

the **leader**

A stylized illustration in shades of green and white. It depicts a person's hands holding a round Christmas ornament. The person's head is visible in the lower left, looking up. A pine branch is in the upper right, and a small maple leaf is at the top right. The background is black.

DECEMBER 1982 VOLUME 13, NUMBER 4

Christmas
things to
make & do

**A Christmas
story**

Books
for the
holidays

**The
wonderful
winter sky**

**Monkey-
business
on stage**

Reflections
for the spirit

**Whiff
Whistle and
Wassail**

Canoe
wisdom from
the ranks

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views and
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supply news

by Jim Mackie

THE SPIRIT LIVES ON

We regret the delay in the delivery of the XV World Jamboree record, but the French translation and recording session took more time than expected. The 45 rpm record should now be in stock with your local shop or dealer. It's interesting to note that song-writers Bruce Rawlins and Terry Carisse again received a best Canadian Country song nomination this year for their song Nevada.

MAPLE LEAF CREST

Just a reminder that the popular Maple Leaf Crest (catalogue #03-316; 35¢), although not shown in this year's catalogue, is still available from your local shop or dealer.

CUB SHORTS

The demand for size 27 grey Cub shorts is now so low we are unable to carry stock. There remains, however, a sufficient demand for size 27 longs to enable us to place a worthwhile order with our manufacturer. We will continue to stock size 26 and size 28 shorts.

WELCOME

We are pleased to welcome the following new outlets: The St. Catharines Scout Shop, Ontario; Sky Flotron, dealer, Huntsville, Ontario; Serge Jannelle, dealer, Point au Père, Quebec.

And — we have now gone international with Darrows' Scoutfitters in Union, New Jersey, who have added a number of our items to their lines of Boy and Girl Scout equipment.

BINDERS

Shops and dealers were recently informed that an attractive 3-ring binder in white polyethylene, bearing the Scouts Canada logo, is available. This item is ideal for school use, the keeping of section records or course notes, and even as a Scouting photo album.

HOW TO WEAR YOUR BERET

After spending a rather frustrating time in our National Office Scout Shop last Saturday watching boys and adults trying on berets, we decided it was time to produce a piece of paper that shows how to wear a beret properly.

We've now sent off to the shops and dealers an instruction sheet with illustration. We hope they will give it a prominent display place and, perhaps, reproduce it, as we did at the national shop, for free distribution to everyone who buys a beret.

CHRISTMAS GIFTS

Remember that your shop or dealer features a number of interesting and attractive gift items that make ideal Christmas presents or stocking stuffers. Remember also that many of these items are appropriate for non-members as well as members.

NEW AND OLD

Over the last year, Supply has deleted 61 catalogue items and introduced 67 new or better-made items. If you've checked your prices with the '81/82 catalogue, you'll have noticed that a few prices are lower than they were — not an easy accomplishment in these days of inflation. A

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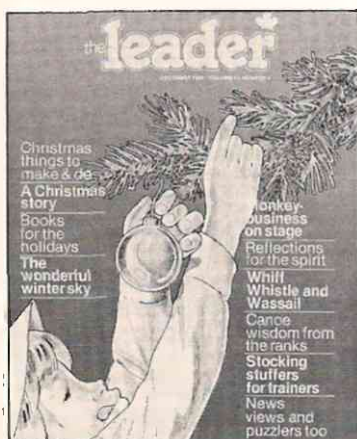
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COVER: Tree-trimming and carol singing — the season's magic infects us all and puts a special sparkle on our December issue with Christmas stories, crafts, games, puzzles and thoughts. Inspired by the Christmas star, your boys will be keen to gaze at the wonderful winter sky in January, and determined to experience Christmas in the future, you'll want to read Helen Singh's advice for safe canoeing. A delightful Cub play and a reflective program are bonus Christmas gifts to help you celebrate the 75th in the early months of the new year. Merry Christmas to all!

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the leader

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from a story by R.M. Alden, retold by Linda Florence

A long time ago, Peter and his little brother Joseph, lived in a small, poor village in a far-away valley. On dark nights while they waited for sleep, they often looked up the valley towards the lights of a nearby city. The most beautiful lights of all shone from the high windows of a large stone church that stood on top of a hill in the middle of the city.

Peter had heard a lot about the church and the boys often talked about it. "It's a very old church, very beautiful and very big," Peter told his little brother. "It's the most beautiful church in the whole country and, every Sunday, many people worship there."

"They say," he continued, "that on Christmas, there are almost too many people to fit in the church. They all bring presents for baby Jesus and, I've heard that, sometimes, baby Jesus Himself comes to the Christmas service to bless all the people."

Joseph's eyes shone as he listened to these things and, one night near Christmas, he said to Peter, "Please, brother, let's go to the big church this Christmas. Maybe baby Jesus will come too, and we'll be able to see him."

Peter thought about it and finally agreed that, on Christmas eve, he and Joseph would take the long walk to the wonderful church for the Christmas service. After hearing how beautiful a church it was, he was eager to see for himself, and the thought that Jesus might appear while he was there fairly took his breath away.

Now, although Peter knew a lot about the old church, he didn't know everything. He didn't know about the Christmas bells that hung high in a lofty tower of the church — so high that no man could ring them. Only the angels could ring the bells, so the story said, and they rang them joyfully whenever someone gave a very special gift to Jesus on Christmas. But the bells hadn't pealed out their song for over 100 years, even though, every Christmas, more and more people bearing richer and richer offerings, came to the church. Everyone hoped that his gift would be special

enough to set the bells ringing.

This particular Christmas was no exception. While Peter and Joseph walked through the darkness towards the city, throngs of well-dressed and heavily laden people streamed through the brightly lit city streets and up the hill leading to the church.

Peter and Joseph walked as quickly as they could through the snow, their breaths white in the very cold, clear air.

Just as the boys approached the city gates, they saw a black crumpled form on the snow beside the path. Peter ran to the spot and knelt beside it.

"It's an old lady," he called back to Joseph. "She's asleep from the cold and, if we don't wake her up, she'll freeze to death!"

The boys began to rub the old lady's limbs and soon she opened her eyes.

"Come, granny, you must get up," Peter urged. "We'll help you into the city where you can find some place warm to sleep."

But the old lady just groaned. Try as they might, the little boys couldn't lift her to her feet.

Peter knew she would die if she was left to sleep in the snow. He made his decision.

"I must stay here and keep trying to warm her," he told Joseph. "You go on to the church. Look around enough for two, then come back here and tell me about everything you see. If I give her the bun I brought for us to eat, and if I keep rubbing her arms and legs, when you return she should be strong enough to get up."

"But Peter, you won't see the wonderful church... and baby Jesus," Joseph cried. Peter blinked quickly to hide the tears he felt pricking his eyes. "I can't go," he said. "You'll see it for me and, perhaps next Christmas, I will see it myself."

"But..."

"Go quickly or you'll be late," Peter said gruffly. "And," he reached into his pocket and pulled out a small silver coin, "put this on the altar for baby Jesus. Tell Him it's a gift from both of us."

Joseph took the coin and, fighting back his tears, ran towards the city gates, determined to see everything as if, truly, he had two pairs of eyes.

The church was filled when he arrived, and the procession to the altar where the gifts were laid had already begun. Joseph took his place near the end of the line. He had plenty of time to look around wide-eyed at the glorious stained glass windows, the intricately carved woodwork, the carpets and tapestries that glowed rich in the light of hundreds of candles, the piles of golden plates, golden goblets and golden candlesticks that lay before Jesus on the altar. "It truly is beautiful," he said to himself.

One by one, men set their treasures before Jesus; fine cloth, jewels, and bags and bags of gold. Each gift was richer than the last, but still the bells were silent.

Then the king approached the altar. Slowly he removed his golden crown and, with a triumphant flourish, placed it down as his Christmas gift. The other members of the congregation gasped. But the bells didn't ring.

"What gift can be greater than that?" whispered one woman to her neighbour. "I don't think the bells have ever rung," whispered another. "I don't think the bells even exist," whispered still another.

The whispers grew and grew until, to stop the clamour, the organist started to play a hymn. One by one the people stopped whispering, looked towards the organ and, half-heartedly, began to sing.

As they sang, they saw a look of surprise cross the organist's face. They saw him tip his head as if listening to something far away. The organ notes came softer and softer, and slower and slower. Suddenly, they stopped.

And then everybody heard it. From the top of the lofty tower, the Christmas bells rang out and rang out their joyous song.

"Who...?" said the congregation, and everyone strained for a glimpse of the altar.

Those who were close enough saw, kneeling at the altar with uplifted head and shining eyes, a very little boy. And, on the altar, they saw a small silver coin. X

Mowgli & the Monkeys

by Verna Johansen

-a pantomime

Peter Gallen, Akela of the 52nd Saskatoon Cubs, sent this play based on Kaa's Hunting, the second chapter of The Jungle Book. It was written by the mother of one of the boys and performed successfully by the Cubs on Parents' Night last February.

"The oldest Cubs played Baloo and Bagheera, the smallest played Mowgli, the two shyest played Kaa, and the rest made perfect monkeys," Peter says.

The pack spent two regular meeting nights in preparation for the performance, he reports. The first night they read through the play, chose the cast, "roughly sketched the actions" and made costumes. The second night they ran through two complete rehearsals, "pointing out key words in the text that cued particular actions."

At the premiere, "everything went perfectly" except for "an unrehearsed overload in a tree," Peters says. In other words, a table tipped and sent monkeys tumbling down on Baloo and Bagheera. Fortunately, nobody was hurt and the show went on to provide parents great belly laughs and Cubs a lot of satisfaction.

Kipling's fantasy shows how jungle animals teach and discipline their cubs. Although both animal and human teachers often strive to instill similar lessons, those of the human variety choose encouragement and gentle persuasion rather than Baloo's heavy paw!

CHARACTERS

- Mowgli, a boy
- Baloo, a bear
- Bagheera, a black panther
- Kaa, a rock python (two boys)
- 6 to 8 monkeys
- An adult reader

SETTING

- A bare stage, no curtain
- Three or more large, sturdy tables to represent the tree-top world. Deck them with green crepe paper "leaves"
- A chair for each monkey, evenly spaced behind the tables

COSTUME

Mowgli

- bare chest, arms and feet
- beltless, rolled up blue jeans
- black wig

Bagheera

- black socks on hands and feet
- black shirt and trousers
- black hood with cat's ears
- black tail

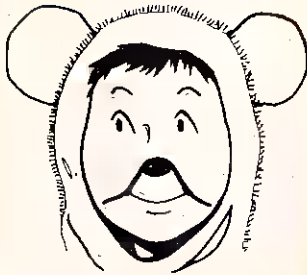
Baloo

- brown fur hood with bear's ears
- bear tail
- brown socks on hands and feet
- brown sweater and trousers
- brown fur vest

Monkeys

- a ruff for each head made from fur or a cardboard fringe
- tails made from stuffed nylon stockings and stiffened with coat hanger wire
- Cub shirt worn inside out
- blue jeans
- bare feet

MAKE-UP



Baloo

- black nose tip
- black lines from centre of nose to cheeks



Monkeys

- black half-circles around eyes (use black greasepaint)
- black nose tip
- black circle around jaw
- white inside of jaw circle to the lips. Use white greasepaint



Bagheera

- black nose tip
- black whiskers



Kaa

- large snake's head of stuffed fabric or papier mâché fastened to a stick which one boy carries
- blanket large enough to cover two boys

The Reader's Script

Scene I

Friends, it is true that people never know who their real friends are until it is too late. This was as true about Mowgli, the boy raised by wolves in the jungles of India, as it is about any man. Mowgli had to learn the hard way how to choose his friends. This is the story of Mowgli and the Monkey-people who taught him this very hard lesson.

Mowgli had two very good friends in the jungle — Baloo the bear and Bagheera the panther. They looked after the boy as tenderly as if he had been a cub of their own, even when he played tricks on them. I'm sorry to say that Mowgli sometimes made faces at old Baloo, or tied knots in Bagheera's tail while he was sleeping.

But, because they cared about Mowgli, these two friends were sometimes quite hard on him. They knew how important it was for an animal like a man-cub, which is small and has no claws or fangs, to learn the Law of the Jungle. If Mowgli did not know how to live in the jungle alongside the snakes, tigers, jackals, wolves and other dangerous beasts, his life would be very short indeed. As Baloo put it, "Is there anything in the Jungle too little to be killed? No. That is why I teach him these things, and that is why I hit him, very softly, when he forgets."

Scene II

Boys are thoughtless creatures at times though. They seldom look ahead to danger, and so it was very difficult for Mowgli to understand his teacher's sort of caring. In fact, he disliked Baloo's teaching methods. One day, still smarting from Baloo's latest lesson in jungle law, Mowgli climbed into a tree to rub his bruises. He had sat there a while when he realized that he was not alone. There was a large furry animal in a nearby tree watching him. Then he saw another, and another, and another, until all the trees around him were filled with large apes, grinning and pointing and chattering to each other. Mowgli knew who they were though Baloo had never told him much about them. They were the Bandar-log; the Monkey-people.

Scene III

The monkeys seemed to feel sorry for Mowgli and offered him fruit and nuts to eat. They thought he had been treated very badly by his jungle teachers and bragged that they, the Bandar-log, had no teachers or leaders of any sort. Each monkey in the band was free to do just as he pleased. They thought that this made them better than all the other jungle creatures. They invited Mowgli to join their band and live in the tree-top world where he would be free to make fun of old Baloo and mean Bagheera and perhaps, someday, to become the first leader of the monkeys.

Mowgli did not know that the Monkey-people had no character. They could not be trusted. Having no laws of their own and no leaders to guide them, they lied, stole, cheated and broke every law of the jungle. For this reason, no one in the jungle had anything to do with them. They were completely ignored by all other animals, and this was why Baloo had never mentioned them to Mowgli in his teachings. When Mowgli realized this, he wanted to leave the Bandar-log and the world of the tree tops, but the monkeys would not let him go.

Scene IV

They were flattered that he had joined them. It proved to them that they were indeed the best people in the jungle and that everyone else treated them unfairly. They also

Blocked Script

Scene I

The play opens as the monkeys come forward and squat on the chairs behind the tables. They remain there quietly. Baloo, Mowgli and Bagheera come forward to centre stage and sit on the floor in front of the tables. Baloo pretends to be teaching Mowgli something, drawing diagrams on the floor and listing things on his fingers. Whenever Mowgli answers a question correctly, Baloo shows his pleasure with pats on the head and hugs. But, when the answer is wrong, he cuffs Mowgli hard enough, it seems, to bowl him over. Bagheera lazily watches the lesson with amusement; stretching, yawning and laughing. When the animals are all in place, the reader comes forward and moves to the front of the stage on one side. The reader begins:

"Friends, it is true . . . when he forgets."

At this point, Baloo and Bagheera show they are tired and want to sleep. Mowgli is shoved away while they curl up where they are on the floor to take naps. Mowgli hops up onto a table above them where he nurses his bruises and makes faces at his sleeping friends.

Scene II

"Boys are thoughtless creatures . . . to rub his bruises."

One monkey hops onto a table, followed by the other monkeys one by one. They fuss over Mowgli and carry on "monkey business". Mowgli cheers up. They begin to pelt the sleeping Baloo and Bagheera with twigs, leaves, etc., without any noticeable effect on the sleepers.

Scene III

"The monkeys seemed . . . ignored by all other animals."

The monkeys offer Mowgli fruit, sympathy. They act proud, punch and poke at one another, bow and scrape as if Mowgli were their leader. Then they begin to tease him, by offering fruit and snatching it away at the last moment.

"When Mowgli realized . . . not let him go."

Mowgli tries to stop the monkeys from throwing things at his friends and gets into an argument with them. He tries to hop down from the table but is grabbed by two monkeys who hold his arms.

Scene IV

"They were flattered . . . to learn anything."

The monkeys begin to drag Mowgli to a side table and he struggles. The monkeys act proud and boastful.

thought Mowgli might teach them man-tricks, like how to weave sticks together as a protection against rain and cold. Mowgli tried to teach them, but soon realized it was useless. The monkeys did not have the patience to learn anything.

Scene V

All Mowgli could do to rid himself of these unpleasant friends was to send word to his true friends to tell them where the Bandar-log had taken him. When Baloo and Bagheera learned what had happened, they were worried. They knew that monkeys are capable of doing anything for no reason at all. And they knew they could not fight the Bandar-log without help. The monkeys were too many and could climb too high in the trees for bears and panthers to follow.

Scene V

"All he could do... not follow."

Mowgli calls for help. Baloo and Bagheera wake-up. When they understand what has happened, they jump at the side-table. But they fall back because it is too high for them. Then, they sit down and think and talk.

Scene VI

It took the two friends a while to come up with a plan, and still longer to put the plan into action. By that time, Mowgli was tired, hungry and sore all over from monkey pinches and pokes.

His friends' plan to rescue him involved recruiting the help of the monkeys' greatest enemy: Kaa, the rock python. Kaa was the terror of the Bandar-log, and of many other jungle people as well. He had the speed of the panther, the strength of the bear, and special powers all his own which no creatures as mindless as the monkeys could withstand.

Scene VI

"It took the two friends... withstand."

Baloo shows he has an idea and leads Bagheera off-stage. Mowgli shows that he is tired and hungry but the monkeys, still clustered around him, ignore him and continue with "monkey business".

Scene VII

Baloo and Bagheera reached the stronghold of the monkeys first and tried to find Mowgli, whom the monkeys had hidden. They fought desperately against the crowd of monkeys that attacked them. Although monkeys are cowards when they fight one-to-one, they can be fierce when they greatly outnumber their opponents. From all sides they bit, scratched, pinched, poked and tore at their enemies. Baloo and Bagheera were beginning to fare very badly in the fight, especially Bagheera, whose sleek black coat offered less protection against the monkey attack than Baloo's thick fur.

Scene VII

"Baloo and Bagheera reached the stronghold... Baloo's thick fur."

Baloo and Bagheera creep onto the tables from the side of the stage opposite the monkeys and begin to stalk them. Then the monkeys see them. Mowgli is left alone on the far table as the monkeys swarm over Baloo and Bagheera, tormenting them. Lots of animal noises.

Scene VIII

Kaa arrived just in time. The great snake let out a long hiss that commanded the terrified attention of every monkey. Each one turned to look at him and was transfixed by the great reptile's gleaming eyes. Then began the Dance of the Hunger of Kaa. The snake wove his head and body into soft loops and circles that melted into one another to the tune of a low, hissing song. The Dance went on and on, never resting, never hurrying, always the same. The monkeys were helpless as the python wove his spell. One by one, under his command, they moved forward to walk unprotestingly down Kaa's throat. Such was the power of Kaa.

Scene VIII

"Kaa arrived just in time... the power of Kaa."

The boys move the snake's head in rhythmic circles to the sound of hissing. All the animals sway in unison to the snake's motion, their eyes wide and staring at Kaa. Mowgli alone is not affected and looks puzzled at what is happening. Then, Kaa backs offstage and is followed by the monkeys, single file in a trance. Mowgli holds back Baloo and Bagheera or they would follow too.

Scene IX

Only Mowgli, Baloo and Bagheera were left. Mowgli was overjoyed to see his two dear friends again. He thanked them humbly for rescuing him and apologized for all the cuts and bruises they had suffered. As for Baloo and Bagheera — well, they were equally glad to see Mowgli. But the temptation to drive the lesson home to Mowgli was just too great. That night they taught him a lesson he would never forget.

Scene IX

"Only Mowgli, Baloo... would never forget."

When the snake and monkeys are gone, Baloo and Bagheera snap out of their trance. They see Mowgli and are overjoyed. They hug and paw him. He is equally happy. Then the animals become aware of their cuts and bruises and begin to scold Mowgli. They become angrier and angrier and, finally, they turn the boy over and take turns spanking him. X



SAFETY FIRST CANOEING

Photo: Paul Ritchie

by Helen Singh

By her own admission, Helen Singh of Little Fort, B.C. is not an expert. She's a poor swimmer who is doubtlessly not even very keen on canoeing. Nevertheless, she's a Scouter who has taken her responsibilities seriously. She recognized the dangers canoeists may face, assessed her limitations, and learned how to canoe safely.

Helen wrote this article in response to a canoeing tragedy which claimed the lives of six Boy Scouts of America members on Lake McNaughten in B.C. last summer. Despite our courses and our learnings, she says, these kinds of tragedies continue to hit the headlines. They make all of us "wonder and worry".

Numerous resources are available to Scouters who want to take their boys canoeing. Refer to *B.P. & P.* for Boy Scouts of Canada boating policy, and to local council water safety regulations. Check your copy of the *Water Activities Handbook* when planning a canoe trip, and look to organizations like the Canadian Recreational Canoeing Association for expert help with instruction and trip planning (see *Venturer Log*, Mar '82 and *Outdoors*, April '82 in the LEADER).

I am a poor swimmer. I have had some experience teaching flat-water canoeing to both Scouts and Scouters. Because I am a poor swimmer, it is difficult to qualify as a "certified" instructor. Without certification, I was not permitted to instruct at outdoor education and school-sponsored canoe courses. I have been a silent bystander, as well, at several Scouting-sponsored canoeing events. It is my experience that water safety is often very sadly and seriously ignored.

When I participated in a flat-water canoeing course, our instructors impressed upon us that safety was the primary concern and paddling skills were of secondary importance. When I took the river course, we learned; *You must respect the river!* And yet another canoeing tragedy has hit newspaper headlines, and I wonder and worry.

How many near tragedies do we not hear about? How often have we

thought we'd covered all avenues because we'd enlisted a "certified" instructor to teach us? And if we are among the fortunate few who were taught properly, did we retain what we learned? Will we and our charges have a second chance to learn from our errors in judgment or our human failings?

I am a female. Society does not require me to be brave, but the male animal is a "chicken" if he is cautious or afraid. Only a fool is never afraid! But will a man or boy, or an aggressive woman, remember this when pressured by peers to go beyond his or her common sense and level of competence?

What if?

How helpless and terrified I would feel if I were in the middle of a storm-tossed lake, hardly able to keep my own canoe afloat, let alone

rescue others. Would I have the strength to lift an over-turned canoe on its side to break the "seal" and execute a canoe-over-canoe rescue? *The waves are so huge. Everything is wet and slippery and pitching. Should I risk my own canoe and passenger, knowing we might upset, too, in the process?*

I would. Like falling dominoes, we may soon all be floundering in the water. *And the water, fed by spring run-off or glacial streams is so bitterly cold that, within minutes, I feel my whole body hurt and ache.*

The boys? Perhaps they're braggarts in calm water, but the least wind may cause them to lose control and direction. They may need a tow, and perhaps they blame each other for their own incompetence. *How can they rescue me? The waves toss them everywhere, except where I struggle, hypothermia steadily creeping into my body.*

And if they were able to put my canoe upright, would my puny arms be able to drag my half-frozen carcass into the canoe? I need a boost on the backside even in calm water!

If only we had had the foresight to lash our canoes together, we might have had a fighting chance.

If only the boys had more strength and stamina.

If only the adults were more experienced and hadn't panicked.

If only the winds and waves didn't carry us away from each other.

Very soon, our whole group is badly scattered. Everyone is shouting instructions, sinking, panicking. The boys call to me for help and I cannot help them. My last coherent thoughts are not for us, but for those on shore who will reach us, too late. They will mourn. And they will want to know WHY?

What is the best cure for either a disease or an accident? It is prevention!

Prevention

1 Cardinal Rule Number One: Paddle no further from shore than your weakest member is able to swim. On large lakes, especially, storms can be very severe and can blow up very quickly. You may be an expert able to read the sky correctly, but can your canoes reach shore and safety in time? The best scenery and glimpses of wildlife are definitely at the shoreline. To take a longer, safer route is better than not getting there at all. Ignorance is a statistic, not an excuse.

2 Every canoeist should wear a personal flotation device (PFD) or a lifejacket, REGARDLESS OF SWIMMING ABILITY. This won't save you from hypothermia, however, if you have disregarded rule number one!

A kapok-filled lifejacket tends to deteriorate in water and weather and, when it does, it will pull you down, not keep you afloat. A lifejacket is different from a PFD in that it is designed to flip you automatically to a face-up position. If you are a weak swimmer or in white water where you could be knocked unconscious, is this what you need?

If you are wearing a lifejacket and are separated from your canoe, how does it feel to try to swim forward while your lifejacket attempts to flip you onto your back? Is your lifejacket or PFD of such poor design that it is inflexible, uncomfortable and abrasive and you'd rather sit on it than wear it?

If the canoeist is a small Scout, does the lifejacket end up around his ears? A crotch strap will prevent it from slipping up and over his head.

Some PFDs have this important safety feature already built in, but it should not be too difficult to improvise and make your own.

3 Be prepared. Test the flotation capabilities of your canoes. Test your lifejackets at least every year. Practise canoe-over-canoe rescue. If a canoeist is afraid to "dump", practise first in shallow water and gradually build up his confidence.

4 Load your canoes wisely. You need six inches of freeboard (distance from the water line to the gunwale) to be safe. Some clubs strictly enforce the rule that there will be two people and two people only in each canoe. It depends on whether you are considering a load of two 250 pound giants or three skinny 80 pound Scouts. Can we say one is safe and the other is not? I think we have to use common sense.

Keep your load and your paddlers well balanced. It's hard to maintain a canoe on course if the load is lopsided. It's impossible to steer a canoe with the 250 pound giant in the bow and the 100 pound weakling in the stern.

Try to keep your centre of gravity low whenever you have to move in a canoe. Under storm emergency conditions, always kneel to paddle.

5 Guard against hypothermia. (You'll find descriptions of symptoms, treatment and preventative measures in *Outdoors*, April 1979 and December 1981 issues of *the Leader*.)

Waterproof your gear and tie it down well. When you make it to shore, you will need warmth, hot drinks and dry equipment to battle the killer. Get to know how to warm a person when he or she is beyond the point of doing it alone. If you can't afford a wetsuit for canoeing in cold water areas, wear woolen clothing. Wool retains body heat even when wet.

6 Realize the limitations of your group. It's only as strong as the weakest member. Stay together. There should be three canoes to a group so that there's one to rescue the dumped canoeists and one to retrieve the canoe.

Your group may paddle reasonably well, but that doesn't automatically qualify you for river or white water without proper training. I've never experienced dumping in a river. I don't think I'd want to. The experts say to go feet-first with the current and don't get downriver of your canoe. A canoe full of water has the weight of a one-ton truck, so it's fatal to become jammed between it and

rocks. On a river, not only does the current carry you away from your rescuers, there are other threats to life and limb; rocks, rapids, sweepers, whirlpools and logjams.

Know the waters in which you canoe. How many unwary canoeists, rafters and tubers have been sucked underneath a logjam? Our river instructors tied together two canoes and intentionally took us through a whirlpool. One moment we were paddling water; the next, we were paddling air and the surface of the river loomed somewhere above our heads. Then, as if the river didn't like the taste of us, it "spit" us out. What if this had not been a supervised test situation? Did we learn to respect the river?

We were also taught not to grab at the gunwales of the canoe in a panic. A paddle in mid-air does nothing to control or stabilize a canoe. Nevertheless, that is exactly how I panicked when our canoe was rammed by another while executing an eddy turn.

7 Choose a good site for your canoeing instruction. Definitely do not choose a river for beginners! A secluded bay where wind will not be a problem is an ideal spot. Encourage your canoeists to stay together and within earshot of the instructors. Do as much instruction and practice of paddling strokes as possible before the canoeists get into the canoes.

A Cry from the Wilderness

I am not an expert paddler. I am usually the last in the group to master a technique. It's like my knots, which I forget almost as fast as I learn, or my mountaineering where I resist being prodded beyond my comfort zone. But I am an adult and in control of my own destiny. On a lake, I choose to paddle the shoreline. On a river, I choose my companions and I know they will not take me "beyond my depth".

It's academic whether you push off with the grip or tip end of your paddle. Yes, it's very important to know the parts of the canoe; how to board and disembark; how to carry and launch it; how to repair it; and even how to tie it to the top of a vehicle or onto a trailer.

It's also amusing to watch four small Scouts trip all over one another as they try to portage a canoe, and it's lovely to see strong rippling muscles paddle a perfect "J". But if, in the process, you haven't learned caution, common sense and respect for the awesome forces of nature, you really haven't heard this small voice in the wilderness. X

Scouter's alphabet

by David Goss



Wrought iron — This decorative metal work requires annual maintenance in most areas of Canada, and therein lies a good turn or a financial opportunity for your Scouts or Venturers. Perhaps there is a public building or a cemetery near your group which would appreciate having the Scouts scrape and paint a wrought iron railing or fence. Perhaps they would even make a small contribution toward your camping fund for such a service. Be on the lookout over the winter for such opportunities because severe winter weather is the reason behind the annual maintenance requirement for this decorative material.

Weeds — Would you believe you can gather an interesting bouquet at this time of year by choosing wayside weeds? Although your bouquet won't be very colourful, it will make a nice touch. Weeds such as meadow parsnip, Queen Anne's Lace, brush clover, evening primrose, pearly everlasting, Joe Pye Weed, thistle, burdock and tansy might be gathered on a hike next month. Then you can try painting some of them, or drying them and, with a little help from someone who has a knack for flower arranging, making up a bouquet for some special Valentine during February.

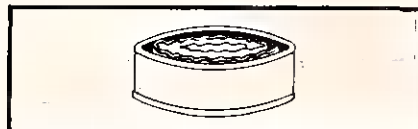
Whiff game — Make an arrangement of six containers (more if you like) in which you've placed aromatic materials such as turpentine, coffee grounds, cinnamon, pepper, perfume, etc. Cover the containers and punch small holes in the covers.

Organize the boys in relay formation and give each boy a card numbered 1 to 6. Every boy runs six times. On each run, he tries to identify one of the odours and marks it on his card.

You can play this as a circle game or simply as a pass-around, but the relay adds a bit of fun to the proceedings.

Wax burners — You can make an emergency burner for your backpack with some paraffin wax, corrugated cardboard and an empty shoeshine tin. Here is how. Melt the wax in a double boiler. Cut strips of cardboard a little narrower than the height of the tin and coil them inside the container. Pour melted wax over the cardboard. When wax is cool, place the cover on the tin and put the burner into your pack until you need it for warming cold hands or heating a cup of tea.

You can use the same idea with bigger containers and you don't necessarily need a top but, because of weight, a larger version is not really an emergency burner.



Wishy Washy Soap Powder — This skit always gets plenty of laughs and, though I know some of you may not like it (the last time I offered skits I got a nasty response), I am including it anyway, because the boys always enjoy it.

It's a take-off on the TV soap commercials in which one detergent always claims to "wash whitest". Set up a cardboard box, top open, and label it *Deluxe Washer*. Beside it stand a box of soap powder labelled *Wishy Washy Soap Powder*.

An announcer and a washing machine operator enter.

Announcer: We have here the best soap product to come along in decades; a new supercharged powder to get your clothes superfresh, superwhite and superclean. (First man wanders in) You, sir, let us demonstrate on your dirty jacket.

The first man takes off his soiled jacket, passes it to the announcer, who passes it to the washer, who throws it into the machine, dumps in some powder and agitates the coat inside the washer singing, "wishy,



washy, wishy washy!" He pulls the jacket out and holds it up.

Announcer: Does it look clean?

First Man: Yep!

Announcer: Does it feel clean?

First Man: Sure does!

Announcer: Does it smell clean?

First Man: Absolutely!

Announcer: There you have it, folks! Sure proof that Wishy Washy washes wonderfully well!



A second and third man come along. Each takes off an item of clothing and goes through the routine with the same results. Finally, a fourth man enters and is asked for an item of clothing on which to try *Wishy Washy*. He offers his socks.

The announcer makes a particular point of how very foul the socks smell. He holds them far away from his body, plugs his nose and handles them gingerly with two fingers in a display of utter disgust.

The washer does the same. When the washing is finished, he hands the socks back to the announcer who repeats his earlier speech.

Announcer: Does it look clean?

Sock Owner: Yep!

Announcer: Does it feel clean?

Sock Owner: Sure does!

Announcer: (holding socks up to sock owner's nose) Does it smell clean?

Sock Owner: (gags, staggers, drops socks into washing machine and overturns the whole box of soap into the tub) You'd better try that again, fellows!

Whistle — Just a personal comment, but has anyone ever met a Scouter who didn't get carried away with using a whistle to command attention? For the most part, the Scout signal raised above the shoulder until everyone is silent is by far the better means of control. Although it certainly

ly takes longer to instill the habit of watching for the signal in the boys, once it is there, both Scouts and leaders will enjoy a more disciplined experience in the movement.

Warm nights — are just a memory for those sleeping outdoors in December. Borrow a trick from yesterday and, the next time you camp, carry along chimney bricks that you can heat up beside or in the campfire before retiring.

The bricks need two or three hours in a good fire to become warm enough to provide radiant heat all night. When they are hot enough, remove them from the fire, let them cool slightly, and wrap them in a couple of layers of newspaper. There will be an initial smoking period, after which you can place the brick and newspaper bundle in the bottom of the sleeping bag where it will keep the tootsies warm all night.

Boulders found in the woods (look in open creeks in freezing weather) will work as well, but chimney bricks are suggested because rocks sometimes explode when heated.

Weathercocks — Weathercocks or weathervanes were once seen on rooftops everywhere and, as well

as adding a decorative touch to a garage, barn or dwelling, gave the knowledgeable viewer an insight into the coming weather. Why not make a weathervane using the Scout sign, the salute, or a silhouette of Baden-Powell in the main decorative position? This would be a good 75th anniversary project.

Check your library for woodworking books, many of which provide plans for building weathervanes. Or look for information in the weather section of the library. Remember that, if your branch doesn't have what you want, they can get it elsewhere through inter-library loans. The procedure is very inexpensive for the borrower.

Waiter Game — Boys are in relay formation. Each team has a "tray" — a paper plate on which is balanced three tennis balls. Boys race to a mark and back holding the tray in the flat of the hand and extended from the body, as waiters do when carrying meals through busy restaurants.

Wassail — In closing this month, let me propose a cross-country Wassail, or toast, to everyone's good health during this season of good will. I wish you all the best for '83. X



FUN AT THE POND

by Kay Warren

Today's Canadian Christmas traditions are adopted from the Christmas celebrations of people around the world and throughout history. With this in mind, *Fun at the Pond* offers some Beaver-style crafts, games and activities from a variety of sources.

Buried Treasure

Here's a Christmas party game which is the idea of the Pond's first author, Betty Rapkins. It will give you a chance to practise your story-telling skills as you add embellishments to this basic plot.

A pirate ship full of treasure is being chased across the high seas. Just before the pursuing Navy captures the ship, the pirate captain spies a deserted island. He hurries his ship to the island and sends his crew ashore to see what the island is like.

At this point in the story, you produce a big piece of card on which you've drawn the island. Tell your boys that, as each pirate returned to the ship, he described a different part of the island to the captain. Point to the features on the map as you describe them. For example:

"Captain, I saw big rocks and mountains!"

"Captain, I found an old deserted settler's hut!"

"Captain, there's a river with flowers along its banks."

Describe all the features you've drawn on your island map (deserts, forests, waterfalls) and then invite each Beaver to mark the map with a cross and his initials at the spot where he thinks the captain chose to bury the treasure.

When everyone has made his mark, produce a piece of tracing paper on which you've outlined the map and printed a big X and the words: "Treasure buried here." Lay the tracing over the original map. The Beaver whose mark is nearest the big X helps share the pirates' buried treasure with the rest of the colony. A bag of gold-covered chocolate coins is an appro-

priate treasure, or you may prefer to supply a box of "buried treasure" candy canes.

Christmas Piñata

A well-known, popular Christmas tradition is the Mexican piñata party. It's a good activity for a combined group at this time of year.

A piñata is a brightly coloured papier-mâché figure filled with candies or small gifts. It's hung from the ceiling, and each party-goer takes a turn to try to break it with a stick. When the piñata breaks, everyone scrambles for its contents.

To make a piñata you need: wall-paper paste, newspaper, some balloons, coloured paper, tissue paper and string.

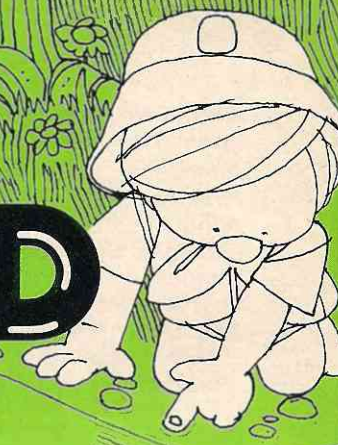
The balloons provide the basic shapes for the piñata. To make them easier to handle while you apply the papier-mâché, hang them from the ceiling with a string. Dip 5 cm wide strips of newspaper into wallpaper paste and plaster them onto the balloons. You need to apply at least four layers of strips to make the piñata strong.

When they're dry, tape the balloons together to form basic shapes. Three balloons make Frosty the Snowman; a large and a small balloon with a tissue paper tail make a bird or, with a flat cardboard tail, a Big Brown Beaver.

After you've taped all the parts together, bind them on with more paste-soaked strips. Cut a small hole in the top of the piñata so you can fill it with goodies. Decorate with foil, crepe paper or paint. When it's time to play the game, remember to fix the piñata firmly to the ceiling.

Mexican Hot Chocolate

To further the Mexican theme, make Mexican hot chocolate as a party refreshment. For every four cups mix: 1½ tablespoons cocoa, 1





teaspoon instant coffee, 2 table-
spoons sugar and a bit of salt. Add
 $\frac{1}{2}$ cup boiling water and boil for
three minutes. Add four cups milk
and heat slowly. Flavour with vanilla,
cinnamon or peppermint, and float
whipped cream on top. Serve with a
candy cane stirrstick.

Christmas Quickies

Here are some simple Christmas
craft ideas from the Nov. 1974 issue
of *Scouting* (UK). You need: toilet
roll tubes; cotton wool; construction
paper; toothpicks, and some wrapped
candies to tape inside each tube.

To make a snowman, cover a tube
with glue and cotton wool. Use cot-
ton wool for the head. Cut hat, face
and buttons from black construction
paper and glue on.

To make donkeys, provide boys
with simple cardboard cut-out don-
key heads that will fit into a slit in
the tube. Paint tube and head brown
or grey. Use wool for mane and tail,
toothpicks for legs, and half-corks for
feet.

The Santa Claus Stretch

All the pre-Christmas excitement
makes a Beaver colony even more
energetic than usual. Burn off some
excess with this kind of a stretch
break. The Beavers follow a leader
and suit actions to words.

*Santa Claus stood and stretched
his arms out wide,
First he looked to his left,
then to his right side,
Then down he bent
and wiped his boots so shiny,
Then turned around to see his behiny.
But he couldn't see past
his great big sack,
So he had to give up
and turn right back.
Feeling much better,
he stomped his feet,
And plopped right down again
(in his seat)*

Pieces of Santa

This game is adapted to Christmas
from an idea sent in by James Fell of
Flin Flon, Manitoba. To play it, you
need to draw on cardboard two life-
size outlines of Santa Claus for each
lodge or tail level. Tape one to the
floor and cut the other up into as
many pieces as there are boys. Give
each Beaver a piece of the cut-up
Santa. On signal, all rush up to put
their piece of Santa on the appropriate
section of the Santa taped to the
floor.

It's a game that encourages co-
operation and teamwork among Beav-
ers.

Place Cards

Your Beavers might like to make
place cards for a Christmas party.
Save toothpaste tube tops and small
bottle tops, and fill them with pla-
sticine. Cut off tips from broken
branches of a Christmas tree, and
push these sprigs into the plasticine.
Sprinkle with glitter.

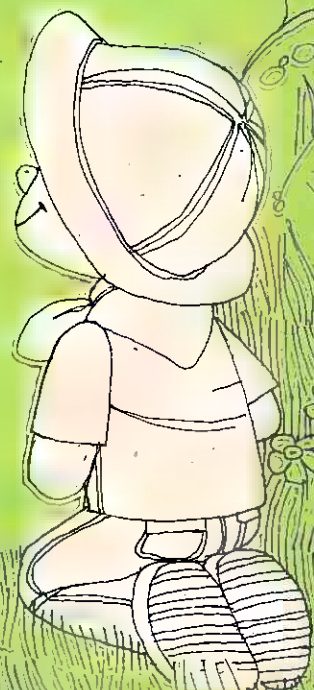
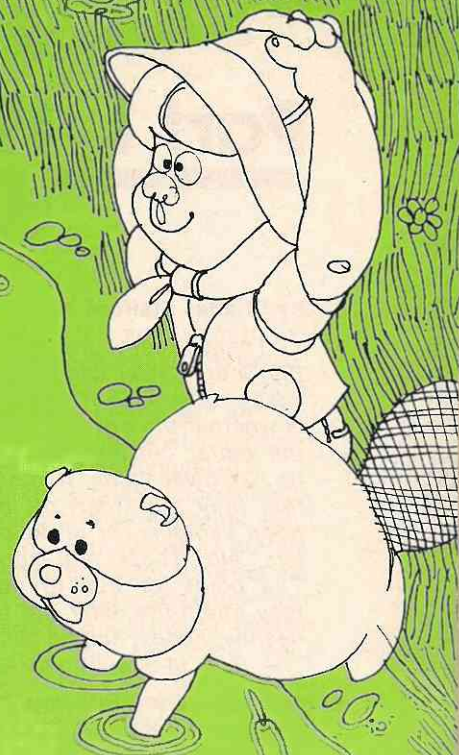
Cut 6 cm diameter circles from co-
loured construction paper and glue
the pots to the upper parts of the cir-
cles. With coloured markers, add the
names of Christmas guests or the
Beavers to the circles.

Stories & Sources

The stories and legends about the
beginnings of Christmas traditions
make good topics for meetings over
the Christmas season. Although there
are as many versions as there are
books on Christmas traditions, if
you'd like to tell your Beavers why we
decorate a tree, or the story of Saint
Nicholas, a good reference is *The
Oxford Christmas Book For Children*,
published in 1981 by Oxford Univer-
sity Press.

This book is aimed at older child-
ren, but its mixture of Christmas
stories, legends, activities and poems
can easily be adapted for Beavers.
You'll probably learn something you
didn't know about Christmas too.

Have a happy holiday. A



Part 1 How well are we doing?

by Charles Stafford

"There is only one test by which the Scoutmaster can judge the success or otherwise of his work and that is whether the boys he turns out are the better citizens for the training he has given them. It is not enough that they are smart on parade, or good campers, or proficient signalers, etc. These are merely steps. The point for him to note is, do they attain the aim? Are they really healthy, happy, helpful citizens?"

— B.-P. in Scouting for Boys

In *Tools for Building Successful Programs* (Oct. '82) and its follow-up (Nov.), we used the four tools of active listening, the section program, program emphases and program objectives to plan and run our programs. Now we use them to see how well we are doing. This can be an exciting exercise if we look for positive signs of growth in individuals, their small groups, the unit as a whole and our leadership team.

There are two good reasons for evaluating our programs. It keeps us pointed towards our goals. It also highlights progress, and that provides encouragement and a source of satisfaction. Although boys will get most of their satisfaction from participation, another dimension is added when they see how they are growing. We hope leaders also get satisfaction from participation, but they probably get more from seeing how the boys are growing and how well the leadership team is working together.

In assessment, the focus is on how WELL we are doing, not how badly. We look at the positives to give members satisfaction and encourage them to press on. If it's important to look at some negatives, our purpose is to learn how we might do better next time. There's no place for blame or punishment. We can use the tools as guides when we look at how we're doing, but it's important to keep the process human.

Review with Boys

Necessary periodic evaluations with the boys are best done informally in small groups. The ideal time is when a boy makes an evaluative remark about his own progress or a program event. We can use his

statement to open up other things and encourage him with a positive, "Great! Now you've finished three things for your Green Star" rather than, "Okay, you've still got eight things to do for your Green Star."

In the troop, some evaluation may be done with the Court of Honour in addition to the more personal evaluations done in patrols. Evaluation at these levels encourages members and helps them feel more responsible and committed to their program and unit. It also provides insights to leaders.

Weekly Review

For the leaders, it's important to review each meeting while the events are still fresh in their minds. The weekly review increases our effectiveness because it fine tunes the programming and pulls together the leadership team. It need not take long. Some leaders gather to talk about the meeting before they leave the meeting place, and others drop into a local café to do it over a cup of coffee.

There are four major areas for consideration at a weekly review.

1) *How interested were the members in the activities?* For this we think about signs of enthusiasm, overheard comments, degree of horseplay, evidence of skill learning, the making of something or the winning of an award, etc.

Very occasionally, you might like to try this gimmick at a meeting. You ask members to indicate how much they enjoyed the evening or an activity by jumping into a certain position when you clap your hands. Grade the positions from lying on the floor if the event was a real drag, to sitting, kneeling, standing and, finally, standing with hands up if the activity was "right on". Give them a moment to decide, and clap. Immediately, everyone can see the response.

2) *How effectively was the meeting organized?* Did it run smoothly? Did everyone know what to do and when to do it? Did you make good

use of small groups? Did members have opportunities to give leadership? Were leaders supportive of one another? Were adjustments made where necessary to meet unexpected situations? Were problems handled in ways to provide learning and encouragement? Did it start and finish on time?

3) *How encouraging were we?* Did we show respect for one another and the members; refrain from criticism, put-downs, sarcasm, etc.? Did we encourage members to achieve at their level and support them in their efforts? Did we focus on the positives rather than the negatives? Did we listen actively to members? Did we demonstrate that we cared about them? Were we open and honest? Did we try to send everyone home feeling he was "somebody" and looking forward to the next meeting? Did we see signs that any member has a problem needing special attention by us?

4) *How did we use the emphases?* Did we stay with our focus? Did we take spontaneous advantage of situations to highlight an emphasis? What emphasis is most important to tackle now?

Be sure to finish the review on a positive note so that you go home with some good feelings.

In addition to weekly review, it's important to meet every three to six months for a review in greater depth. This more formal meeting requires some prior preparation and will last longer than the weekly reviews, but it still should be relaxed and enjoyable. During it, leaders consider:

- To what extent are we meeting members' interests and building on their ideas?
- How much progress toward program objectives can we identify?
- How well are we working together?

Next issue we'll look at this kind of review meeting in detail, and we'll wind up the series with a graphic summary of the cycle for successful programming. A



venturer log

by Phil Newsome

In the Aug/Sept issue of **the Leader**, Charles Stafford shared with readers the changes in Boy Scouts of Canada program policy as related to the statement of program objectives and the newly developed program emphases. To refresh your memory, here's a restatement of the Venturer program emphases.

"To meet the program objectives of Boy Scouts of Canada in the Venturer program, emphasis is placed on activities which encourage Venturers to:

- show that they care and live according to their personal values and religious beliefs;
- develop and use the skills of communicating, solving problems and making decisions;
- explore vocational opportunities;
- participate in a variety of social, cultural and spiritual activities;
- give leadership to and work co-operatively in adult-like situations;
- participate in challenging physical and outdoor activities;
- become aware of and respond to the needs of the community and the environment.

As I read over this list of emphases, I recalled reading an article called "Those Words Again" in the June issue of *Scouting* (UK) magazine. I found the article most appropriate in light of the first emphasis statement,

and share it with you to show how the company can use the new emphases statements to develop a program that meets Scouting's program objectives.

Those Words Again

A warning to those of a sensitive nature. We're about to mention some of "those" words again. Not that we want to make an issue of it, mind you, only to lodge a request not to flood us with letters of complaint this time.

Venturer advisors, and others, talk

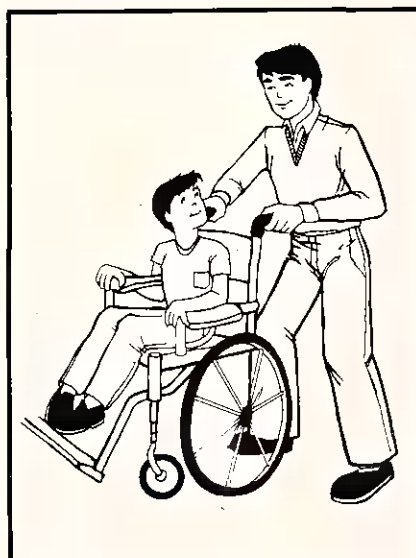
about encouraging Venturers to explore their personal values. However, the reality is that this often means discussions concerning sex and alcohol, with the occasional other subject thrown in for good measure.

But what about death, social handicaps, religion and all the other subjects that we fight shy of as human beings? Should these subjects be "taboo" — or should we be encouraging openness amongst our members?

When was the last time your company visited an undertaker's premises? When did you last help with the unemployment problem, with "down and outs", with handicapped kids? Have you visited the "houses" of different religions — churches, mosques, salas, meeting houses, synagogues and so on?

All these are practical ways in which we can look at and explore these taboo subjects so that they are brought to life rather than just discussed, and then perhaps forgotten. Surely, personal values is not just about what we think, but about how we relate that thinking to our stance in the world.

True? False? Whatever the answer, let's make sure that we are helping our company members to explore their personal values in the best and most effective way possible. X



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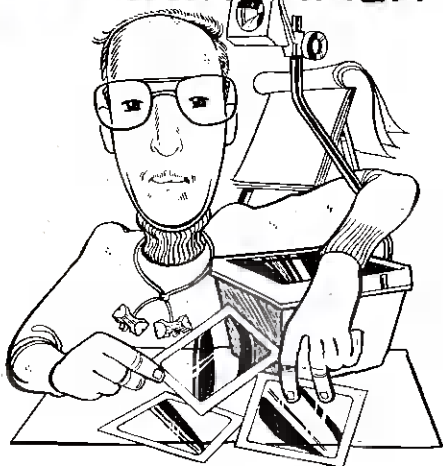
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TRAINING TALK



by Reg Roberts

A Stocking Full Of Training Thoughts

As you read this, December winds probably will be blowing the old year out as well as howling around your ears. As I write, the early fall sunshine is bright and warm, and winter seems far away.

I started to make notes for this article in August while on a plane from Saskatoon to Toronto after the completion of a very successful Basic Leadership Skills course. I was filled with all the warm feelings you have when you know a course went really well and you did a good job.

I added some more notes a couple of weeks later, again enroute east by plane from Saskatoon, this time after the Advanced Course. I marvelled at the enthusiasm of the participants of both events who took time from their busy lives to learn some new skills and share their knowledge. On these two national events, we had people representing all but one of our provinces.

One of the real sources of satisfaction for me as a trainer is the opportunity I have to meet other trainers, to hear how they do things in their districts or regions and, along with other members of the team, to see the flash of understanding when some new learning suddenly becomes clear.

Last weekend I attended a gathering in Ottawa for a number of people who write for this magazine. It was good to meet with them, to socialize and, again to exchange views on training situations they have encountered. Many of these writers are also trainers in Scouting who write from personal experience.

I had a long chat with Bill Witchel of Toronto, who plans to travel by

train to Calgary next year with some Rovers. They will attend the World Jamboree, of course, but what I found really fascinating was a discussion of the possibility of his conducting a training course on the train as they journey across Canada. And why not? It could be really exciting!

Training in Recruiting

A couple of weeks ago, having agreed to act as a team captain for this year's United Way Campaign, I attended a training session to learn just what my job would be and how to go about doing it. I was interested in the guidelines the campaign uses to train volunteer canvassers. They can easily be applied to people in Scouting who have the responsibility to recruit others or seek support of some kind.

With only slight changes, here are seven steps recommended by the United Way.

1) Be Prepared

Know the facts. Be familiar with the organization and how you feel as a member.

Know as much about the person you are trying to recruit as possible.

Choose the best time and place to talk to the person. Avoid using the phone if possible.

2) Introduction

Introduce yourself and tell what you do in the organization.

Start on a positive, friendly note. Explain the purpose of your visit.

Be confident about the organization and your role as a recruiter/solicitor.

Express your concern about the welfare of boys and youth to the prospective member.

3) Present reasons for becoming involved.

Tailor your approach to the individual you are trying to recruit.

Discuss why you support Scouting and explain the program. Use brochures, books and this magazine to show how Scouting benefits the community.

Explain the importance of adult volunteers if Scouting is to continue to be effective.

Make your initial request for support smoothly. Offer to provide other information.

4) Obstacles

Discover any obstacles that might prevent the person from agreeing to join. Ask for an explanation of the obstacle. Listen — don't argue.

5) Answer questions or objections

Every question is an opportunity to

respond in a positive way about the value of Scouting and the need for this person's support.

6) Ask for a commitment

Have the person's name on an application form.

Explain what happens now.

Have the person sign the form.

7) Close the solicitation

Express your thanks and appreciation.

Tell the person you will be in touch about what will happen next.

Turn in the signed form to the area, district or region for follow-up.

Fitness Canada

Recently, Fitness Canada announced the availability of a couple of new publications.

Running Dynamic Conferences

This booklet presents guidelines for conducting fitness and lifestyle activities within a conference or course setting. Based upon successful experiences of Fitness Canada, it provides detailed suggestions for organizing exercise breaks, nutrition breaks, smoking control, and special fitness/recreation events. It also includes a list of resources available to help conference/course planners implement the guidelines.

Fitness: Questions and Answers

Answers to common questions on fitness are now available in this colourful 20-page booklet. Designed to provide information to an increasing number of Canadians interested in physical activity, it deals with exercise prescription, choosing an exercise program, weight control, physiology, getting started, and special concerns about aging, aches and pains, and smoking. Single copies are available to interested individuals. For further information, you may contact: **Fitness Canada, Fitness and Amateur Sport, 365 Laurier Ave. West, Ottawa, Ontario K1A 0X6**

This information caught my eye because, this year, as a part of the National Basic Leadership Skills course, we incorporated a couple of innovations, one of which had to do with fitness.

On a purely volunteer basis, participants were invited to assemble at 7:15 a.m. (yes, I know that's early) to become involved in some physical activity. A variety of things were offered: a 10-15 minute dance exercise program; isometric exercise; a 15 minute jogging program; a fun run (sort of a fast walk for those who didn't choose the jogging but wanted to get outside); and a health hustle (a program used for school children

a few years ago which involves leg kicks, running on the spot, arm swinging and a variety of other simple physical exercises done to music).

Except with the dedicated joggers, the first morning was a bit slow to catch on but, on the second morning and for the balance of the week, about 75% of the course participants took part in one or another of the offered programs. It was a lot of fun and, for some, a way to try out a number of choices to see if any were something they'd like to continue back home.

Incidentally, we didn't bring in any experts. All of the sessions were conducted either by a member of the staff or one of the participants.

Make a Joyful Noise Unto the Lord

I mentioned a couple of innovations at the 1982 National Training courses. The second one also happened in the morning but, in many ways, its effect lasted throughout each day. We called it *Let's Celebrate*.

A number of years ago, on some national and provincial training events, each morning began with a voluntary gathering called *Quiet Time*, intended to provide opportunities for a brief period of worship and reflection. The first morning was usually planned and conducted by course staff and the others were directed by the sixes, patrols or small working groups.

Sometimes this led to a competitive aspect as one group tried to out do another. Somehow, as well, the *Quiet Time* took on a rather sombre note with poetry readings, burning candles and soft music — not really as uplifting as intended. As a result, these quiet times, certainly for me, fell into disfavour.

In an attempt to re-introduce a meaningful and uplifting opportunity to worship the Lord, we decided to try a 10 minute period just before the first session each day. Because we wanted it to sound joyous, we called it *Let's Celebrate*.

Happily, about 80% of the participants attended every morning. We printed the words to many of our favourite Scouting songs, spirituals and hymns in large type on overhead transparencies so that everyone could see them, and we certainly raised our voices in joyful noise! Staff led the first morning and then invited others to lead us in a hymn or song of their choice.

Let's Celebrate proved so popular that, on a couple of mornings, it was hard to call a halt so that we could begin the first session.

What did we sing? — *Do Lord; All People that on Earth Do Dwell;*

Praise My Soul the King of Heaven; Michael Rowed the Boat; Lead On; O Cloud of Yahweh; Ezekiel; My Father's House; Now Thank We All Out God; and For the Beauty of the Earth; among others.

We were also introduced to many of the participants' favourites, some of them quite new to me. There was, for instance, a round based on the Psalm *The Lord is my Shepherd*; another hymn-like piece from Psalm 118; and a song called *Being Me*, which became the course theme song.

It was a fun and joyful way to start the day and tended to set the tone for all that followed. If you choose to try a similar form of spiritual activity, let me know what you do and how it turns out.

General Learning Goals

Recently I read in a training magazine that a research fellow at the Harvard School of Education in the USA had been working on an *Inventory of Learning Goals*.

In the course of his studies, the researcher, Robert Hahn, identified what he calls the top 10 ranked learning goals in the education of people who "manage" other people. His listing is as follows:

- to develop ability to interact easily and productively with others;
- to develop ability to think critically about new ideas;
- to develop ability to balance conflicting viewpoints;
- to develop ability to listen effectively;
- to develop ability to communicate ideas orally;
- to develop self-confidence and self-esteem;
- to develop tolerance and trust in relations with others;
- to develop self-awareness and self-understanding;
- to develop capacity for self-evaluation;
- to develop capacity for assuming responsibility.

On reading the list, I felt that, while not entirely new to us in Scouting, it is a very useful set of guidelines for trainers and service team personnel to consult when planning a learning experience for people in almost any Scouting situation. If, as a result of our training, we can say truly that our participants are more effective in each of those areas, the training can, I believe, be considered highly successful.

That's about it for 1982, except to wish you all a Christmas filled with love, peace and joy, and a stocking as full of great training experiences as I've had this year. X

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sharing

by Gerry Giuliani

Finding God's Love

The first of the new emphases for the Beaver program is to "find examples of God's love for them and the world" (Aug/Sept '82, p. 2). Christmas, with its message of love, joy, peace and goodwill, is a good time to focus on this emphasis. The Christmas message is important not only for Christians. It's expressed in many of the world's religions and is certainly the cornerstone for Scouting all over the world.

The focus of this first emphasis is to help Beavers discover God's love; to experience it and share it with others. I've gathered a few suggestions and guidelines you may find helpful for developing programs in which Beavers can make this discovery.

Keep It Simple

Our first thoughts come from Joyce Fitzgerald and Sharon Waswick of the Kootenay Boundary and Northern Regions in B.C.

We feel that spiritual emphasis could be practised in all phases of the Beaver program without really getting into a lot of details. We can encourage positive spiritual attitudes by teaching and practising them at Beaver meetings and encouraging Beavers to use them at home.

We believe that one should keep spiritual emphasis simple. Actual religious teaching should be kept to a minimum at meetings. Here are some ideas.

Spiritual Themes

Creation: Read the story of creation to the boys at a meeting, then go on a nature hike and, along the way, dis-

cuss the things you read in the story.

Holiday: Pick a religious holiday, such as Christmas. Do a play, make puppets, have a minister come in to tell the story.

Scouts' Own

We believe that, if you hold a Sunday event, you should have a Scouts' Own. Remember to keep it simple and on the boys' level.

Children's Hymns

During sing-songs, include some spiritual hymns Beavers can understand. They love to sing.

Openings & Closings

Thought for the day: Each week, let a boy or a lodge help the opening or closing with a thought for the day. Boys can prepare these with their lodge leader or parents, or with the help of Keeto. It gives them an opportunity to share their thoughts with the rest of the group.

Evening prayer: Some groups say or sing a prayer each evening.

Sharing spiritual customs from around the world: Many different spiritual customs are practised in different lands. Beavers love to hear about things that other boys do. Share with them the ways in which children their age from different religions practise the same spiritual message.

Stories with moral and spiritual emphasis: Use a Beaver story to express a key thought or message.

Resources

Let's Celebrate, Boy Scouts of Canada (see p. 28 this issue).

Scout Prayers, Boy Scouts of Canada.

The Bible for Children, Crescent Books. It's an excellent source for favourite short stories.

World Book Encyclopedia, Child Craft, The How & Why Library: includes a section, written at a child's level, on religious traditions and religious practices of the world.

Beaver Prayers

Here are two prayers from Beavers Sharing, a publication of the Fraser Valley Region in B.C.

Thank You

Thank you for the sky above!
Thank you for the birds that fly!
Thank you for the earth below!
Thank you for the trees that grow!
And thank you, God, for you and me!

Things to Wonder About

Hey God!

Did you really make all those stars?
And that great white moon,
that looks so fat?

And did you really make planets
like Mars?

And Saturn and Venus
and all like that?

Hey God!

Did you really make
fluffy, wobbly puppies?

And kittens and ducks
and jumpy frogs?

And did you really make
goldfish and guppies?

And creepy crawly things
beneath old logs?

Hey God!

Did you really make mud
so it would squish?

And rainbows to chase
that can't be caught?

And did you really make
the clams and starfish?

You did?

Well, thanks — thanks a lot!

— Andy Jensen, Victoria, B.C.

Activities

On a winter's evening, have your boys try to count the stars in the sky. There are so many, and they look much the same, like most Beavers look much the same when they are all together. And yet, there is only one special place like earth, and each Beaver is a special boy. "There is no other exactly like you."

Do this for about 15 minutes, making sure your Beavers are dressed warmly, then go back inside to talk about the experience.

"Who is a special friend?" God made him too. Write your friend a letter and tell him why you like his friendship. Perhaps Hawkeye, Rainbow or Rusty can help write what is necessary. Make your friend a card and give it to him with the letter.

If you do this exercise, make sure all your Beavers receive a card and a letter. Being able to receive a gift is as important as being able to give one. Have your Beavers share their feelings and insights about what they've done.

When building a program around the emphasis of finding God's love, I think it's important to remember that the Beaver's personal discovery that he and everything and everybody else are important must be encouraged and, in some way, must be expressed. It's only through this personal experience that he can build a true capacity to appreciate and express peace, joy, love and goodwill for all.

Have a very Merry Christmas. A



Canadian 9th Rover Moot



a report by Dawn Wiltsie

Horses; Wine; International; Irreligion; Women; Cuckoos and Humbugs! The 9th Canadian Rover Moot is now history and even my brief visit for parts of *International Day* (Saturday) and *Irreligion Day* (Sunday) assured me that Rovering is alive and well and living in Canada.

Horses, Wine, etc., incidentally, are themes contained in B.-P.'s *Rovering to Success*, a book which outlined the founder's philosophy of life. They formed the basis for the moot program and the planning committee did an excellent job of building an interesting and challenging series of competitions, demonstrations, guest speakers, visits, entertainment and other activities around them. The result certainly fit the *Rover Handbook* definition of a moot as "an outdoor gathering of Rovers where one can engage in competition, discussion, fun and fellowship".

I'd been hearing about this moot ever since I accepted the assignment as Rover program liaison for the National Program Committee. Classified as a world event, the moot held at Camp Wetaskiwin in St. Catharines under the direction of the Ontario Provincial Council, attracted more than 500 participants from Australia (123); Canada (295); Denmark (1); Ghana (1); India (11); Israel (16); Italy (8); New Zealand (58); United Kingdom (1); and United States (16).

Despite our short stay, National Program Director Phil Newsome and I had ample time and opportunity to mingle and chat with participants throughout the whole camp. It gave both of us an opportunity to meet Canadian Rovers whom we might not otherwise have met because of our limited access to membership at the crew level. In particular, we had a pleasant visit with crews from Pic-

ton County, Nova Scotia; Pickering, Ontario; and Quebec. We were also most impressed to see the number of Rovers with disabilities in attendance and completely integrated into all activities.

A highlight of *International Day*, designated a visitors' day, was the food prepared by Rovers from the different participating countries to help make their fellows more aware of their cultures. Phil and I arrived in time to sample the rigatoni cooked by the Italian delegation. Magnifico! Yes, I even had a chance to use my basic Italian. As basic as it was, it was much appreciated by the Italians, only one of whom spoke limited English. Still, a smile and a handshake go a long way in crossing language barriers.

After Phil and I attended the Inter-Faith service held on Sunday, we were again invited to visit individual campsites and to make or renew acquaintances. The spontaneous exchanges of conversation we struck up with our visitors to Canada were exhilarating. We met such a wide assortment of keen young men and women who were eager, not only to talk about Rovering back home, but also to ask endless questions about Scouting in Canada, and about the country in general. Many planned to follow up their stay in St. Catharines with a visit to the National Office in Ottawa.

Granted, mine are the limited observations of a visitor over a short period of time but, if the enthusiasm and interest we saw at this moot are any indication of the state of Rovers throughout the world and, more particularly, here in Canada, then I can only conclude that Rovering is alive and well.

Congratulations to organizers and participants for making this moot a success. The efforts of the young people and their advisors in the Rover program section are indeed a credit to the organization. X



A representative from each country attending the Moot poses with Camp Chief Dick Smith.

L'Esprit Règne Encore

Bobby Lalonde

Sing along to the XV World Jamboree song in both of Canada's official languages with these lyrics for L'Esprit Règne Encore, a translation of The Spirit Lives On (Bruce Rawlins: Terry Carisse) by Bobby Lalonde, a highly popular Ottawa-area singer-songwriter with a growing name on the Canadian entertainment scene, recorded the French language vocal for the flip side of the 45 rpm record available from Supply Services and Scout Shops across the country.

Ready — Set — SING!

L'esprit règne encore
A chaque jour-nous sommes plus fort
Beaucoup plus qu'hier
Mais moins nombreux
que nous serons demain
Débordant de joie
Il faut crier, il faut chanter
Grandir et fraterniser
L'esprit règne encore.

REFRAIN

L'esprit règne encore
Comme le soleil qui brille si fort
Touchant la terre
Il touche nos pensées les plus fières
Il brille partout
Où on retrouve l'entrain des Scouts
Ah qu'il fait bon d'être fort
L'esprit règne encore.

Tous fiers du passé
C'est comme si nous venions
de démarrer
Ça va de mieux en mieux
À tous les jours nous sommes heureux
Dans la joie
C'est Dieu qui nous apporte la joie
Ah qu'il fait bon d'être fort
L'esprit règne encore.

Soixante quinze années
Nous voici à la fête mondiale
Remplis de fierté
Nous chantons nos chansons
si jouiales
Partageant la terre et la chanson
Ah qu'il fait bon d'être fort
L'esprit règne encore.

Reflections ~ The Spirit Lives On

by Pat Horan

During this 75th anniversary of Scouting, provide time at your meetings, training sessions, camps, conferences or special assemblies, for a period of reflection, based on *The Spirit Lives On*.

With the help of Father Pat Byrne, Canadian Catholic Conference of Bishops; Rev. Jim Small, national liaison, Anglican Church of Canada, and Major (Rev.) Lyman Coleman, Chaplaincy General Office, Canadian Forces, the following program was developed to fit any number of situ-

ations, including a Scout/Guide Week service.

We've laid out the suggested program in such a way that it can be duplicated on program blanks such as *Love and Serve God*, available from Supply Services (cat. #26-410; \$5.85/100). The program items were taken from *Let's Celebrate*, B-P's *Outlook*, the **Leader**, and a variety of other sources. We invite you to use it as it is, adapt it, or use portions at appropriate times.

Here are some points to consider when planning your reflections.

- Keep each part short and significant to the audience.
- Choose either familiar songs and tunes, or easy-to-learn new ones.
- An effective way to introduce new songs during the service is with an overhead projector.

Use your own resources and ideas and those of your boys and fellow leaders.

Involve our sister organization, the Girl Guides.

Rehearse carefully the skits, demonstrations or other activities you plan for the program.

Run a banner/poster campaign to provide variety and colour for your celebration.

Recruit soloists, choirs or instrumental groups to provide appropriate musical interludes.

Tell everyone you meet when and where the celebration is to take place, how important it is for you to be part of it, and how much you want others to share in it with you.

Program — The Spirit Lives On

Introduce the theme with a brief review of how Scouting was founded and is doing locally; how an idea (*Scouting for Boys*) was launched. Give a brief sketch of B.-P. with an emphasis on his good humour, his health and his active creative mind.

SONG: For the Beauty of the Earth
Let's Celebrate, p. 89

PRAYER:

Our Lord and Creator
we thank you today
for the beauty of your world,
for sunshine and flowers,
storm-cloud and starry nights,
for the first radiance of dawn
and the last glow of sunset.
We thank you for physical joy,
for clear water to swim in,
for the fresh smell of rain
on dry ground,
for hills to climb
and work to do together.
Make our hearts wide open
to these gifts
and help us to live
in thanksgiving to you,
our Lord and our Creator. Amen

MUSICAL INTERLUDE: solo, choir,
rock group.

ACTIVITY: A skit or demonstration.
Appropriate themes: Brownsea Island, the foundation of the first local Scout group; planting a (symbolic) tree (Oak of Scouting); a good turn; reaching out to invite a youth with a disability to join the troop; etc.

SONG: Bless the Lord
Let's Celebrate, p. 87

REFLECTIONS ONE:

A time to think of:

- *our brothers in South America
 - *those who are disabled
 - *our family
 - *progress we are making in our life's work
 - *apples & tulips, milk & trees
 - *the fun God had in creating feet & bananas & whales
 - *the joy of laughter
 - *some special friend/leader/teacher in our past.
- Add your own items and those suggested by your members.

PRAYER:

Thank you, heavenly Father
for making us as we are,
for hands to work
and feet to walk and run,
for eyes to see and ears to hear,
for minds to think
and for hearts to love,
for all the people we know
and who know us,
and for all those we shall meet
as we go through life. Amen

MUSICAL INTERLUDE

YARN: Choose for comment, one of these themes from B.-P.'s Outlook.
*Discipline, p. 14: "A pat on the back is a stronger stimulus than a prick with a pin."

*Education, p. 27: "... The secret... is to get each pupil to learn for himself..."

*Religion, p. 27: "... helping others... pluck, self-discipline, unselfishness, chivalry... these attributes of character coupled with the right study of nature, must... help to bring the young soul in closer touch spiritually with God."

*Origin of Scouting, p. 47

*What is Scouting? p. 94: "What this (Scout) spirit is can only be understood by outsiders when they see it ruling... the thoughts and the actions of each member of our brotherhood."

*Listening, p. 101: "There's a lot to be got by listening and observing."
*Faith, Hope & Love, p. 169: "Press forward with Hope... press forward with Faith in the soundness of the Movement and its future possibilities, and press forward with Love, which is the most powerful agent of all."

SONG: Boy Scout Hymn
Let's Celebrate, p. 99

REFLECTIONS TWO: Today & Tomorrow

* B.-P. showed how boys could develop their creative potential. From his confidence in boys, great things evolved. Let us show the same confidence in our boys today and give them a chance to grow. Let us encourage and welcome their enthusiasm and innate good humour.

* Through the use of patrols and patrol leaders in the army, with the Making cadets and at Brownsea, B.-P. unleashed great team spirit and cooperation. Let us build on that and give our boys and young leaders their heads; a chance to reach out, to grow with their peers, to influence each other and to provide a lead to their younger brothers.

* Seeing the vision, adults flocked to Scouting to help meet the needs of youth and others. Today, let's encourage more adults to come and work together to meet the equally pressing needs of youth.

* Working together, youth and adults will ensure that the spirit of Scouting we have inherited will continue to live on.

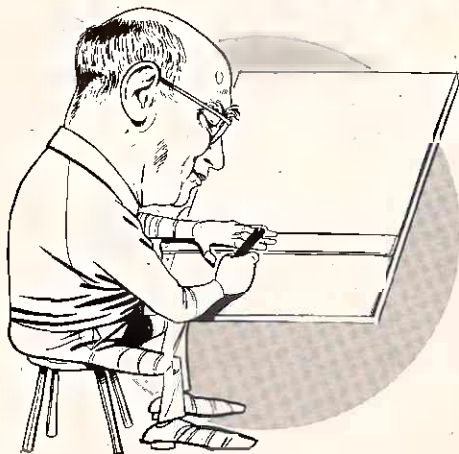
PRAYER: An ancient prayer
Give us, Lord, a bit o' sun
a bit o' work and a bit o' fun,
give us all in th' struggle
and splutter
our daily bread and a bit o' butter,
Give us health, our keep to make
an' a bit to spare
for poor folks' sake
give us sense,
for we're some of us duffers,
an' a heart to feel
for all that suffers.
Give us, too, a bit of a song
an' a tale and a book
to help us along,
an' give us our share
o' sorrow's lesson
that we may prove
how grief's a blessing.

CLOSING:

- a) Reaffirm promise by sections
- b) O Canada or Jamboree Song
- c) For Canadian Scouting
Eternal God.
we thank you, for those who have
gone before us,
whose work has enriched our
lives today.
We remember especially
the life of Baden-Powell,
his Christian faith
and his love for you,
his courage and dedication,
his love for children
and young people,
his gift of Scouting to the world.
Help us today to build wisely
on the foundation built for us
by others,
Keep us true
to the principles of Scouting,
hold before us our Aim,
enable us to live by our Promise,
and deepen our love for boys
and young people,
in these ways may we continue
to serve you
in the service of Scouting
in Canada.

d) Musical interlude — dispersal
Amen

ON THE LEVEL



by John Sweet

For the Troop

Get your patrol leaders to resolve that, even if it goes against the grain, every boy in the troop should insist on doing the washing-up for his mother after Christmas dinner.

A good fall of snow should give you an excellent opportunity to introduce your patrol leaders to the art of track-reading. Use oblique lighting after dark to show up the tracks to best

advantage, but leave it to the boys to discover for themselves whether to view the scene looking *towards* the source of the light or away from it. Then, let them have the satisfaction of setting a few problems-in-the-snow for you and the rest of the Scouter team.

Talking of snow, how would it be to build a Scout snowman of monumental proportions to round off *The Year of the Scout*?

You don't need to tell me that your patrol leaders aren't all that good at dreaming up bright, imaginative new ideas for possible troop or patrol activities. With the New Year in the offing, you could help them to concentrate their minds by announcing that the Group Committee is prepared to underwrite, to the tune of x dollars, the best activity they can suggest before the Old Year is out. You may be in for a big surprise.

Christmas gives you the perfect opportunity to thank all the good people who get none of the fun of Scouting themselves but have helped the troop enjoy theirs to the full throughout the year. Suitably inscribed Christmas cards, designed, drawn, painted, photographed or otherwise created by the boys themselves (collages spring to mind) will be deeply appreciated.

S.T.A.s

In the very early days of Wood Badge Training, the discipline of the "daily sketch" and the statutory "sparetime activity" (S.T.A.) was imposed on all the customers, whether or not they had any artistic ability and despite the fact that "sparetime" as such was unknown on a Scout leader training course.

Great fun it was nevertheless, especially the S.T.A.s. I see from my notebook that, on one of my own courses, I was required to do my patrol call, produce fire-by-friction (in the event, a whiff of woodsmoke sufficed), put an eyesplice in the middle of a rope, coil and throw a lifeline with reasonable accuracy, make a plaster cast of an animal or bird track and at least three leaf prints by the smoky candle and enamelled plate method, and vault a ditch with my Scout staff; all this in addition to demonstrating the entire repertoire of the standard knots, bends and hitches. For me, of course (need I say it?), the daily sketch was a doddle, though I must admit that my attempts to caricature members of the training staff were not appreciated. I have a selection of them before me as I write and am bound to say that, whatever their lack of artistry, for me they still evoke the personalities of all the good fellows they are supposed to represent.

I clearly remember, too, that when I got back to the troop, my Scouts took to the S.T.A.s like ducks to water. One boy even made his leaf prints the excuse for not doing his school homework — and got away with it!

One Christmas

Christmas Day had been cold and quiet. After tea, when the stars were already beginning to prick the darkening sky, I borrowed my brother's thumbstick from the hall stand and walked the length of the village; past the rows of cottages, each with its festoon of coloured fairy lights in the front window; past the now dark and silent church, and the chapel; past the King's Head, where cars were already beginning to assemble in anticipation of opening time; and so, forking right off the road into the grass-grown avenue of elms we called *The Ride*, and sweeping back through the flat empty fields to the edge of the forest.

Down the Ride, earlier in the week, I'd watched the heavy tractor dragging timber. The runnels they'd gouged in the turf were now brim-



ming with rainwater.

Just back from the road, a family of gipsies were encamped. They'd been there for some weeks past, within easy distance of the Monday market in one town and the Thursday market in another. It was said in the village they weren't proper gipsies — more likely dropouts from some Tyneside slum; a family of four, father, mother, a strapping, brazen-faced daughter, and one boy of about my own age.

I knew there was supposed to be something sinister and altogether awful about that alien family. One day, in the school yard, I'd heard two of the big boys talking and sniggering about them. They were saying that the girl was not only the boy's sister, but his real mother as well. And they shared the same father. All very confusing.

I was almost on top of the boy before I spotted him. He had made himself a little boat from a scrap of wood and was navigating it with a stick down one of the flooded runnels. He stopped dead when he saw me. I stopped too and waited for his pathetic little toy to cruise towards me.

"Ready about," I called jocularly, turned it with the ferrule of my thumbstick and pushed it back. When it came within reach, he snatched it from the water and held it close, for all the world as though I might steal it. "Was it a Christmas present, then," I asked, "from Daddy?"

It was a cruel thing to say. Anybody less like a "daddy" than that slouching man I'd seen from time to time in the market place, would have been hard to imagine.

The boy just stood there. Something I'd said must have got through to him. Now, for the first time, he shot me a fleeting glance.

"Has it been Christmas, then?" I heard him whisper.

"Yes," I said. "All day. Didn't they tell you?" A foolish question. "Come on," I said, "let's get this boat back on the water. What is it? A sloop? A brigantine? What's your name? Mine's John."

For a while I thought he wasn't going to answer.

"Reuben," he said at last and, for the first time, I realized with something of a shock, that he was afraid. Actually afraid. *Of me!*

"Giz a penny," he whined.

It was something I'd heard him saying to passers-by in the market place within earshot of his parents, and had been shocked that they didn't sharply silence him. He must have known that he hadn't a hope of cadging money from a boy his own age. It was just the ritual acknowledgement of his own

inferiority. He wanted to remind me that he was what he was. In a way, I suppose, it was a cry for mercy.

I was totally bewildered. I had two pennies in my pocket. I took them out, looked down at them, hesitated, then gave him one and put the other back. "Happy Christmas, Reuben," I said.

I waited for him to thank me, or at least return the compliment, but he just stood there, holding my penny, not looking at me.

"Oh well, happy Christmas then," I said again and turned, swishing my thumbstick through the long wet grass, to walk back the way I'd come.

When I reached the road, I turned to look back. The boy was standing exactly where I'd left him, but now in clear silhouette against the northern sky, framed by the blackness of the trees on either side.

And then I saw that, in the last few minutes, the sky itself had changed. The northern stars were veiled in a curtain of light. Not just a hanging curtain. A rolling, billowing curtain, stretching high into the heavens. And from somewhere beyond the horizon, great shafts of light shot obliquely

into the sky. And, right at the centre, the small, still figure of the boy!

The words of the Christmas anthem we'd sung in church that morning sprang into my head.

And the Angel of the Lord came upon them, and the glory of the Lord shone round about them, and they were sore afraid. But the angel said unto them, "Fear not, for behold I bring you tidings of great joy, which shall be to all people..."

I ran back home and joined the rest of the family round the fire. My eldest brother, Stephen, was reading them a story from the Christmas number of the STRAND Magazine. I huddled as close as I could get to my mother and listened with the others.

Then, on the BBC news at six o'clock, we heard that, for the first time in many years, a fine display of the Aurora Borealis, the fabulous Northern Lights, had been seen that night in the Lowlands of Scotland and in many parts of the North of England.

That is what they said it was. The Aurora Borealis.

I knew better, but never breathed a word. X



He'd made himself a little boat

Star Gazing for Rank Beginners 3

by Bob Walkington



Welcome to the new leaders who've joined the Scout movement this autumn and are now beginning to receive the magazine. Don't despair if you've missed the first two articles in this series (*June/July and Oct. issues*), because we're now entering the best sky-watching season of the year.

Winter is when the sun sets early so that you can take your boys star gazing during your normal section meeting time and combine it with other activities like snow-fort building, snow-shoeing or tumbling games in the snow. Best of all, winter is the time of the brightest stars and the most spectacular constellations.

At the beginning of this series, I made the point that there are three ways for you, the novice star gazer, to begin finding your way around the night sky. First, use the position of the Big Dipper, which is visible all year round, to help you find other constellations. Second, concentrate on the five to eight stars in each

season which are much brighter than all the others. Third, begin your star gazing in the city, where street lights and haze tend to make the fainter stars disappear. In this issue we will focus on the second method, because the winter sky has an unusual collection of bright stars.

The chart on the next page is a simplified map of the night sky, specifically for December 20 at 8:00 p.m., but reasonably accurate for the whole winter season. You hold it up to the sky to read it, which is why east and west seem to be reversed.

You can begin your star gazing either with Gemini, the Twins, or with Orion, the Hunter.

If you start with Orion, face south and look for three closely spaced stars in a straight line. These form Orion's belt. Just north of the belt are two stars that form his shoulders; bright, pink, Betelgeuse (pronounced Beetle Juice) and, somewhat dimmer, Bellatrix.

Just south of the belt and forming his feet, are bright Rigel and dimmer Saiph. You might also be barely able to see the three stars of the sword hanging from his belt. I haven't shown his bow on the map but, if you have a chance to look at Orion from your winter campsite, you'll see it — an arc of dim stars just west of Orion, aimed at Taurus, the Bull.

Now go back to Betelgeuse for a moment. Its name may seem strange, but its English name is even stranger. Make sure to tell your boys that *Betelgeuse* is an Arabic word meaning *armpit*!

Now that you've found Orion, you're ready to trace out the Great Circle of Winter. Starting with Rigel, the hunter's foot, move clockwise to Sirius, a very bright star whose name means "Scorching", and then to bright Procyon. Sirius and Procyon are the two dog stars, Orion's hunting companions. Sirius, incidentally, is the brightest star in the night sky.

Continue clockwise and, half way around the circle from Rigel, you'll see Gemini, the Twins, whose names are Castor and Pollux. The Twins are

ancient Greek heroes, brothers of Helen of Troy. Castor and Pollux are easily distinguished because they are the closest pair of bright stars in the sky. You might find it convenient to begin your sky search with them rather than Orion's belt, particularly if you live in northern Canada.

If you resume your clockwise journey around the Great Circle of Winter, the next bright star you come to is Capella, chief star of Auriga, the Charioteer. Auriga actually looks more like a chariot without wheels than a charioteer.

Still moving clockwise and now travelling south, you'll see bright, pink Aldebaran (pronounced *Al deb aran*), the head of Taurus the Bull, Orion's quarry. The Bull's horns stretch northeast toward the Charioteer. Completing the circle, you end up again at Rigel.

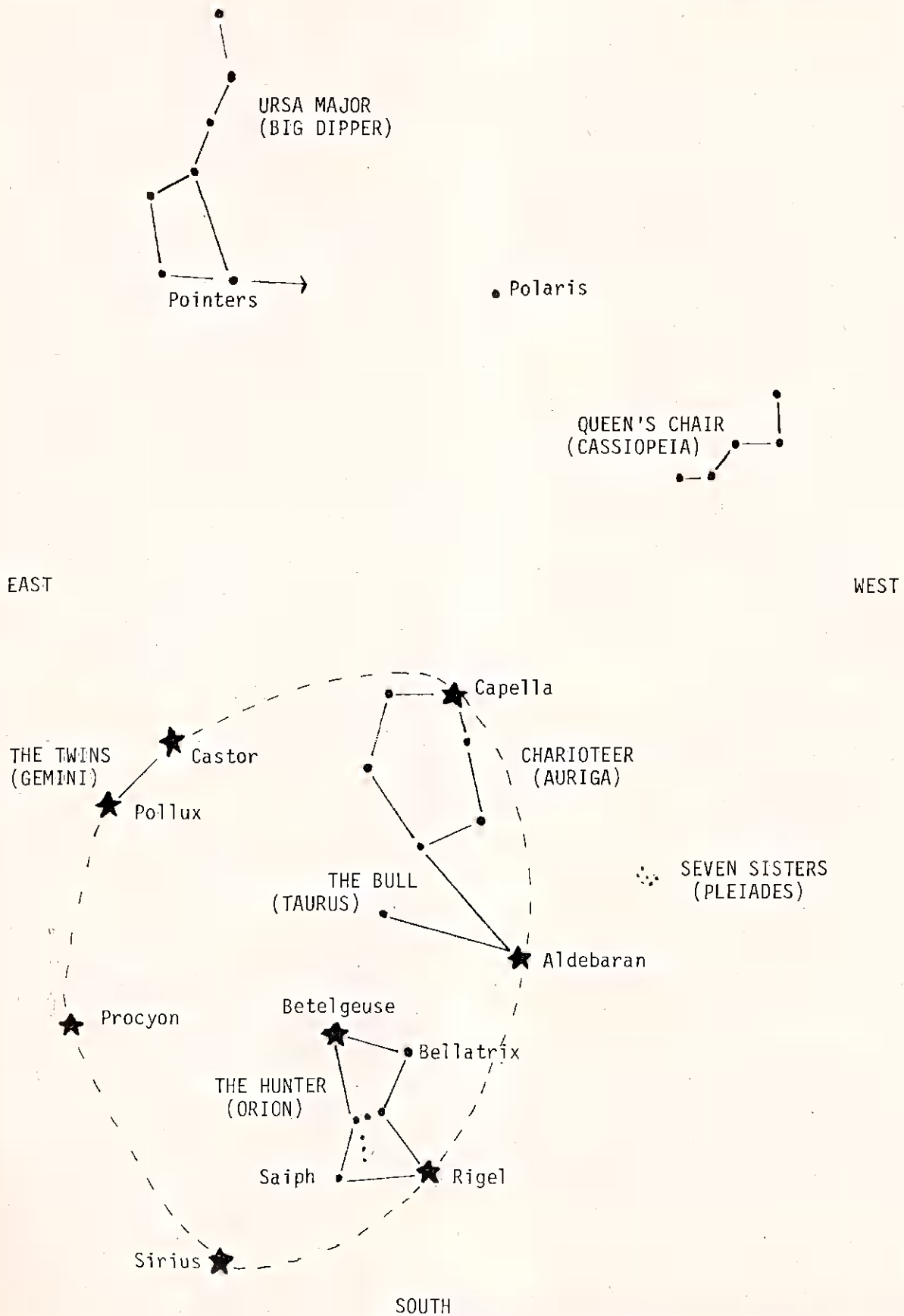
Were you able to find the Pleiades by following the instructions given in the October issue? (The Pleiades, or Seven Sisters, is a cluster of stars surrounded by interstellar gas and dust; and is one of the most challenging objects for the beginning star gazer to find.) If not, here's another way to track it down. Starting at Sirius, trace a line through the middle of Orion's belt, then through Aldebaran, and continue on until you come to a small faint patch of haze. If you look carefully in the patch, you'll see a closely packed bunch of six stars. If you have good eyes and if the sky is very clear, you may see a seventh. This is a traditional test of vision which goes back to the ancient Greeks.

If you cheat and focus on the Pleiades with a pair of binoculars, you'll see a dozen stars or more. I recommend that you do use binoculars if you can; the Pleiades is an impressive sight.

This completes our survey of the bright stars of winter. In the March issue, we'll look at the spring sky, and we'll also try out another traditional test of vision, this one in the Big Dipper. And finally, you'll learn how to tell the stars from the planets. X

NORTH

WINTER SKY



patrol corner

by Phil Newsome

With the introduction of the B.P. Woodsman badge into the Scout program, many Scouters find it time-consuming to identify the equivalent test that their Scouts may have completed within the previous achievement badges. Frido Profoehr of the Fraser Valley Region has sent all troop Scouters a Christmas present that may help to make the change a little easier.

Any Scout who now holds all of the following achievement badges at the bronze level or higher may receive the B.P. Woodsman badge immediately.

Category	Badge
Citizenship	Citizen
Outdoor	Campcraft
	Exploring
	Winter Scouting
Service	First Aid
	Life Saving

Any Scout who is now working on achievement badges but may not have completed any or all of them, may receive credit towards the B.P. Woodsman badge by using the following comparison guide.

B.P. Woodsman Requirements

- #1 Know how to:
- get help for an injured person; Citizen badge (2b) or, First Aid badge (1a) or, Safety badge (1a).
 - stop serious bleeding; Citizen badge (2b) or,

- First Aid badge (1d & 2b) or, Exploring badge (2).
- treat minor cuts, burns and blisters; Citizen badge (2b) or, First Aid badge (1d & 3e)

- #2 Make a combination first aid emergency kit.
- Exploring badge (8a & 8b) or, Safety badge (Gold 2a).

- #3 Know the basics of water safety:
- demonstrate rescue breathing; Citizen badge (2b) or, Anchor badge (2b) or, First Aid badge (2a) or, Life Saving badge (1) or, Swimming badge (3).
 - demonstrate a throwing assist; Anchor badge (2a) or, Life Saving badge (7) or, Safety badge (3a) or, Swimming badge (2).
 - Explain the buddy system; a new requirement

- #4 Know how to avoid becoming lost and what to do if lost.
- Citizen badge (Gold 2b) or, Campcraft badge (3c) or, Exploring badge (3c) or, Winter Scouting badge (1).

- #5 Know the clothing, equipment and safety precautions for outdoor activities in all weather conditions, including high winds, lightning and extreme heat and cold.
- Campcraft badge (2a) or, Exploring badge (2a) or, Winter Scouting badge (3).

- #6 Tie and know the uses of six of the following knots: reef; woven 8; bowline; locking bowline; sheet-bend; clove hitch; figure 8½ loop; round turn and two half hitches.
- Note:** The Anchor badge and the Campcraft badge both deal in part with these requirements, but not completely. See the revised *Canadian Scout Handbook* for details, pp. 162-181.

- #7 Light a fire with two matches.
- Campcraft badge (8d) or, Winter Scouting badge (4a).


- #8 Understand scale and symbols on a topographical map.
- Exploring badge (5).

- #9 Know how to use a compass:
- identify 16 points. Exploring badge (6).
 - show how to orient a map using a compass; Citizen badge (3b) or, Exploring badge (6).
 - Walk a given bearing; Exploring badge (6).

- #10 Know how to handle and sharpen a knife.
- Campcraft badge (8b) or, Safety badge (3b).

- #11 Know why and how to avoid damaging nature while on Scouting activities.
- Campcraft badge (5) or, Exploring badge (4).

- #12 Know five birds, five trees or shrubs and five animals found in your area.
- Exploring badge (Silver 7).

Thanks, Frido, for the early Christmas present. I'm sure that, with its help, many Scouters will save valuable time in converting to the new B.P. Woodsman badge. 

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partners

by Pat Horan

#8 Association of Kinsmen Clubs



Founded in Hamilton in 1920, Kinsmen is a Canadian service club for young men and is dedicated to the welfare of the local community. Autonomy allows 605 local clubs with a total of 15,200 members to tailor their service projects to fit their own communities' needs.

Kinsmen have a general interest in all community services and, over the years, their national headquarters have suggested that more clubs consider sponsorship of Scouting. As a result, Kinsmen-sponsored Scout groups have increased from 66 in 1972 to 105 in 1982, and meet the needs of an estimated 5,000 boys and some 1,050 adult leaders.

In addition to direct sponsorship, many local clubs provide leaders, coordinate projects and allot money to camperships. Many also could help train leaders in public speaking and management techniques.

Kinsmen have shown a special interest in projects for the disabled. The Kinsmen National Institute for the Retarded in Toronto was built through the efforts of local clubs all across the country. Kinsmen in British Columbia operate the Kinsmen Rehabilitation Foundation. Scouting's increasing involvement in the integration of youth with disabilities gives the movement and Kinsmen an area of mutual concern and cooperation.

KIN, the association's national magazine, is issued six times a year. The editor would be interested to receive short items and photographs that have to do with Kinsmen and Scouting. Please send items to their national headquarters.

Resources available from Scouting to help strengthen and expand Scouting under Kinsmen auspices include *The Community and Scouting* filmstrip and *The Kinsmen and Scouting* film slide series. The national KIN contact is:

W. Daniel Lemay, Executive Director
The Association of Kinsmen Clubs
PO Box "KIN"
Cambridge (P), Ontario N3H 5C6

If you wish further information about Kinsmen and Scouting, call or write to Dan, your local Scout office, or the director of sponsor relations at national Scout headquarters in Ottawa.

In the meantime, tell the executive and members of your local Kinsmen clubs how pleased you are to have them working with Scouting in meeting the needs of kids and their families in your community. A

swap shop

Rick Tracy, provincial field executive in Manitoba, sent us a Christmas puzzle he developed as a leader with the 1st Lennoxville Cubs in Quebec.

What Is Christmas All About?

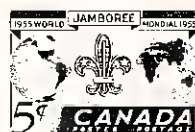
You'll find all of the listed words in the box. They may be arranged properly or backwards in a vertical, horizontal or diagonal line. Circle each letter as you find the words. The left-over letters spell the title of a well-known Christmas carol. What is it?

```

G N I K O P Y H S T A R
O H C O E E R M R E S E
L P A E V L R E S O N G
E E H O L P E A C E O N
L S L Y N E M E S I W A
U O G B E T H L E H E M
Y J E I S U S E J F A A
B Y T I V I T A N O S R
A I R T B I R T H D A Y
B H H L E O N L E G N A
C A R O L S F G O D U L
    
```

merry	Christmas	carols	Noel
Bethlehem	giving	birthday	angel
manger	tree	Mary	God
wisemen	snow	Joseph	✓son
yulelog	peace	king	love
star	song	Jesus	
nativity	sheep	baby	

A



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Books for a Holiday Break

Christmas is a time to take a break for celebration, worship, and noisy gatherings of family and friends. But, when there's a lull in the exciting holiday proceedings, young and old often need to take a break simply for themselves.

How better than to sneak away with a good book for a quiet read in a warm place?

Following its December tradition, the **Leader** offers all ages some tantalizing paperback suggestions for holiday reading.

McClure — The China Years by Munroe Scott; Canec, Toronto, \$4.95

Usually when you say a book is hard to put down, you're referring to a whodunit, an adventure story or, perhaps, a love story.

The China Years is all of these things and more. Dr. Robert McClure was eventually to become the moderator of the United Church of Canada but, before that happened he was a renowned surgeon, a passable missionary, a man vitally concerned with the welfare of the people of China, and a person who did not believe the words "it can't be done".

During his almost 50 years in China, Dr. McClure was shot at by bandits, almost executed by Chinese Nationalist soldiers and black-listed by Chinese Communist soldiers. The Japanese put a price on his head; his own prime minister, MacKenzie King, threatened to jail him; and the people of China, who called him "big nose", loved him.

The China Years covers an immense geographic area: India, Burma, China, Taiwan, the U.S.A. and Canada. Bob McClure travelled them all, healing the sick, repairing the wounded, and training doctors and nurses. It's a wonderfully human real-life story. Read it!

— reviewed by Reg Roberts

The Second Cooperative Sports & Games Book by Terry Orlick; Pantheon Books, New York, 267 pages, \$11.95

Terry Orlick's follow-up to his successful *Cooperative Sports & Games Book* is a resource treasure for leaders in all Scouting sections.

Of immediate value are its more than 200 new non-competitive games "people of every size, shape, age and ability... can enjoy" and play "virtually anywhere with almost no equipment".

Scouters can use to advantage the strong international flavour in the game selection. Orlick devotes a chapter each to Inuit games and games from Papua New Guinea. Another chapter skips around the world with Malay, Maori and Australian aboriginal games and rounds off with co-op ideas from the Peoples' Republic of China and the German Democratic Republic.

Of particular interest as well are camp game ideas that lead to learning about and caring for the environment. There's a chapter devoted to games for people with handicaps, and games suitable for a mixture of fully mobile and disabled players.

Planning a family or group day? Another section shows the adaptability of co-op games to mixed-age groups. Beavers are featured in one of the games described for 3 to 8 year olds and Beaver leaders will find endless new ideas in the chapters on young children and on indoor party games.

But games are not all in this comprehensive volume. You'll also find persuasive cooperative game philosophy; practical ideas for introducing cooperative play to teenagers; thorough guidelines for developing cooperative programs and playdays and for evaluating children's reactions to new games; examples of how to go about creating your own non-competitive games and play equipment; and finally, valuable lists of other resource material in the form of books, equipment sources, films and records.

Orlick's book is one you can draw upon for every meeting and outing without fear that either you or the material will go "stale". The basic 200-plus game compendium is designed to grow continually as the idea-packed pages stimulate your own variations, adaptations and brand new games. Whether parent, Scouter or both, you don't want to be without it.

— reviewed by Linda Florence

Let's Celebrate by Don Laing, Boy Scouts of Canada; 141 pages, \$1.85

Although published in 1974, this gem of a book hasn't reached the attention of a lot of leaders. That's unfortunate, because those who use it report that it's an invaluable resource.

Don Laing, with the help of a small corps of Scouters, including clergymen, brought together a real grab-bag of ideas for section Scouters who want to enhance the spiritual aspect of their weekly programs.

Don shows how the spiritual permeates the whole program, and provides clear guidelines to help members of the section team (Scouters, group committee, chaplains, sponsors) work together effectively to meet their needs and those of the young people they serve.

"God is here; God is now!"

"It is a time for celebration"

In this 75th anniversary year, *Let's Celebrate* is an excellent source of ideas, activities, songs and prayers to help you develop ceremonies for celebration and services for Scout's, Cub's or Beaver's Own.

The price makes it a bargain. Buy one for yourself, and another for your chaplain for Christmas.

— reviewed by Pat Horan

The Munsch for Kids Series by Robert N. Munsch, Annick Press Ltd., Toronto; 95 cents each

If you're looking for stocking stuffers for young children, keep an eye open for the *Munsch for Kids* series, part of the larger "Annikin" group of books distributed by Firefly Books Ltd. in Canada.

Annikins, for the uninitiated, are tiny (3" square) books with charming illustrations and a whimsical approach to children's stories.

The Munsch for Kids series includes: *Mud Puddle*, *The Paper Bag Princess* and *Jonathan Cleaned Up—Then He Heard a Sound or Blackberry Subway Jam*.

In *Mud Puddle*, a much-bathed little girl named Jule Ann is stalked by a marauding mud puddle.

"Unfortunately, there was a mud puddle hiding up in the apple tree. It saw Jule Ann and jumped right on her

head."

As this tale of woe unfolds, you may feel you've heard it all before.

The Paper Bag Princess tells of a resourceful young princess named Elizabeth whose husband-to-be, Prince Ronald, is carried off by a fire-breathing dragon. Princess Elizabeth goes to his rescue, but has to wear a paper bag because the dragon destroyed all of her beautiful, expensive clothes. She outwits the dragon and arrives to save Prince Ronald. He is not impressed.

"Boy, are you a mess! You smell like ashes, your hair is all tangled and you are wearing a dirty old paper bag. Come back when you're dressed like a real princess."

Do they live happily ever after? You'll have to read the book to find out.

The title *Jonathan Cleaned Up — Then He Heard A Sound or Blackberry Subway Jam* is a big one for such a tiny book, but then it's quite a story. In it, the computer at City Hall breaks down and Jonathan's apartment is turned into a subway stop. Never fear. There is a way to beat City Hall.

The Munsch for Kids series is as much fun for adults as it is for children. Try a few, and have a Merry Christmas.

— reviewed by Kay Warren

The Tracker/The Search by Tom Brown Jr., Berkley Books, N.Y.; 190 pages/ 219 pages, \$6.95 each

Any reader who claims an interest in the outdoors will truly appreciate this pair of books. Author Tom Brown Jr. grew up in the Pine Barrens of New Jersey. The woods were his backyard but it was his adopted grandfather, Stalking Wolf, who helped him unlock their secrets.

Stalking Wolf, an Apache Indian, trained Tom in tracking and survival using the ways he'd been trained during the last years of the 19th century.

Tracker is largely an account of the author's apprenticeship with Stalking Wolf, and *Search* is a collection of many of his adult experiences, including a description of his self-imposed survival year in the woods.

Scout leaders will be less than proud of Tom's description of his Scouting experiences, but will be happy to learn he became a leader himself in later years.

In 1978, the author started his own school where he teaches, through participation, the skills he learned from Stalking Wolf. *The Search* gives an address for inquiries. I won't share

it here, because you first should read these books.

— reviewed by Bob Butcher

Encouraging Children to Learn by Don Dinkmeyer & Rudolf Dreikurs; Hawthorn Books, N.Y., 162 pages, \$6.95

Learning is growing, and growing is a constant challenge at all ages. Leaders who want to help young people grow will also be interested in their own growth.

Dinkmeyer and Dreikurs view people as basically active and responsible, not as puppets whose behaviour is determined by forces beyond their control. They do have choices and every choice has consequences. We must first appreciate what this means, and then learn how to make choices. If we live with encouragement, we can live fully for we do not fear failure.

This book simply explains personality development and how to replace discouraging behaviour with encouragement. It gives many examples based on life experiences and, although the examples are largely drawn from the classroom, they can be immediately related to any other situation.

The philosophy underlying this book is completely in harmony with Scouting and clearly reflects B.-P.'s ideas on discipline from within; learning by doing; the leaders' example, and democratic principles.

— reviewed by Charles Stafford

The Games Trainers Play by John W. Newstrom & Edward Scannell; McGraw Hill Book Company, Toronto, \$19.95

Here are more than 300 pages of really neat pieces of information for trainers. The 13 chapters cover, among other areas, conference leadership, climate setting and ice breakers, motivation, problem solving, listening and evaluation.

In this book you'll find many old favourites: the Young Woman/Old Woman perception exercise; Hidden Squares; and the Nine Dots. You'll also find many new ones — ideas like the listening test; the arithmetic test; and the positive feedback exercise. There's a whole range of fun opening exercises designed to get even the most sluggish training event moving.

Newstrom and Scannell have collected all types of training games, exercises, quizzes and puzzles, both old and new, in one easy-to-read, easy-to-use handbook. I have no hesitation in recommending this one to you, and you will be glad I did.

— reviewed by Reg Roberts.

The Revised Sticky Fingers by Lisa and Kirsten Bevelander; Firefly Books Ltd., 96 pages, \$7.95

I liked the look of this cookbook for kids — its good use of cartoon drawings, colour and lots of nifty rhymes with "Beaver-appeal".

It begins with simple explanations in children's language of commonly used cooking terms and safety rules, and gauges all recipes according to difficulty and degree of sweetness.

The authors used great imagination to name the foods. Their large variety of recipes range from very simple Puddle Pops (frozen pudding popsicles) to more difficult Waffle-wiches (combination grilled cheese sandwich and french toast) and Creamy Carrot Cupcakes.

The authors emphasize nutritious ingredients. I wondered how well the cupcakes would be received by my children, who aren't very keen on cream cheese or fillings, and I was pleasantly surprised. They and several other willing testers pronounced them "delish" and polished off all 12 very rapidly.

The simple recipes are suitable for Beavers' and some could easily be made at a colony meeting. The more complicated dishes would interest older children — perhaps Cubs who are working on their House Orderly badge.

Sticky Fingers is a fun way to help children enjoy cooking and encourage them to replace junk-food snacks with wholesome ones.

— reviewed by Peggy Jordan

How To Talk So Kids Will Listen & Listen So Kids Will Talk by Adele Faber & Elaine Mazlish; Avon Books, New York, 242 pages, \$4.95

Although written for parents, this book will be useful to anyone who works with young people. The authors take the reader through a series of practical exercises with which, over a number of weeks, one can learn simple but effective relationship skills.

The straightforward chapters build one upon another. Each includes a tear-out reminder page which summarizes the skills covered, and a number of examples and cartoons that illustrate the skills in action.

The authors talk about their own experiences, answer the most commonly asked questions, and share stories and new insights from parents who've attended their groups over the past six years. It's a truly useful "how-to" book about a sometimes overwhelming subject.

— reviewed by Bob Butcher. A

paksak

by Gerry Giuliani

John Pettifer, provincial field executive in the Interior Region of B.C., sent these ideas for learning compass work in a fun way.

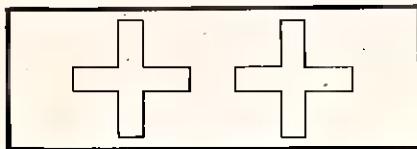
"Some leaders in Penticton have been using a compass game to help teach compass directions to Cubs — and Scouts," he writes. "It's not necessarily new, but I haven't seen it around for awhile."

Given a start point on the grid of 5 mm (or 1/4") graph paper, the boys follow compass directions to produce angular sketches of some common items. The directions for each design are in two columns. For each design, read down the first column, then go to the top of the second column and read to the end.

CROSS

Start point — 18 across; 26 down

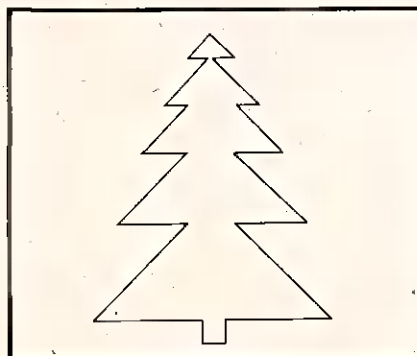
2 E	2 W
4 S	4 N
4 E	4 W
2 S	2 N
4 W	4 E
4 S	4 N



CHRISTMAS TREE

Start point — 15 across; 6 down

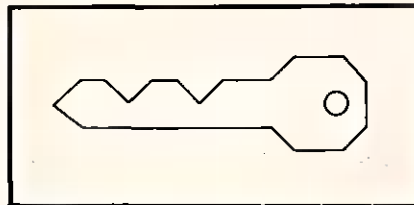
1 SE	1 N
1 W	4 1/2 W
2 SE	4 NE
1 W	3 W
2 SE	3 NE
2 W	2 W
3 SE	2 NE
3 W	1 W
4 SE	2 NE
4 1/2 W	1 W
1 S	1 NE
1 W	



KEY

Start point — 32 across; 40 down

2 E	1 E
1 SE	1 SE
2 S	1 NE
1 SW	1 E
2 W	1 SE
1 NW	1 NE
8 W	2 E
1 NW	1 NE
1 NE	



REINDEER & SLEIGH*

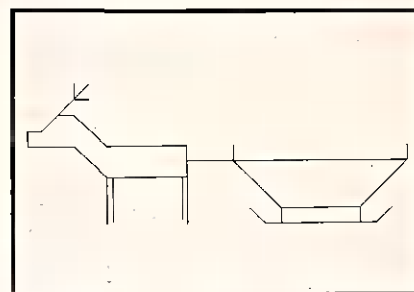
Start point — 6 across; 7 down

Step 1

1 S	1 E
3 SW	1 N
1 S	5 E
1 E	5 W
1 NE	3 NW
1 SW	1 N
7 W	1 S
1 NW	11 E
1 SE	14 W

Step 2

4 S	1 1/2 E
3 N	1/2 W
1/2 W	3 NE
2 1/2 S	1 SW
2 1/2 N	1 N
4 W	1 S
2 1/2 S	1 E
2 1/2 N	1 W
1/2 W	1 SW
3 S	1 E
3 N	2 SE
2 NW	5 E
3 W	1 S
1 N	



TRUCK

Start point — 8 across; 6 down

4 W	1 S
1 SW	2 E
2 S	3 N
1 E	10 W
1 N	2 N
2 E	1 NW
1 S	2 W
12 E	1 SW
1 N	2 S
2 E	

TENT

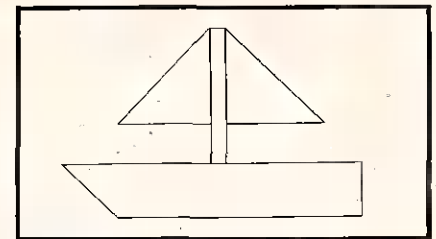
Start point — 22 across; 12 down

10 W	5 SE
5 SW	2 S
10 E	20 W
5 NW	2 N
5 SE	2 S
10 E	10 E
5 NW	2 N

BOAT

Start point — 32 across; 18 down

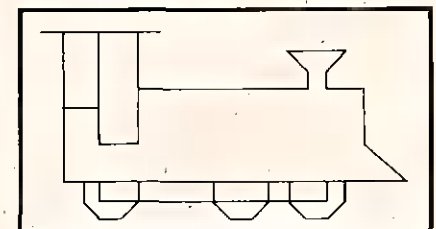
18 W	10 S
4 NW	3 N
22 E	7 W
4 S	7 NE
4 N	1 E
10 W	7 SE
10 N	7 W
1 W	3 S




TRAIN*

Start point — 8 across; 26 down

7 E	1 N
1 W	3 E
3 S	7 W
9 E	1 S
1 N	1 SW
1 NW	1 W
3 E	1 NW
1 SW	1 N
1 S	3 E
2 E	4 W
3 S	8 N
2 SE	2 E
3 W	6 S
1 S	2 E
1 SW	3 N
1 W	3 S
1 NW	2 W
1 N	2 N
3 E	2 W
4 W	4 S
1 S	2 E
1 SW	1 S
1 W	12 E
1 NW	1 N



* The two starred designs are quite challenging, but don't let that hold you back. Thanks to designers Alan Dawkins (key, truck and tent), Richie Hobden (train), Gordon Gillis (boat), and Frank Miletto (cross). 

A WORD TO CHAIRMEN

(of Group Committees)

by Pat Horan

... about the Ontario Relationships Conference

Dear Murray,

It was great to meet with you and Wib at the 5th annual Ontario Relationships Conference. Blue Springs in October is a super place, and the personal "eyeball-to-eyeball" dialogue at these events always helps to clarify important issues and better inform people about matters which affect them and their organization.

I found it encouraging to learn that regions and districts are planning local relationships events, and that partner groups, such as the Anglican, Roman Catholic and United churches are hosting special events for their own people. Others, like the Salvation Army, have been successfully running Scouter/ Guider conferences for a number of years.

One of the greatest challenges that faces local sponsors is to find and recruit the best possible people to serve as Scouters. They are there, often simply waiting to be asked. Our small group discussions emphasized the importance of "role modelling" (providing adult example to boys), underlining the need to choose excellent "models" as leaders. "You are the most important man in Scouting", the forward in the *Troop Scouter's Handbook* says. More of us need to read it again.

Membership and sponsorship are inter-linked. The *Lions* and *Kinsmen* offer good examples that, as partner groups grow, we seem to grow. Knowing this, it's important for us to be aware and watch the progress of the "Double in the '80's" campaign of the *Presbyterian Church in Canada*. Their thrust is based on sound principles and much study, and it's possible that we can adapt the approach to fit Scouting's outreach program.

I was quite interested in the small group discussion on the advantages and disadvantages of partnership. There seemed to be some reluctance to list the disadvantages. That, in a way, is unfortunate, because it could mean that some issues (perhaps of more concern to some partners than to others) may have been overlooked or by-passed.

To the credit of the planners and the patience and good humour of Chairman Pete Collins, the discussion led naturally to a listing of goals for 1983; goals for both Scouting and the partner groups that will help strengthen and expand our good relations.

The evening session chaired by Jim Small for Anglican delegates, designed to streamline and stimulate the work of the various diocesan Scouting and the Church task groups now operating throughout most of the province, provided the conference an added attraction.

All in all, it was a most worthwhile event.

Sincerely,

Pat

A



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EDITOR'S NOTEBOOK



by Bob Butcher

Trophy of War

Last summer, Major (Rev.) Lyman Coleman of the Canadian Armed Forces was researching William Beaty's unpublished World War I "History of the Chaplaincy Services"

when he discovered a story related to Scouting.

The story noted the contribution from Boy Scouts of Canada of a large marquee, 90 x 30 feet, purchased with money raised through the Scouts' 10¢ donations.

To quote from the history, "The record of service rendered by this tent is in itself an epic. The story it could tell of its use as an emergency hospital where thousands of wounded were dressed, of its use as a recreation centre, reading and writing room, cinema, canteen, and church, would gladden the hearts of the Scouts. It saw service as close up to the fighting as it was possible to erect such a big bit of canvas. It took part in the battles of the Somme, Vimy Ridge and Passchendaele. It was again and again riddled by shot and shell. It became a casualty in several severe storms. The centre section was utterly destroyed, but the tent was shortened by removing the damaged section, and joining up the ends. After it became useless as a tent, its bits of canvas were pieced together as a covering for a field canteen,

where its rags fluttered out a glorious existence in service. From its centre pole there floated on the breeze the only flag (other than that of the Red Cross) to be seen along the battle front. This was the Scouts' Flag presented by Sir Robert Baden Powell, the founder of the Scouts. This emblem, bedraggled and tattered, was brought back and presented with fitting ceremony to the Headquarters of the Scouts' movement in the City of Ottawa, where it is retained as a specially prized trophy of war."

When Major Coleman shared a copy of this story with Bob Milks, editor of *75 Years of Scouting in Canada*, Bob searched through the Museum of Canadian Scouting and managed to locate the flag, which was donated to National Headquarters in 1916.

He dusted it off for this photo which shows Major Coleman (left) and Claude Taylor, Boy Scouts of Canada vice president, relationships, displaying the prized trophy.

Browsea Camp

One of the suggested activities for the 75th anniversary is the holding of camps based on the theme of Browsea Island.

Last summer, the **Leader** had a visit from Troop Scouter Ken Keir of Troop 59 in Regina, Saskatchewan, who told us about his group's experience.

Their camp on the May 21-24 weekend was designed to provide the boys greater insight into Scouting, as B.-P. was able to do for those who attended his first camp in 1907. Emphasis was placed on allowing boys to put their Scouting skills into practice, and to learn some new ones.

A souvenir *Patrol Leader and Troop Handbook* prepared for the event included not only the program and information relevant to their own camp, but also the program and information B.-P. had provided for his camp.

Another Anniversary

While this is the 75th anniversary of Scouting, we are not the only association celebrating this year. We have learned from Public Relations Director Bonni Kilbrik-Evans that 1982 commemorates the 60th anniversary of the St. John Ambulance Cadets. The cadets make up about 15% of St. John Ambulance volunteers and, in 1980 alone, they contributed 300,000 free hours of service to Canadians.

Scouting has a special agreement with St. John Ambulance concerning first-aid requirements, and we wish them continued success.



If the shoe fits.....



Blood Donors

Scouter Robby Engel recently sent us a clipping from the *Canadian Jewish News* which announces the 20th Annual High Holy Day blood donor clinic conducted by a group of volunteers.

What made Robby so proud was that the project began as a Scouting project (it was mentioned in *75 Years of Scouting in Canada*), and continues to this day even though this particular Scout group no longer exists. The project carries on with the support of the former Scouts under the leadership of their former troop leader and Rover, Stan Merovitz.

One Good Turn...

In the *Sharing* column of our February issue, we carried a story about the Calgary Zoo's Docent program which introduces boy Beavers to their animal namesakes.

We read in a recent issue of the *Channel*, Calgary Scouting's newsletter, that this good turn is being repaid.

St. George's Area Beavers in Calgary have sponsored the care and feeding of two Canadian beavers at the zoo. Area leaders took on the sponsorship as a means of thanking the zoo for the free adventure the Docent program on beavers provides the boys.

We understand from the *Channel* that a program for Cubs has also become available. We hope they will share news of it with the **Leader**.

Fair Play

Karne Kozolanka, Venturer advisor of the 1st Merrickville, Ont. Company, wrote to tell us of the Rideau District's 75th anniversary camporee which al-

so helped commemorate the 150th anniversary of the Rideau Canal.

The high point of the Venturer program was the "Great Canoe Race", held under cold and windy conditions on the Rideau River. The boys were expected to perform a series of competitive activities, but the rough water made things difficult for inexperienced canoeists.

In spite of their obvious lead, Venturers Carrick Mark and Michael Jennings chose to stop competing and join fellowship with the boys in the second canoe, who were having some serious problems that would have been aggravated further by prolonging the competition.

Carrick and Michael were still able to complete all the items on their list — even dumping themselves and righting their canoe. In completing the course, they stuck by their fellows without claiming any superiority.

"The decision to stop competing is a testament to their maturity and sense of fair play," writes Karne. "They were, in my mind, living their Venturer promise, which states that they will respect and help their fellow man."

More for the 75th

Stories of 75th anniversary celebrations continue to pour in. Jack Adair, of the Vancouver Coast Region Office, shared with us the accompanying photo and news of the field day the region held to celebrate the 75th.

On May 25, boys and leaders from five districts congregated at Spanish Banks near the University of British Columbia to give the public a first-hand view of "Scouting in Action".

Thousands turned out to see more than 1000 Beavers, Cubs and Scouts climbing towers, clambering across rope bridges, and struggling through obstacle courses.

The Canadian Coast Guard, the Vancouver Fire Department, and a group of 45 Scouts from Tacoma, Washington, shared in activities which included pioneering and rescue displays, trail blazing, and a weekend campout.

We thank the *Vancouver Sun* for their photo, which shows Beaver Casey Peterson of the 8th Dunbar Pt. Grey Colony, hung up on one of the monkey bridges. **A**

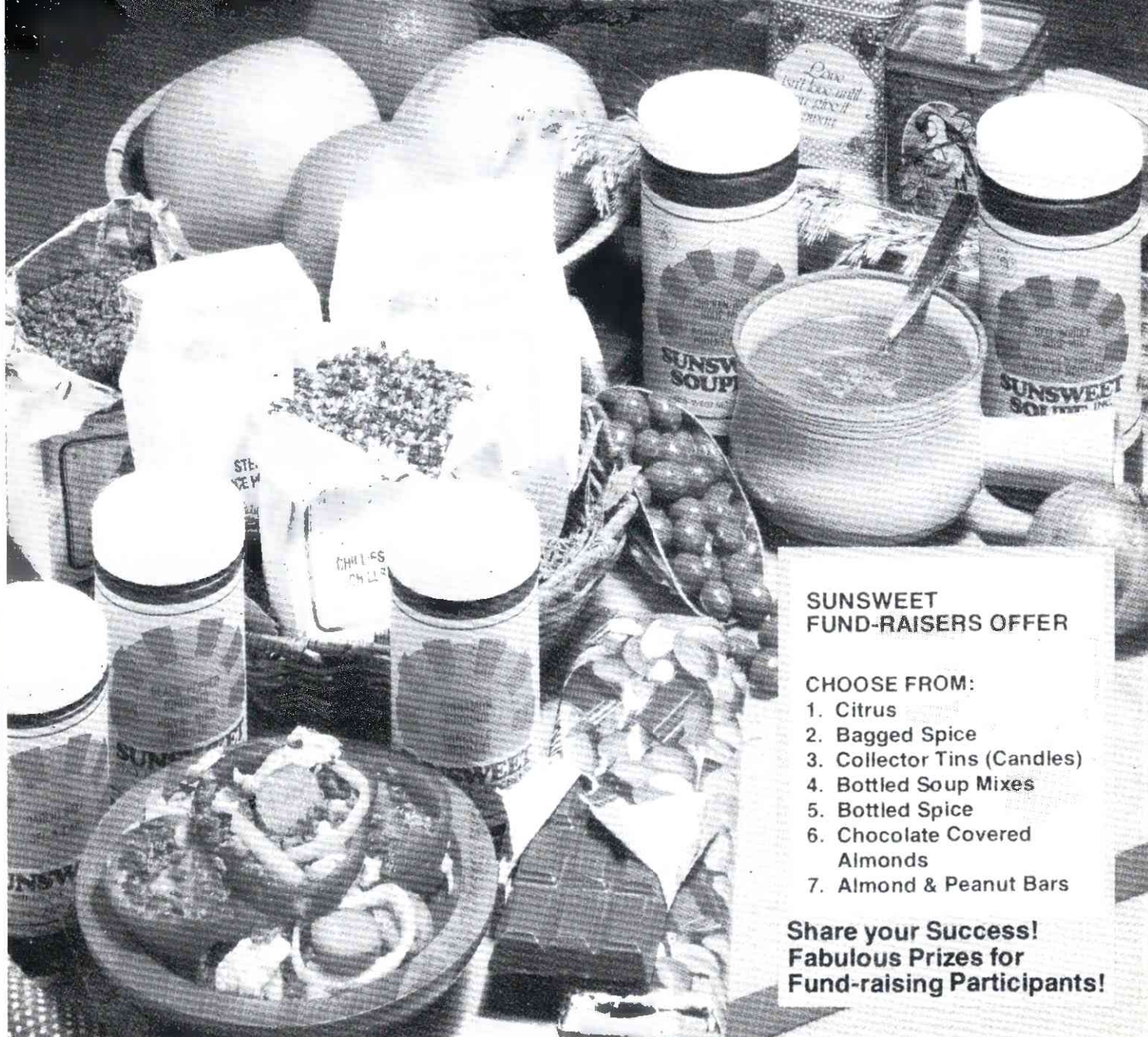




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SCOUTER'S 5 MINUTES & HINTS



THOUGHTS ON GIVING

- *For God so loved the world that he gave His only begotten Son, that whosoever believeth in Him should not perish, but have everlasting life.* — Bible: St. John
- True givers give themselves in friendship, in sympathy, and in service. — Anon
- *Blessed are those who can give without remembering, and take without forgetting.*
- Open your minds to look around you, open your hearts to understand and sympathize, open your hands to help. — Pope John Paul II
- *The Spirit of love for your fellowman is, after all, the Spirit of God working in you.* — B.-P.
- The way to heaven is to benefit others. — Tao
- *A camel lent out for milk is alms, good words are alms, and smiling in your brother's face is alms.* — Muhammad
- Go often to the house of thy friend, for weeds choke up the unused path. — Wm. Shakespeare
- *He does not live in vain who employs his wealth, his thought, his speech to advance the good of others.* — Hinduism
- Love and service are the two keys to the door of heaven. — Tibetan saying
- *To feel much for others and little for ourselves; to restrain our selfish and exercise our benevolent affections, constitutes the perfection of human nature.* — Adam Smith
- Let your light so shine before men that they may see your good works... — Jesus
- *Whatever you give to others, give with love and respect. Gifts must be given in abundance, with joy, humility, and compassion.* — words of the Hindu sages

HINTS FOR PAINT

- Powdered tempera is the most economical form of poster paint. Mix 3 parts paint to 2 parts water.
- Make your own acrylic paint by adding white glue to prepared tempera.
- When you're painting large surfaces, mix the paint with liquid starch instead of water. It will be less runny.
- To simulate oil paint, mix powdered tempera with buttermilk instead of water, and stir to mayonnaise consistency.
- Mix tempera with liquid detergent to make a paint that will stick well to glass, metal, aluminum foil, plastic, milk cartons and balloons.
- Paint eggs with a water and white glue mixture tinted with powdered acrylic or food colouring. They'll be stronger and easier to handle. Before painting, clean eggs by soaking them 48 hours in bleach so that all membrane dissolves.
- White glue diluted with water makes a good undercoat for a surface you want to paint.
- For flesh tones, mix poster paint in this order: 2 tbsp white; 4 drops brown; 1 drop red; 2 drops yellow.
- Make your own finger paint. Dissolve 1 cup starch in cold water. Slowly add 4 to 5 cups boiling water, stirring constantly over low heat until mixture is thick, smooth and clear. Remove from heat and quickly stir in 1 cup soap flakes. Colour with powdered tempera.
- Keep acrylic paints tightly capped. If they dry out, add boiling water a little at a time and stir. When cool, the paint should be as good as new.
- Mix food colouring with water or liquid starch for painting onto fabric.

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Place jars of paint in muffin tins to avoid spills.

Remove top of an empty roll-on deodorant bottle, fill with paint and replace top. Painting becomes a neater activity when you roll it on.

Use a clean, empty window-spray bottle for a spray gun when spray painting. Place the object you are painting into a large box so that the paint spatters are confined to the inside of the box.

An old piece of oilcloth makes an excellent surface for finger painting practice.

For a finger painting you want to keep, paint on glossy white shelving paper.

GLUE HINTS

Clear silicone glue, available at hardware stores, is the best glue for plastics and milk cartons.

Contact cement is the best glue for rubber and wood.

To make a heavy duty glue, mix cornstarch with regular white glue until you have the thickness you want.

Tacky white glue is especially good for gluing foam and styrofoam. A little goes a long way, and it works well for gluing things onto plastic bottles.

To make your own plaster glaze, mix equal parts white glue and water. Paint onto plaster to prevent it from deteriorating.

PLASTIC TIPS

It's easier to cut a plastic container if you soak it in very hot water immediately before cutting.

Lightly sand plastic before decorating with felt tip markers. Make sure markings stay by spraying the finished product with acrylic fixative.

A man's true wealth is hereafter the good he does in this world to his fellow man.

— Muhammad

It is easy to do; it is easy to do harm; hard indeed is it to do helpful and good deeds.

— Buddha

There are two kinds of gratitude — the sudden kind we feel for what we take, the larger kind we feel for what we give.

— Edward Arlington Robinson

He that does good to another, does good also to himself, not only in the consequences, but in the very act; for the consciousness of well-doing is, in itself, ample reward.

— Seneca

Lead us from death to life
From falsehood to truth;
Lead us from despair to hope,
From fear to trust;
Lead us from hate to love,
From war to peace.
Let peace fill our hearts,
Our world, our universe.

— Prayer of Mother Theresa

To worship rightly is to love each other. Each smile a hymn, each kindly deed a prayer.

For there is a child born for us,
a son given to us
and dominion is laid on his shoulders,
and this is the name they give him:
Wonder-Counsellor, Mighty-God,
Eternal-Father, Prince-of-Peace.

— Isaiah

Then let every heart keep Christmas within.

*Christ's pity for sorrow,
Christ's hatred for sin,
Christ's care for the weakest
Christ's courage for right.*

Everywhere, everywhere, Christmas tonight!

— Phillip Brooks

outdoors

by Gerry Giuliani

Here's a great outdoor idea for all sections from the 1st Campbellton Cub Pack in New Brunswick. Most areas in Canada hold a winter carnival where snow or ice sculpting is a feature. Why not take part? If there is no carnival in your area, challenge other nearby groups to a sculpting display. How about a sculpture of B.-P., a beaver, the Scout arrowhead, or your favourite character?

The 1st Campbellton Cubs made their Wolf Head snow sculpture last March when, as a 75th anniversary project, they entered a snow sculpture contest sponsored by the local art gallery. Helped by leader Andrew Ross, a couple of moms, and three young brother Beavers, the six Cubs spent a fun-filled two days building, shaping and painting their masterpiece.

Much to their delight, they also received the 2nd prize trophy for their efforts. Most important of all, their

enthusiasm and teamwork stood as a good example that "the spirit lives on".

Thanks to mom and Beaver leader Brenda Jewett for sending us this report and photo.

Here's another idea for icy weather, this one on a small scale for smaller boys. Beavers particularly will enjoy building ice castles. For molds, col-

lect a number of containers of different shapes and sizes — sand pails, milk cartons, ice cream containers, margarine tubs, muffin tins, etc. Fill them almost full of water, using food colouring to tint it different colours if you wish, and set them out to freeze.

When castle-building time comes, release the blocks of ice by dipping the containers quickly into a pail of warm water. To glue ice-shapes together as towers and palisades, spray the joints with water from a pump-bottle, then hold the blocks together until the water freezes. Add mystery and magic by putting food colouring into the water in the spray bottle, as well. X



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letters

South Africa

As a fellow leader with Terry MacPherson on the South African Adventure, I greatly enjoyed reading his article (Aug/Sept) and reliving many fond memories. I feel an account of our trip would be incomplete, however, without mentioning something of the organization of the Boy Scouts of South Africa.

In their constitution of 1977, the four distinct associations of Scouts in South Africa formed a single association. Since that time, Boy Scouts of South Africa has been a multi-racial organization. In a country where the official government policy is the separate coexistence of the races, this is quite an achievement. As *Scouting 'Round the World*, published by the World Scout Bureau, points out, "Scouting has contributed more than any other group to the 'building of bridges' and the creating of better relations in the country's very complex society."

The Senior Scout Adventure which we attended was open to all Scouts from the Southern African region, regardless of race. Having read so much about South Africa's political problems, I found it heartwarming to see Black, White, Coloured and Indian link arms at the opening Scouts' Own and at the closing camp fire. I spent the first couple of days of the Adventure hiking with a patrol from Swaziland. I couldn't have made it through the hot, rugged South African terrain without their help and fellowship.

I feel proud to belong to an organization that is able to transcend these political barriers, and fortunate to have had the opportunity to see Scouting in action in one of its countries of origin.

— Mark Gallop, Westmount, P.Q.

Please Write

The 3rd (87th) Walton on the Hill Liverpool, had a camp in Canada in 1977. We have since been very interested in the Scouting side of Canada.

We spent three glorious weeks at Camp Tamaracouta. I'd like this letter to be published simply to tell all those Canadian Scouters to keep up the good work out there because we think Scouting in Canada is very well organized.

We would be very interested in hearing from groups in Canada, particularly any that have camped at Tamaracouta — maybe someone to swap crests and badges with.

Good luck with the jamboree!

— Gerard Lyons, 373 Walton Lane, Walton, Liverpool L45RL England

More on Kub Kars

As a participant in the last regional Kub Kar Rally held in Maidstone, Sask., and as a reader of the discussion on Kub Kar timers in *the Leader*, I'd like to share some concerns.

First, it is obvious that the Cub who makes his Kar all by himself does not have a chance to win either the racing or the design competition. All the winners and most other cars in our rally were more professionally made than most 8 to 12 year olds could manage, and were probably made by dads or leaders. Before I hear someone say that the Kub Kars are supposed to be made by father and son together, I'd like to ask if a bit of reluctant sanding is enough participation from the Cub when the process requires design, shaping, meeting standards, finishing and wheel alignment.

Second, the most popular model in Maidstone was a thin, flat wedge with lead-filled holes in strategic places. The reason there were so many cars of this type was that the winner of the previous rally had been this shape. The "professionals" (previous participants) took advantage of their earlier experience to produce cars which were fast, but all disappointingly the same.

Third, voices were raised in favour of a sophisticated electronic timer as opposed to two human referees. These people felt that winners had to be determined with more than human accuracy.

These points concern me because they raise a basic question about Kub Kar racing. Do we want the races to be a nail-hard competition where the winner takes all, or do we want them to be a gathering of boys from a whole region?

The kid who lacks access to power tools is definitely left out of the present event. So is the kid who did all the work himself, who sat on the kitchen floor sawing and sanding

patiently while dad simply held on to the wood. And so is the kid who used his imagination to produce a Kar which was original in design rather than a copy of last year's winner. Yet I feel that these boys, who are not likely to appear at any of the higher Kub Kar events, are closer to the spirit we would like Kub Kar racing to promote than our present sophisticated winners.

I want to compliment the Maidstone Cubs for choosing two local people as referees. If they couldn't agree, they re-ran the race and set a fine example of fair and reasonable judging.

— Peter Gallen, 52nd Saskatoon Cubs

Poison, Poison Everywhere!

Oh Boy! What's going on? What is a salmonella? How come the chickens have it?

Chicken has been eaten since the Son of Ogile tied his first knot and learned how to be master over the fire. Charles Stafford, do YOU want to scare somebody?

Poison — everywhere. Now have it back. Hold on, here we go: cherries; apples; potato; mushrooms; choke-cherries; elderberry; onion; and venomous shells and poisonous fish by the dozen.

Do I go on? Oh yes, nearly forgot. TOMATO — most witchy of them all. I cannot stand a tomato. When the wife plants them, we have an exchange of words. I lose the battle. Yuccatan Indians extract paralyzing poison from tomato, to dip the arrows in for hunting. The smallest scratch paralyses the game.

Poison can be removed only by cooking or roasting the meat. All my meats are well done. Cook your chicken on hot stones, not warm. And forget the cooking temperatures and time. Eat when it is cooked and good.

Take it from me. I know how to get that poison out of tomato — and prepare it. Scary, is it?

— Ted Muchks, Troop Scouter, 4th Scouts, Kirkland Lake, Ont.

Ed's Note: Charles' concern stemmed from personal experience. He once suffered salmonella poisoning after eating chicken that had been undercooked on a barbeque — at a Scouting function, no less!

Info Wanted

If anyone has any information on the old Silver or Bronze Arrowhead course which was run for patrol leaders in the '60's, would they please send details to me?

— Bill Innis, 280 Phillips St., Bridgewater, N.S. B4V 1W8.

Roses & Raspberry

Your Aug/Sept issue contains some good stuff, especially your article *Advice for New Leaders* — very practical!

On the other side of the ledger, your cartoon on p. 6 certainly was in poor taste, especially for leaders who are seeking to instil moral and spiritual values in our boys. I feel very strongly that it is a slur on the culture which it represents because that culture, contrary to our own, does not stand for that kind of portrayal and sexual advertising.

I hope you will be more careful in your judgement in the future.

— Edward E. Goerzen, associate pastor, Mennonite Brethren Willingdon Church, Burnaby, B.C.

I'm a Brownie Leader who has just discovered your magazine after three years of scrounging for fresh ideas!

It seems people are always anxious to criticize, but I wish to say your magazine is extremely well prepared and a "lifesaver" to many of us in need of new ideas.

Thank you for all you do to help us keep our youngsters enthused and happy.

— Barb Kadin, Kimberley, B.C.

Your LEADER magazine is an excellent help for Scouters. I have been a Scoutmaster of a BSA troop in Minnesota for 11 years. One of the reasons my troop is so successful and has so many Eagle Scouts is that we use a lot of program and activity ideas from **the Leader**.

SCOUTING magazine (BSA) is full of theory, but **the Leader** is full of practical ideas and, when you are dealing with adolescent boys, you don't need theory — you need ideas. I thank you for helping make my troop unique and very successful among the 700 Scout troops of the Northern Lights Council (western Minnesota, North Dakota, northern South Dakota, and eastern Montana).

Thanks for helping to make our Scout program what Baden-Powell really intended.

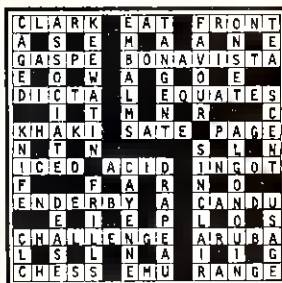
— Tom Hall, Troop 640, Moorhead, Minnesota

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ACROSS

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|------------------------|-----------------------------|--------------------|----------------------|
| 1 He defeated Montcalm | 11 Car driving sports event | 19 Facial feature | 29 Skinny one |
| 4 Canadian railroad | 12 Christened anew? | 20 Canadian rebel | 30 Pungent vegetable |
| 6 Bartlett's | 14 Lodge member | 23 _____ d'hote | 31 Car rubbers |
| 9 Spice | 15 C.C.C.P. | 25 See 6 down | 32 Make a mistake |
| 10 Property evaluator | 16 Mining product | 27 Synthetic fibre | 33 Bay of _____ |

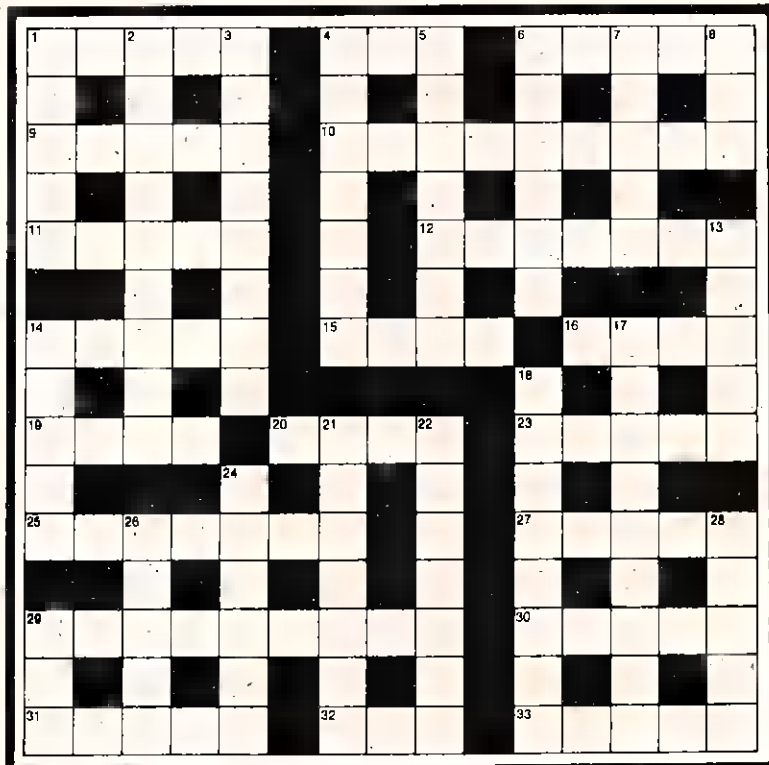
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| 5 Gunshot echoes | 21 Submerge |
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