

the leader

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SCOUT-GUIDE WEEK
February 18-25, 1996



Scouting's True Spirit



GETTING ORIENTED • B.-P. TODAY • INVESTITURE

Young Heroes

by Garth Johnson

Heroes are admired for their achievements and personal qualities. We've all got our heroes. We look to them for motivation and a sense of direction. Sometimes we mold our actions to reflect "how they would do it." Heroes inspire us.

At the Chief Scout's Investiture Ceremony held on November 17, 1995 at Rideau Hall in Ottawa, among the 25 recipients of Scouting's highest awards were four young members who exemplify the true spirit of Scouting. They display outstanding courage in the face of personal difficulties that most of us cannot even imagine.

For many, we live in difficult times. Some see adversity in the form of job loss, rising university tuitions or economic hard times. The recipients of this year's Jack Cornwell Decoration have stared a much different form of adversity in the eye for most of their young lives. They have determined that the best way to face it includes a positive outlook, strength of character and enjoyment of what life (and Scouting) has to offer.

The Jack Cornwell Award bears the name of a sixteen year old British Scout who served in the Royal Navy at the Battle of Jutland (1916). Though mortally wounded, he remained at his post with other dead and dying comrades lying

around him. He was posthumously awarded the Victoria Cross. To perpetuate his memory, the Jack Cornwell Decoration was instituted to honour young Scouting members who have undergone great suffering in an heroic manner.

Our Honour Roll

Graeme Cunningham, Grand Manan, NB, has displayed great courage

1992. His cheerfulness and strength of character are an inspiration to everyone he meets.

Scott Hawryluk, Calgary, AB, is a determined young man who always accepts Scouting challenges with a never-give-in attitude. Scott's brave poise teaches his peers a lot about courage.

Brock Henderson, Riverview, NB, displays exceptional leadership skills. As Honourary Chairperson of Para-Skate in 1992 and spokesperson for the Spina Bifida and Hydrocephalus Association of New Brunswick, Brock is an outstanding example for others.

Kimberly Richard, Pierrefonds, PQ, participates in Scouting despite physical challenges. The first female recipient of the Decoration, she is truly devoted to helping others. Kimberly organized a Bowl-a-Thon which raised thousands of dollars for the Montreal Children's Hospital. She epitomizes the Cub motto, "Do Your Best".

These young people are truly among Scouting's finest.

As we celebrate Scouting this month and think of our own heroes, let's look with pride at each and every one of our young members. Let's think of their future, their growth and what it is they get out of our weekly programs. Let's be proud of their desire to belong to Scouting and proud of what we can learn from them.

Good Scouting! Our complete coverage of the Investiture Ceremony begins on page 8. \



Jack Cornwell Decoration recipients shared a few personal minutes with the Chief Scout after the award ceremony. Graeme Cunningham wasn't at all nervous. "I was just excited and proud," he said, smiling. "The Governor General congratulated us and told me how nice it was to have someone visit him from his home province."

while facing much physical suffering. Deeply committed to Scouting, he received the Chief Scout's Award in

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Photo: Michel Roy

the leader

The Canadian Leader Magazine

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Where's warmth?

page 4



Bearing 'Right'...

Or How Not to Lose Your Way

Q: Why did the Russians have to sell Alaska?

A: Because they couldn't keep their Berings Strait!

Last May's **Leader** gave ideas how to introduce maps, compasses and orienteering to young Beavers and Cubs. Here are some ideas, including advanced games, for Scouts and Venturers.

"Skink" Dutton's 135th Winnipeg Group, Manitoba, makes sure their Scouts have a basic grasp of compass knowledge by getting everyone to draw and label the sixteen points of a compass "rose" on paper. This way when a leader calls out, "Turn north by northeast," everyone knows what to do.

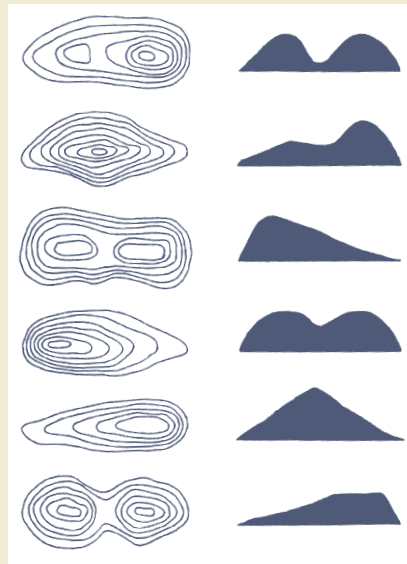
Though you might reach for wilderness maps first, Cubs and Scouts should know how to read urban ones too. "Get slightly outdated maps from your local Tourism or Highways Department," says Scouter Dutton, then help the kids understand the symbols. Start by getting everyone to orient their maps with the top facing north. Next, show them how to read the number and letter coordinate symbols found across the top and sides. When they're ready, hold a competition between sixes or patrols and ask questions like, "What big building is found at position "D-5"?"

Set up an afternoon orienteering course for sixes to follow using their urban maps. Here's an example: Walk three blocks north of your starting point, then turn east for two blocks. What is on the southwest corner? At the green store on the north side of the street, walk four blocks southwest. What do the words on the tall blue sign say? (An adult should tag along with each group.) Finish the game up within several hours at a park or meeting hall.

Cruising the Contours

Now move on to wilderness topographical maps. These give a three-di-

mensional view of the trail showing hills, valleys and flat meadows. Choose a local map with a small scale (e.g. 1:50,000) covering a familiar area. Study the contour lines and explain that each line forms a circle connecting areas of similar height.



Look for areas of steep cliffs and flat plains. What does it tell you if many contour lines cross a river? Pick one small part of the map and get each six or patrol to draw a scenic picture of the shape of the land they would see before them.

Now play a contour matching game. Make 6-8 contour drawings (see examples) and matching hill silhouettes. Three games are possible.

- Get players to match the contours to the silhouettes.
- Get players to make hill silhouettes of each contour drawing.
- Get players to make contour drawings of the silhouettes.

Map Symbol Quiz

Mark off a paper with 16-20 squares. In each square have a picture of a map symbol (e.g. a bridge, road, swamp). On the bottom of the page, list all the symbols. Each child must match the words with the correct symbols.

You might get each patrol to make up recipe cards with 20 of the most common map symbols drawn on them. Let them run speed drills in preparation for a pack-wide competition.

That's Backwards

When 1st Richer Scouts from Manitoba think about compass bearings, they rush out to make a backwards obstacle course. Here's how to play.

In a forest, several leaders set up a number of obstacles separated by distances ranging from 100-300 metres. Then Scouts get a list of bearings

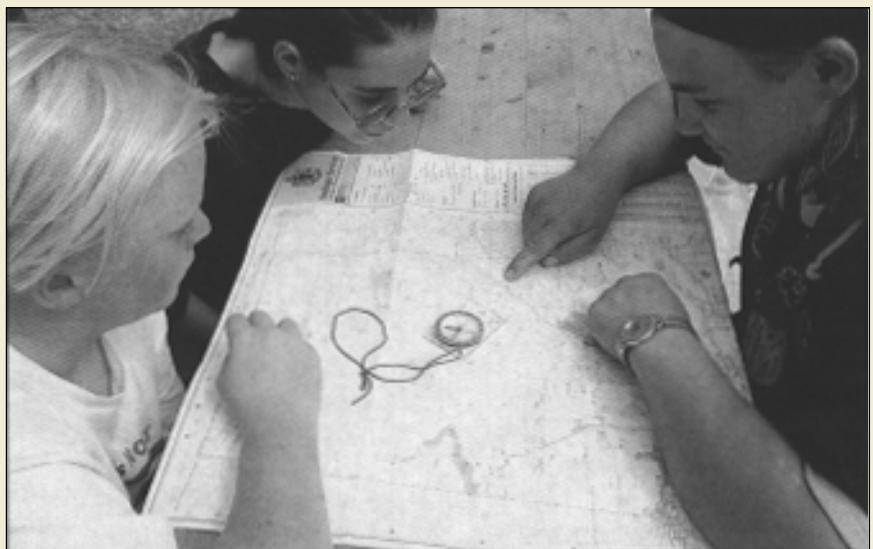


Photo: Allen Macartney

"If we turn northeast here, we'll have to find a way across that stream."

Photo: Jamie Steinburgh



Start Cubs off slowly by teaching them how to read a city map. When they're comfortable with this, move on to wilderness topographical maps.



Photo: Allen Macarney

Let each Scout or Venturer carry a compass. It'll speed the learning process and increase the fun.

(all backwards) to each obstacle. For example, if the true bearing to obstacle #1 is 360°, the bearing given would read 180°.

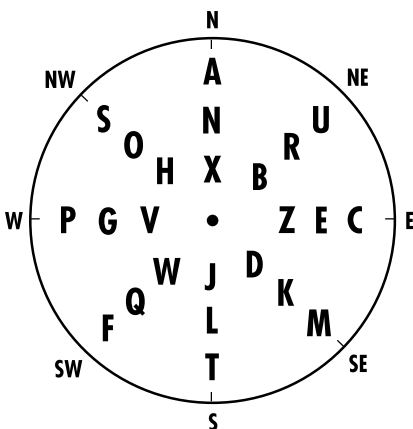
The Scouts must turn around and walk backwards to the obstacle following the compass heading of 180°. When the Scouts have reached their destination, they must face forward and complete the obstacle, at the end of which they find their next backwards bearing.

Try this as a relay race by starting patrols at opposite ends of the obstacle course. You could set this course up with a hiking, camping or wilderness quiz at each station. (Thanks to Rudie Huver, 1st Richer Troop, Dawson Trail District, Manitoba.)

Compass Codes

Draw a large circle on a piece of paper with the eight points of the compass around the outside edge. Inside the circle, write letters of the alphabet inwards from the eight compass points to the centre. (See diagram.)

Compass code diagram



Make up a message by writing it in code using the compass points. The letters inside the circle are *numbered from the centre outwards* (e.g. the letter "A" is 3 north; "H" is 1 northwest; "T" is 3 south). Using the diagram, can you solve the following message? When everyone is familiar with the code, ask your Scouts to think up a patrol challenge competition.

1NW 2E 2S 3W 2NW 3S 1NW 2E 2NE 3NW

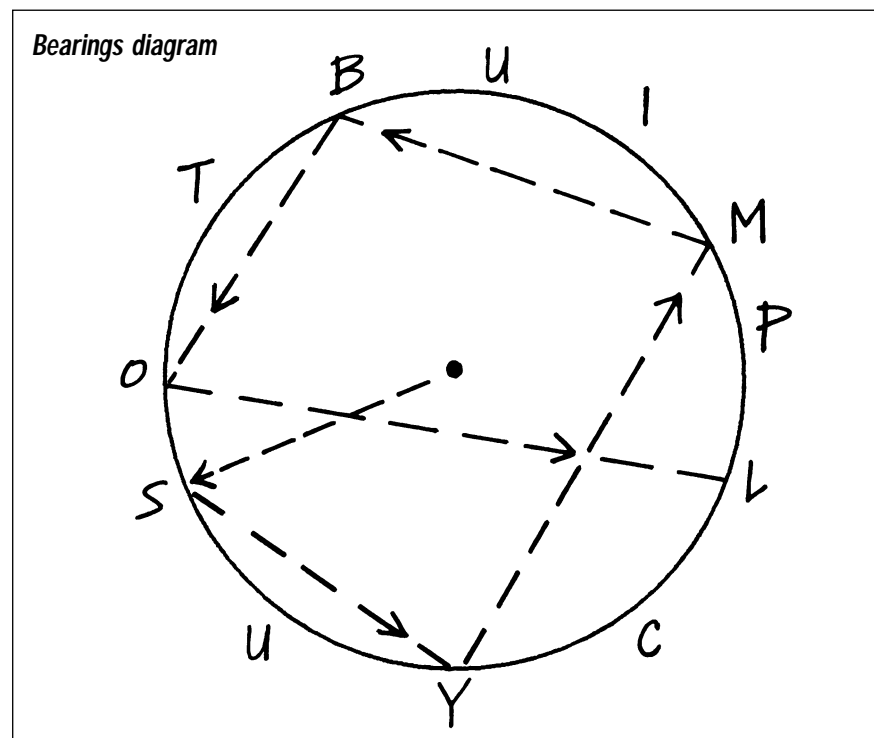
Find Your Bearings

For this game Scouts should have a pencil, paper and compass. Mark out

a circle in a field and place stakes in the ground with a single, highly visible letter on each stake.

Each child (or team) must spell out a word by finding its compass headings. (See diagram.) For example, if assigned the word "SYMBOL", a child would take a compass reading to the first letter ("S") from the centre stake. After marking the bearing down, the Scout would walk to the "S" and take a bearing to the next letter ("Y") and continue until finishing the word. Leaders must check to make sure the bearings are correct. Depending on the size of the circle, you could have groups of kids all playing at once.

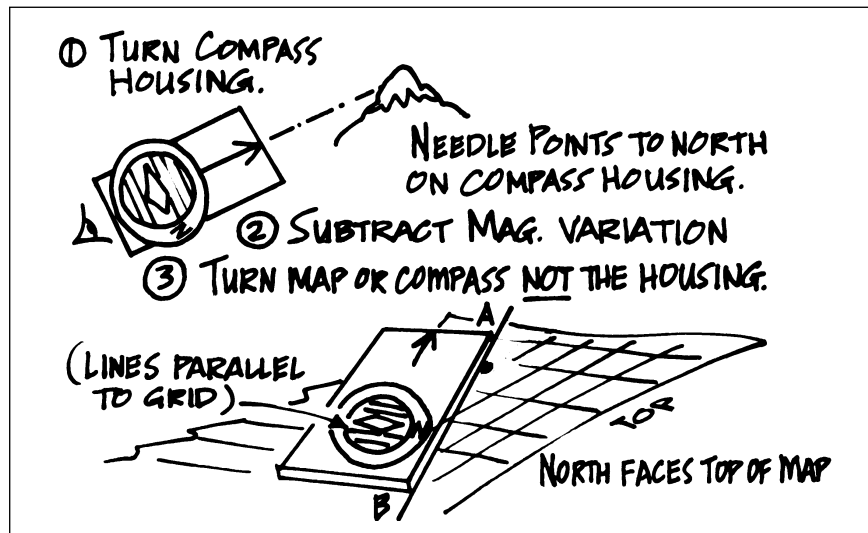
Bearings diagram



Did You Know...?

You can find where you are on a map by just knowing two identifiable points. Here's how.

1. Take a bearing on the first feature (perhaps a distant mountain peak?) by either pointing the direction arrow on your compass at it, or rotating the compass housing until the North (360°) mark on the plexiglass coincides with the North-pointing tip of the needle. (See diagram.)
2. Subtract any magnetic variation.
3. Place the compass on the map so that one of the long edges is positioned over the centre of the prominent feature on the map. Make sure the North mark on the compass faces the map's top. Draw a line through the mountain peak.
4. Repeat the above for the second prominent feature. The intersection of the lines defines the exact location.



Program Links

Cubs: Green Star
Scouts: Explorer Badge
Venturers: Outdoorsman Award

Resources

- *Be Expert With Map & Compass*, Collier Books (available at Scout Shops) is an excellent book. λ

SCORE ORIENTEERING

by Susan Albrecht

Once Scouts and Venturers have mastered map and compass basics, Score Orienteering is a fun, competitive activity to reinforce their learning. Players must read their maps and choose the best route to find their way to control points in the shortest time. Not only is it challenging to follow a map, but the youth must make a good orienteering map of their own — no easy task.

Divide the troop or company into teams. Spend the morning making different score orienteering courses for each team to follow in the afternoon.

Setting Up a Course

1. Choose a Playing Area

Your playing area should have well-defined boundaries with noticeable landmarks (e.g. school yard with trees, small park with picnic tables, fenced campground). Walk over the area first to determine if it's a suitable place for your course. Then draw a basic outline of your playing field showing landmarks and map symbols. Include a legend. Don't forget to show North.

2. Draw a Map of Your Playing Area

Select 10-20 control points and mark them on your map with numbers. If you decide to have a control point behind a tree, place the number on

that side of the map. Make an original map for yourself and a copy for each team. (If four teams are each designing a course, one copy is enough.) Each team must run the course while being timed, then switch maps and start the next course until all have completed the courses.

3. Make Control Point Markers

Make a marker for each control point. Each marker should have its own number and symbol (e.g. #2 has a square, #3 has a triangle). Make a master list of the symbols and numbers for yourself. The other teams will require a list of the numbers with space to write down the symbol for each number.

4. Attach the Markers

Fasten your markers to the control points with string, tape or tacks exactly as you have indicated on the map. If playing in a public area, do not put them in position too early; someone might remove them!

How to Play

1. Preparation

Distribute maps, checklists, pencils and compasses. Direct each team to the correct playing area. (Set a

maximum time limit.) Teams may return earlier if they finish the course, but everyone must return by a specific time.

2. The Game

Ensure each team has a watch and a whistle. The watch is for teams to check the time limit; the whistle is only necessary if playing in a wilderness area. Teams must stay together and move from control point to control point as a group, not individually. Have the time-keeper note the time, then start the teams. This person will also note the minimum time each team returns. The last team to run each course removes the control point markers — no-trace orienteering.

3. Scoring

After the Venturers have run all the courses, compare the master list with each team's list. Award points for each control point collected and the speed. For variation, assign control points with higher and lower scores depending on degree of difficulty. Teams may also collect points for finishing earlier than the maximum time.

— Susan Albrecht works at the National Office.

Cedar Stripping Made Easy

by Everett Price

Two years ago the 1st MacDonald Drive Venturer Company formed when a group of Chief Scouts decided to continue their outdoor Scouting adventures. One of their chief interests involved canoeing Newfoundland's wilderness areas. Here's how they turned their outdoor passion into a considerable woodworking challenge.

Our newly-formed company needed canoes, but how could we get \$5,000 to buy them, we wondered? Our members decided to raffle off a stunning canoe we had just built. The trouble was, we had never made a canoe — our first challenge. That little detail didn't stop us. Our plans forged ahead as we studied the pros and cons of various designs and construction techniques. Soon we decided to build a 5.3 metre (17½') cedar strip canoe.

Why a Cedar Stripper?

A cedar strip canoe is not only beautiful, but also a sucker for punishment. We wanted to undertake a difficult project that would draw the company together and help us develop new skills. We could build a fibreglass canoe faster and cheaper, but the workmanship was less demanding.

After drawing up a construction budget of \$850 (later it doubled), we launched our fundraising program that involved selling salt for winter drive-ways. We bought 8 tons and packaged it for sale door-to-door. The fundraiser was so successful we more than paid for our canoe material.

We obtained plans and a materials list, then placed our wood order with a local lumber yard. The cedar arrived in six metre lengths, planed in 2 cm x 6 mm strips. We had to import mahogany planks (5 cm x 5 cm x 6 m) for the gunwales, but didn't anticipate the cost of planing them down.

Let's Start

With all our material gathered, a parent provided a workshop and construc-

tion area in an unfinished basement. Now building began in earnest. First we had to make a jig. Like a human rib cage, the jig determined the appearance of the canoe because the strips are glued on around and over it. After completing the canoe, the jig is removed and reusable.



The jig is almost ready for the cedar strips.

To ensure a perfect fit between cedar strips and to add extra strength, we routed each strip using a special canoe router bit — beaded on one side and coved on the other. We met every Wednesday evening (our regular meeting night) as well as some weekends. After months of labour our basic canoe lay finished on the jig. Carefully taking it off, we transported it across the city to an empty warehouse for the fibreglassing phase that required constant heat and good ventilation.

After an experienced boat builder gave us fibreglassing instruction, we felt prepared to tackle this tricky stage

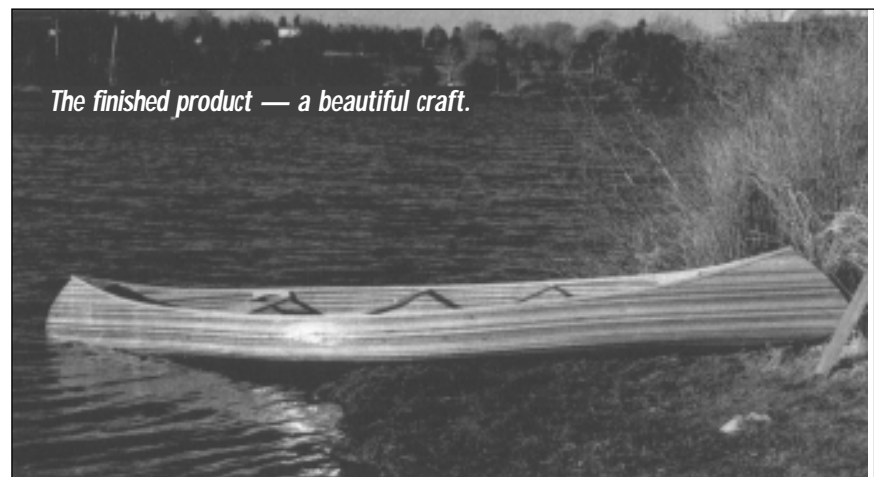
ourselves. Gingerly we applied two layers of fibreglass cloth to the outside of the canoe (one on the inside), then painted on several coats of clear resin. Following application of the fibreglass, we cut the sheerline and installed the mahogany gunwales. Next, we built in flush decks, woven cane seats, ash thwart and a carved ash carrying yoke. By last spring the project was complete.

Raffle Time

While we worked hard building the canoe, our Raffle Committee brainstormed ideas so our ultimate goal (six canoes and perhaps a canoe trailer) would be realized. We started displaying our canoe in malls around St. John's before it was complete to increase public awareness and start the ticket-buying. Soon sales took off. In the end we earned about \$6,500. Not only did we buy six canoes and a trailer, but we donated over \$1,000 to younger Scouting sections in our region.

Our Venturers built the canoe over a year and a half by themselves using only occasional advice from us advisors. Their woodworking and fibreglassing skills are quite impressive. Now when we dip our paddles into Newfoundland's many wilderness waterways, we know how to work as a team to accomplish a challenging goal. ^

— *Hardworking advisor, Everett Price, lives in St. John's, NF. For more information on how to build your own canoe, write to Scouter Price at 6 Virginia Rd., Wedgewood Park, St. John's Newfoundland, A1A 3A8.*



The finished product — a beautiful craft.

Photos: Everett Price

Courage, Endurance and Leadership

1995 CHIEF SCOUT'S INVESTITURE

Twenty-five dedicated and courageous Scouting members received Scouts Canada's highest honours this year from His Excellency, the Right Honourable Roméo LeBlanc, Governor General and Chief Scout of Canada. On November 17, 1995, these members and their families gathered at Rideau Hall in Ottawa for our annual investiture ceremony.

"When Lord Baden-Powell founded the Scouting Movement 78 years ago," said the Chief Scout as he opened the investiture ceremony, "he modelled it on the teams of young 'messenger cadets' he had trained in the South African War to perform dangerous and useful missions. That force was built on the virtues of bravery, selflessness and devotion to duty."

B.-P. wanted to prepare youth to be a force harnessed and trained for peace, world brotherhood and service. "The Scouting Movement," said the Chief Scout, "gave young people a setting in which these principles could become not just words, but deeds — habits acquired by daily performance..."

"Baden-Powell described the process in these words. He called it 'The daily good turn' — without desire for reward — which grows till it becomes a habit of conduct."

"In this ceremony, we honour Scouts, boys and girls, from all over Canada who have lived in that spirit... These young Canadians are heroes in many fields." Turning to the candidates gathered in Rideau Hall, the Chief Scout continued: "You have helped others in difficulty and in danger. Some of you have saved lives. Others have overcome great difficulties and challenges in your own lives with a bravery and courage that are examples to us all."

Applauding their self-sacrifice, the Chief Scout said, "On behalf of the people of Canada, I congratulate you on your achievements and I thank you for your example."

THE JACK CORNWELL DECORATION

(for having undergone great suffering in an heroic manner)

This decoration bears the name of a British Scout who in 1916, at the age

of sixteen, served in the Royal Navy at the Battle of Jutland. He was mortally wounded in this action, but heroically remained at his post with others dead and dying around him. He was posthumously awarded the Victoria Cross. To perpetuate his memory, the **JACK CORNWELL DECORATION** was instituted to honour those in Scouting who have undergone great suffering in an heroic manner.

One female and three male youth members received this award for outstanding courage in the face of great personal difficulties.

Graeme Garnett Cunningham (17, Grand Manan, NB) has shown great courage in the face of much physical suffering. His high personal commitment to Scouting exceeds all expectations. In 1992 Graeme received the Chief Scout Award. His cheerfulness, optimism and strength of character inspire everyone.



Kimberly Richard received the Jack Cornwell Decoration partly because she epitomizes the Cub motto, "Do Your Best."

Photo: Mopl Monique Sprague

In spite of pain and suffering, **Scott D. Hawryluk** (12, Calgary, AB) has maintained a good sense of humour and a quick smile. He's a brave and determined young man who always rises to the Scouting challenge. Scott's positive, never-give-up attitude has taught his peers a great deal about the meaning of personal courage.

Brock Leighton Henderson (16, Riverview, NB) has shown remarkable courage and resilience. His competence and leadership skills go far beyond Scouting. He was Honourary Chairperson of Para-Skate, sponsored by the Canadian Paraplegic Association (1992), and was spokesperson for the Spina Bifida and Hydrocephalus Association of New Brunswick. Brock's life emphasizes the adventurous Scouting spirit and challenges others to strive for the outstanding.

Kimberly Richard (10, Pierrefonds, PQ) participates in Scouting activities with great fortitude, though being challenged physically. She exhibits true devotion to duty, high character and a real desire to help others. Kimberly organized a Bowl-A-Thon for The Kimberly Richard Fund which raised thousands of dollars to purchase non-technical equipment for the Montreal Children's Hospital. She epitomizes the Cub motto, "Do Your Best."

THE SILVER CROSS

(for gallantry with considerable risk)

This year four individuals received the Silver Cross for gallantry.

Under hazardous conditions and without thought for his own safety, **David Michael Christmas** (Victoria, BC) used his knowledge of Scouting first aid skills to save a victim of a seri-

ous climbing accident. His significant personal efforts contributed to the safe and successful life-saving rescue.

Robert MacVicar (Saint John, NB) courageously entered a fire-engulfed home to rescue two young children trapped in a third floor bedroom. Without hesitation, he went through a window onto a balcony to successfully rescue the children. Robert's gallant efforts saved two lives.

Jared B. Palmer (18, Calgary, AB) reacted quickly and promptly when faced with a life-threatening emergency. He helped rescue a companion whose legs were trapped in a kayak, which had become wedged between a tree and a stump, in a strong current on the Kananaskis River. Jared's efforts were the significant factor which saved a life.

Under hazardous conditions and with little regard for his own safety, **Richard G. Youmans** (Victoria, BC) used his knowledge of first aid skills to save a victim of a serious climbing accident. He displayed remarkable courage under very dangerous conditions. His actions helped save a life.



Disregarding the considerable risk, Jared Palmer rescued a friend trapped in a kayak in the Kananaskis River. His courage earned him the Silver Cross.

Photo: Mcpl Monique Sprague

THE BRONZE CROSS

(for gallantry with moderate risk)

Six Scouting members earned the Bronze Cross, including five youth and one adult.

On Halloween night, **Dallas Bishop** (9, Regina, SK) reacted promptly and

used the proper skills to successfully smother flames which had suddenly ignited his sister's costume from her feet to her waist. His quick thinking and reflex action saved the life of his sister.

Kyle Ryan Hale (19, Kelowna, BC) helped save two lives. While skiing down and across an open slope, a sudden avalanche struck Kyle's group without warning. Two members of the group were completely buried. Reacting promptly and using proper skills, Kyle located and uncovered the victims.

David Wayne McFarlane (19, Flin Flon, MB) observed a youth in distress, trapped in a strong undertow in the Vermillion River. David promptly jumped into the water, swam out, and although also becoming trapped by the undertow, he remained calm and safely helped the youth to shore. David's efforts saved a life.

Jeremy Putz (14, Regina, SK) was out snowshoeing when a friend broke through the ice and called for help. Jeremy reacted quickly and pulled his friend to safety. Jeremy's quick thinking and prompt action helped save a life.



Photo: Michel Roy

Scouts Canada is justly proud of these outstanding members of the Scouting Movement.

Jason Edward Sawatzky (16, Libau, MB) was visiting at a friend's home when the stove chimney caught on fire. Reacting promptly, he ensured that everyone left the house, then he called the fire department. Jason successfully contained the chimney fire. His action saved lives and prevented major property damage.

While ice-fishing at a cottage, **Grant Wilson** (Edmonton, AB) saw that a young girl had suddenly fallen through the ice. He lay flat on the ice and reached out to pull her to safety. Grant's prompt action and proper use of skills saved a life.

THE MEDAL FOR MERITORIOUS CONDUCT

(for especially meritorious conduct not involving heroism or risk of life)

This year six members, including a father and son, earned the Medal for Meritorious Conduct.

Another vehicle suddenly sideswiped the car of **Walter Ervin Arms-worthy** (Barnwell, AB) before overturning in a ditch and catching fire. Walter responded quickly by checking the victim for serious injury and then pulling him to safety. His efforts saved the life of the other driver.

Raymond B. Jones (Rosetown, SK) noticed a motionless body at the bottom of a pool. The person had slipped and struck his head on the swimming pool edge, before falling unconscious into the water. Acting promptly, Raymond pulled the person out. His actions saved a life.

David Perkins' (Ile Bizard, PQ) Scout campsite in Ghana was vandalized and the thief caught. Realizing that thieves in this country are normally killed, David ensured that the individual was taken safely to the proper authorities. David defused a dangerous situation and saved a life.

Gary Pitre (Saint John, NB) was at work when he noticed a man suddenly fall to the ground and strike his head. Gary realized the man had stopped breathing and immediately began to perform C.P.R. His prompt action and proper use of first aid saved a life.

Responding to a motor vehicle emergency, **Arnold Wick** (Prince Rupert, BC) observed an apparent heart attack



Photo: Michel Roy

Arnold and Jason Wick, a father and son, were awarded the Medal for Meritorious Conduct when they came to the rescue of a motor vehicle accident victim.



Photo: Mrcpl Monique Sprague

Susan Willis has made an exceptional contribution to Scouting programs.

victim. He took charge of the situation and instructed people to get help and direct traffic while he began C.P.R. Arnold is to be commended for his efforts.

Jason Wick (19, Prince Rupert, BC) worked with his father performing C.P.R. on a motor vehicle accident victim until emergency medical help arrived at the scene. Jason is to be commended for his clear head and quick actions.

THE SILVER WOLF

(for service of the most exceptional character to Scouting, normally of national importance)

Three candidates earned the Silver Wolf this year.

George Albert Clements (Yarmouth County, NS) has celebrated 50 years of continuous, active leadership in Scouting. His imaginative personality, capacity for fun and high energy exemplify a life dedicated to the Scouting spirit. George's consistent, steady influence has inspired many Scouters.

For over 43 years, **Clifford G.E. Gundry-White** (Calgary, AB) has served with enthusiasm, dedication and diligence, and earned him the title, "Mr. Scouting". The National Movement has benefited significantly from his leadership. As well, Clifford made a great impact at both Canadian and World jamborees.

For over 20 years, **E. Susan Willis** (Charlottetown, PEI) provided exceptionally strong leadership at all Scouting levels: local, provincial and national. She has made tremendous contributions to many Canadian and World jamborees. Susan's steady, quiet, willing manner exemplifies quality Scouting.

THE SILVER MAPLE LEAF

(for more than 25 years of Scouting service as a member of the executive staff)

Two candidates earned the Silver Maple Leaf this year.

In 1965 **Denny R. May** (Edmonton, AB) served as Provincial Field Executive for Alberta and the MacKenzie Region. He became Executive Director, Northern Alberta/Northwest Territories Provincial Council in June 1968, then in 1993 he became Director, Support Services, Alberta/Saskatchewan Provincial Council. He served in that capacity until his retirement this year with a total of 30 years of service.

For 29 years, **Alexander Thompson** (Oakville, ON) was a dedicated member of the executive staff. He began as a Provincial Field Executive in Blue Water and Niagara Regions before moving to Ontario Headquarters as Director of Relationships. Alex completed his service as Director of Training and Director of Administration. ^

Old People, Knots and Other Scouting Legends

by Michael Lee Zwiars

Last Saturday morning I was on my way to the local community fair where our Scouts were mounting a display to recruit new members. Then I saw her. She stood at the street corner eyeing the curb before her with uncertainty. Then she looked

up at her goal, the park on the opposite side. Heavy traffic crisscrossed the road in front of her. "Ah-ha!" I smiled to myself, almost rubbing my hands in anticipation, "An old lady who needs help to cross the street!" I offered my arm and the grey-haired lady accepted gracefully.

Once across, I ran over to the small group of Scouts and Scouters setting up the display and gratefully announced that after 22 years in the Movement I had *finally* helped an old lady across the street. (I once assisted a blind man when I was a Cub, but I don't count that since I was so intent on getting him across that I overlooked the fact that the light was red; I led my reluctant volunteer across amid honking horns and screeching brakes!)

Why, I thought to myself, had it taken me over 20 years to rescue an aged damsel-in-distress when this deed is viewed by the public as the classic Scouting act displaying good will? As I pondered this, I looked over at the work done by Scouts and Scouters who had arrived before me. They were erecting a wooden pole and rope bridge. This is another classic Scouting activity, yet I have spent little of my Scouting time engaged in pioneering projects. Then I looked at the display table where a local Scouter sat surrounded by ropes and pictures of knots to teach her young recruits. This completed Scouting's classic triumvirate: old ladies, pioneering projects, and knots.

Scouting is rapidly approaching its 100th anniversary and already we have a host of myths and legends to draw on. Where did we acquire these symbols and just why do they remain? Why haven't they disappeared along with the big hats and wooden staves made from freshly cut saplings? Perhaps it's because they symbolize three of our Movement's most important attractions and accomplishments.

Our Three Classics

The "old ladies" represent heroism. Heroes aren't born, they develop over

time. They begin by noticing what others need help with, then they take charge and offer assistance. Heroes don't leap from absolute obscurity into greatness; they 'train' first with small deeds. Through modest acts, Cubs, Scouts and Venturers hone their observation, leadership and helping skills. These prepare them for bigger challenges which might come their way, such as a car accident, a swimming mishap, or a backwoods first aid situation.

we could bring old poles to camp for similar construction projects, then disassemble and reuse the poles in future adventures. Even if we don't, Scouting still teaches self-sufficiency in a team environment.

The knots represent practical skills. Cubs and Scouts want to learn useful and worthwhile skills for daily life. Knots were important in the days of horses and wagons. If you camp, sail, climb mountains or take holidays using a roof rack, then knots still come

in handy — though they aren't as necessary as in former times.

Scouts want to learn interesting skills which are going to hold them in good stead and help them look good in the community. What are some specific examples that would interest your Cubs and Scouts?

Retooling for the Future

Let's not throw away our past, but at the same time, let's not confuse it with our vibrant present or future. We no longer teach Scouts and Venturers how to stop a runaway horse, but we should teach them how to put the brakes on a rolling car or change a flat tire.

They should be able to recognize and help a person in need, as well as know how to find a street address and administer basic first aid. We want our Scouts to be self-reliant, skilled and heroic. Scouting youth are really surrounded by great examples. (See Investiture article on p.8.)

Not a bad triumvirate when I look at it that way. \



The world's a better place when we look after each other.

Photo: Paul Ritchi

The pioneering projects represent self-reliance. Youth want to be self-reliant. They want to be able to take care of themselves. In a Scouting context this might include obtaining and preparing food, constructing shelter, and providing heat and warmth. Their training gives them a dry run for later independence. In the old days of high-impact camping, groups of Scouts built tables, benches, towel racks and other comfort projects for their camps. Today, we don't often do this — though

— Michael Lee Zwiars is a Scouter living in Richmond, BC.

Footmarks of a Spider

Rethinking Baden-Powell for a Modern World

by Ben Kruser

Does Lord Baden-Powell (B.-P.), founder of the Scouting Movement, have any relevance to a modern, outdoor-based youth organization of the '90s?

If we look solely at how Scouts Canada tends to portray him, the answer is clearly, "No".

During Imperial England's 19th century colonial empire-building days, B.-P. became a celebrated hero at the siege of Mafeking. Throughout his life he enjoyed an exciting military career. But B.-P.'s image has not kept pace with the times.

Scouts Canada still promotes a narrow, war-like, 100-year-old, British Commonwealth view of B.-P.'s life. The familiar portrait of B.-P. paints a heroic pose of a military figure with steely eyes, bared arms crossed and campaign ribbons decorating his chest.

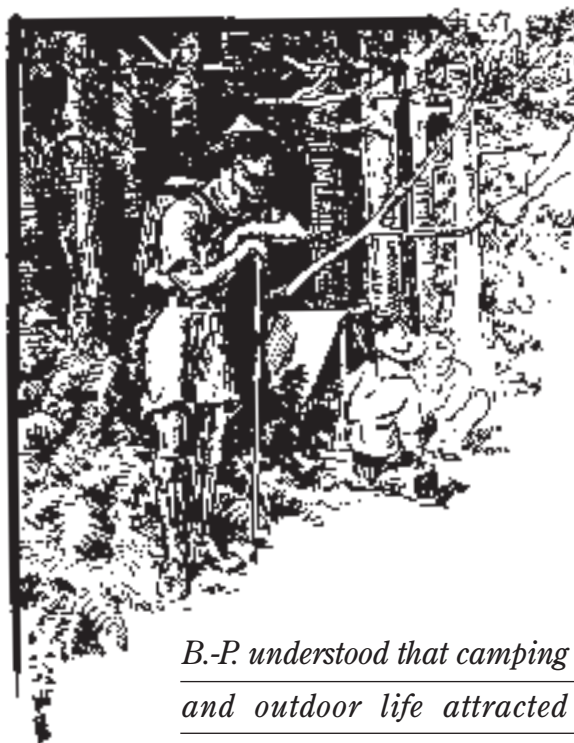
This image of B.-P. has little to do with our high-tech, environmentally-stressed world. In fact, its message reinforces a paramilitary image Scouting longs to shed. Little wonder many view B.-P. as an outdated militaristic icon with little connection to our outdoor program focus.

Let's Find Out

Why did B.-P. choose camping and the outdoors to try out his Scouting experiment and not a bowling club or cadets? B.-P. wasn't just a retired general with a timely idea; he was an accomplished outdoorsman, naturalist, wildlife artist, parent and educator. Let's follow part of Baden-Powell's trail through life.

By age three, others recognized B.-P. as a gifted artist. By age six he was illustrating animal stories. Later in

school life, he not only excelled in this artistic talent, but also in music and various sports. His keen eye led him to explore the woods around his boarding school where he became intensely interested in animals, tracking and camping skills.



B.-P. understood that camping and outdoor life attracted youth to Scouting in droves.

Military life offered both adventure and an active, outdoor lifestyle. As an intelligence officer, he used his amateur naturalist background as a disguise, hiding military plans in sketches of butterflies and leaf veins.

Between military operations, B.-P. honed his shooting and tracking prowess. While other officers delighted in hunting purely for the kill, B.-P. preferred to use it as a means to get outside. He developed an expertise in "pig-sticking" (a popular hunting activity in India) by studying wild boar in their habitat. B.-P. also enjoyed fishing — not for the catch, but once more (as he often said) to get outside with nature.

While on a Mozambique safari in 1885, B.-P. kept a bushcraft diary for

the benefit of his soldiers. He filled the pages with numerous drawings and hints about tracking wildlife. This diary later formed the basis of his military scout instruction book. In this book he included lessons for finding water, trapping, observing game and travelling without a compass or maps in wild country.

Camping: There's No Life Like It

B.-P.'s summer camping trip to Kashmir in 1898 convinced him of the immense value of outdoor life. One could cleanse and strengthen both body and soul in the wilderness. A believer in lightweight camping, his equipment consisted of gloves, a Kodak camera, quinine, sausages and biscuits, candles and waterproof sheets. His favourite camping clothes became the basis for a Scout uniform designed for outdoor activities: a broad brimmed Boer stetson, neckerchief, flannel shirt, long pants, puttees, socks and sturdy shooting boots. The Scout neckerchief was an adaptation of the American cowboy scarf; its purpose — protection from the sun.

At the end of this summer retreat, B.-P. had finished writing an outline to his *Aids to Scouting*. The basic assumption underlying the fieldbook was his conviction that Scouting bred self-reliance; it made people use their heads and act upon their judgements.

Camping and the outdoors slowly transformed B.-P.'s outlook on life and his relationship with the world. "Going over these immense hills," he wrote, "especially when alone, and looking almost sheer down into the deep valleys between, one feels like a parasite on the shoulders of the world. There is such a bigness about it all that opens and freshens up the mind."

He often wrote of nature's beauty and greatness, as well as the small part played by man. He loved "the flannel shirt life", and considered the best

of beds “the veld tempered with a blanket and saddle”. These outdoor experiences drew him nearer to God.

A New Mission

B.-P. retired from the military to start promoting his new idea of Scouting for children. His *Aids to Scouting* had become a bestseller among youth due to its outdoor activity focus and training games. Scouting play had become a popular children’s pastime. In 1908, B.-P. conducted an experimental Scout camp at Brownsea Island. This camp resulted in the publication of *Scouting for Boys* and the beginning of the Scouting Movement.

B.-P.’s approach was simple: use the outdoors to catch the interest and attention of youth, and through camping, teach them moral lessons about life. Nature study would bring the child closer to God. This would promote good citizenship, service to others and world peace. B.-P. wrote,

“I cannot impress on Scoutmasters too highly the value of the camp for training Scouts; in fact... its whole essence hangs on this. The camp is everything to the boys.”

To B.-P., camping and outdoor adventure were the main factors attracting youth to the Movement. Once in the outdoors, leaders could teach Scouts such values as teamwork, service and the beauty of nature.



*Camping and outdoor life remained
B.-P.’s life-long passion.*

For the next 30 years, B.-P. travelled and wrote about camping and outdoor training. In 1910, he visited Canada (the first of several trips) to promote Scouting. He stayed an extra two weeks to canoe, practise moose calling and paint Rocky Mountain landscapes.

In 1917, B.-P. repeated his vision in *The Scouter* magazine.

“To Scoutmasters in charge I would say — give your boys all you can of woodcraft and nature study, of the pioneering and pathfinding actually in practice. The nature study should be a real close touch with nature, far beyond the academic dipping into the subject which passes under the name in school.”

He implored leaders further:

“Don’t let your camping be the idle boring picnic that it can become when carried out on military lines. Scouting and backwoodsman-ship is what we’re out for. It is in camp that the Scoutmaster has his opportunity for inculcating... the four main points of training: character, service for others, skill and bodily health. But beside all it is his golden chance to bring the boy to God through the direct appeal of nature and her store of wonders.”

B.-P.’s vision for Scouting meant that youth had an active voice in planning their own camp and activities. By working in small groups, they could set up their own campsites, cook their food, and through hikes and runs, learn more about nature and the outdoors.

No-Trace Camping

No-trace camping was born in the Scouting Movement.

In 1919, B.-P. said that Scouting youth must be different from others involved in the outdoors. They should carry out a simple Irish camping motto:

“On breaking up camp leave two things behind you:

1. Nothing.
2. Your thanks.”



*A
Scouting
family is an
outdoor-loving
family.*

Photo: Scouts Canada Archives

B.-P.'s honeymoon reads like an article out of *Backpacker* magazine. With his new bride, Olave, (the only woman, B.-P. said could match his love of outdoor life), they spent 10 days camping in the desert in Algiers. Together they promoted the Scouting ideal of "woodcraft": observation and deduction, camp skill, self-support, communal discipline, physical self-development and endurance.

B.-P. also encouraged Scouts to learn how to draw: it would help develop their powers of concentration, observation and recall of detail, and appreciation of natural beauty.

"Follow that Spider!"

In 1921, B.-P. wrote *An Old Wolf's Favourites*. It included stories about moose calling in Canada, canoe travel, wild birds and stargazing. On tracking, B.-P. wrote, "Have you ever looked at the footmark of a spider? If not, you will have to keep your eyes very much open to find it."

B.-P. believed that if a child's sense of nature observation was so sharp as to notice spider tracks, the Scout would also have the ability to notice the finer details of day-to-day living and be able to stay on the right path throughout life.

In the late 1930's Baden-Powell and his family retired to Kenya where he continued to paint landscapes, publish sketch books on wildlife and make nature observations. His attitude towards hunting softened; he advised Scouts to stalk wildlife with a camera

rather than a gun. The slaughter of game upset him. He was appalled that game wardens would shoot whole herds of elephants after one beast had killed a human. *Rovering to Success*, which he wrote at this time, reflects his feelings. It includes extensive writings on outdoor ethics for Rovers.

B.-P. was an incredible outdoor artist.



Get Them OUT!

Throughout his Scouting career B.-P. was constantly concerned that leaders weren't taking their kids outside enough. In 1919, he tried to find out how many Scouting youth had been out camping that summer. He understood that many leaders probably didn't take their patrols out camping because they themselves felt unsure of their wilderness abilities. In B.-P.'s

words, "(T)hey wear their cowboy hat bravely enough in the street, but all the time their inner self is saying, 'If only I could get away quietly and learn how you really do light a fire with wet sticks, or make yourself comfortable with a blanket and a pot hook'."

B.-P. understood that the only way to really get youth outside was to ensure leaders had enough resources, training and support. He encouraged them to learn new outdoor skills during the winter, as well as practise their old ones until spring arrived. B.-P.'s aim and 'bottom line' concerning outdoor training involved making kids happy. "We want to show the boys," he said, "how to enjoy life both in the present and in the future."

A Movement With a Future

Baden-Powell still has much to offer Scouting. His advice and leadership are as applicable for today's child as they were 100 years ago. B.-P. knew then what the rest of child development experts and outdoor educators eventually discovered:

- Children need opportunities to grow and discover, to develop their senses, emotions, and character.
- Outdoor activities, through nature studies, offer endless opportunities to make this happen.

B.-P. understood that everyone could benefit greatly from an active, healthy, outdoor lifestyle. He thought Scouting would grow because it could satisfy the needs of youth for outdoor adventure. Baden-Powell's vision of citizenship and service through nature education and land ethic is even more suitable to today's environmental concerns.

People are seldom as one dimensional as we have portrayed B.-P. Scouting needs to look closely again at B.-P.'s tracks and "repackage" a "new" outdoor-focused image of our founder. In doing so, his vision and message will fully support our current needs and Scouts Canada will be reminded what makes our youth Movement unique from all other available youth activities. X

Photo: Scouts Canada Archives



SCOUTING'S MISSION STATEMENT



To contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potential as individuals, as responsible citizens and as members of their local, national and international communities through the application of our Principles and Practices.



Scout-Guide Week

What's It All About?

by John Rietveld

In just a few weeks hundreds of Scouting groups will celebrate the birthdates of Lord and Lady Baden-Powell on February 22. Celebrations begin before, and extend beyond, the actual date. Scout-Guide Week 1996 will be held February 18-25. The week is referred to differently across the country, ranging from Scout Week to B.-P. Week, but regardless of the label it's a special time of year for Scouting.

In many communities Scouting works closely with the Girl Guides. They call February 22 "Thinking Day" and use the occasion to learn about the lives of Guides in other nations and to study their cultures.

Scouting, however, takes advantage of the week to celebrate and promote our Movement. Parent banquets, award

ceremonies and religious observances are traditional group and section events. Displays in shopping malls have become a favoured external symbol of the pride we share in our accomplishments.

Whatever form of celebration your group chooses, Scout-Guide Week can help lift the Scouting spirit within your members and the community. If you

plan a parent banquet, a slide show or video about last summer's Cub camp or a Venturer speaking about the World Jamboree in Holland will warm the hearts of both parents and members. Remember to present stars and badges to deserving Cubs and Scouts at your banquet. Extending appreciation to leaders, helpers, group committee and your sponsor/partner is very appropriate banquet fare. A parent banquet would be a great place to announce your plans to attend CJ'97.

Scout-Guide Week 1996 gives all of us the opportunity to celebrate our 89th birthday and to share the enthusiasm with parents, relatives, friends and our community. Happy Scout-Guide Week!

Scoutrees: Growing Forth



While it won't be easy to beat the excitement of the 50 millionth Scoutrees celebration last spring, our commitment to tree planting continues to grow. Based on orders for materials received from councils across Canada, 1996 may be another record year. Some 165,000 members, their leaders and other helpers will once again plant nearly four million trees this spring. We are especially excited to see that groups from the Northwest Territories are joining the program for the first time this year! Yes there are trees around Yellowknife.

Recently the Newfoundland-Labrador Council completed a 15 minute video about Scoutrees for Canada and their Council's role in the program. In the video, a provincial forester proudly shows a grove of healthy trees thriving near the St. John's airport. The forester credits Scouting's care and thoroughness on Dig Day for the high survival rate of the trees. Eighty percent of our Scoutrees live. This matches or exceeds rates for trees not planted by young people — another good reason to be proud of our Scoutrees record.

Once again Scoutrees has attracted several corporate sponsors. These will help offset national expenses by providing planter's kits, council kits and the Scoutrees crest. We are particularly pleased to have St. Joseph Printing of Concord, ON, with us. As well, the National Community Tree Foundation has given us a grant to help continue our 1996 radio and TV public service announcement campaign.

The fundraising aspect of Scoutrees for Canada is just as important to many groups and districts as the tree planting. Each planter's kit comes with a donor record sheet and a cash remittance envelope. Be sure each planter understands the purpose of the Scoutrees program. Why not rehearse possible introductions and explanations at a section meeting the week before beginning to solicit pledges?

When heading out to seek donations, our youth should wear the beret plus their neckerchief on top of their coat (as a minimum) to identify them as members. Beavers should always be escorted by a Scout; Cubs should go in pairs. Youth should never enter a home unless accompanied by an adult. They should be reminded to use sidewalks and not cross lawns or jump over gardens. Be sure they have a pen

or pencil in hand so donors can fill in their name and the amount of their donation. Finally, remind youth to give the donor a Scoutrees bookmark and to say a hearty "Thank you!"

There are two accepted methods of soliciting donations for Scoutrees. The traditional method asks donors to make a pledge toward the planting of trees (e.g. 10¢ a tree). After Dig Day, donors are called upon again to fulfil their pledge. The other method (quickly becoming the most popular) is to ask for an up-front donation toward the planting of trees, thus making the second call unnecessary. Choose the method that best suits your community.

This year the planter's kit will contain the round Scoutrees for Canada participant crest. Remind those wearing the 1995 50 millionth Scoutrees uniform badge that they must remove it from the pocket flap by June 1996.

Groups and districts which order their own trees direct from government nurseries should make contact as soon as possible. Due to government cutbacks, some nurseries have closed.

If your section is not already involved, contact your local council or provincial office today for planter's kits.

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IT'S ST. PATTY'S DAY

Kiss Me I'm Irish!



by Hazel Hallgren

March 17th is St. Patrick's Day. Here are some of the activities one Alberta Scout- ing group used to make it a success last year.

Prepare your Beavers, Cubs and Scouts the week before by asking them to wear something green. When they arrive for your party make sure all lead- ers are wearing green bowler hats (available at craft stores).

Pick and choose the games, stories and crafts that will help you experience St. Patty's Day to the fullest.

All About Ireland

Put up a big world map and ask someone to point out Ireland. Some people call it "the Emerald Isle" because of its great beauty. Enshrouded in leg- ends of good luck charms and strange stories, Ireland is famous for its Blarney Stone — a rock in Blarney Castle which is said to give the skill of flattery to those who kiss it. What else have you heard about Ireland? (No snakes, 19th century famine, tin whistles.)

Shamrock Hunt

Prepare for this game by hiding as many shamrocks around the room as possible. Do this before the meeting starts, then ask Beavers to find them all. Adapt this game for Cubs by writing a ques- tion on each shamrock or cut shamrock pieces into a puzzle. Cubs have to assemble the puzzle (with a code on it?) while fighting the clock.

Spoon the Potato

Each child holds a potato in a spoon. With kids lined up on the starting line, at the leader's signal children must carry their potato around a weaving, obstacle course. Make this a relay race for Cubs.

While you're playing games, let Beavers and Cubs try potato bowling. See how high they can build a potato pyramid with a 30 cm square base. (For more ideas see "Plan a Spud Theme Night," December '93 **Lead- er.**) Play Stompin' Tom Connor's song, "Bud the Spud", in the background to set the mood.

Irish Roots

In the mid 19th century over one million Irish people fled the potato famine. Many came to Canada. Find out if any from your Scouting group have ancestors from Ireland. Perhaps they could share an interesting family story.

Vocal Cord Tune-up

Ask a parent who knows how to play a tin whistle to come and lead a sing- song. Learn several fun songs like "Does Your Chewing Gum Loose Its Flavour?" by The Irish Rovers.

Mr. McPotato Head

To make this craft each child will need one potato (body), one potato- sized hat, five cloves coloured brightly with acrylic, (two eyes, one nose, two for attaching the hat), cotton batting (beard), pipe cleaners (arms), stir sticks (legs), pieces of felt (mouth/dec- orations), glue and scissors.

The Leprechaun Legend

If you walk along a wooded path some moonlit night and hear the faint tap-tapping of a shoemaker's ham- mer, hide quickly. You might be lucky enough to see an Irish Leprechaun. According to legend, the Leprechaun has a pot of gold hidden somewhere at the end of a rainbow. He must give up his treasure to the one who catch- es him.

But be careful! He's a shrewd little creature. He may sprinkle your eyes with stardust as he slips away. No one has ever found his gold. Maybe it's just a legend, but a legend is like a dream: it could come true.

What Is a Rainbow?

God created rainbows af- ter a flood killed everyone on earth except Noah's fam- ily and the animals in his ark. The rainbow represents a promise that a flood will never again cause such dev- astation.

Scientifically we under- stand that after a shower the air is filled with minute water droplets. Though sun- light appears white, it's really made up of many colours (red, orange, yellow, green, blue, indigo and violet). The water droplets separate sun- light into these colours.

Demonstrate how this happens by holding cut glass or crystal up to a bright light. Watch for the sparkling colours. Ask your Beavers or Cubs if they have ever seen little rainbows in the spray of a lawn sprinkler.



Let everyone help out making decorations, props and banners for your St. Patty's Day party. It will build anticipation.

Photo: Allen Macartney

The Shrewd Leprechaun



Let Cubs make this story into a play. Their craft time could involve making props.

There lived in Ireland a long time ago a man called Patrick O'Lin. He hated work. "I'm too smart for it," said Patrick as he sat and waited for his fortune to find him.

One bright morning Patrick was resting under a tree. He whistled happily as he thought about getting rich. Then he heard a faint voice not much louder than a bee's buzz. Sitting up he wondered, "Is it a leprechaun? If it is I'll have his pot of gold before the night." His fortune had found him at last!

Patrick looked around the tree. There sat a wee leprechaun (no higher than a thistle bush).

"Ha!" laughed Patrick as he snatched up the leprechaun. "I'll not harm you. I'm only wanting your pot of gold!"

"I see I'll not outsmart the likes of you, said the leprechaun. "Tis true; you're too quick for me. I'll show you where I hide my gold."

But Patrick knew leprechauns could outsmart a man.

"Not so quick. I'll want your word that you'll not run away."

The leprechaun gave his word. Over bushes, ditches and thistle patches they went until they came to a bog. The bog was thick with blackthorn bushes. Here the leprechaun had buried his gold.

At the centre of the bog he said sadly, "There. Under this blackthorn bush you'll find it."

"I'll need a shovel to dig it up," said Patrick.

"Would you like me to get one?"

"Ha, ha!" laughed Patrick. "You try to outsmart me! With you gone and no shovel, I'll never get the pot of gold."

"Then I'll wait here while you get the shovel."

"No way!" Patrick laughed again. "If I go and get the spade, how will I find the blackthorn bush when I return?"

"I can see, Patrick O'Lin, you've won. Give me your red scarf and I'll tie it to the thorn bush. That way you'll know which bush to look under for the gold."

Patrick watched the leprechaun tie the red scarf to the thorn bush, then pleased with himself, he said, "Now begone with you." Immediately the leprechaun disappeared.

The sun was setting in the sky when Patrick approached the top of a hill with his shovel — the bog lay on the other side. He whistled happily thinking of his golden riches. Cresting the hill he saw not one red scarf, but thousands waving in the breeze. The leprechaun had tied one to every bush in the bog!

Far off he heard the sound of someone laughing. Patrick knew he had been outsmarted. He could never, not in a rainbow's year, dig up all those blackthorn bushes. ^

— Hazel Hallgren works with the 13th Red Deer Beaver Colony, AB.



DID YOU KNOW...?

- The average annual potato crop would cover a four-lane highway circling the world six times and be worth \$106 billion.
- The potato yields more nutritious food more quickly on less land than any other major crop (e.g. wheat, corn).
- Potatoes are so nutritious that a Nordic man lived (and thrived) for 300 days eating only spuds with margarine.
- The potato is so hardy it can be grown below sea level in Dutch farms or on windy 5,000 metre high mountains in Peru.
- Potatoes can be made into paste, medicine, food dye, even car fuel.

SNACK TIME!

These St. Patty's recipes should get your local leprechauns jumping.

Leaping Leprechaun Jelly-O's

2 pkgs unflavoured gelatin
2 pkgs lime gelatin
250 mL boiling water
500 mL cold water
5 mL cooking oil

1. Mix 2 packages of unflavoured gelatin with 250 mL of cold water.
2. Stir 2 packages of lime gelatin into 250 mL of boiling water. Add to unflavoured gelatin mixture.
3. Stir in 500 mL of cold water.
4. Pour into oiled pan. Chill overnight.
5. Let kids use cookie cutters to cut favourite shapes. Remove shapes with a spatula.

Leprechaun Dew

Mix up one bottle of ginger ale, one can (1.3 mL) of pineapple juice, and green sherbet.

"Hey! Which Way Is North?"

by Vernon Dutton

Most of us use our magnetic compass to orient our maps, but what if you've lost your compass? Let's put the sun to work. Here's how.

Method 1

You will need a piece of plywood large enough to hold a large sheet of paper, a 5 cm nail, a pencil compass, a sheet of paper, some masking tape to hold the paper on the board and a ruler.

Mark several semicircles on the paper after you have fastened the paper onto the board. (See diagram. It shows only one semicircle.) Experiment with different radius sizes, starting at about 5 cm. The time of year will affect the length of the sun's shadow. Place the nail at the centre of the semicircle.

On a sunny morning, place the apparatus on a table outside your tent or in an open patch of sunshine. Choose your spot carefully. The board must not move during the day.

At about 9 a.m. watch for the movement of the sun's shadow. When the tip just touches a circle, make a mark on the circle and note the time. (Point "A" in the diagram.) Then repeat the procedure as the tip of the sun's shadow touches each of the succeeding circles. If a cloud happens to obscure the sun when the shadow is approaching a circle, wait until the shadow approaches another circle. (These additional semicircles ensure that you do not have to wait until the next day to repeat the experiment.)

In the afternoon, mark the points where the shadow touches each of the circles again. (Point "B" in the diagram.)

Now, without disturbing the board, draw a line to join "A" and "B". Measure the distance between them and place a mark ("C") on the line halfway between

the points. Join "C" to the base of the *gnomon* (the name astronomers call the nail) at "G". This line (G-C) is your meridian. It points north and south.

By repeating the process on the other circles, you should get parallel meridian lines. Use these to check your work.

Method 2

Another interesting way to lay out the meridian is to use the shadow cast by the camp's flag pole. The flag pole now becomes the gnomon. (Of course any other vertical pole will work equally as well.)

Since you can't scribe circles in the grass, place a stake in the ground at the end of the shadow. Then measure the distance from the pole to the stake. A firmly stretched piece of rope (appropriately marked) makes a good measuring 'tape'.

In the afternoon, stretch your 'tape' out along the pole's shadow and, when the mark on the rope and the tip of the shadow meet, place a second peg in the ground.

Measure the distance between the pegs and then repeat the steps described in Method 1. The meridian is now nicely defined.

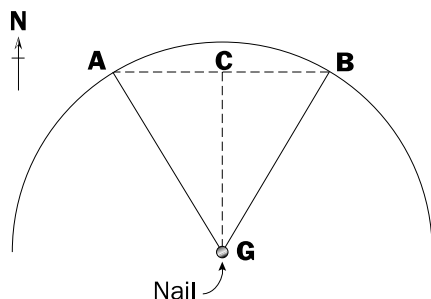
No one will ever be able to say that the members of your pack or troop can't find where north lies!

Now that your kids know how to find north in daylight, take them out at night and show them how to find the North Star. (Look for Polaris at the tip of the Little Dipper.)

Program Links

Cubs: Winter Cubbing Badge,
Canadian Camper Award
Scouts: Exploring Badge

— Vernon ("Skink") Dutton works with the 135th Winnipeg Group, MB.



The (ACTION- PACKED)

Baden-Powell Story

If you're looking for a great way to combine lively action with telling the Baden-Powell story, try this idea. It fits well into a weekly meeting or during a Scout-Guide Week party.

This story takes attentive Beavers or Cubs working together, as individuals and in small groups. It's easily adaptable for Scouts. Not only will it teach them about B.-P. (you'll have to run the game several times — the kids will insist), but they'll have a good time.

Here's how to play. Identify five groups and their actions:

- England: drink a cup of tea
- Africa: beat on a drum
- Canada: yell out, "O Canada"
- Army: stand up and march
- India: snake charmers

Two individuals should do these actions:

- Lady B.-P.: stand and say, "Girl Guides!"
- B.-P.: stand and say, "Let's go!"

We Launch a New Column!

In addition to feature material and exciting, tried-and-true program ideas shared by Scouters, **the Leader** tries to keep readers informed about program changes, international events, available national resources, special activities and organizational priorities. We will continue to do so.

National News, our new bi-monthly column, will highlight the more official announcements, bylaw updates and policy matters pertaining to the organization nationally. We hope you find this information useful.

Coming Events

- National Council Meeting, May 11, 1996, Delta Airport Hotel, Toronto, ON.
- National Program Forum, May 10, 1996, Delta Airport Hotel, Toronto, ON.
- 9th Canadian Jamboree, July 12-20, 1997, Thunder Bay, ON.
- 19th World Jamboree, December 27, 1998 - January 6, 1999, Chile.

Charter Review

Following unanimous approval at the annual meeting held November 18, 1995, our National Council will take all legal steps necessary to change its Charter to reflect the new Mission of the Boy Scouts of Canada. The proposed revisions will:

- change the name of the Corporation from "Boy Scouts of Canada" to "Scouts Canada"; the new name will be appropriate for both English and French usage.
- provide the power to subsequently amend the Charter without the need to petition for amending legislation, so any future change(s) to the Charter would require a resolution of National Council to be passed by two-thirds or more of those present and entitled to vote at a general meeting of National Council.
- approve consolidation of the Charter and all of its amendments into a new private act for convenience of reference and administration. This consolidation will have as an appendix a listing of the history of the Charter and its amendments so that Scouts Canada will always be identified as having been incorporated in Canada, in the first instance, in 1914.

Elected Officers

The following officers were elected at the Annual Meeting, held November 18, 1995:

- President: Dr. Bill Forbes FCIC
- Past President: William C.A. Wyman
- 1st Vice-President: David W.T. Ratray
- Vice-President: Donald Livingstone
- Vice-President: Allen Ball
- Vice-President: John Richardson
- Secretary/Treasurer: Alan Barkhouse FCA
- Honourary Legal Counsel: Robert Laughton QC
- International Commissioner: Jack Sinclair
- Chief Executive: John Pettifer CAE (ex officio) λ

Everyone should listen for these words:

- Scouts: throw imaginary hats into the air and yell, "Hurray!"
- World: say, "Big round world!" and make a circle with your arms.
- Guides: stand and say, "Be prepared!"



On February 22, 1857, Robert Baden-Powell was born in England. This man would later become famous as the person who founded Scouts and helped found Guides. Around the world people called him simply B.-P.

After spending a number of years in boarding school, he joined the Army at 18. As a soldier B.-P. travelled to many countries including Africa and India. He became famous during the Boer War as a Colonel in the Army. After the war, B.-P. returned to England where he found that many of the books he had written for the Army were being used by teachers and other leaders to help them in their work with youth.

He decided to try out his own ideas and held a camp at Brownsea Island with a group of children from London. These kids later became the first Scouts. The girls of that day, seeing what fun their brothers were having, decided they would become Scouts too. Soon patrols of girls calling themselves such things as lions, tigers and vultures sprang up all over England. In 1909 B.-P. invited all the Scouts of England to a parade at the Crystal Palace in London. This huge building was actually made of glass. B.-P. stood at the front of the building and saluted the youth. Later he inspected the Scouts. Astonished at the number of girls following along (and their enthusiasm), he asked them what they wanted. They answered that they too would like to join his organization. Back home B.-P. thought about the girls and talked about them with his sister, Agnes Baden-Powell. The result was not girl Scouts but Girl Guides.

At the Crystal Palace Rally was a Canadian lady — Mrs. Malcolmson. She was very interested in the first Guides and when she returned to Canada in 1910, she started the first Canadian company of Girl Guides. This was in St. Catharines, Ontario.

Guiding and Scouting quickly spread throughout the world and soon there were Guides and Scouts not only in England and Canada, but also in Africa, India and many more countries.

B.-P. left the Army and devoted all his time to Scouting and Guiding. He travelled constantly. On one voyage he met Olave St. Clair Soames. He fell in love with her; they got married. Olave Baden-Powell later became the World Chief Guide. She is affectionately known to Guides all over the world as Lady B.-P.

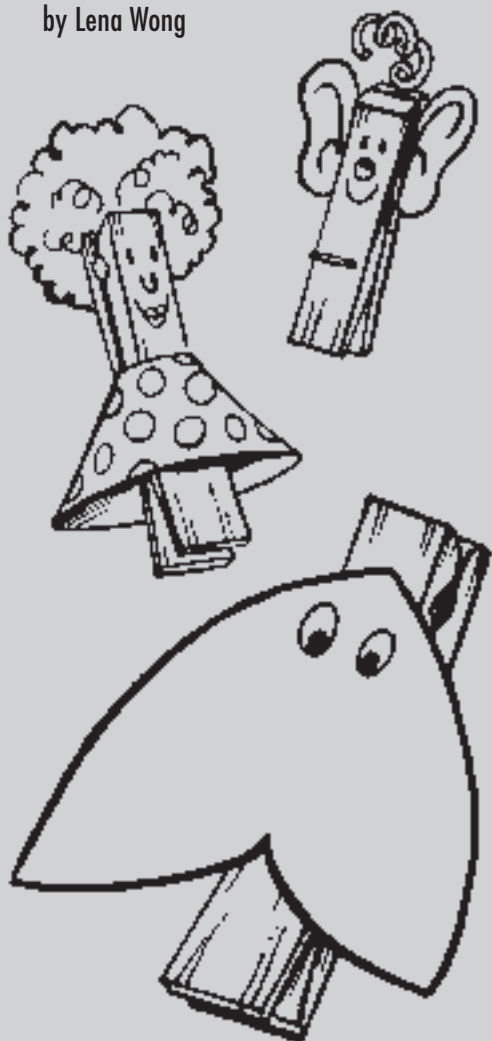
Lord B.-P. and Lady B.-P. were both born on February 22. A Belgian Guider suggested that we make this a special day. We have expanded the celebrations to include Scout-Guide Week where we remember youth members all over the world.

B.-P. and his wife Lady B.-P. are no longer alive, but their ideas will live forever through Scouts and Guides. Aren't we lucky to be part of such a great organization?! λ

— Thanks to Lynda Paterson, 2nd Greenfield Park Beavers, Quebec.

Fun at the Pond

by Lena Wong



Welcome to February. While this is not a particularly cheerful month weatherwise, it can be a fun month if you start looking forward to the spring and start incorporating some spring themes into your program. February also has a few celebrations worth participating in with your Beavers.

Let's start with a rousing song. It's a song-game all your Beavers are sure to enjoy that comes from the *Beaver Song Book* compiled by Ontario's Trenton District Beaver team.

Beavers in the Pond (Farmer in the Dell)

Pick a Beaver to be "IT" before starting.

The Beaver's in the pond
The Beaver's in the pond
Hi, Ho the merry-o
The Beaver's in the pond.

The Beaver picks a lodge
the Beaver picks a lodge
(*IT picks a few fellow Beavers*)
Hi, Ho the merry-o
The Beaver picks a lodge.

The lodge gathers sticks
The lodge gathers sticks
(*IT picks remaining Beavers*)
Hi, Ho the merry-o
The lodge gathers sticks.

THE STICKS FALL DOWN!
(*Get your Beavers to flop all over the place on the last sentence.*)

Valentine's Day

Who can miss February 14 and the opportunity to make something nice for someone you like?

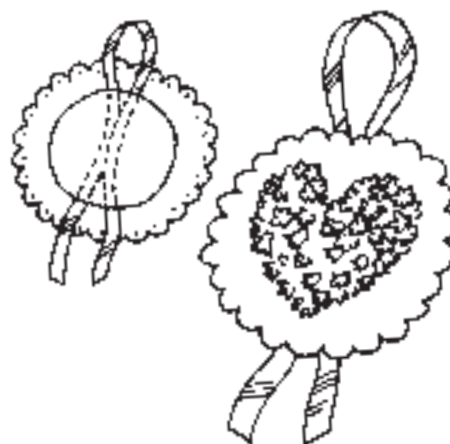
A Valentine's Day Ornament

The basic idea for this craft comes from the Australian *Joey Scout Leader's Handbook*. To make it you need a circle cut from red bristol board about 10 cm in diameter, a slightly larger white paper doily, small paper or silk flowers and leaves, a length of narrow red ribbon about 30 cm long, and glue.

Glue the doily onto the bristol board circle catching the ribbon between so it forms a loop at the top; the two ends should stick out under the

doily. Arrange the flowers and leaves in an attractive design on the doily; glue them on. Mom can hang it in a suitable place by the ribbon loop.

Valentine's Day Ornament



Wastepaper Basket

You will need a small cardboard box with the flaps cut off, red and green construction paper, and glue. Cover the box with green construction paper. Cut four heart shapes from the red paper, gluing one on each side of the box. Add sparkles or stickers for additional decoration if wanted.

Scout-Guide Week

February 18-25 is the week Scouts Canada and the Girl Guides celebrate B.-P.'s birthday. Invite your local Sparks group to your meeting that week for some joint activities. Discuss the idea with the Sparks' leader and share ideas from both of your leader's handbooks. The kids will enjoy comparing their activities and finding similarities in their programs.

Make your visitors a part of the Beaver group for the evening by inviting them into your lodges in a small ceremony. At the opening, have the Sparks and their leaders sit at the end of the river banks facing your colony beaver. A Beaver leader should read chapter 6 from *Friends of the Forest*. After the reading, have Keelo lead the Sparks between the river banks to meet the Beaver leaders. Now invite the Sparks to join your Beavers in the river banks for the completion of the opening ceremony.

Play a game from the *Beaver Leader's Handbook*. I suggest "Rusty's Apple" (page 13-4). If you don't have bean bags you can make them easily by placing a handful of dried beans in a plastic sandwich bag. Fold over the open end a couple of times, stapling or taping it closed.

Now play a game from the Sparks' handbook; "Soda Pop Fizz" sounds like fun.

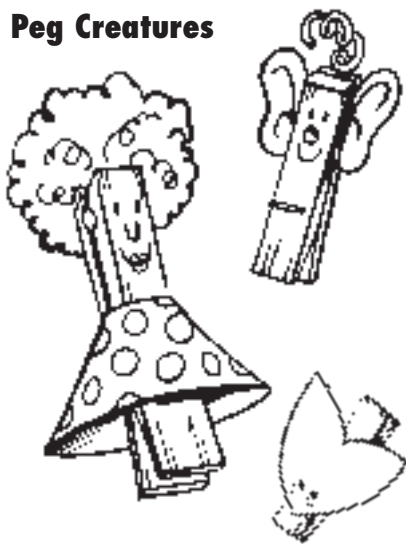
Divide players into two teams (mixing Sparks and Beavers). Team "A" stands in a line facing one side of the playing area. Team "B" stands along the other side facing Team A's backs. Team B players chant, "Soda pop, soda pop, soda pop," and take small steps towards Team A. Suddenly, the game leader calls "Fizz!" and Team A players turn to chase Team B players who try to run back home. Any Team B players who are caught join Team A. The game continues until all Team B players are caught. Now switch sides and play again.

Peg Creatures

Have the children make these creatures to remind them of the fun time they had celebrating Scout-Guide Week together.

For each creature you need a wooden clothes peg (with a spring), poster paint (or felt tip pens), glue, bits of wool, bits of cloth and other items for decorating.

Peg Creatures



Paint the pegs and allow them to dry. Draw on faces and other features, then glue on bits of wool and cloth for hair, fur or clothes. You might want to try cutting wings from bristol board to make bats or birds. For a really novel idea, dress the clothes pegs to resemble Sparks and Beavers.

Make sure you take some photos during your visit to update your colony picture records.

Handprint Poster

During the visit, have the Beavers and Sparks draw the outline of their hands on a large piece of brown paper

leaving a space in the centre. Write their names in the outlines. Take a group photo (preferably with a Polaroid camera so you get an immediate picture) and glue it in the middle of the poster. Why not make two posters — one for each group. Display the poster at your local Scout-Guide Week mall display.



Outdoors Activities

Have you visited your colony's special nature place this winter? If not, try to visit it this month. Walk all around noticing how it appears; take some pictures and talk about the changes that have taken place since your last visit.

Are there animal prints in the snow? What kinds of animals are they?

Do you see any birds? Look for squirrels and observe what they are doing. Draw pictures of the trees and bushes as they look at this time of year.

How deep is the snow? Carry out this little experiment while you are visiting your area. Bring along a measuring stick and measure the depth of the snow in different areas: under a tree, in the open, behind a bush, the middle of a large snowdrift. Write down the measurements. When you get home, draw the measurements out on a piece of brown wrapping paper and hang it on the wall. Let the Beavers stand up against the lines to see how the depth of the snow compares to their heights.

Shadow Pictures

Split the Beavers into pairs and give each pair a stick. Then let them take turns drawing the outlines of each other's shadow in the snow.

That's it for this month. Have fun. See you in March. \

ENERGY BURNERS

SNOW TAG

You need a little time to set up a field for this game which is played in an open area. Trample pathways about 1 metre wide in the snow covering a rectangle pattern approximately 30 metres x 20 metres. Trample another set of paths forming an "X" across the open area between the main paths.

The object of the game is for IT to chase and tag the other Beavers along the paths. Any Beavers who are tagged or who go outside the path are out of the game.



BEE STING TAG

Outline a "forest" area clearly. Choose two to five IT's to be bees; all other players are bears. The bees chase the bears to sting (tag) them. Tagged bears leave the forest and run around in the area until all bears have been stung. The last bear stung is IT for the next game.



FLAMINGO TAG

Pick a Beaver to be IT. All other players are safe from being tagged as long as they imitate flamingoes by standing on one foot with the knee of the raised leg lifted as high as their hip. Any flamingoes who touch the ground with both feet can be tagged. (IT must not push.) The game can be changed by having flamingoes touch their noses with the hand of an arm hooked under a raised leg.

National Council Update

Your National Council continued its focus on structure, membership and finances at meetings last November. The assembly heard from many councils which anticipate membership increases; Manitoba and Quebec Provincial Councils both realized increases during 1995. In the corridors and hallways, membership challenges and successes were shared by many councils.

Chief Executive John Pettifer challenged all provinces to increase registration by 3-5 percent. He also announced the appointment of Allen Ball, from BC, as Vice President responsible for membership development. Allen spoke about his new role and challenged the group to keep youth programming the focus of all that we do. He requested the appointment of provincial representatives to work with him. Allen intends to survey and involve group committees in membership development issues.

An exciting facet of the fall meetings was the full participation of the National Youth Committee. Formed this past year, the group now contributes to the decision-making process at this level. (See page 39 for a committee update.)

Phil Chant, our Communications Chair, reported on the continued success and support of Advertising and Promotion Campaigns. Recent campaigns have been conducted in the National Capital Region, ON, Prince George, BC, and Cape Breton, NS. Through these efforts and future campaigns the committee

hopes to continue to support membership initiatives across the country.

Strategy and Structure

Council re-committed itself to continue supporting Scouting's Strategic Directions and new Mission. The hopeful result: a sounder financial future and greater focus on our youth, our programs, membership and operational structures.

The structure, role and operations of National Council are being reviewed. The group heard of the progress Chair Claude Taylor was making in this regard. More on this in our next update.

Program Matters

The National Program Forum discussed everything from activity wear and the beret to retention of members in our programs and Program Review updates. On the matter of activity wear and the beret as official headwear, it was agreed that each provincial commissioner would continue to gather feedback and opinion with a decision targeted for the next council meeting.

Canyouth Publications Chair Mike Townsend noted for Council the continued support **the Leader** Magazine receives from Scouters across the country in the form of feedback, material submissions, photos and ideas that make the magazine such a valued resource. He served notice that, faced with significant increases in the cost of paper and rising

postal rates due to subsidy reductions, the annual \$7.00 subscription fee will rise effective September 1, 1996. Currently published 10 times per year, it was pointed out that reducing the magazine's frequency could keep the increase to a minimum. Stay tuned for further details on this matter.

Tribute

Within the formal notices and motions at the Annual General Meeting of the Corporation, a special tribute to Scouters and other volunteer members was formally moved. It reads:

"Scouters and all volunteers form the cornerstone of our youth within this World Brotherhood. They are the people who deliver the program and administer so well our organization. Our volunteers represent Canada from coast to coast giving of endless hours, vacations, weekends and yes, dollars, in an effort to give our youth experiences they may only get in Scouting. Many communities, the environment and our nation as a whole are richer because of these dedicated adults-volunteers. It is an honour to make a motion on behalf of Scouts Canada acknowledging those adult leaders who have a major influence on the youth of this country. Thank you one and all. **YOU DO MAKE A DIFFERENCE.**"

The National Council will meet next in May in Toronto, ON. [^]

“Listen UP! Has Anyone Seen Our Tent?”

by Brenda Corie

Gear.

It comes and goes, often like a ship in the night. It needs to be stored and maintained. It is increasingly expensive. It can make the difference between a good trip and a leader's nightmare.

Years ago our group committee realized it had a problem — at least it thought so. A few senior members could recall seeing bits and pieces of gear. But where was it...? Hummm. Some thought they remembered where it was stored, but leaders had moved. Willing parents had stored tents, tarps and the like, but now chaos reigned.

What gear did the group actually have? What condition was it in? Did it still meet our group's interests and needs? Our group asked these questions.

The inventory process began in earnest as we underwent a resurgence of activity and started busily planning camps.

One particular group of Scouts and Venturers focused their interests on backpacking, caving and climbing. A glance at our large, garage-sale style canvas tents with their wooden uprights, our collection of cast iron fry pans and our distinct lack of cook stoves of any kind, told us that we had serious work to do before anyone would have a good trip.

Soon our needs became obvious. Eventually, we assembled most of the gear, but it took a lot of work.

We didn't have much money. Fundraising for our small but mighty band was difficult, so we wanted to be extra careful about how we spent our meagre fortune. Since hindsight is 20-20, here are a few of the lessons we learned.

- Buy the best quality equipment you can afford. Some things are worth acquiring a bit at a time and borrowing in the interim. This is particularly true for tents. One night spent in a “wilderness waterbed” will convince anyone.

- Find a central location for storing ALL the group's gear. In our case, a Scouting family volunteered to keep it. Knowing where it *has to be* makes retrieval easier and lessens the stress leaders feel.

- Be prepared for a few mistakes. Sometimes your equipment might include items that are no longer useful or are obsolete.

- Establish some user's guidelines at the outset. Why? Not everyone knows how to care for today's high-tech equipment. Be clear and firm. Put the guidelines in writing. Give a copy to anyone (youth or adult) who wants to borrow the gear. Be patient but thorough. For example, we require that sections return gear within 48 hours of coming home from a trip. We prefer soggy, wet tents that we can dry properly, to tents stuffed in bags while still damp.

- Find a willing, *organized* volunteer to act as quartermaster. That person will be responsible for readying gear as requested, inspecting gear as it is returned, arranging for necessary repairs, and suggesting new items to consider for purchase. Arm him or her with an inventory print-out to work from. This helps to ensure that ALL gear borrowed will be returned.

- Attempt to teach responsibility and accountability. Remind youth that it is their gear; it represents many hours of hard work and sacrifice. Make sure they understand that responsibility for borrowing includes returning it in a clean and orderly state. The quartermaster is not a clean-up committee.

- Invite the quartermaster to be a dynamic part of the group committee. He will quickly become an “expert” in the area of equipment and can save you a lot of time and money. Have them participate at special events by putting up a gear display. Why not assist in the orientation of

new leaders by familiarizing them with what is available. They can be a part of a “maintenance evening”, showing young Scouts how to seam seal a tent, while being assisted by some capable Venturers.

Be warned! Quartermasters who lack group support soon burn out. It's also no fun for them to be constantly cleaning, untangling and sorting material. If anyone deserves a sincere “thank you”, it's your quartermaster.

A well organized quartermaster's store can make your camping experience more enjoyable. It takes only a little bit of effort to keep it running smoothly once everyone knows the routine. ^

— Brenda Corie works with the 37th LDS Scout Group in Edmonton, AB.



Update and Questions

by Ben Kruser

JUMPSTART!

It's a program resource that has received rave reviews from front line leaders. Each package contains pre-planned programs for Beavers and Cubs, along with a self-training video to help leaders get their program up and running in the shortest time possible. JUMPSTART has become a key component for those starting new groups; it's also used on training courses to show leaders how to meet and exceed Scouts Canada's programming standards.

Scouts Canada thinks that being a leader should be a rich, stimulating and creative experience made so by plenty of support and coaching. During some recent council visits and cross-country travels conducting program workshops, I've been asked some interesting questions about JUMPSTART — both practical and philosophical. Let me answer a few of your questions and quiet some concerns.

JUMPSTART WORKS

Q: I've been a Beaver leader for two years and have never heard of JUMPSTART. Why?

A: While **the Leader** has mentioned JUMPSTART many times, some local council newsletters have not advertised its availability on a regular basis. To help improve awareness, this article contains many of the JUMPSTART character images suitable for newsletters, training announcements and sharing session events. Copy them as you wish and put them to use. If people don't know a resource is available, then being a leader naturally becomes more time-consuming and difficult.

Q: Will I be stepping on "National's" toes if I develop my own JUMPSTART packages for local leaders?

A: Not at all. We develop packages that can be readily adapted to any colony or pack, whether in Yellowknife or Vancouver. We don't focus on specific zoos, museums, parks and activities, but local Scout leaders could use these easily to create their

own JUMPSTART package. Take the cover off a JUMPSTART package and put your district, region or province's name at the top; then develop JUMPSTART packages that meet local section needs and interests. Your own volunteers might really get excited about this opportunity. You might even get Beaver and Cub Woodbadge Scouters to develop one or two during their weekend/week-long training.

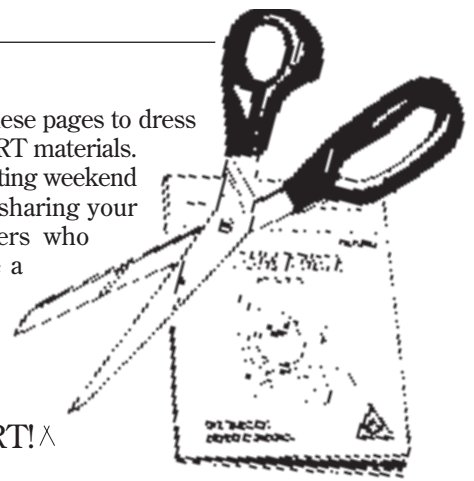
Q: How long does it take to make a JUMPSTART package?

A: From our experience it takes about 3-4 hours to fully develop a one week program. (And we wonder why being a leader is hard.) Who has 3-4 hours to spend in the library these days? Service Scouters and trainers, on the other hand, have this responsibility as part of their collective jobs to support leaders. Look at it another way. If a single Service Scouter spends 100 hours working on a major event, the result is that the youth get only

one program experience. But if that same Service Scouter spent 100 hours working on JUMPSTART packages, with an average development time of 4 hours, then the youth end up with 25 PROGRAM EXPERIENCES. The burning question then is why is it so hard to give leaders a program resource that saves them time and effort and lets them concentrate on delivering a great program that will ultimately retain youth members? While events are fun to work on, they do not retain youth, and in some cases just make service people look busy.

Use the images on these pages to dress up your own JUMPSTART materials. Hold a JUMPSTART writing weekend for your area and start sharing your knowledge with Scouters who would really appreciate a helping hand. That is the true spirit of service and training, and the true spirit of Scouting.

Let's JUMPSTART! ✕





Book Talk

by Dave Jenkinson



Say, Bunky, do you ever feel that you're just too busy juggling all the things in your life?

Well, I've just the book for you: *Juggling Step-by-Step*. No, it's not a treatise on time management, but while you're concentrating on keeping all those balls in the air, you won't have time to think about your other problems. Using a simple text and colour photographs featuring juvenile models, the author, who started juggling when he was 13 and is now a circus star, takes would-be jugglers from a simple one silk scarf "Cascade" through to mastering the three ball Cascade. Those who learn to handle the trio of balls are invited to try some ball tricks and to juggle other objects like rings, clubs and household objects. **(Cubs and Scouts: Entertainer Badge)**

Sometimes old can be new. At least that's what Camilla Gryski suggests in *Let's Play: Traditional Games of Childhood* where she presents the instructions for playing 14 different game types: Counting Out, Tag, Hide and Seek, Hunt the Thimble, Leapfrog, Hopscotch, Skipping, Balls, Clapping and Hand Games, Hand Shadows, Broken Telephone, Jackstones, and Marbles. In addition to providing a brief history of each game, Gryski suggests some interesting variations. These games are good for individuals, pairs and groups. Get older Cubs to learn how to make some hand shadow animals, then encourage these Cubs to demonstrate their new skills to Beavers. **(Cubs: Entertainer Badge)**

Originally skipping was a boy's game. Now, both sexes can improve their skipping skills with Glen Vecchione's *The Jump Rope Book*. The book has something for everyone from the complete novice to the experienced rope jumper. Vecchione commences with the before-skipping basics and works through

solo jumping, dynamic duos, and "no hands" jumping which involves rope jumping in groups. He concludes with "Fun and Fancy" which incorporates twirling tricks, work-out activities and games. Some of the non-skipping rope games, such as "Circle of Poison" and "Rock the Cradle", would be most appropriate for Cubs and Scouts. **(Cubs: Athlete Badge 4k; Scouts: Sports or Team Sports Badge)**

Getting mail when you're young is an exciting event. Joan Irvine solves your what-to-send problem in her book *How to Make Holiday Pop-Up Cards*. Here she provides instructions for making more than 30 different pop-up cards related to celebrating five different themes: Friendship and Love, Your Heritage, Your Faith, The New Year, and People and Events. The book reflects the many cultures and religious faiths found in Canada. Besides making cards to celebrate Christmas, the book's users are given opportunities to acknowledge important days from other faiths such as Eid-ul-Fitre (the Islamic Festival marking the end of Ramadan) or Hanukkah (the Jewish Festival of Lights). Irvine's step-by-step instructions are further clarified by Hendry's illustrations. **(Cubs: Tawny Star A9; Artist Badge 7; World Religions Badge 2; Scouts: Artist Badge)**

Music Crafts for Kids: The How-To Book of Music Discovery gives many recycling ideas. While the book includes music-related crafts other than instruments, the "noise makers" will particularly interest young readers. As part of their "Old Jug Band", the book offers everything from Boing Boxes to Tube Kazoos and Utensil Chimes. Perhaps next October 31, trick-or-treaters could signal their arrival by shaking their Halloween Clatter Stick. The illustrated instructions make building easy. **(Cubs: Tawny Star A6; Handicraft and Recycling Badges)**

Readers of *OWL Magazine* or viewers of *OWL/TV* will immediately recognize the name of Dr. Zed (aka Gordon Penrose). His *Magic Mud and other Great Experiments* and *Dr. Zed's Sensational Science Activities* each offer 21 activities which can be done outside the lab with easily obtained materials. Every double page spread, illustrated with colour photographs and drawings, provides a fun activity which demonstrates some aspect of science. Cub leaders, in particular, will find many star and badge tie-ins amongst the ideas in these books. Apartment-dwelling Cubs could consider the "No-Soil-Mini-Garden." The cornstarch Magic Mud is a natural addition to next Halloween's party, while the Wind Wheels are an excellent outdoor craft for spring's gusts. Picking up a bit of science knowledge is even better when taste buds are tempted by Dr. Zed's chocolate chip meringues, Valentine tea biscuits, or his jelly pops.

Don't forget: If you have a science theme night, send a write-up to **the Leader**. Let the whole country hear about your great science program.

Book Details

- B. Besmehn, *Juggling Step-by-Step*, Sterling, 1995: \$10.95.
 N. Fiarotta and P. Fiarotta, *Music Crafts for Kids: The How-To Book of Music Discovery*, Sterling, 1995: \$13.95.
 C. Gryski, *Let's Play: Traditional Games of Childhood*, Illus. by Dusan Petricic, Kids Can Press, 1995: \$16.95.
 J. Irvine, *How to Make Holiday Pop-Up Cards*, Kids Can Press, 1995: \$10.95.
 G. Penrose, *Magic Mud and Other Great Experiments*, Greey de Pencier, 1987: \$9.95.
 G. Penrose, *Dr. Zed's Sensational Science Activities*, Greey de Pencier, 1990: \$9.95.
 G. Vecchione, *The Jump Rope Book*, Illus. by Jason Hurst., Sterling, 1995: \$19.95. ^

CROSS-COUNTRY PHOTOS

Last fall Beavers from Port Colbourne, ON, decided to plant a tree in remembrance of the children who died in the Oklahoma bombing. This one metre high white spruce now stands as a symbol of compassion. The children really needed to talk about what happened, said Scouter Kathy Elliot. "They were pretty upset," and needed to do something. At the end of the planting everyone joined hands around the tree signifying brotherhood and mutual support of the children in Oklahoma. Photo: Les Turvey



A tree/plea for compassion



Good will Cubs

Gregory Kilpatrick's school decided to send good will bears around the world to spread a message of peace. The Surrey, BC, Cub decided his messenger should be a Scouting ambassador. Greg's mother quickly sewed a full Cub uniform onto the stuffed bear, complete with emblems. Before sending the little bear on his mission, the 8th Sur-Del Pack formally invested him. Trader badges and Canadian flag pins filled his pack. Photo: Kasie Kilpatrick



**Do you have a
Beaver banner?**

Artist Anne Brigham of the 86th Regina Beaver Colony, SK, proudly displays the colourful, brand new banner she made from felt and glue. Depicting many *Friends of the Forest* characters, the banner hangs at all Beaver meetings.



When our 1st Oilfields Cubs from Okotoks, AB, visited Drumheller during a Cuboree, everyone had the opportunity to try on a 'living scarf'. Though one parent was horrified that her little daughter had held a large snake in her hands, the Cub loved it. Photo: Cheryl Smith



Cubs and Scouts of the 4th St. Andrew's Group in Sault Ste. Marie, ON, painted dinosaur footprints on the road leading from the local canal locks to a travelling dinosaur exhibit of the Royal Ontario Museum. The exhibit helped advertise the 125th anniversary of the opening of the locks. Using water-soluble paint, the Cubs and Scouts worked hard making their dinosaur footprints as dark clouds drifted overhead. When rain washed their artwork away, the determined kids re-painted every footprint. Photo: Thom McDonough

Let's Take Better Aim: Part 1

Use Competency-Based Training

by Bob Kane

Did you ever go duck hunting or watch people hunt ducks? The birds fly over (generally in small groups) and the hunter fires away with round after round of shot. In the end he may only get one or two birds — 400 grams of meat.

In contrast, the deer hunter armed with a bow and arrow carefully stalks the prey. Getting as close as possible, he fires a single, well thought out and well-placed arrow.

For half a kilogram of meat the duck hunter burns a lot of powder and fires numerous pellets through the air that hit nothing; they just fall to the ground wasted. For fifty kilograms of meat, the deer hunter sends a shaft with a precision point speeding through the air propelled by sheer muscle power. He recovers the arrow and uses it again.

The duck hunter concentrates on the group of ducks, while the bow-hunter focuses on a specific and vital spot.

Don't Blast 'Em

Training ventures sometimes resemble hunting with a shotgun. Myriads of infobits are blasted into the air in the hope that some of them will hit the participant effectively.

Experienced trainers, like practised bow hunters, focus on the specific and expend the least amount of resources to accomplish their goals.

"Focusing training" is the act of designing learning programs that help course participants gain better specific knowledge, skills and attitudes required to perform their job.

Competency-based training design (CBTD) is one of the tools trainers use to focus instruction on those things the learner NEEDS to know and do to get the job done, and to get it done well. Competency-based training design focuses on the NEED TO KNOW rather than the "nice to know."

Trainers naturally tend to design their training courses to:

- suit their own training styles and/or preferences

- accommodate what they think the learner should know
- try out new methods/approaches
- fit trainer availability time frames
- accommodate needs perceived by third parties.

All of these reasons are legitimate, but the important element missing is that none specifically involve the needs of the organization or the individual learner.

Competency-based design helps identify the *real* training needs, i.e. the difference between what your organization requires the person to accomplish, and what the person is currently competent to do.

Ten Steps to Better Training

The competency-based training design presented here consists of ten steps. It's an amalgamation of over half a dozen CBTD processes used in North American and European industrial and educational applications.

1. State Job Performance Outcomes

In specific terms state what a job incumbent is expected to accomplish.

2. Identify Component Tasks

Break the job down into its separate tasks.

3. Set Performance Standards

In specific, concrete and measurable terms, state how well each task needs to be performed, and under what conditions it's expected to be performed.

4. Create a Task Index

Determine what specific knowledge, skills and attitudes are required to perform each task to your standard.

5. Determine Individual Learner Competency

Find a way to measure a person's competency for performing each task. It's preferable to administer competency testing prior to implementing a learning program; this will give adequate planning time for trainers. Where this is not possible, administer the testing at the very outset of your training pro-

gram. (This means that trainers must be highly adaptive and flexible.)

6. State Individual Learning Needs

Cite the differences between the performance standards and the individual's competency.

7. Set Learning Objectives

List all the learning needs of your training candidate; state them in clear, specific and measurable terms.

8. Design the Learning Program

Design/select learning activities that focus on helping each individual perform tasks at, or above, your established performance standards. Implement the learning program.

9. Validate Learning

Retest individual competency in each task. (In the event the performance standards have not been attained, use the data gained and go back to step seven.)

10. Evaluate the Learning Program

Conduct an overall review of the entire process including input from the trainees to determine the appropriateness, effectiveness and efficiency of the program.

The most important aspect of any training program involves making sure that the learning that was supposed to happen, did in fact occur. But, almost as important, watch the whole learning climate: methods, atmosphere, interpersonal relations, physical setting, and support services. In one way or another, all of these impact on the learning process. We may be able to alter or improve some. Look at the overall climate when considering future, or follow-on, training endeavours.

Effective training takes time and energy. Don't cut corners unless you're willing to accept an inferior product.

Past Mistakes

Back at the tail end of the 1960's and right through to the late 1980's the training field focused on various techniques. It also concentrated heavy

attention on the trainers. A picture of the 'perfect' instructor took shape. The final "visage complete" was a marvel! Only one small snag marred the beautiful picture: few (if any) could match the expectations. The ideal trainer was just a shade less than a demigod.

All over the western world trainers began to doubt their competency; they started attending every training seminar or workshop they could find. Unfortunately, each one tended to confirm their unworthiness.

Finally someone said, "Whoa! This is silly! At this rate no one will be considered competent to train. Let's take another look at this!"

Soon everyone realized that this destructive navel-gazing actually took attention away from the real purpose of training, which involved learning, developing skills and becoming competent.

Keep Focused

People attend training sessions to learn things they need to know. This helps them either do their job better or to contribute positively to their own life (or that of others).

Focus your sessions not on *training* people, but on giving them the tools they need — the *learning*.

At one time "training" referred almost exclusively to developing hand skills, e.g. using tools and machines. After World War II people started using the word to mean just about every form of learning.

Training is a process where people learn and increase their skills to perform work of some kind, whether mental, spiritual or physical. But the GOAL is always increased COMPETENCY!

Scouting's youth members need adults who are competent in helping them learn how to develop their potential.

If you want to increase the competency of volunteers and staff through training sessions, then make sure they learn what they need. This doesn't mean you should ignore various learning methods; appropriate ones are vitally important. Here are some basic principles for adult learning.

1. Use and build on the learner's experience.

2. Learning content is directly relevant to the purpose. Focus on the 'need' to know.

3. Focus methods on "learn by doing" and individual competence, rather than group competence (unless there is team learning or group work).

4. Learning is each trainee's responsibility.

5. Trainees learn at their own speed and in their own style.

Instructors need to ask themselves more often *why* they are holding the session. What will the participant be able to do at the end of the session? How does the learning contribute to Scouting's Mission? Then, like the bow hunter who takes careful aim, their work will bear fruit.

— *Bob Kane (also known as "Red Bear") is a former member of the Volunteer Services Committee. He lives in New Brunswick.*

Here's An Olympic Opportunity

by Ian Mitchell

A large part of the Venturer program is based on youth being responsible for their own programming. This includes planning activities, preparing for them and implementing all aspects. This process allows Venturers to develop the necessary leadership skills and attitudes while having fun.

The Calgary Region has found another way to cultivate these same skills through a partnership with the Canadian Olympic Development Association. It allows Venturers to carry out a program called "Sleep Under the Stars".

"Sleep Under the Stars" is a one-night sleepover program for Cubs and Scouts at the Olympic Hall of Fame and Museum at Canada Olympic Park. The program itself consists of activities such as a spooky flashlight tour, an outdoor hike to the ski jump and bobsled facilities, watching movies, a wiener roast, storytelling, bobsled simulator rides, and more.

Where Venturers Fit In

Thirty youth were selected and trained for the job. Each Venturer was given a job description which stated who they would report to, the time commitment expected, their primary goal, and what attitudes and skills would be needed to do the

job. The job description also included an agenda for the program (including times) which showed the exact responsibilities of the Venturers during each segment of the program.

Neat idea! Here's an example of the schedule.

8:00 - 9:15 p.m. Hike and Tower Tour

- Guide children up the bobsled and luge track.
- Provide information on bobsledding and lugging.
- Take the group to the ski jump tower.
- Guide children down the bobsled and luge track to snack and skating area.
- If faced with bad weather, take the children to the theatre for a movie.

Training included everything from providing technical information about the facility, to the opening and closing of the museum. It included how to operate the projectors and set up the projection room, how to operate both the ski jump and bobsled simulators, how to deal with discipline problems, history on the facility and the events run at it. Of course the Venturers reviewed emergency procedures in detail. These included what to do in case of injury or sickness, building evacuation and fire or explosion. There was even a trial sleepover for the Venturers before the program started.

Leadership Development

Who said that developing leadership skills had to be dry, boring sessions? The Venturers involved in this program have as much fun as the participating youth. Imagine supervising children on the top of a 90 metre ski jump tower, or being in charge of a bobsled simulator where participants actually buckle into the sled and wait for the ride of their lives. The responsibility is considerable, but Venturers accept the challenge.

So how does this help you in Whitehorse, or Prince Albert, or Goose Bay?

Take a look around. Is there a local museum that could give your Venturers this same type of opportunity? What about a park with interpretive trails or historical sites? Vocational companies could help give Beavers or Cubs tours of the fire hall or police station. Perhaps they could manage a sleepover.

Not only will this develop leadership skills, but consider how these activities will strengthen links between sections. Do you think the Scouts, led by a Venturer to the top of a 90 metre ski jump, will want to become one of those Venturers? You bet!

Scouting programs are not set in stone. Our handbooks simply suggest ways to accomplish our Mission. Many other paths will get you to the same destination. Don't be afraid to try one or two if the opportunity arises. ^

Canada Cord Positioning

At the November National Program Forum it was decided that Venturers who had earned their Canada Cord while in Guiding, could wear their Canada Cord Pin on the Venturer uniform. Wear it above the left shirt pocket (the area designated for "Authorized Awards/Special Events").



Learning to Read Maps

by Ian Mitchell

Maps and map reading have always been an important part of Scout programming. Games help the learning process and fall within our “learn by doing” practice.

Games can be a very effective way to reinforce learning when Scouters create or modify them to hone specific skills. The following games show how you can make map drills interesting and fun. Both can be played either indoors or out and require little preparation or equipment.

Symbols Reading Relay

Hold this patrol relay race after a brief troop session discussing map symbols. You will need one pencil and map per patrol, as well as an identical master map.

On the master map, circle different map symbols which the Scouts have learned to identify (e.g. church, bridge, hospital, swamp, etc.). Then number each symbol in succession.

In relay fashion, Scouts must run to opposite ends of the meeting room where the master map is placed. Here they must locate symbol #1 on the master map, identify what and where it is to themselves, then return to their patrol map and circle the exact same spot. The next Scout then runs to the meeting room’s opposite end, locates #2, then returns and places a circle on that spot. The game continues until all circled symbols on the master map have been transferred to the patrol’s map. ACCURACY is important.



Orienteering Course Relay

Hold this patrol relay after the map symbol race and a troop-learning session on compass bearings. You will need one map per patrol (all identical), one compass and pencil per patrol, and one master set of bearings numbered in succession.

Using the maps, predetermine a start point and a set of bearings for Scouts to follow. These bearings should lead to a number of points that can be identified by using the map symbols (e.g. #1 — 305° from the start point to a swamp; #2 — 170° from the swamp to a cliff, etc.).

In relay style, Scouts must run to the opposite end of the meeting room where the set of master bearings are placed. Here they get to see the bearing and the symbol which they must find on the map. (Let each child see only one bearing.) Participants then must return to their patrol map and, using their patrol compass, find the symbol. The next Scout does the same for the ensuing bearings until all the bearings are followed. Once again, ACCURACY is a must.

Allow beginners to carry the compass with them to the set of master bearings so they can use it to locate the symbol. This will put the emphasis on using the compass and not on remembering the bearing.

Other Skills Development

Along with map reading, these games will help sharpen other skills, including observation and recall abilities. Scouts will have to remember other map details and then communicate to their friends what they saw and where they think the symbol should be. Finally, teamwork will be developed as all in the patrol strive to complete the exercise. (For more program ideas, see “Bearing ‘Right’... Or How Not to Lose Your Way” on p.4.)

Watch for and evaluate leadership skills within your group. Perhaps you can assign one leader to look for certain actions that show true leadership. This Scouter can then debrief everyone, giving examples of how those in various patrols showed leadership.

Of course the ultimate outcome is to *have fun while learning*. That’s what the “practice” of “learning by doing” is all about. If we can continually teach youth through the use of the program elements (outdoors, games, spiritual fellowship, music, crafts, storytelling, playacting) our programs will continue to meet their needs. ^

The Next Wave

by Ian Mitchell

Members of the National Rover Task Group have been busily revising and rewriting a draft document (now in the field) which combines the comments we have received from adults and youth members about proposed Rover program changes.

Following are some frequently-asked questions. We hope the answers will alleviate any of your concerns.

Q: Are we losing the concept of “Service” by changing the Motto to “Development Through Action”?

A: No. One of the misconceptions about the past Rover program was that it amounted to nothing more than doing “joe jobs”. This new motto will better reflect Rovering’s goals — helping others, while developing oneself. “Service” is open to many interpretations, while the phrase “Development Through Action” suggests how Rovers serve and develop. Helping others, individually and as a crew, will continue to make up a large part of the program.

Q: How will the crew’s structure change?

A: It won’t. We’ll continue to set up and govern crews the same way as in the past. Crews will still write constitutions or by-laws; fundraising and the control of monies will remain with the crew, and executive positions and roundtables will stay unchanged.

Q: What program changes can we expect?

A: The program will consist of three phases: Introductory, Development, and Practicum. Programming activities will remain untouched. Rovers will notice change by how they decide their goals and how their progress is gauged. Individuals will set personal objectives which will be assessed by the Rover and another member. For the most part, crew activities and planning will remain unchanged.

Q: What about the advisor?

A: The advisor’s role will expand slightly. Advisors will be responsible for ensuring that Rovers establish an individual program within the crew, integrate it with crew activities and review it at least annually. Now “responsible for ensuring that” does not mean “do”. In most cases individuals with the help of another member will do this. Advisors will simply ensure that it takes place and remain a resource if/when needed. Advisors will also help ensure that involved members have the necessary skills to carry out these roles.

Make sure you take a look at the new proposed program, then give us your comments. Together we’ll build a great program for young adults. X

In Memorium

Don Sittler, a Rover advisor, publisher and sometimes-editor of *Rovering Magazine*, passed away several months ago. Don will be missed by many for his great commitment to Scouting and Canada’s youth.

SCOUTER'S 5

- National Citizenship Week (February 12-19, 1996) is a great opportunity to broaden the cultural horizons of our youth members.

Weave these thoughts and quotes into your theme programs where possible this month.

Let's Celebrate Colour Blindness

There is no colour barrier with God. He is colour blind. It was the world which God so loved, and within the Church it is the world which is the family of God.

— *William Barclay*

Jesus didn't have a white skin like mine; nor did he have a black skin like many people I know. Jesus came from that part of the world that touches Asia, Africa and Europe. Jesus had a *brown skin*. There is no room for prejudice within the Christian church.

— *Billy Graham*

Individuals have incredible value in God's sight. This truth possessed Jesus and never let Him go. He thought it, taught it, and lived it with full devotion. He illustrated it with stories of the lost sheep, the lost coin, and the lost son.

- Every individual is inherently wonderful to the Father — every child everywhere, of every race, of every condition. Love requires response, and parenthood craves companionship and cooperation. Therefore every human being on this globe is indispensable to God, indispensable in the sense that God can never be fully Himself without loving comradeship, and He can never complete His work without faithful cooperation from every individual everywhere.

— *Kirby Page*

Scouter's 5 Minutes, p.755

Feb.'96

SKITS

The Compass

- Combine this skit into your orienteering/map reading theme for a chuckle. Older Cubs, Scouts and Venturers will "get" it. You need a good compass and a map for this skit.

Narrator: "In this scene, we see a leader teaching a patrol about maps and compasses."

Leader: "Okay everyone, if you take a bearing from the map this way you can now stand up and, keeping the compass away from your belt buckle, walk along the bearing until you reach your destination. Jason, you try it."

Jason: *(Does as instructed, exits and re-enters the room.)*

Leader: *(Standing)* "In the same way you can take a bearing on a distant object and use that to find where you are on the map. Okay? Now each of you take a bearing on that big tree on the hill."

Others: *(Do as instructed passing a compass around, making suitable comments.)*

Leader: "All right. Let's all gather around. That wraps up tonight's compass lesson. There's just one more important point to remember. *(Pause)* Never, never buy a TATES compass!"

Jason: "Scouter why should we never buy a TATES compass?"

Leader: "Well you've heard the old saying, 'He who has a TATES is lost.'"

Skits, p.167

Feb.'96

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The Checkup

Use this next skit for an evening when you've planned some first aid training. Props include a chair, paper, pencil and a white smock.

In this skit a patient is sitting on a chair while the doctor looks down his throat, listens to his heart, tests reflexes, and does other checkup activities.

Doctor: *(During each test she says:)* "Ahh.... My goodness. Hhmmm. Well, well!"

Patient: *(Looking worried)* "What's the problem doctor?"

Doctor: *(Writing on several slips of paper)* "Well, I think this should do it. Here are some prescriptions I want you to get at the drug store." *(Gives patient first paper)* "This is for blue pills. Take one every morning with a glass of water." *(Gives over second paper)* "These are yellow pills. Take one at every lunch with a glass of water." *(Gives patient third paper)* "Now take these green pills at supper with a glass of water. Finally,..." *(Gives patient fourth paper)* "... take one of these red pills with a glass of water before going to bed."

Patient: "Oh my Gosh! Doctor, give it to me straight! What's wrong with me?"

Doctor: "You're not drinking enough water."

— *Skits from Campfire Fun (published by South Waterloo District Gilwellians, ON). Thanks to Brenda Beckett, Owen Sound, ON.*

Skits, p.168

St. Patrick's Hope

I arise today
Through God's strength to pilot me,
God's might to uphold me,
God's wisdom to guide me,
God's eye to look before me,
God's ear to hear me,
God's word to speak for me,
God's hand to guide me,
God's way to lie before me,
God's shield to protect me.
— *St. Patrick*

The Value of a Smile

A smile costs nothing but creates much. It enriches those who receive without impoverishing those who give. It happens in a flash, but the memory of it sometimes lasts forever.


No one is so rich, that he cannot get along without it, and no one is so poor that he is richer for its benefits.

A smile creates happiness in the home and fosters good-will in a business.

A smile gives rest to the weary, daylight to the discouraged, sunshine to the sad and is one of nature's best antidotes for trouble; yet it cannot be begged, borrowed or stolen for it is something that is no earthly good to anyone until it is given away.

Give yours away right now.
— *Thanks to Virginia Dorais*

Scouter's 5 Minutes, p.756



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The REAL Reason We Wear a Neckerchief

by Ben Kruser

Ask leaders and youth members why they wear a neckerchief and most will tell you it's purely to show their group colours during a ceremony. Actually, it has nothing to do with ceremony.

B.-P. chose the neckerchief for a much more practical reason (see page 12 of this issue). Originally he wanted it to prevent sunburn. Worn loosely, a neckerchief protects the back and sides of the neck and shoulders. It can be worn bonnet-style over the head in case a person loses his hat or needs extra head and ear protection. The neckerchief also serves other useful functions, such as a nose or mouth shield from blowing wind and a face wipe on hot days. The role of the Scouting neckerchief expanded when it became a handy triangular bandage.

In *Scouting For Boys*, Baden-Powell wrote, "For binding a broken limb you want a good large three-cornered bandage, such as your Scout neckerchief. Its two sides should each be about forty inches (60 cm) long."

Unfortunately, Canadian Scouting has forgotten this first aid skill that links the neckerchief to "be prepared" style first aid training.

Next time you practise first aid, try these exercises with your neckerchief; and don't be afraid to get it wrinkled.

Head Bandage

Dress the wound. Spread your neckerchief out flat and fold the long edge into a 3 cm hem. Place the centre of the neckerchief's long edge on the victim's head with the hem over the forehead close to the eyebrow. Bring the point over the top of the head, covering the dressing and down the back of the head. Bring the ends around the back of the head and tie into a reef knot. Tuck point and free ends in. (*Note:* Tucking in the bandage consists of rolling the point end of the neckerchief over the reef knot used to tie up the bandage.)

Hand Bandage

Dress the wound. Place the victim's hand in the centre of the neckerchief

with fingers toward the point and the wrist at the long edge. Fold point over top of hand to the wrist. Wrap the long ends of the neckerchief around the wrist and tie them with a reef knot. Tuck in ends.



Foot Bandage

Dress wound, then place foot on middle of bandage with heel at the long edge. Cover foot with point, fold in corners and wrap ends of bandage around ankle. Tie the ends in a reef knot and tuck in.

Knee/Elbow Bandage

Dress the wound. Place the neckerchief over the knee with the point resting on the thigh and the long edge on the calf. (For an elbow, position the neckerchief point behind the upper arm, with the point towards the shoulder.) Pull the two ends tight behind the knee; cross over and wrap around the thigh. Tie the ends with a reef knot on top of the thigh and tuck in.

Arm Sling/Broken Collarbone

Tie an overhand knot in the neckerchief's point. Place the neckerchief over the chest and under the injured arm with the knot at the injured arm's elbow and one end over the shoulder of the uninjured arm. Bring the other end of the neckerchief up over the injured arm to the other shoulder. Tie the ends on the side of the neck so that the hand is slightly elevated. For a broken collarbone, fold a second neckerchief into a narrow band. Place this neckerchief above the injured arm and around the chest, tying at the back with a reef knot.

Sprained Ankle

Do not remove the victim's shoe. Fold the neckerchief into a narrow band. Place the neckerchief under the arch of the victim's shoe. Bring the neckerchief from the arch around the heel. Cross the ends over the ankle and loop each end through itself. Pull the ends through and tie in a reef knot.



Fractures

Fold the neckerchief into a narrow band. Use it to tie splints onto the broken limb.

Now that you know the real reason why we wear neckerchiefs, get out there and give yours a work-out. Have fun! ^

Great Rover Article

Tracey Stock's article in the June-July '95 *Rover* column was a great piece of writing. If anyone skipped over it because "Rovers isn't their thing", I'd encourage them to pull out the back issue because it contains ideas and inspiration for *every* Scouting adult.

Tracey's story of the "family" atmosphere between the 83rd Calgary Group's sections describes Scouting at its most effective; it brought back memories of my former Montreal group (St. Andrew's, Westmount District) in its heyday.

We had an effective and involved group committee, a caring sponsor and five strong sections with a great sense of group (rather than section) loyalty and teamwork. Highlights were the all-section weekend camps which included everyone from the youngest Beaver to the oldest group committee member.

It does amazing things for your retention rate when the older Cubs not only know who Skip is, but Skip and all his leadership team know each and every Cub by name and temperament.

If you feel isolated in your section or role, just read Tracey's story to understand the advantages of working and communicating like an extended family.

— *Mark Gallop, Nepean, ON.*

Co-ed Scouting

Congratulations and thank you. I would like to commend you, your staff and the contributing authors for the positive articles dealing with co-ed Scouting in the November *Leader*.

As one of the founding fathers (of the co-ed option), it seems a little ironic that, nine years ago to the month, we stood up at the National Council meetings and put forth the same questions and concerns and gave the same replies.

With our new Mission and our "no holds barred" attitude towards membership, we are truly fulfilling the dreams of our founder. It makes me proud to belong to an organization that is accessible to all.

— *Chris Gray, Winnipeg, MB.*

Co-ed Scouting Works

I read with great interest the article on co-ed Scouting in the November issue of *the Leader*. For the past four years both my children have been involved in Beavers and Cubs. I worked as a Cub leader.

Throughout her years in Beavers and Cubs my daughter was the only female youth member in our group. While I know this is far from ideal, my daughter's willingness to participate in all the activities seemed to be the key to successful integration. Due attention was paid, of course, to adequate sleeping and bathroom arrangements at camp — she usually slept with the female junior leaders — but this was the only situation that set her apart from other Cubs.

After watching my daughter with other Beavers and Cubs, I know it's quite possible to integrate even a single girl if the leadership team believes it's worthwhile. I never heard any negative comment from any youth member. The resistance I met came exclusively from long-time leaders and adult group committee members who could not understand how co-ed Scouting could benefit ALL members. The parents of the other youth members were always very supportive, impressed with my daughter's ability to fit in, and pleased that the accent was on cooperation, education, badge and star work, and FUN.

I suspect that many girls would have been daunted by the challenge my daughter took on. She on the other hand, simply assumed it would work — and it did. Perhaps we can wrap ourselves in so much red tape that we make a mountain out of something quite simple. The activities in the Cub Book are just as acceptable and relevant to girls as they are to boys.

— *Pat Odgers, Ste-Foy, PQ. X*

Editor's Note

Please send us your thoughts and comments. We publish only signed letters and will edit for length and readability.

Let's Get Youth Involved!

by Steve Kent

Thirteen young members from across the country departed from the nation's capital on November 19, 1995 with an attitude that inspired confidence and a high level of refreshing energy and enthusiasm. The first meeting of the National Youth Committee was a tremendous success.

The Youth Committee was established so young members could provide input into planning and decision-making at all Scouting levels. Despite the many challenges facing Scouts Canada, these young people are optimistic about Scouting's future. Following are some issues discussed at our first official meeting.

Provincial Networks Forming

By May 1996, youth networks will be in place in each province and territory that involve young members between the ages of 14 and 26. Encourage Scouts, Venturers, Rovers and young leaders to get involved with the network. Because the opinions of Beavers, Cubs and Scouts are also very important to the Youth Committee, your provincial youth representative may call on you to tell us what's on their minds.

Youth Leadership

Does your colony have a Keeo? Can you find a Scout who may be interested in becoming a Kim for your Cub pack? Are there any activity leaders or Scouters-in-Training in your section? We hope you've answered "yes" to some of these questions. Youth leadership is one way to create important links between sections. Young members in leadership roles can offer a lot of ideas and energy. They also develop some valuable skills by working with your leadership team. The Youth Committee plans to promote the use of youth leadership. It's a concept that will improve your program and perhaps even keep more youth in Scouting.

Youth Training

It is important that Scouts Canada provides more training opportunities to our youth. The Youth Committee will be creating leadership and other training programs to be implemented across the country. There are already some great youth training events taking place around Canada. Tell us about them! Send us your ideas, reports and suggestions.

Uniform Matters

Our November meetings discussed the issues of official uniform headwear and activity dress that can be worn in situations where full uniform may not be practical. Is the current headwear appropriate? Do our members wear it? Your provincial representative wants to know how youth in your section feel about the beret and about other activity dress. Leaders can help us find out. Please contact your provincial rep if your section would like to provide input.

Moving Along

We've only just begun and the National Youth Committee has a great deal of work to do in order to accomplish the tasks we've set for ourselves. With your support, Scouting will truly be a Movement OF youth and FOR youth. Together we can ensure that the voices of young people are heard. Scouts Canada is listening!^

— Steve Kent is the National Youth Committee chair and a Venturer in Mount Pearl, NF.
