore. Under the jackets they wore colonial-style shirts.

The Venturers built their own backpacks from burlap and tree branches, and water canteens from wood and leather. Instead of high tech, feather-light sleeping bags, they made bivy sacks (a small personal shelter shaped like a sleeping bag) and carried wool blankets.

They even mastered the fine art of fire-making using a bow drill. Don't even ask about rip-stop tents and butane stoves. The Venturers usually slept in lean-tos.

What about footwear?

Here's where they drew the line. Though each considered wearing moccasins, all finally chose the finest hiking boots available.

Their food mirrored that available to early explorers: dried apples and apricots, beef and pork jerky, dried fish, oatmeal, dried vegetables, fresh trout. An acquaintance also donated a box of 30 year old (but still 'delicious') hardtack.



Departure day. Bugs, bags, blisters and high adventure await them.

Preparations

Not only did preparations include making their clothes and equipment, but also upgrading their first aid, orienteering and hiking skills. Months before setting out, everyone started walking between 15 and 20 kilometres each day. During the hike itself they walked up to 25km daily.

Fundraising also took time. Donations arrived from area businesses, parents and friends. The Venturers also built picnic tables, ran an auction and helped with weekly garbage pick-up to meet their budget cost of \$500 per person.

"We're doing it!",

Early on July 6, the Venturers set off into the wilderness north of Quesnel, B.C. along the Grease Trail. Their adrenalines raced. Soon reality settled in. After the first kilometre they all agreed: "(We're) tired out of our minds." They kept moving forward, knowing they only had 314km left.

The first day involved an easy 15km hike which included crossing a flooded portion of the trail, then a river. Hours later they stumbled into their campsite, the same one used by Mackenzie so long ago.

With flint and steel, someone coaxed a spark into a weak flame. Soon hot chili bubbled in the pot. Gulping down the food, they listened as Craig and Larry Sr. read from Mackenzie's journal. This reading became a nightly tradition. Late that night rain forced them under tarpaulins and into their bivy sacks.

The next day dawned with aching shoulders. After hastily modifying their packs, they set off toward a swamp and clouds of hungry mosquitoes.

"The mosquitoes defied description," the hikers said. Industrial-strength repellent deterred their determined attacks only slightly. Untreated, exposed flesh turned black within moments. "An inhaled mosquito gives new meaning to the expression 'tickle in the throat,'" said one Venturer. Their drone followed the youth throughout the entire trip.

Later that day, when crossing a fast-running stream, the hikers almost lost some vital hiking equipment (including boots) in the current. Miraculously they rescued everything.

That evening they set up camp at their planned site on Kluskoil Lake. Within minutes the Venturers stripped off and raced into the lake for a quick swim, pursued by hundreds of hungry bugs. It would be their last bath until the trip's end.

"Off to the south, the sky began to darken," the team said. "Muffled stretches of thunder rolled across the hills toward us. Within minutes, everything around grew black. The wind turned cold, ripe with the smell of rain. Another crash, and all heaven split wide-open above us!" Everyone ran wildly for the lean-to shelter.

After a warm supper and hot drinks, the night turned cold.

Midway through the trip, the group spied several loons performing the "water dance" mating ritual. The wild spectacle fascinated everyone. Later that day, while following a ridge along several eskers, the hikers saw bear signs but no bear. In remote territory such as the Grease Trail they expected to see moose and other wildlife. Like Mackenzie, they saw very little.

These Aren't Hay Meadows!

Over the next days rain, snow and hail assaulted the hikers as they slogged through one swamp after another. The trail guide referred to the bogs as "hay meadows." The Venturers (Alberta farmboys) resented this poorly chosen phrase that had caught them unawares. Every half kilometre another swamp appeared. Boots and feet rarely dried out. Blisters blossomed on toes and heels.

More days passed.



The trail wasn't always easy-going. Sometimes it led through swamps; other times it climbed over alpine snow fields.

Bathed in the accumulated grime of a week's sweat, soot, and oily bug juice, they trudged along, head down, tormented by mosquitoes.

As Craig walked, his thoughts drifted into the philosophical. "At times I thought I couldn't do it for another five minutes, let alone another week," he said. "It helped to get a little bit angry. Then I thought it was a lot like life.... Too many people look for cheap thrills — a 'kick' without a price.... (W)hat a revelation! I just discovered the meaning of life."

Buckskin Stallions

The last half of the adventure led through increasingly mountainous territory. The trail wound up rocky slopes, along desolate ridges and

down again into swamps. Surprisingly, despite the extra exertion needed each day, spirits began to soar. After many days they had finally reached their physical peak. From this point onward each step seemed to have a bouncing spring to it.

Their wilderness skills also sharpened noticeably.

"Our campsites at the beginning looked pretty makeshift. Now the lean-tos were straight and the tarps tight. Fire-making had turned into a rite-of-passage." Luke could beat almost anyone else with flint and steel.

Laughter also came easier. One day a series of large swamps confronted the hikers. Larry Sr. manoeuvred around one particularly delicate bog hole, then decided to pole-vault over a wide puddle with his newly-whittled walking stick. After calculating precisely where he wanted to plant the stick he leaped forward.

He soared high, then a loud "SNAP!!" rang out as his walking stick broke. With an undignified flop, he crashed down in the middle of the dirty puddle! Laughter rang through the trees.

On the last day of the adventure trek, the high mountain trail wound down to the coast below. The jubilant hikers negotiated the steep path to the bottom where friends and relatives greeted them excitedly.

"How was the trip?", someone asked.

"Maybe its like having a baby," one hiker answered. "You're not sure it's worth the effort, until it's over."

Real adventures are never relaxing strolls through alpine pastures. Mackenzie experienced a similar hard adventure. It wasn't easy, but he grew from the challenge. So did these Venturers. ^



Craig Smith grabs several minutes of rest along the trail.



Luke Peterson gently coaxes smoking dry grass into a fire.

“You’re Having Breakfast With Whom? SANTA?!!”

by Carol Kelly

Several years ago the 4th Toronto Scouts, Ont., were looking for a way to help some younger Beaver brothers with a special activity during December. Their leader thought an activity involving food preparation might bring some spin-off benefit to the Scouts — they sorely needed practice.

Leaders and Scouts discussed many ideas, but none inspired them. The activity had to be one Scouts could organize and carry out with only minimal leader involvement. It also had to be ‘different’ enough to appeal to Beaver-age children. Finally the brainstorming paid off.

“What about breakfast with Santa?”, someone asked.

Of course! What a great way to celebrate the season, help each other and perhaps draw others into Scouting.

“How Do You ‘Book’ Santa Claus?”

Now the real work began. Scouts set a date, reserved rooms and equipment, and coordinated with Beaver colonies.

“Have we overlooked anything?”

“HEY! We almost forgot about Santa Claus!” The Christmas season is rather busy for St. Nick so book him as early as possible.

Menu and budget planning absorbed the Scouts’ attention next. Depending on their cooking experience, menus can range anywhere from quite elaborate to simple. The youth chose food they could cook easily on their own; it also had to be able to stay hot long enough to serve to waiting guests.

Next we sent out invitations to several Beaver colonies. Experience showed us that if we ask Beaver parents to obtain a breakfast “ticket” (free, of course) Scouts will know almost precisely

how many meals to plan. (The ticket is a real attention-getter for parents. Without tickets parents sometimes forgot about coming, leaving the Scouts with piles of food.)

What does the “ticket” look like?

It requests the pleasure of the Beaver and a parent at our breakfast with Santa event. It includes date, time (both start and finish), breakfast location, and how to get a ticket.

After Beaver leaders returned invitations our Scouts worked on shopping lists and fine-tuned their budget requirements. One leader reviewed these. The day before the event, the Scouts went out and bought the food, looking for the best buys possible.

What have we served?

Menu items include: French toast (including a gourmet version one year); meats — sausage, bacon, ham; lots of fresh fruit — salad, clementine oranges (very popular), melons; potatoes — fried, hash brown, puffs; muffins (purchased); pancakes; beverages — juice, milk, eggnog, coffee; jams and syrup.

Leaders must oversee the event to make sure preparations are complete, tables set and cooks are trained. Other ques-

tions that need answering include: Who washes up? Who helps Santa? Do you need a master of ceremonies? Does the day plan cover emergencies?

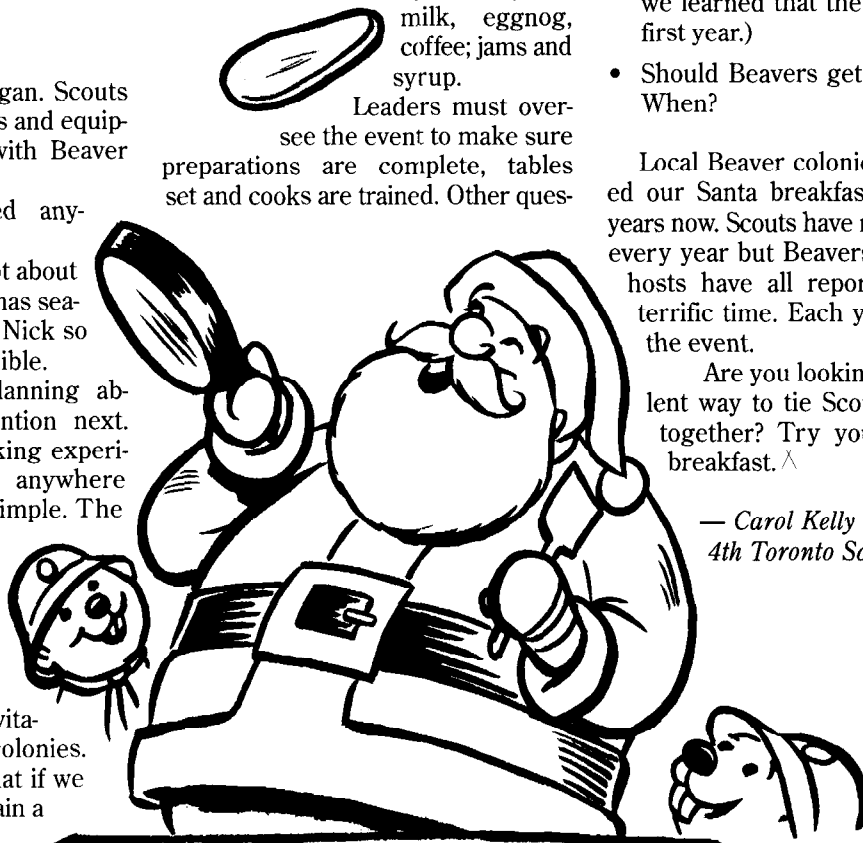
When planning your breakfast consider these points:

- What decorations will we hang up?
- When should Santa arrive?
- How long do the Beavers visit before they start eating?
- What time should we to start cooking? This item needs real coordination.
- Who brings the guests into the dining area?
- How long do they need to eat?
- Where is Santa while everyone is eating? Does he visit or get a break?
- How do we encourage people to eat and go home? (This is just breakfast, not a full morning of babysitting close to Christmas — we learned that the hard way the first year.)
- Should Beavers get a gift? What? When?

Local Beaver colonies have enjoyed our Santa breakfasts for several years now. Scouts have made mistakes every year but Beavers, parents and hosts have all reported having a terrific time. Each year we repeat the event.

Are you looking for an excellent way to tie Scouting sections together? Try your own Santa breakfast. X

— Carol Kelly works with the 4th Toronto Scouts, Ont.



AN UNFORGETTABLE WOLF THEME NIGHT

— YOU DON'T NEED REAL WOLVES TO PLAN A GREAT PROGRAM —

by Jennifer Cade

For the past several years two real wolves have visited the 4th Strathroy Cub Pack, Ont. Their names — Akela and Siva.

After finding the six week old wolf cubs orphaned, a local man took them in and started raising them. Now three years later, they have grown into beautiful animals. Akela and Siva are NOT pets, but they are friendly enough to meet our Cubs.

A year and a half ago they visited us for the first time. Cubs wanted another repeat performance, so our leaders decided to tie an entire month's program into a wolf theme. Another visit by Akela and Siva would form the grand finale.

Wolf Song of Alaska, an organization dedicated to educating the public about wolves, proved very helpful. Their material, supported by library tapes and videos, helped our Cubs learn about wolf behaviour, pack hierarchy and wolf pack characteristics. We even found out about the latest scientific studies and findings concerning wolves.

One study particularly fascinated our children: a session involving wolf faeces, called scat. Scat provides valuable dietary and health information to scientists, but only *after* the scat has been sterilised in a pressure-cooker. This often takes place out in the wilderness on a stove.

A visit by Akela and Siva highlighted our theme month. After briefly introducing them to the pack, they were released to roam freely around the room. Our Cubs sat still on the floor, waiting for the wolves to approach. Each Cub was able to pet the wolves and feed them bread. Akela even licked the faces of several Cubs!

Later their handler, a Scouter with his own pack, answered questions about the wolves. We learned about their habits, as well as facial expressions and body postures they use to communicate with each other. Cubs heard mythological stories surrounding wolves.

WOLF FACTS

- Wolves have one of the widest ranges of size, shape and colour of any North America mammal.
- Wolf jaws are extremely powerful, capable of generating 1,500 psi pressure.
- Wolves have 42 teeth.
- Wolves live in a pack, a family-oriented social structure — just like humans.
- Wolves, coyotes and dogs are very closely related and share many of the same qualities.
- The largest wolf on record weighed 78kg.

What was the greatest lesson learned?

Our Cubs now recognize that wolves are beautiful animals worthy of respect, not the marauding villains portrayed by society.

Program Ideas

Your pack might not be as lucky as the 4th Strathroy Cubs to have real wolves living nearby, but why not spend several evenings studying wolf habits?

Libraries offer video and audio tapes. Veterinarian or wildlife specialists might visit your pack. Study paw tracks and see which six can pick out the wolf tracks from other animals'.

Some national parks offer "howling" expeditions where children can learn to call wolves. Find out what outdoor wildlife programs your parks run. ^

— Jennifer Cade works with the 4th Strathroy Cub Pack, Ont.

Resources

- *Wolf Song of Alaska*, P.O. Box 110309, Anchorage, Alaska, 99511-0309. Phone: (907) 346-3073. Printed material, videos, tapes, posters, pins, badges.
- Libraries for tapes, videos, books.



Nick Roemmele, Andy Legg and Scott McCall meet Siva.



"WOW! I never thought I'd ever see a real wolf. Now I'm petting one!"

STORYTELLING:

Ignite The Magical Worlds Within

by Lynn Johnson

As a child, I travelled widely without ever leaving home. Not merely did I visit other countries, but different times. Worlds held their doors ajar: I needed only to open a book.

When I became a pack Scouter, I read and re-read *The Jungle Book*, absorbing atmosphere and "living" the story. Kipling created vivid scenes: moonlight marked by shadows of trailing vines, the feel of cool scales and velvety panther fur, a heart-stopping leap from a cliff to turbulent waters below. Within his imagined, fantasy world something real touches levels deep within us as Mowgli deals with fear and rejection, hope and triumph, growth and error. The story relates to our own life's journey.

Initially, I learned stories and retold them to Cubs because a trainer told me to do it. Sitting on the floor with my Cubs amid dimmed lights, I watched their reactions to adventures we imagined together. We experienced a moment of true sharing.

Given a few minutes and a good story or book, I can set the mood for a theme, quiet Cubs down, put them in a good humour, or introduce them to a different culture or point of view.

Yarning vs. Reading

A storyteller's main decision is whether to "yarn" (freely re-tell the

story in her own words) or to read. "Yarning" is more intimate: you can easily maintain eye contact and hold their attention. Leaders should read some books directly because of effective language or wonderful illustrations.

For Scouting sources, what an embarrassment of riches we have! Foremost are *The Jungle Book* and B.P.'s fascinating adventures. Native Canadian and Inuit legends provide wonderful stories. Many have been retold expressly for this age group.

Hide and Sneak (an Inuit story) I retell without the book since my Cubs prefer the central character to be male. *Everybody Needs A Rock* can fuel an entire evening's program. *Hershel and the Hanukkah Goblins* provides a theme book and heartfelt laughter.

Tell stories about Canadians. A good example is Murray Dryden's *Sleeping Children Around the World*. Use marvellous Scouter's Fives in *The Best of the Leader* to provide inspiration. Tell kids stories from your own childhood. Visit libraries, schools or book stores for other resources. Choose subjects that touch a chord in you. If you don't care, they won't either!

One rainy camp afternoon we held a marathon story-telling session. As cooks cleaned up our crafts in the dining fly and prepared supper, rain pelted down painfully. It was cold! We all snuggled together (eight of us in a

tent that sleeps four) and told yarns for more than an hour. The little Cubs asked for old favourites and new ones. Every time we paused for breath, they asked for another. When we finished, the weather was still terrible, but we felt warm, close and happy.

Tell them a story. When you've finished, let them talk to you about what you've shared. Then go home happy, knowing you have provided them with new worlds within. ^

— Lynn Johnson is Deputy Regional Commissioner for the Greater Toronto Region, Ont.

MORE THAN JUST A TIME-FILLER

Stories can help you change the pace of your meeting from noisy to quiet. They make a great closing to a campfire or meeting.

Stories help youth look at situations from different perspectives and consider how they might deal with exciting or dangerous situations.

Stories are a great means to explain a game, introduce a craft, emphasize a behaviour, or just have fun.

Let Beavers and Cubs act out the story once you've finished reading it. This will help them grasp key themes and remember morals better. Bring along dress-up clothes and costumes. Perhaps you might even organize a short play or theme night evening around playacting. (Parents always love watching their children perform.) Tie as many activities into Cub badge work.

Ask yourself these questions: Can I explain something more effectively through a yarn? Will a story build onto our program theme?

Let your Beavers or Cubs make up their own story. Work around the circle with each child adding one or two details. It won't take long for the story to take an unexpectedly funny twist!



Photo: Paul Ritchie

Take every opportunity — formal and informal — to tell stories. Children love them!

How Beavers Build A House: A Story

by Hazel Hallgren



Your Beavers will enjoy hearing this story. Add as many actions and sounds as possible to draw them into the tale.

The sun goes down (*lights dim*). Night will come soon. Wild animals walk softly from the woods. They come to the pond to drink (*splashing sounds*).

Two beavers swim across the pond. It is time for them to go to work.

Beside the water many young trees grow.

The beavers climb out of the water. Carefully, each picks a young tree. After making their choice they stand on hind legs, lean back on their wide, flat tails, and start chewing bark from the young trees. As they eat, chips fall to the ground (*sound of falling chips*). The beavers quickly chew almost through the trees.

A tree leans (*leader leans while reading*). It leans a little more.

WHACK!! (*loud slapping sound*) A Beaver's tail hits the ground. This is how beaver's warn others of approaching danger.

One tree is about to fall (*sound of cracking*). The beavers rush away

from the falling tree (*scurrying feet sound*), toward the pond and dive deep down in the water away from danger.

The tree crashes to the ground (*great crashing sound*).

After several minutes the beavers swim out of the water (*splashing sound*) and slowly approach the fallen

dive down to the bottom of the pond, sticking the branches into the mud. Again and again they carry branches to the pond. After much work the pile of branches rises above the water surface. This forms the floor of their house.

They continue working hard. Many nights pass.

A mat of branches (their lodge floor) sits well above the water now. The busy beavers carry many armloads of mud from the pond's bottom and pile it on the branches (*splashing or slopping sounds*).

They make a mud pile half a metre high, then put sticks and more mud on top of it all.

More days pass. Now it is time to dig (*reader's voice drops to a whisper*) secret entrance tunnels. The beavers dive deep under the water and dig two tunnels up and into the great pile of mud and branches.

Once they have dug above the water level, they dig a cave in the dried mud and branches, carrying unwanted mud back out into the pond.

At last they have a house to live in. They leave one little hole in the top of the house for air (*reader takes a deep breath*).

One side of the house is high, and the other is low.

Their house is ready.

The Beavers now store food to last all the winter long. During fall they drag more branches from the forest and stick them in the mud at the bottom of the pond. When hungry they will find a branch and carry it through a tunnel to the low side of their home. This is where they will eat. They will sleep and rest on the high side.

Winter has come. Nights are long now. Snow falls in the forest.

Outside, far away, a hungry coyote barks (*distant barking sound*).

But inside the house two beavers are safe. Safe from the coyote, safe from the bobcat, safe from all danger.

— Hazel Hallgren works with the 13th Red Deer Beavers, Alta.



Stories captivate the imagination of children and focus their attention.

Photo: Jim Gost

tree. Together they start chewing off branches. Suddenly they stop... (*reader stops reading for several long seconds, then whispers*) ...and listen for danger. Did they hear a coyote or a bobcat? (*more silence*)

Long minutes pass. Soon the beavers continue eating branches from the tree for their house. They drag the branches out into deep water and

STORYTELLING TIPS AND HINTS

After a game and a song, seat your colony or pack in a circle. Set the mood by dimming lights or playing gentle background music.

Introduce your story by asking the group something relating to the subject. For example, if you want to tell an astronomy story during the Christmas season, you might begin by asking Beavers or Cubs what they think the sky looked like when the wise men were following the Bethlehem star.

Consider these thoughts...

- Select an appealing story.
- Read it several times beforehand. Underline words in the text that you want to emphasize.
- Move closer to a child whose attention is wandering.
- Change the tone of your voice to match the story line.
- Never try to scare little children.
- Would puppets more effectively tell the story?
- Use props and visual aids.



Book Talk

by Dove Jenkinson



While the new Cub badges won't be available until September 1995, it's not too soon to start identifying and collecting resources which will help implement the program changes. A trio of books to assist you with the Recycling Badge are Pfiffner's *Earth-friendly Toys*, Walter's *Fun With Paper Bags & Cardboard Tubes*, and Churchill's *Paper Action Toys*. If you don't want to "bank" the completed requirements, some current star and badge requirements also apply to the books' projects.

Subtitled "How to Make Fabulous Toys and Games From Reusable Objects," *Earth-friendly Toys* provides clear, illustrated instructions for making a dozen "Things That Move",

Paper Action Toys offers another two dozen projects made from paper. Divided almost equally among "Action Fun and Games", "Flying Action Toys", "Outdoor" and "Indoor Action Toys", and "Moving Action", the activities range from those do-able by Beavers to some which will challenge final year Cubs. While the instructions are clear, young Cubs will not find them as easy to read as those in the previous two books. Leaders might wish to make a toy sample and then provide either verbal or simplified written instructions. (Cubs: Tawny Star, Handicraft Badge)

The next two nature-related books are American-produced; consequently some of their contents are not applica-

as starting a tree from cuttings or making leaf identification cards, are general enough that youth can try them wherever they live. (Cubs: Black Star, Observer, Winter Cubbing & World Conservation Badges. Scouts: Exploring and Naturalist Badges)

Discover: Mysteries of the Past and Present, a Royal Ontario Museum book, is crammed with interesting facts and enticing activities. Cub and Scout programs will benefit greatly from this resource. For example, learn how medieval people ate; then, at the next outing, try eating your stew, chili or other sloppy concoction medieval-style with your fingers and bread trenchers — an environmentally-friendly eating method that saves on washing dishes!

Having trouble maintaining communication with your parents? Perhaps your group's Scout troop or Venturer company might want to try producing a local Scouting newsletter. Barbara Taylor's *Create Your Own Magazine* will show you how to begin. (Scouts: Communicator or Man of Letters Badges)

This book provides useful tips on responsible insect collecting and handling.



six "Things That Entertain", eight "Things for Fun", plus four "Games to Play" — all from 'trash'. Difficulty levels range from "Quick & Easy" to "Time Consuming & Challenging"; the instructions indicate when adult help is needed. Beavers can make the easiest items, such as a soaring skimmer or flying fish. (Cubs: Tawny Star, Handicraft Badge)

Fun With Paper Bags & Cardboard Tubes offers four dozen projects which again allow Cubs (and sometimes Beavers) to reuse items which were on their way to a landfill site. Step-by-step illustrations, accompanied by black and white illustrations and coloured photos of the finished projects, help young users create toys and games, costumes and masks, plus decorative and functional holiday items, such as place mats, napkin rings and table centrepieces. (Cubs: Tawny Star, Handicraft Badge)

ble to Canada. *Pet Bugs: A Kid's Guide to Catching & Keeping Touchable Insects* introduces 24 bugs. Slightly more than half (such as ladybugs, aphids and crickets) are found in Canada. In addition to providing interesting facts about each bug's behaviour, the author tells what the bug looks like, where to find it, how to catch it and how to keep it in captivity. Consistent with Scouts Canada's conservation beliefs, the book provides useful tips on responsible insect collecting and handling. As well, the book encourages readers to release their "pets" after studying them. (Cubs: Black Star, Gardener & World Conservation Badges. Scouts: Naturalist Badge)

Cubs and Scouts will not find every type of tree in Canada mentioned in Russo's *The Tree Almanac: A Year-Round Activity Guide*. However, the seasonal activities she suggests, such

BOOK DETAILS

Churchill, R., *Paper Action Toys*, Sterling, 1993: \$19.95.

Grier, K., *Discover: Mysteries of the Past and Present*, Kids Can Press, 1989: \$9.95.

Kneidel, S., *Pet Bugs: A Kid's Guide to Catching & Keeping Touchable Insects*, John Wiley & Sons, 1994: \$13.95.

Pfiffner, G., *Earth-friendly Toys*, John Wiley & Sons, 1994: \$16.95.

Russo, M., *The Tree Almanac: A Year-Round Activity Guide*, Sterling, 1993: \$11.95.

Taylor, B., *Create Your Own Magazine*, Sterling, 1993: \$16.95.

Walter, V., *Fun With Paper Bags & Cardboard Tubes*, Sterling, 1992: \$12.95. ^

Writing for Media: Always Choose An Interesting Headline

by John Rietveld

Recently, the National Communications Committee attended the Ontario Gilwell Reunion. Among the hundreds of Scouters who visited our display were several district PR volunteers. Some popped in to share ideas; others wanted to ask questions of the committee members.

"What tips can you give us to increase Scouting coverage in our newspaper?", many people asked.

The single most important PR tip to remember is... *develop good relations with your newspaper editor or reporter.* Previous **Leader** articles have dealt with this issue.

Another important PR tip... *develop a very good story and headline.*

Thinking up a grabby angle isn't always easy. Here's one trick I use: Look through your local newspaper reading only the headlines. Newspaper writers and editors carefully craft titles to draw a reader's attention into a story.

Why don't you think up an interesting title to get your editor's attention? Editors see dozens of press release and article titles each day. If a good title accompanies your piece, the editor will more likely run it.

Some people advise writing the headline last; I find that starting with a good headline helps me write a story with an interesting twist.

In a recent issue of the *Ottawa Citizen* I spotted some headlines that you could easily turn into Scouting stories. Here are some examples.

"Reid decides to renew bid for Clark's regional chair". Without going further the reader can assume the story is political and describes a very competitive race. How could this headline help you publish a Scouting story?

Instead of the usual write-up about an upcoming annual meeting, why not write a piece about the election of officers. "Roy Holmes to run for District President" will attract more attention than, "Scouts hold annual meeting".

Lead the story with a description of the candidate: where does he work, how long has he been involved in Scouting, has he had other community involvement before Scouting? Once you establish the scene, go into details about the district, the annual meeting and some highlights from the past Scouting season.

"Sebastian rules the board" is another *Ottawa Citizen* headline. A photograph of a six year old boy looking over a chess set illustrates the article. Obviously the story describes a young person achieving an unusual goal. This example leads to limitless story possibilities. "Marcia Smith earns gold" is a great lead-in to a story about a 13 year old Scout who has received the gold Citizenship Award.

"Youth violence on the increase", a front page headline, caused many grown-ups to shake their heads in despair. "Prevention can cure youth violence" might be an equally intriguing headline, especially if the story

describes vocational Venturing and tells how teens in your district have become police Venturers.

Looking for more ideas?

Why not read over newspaper clippings describing Scout events?

"Beavers clean up Acton Creek" is the headline for a story by Jean Layman, a Scouter who writes for the *Acton Free Press*. Of course it tells about a Beaver colony's "Adopt a Pond" project.

Tom Furlong wrote a story in the *St. John's Evening Telegram* with the title, "Commissioner pays unforgettable visit". The story tells about the National Commissioner's visit to a Scouting event at Trinity/Conception Bay, Newfoundland.

The *Winnipeg Free Press* ran a story with headline, "Good deed helps feed the hungry". It describes the Scouts' Hike for Hunger held in Winnipeg last April.

A *Montreal Gazette* headline, "Top Scout never mastered tying knots" drew readers interest during a visit by Jacques Moreillon, secretary-general of the World Bureau.

Finally, a great headline from the *Toronto Star*: "Legal eagle is leader of the pack." The article tells about a Cub leader who is also a labour lawyer.

Well-known professionals support most Scouting districts or groups. Ask them to write a testimonial about why they are involved in the Scouting Movement. Testimonials not only help Scouting but also the individual.

When you mix a little creativity with real life headlines, your story will attract the attention of local editors.

"Hundreds of children celebrate birthday of 88 year old" might be a great headline for your upcoming Scout-Guide Week story.

How do you increase Scouting coverage in your newspaper? Be creative. Don't follow everyone else's example. Find a different twist. Write a headline and story that an editor just can't resist! \wedge

Sebastian rules the board

Reid decides to renew bid for Clark's regional chair

A summer project
Beavers clean up Acton creek

By JEAN LAYMAN
Special to The Independent-Free Press

1st Acton Beavers are getting a head start on the celebration for the 20th anniversary of Beavers. On May 11, the 1st Acton Beavers started a Clean-Up project along Black Creek from the library to the lake. This project will be ongoing all summer. Leader Brenda Basinger initiated "Adopt a Pond" - contacting the Halton Cable Systems and

Family Channel network and they supported the 1st Acton Beavers through providing funds for 1-dartz. These 1-dartz were designed by Victoria Irwin. 10/12 donated coupons for hot dogs and drink, and from hardware donated gloves. Pouches bags were donated from North Halton District Scouts. The 200 anniversary celebrations will be celebrated at the SkyDome when 10,000 Beavers will have a air over November 21, 1994. 1st Acton Beavers was on the first colonies to register for this big event.

Milk Carton Gingerbread House

Gingerbread houses.

These brightly-coloured buildings conjure up exciting, fantasy images and fire children's imaginations.

Why don't your Beavers or Cubs make some gingerbread houses during this holiday season? What a fun project! The candy creations can help deck your meeting hall and add to the festive mood.

The directions below describe how to make a very small, simple gingerbread house your kids can complete in one meeting.

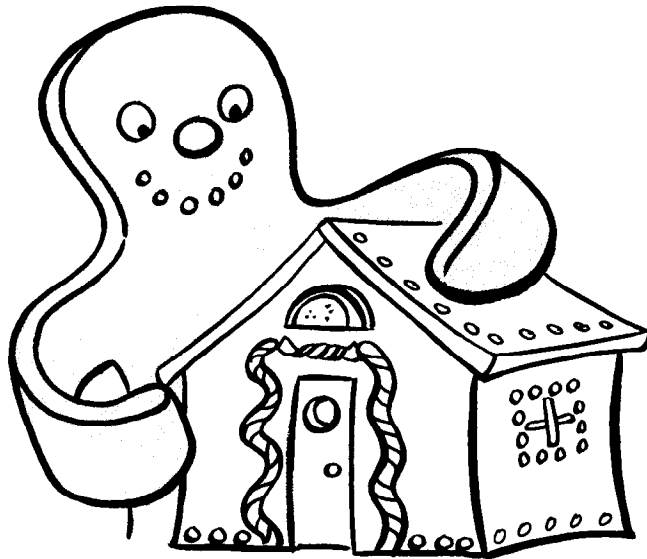
You will need

For each house gather: a paper or foil plate; one half-pint drink carton; six square graham crackers; Royal Icing; popsicle sticks for spreading icing; assorted candy decorations (e.g. peppermint sticks, lifesavers, chocolates).

Royal Icing directions

4 cups icing sugar
1/2 teaspoon cream of tartar
3 egg whites

In a bowl, sift together icing sugar and cream of tartar. Using an electric mixer, beat in egg whites for 7 to 10 minutes or until icing is thick enough to hold its shape. Makes about 2 1/2 cups.



Note: Royal Icing can harden very quickly. Also, you may need more than one recipe if your engineers eat their construction materials!

Embellishments

Older Cubs may want to add to their creations by surrounding the gingerbread house with a beautiful scene: a fenced yard, evergreen trees or snowmen. (These additions will require more icing.) Beavers and Cubs might wish to combine their houses to form a small town or village. Future architects will love designing changes to form stables, barns and churches.

Assembly

Use Royal Icing as glue. Fasten each milk carton to a paper plate. Spread the icing on one side of the carton and attach a graham cracker to make one wall. Repeat for each wall. Use two graham crackers to form a roof on the carton's angled top. Decorate with icing and candies.

20TH ANNIVERSARY KEY CHAIN

Here's a fun key chain craft that Beavers from the Roy Wilcox Colony in Kitimat, B.C., made to celebrate their section's 20th anniversary. It would make a great holiday gift for a friend or grandparent.

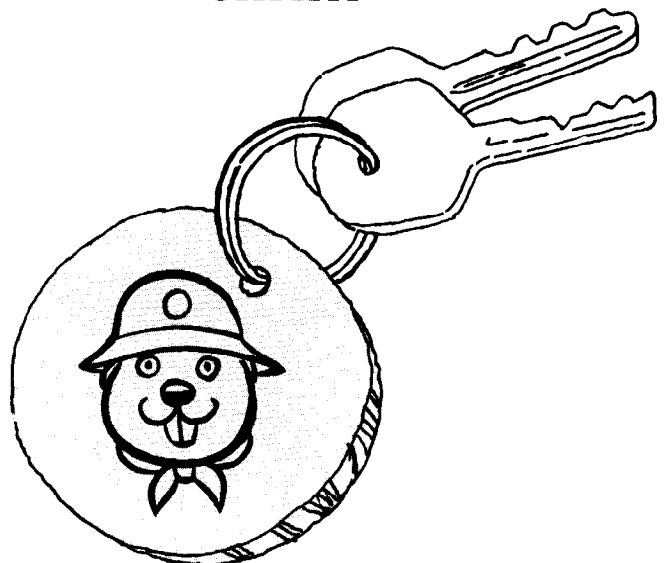
A leader started by getting a small branch trimmed from a neighbourhood tree. With a table saw, he sliced 10mm thick discs from the branch. Next he drilled a small hole near the edge of each wooden disc.

When Beavers arrived for the evening, each received a key chain purchased from a local hobby store for 25¢. Using small pliers the Beavers spread one of the key chain's rings and slid an end through the hole drilled in the wooden disc.

With the work finished, the fun began. Beavers started decorating the key chains with decals, personal art work and bright colours. Finally, clear fingernail polish was painted over both sides to seal the proud creations.

After hanging them up to dry for half an hour, excited Beavers took their key chains home that very evening.

— *Thanks to Les Field, Hawkeye.*



CUB AND SCOUT SURVIVAL KITS

Survival kits make a great winter project for Cubs and Scouts. Here are plans for a survival kit pouch; some youth may wish to use it to carry first aid supplies. The container fits easily into a fanny or small pack.

5th Weyburn Scouts, Sask., developed these plans using a General Mills International Instant Coffee can. Scouters can easily adapt the plans to use other small metal containers found around the house (e.g. dry mustard powder or specialty teas).

The metal tin not only gives 'body' to the kit but also is convenient for boiling water. Enough room exists in the pouch below the metal can to store a small, folded survival (space) blanket.

Weyburn Scouts cut the pattern from old leather coats. Heavy canvas or corduroy makes a good substitute. Before the entire troop begins building their pouches, Scouters should assemble one to make sure they are familiar with the construction procedure.

Instructions

1. Cut one side/front piece, (10cm x 32cm), back/top piece (12cm x 20cm) and bottom (8cm x 12cm) — measurements approximate.
2. Fold over 1/2cm of one long edge of the side/front piece and stitch down. This makes the top edge of the pouch. Sew a 5cm strip of velcro (fuzzy side) centred just below the 1/2cm fold. (See illustration.)
3. Fold over a 1/2cm strip of pouch material on both long sides and one short side of the back/top piece,

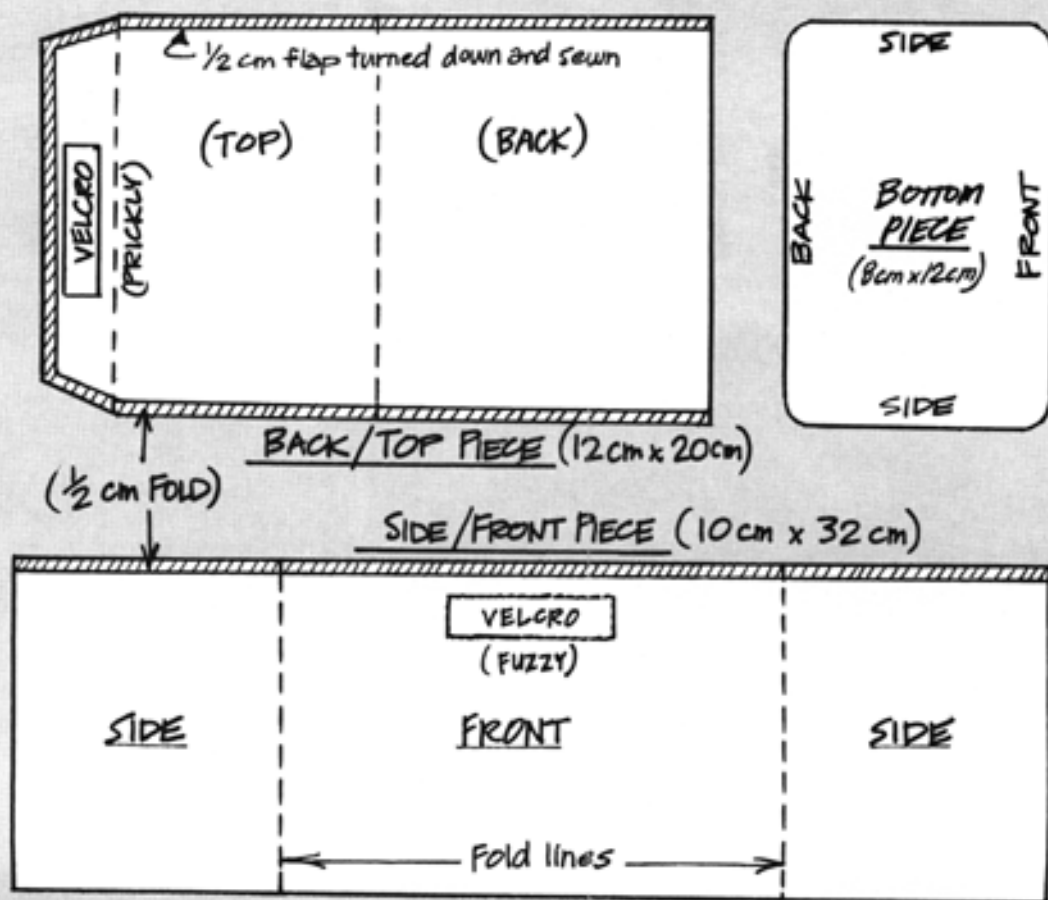
Sew a 5cm strip of velcro (prickly side) close to the folded down flap. (See illustration.)

4. Sew the side/front piece to the pouch bottom.
5. Sew the back/top piece to the pouch bottom.
6. Sew the sides to the back piece.
7. Place the metal tin into the pouch.
8. Gather together your survival supplies and place them in your kit. ^

— From Debbie Thompson, Fifth Weyburn Troop, Sask.



Erin Thompson prepares to fill her survival kit.





"BACK TO BASICS"

43rd Annual Ontario Gilwell Reunion



by Gorth Johnson

In the beginning there was chaos, and out of the chaos God created confusion, then he created the arrival of over 2,500 Gilwellians from Ontario, the U.S. and across Canada to participate in the 43rd Annual Gilwell Reunion."

— (PARAPHRASE OF THE SIGNAL REUNION NEWSLETTER)

So began over two days of rekindling Woodbadge course friendships, recharging Scouting batteries, participating in serious and not so serious program activities. We enjoyed some fresh air, a glorious campfire and mug-ups galore. By Friday night,

contingent advance parties and the reunion organizing committee had fitted Blue Springs Scout Reserve near Acton, Ontario with the necessities and conveniences for two busy days in the outdoors. They handled preparations with well-oiled precision. Within

hours the site became a mini-jamboree, transformed into a sea of colour, flags and gateways scented with a banquet of camp cooking.

Blessed with gorgeous early fall weather, this year's event (September 9-11) was themed "Back to Basics". It kicked off Saturday morning with Flag Break, announcements and a few words from honorary Camp Chief "Gillie" Gillespie. Guest speaker Murray Dryden then spoke to a hushed crowd of over 2,000 about his charitable foundation "Sleeping Children Around the World". His words left few with any doubt about the importance of a warm and safe night's sleep for the world's less fortunate children. (See "Sleeping Children" sidebar.)

Reunion Chairperson Mary Heathcote (Burlington District) hoped the gathering would "keep Scouters in touch with the meaning of Woodbadge training and support the significance of Scouting's impact on youth." Her committee peppered the two days with sufficient activities to keep everyone busy, busy, busy. Our youth members would be proud.

Contingents of various sizes and shapes offered numerous diversions throughout the day for reunion-goers: silkscreening, games of chance, beadwork, woodburning, jousting, and a treasure hunt to name a few. Contingent marquees bustled with every form of Scouting spirit; a wander about was entertainment itself. All tried to out-program the year before or their next-tent neighbour — all in the Scouting spirit, of course.

The Ontario Provincial Training Committee was present all weekend to discuss current training needs and trends; the National Communications Committee display was a popular place for those wanting to look at new communications items, posters, brochures. People could meet committee members and share some ideas about public relations and the Leader.

Parade of Years

After lunch, "The Parade of Years" (a reunion highlight) brought whoops, cheers and yells from campers eager

Scouter Bob Black spent an emotional few minutes with former "Skip" John Reynolds. "Skip" remembered Black from their troop days in Kincardine, Ontario.



Scouter cooks Kam Ip, Emily Chan and Katherine Chan from the Hong Kong Scouts, Greater Toronto Region, enjoyed their first reunion.



to acknowledge the year they received their beads. For some, it was an emotional chance to rediscover former "classmates" or, in the case of Scouter Bob Black from Waterloo, Ont., a chance to pay thankful respect to former "Skip", John Reynolds (Woodbadge 1929). John was among a number of those present who received their Woodbadge in the 20's and 30's.

"Because of Skip, I'm still here. Because of (Scouters like) him, we've all lived better lives," said an emotional Scouter Black, attending his 24th reunion. For long-time reunion attendees, this was a common theme.

For first timers, the event reinforced the fun and fellowship that the Gilwell experience represents for so many Scouters. Iain Taylor of Omeme, Ont., didn't know what to expect. "I was surprised to meet so many folks I knew as kids who are now involved in Scouting as adults."



While period and present uniforms were typical, some not-so-typical apparel was de rigeur as well.

The evening campfire at Goat Hill was a traditional affair in the finest sense. Under a clear night sky, campers shared a special evening. It brought most back to the basics of Woodbadge training and the Scouting experience: fun, fellowship and the great outdoors.

Scouts' Own on Sunday included many songs with a Scouting twist to the lyrics, and a recommitment to the Movement through the use of the former Scout law. Attendees headed back to their site humming "Amazing Grace" for a few last goodbyes before the journey home.

For this first-timer, the reunion was a fun, fulfilling and unforgettable two days. In fact, it got me wondering about the yellow-shafted flickers from the pack class of '80 in Miami, Manitoba. Where are they now? I wonder... ^



Browsing the streets and avenues of contingent marquees presented great opportunities to meet old friends and to make some new ones.



Gone "bananas"

The Fruitbelt contingent site went "bananas" over the event. Contingent Scouters managed a "fruity" disposition as well.

ENERGIZED

Gilwell Reunions hold a certain magic. They have an energizing effect on many Scouters. For National Communications Committee member, and recently re-involved section leader Adam Whyte, this year's event was particularly inspiring.

"I've been energized. Filled with the Scouting spirit! The craziest part is that I didn't realize my energy level had grown so low until recently," says Adam.

"At an event like this, you meet and see so many interesting people with hundreds of years Scouting experience. There is simply no way to fully imagine how many lives have been touched by these people. Such selflessness!"

"The most energizing part for me was the evening campfire. There's something special about them, especially the procession that departs a great campfire. The smell of wood smoke hanging in the air; someone shuffling their feet behind you, humming the tune of the closing song. Alone in thought, surrounded by so many others who share Scouting's common values, it made me feel alive."

— Adam Whyte is an energized Scouter, recently re-involved with the 124th Toronto Beavers.

SLEEPING CHILDREN AROUND THE WORLD

SCAW was founded in 1970 to provide bed kits to needy children who would otherwise sleep without shelter, a basic ground cover or blanket. Since its founding, SCAW has distributed over 360,000 bed packages in 26 countries around the world. A kit consists of a groundsheet, mattress, sheet, pyjamas, blanket and some personal items. Many Scouting groups donate to the charity which has raised more than \$7.5 million.

For more information about SCAW, write to: 28 Pinehurst Crescent
Islington, Ontario
M9A 3A5

Fun at the Pond

by Leno Wong



Merry Christmas and Happy New Year!

It's time to put the finishing touches on your Beaver holiday planning schedule. December offers many opportunities for your colony to become really involved in community-based festivities. Why not try visiting a seniors residence?

Linda Benz of the 1st Caroline Beavers (Alta.) shared some very popular holiday crafts recently. This colony also helps residents from a local senior citizen's home celebrate and enjoy the season. The Beavers visit the people and decorate their tree — each year adding a new ornament they made. After adorning the tree the children entertain residents with skits and songs. The evening ends with shared treats and juice. Each senior receives a gift made by a Beaver. What a wonderful tradition that adds to the holiday spirit!

1ST CAROLINE CRAFTS

These 'field-tested' crafts will help set a fun holiday mood in your colony.

Shining Ball

You need a styrofoam ball (6 cm); pins with bead tops; 8mm multicoloured sequins; tinfoil; thread or thin ribbon.

Wrap the styrofoam ball in tinfoil, push pins through sequins and then into the foil-covered ball. Cover the ball with as many pins and sequins as you wish. Make a loop with your thread or ribbon. Tie a knot and fasten to the ball with a pin and sequin.

Beaded Wreath

For each wreath you need a small bell; a pipe cleaner; as well as different colours and shapes of beads. Curve one end of the pipe cleaner to form a hook. Thread a bell onto the hook. Thread beads on the pipe cleaner as desired. Wrap the end of the pipe cleaner on the hook to fasten the wreath.



Clothespin Rudolph

Here's a merry fellow Beavers will love to hang from their tree.

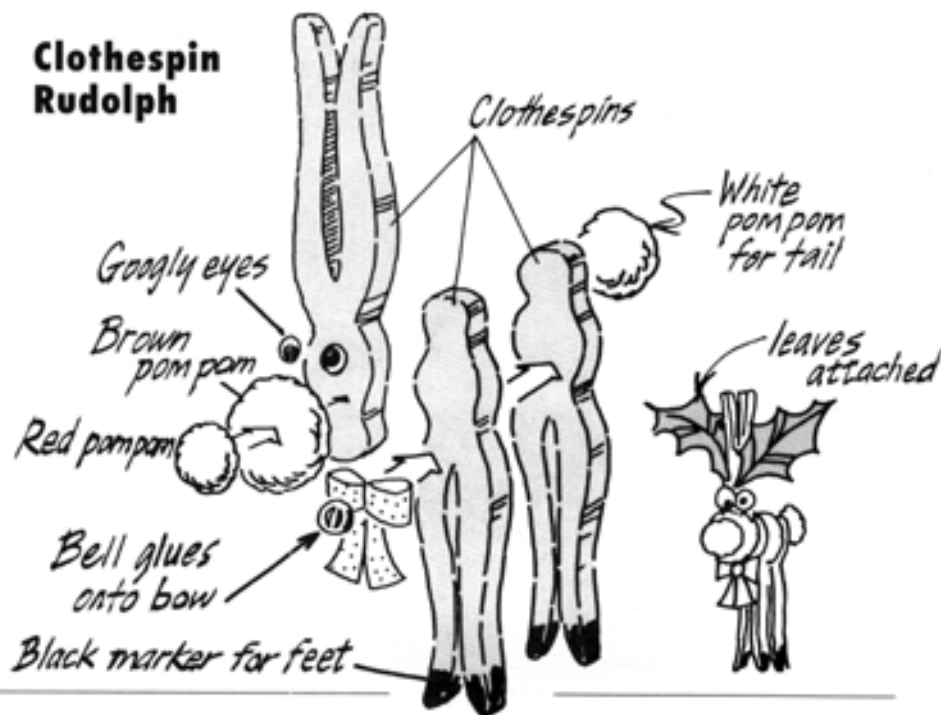
For each Rudolph you will need three mini clothespins; one 12mm red pompom; one 2.5cm white pompom; one 12mm brown pompom; 12mm wide ribbon; 8mm googly eyes; thread for hanging ornament; sparkle; small bell; two small plastic leaves; glue; black felt tip pen; scissors.

Glue the clothespins together as shown in diagram below. Glue eyes on the head; glue the brown pompom on below the eyes; glue the red pompom on top of the brown; glue a piece of ribbon across the reindeer's back. Glue the white pompom onto Rudolph's back for a tail; glue a small bow below the brown pompom; glue the bell to the bow's centre.

Carefully glue leaves above Rudolph's eyes for antlers; spread white glue on his antlers and sprinkle with sparkles. Glue thread behind antlers to hang the ornament. Finally, colour his feet with the black felt pen.

Now Rudolph's ready for Christmas.

Clothespin Rudolph



GIFT WRAPPING PAPER

Beavers will enjoy making personalized wrapping paper to decorate their own gifts or to share with families and friends.

Start with large and small sheets of brown wrapping paper. Then make Christmas season stamps using potatoes. Slice a potato in half and cut stars, Christmas trees and other designs into the flat end of each half. (Ready-made stamps are also available from toy and craft stores.)

While creative juices are percolating, why not make your own stamp pad? Simply place a piece of felt dampened with printers ink or oil paint in a flat-bottomed saucer. Use stamps to create colourful personalized wrapping paper. Beavers can write their names in between the designs to really make the paper special.

Instead of stamps, pour paints into saucers or bowls and use small pieces of sponge to create artistic designs and patterns on the paper.

SCALLOPED EDGE HEART

The basic ideas for this and the following craft come from *Woman's Day Christmas Crafts*, volume 4, number 1.

Cut a scalloped, heart-shaped figure (see illustration) from bristol board. Use this as a pattern to cut as many other hearts as you need from red craft paper. Create a lacy effect by punching a hole in each scallop. (Beavers will love punching holes. They may create lacier hearts than you had planned!) Cut a 20cm length of ribbon for hanging; loop it through the centre hole.

CHRISTMAS GIFTS

Your Beavers will enjoy making their own gifts for family and friends. Try these different ideas.

Storm in a Bottle

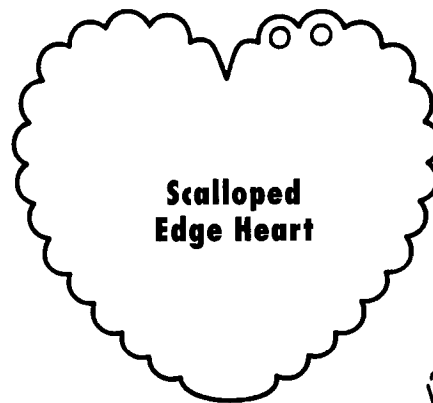
This idea comes from U.K.'s *Scouting Magazine* (December 1993).

Each child will need a screw top jar (mayonnaise or jam jars work well); a small plastic figure (to fit in the jar); desiccated coconut; glue.

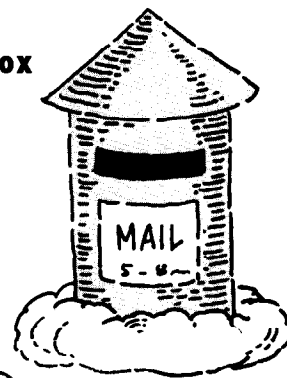
Glue the plastic figure to the jar's inside lid. Fill the jar with water and add a sprinkling of desiccated coconut. Screw the lid tightly to the jar. Turn the jar upside down to see the snow falling.

Fancy Plant Pots

This gift requires several meetings to allow proper drying between phases.



Mail Box



Storm in a Bottle

Gather together a clean, clay pot with smooth sides; pictures or different colours and shapes of stickers, fancy buttons, shells and other interesting collage-type decorations; white glue; paints and brushes or pieces of sponge; clear varnish.

Glue decorations onto the pot or paint multicoloured designs. You might try brushing paint in wide sweeps with sponges. If using pictures on your pot, glue them on, then use sponges to cover the rest of the pot with paint. Allow glue and paints to dry properly before applying three layers of varnish inside and out.

A Christmas Picture

Have each Beaver paint or draw a Christmas theme picture on a greeting card size piece of bristol board. (They may wish instead to draw a menorah or other picture or shape.)

After asking each Beaver what shape of frame they would like for their pictures, cut the shapes from red or green bristol board. Glue the picture onto the front of the frame. Decorate around the picture with small pieces of cotton wool, stickers or tiny decorations. Punch a hole in the top of the finished art work and add a ribbon loop for hanging.

CHRISTMAS TREES

Cut different-sized Christmas trees from a piece of green bristol board or craft paper. Make a hole at the top of each tree and thread a short piece of wool through to form a loop. Decorate the trees with felt tip pens or sparkle.

CHRISTMAS PARTY

Encourage the Beavers to bring a homemade Christmas card for each member of the colony. Make a mail box (see illustration) so they can 'mail' their cards when they enter the meeting room on the night of the party. (Another idea from *Scouting Magazine* — hence the shape of the letter box.)

Use a full sheet of red bristol board to make a large cylinder. Tape or staple it together. Cut a red circle slightly larger than the circumference of the cylinder. Cut across the radius and bend the circle slightly to form a cone. Glue this cone to the cylinder's top. Cut a slit in the cylinder for mailing letters and glue a piece of card at the front describing mail 'collection times'.

Party Hats

Measure the size of each Beaver's head, then draw a circle with the same circumference on the bristol board. Draw a second circle about 8cm outside the first one. Cut out this shape to form the hat's brim.

Draw a Christmas theme shape in a seasonal colour large enough to form a top for the hat. (It should be wide enough to fit around the front of the child's head from ear to ear.) Allow an extra 2cm tab along the straight edge at the bottom of the shape. Cut the tab at 1cm intervals. Fold them back and glue these onto the hat's brim. Decorate the hats with stickers, bells, pictures, sprigs of holly and other fun things.

Enjoy Christmas and the great holiday preparations. ^



Happy 100th Birthday Mowgli!



The Jungle Book Celebrates Its Centenary

by Dave Jenkinson

One hundred years ago Rudyard Kipling published *The Jungle Book*.

Given Scouting's global popularity, it's most appropriate that *The Jungle Book* should have been written by a man born in Bombay, India, of British parents, while he lived in the United States.

Kipling's travels never did include Seonee and the Wainunga River areas, the principal settings for *The Jungle Book* and its 1895 sequel, *The Second Jungle Book*. Kipling knew these locales only through photographs from a friend's holiday album.

B.-P. adopted the mythic framework of Kipling's *The Jungle Book* for many reasons: it promised enormous program opportunities and offered excellent role models. He thought all children should hear the tales of Mowgli, the man-child growing up with wolves, obeying the wise Akela and learning the jungle law from easy-going Baloo.

B.-P. wrote to Kipling asking for his permission to base a youth section on the books. Kipling, a good friend of Scouting and author of the official Boy Scout song, immediately agreed.

While *The Jungle Book* has remained in print for a century, many Cub leaders are possibly more familiar with Walt Disney's film/video version than they are with the print original. Leaders must realize, however, that, as the film's opening credits acknowledge, the Disney version is only "inspired by the Rudyard Kipling 'Mowgli' stories." What this disclaimer means is that Disney, having introduced the names of the jungle stories' major characters, then almost completely abandons Kipling's original storyline and themes. Disney also greatly distorts Kipling's characterization.

Readers know Baloo, the sleepy brown bear, as Mowgli's wise and caring, but stern teach-

er of the laws of the jungle. Disney's video Bagheera instead describes Baloo as a "shiftless, stupid jungle bum." The video's slapstick humour is but a poor replacement for the tension and excitement found in Kipling's prose. Cubs deserve to meet the real Mowgli and the rest of his jungle companions.

The Jungle Book contains seven stories; only the first three are about Mowgli and the Seonee wolf pack. The opening story (the lengthy "Mowgli's Brothers") is probably the best known for it brings Mowgli, the man cub, into the pack and establishes his ongoing conflict with Shere Khan the tiger. The story also introduces Baloo and Bagheera who speak at the Council Rock in favour of Mowgli's acceptance by the pack. The closing portion of "Mowgli's Brothers" sees Akela losing his position as pack lead-

er and Mowgli going to live among "those mysterious things that are called men." The events of "Kaa's Hunting" occur at some unspecified point before the conclusion of "Mowgli's Brothers". The Bander-log or Monkey-People, having kidnapped Mowgli, take him to the Cold Lairs (a deserted city) where they expect him to teach them how to build woven shelters. In their rescue attempt, Baloo and Bagheera call upon the aid of the monkeys' most feared foe, Kaa the Rock Python. "Tiger! Tiger!" not only brings to a close Mowgli's conflict with Shere Khan, but it also sees Mowgli, repulsed by Man's cruel behaviour, returning to the jungle.

Five of the eight stories in *The Second Jungle Book* also involve Mowgli.

Leaders can share the Mowgli stories through a combination of reading and/or telling them to their packs.

Read the stories at home out loud; time them for length. If any story's reading time exceeds 15-20 minutes, look for logical break points, e.g. an episode conclusion, or a point of high excitement or suspense. At the next meeting, begin with a brief plot recap for Cubs who were absent or who may have already forgotten the story.

Why not try telling a story in your own words? But keep this in mind: Kipling's exact words may be more effective than your own in many cases. Why not memorize some key lines, such as Akela's baying of "Look well — look well, O Wolves", or Raksha's defiant response to Shere Khan, which begins, "The man's Cub is mine Lungri..." These lines you can then incorporate into your telling.

A century later, *The Jungle Books* still fascinate readers young and old. Good hunting as you wander through their trails! ^

— Dave Jenkinson is Cub representative on the National Program Committee. He is also White Hood of the 163rd Winnipeg Pack.



*A century later,
The Jungle Books still
fascinate readers young
and old. Good hunting
as you wander through
their trails!*

MONEY MATTERS: Help Cubs Learn Where The Buck Should Stop

by Ben Kruser

Children love spending money.

Sometimes we parents must bite our tongues rather than risk an argument in the middle of a crowded store when our children's purchase is neither cost effective nor useful — at least in adult terms. Here are some fun and practical ideas to try when teaching youth about money wisdom.



Ask your Cubs to bring in different food labels and empty food packages with attached prices. Can the Cubs figure out how manufacturers are trying to give them a "BUY ME!" message? Words like "new and improved", "less sugar", and "recycled" appeal to consumer interests.

Can your Cubs identify any foods specifically marketed to children? Canned pastas, candy and sugar-boosted breakfast cereals provide some examples. Ask the Cubs if they can tell the difference between a child-marketed product and a similar product aimed at adults. Now compare prices. For instance, do adult cereals cost more (or the same) per unit measurement as youth breakfast cereals? How does the price per unit measurement of dry cat or dog food (mostly cereal) compare?

Deceptive packaging can also make a product look like a better buy, e.g. some small shampoo bottles come in large boxes. Bulk packaging sometimes misleads. Is the price *really* cheaper if you buy more? Do you really need that much of the product?

Most Cubs don't know that supermarkets place children's food products at their eye level. Discuss how this effects buying habits in their family.

Invaluable Training

Now Cubs are ready for comparative shopping. Divide the pack into sixes; give them \$100 in play money. Challenge each six to see which can make the most cost effective purchases from a particular store — perhaps a supermarket. Tell them that inexpensive products might not mean a better buy; nor does expensive mean better quality. Show Cubs how to check the product for ingredients. Compare the ingredients of no-name brands with brand name products. Cubs should also know that much of the product price covers advertising. (We end up paying to watch commercials.) This activity helps Cubs decide what products make the best buy.

Understanding peer pressure also fosters smart buying practices. When I was growing up, "granny glasses" like those worn by the Beatles during their Sergeant Pepper phase, were essential dress for school. What products do Cubs think they need now? What pressure have they felt to buy them?

An interesting home exercise might be to keep track of money Cubs spend on food, new clothes and school supplies. At one meeting ask them to list some costs, then help them set up a basic income statement. Show what money they received (revenue), the items they used up (expenses) and total the difference (income). Once they have completed this task, give them some responsibility for collecting dues

and keeping track of how much money their six brings in.

Do Cubs notice they have fallen short on revenues? Talk about fundraising ideas. Apple Day, Scouts Canada's popcorn sales and Scoutrees for Canada pledges can be calculated by the Cubs; it may help motivate them in future fundraising efforts. Make sure you provide the opportunity for Cubs to discuss some items they need for the pack. After a fundraiser, let your Cubs go and buy the materials. After all, don't you ever wonder where all that money goes after you've worked hard to earn it?

Finally, you can talk about ways Cubs can save money. A savings account is a good idea, but other ways exist too: buying used items at a garage sale, swapping items, and wearing good second hand clothes. Finding free places to visit such as parks, some museums and library movie nights saves money. Can they learn to do without some extravagant items? Can they try to avoid impulse buying? (Supermarkets hang products off shelves and offer candy at checkout counters — all to promote impulse buying.)

If Cubs learn how to handle their money responsibly, you will give them 'invaluable' skills for the future. ^

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Risk Management: Plan For The Unexpected

by Susan Albrecht

"Go get help! There's a fire!"

With these words, our relatively quiet weekend camping trip changed dramatically. We had set our tents up in a public campground where sites lay close together. We occupied five adjoining spots with families on either side of us.

As the alarm sounded, one of our leaders stood talking to campers nearby. Looking over, her eyes met a terrible sight. A man stood in fire. Three small children stared horrified at him. The man stamped his feet, but the fire spread rapidly.

With several sharp, short blasts on her whistle, the leader caught everyone's attention.

"Bring water! There's a fire!", she shouted. Buckets of water arrived from all five sites. One girl herded the children farther away from the blaze, while the rest of us poured water on

the man and the ground. Within three minutes the fire was out. While one leader checked the man for burns, we scoured the ground for hot embers and made sure that all danger was past. The man thanked us profusely.

Around our campfire that night, a leader asked the youth if they now understood the reason for our fire safety practices. We insisted campers keep two buckets of water on each site; we practised a fire drill after we set up camp; and we insisted on safe fire and stove lighting techniques. Because we practised risk management, we were prepared for disaster before it happened.

Risk is an ever-present element of outdoor life; it's part of the substance and adventure of back-country experiences. Often, a higher risk activity (white-water canoeing, wilder-

ness camping in bear country, rock climbing) provides more stimulation than a stroll in the woods. But a forest stroll can be dangerous too if you get separated from your group, or trapped on a mountain by a sudden blizzard.

Most accidents aren't accidental at all — they are logical consequences of carelessness, short-sightedness, and sometimes outright arrogance. You can't guarantee that accidents will never happen, but by understanding their causes and practising prevention, you can improve your odds and lessen the chance of a life-threatening event.

"Accident" has the connotation of inevitability. "Crisis" means a crucial turning point in a series of events. Let's understand and plan for crises, in order to avoid accidents.

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Photo: Paul Ritch

Correct fire safety practices help everyone enjoy camping weekends.

Step One: Risk Awareness

Acknowledge that camping contains an element of risk, and that accidents could happen to you. Youth, who tend to feel immortal, have trouble understanding risk. Play the "what if" game to generate discussion.

Brainstorm with your group every crisis that could happen during your outdoor adventure. Discuss all aspects of your route, your program, and the skills you possess. Expand the following partial list of questions to start discussion.

- What type of route will we travel?
- What minimum group size do we need for safety?
- How will we get there, and what could happen during our travels?
- What weather should we expect?
- What training do we require for this trip?
- Have we any special dietary requirements?
- Are there any known hazards at this location? What first aid knowledge do we need for these hazards?
- What type of equipment do we need? Do we know how to use it?
- How physically prepared are we for this trip? Are there any individuals who might provide difficulties? How will we handle these?

As you gain wilderness travel experience, you will find this list easier to compile. Risks will become easier to spot. Use your list to prepare and train for your trip.

Step Two: Training

Think of your route, your program and your fellow campers again. First aid training, canoe courses, and camping courses all supply knowledge we need. But having knowledge, and knowing how to use it, are two different matters. Role playing or skits prove useful here.

Act out various crises that could happen on your trip. Discuss afterwards what you could have done better or differently. Don't restrict first aid skits only to first aid nights. Have someone "twist" their ankle while playing a game, or "lose" a leader while on a hike. Review how you would find her, or what her group should do until she is found.

Before your trip begins, take a day to practise survival skills. Challenge youth to be inventive. How will they move that person with a broken leg off the rock cliff? By constantly reviewing their skills youth prepare themselves to act (not react) in a crisis.

Step Three: Crisis Planning

Confusion and disorganization: That's how we typically react to crises without a plan. Just when we need cool, clear thinking, most of us respond reflexively, often making the whole situation worse. By considering plans for various crises before they happen, we prepare ourselves better, and waste less time through trial and error.

There are lots of ways to get into trouble in the wilderness. Develop a generic risk management plan to help you cope with a variety of situations.

Consider five areas:

- **Search:** locate a lost person.
- **Rescue:** remove a victim from a potentially life-threatening situation.
- **First aid:** treat a victim for injuries.
- **Evacuation:** transport a victim out of the wilderness.




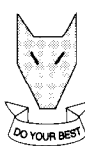

- **Follow-up:** notify the proper authorities and make sure people learn from the event.

Every crisis will not involve all of these points, but your plan should always include follow-up.

First aid courses are widely available, and many of us understand the concepts well. Search, rescue, and evacuation, however, are not taught frequently. Increase your wilderness comfort by learning more about these emergency skills, whether through reading books or attending courses. Skilled personnel can assist you with such training. Invite professionals to a group meeting to help plan risk management.

Having planned and prepared for risks associated with camping, you and your group will enjoy the wilderness, knowing that if a crisis happens, you know how to act. ^

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Let These Tools Help You "Be Prepared"

by Ian Mitchell

Outside resources provide critical tools for our many-faceted programs.

Emergency Preparedness Canada supplies a large, varied collection of materials that can provide the basis for quality programming. Their information includes skills and knowledge we use in our program.

Prepared for the Woods is a widely-known pamphlet covering basic precautions for camping trips. Your troop may also benefit from the following two publications.

- *Basic Rescue Skills* (booklet): This resource familiarizes readers with basic rescue work skills. Some of them mentioned include: knot tying, use of levers and ladders, and emergency handling of casualties. The booklet contains vivid illustrations and covers interesting information useful for everyday life. It's very adaptable to our program.
- *Emergency* (kit containing a 30 minute video and teacher's manual): This material allows youth to examine the effects of emergency situations on people before, while and after emergencies happen. It provides content and activities for various program applications, including safety education and the study of life skills.

These resources are available without charge in either French or English. Order them through Emergency Preparedness Canada by calling (613) 991-7035, or by fax (613) 998-9589.

Consider basing a Troop Speciality Badge on emergency preparedness. The *Emergency* kit contains information on storms, floods, earthquakes, tornadoes and a host of other situations which could effect any of us. A guest speaker from Emergency Preparedness or a witness to one of these emergencies would provide an exciting twist to an evening. Your meeting might include a presentation on roles of the fire department, police or hydro personnel in an emergency. Highlight interesting facts. (Did you know some of these people carry special passes allowing them through road blocks set up during an emergency?)

Have your troop put together an emergency preparedness display. Involve the entire group (Beavers, Cubs, Venturers, Rovers and parents) in an information night and poster contest. After researching emergency preparedness, your troop could make a presentation to their local sponsor or other community groups (ie. a retirement home). What a way to encourage Scouts to achieve their Citizen Badge!

We always seek ways to enhance our community involvement; this type of activity could prove very beneficial.

After studying the many vocations involved in emergency preparedness, your older Scouts may wish to form some type of "vocational" Venturer company.

Scouting has always taught youth to be prepared. We used the booklet *Preparing for Today* to help kids at home alone. Our *Hug-A-Tree* program helped kids prepare in case they became lost in the woods. Through distributing videos like those produced by the Canadian Association of Chiefs of Police, we have tried to prepare kids to make drug-related decisions. The *Stay Alert/Stay Safe* video promotes general safety and well being.

Our Safety Badge helps prepare Scouts for a wide range of situations which may one day face them or their community.

With our "Be Prepared" motto, this is old news to anyone involved with the Scout program. But, I wonder, who else knows? Tell us how your program ensures youth with in your troop continue to "Be Prepared". λ

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Gold Citizen Recognition Changes

The process used to convey the government's congratulations to those Scouts who have earned the Gold Citizen Badge has changed.

No longer must leaders submit the youth's name to the National Office. Instead they should receive a certificate from their local Scout Shop/Council when they purchase the badge.

Be sure to check with your local office. Some areas provide local/provincial recognition.

CROSS-COUNTRY PHOTOS

SHIPS AHOY!



Scout Tim Wetzel, 1st Mananook, Grand Manan, N.B., exhibits his replica of the ship *Caribou* — one of six ship replicas he built from cardboard and masking tape. Tim entertained residents of Grand Manan Nursing Home with an exhibition and talk on his ships. "If you know of Scouts, Cubs or Beavers with talent, encourage them to visit senior citizens," says Scouter Donna Griffin. "They will really appreciate it."



SANTA CLAUS FUND COLLECTORS

Ruth Atkinson Hindmarsh shows off some of the Santa Claus Fund gifts donated to needy children in the Toronto area, Ont. Scouting has played an active role collecting and organizing the gifts. With Mrs. Hindmarsh are Scouter Brian Elcombe (left), his son David, and Eammon Doyle of the Atkinson Charitable Foundation. Mrs. Hindmarsh's father, Joseph Atkinson, started the Santa Claus Fund in 1906. Photo: Toronto Star.



ELVIS STOJKO "EARNS" CUB SKATER BADGE

Olympic skating medallist Elvis Stojko not only became an honorary member of the Richmond Hill (Ont.) Scouting District last April but also earned the coveted Cub Skater Badge. Elvis is an excellent role model for youth. Presenting him with a plaque that included the Cub Skater Badge, District President Bob Cage said: "Since Elvis had been judged in Japan the best male skater in the world, we felt it not necessary to subject him to further Scouting tests for the badge."





REINDEER ROUND-UP The 223rd All Saints Cubs, Calgary, Alta., teamed up with Santa's elves for their Christmas fundraiser. They made and sold 100 red-nosed reindeer, even participated in a craft fair. Way to go 223rd! Photo: Deb Stevens.



FAITH-FULL FRIENDS Timmy Murray, Lance Crawford, Adam Lloyd and James MacKinley, members of the 2nd Newcastle Cub Pack, N.B., received their Religion-in-Life awards in St. James and St. John United Church. Cubs and Beavers here benefit from energetic and wide-ranging participation of their sponsoring church.



CHRISTMAS GREETINGS TO BOSNIA First Trochu Venturers, Alta., helped organize local schools involved in Operation Christmas Child. They collected 500 Shoebox Greetings (shoeboxes filled with Christmas gifts for Bosnian children). Scouts joined to wrap and load the boxes for the trip overseas. Adviser Anna Thompson says the experience "made the feeling of giving at Christmas extra special." ^



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Don't Ignore The Hidden Spiritual Needs Of Children

by Lynn Johnson

Several years ago I attended a Scout training course.

"Describe Scouting's spiritual dimension," said our instructor.

"It involves playing fair, enjoying nature, respecting adults, and being nice to each other," the answer came.

No one mentioned God until I did. Suddenly everyone looked embarrassed. Though many were church members, all felt uncomfortable when discussing faith. We live in a multi-faith, multicultural society. We should not offend others by our views, but too often avoiding the subject seems easier than developing a natural sensitivity.

Four years ago my Cubs taught me the importance of emphasizing our duty to love and serve God.

Julia, our group chaplain, came to a meeting to begin a monthly spiritual chat and invite us to take part in the Religion in Life Awards. Because our group includes children from several faiths, she was very sensitive to all the Cubs' backgrounds.

Julia was relaxed and informal. She related extremely well to the Cubs. She didn't preach, but casually explained who she was, then invited questions. The Gulf War was raging. These children were frightened by news reports — though none had mentioned it. The Cubs assumed that because Julia spoke openly about God, she would have some answers. Once one or two Cubs started asking questions, an avalanche followed. One very difficult child asked if he was going to go to hell for bad behaviour, as someone had warned him. Julia answered questions thoughtfully. She was caring and not afraid to admit she didn't know all the answers.

At the end of a rather long session, Julia explained the Religion in Life Award requirements. To our stunned astonishment, almost every Cub wanted to take part. This posed no problem for youth members of Julia's church, but some eager Cubs were members of churches where completing the work might prove difficult.

This situation surprised and troubled leaders, especially when one child expressed real grief over the dilemma. Because Julia's own background mirrored some of the Cubs', she was prepared (after parental permission) to work with the children.

Cubs from families *uninterested* in religion provided a different problem: the Religion in Life Award is set up to recognize an ongoing involvement in a specific faith. It is not an 'achievement' badge in the usual sense. Faced with an intense and sincere desire by several children to participate, we decided on an experiment. Cubs not currently involved in a specific religion were permitted, after parental approval, to begin a faith journey. For a period of four months, they attended the weekly religious service of their choice. As well, they attended Julia's classes during pack time.

All children completed the requirements and received their Religion in Life Awards. The long term results varied. Two Cubs from families not previously involved in church continued attending with their families. Others attend occasionally; the rest soon dropped their religious involvement. We have never repeated this experiment, nor would it be appropriate in many circumstances.

We cannot truly gauge the final effect of Julia's teaching leadership, but judging from prayers the Cubs wrote during the classes, they all gained from the experience.

The experiment provided a dramatic demonstration: We must care for the spiritual and moral needs of our children as much as their physical and intellectual needs. ^

— Lynn Johnson is Deputy Regional Commissioner for Greater Toronto Region, Ont.

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OOPS!

In October's Network we didn't mention that the Mennonite Brethren's adult Religion In Life program was last revised in 1993.

FEELINGS, NOTHING MORE THAN FEELINGS

by Ben Kruser

Feelings of... love (and happiness, frustration, confusion, discovery, friendship), whoa, whoa, whoa. And so goes the song.

Beavers consist of approximately 18 to 30 kilograms of pure feelings. They live closely tied to their emotions.

Adults often miss the mark, not accepting a child's feelings when expressed. For example:

Child: I'm hungry.

Adult: How can you be hungry? You just ate.

Child: That program was boring.

Adult: No it wasn't. It was educational.

Child: My picture is ruined (sobbing).

Adult: That's no reason to act so upset. It's not a big deal.

Denial Doesn't Work

A steady denial of feelings can confuse a child. Conversations such as these simply lead to arguments. Children often hear this message: don't think for yourself and trust your feelings, but rely on adult perceptions instead. Adults, after all, are older, wiser and know better how things should be.

Adults need to realize that children (even 5 year olds) are separate people, capable of their own feelings. Right or wrong feelings are not the issue. Two people simply react differently to a situation.

Once an adult recognizes the validity of a child's feelings, another common mistake occurs: solving the problem immediately. Let's go back to that ruined picture.

Child: My picture is ruined (sobbing).

Adult: Don't worry. You can make another one.

Child: I don't want a new one. I want this picture.

Adult: It's only one picture. It's not worth getting so upset about. Just make another one.

Child: I don't want another one. This one is special. You don't understand.

Can you see where this conversation leads? Acknowledge a child's feelings; then help the child rectify his concerns. Adults, misguided by the notion of sparing children pain, try to get children to forget feelings. Children will hold on to their feelings until someone shows he cares.

Resist the temptation to make things better instantly. This skill is hard to learn, because our basic instinct as parents is to care for and protect our children.

Four basic steps help adults dealing with children and their feelings.

1. Listen with full attention. Stop what you are doing. Face the child or squat down to her eye level. Show that you are focused on what she says.
2. Acknowledge her feelings with a word, such as "Oh" or "I see". Children find it hard to think clearly when someone is questioning, blaming or giving unwanted advice. This acknowledgement also helps children air their thoughts and perhaps come up with their own solution.

3. Give the feeling a name. It can be comforting for a child to hear that someone understands how she truly feels.

4. Give the child her wish in a fantasy. Logical explanations do not help a child who wants something she can't have. Hearing that someone understands how badly she wants it can help the child deal with reality.

Child: My picture is ruined (sobbing).

Adult: Tell me why you are upset.

Child: It was a special picture.

Adult: Oh, I see.

Child: It was a picture for my mom's birthday, but now it has a rip in it.

Adult: Mmmm.

Child: It's no good now.

Adult: I can hear how disappointed your are. I'm sure your mom will see how hard you worked on this picture and that you really care about her.

Child: Maybe I can glue the rip together and paint over it so the rip doesn't show.

Adult: Why don't you give it a try.

When an adult shared the child's concern and showed compassion, the child in this case was able to air her feelings and find a way to handle the problem. λ

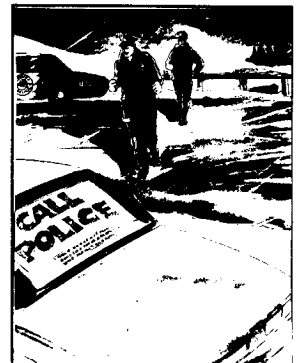
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A Job Description For Wayne Gretzky? No Way!

by Colin Wallace

When you advertise a job opening, you need a job description. After you fill the position, however, the job description loses much of its usefulness unless both parties agree on their expected goals.

You need a goals contract.

What's the difference between a job description and a goals contract?

A job description outlines general duties. A goals contract describes specific results expected to accomplish a task. It ensures everyone understands common objectives.

If you were signing up Wayne Gretzky for your hockey team, would you give him a job description or a goals contract?

Why not develop and negotiate a contract with your next Scouting recruit? It would benefit everyone. First, unlike a job description, a contract establishes a commitment to do specific tasks, not just show up for meetings. Everyone knows the concrete tasks needing completion and

the level of effort the job applicant must deliver. Second, a contract provides measurable objectives and a schedule on which to base evaluations, comparisons and recognition.

Third, a contract allows a graceful exit after goals are met. If the goals are not met, it gives impartial reasons for transferring the role to a more suitable candidate.

Does this sound too calculating?

Draw solace from the knowledge that a plain contract can be understood, and therefore supported, by everyone else: the parents, the group sponsor, your service team, the community. A job description won't generate that kind of support.

A contract at recruitment makes it easier to match what skills or knowledge are available with the skills and knowledge needed for the job.

For example, a typical job description for a Troop Scouter might suggest that the recruit go camping, help Scouts earn badges, apply the patrol system in the troop and provide leadership opportunities for the Scouts. A contract for the same Troop Scouter might include:

- Run a weekend camp every 6-8 weeks, year round.
- Ensure that 25% of Scouts attain Chief Scout's Award by June, 1995.
- Recruit three new Scouts by February, 1995.
- Conduct a week-long summer outdoor adventure.

Different goals require different contracts; job descriptions for adult volunteer roles tend to be the same.

Contracts can change on schedule, they can determine accountability for achievement and any Scouting leader (including sixers) can negotiate them.

A person with only a job description can avoid an extra task simply by saying, "It's not my job." (Most Scouters would never display such uncaring attitude.) However, someone with a contract can point out, "That doesn't help me achieve my goals," and thereby save everyone a lot of grief.

Don't get me wrong. Job descriptions can be useful, especially when advertising a job vacancy; they can stay much the same year after year. But a contract for goals provides more focus. It is a dynamic, results-based, planning tool that ensures every member of your leadership team has agreed to deliver some part of the program.

So, be sure to use a contract when you recruit the next volunteer, and don't forget to mention training. List the skills and knowledge the job-holder will need, then outline the means needed to bridge the gap from the recruit's current skills and knowledge.

Make your recruitment interview process more effective: establish a minimum contract for goals (don't forget to mention training). Start with a job description, but end with a firm, detailed goals contract. You and the recruit will both gain. You'll have a recruit who's doing the job you want done and the recruit will know the expectations: A win-win situation. ^

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

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Vaughan's Training Tip of the Month

DO THEY REALLY UNDERSTAND?

How do you know if participants really grasped the essentials of your training session? It's not always easy.

An instructor can judge if people understand how to tie a knot; just ask them to tie one. Other subjects might prove more difficult. Follow these pointers when you want to evaluate their true comprehension.

1. Decide what information you want the audience to learn. What are the ten most important points?
2. Make up a true/false quiz that focuses on these ten points.

3. Before starting the training, let participants complete the quiz. Then give them the answers and let them self-score it.
4. Gather the quiz sheets, tell the class the group average, then present your course.
5. When finished, give the quiz again in the exact same manner, only change the order of the questions. Tell the class its new group average.

— Vaughan Campbell is a trainer with Training TaskGroup in Ottawa.

Season's Greetings!



by Bob Bareham

The Supply Services Committee and all Supply Services staff at the National Office wish each of you a very Merry Christmas and all the best in the coming new year! We appreciate your ever-present support for Scout Shops and dealers across Canada.

Good quality products at a fair price will continue to help generate revenue for Scouting.

LAST CHANCE

The publisher of William Hillcourt's book, *Baden-Powell: The Two Lives Of A Hero* (catalogue #20-305: \$29.95), advises it is now out of stock and does not plan to reprint the book.

This may be your last chance to purchase a copy. Existing stocks in Scout Shops are quite low, so do not delay.

SCOUT PATTERNS

Winter winds are now whistling through campsites and drafty meeting halls. Why not make life a little more comfortable? Knit one of the attractive

sweaters or jackets found in the *Great Outdoors* book of patterns for Scouting, produced for Scouting by Patons. The book contains patterns suitable for youth and adults. See it at your local Scout Shop or knitting supply store. (#20-903: \$5.95)

JUMPSTART YOUR BEAVER PROGRAM

If you are a Beaver leader you may have heard about the JUMPSTART video and eight new program booklets released in September. JUMPSTART is a series of low cost booklets which contain a month of fun-filled, theme-based activities. Each booklet also includes hints on working with Beaver age youngsters and program planning tips.

Scout Shops offer eight different theme packages, including Dinosaurs, Outer Space, Beach Party, Food, and Trees and Nature to mention a few.

A colourful, thirty minute, self-help JUMPSTART video highlights the planning process. It uses a Trees and Nature theme to cover a month's pro-

gram in detail. Save money by purchasing all eight booklets and the video in one convenient package.

LAST MINUTE SHOPPERS

Take heart! Scout Shops can get you "off the hook" at Christmas.

Look for three unique, high quality Casio watches. One model features a compass and thermometer; another has a flip-top compass; a third has a watchband-mounted compass. Prices range from \$59.95 to \$99.95. Even Santa would appreciate receiving one.

Looking for something to suit anyone's budget? Check out the new Scouts Canada key tag (\$3.95). It makes an affordable, attractive and practical gift.

Still looking...? Why not consider an official Scouts Canada Swiss Army knife. Made by Wenger of Switzerland to exacting specifications, these pocket knives are as useful as they are attractive. Scout Shops carry more than fifteen popular models. ^

Strike up a Chorus!

Join in the songs we sing today with this innovative and interesting Songbook now available in most Scout Shops. Songs both old and new will bring out the voice in you!

Come and sing a tune for only \$7.95!



Visit your local Scout Shop for our complete line of books!

COMPUTER PROGRAM LIBRARY: *Why Not Try It Out?*

by Gerry Kroll

Scouts Canada's computer library is a free service providing Scouting-related computer programs to registered leaders throughout Canada. Most items in the library are "freeware", though the collection also includes some "shareware" programs. (Programmers supply shareware on a "try before you buy" basis. They expect you to pay a reasonable registration fee only if you continue to use the program.

Programs Galore

The freeware portion of the library contains many graphics files and programs for astronomy, Kub Kar race organizers, triathlon and ski jamboree organizers, a **Leader** magazine index, and much more. One file will give you the words to many popular songs. Another file will print out bingo grids. A planet file will tell you everything you want to know about planets on a specific day and time.

Are you interested in teaching your Beavers, Cubs or Scouts the American Sign Language? The library has just received a new program that you might find very helpful.

The shareware portion addresses unit record keeping for all sections except Rovers. Badge and star requirements are tracked.

What if requirements change or National Council announces new badges? No problem. You can easily modify the program so it reflects current needs.

In return for registering they send you program up-grades and development news.)

The library fills over 10 megabytes of disk space. We use PKZIP to compress the library so it will fit on a relatively small number of disks. We supply PKUNZIP to decompress files.

The library includes only IBM format programs — 99% of our requests.



Those who are familiar with the library will notice that we have deleted outdated programs. The Cubchart, Record, Roster and one **Leader** index files are gone.

You Can Help

If you have a new Scouting-oriented computer program that might interest others, please send us a copy. That's how the library will grow and meet future needs. Money donations are used to cover the cost of supplies and maintenance. Scouts Canada pays all postage. It also guarantees any financial shortfalls, e.g. supplies and disks.

Ordering Information

If you wish to receive a copy of the computer library (IBM format only), please send the appropriate number of disks to the address below. Don't bother to format the disks — we completely erase all disks, then re-format them. This helps guard against computer virus infection.

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SCOUTER'S 5

The Peace Child

Decades ago a husband and wife visited a primitive, head-hunting, cannibal tribe in New Guinea. Within this tribe treachery was not just a way of life but an ideal that all strived to master. Culturally they couldn't understand the Christmas story.

Their hero was Judas, a man they cheered and sought to emulate.

Then one day the cannibals called a truce with a neighbouring tribe. They wanted war to end but didn't know how to seal the peace. Finally they exchanged little babies — one from each tribe.

The husband and wife expected the child held by the cannibals to soon die a terrible death. It didn't. The head-hunters looked after it, treating the child as the most-valued tribal member.

Puzzled, the husband and wife asked for an explanation.

"That's easy," said the chief. "The child brings prosperity and peace to us. To harm it, or plot some treachery against it, would be a most horrific crime".

Suddenly these cannibals understood the Christmas story.

God sent his 'peace child' to end hatred between people and bring reconciliation to all. No other way existed except for this gentle, vulnerable child.

Wise men still seek him.

— *Adapted from D. Richardson, Peace Child.*

Scouter's 5 Minutes, p.731

Dec.'94

SKITS

The Incredible Enlarging Machine

Number of participants: 5 or more.

Props: blanket, large pot with small bits of paper in it, twig, small branch, cup of water, small and large bags (both puffed up and sealed as though full).

Scene: An announcer describes what the incredible enlarging machine (blanket held by two people as a screen) can do. The audience gathers directly in front of the machine — the closer the better. The announcer invites each of the remaining participants to test its incredible powers.

Participant #1 tosses a very little twig over the screen. A few moments later (after suitable machine noises) a small branch comes flying back.

Turning to participant #2, the announcer asks excitedly, "Isn't it marvellous?! Why don't you try?"

Participant #2 steps up and tosses over a small bag. Seconds later (after impressive machine noises) a large bag comes back over the blanket.

Participant #3 steps up to the machine with a cup of water and tosses only the water over the screen. Machine noises follow, then coughing and sputtering. A person behind the screen stands up holding a large pot. Taking careful aim he heaves the contents (paper bits) at the audience.

Spelling Practice

Number of participants: 2.

Scene: An obviously dead person lies on the ground.

A second person sees the dead person and runs to a nearby telephone, full of panic. Gasp-

Skits, p.163

Dec.'94

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ing and flustered the person says, "Police! There's a dead person here..."

"Where?... Uh..." (looking for a street sign).
"I'm at Montgomery and Westchester."

"Spell it?" (sounding confused) "Uh... M-o-t-g-n...., uh... M-t-g-m-y.... Just a minute! I'll drag the body over to King and Elm!"

The Whiner

Number of participants: 2.

Scene: Two children in a backyard.

#1 to #2: "Pick up the worm."

#2: "No!"

#1: (Starts to cry.)

#2: "Okay then," says the child picking it up.

#1: "Now break it in half."

#2: "No way!"

#1: (Starts crying again.)

#2: "Okay, okay," says the child, breaking the worm in half.

#1: "Now eat half."

#2: "Absolutely not!"

#1: (Cries again, louder than before.)

#2: "All right, yech," he says eating it.

#1: (Continues crying.)

#2: "Now what's the matter?!"

#1: "You ate my half!"

— All three from *Fifty Great Skits, North Waterloo District*. Thanks to Brenda Beckett, Owen Sound, Ont.

Skits, p.164

This Little Child

Who would have thought that long ago,

So very far away,

A little child would be born

And in a manger lay?

And who would have thought this little child

Was born the King of Kings?

The son of just a carpenter

But for whom the angels sing.

Oh who would have thought this little child

Was who the prophets said?

Would take away the sins of man

And rise up from the dead?!

This little child, the King of Kings

Someday will return.

— Adapted from a song by Scott Wesley Brown.

Meeting Closings

(Use these blessings to close your next meetings)

Aaronic Blessing

(This is one of the most beautiful and ancient of all blessings)

The Lord bless you and keep you;

The Lord make his face shine upon you

And be gracious to you.

The Lord lift up his countenance upon you

And give you peace.

No Star to Guide

Holy Jesus, every day

Keep us in the narrow way;

And when earthly things are past,

Bring our ransomed souls at last

Where they need no star to guide,

Where no clouds your glory hide.

Scouter's 5 Minutes, p.732



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(1-416-739-4763)

Other federal and provincial departments offer similar information sheets. Why not contact them and find out what they offer?

— *Michael Schaffer, Yukon Weather Centre, Whitehorse, Yukon.*

Are Your Leaders Informed?

Sometimes leaders are not able to attend all our planning meetings. How do we keep them completely informed about Scouting plans, challenges, and events?

During these meetings I take notes of all our definite plans and decisions. Later, I compile a newsletter called "Leader Update". We make a copy for each leader. The "Update" makes sure everyone knows what is happening; it also lists who is responsible for certain tasks — so no one forgets.

This "Update" helps our colony run very smoothly.

— *Sharon Fitzsimmons, Dartmouth, Nova Scotia.*

Wear Our Uniform With Pride

The green Scout shirt and beret will disappear into Scout attics this month. All youth and leaders will wear their new uniforms. Let's all agree to wear them with pride.

In August 1913, B.-P. wrote: "I don't care a fig whether a Scout wears uniform or not so long as his heart is in his work and he carries out the Scout Law. But the fact is that there is hardly

a Scout who does not wear uniform if he can afford to buy it. The spirit prompts him to it."

Let's show the public we're proud of our uniform. Many communities ask Scouting youth to help during exhibitions, fairs and local events. The Greater Victoria Region formed a Youth Service Corps in 1993 to respond to such requests with uniformed youth. The Greater Toronto Region has a similar Service Corps to provide uniformed youth for public events. We need provincial and territorial Youth Corps chapters.

Browsing through a past issue of the *Leader*, I found an article by Ken Lee entitled, "What's Wrong with our Scout Uniform?" (August/September 1986) His conclusion: "Nothing. As leaders let's wear full uniform and set the objective of all our Scouts in full uniform by the end of 1986."

Let's renew this challenge for 1995.
— *René Dufleit, Victoria, B.C. ^*



PEN FRIENDS

Canada

Sixteen year old Venturer who plans to attend WJ would like Canadian or international pen pals (male or female). He is interested in writing to all ages: from young Beavers to not-so-young leaders. Contact Chris Gleave, 2345 Duncaster Dr., Burlington, Ont., L7P 4C3.

Italy

Italian Scouts aged 10 to 21 are seeking Canadian Cub, Scout, Venturer and Rover pen friends. Correspond in English, French, German or Italian. Write to Post Box Agesci, c/o Ms. Lucia Marcacci, Via della Polveriera 1030/E, 55050 Montuolo (LU)/Italy.

United States

An American Scout would like to write to Canadian Scouts. Contact Stanley C. Brooks, 911 Wild Air Street, Muskogee, OK, 74403, USA.



Do You Have A Campfire Blanket?

The *Leader* is planning a future article featuring campfire blankets, but we need *YOUR* help.

Write to us!

Tell us everything about your campfire blanket. When and how did you make it? Is there something unusual about your blanket, e.g. astronomy star patterns sewn into the fabric? What is the warmest type of cloth? Do your Cubs and Scouts prefer a campfire blanket or campfire poncho? Describe your evening's program when you made your blanket.

Send us your best photos, patterns and tips today, then watch our pages!



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1st Clarkson Scout Group, Ont.	200.05	Matthew Moss, Que.	125.00
1st Gravenhurst Group, Ont.	55.91	17th Belleville Beaver Colony, Ont.	21.75
7th Dundas Group Committee, Ont.	50.00	1994 Troop Part 11 Woodbadge Course, Ont.	160.10
2nd Pouch Cove Group, Nfld.	50.00	SCOUTRES FOR CANADA	
1st Churchill Falls Group, Nfld.	65.30	Whitby District Council, Ont.	612.61
3rd Waterdown Scouts, Ont.	360.00	169th Bowness Scout Group, Alta. (1993)	54.72
South Waterloo District, Ont.	62.40	West Vancouver District Council, B.C.	147.66
Flin Flon District, Man.	129.15	Greater Victoria Region, B.C. (1993)	1,082.57
		Trent Valley District, Ont.	267.89
		Brampton District, Ont.	1,039.66
		Mississippi District, Ont.	221.36
		Port Colborne District, Ont.	835.80
		1st Cochrane Group, Ont.	65.82
		St. Joseph Printing, Ont.	5,555.10
		Nooikeotin District, B.C.	57.18
		South Cariboo District, B.C.	219.56
		Prince Edward District, Ont.	371.02
		56th Kirk United Church Cubs, Alta.	56.62
		Manitoba Provincial Council	5,083.00
		187th Edmonton Group, Alta.	14.55
		First Sunshine Coast/Gibsons Troop, B.C.	52.50
		5th Fort Francis Group, Ont. (1993)	81.94
		2nd Meaford Group, Ont.	305.55

1st Markdale Group, Ont.	23.79
4th Atikokan Group, Ont.	238.18
1st Dryden Group, Ont.	144.15
Carnduff Scouts, Sask.	50.00
Stratford District, Ont.	844.78
Petawawa District, Ont.	145.53
Split Rock District, Ont.	491.05
Orillia District, Ont.	633.88
5th Fort Frances Group, Ont.	106.80
London District, Ont.	6,484.00
Ingersoll District, Ont.	381.42
Burlington District, Ont.	42.63
Welland District, Ont.	282.64
Sudbury District, Ont.	1,509.86
Alberni Valley District, B.C.	1,029.49
Comox Valley District, B.C.	102.98
Dufferin District, Ont.	904.88
Kent District, Ont.	1,494.00
Niagara District, Ont.	657.31
York Rouge District, Ont.	833.40
Blue Mountain District, Ont.	247.18
Brant District, Ont.	454.93
Lake Muskoka District, Ont.	115.36
Brockville District, Ont.	491.99
Cobourg District, Ont.	304.50
Port Arthur District, Ont.	1,443.75
1st Kincardine Scouts, Ont.	182.31
Black River District (Iroquois Falls), Ont.	82.39
1st Emo Group, Ont.	60.45
1st Red Lake Group, Ont.	89.25
1st Sioux Lookout Group, Ont.	102.50
1st Wasaga Beach Group, Ont.	89.50
Calgary Region, Alta.	3,748.32
Edmonton Region, Alta.	341.00
Napanee Valley District, Ont.	311.00
Split Rock District, Ont.	110.48
Quebec Provincial Council	1,914.87
Haldimand District, Ont.	342.55
Prince Edward Island Provincial Council (1993)	1,080.82
1st Webbwood Group, Ont.	41.81
Bruce North Group, Ont.	297.78

Trenton District, Ont.	682.67
1st Massey Group, Ont.	141.81
Oshawa District, Ont.	1,448.31
1st Matheson Group, Ont.	31.76
1st St. Mary's Group, Ont.	153.52
1st Ospringe/1st Hillsburgh, Ont.	172.45
Stormont-Glengarry District, Ont.	1,049.55
Champlain District, Ont.	1,345.49
Windsor District, Ont.	3,007.07
Port Hope District, Ont. (1992)	14.50
Saugeen East District, Ont.	441.85
Greater Toronto Region, Ont.	6,195.86
North Waterloo District, Ont.	2,610.59

MEMORIALS

Greater Victoria Region, B.C.

In Memory of the late Jim Chinnery	100.00
In Memory of the late David Wheelock	40.00
In Memory of the late Bob Muir	315.00
W.T. Sargent, Ont.	100.00
In Memory of the late Evelyn Blundall	
333rd Toronto Scout Group, Ont.	50.00
In Memory of the late Mary A. Ewing	
Rideau Lakes District Council, Ont.	20.00
In Memory of the late Rod McDougall	

KOREAN PROJECT (PROJECT SHI-WON)

Seneca District Beavers, Que.	100.00
1st Canadian B.-P. Scout Guild, B.C.	100.00
Pointe Claire District Beavers, Que.	151.00
Kirkland Northwest Scouts, Que.	52.00
Maple Leaf Region, Lahr, Germany	687.66
Chateauguay District Beavers, Que.	352.78

This list includes donations processed between March 1, 1994 and October 1, 1994. Donations recorded after October 1 will be acknowledged in a spring issue. Scoutrees for Canada donations represent the 15% of Scoutrees for Canada proceeds designated for the Canadian Scout Brotherhood Fund. X

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