

# the **leader**



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## The Chief Scout's Investiture



# The Environmental Fund Open for Business

from Morrey Cross, National Commissioner



By now, I hope readers are well aware that this year leading up to the World Jamboree in Korea in July 1991 has been proclaimed World Scout Environment Year. Reflecting this, many of you have already built an environmental focus into your section programs, and others are well advanced in planning environmental activities. Still others may not yet have become involved.

For all of you, we now have in place a program to stimulate and recognize environmental projects — Scouts Canada's *Environmental Fund*. We invite you to send in information about your local project. Because this is a new fund, we expect the number of applications to exceed the amount of money available at this time. Your section or group will receive a special participation certificate recognizing your efforts, and a panel will judge all the projects to determine if yours also qualifies for a cash award. In future years, we hope to give awards in recognition of all projects.

Where does the money come from? As we announced earlier, a number of corporate sponsors have agreed to pay into the fund a minimum of \$25,000, with the understanding that the annual interest income from the accumulated capital be made available to encourage environmental projects at two levels:

1. by local colonies, packs, troops, companies, and crews (up to \$500)
2. by councils (up to \$5,000)

This month, we want to concentrate on projects in the first category — by units at the neighbourhood level. We encourage you to initiate local environmental projects appropriate to the maturity and capabilities of the youngsters in your section.

Because we don't want to bury you in paperwork, we've made the application process as simple and straightforward as possible. Bound into the centre of this issue is a self-explanatory form that takes little effort to complete. All you need do is provide a short description of your project with a photo of your young people in action, supported where possible by related news clippings.

This streamlined process will, we hope, enable us to respond with minimum delay. We look forward to receiving a flood of reports in the months ahead. In



Projects to improve wildlife habitat are among many possibilities for groups who want to take environmental action. Scouts Canada Photo

future issues, we will share, through words and photos, some of the imaginative projects small groups of Scouting members are undertaking across the country.

Scouting's environmental emphasis in 1991 reinforces our aim, our program objectives, and our program emphases — the statements that articulate our *raison d'être*. Our aim, in part, is to help members "develop their character as resourceful and responsible members of the community". Among our program objectives common to all sections is the specific goal for members "to develop and demonstrate a personal awareness of and concern for the environment".

If we examine the details of the program emphases for each of the sections, we find they direct us to lead Beavers to "appreciate nature"; help Cubs "learn about the natural world and their part in it"; urge Scouts to "develop good conservation practices"; encourage Venturers "to become aware of and respond to needs of the community and the environment"; and ask Rovers to "participate in ... activities that contribute to protection of the environment".

Clearly, our environmental thrust is consistent with these formal statements of what we're all about. It also builds on Scouting's excellent reputation over the years as an organization that has maintained a tradition of concern for the environment and the promotion of good conservation practices.

My challenge to you is to join others like yourselves in a coast-to-coast celebration of World Scout Environment Year, by planning, conducting, and reporting to us your efforts to improve the environment. Together, we can make a difference and do a giant Good Turn for Canada. \

## Survey Says...



Don't forget to complete the Readership Survey in the January issue of the *Leader* magazine!

We're looking for plenty of feedback, information and ideas.

**Don't Delay!**

**Deadline: February 15, 1991**



# the leader

The Canadian Leader Magazine

February 1991

Volume 21, No. 6

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# Disney — It's a Small World

from Mary Wright, Irene Swanson & Hazel Hallgren

Almost 300 Beavers travelled through a miniature Disneyland at the Central Alberta Beaveree at Camp Woods early last June, the biggest turn-out ever for the annual event.

Assigned a colour during registration, the Beavers moved by colour group through 10 activity stations, spending about 20 minutes at each.

1. *Carnival Games:* A chance to try one's hand at Goofy Golf (putt into a tin can); Thumper (hammer nails); Ring Toss (ring Pinocchio's nose); Ball Throw (bowl down the little pig's brick house); Coin

Toss (into the Good Fairy's wishing well, a bowl set into a small tub of water); and Dart Throw (pop Mickey's balloons).

2. Face Painting

3. Disney stories & action songs

4. *Obstacle Course:* With help from parents, Beavers followed the rope across Crocodile Creek (step from stump to stump); up and down Splash Mountain (climb up a haystack, slide down on a plastic mat over a wet piece of plywood onto a heavy sheet of black plastic); through

a tunnel; over a swamp (swing on a rope); through hoops, tires, and a cave; under a tarp, and the like.

5. *Nature Trail:* Beavers followed an animal track to see a tree trunk with bark rubbed away (it was used by animals with antlers). Along the way they talked about how long it takes a tree to grow; the dangers of people being careless with matches; and why people litter nature with their garbage (which the Beavers helped clean up).

6. *Marshmallow Fun:* Using chopsticks, Beavers picked up miniature marshmallows



Comin' down Splash Mountain.



Ready, aim...



Careful does it.



It's a lot easier when you can see what you're doing.



and raced a distance with them before dropping them into a bucket and racing back to hand the chopsticks to another racer. Adults in the relay with them wore blindfolds and ran backwards. The Beavers cheered them on and yelled out enthusiastic and noisy instructions to try to keep them on track.

7. *Cap-Handi*: Beavers drew a picture of a beaver, then flipped over the paper and, blindfolded with their scarves, tried to draw the picture again. They did not find it so easy the second time.

8. *Mud Bath*: Beavers groped for pennies in the mud and, armed with water pistols, shot at various sized plastic lids

hung at different heights along a rope stretched between two trees.

9. *Pluto's Puzzlers*: A chance to put together small Disney character jigsaw puzzles and to tackle quizzes, observation puzzles, and picture stories from *Mickey Mouse* magazine.

10. *Paper Bag Puppet*: Beavers coloured and cut out Mickey Mouse faces and glued them to paper bags.

With opening ceremonies at 11:30, they only had time for two stations before lunch, but special visitor Mickey the Beaver kept everyone excited. A juice and cookie break provided a refreshing

pause midway through the afternoon. Then, as they prepared for closing, a big black cloud overhead poured down a deluge. Wet, laughing, and crammed into the big tent, nobody seemed to mind.

"Will you be back next year?" asked ARC Mary Wright.

"Yes, Yes, Yes!" shouted enthusiastic Beavers.

You can bet the Beaveree committee will have something new and exciting planned for them all again this spring.

*Scouters Mary Wright, Irene Swanson, and Hazel Hallgren made up the 1990 Central Alberta Region Beaveree Committee.*



*Tarzan has nothing on me!*



*One ringer, two to go.*



*Beavers make a wish before tossing a penny into the well.*



*Attacking the little pig's brick house.*



*Mud, mud, glorious mud.*



# Wonderful Woggles; An Endangered Species

by Colin Wallace

Just as you can never have too many friends, you can never have too many woggles.

The life span of the average woggle is only slightly longer than that of a fruit fly. Scientific research based on the billions of sad experiences of millions of woggle-wearers has shown that woggles have a parasitic dependence on their respective neckerchiefs. Separated from their neckerchiefs, woggles cease to exist. They don't actually die. They simply vanish, migrating mysteriously to that nether world inhabited by odd socks, single cuff links, and lone earrings.

Certain species of woggles are more vulnerable than others. Official Scouts Canada woggles are particularly susceptible to spontaneous disappearance upon exposure to air. No one knows why.

Other species — or, more accurately, sub-species — such as rubber bands, twist ties, and pipe cleaners, seem to have developed some resistance to the malady, but even members of this group eventually disappear.

*The life span of the average woggle is only slightly longer than that of a fruit fly.*

What is a woggle anyway? *The Wallace Dictionary of Scouting Jargon and Terminology* defines it thus:

**Woggle** n. (wog-l) hollow cylindrical ornamental sleeve of various designs through which the neckerchief is secured (from the Latin *woglere* — to choke). **Note:** In 1904, Frank Baum, author of *The Wonderful Wizard of Oz*, published a second book called *The Woggle Bug*, a fantasy tale having absolutely no connection with the woggles known and loved in the Scouting world.

The *Concise Oxford Dictionary* describes a woggle as a "loop of leather around Scout's neckerchief (20th c., origin unknown)." And American dictionaries don't include the word, perhaps because American Scouts refer to woggles as "slides".

But to return to the original problem, why do woggles evaporate with such alarming frequency? I suspect that they vanish because we fail to recognize their true value and, therefore, treat them with disdain. We think they serve no useful purpose beyond mere decoration. After all, Scandinavian Scouts don't even use woggles; they just tie the neckerchief in a knot.

Woggle Template



A neckerchief knot, however, lacks the versatility of the wonderful woggle. For example, you can use a woggle to identify your patrol, six, troop, pack, colony, area, or region. And sixers, patrol leaders, and their assistants can show their positions by wearing appropriate woggles.

Woggles enable Scouters to display their level of training. When they complete Part I of their Wood Badge, they can flaunt their Gilwell woggle — a leather Turkshead knot. Gilwellian legend tells of the Scouter who unravelled such a woggle, laced it into a bow-drill, lit a fire by friction, and then re-wove the woggle. Believe it or not.

A woggle can also serve as a souvenir of a special event or a name tag. You can award one as a prize, a token of thanks, or a simple gift. You can even trade it at jamborees for other items such as badges and pins.

## WOGGLE BOARDS

Did you know you can use your woggle as a mini-bulletin board? Cut 3 mm plywood into 5 cm squares. Sand smooth the edges and front surface. Staple a 10 mm x 75 mm loop of leather or plastic on the back and glue pictures or cartoons on the front. Finish with a couple of coats of varnish.

Where do you get the stuff for the front? You can cut pictures or cartoons from magazines or photocopy items from books. In some dictionaries, for example, you'll find useful charts on semaphore, morse code, or the Beaufort Wind Scale.

How about pictures of knots to make a mini knot board? Better still, use telephone wire to tie tiny knot samples and glue them to your woggle board.

You can type up miniature versions of the Cub Promise or the Court of Honour Code for a woggle board. Or use the board as a reminder of what items to include in a personal readiness kit: paper clip, safety pin, fish hook, match, pencil stub, postage stamp. Glue an arrangement of these items to your woggle board and secure them with a few coats of varnish.

How about an artistic woggle board? Cover the front with a collage of old postage stamps or coloured pictures. Be creative.

Your youth members will surely pay more attention to the lessons you offer at a meeting if you wear a woggle that relates directly to the meeting's theme. And, if you wear a different woggle every week, won't they be keen to anticipate the connection it has to the wisdom you intend to impart (the woggle-wisdom connection)?

## WOGGLES FOR EVERYONE

Don't stop just because you've made a few woggle boards. Woggle-making is an ideal craft for all sections. With only basic tools, you can convert readily available materials into woggles for everyone.

1. With a hacksaw, saw off the closed end of the cap from a baby shampoo bottle. Use fine sandpaper to smooth the cut edge and, presto, instant woggle. Check out the ornate caps on aftershave bottles, too. They're ideal for those who prefer decorative woggles. Or remove the bottom of an empty plastic medicine bottle and slip the bottle on your neckerchief.

2. Drill a 20 mm hole through the centre of a 25 mm wooden cube. Sand the rough edges. Print, stamp, or brand a design on the outside surfaces. Varnish. Don't have a drill? Decorate large macramé beads instead of wooden cubes to use as woggles.

3. Tie a Turkshead knot in 5 mm polypropylene cord around a 20 mm piece of dowelling. Slip off dowel and secure the knot by carefully melting the inside with a low flame.



4. Slice a pine cone in two. Use epoxy to glue a loop on the flat side. Varnish the cone. Try the same technique with sliced walnuts, peach pits, or acorns.

5. At your local thrift shop, buy a few old spoons with fancy handles. Remove the scoops from the handles. File smooth the rough ends and bend the handles into spiral loops around a piece of 20 mm dowelling.

6. Make a woggle template as shown. Some plastic bleach bottles have embossed designs such as maple leaves on them. Centre your template on such a leaf and cut around the template with a sharp knife.

7. Hacksaw a length of 20 mm copper or ABS pipe into 25 mm sections. Polish or inscribe the copper rings with an electric engraver.

#### Woggle Boards



8. Diagonally slice a 50 mm thick cedar branch into 6 mm slices. Staple a loop to the back of each slice. Spell out your name (or six, pack, troop or patrol name) in small pasta letters on the front. Varnish twice.

9. Rivet a leather or plastic loop to a small flat lid from a jar or bottle (e.g. a used sealer lid). Paint a design on the front to disguise the rivet heads, or glue on grains of rice to resemble dried porcupine quills.

10. Wrap an old playing card around a piece of 20 mm dowelling. Add a little tape to hold. Slip card off dowel and on neckerchief. It's an ideal way to recycle a 51 card deck.

In the art of woggle-making, you are limited only by your imagination. Check out back issues of **the Leader** for other ideas. Keep a handy supply of those plastic (not wire) ties for garbage bags. They can always pinch hit for disappearing woggles but, please, only in a dire emergency. Given all the wonderful woggles you can make, such an emergency need never come up. X

Scouter Colin Wallace is ARC (Training) in Greater Toronto Region, Ont.

## Word Association Test

by Colin Wallace

Psychiatrists use word association tests (WATs) to check the mental acuity of the patients. Here's a WAT we administered to three people: a Scouter, a Scout, and a Civilian. Given a word from the list, they responded with the first word or words that popped into their heads. The WAT chart below shows their answers.

Because it lets us easily compare the different responses, the WAT chart has several uses.

1. Trainers can use it to check how much training a new Scouter will need to bridge the gap between being a Civilian and a Scouter.
2. Group committees can use it to confirm that a recruit has the potential to be a Scouter.
3. Parents can use it to help them understand what their progeny do in Scouting.
4. Area and District Commissioners can use it to figure out what's happening at their monthly meetings.
5. Scouters can use it to stay in touch with the real world.
6. Scouts can use it as the basis for a campfire skit so that it doesn't get taken too seriously.

WORD	SCOUTER	SCOUT	CIVILIAN
Beaver	Ankle-biter	Little Cub	National animal
Cub	Knee-biter	Yeeuch!	Chicago baseball team
Scout	Biter if provoked	Me	Talent spotter
Scouting	Worldwide Brotherhood	Us	Talent spotting
Venturer	Big Scouts	Them big Scouts	Former employee of the Hudson's Bay Co.
Rover	Who?	Them old Scouts	Irish band member
Jamboree	International gathering	Vacation	Don Messer's show?
Twist	Baked delicacy	Food	Dance
Thumbstick	Treasured memento	Firewood	Fancy gear shift?
Grand Howl	Solemn moment	Kids' stuff	New Year's party
Brownsea	Sacred ground	Like Black Sea, Red Sea	Pollution Probe's name for Great Lakes
Camping	Tents & fires	Vacation	Trailers & stoves
Winter camping	Tents & fires in snow	Vacation	Trailers & stoves in Florida
Cooking	Seltzer	Dish washing	Barbecue
Entertainment	Campfire	Food fight	Television
Woggle	Ring for neckerchief	I lost it!	Gizmo inside a TV?
B.-P.	The Founder, my hero	Chief Scout of the universe	Old brand of gas
B.P.& P.	Eh?	Eh?	Eh?



# Carve a Woggle

by Bruce Pilcher

Last fall, my uncle and I were talking about our experiences in Scouting. He works with Cubs and I with Scouts. He told me how, in an attempt to encourage his Cubs to remember their woggles, he started to wear a different woggle to meetings each week. Sometimes he started with one woggle on his neckerchief and slipped on a different one mid-way through. At times, he might wear up to four different woggles during a single meeting.

It had a noticeable affect on the Cubs, he said. They started to pay attention — to see what woggle Akela had on now. Because he'd started them thinking about woggles, they didn't forget or lose their own necker slides so often. And some of the Cubs decided they wanted to make woggles for themselves.

Woggle-making is a challenge I decided to take up, too, after many a Monday night driving home from work knowing I had to be at Scouts in less than an hour and did not have a woggle to wear. And I thought I'd try my uncle's trick with my Scouts, who also seemed to have trouble keeping track of their woggles. It worked, and I developed a keen interest in woggle-making.

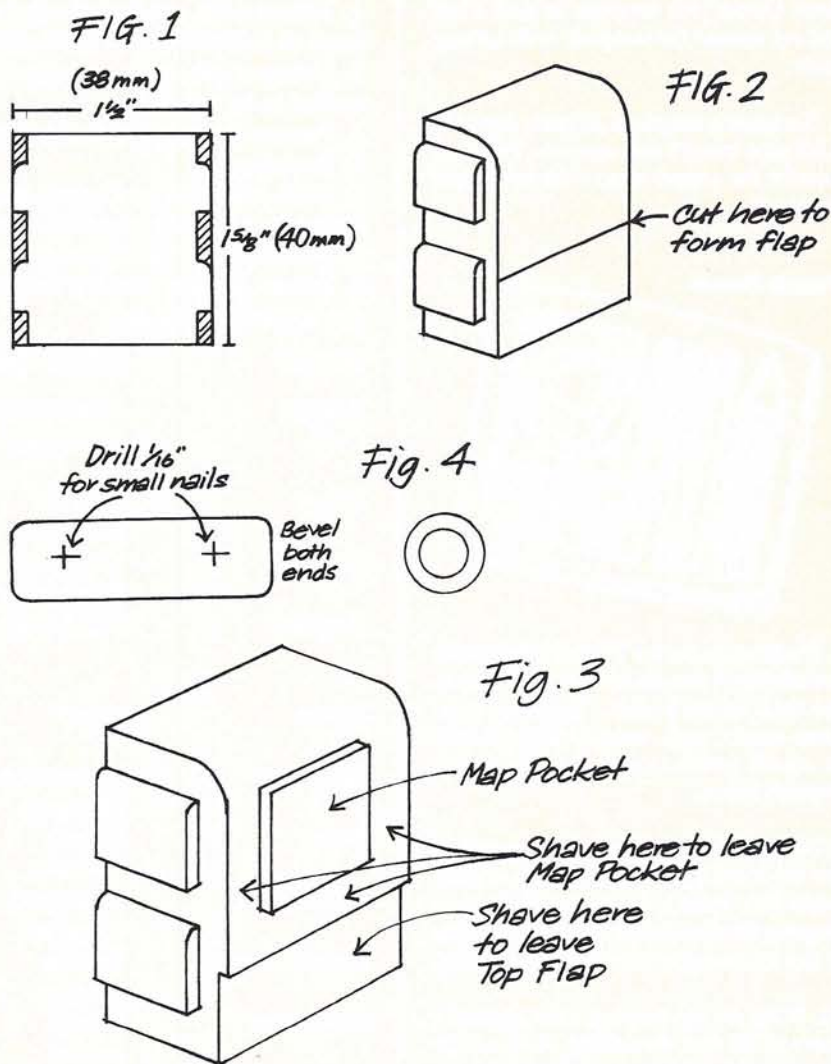
The simplest woggles are regular objects that will serve the purpose without modification — key rings, for example (slide the necker through the centre of the split ring) or old costume jewelry rings.

You can craft a quick and easy woggle by drilling a 20 mm hole through a piece of antler or wood. Or you can glue small objects to a plain leather loop or a regular Cub or Scout woggle. You can also carve woggles from wood or other suitable materials.

The first woggle I carved from wood was a small backpack, a design idea I saw in *Boy's Life* magazine (Feb. '84).

Start with a piece of 20 mm pine. Cut it 40 mm high with the grain and 38 mm wide across the grain. To shape it, cut out the shaded areas as shown (Fig.1) with a sharp pocket knife.

Next, carve away the waste around the side pockets, which are about half the width of the pack. Try to make the side pockets on both sides of the pack look



the same. Round the top front of the pack and the tops of the side pockets.

Make a cut on the front of the pack to form the front flap (Fig.2). On my third attempt at this, I shaved away the top flap to leave a map pocket and then shaved the area below the top flap to make it stand out (Fig.3).

Make the sleeping bag from a piece of 12 mm or 15 mm dowelling cut about the same length as the pack is wide. Or choose the length to match the proportions of your own sleeping bag and pack. Bevel the ends of the dowel to look like a sleeping bag (Fig.4). You can glue the bag to the bottom of the pack or drill two

1/16" holes into the dowel and nail it to the bottom of the pack.

Sand the piece smooth and paint it to resemble your own pack. Finally, glue or nail a rubber, leather, or vinyl loop to the back of the pack. If you choose to nail it on, be careful that you do not split all your hard work.

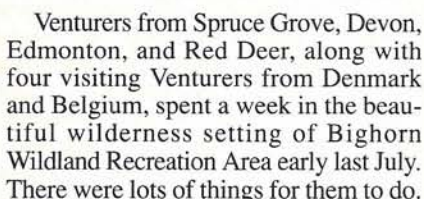
When I made this woggle, I had no carving or woodworking skills. It took me three attempts to produce something I was happy with, but it was the start of a very fulfilling hobby. X

Scouter Bruce Pilcher works with the 1st Wakefield Scouts, Que.



# Alberta Ventrec'90 Challenge & Adventure

by Doug Heckbert



Venturers from Spruce Grove, Devon, Edmonton, and Red Deer, along with four visiting Venturers from Denmark and Belgium, spent a week in the beautiful wilderness setting of Bighorn Wildland Recreation Area early last July. There were lots of things for them to do.

Since it rained half the time during this camp organized by the provincial Venturer Resource Team, we had to adjust to these conditions. It was quite a challenge to keep warm and dry and find ways to crowd under flies and into tents to visit. We got pretty good at camping in the rain and drying out when the sun shone.

The rain-swollen North Saskatchewan River provided great canoeing — calm and peaceful as we floated amid a mountain view and heart pounding as we shot through one metre waves and powerful whirlpools where the river made 90 degree turns as it surged past sheer rock walls.

A refresher course on emergency first aid featured discussions, demonstrations and simulations of injuries in wilderness settings. Fortunately, we didn't need to apply what we learned.

On one trip, we hiked up the Siffleur River to where it thunders over the falls before roaring down the canyon. It has carved its way nearly a kilometre through a mountain, leaving canyon walls that tower 200 metres almost straight up. What a noise! What a spectacular sight.

The Red Deer Venturers ran a great rappelling activity. How do you talk yourself into backing off a cliff when you can't see where you are going and "down" is the only way to go? It's easy. Lean back, way back, let out the rope slowly, and feel your heart hammering as you step over the edge and drop out of sight.

Then there was the trip to the Bighorn Dam, one of the largest power generating plants in Alberta. After touring the information centre, we went down

---

*How do you talk  
yourself into backing  
off a cliff when you can't  
see where you are going  
and "down" is the only  
way to go?*

---

under. Inside is an amazing array of gigantic pipes, turbines, generators, and gauges. The Trans Alberta Utilities staff did a super job of explaining the whole operation.

Three Venturers and an advisor hiked 27 km in two days along the Landslide Lake Trail. Day one was sunny and hot as we travelled along rivers, creeks, and twisting mountain trails. We camped beside Landslide Lake at 2150 m, a beautiful setting with green water at the foot of towering peaks. The clouds moved in; the rain poured. All night, we listened to rocks rumbling down the mountainside, bounding toward the lake.

On day two, it rained and snowed all day. We climbed through rivers, landslides, glaciers, boulders, and scree. The wind howled and the clouds reduced visibility to zero as we crested the pass at 2775 metres. But from here, it was downhill all the way (with a slight detour down, across and up a large canyon because somebody moved the trail on us!).

The trip pushed us to our limits of endurance and stamina and made for the development of strong friendships. We saw spectacular mountain scenery and realized we still have a lot to learn about lightweight camping.

*Into the unknown....*



*How far down did you say it was?*

Some of the other Venturers visited the Athabasca Glacier on the Jasper-Banff Icefields Parkway. To our European visitors, the glacier and mountains were truly awesome. Even those who've seen the area before or toured the glacier in a giant snow-bus couldn't help but be impressed. Spotting a young grizzly along the way was another highlight of the day. And, the sun shone.

The varied activities, opening and closing ceremonies, campfires, and visiting between tents helped make Ventrec'90 very successful. The resource group hopes it will become an annual challenge for Alberta Venturers. X

*Doug Heckbert is a Venturer Advisor in Ft. Saskatchewan, Alta.*



# Troop Government

## The Court of Honour Revisited

by Dave Tyre

I often remember this telephone call from an irate parent. "My son brought his acorn collection to Scouts on Monday and tells me you're not going to give him his Collector's Badge because it's not good enough," she said. "Is that true?"

"Partially," I replied. "The decision was made by the Court of Honour. If you wish, I'll call the chairman for you and you can state a complaint to them. They'll listen, but I doubt they'll change their decision."

The parent was amazed. She could not understand why a group of Scouts were allowed to make such decisions. Wasn't it my job to put a stop to such activity? When I explained that my role was the opposite — that I was there to promote this form of involvement by the Scouts, she spoke briefly to her son, apologized for bothering me, and hung up.

The Scout eventually re-worked his collection and, under advice from the Court of Honour, I awarded him the badge at a meeting.

Occasionally, others accuse me of being far too liberal in allowing the Scouts to make troop decisions, but every one of those decisions affects members of the troop. If they go too far, I have the power of veto. I rarely use it and, when I do, it is after much judicious thought. After all, the troop is their troop, and they should be allowed to run it.

Therein lies a problem for many adults. In my travels as a Service Scouter, I have seen too many troops that either misuse the Court of Honour or simply do not use it at all. Without a functioning Court of Honour, the Scout troop can't function properly. That's not just my observation; it is the view of Baden-Powell, supported in the *Troop Scouter's Handbook* and the *Patrol Leader's Handbook*.

### THE TROOP'S GOVERNING BODY

Many troops I visit use the Court of Honour only as a place for disciplinary hearings. These Courts resemble military courts martial, and punishment is often so severe that the defaulting Scout learns little from it except that running the gauntlet is painful. Troop Scouters who proudly proclaim they "don't intervene in such affairs" need to be made aware that they could and they should.

That doesn't mean the Court of Honour isn't the troop's disciplinary body. In fact, it is the only disciplinary body a Scout should ever face. The issue is how it operates. Train Scouts to conduct disciplinary reviews carefully, taking evidence and applying troop rules with a view to improving a Scout's behaviour rather than imposing punishment. As Troop Scouter, forbid corporal punishment or monetary fines. At the Court of Honour's first meeting, point out that the only law on which they may pass judgment is the Scout Law.

Disciplinary matters will be rare occasions for convening the Court of Honour, which has a much more demanding and important role. It is the troop's governing body. Again, many adults have a problem with this concept, because it takes direct leadership out of their hands and places it with a group of Scouts. The Troop Scouter's role becomes that of adviser and advocate, someone who helps Scouts make decisions and supports the decisions they make.

The Court of Honour defines troop and patrol programs. It discusses, plans, and finalizes cruises, camps, special events, community service, and an endless list of other possible Scouting activities. But the job does not stop there.

### Achievement and Progress

In its governing role, the Court also monitors the progress of patrols and Achievement Badge requirements. In a small troop, the Court uses the *Canadian Scout Handbook* and, in consultation with all the Scouts, sets out a program of Achievement Badges for the troop. In a large troop, this process takes place at Patrol in Council, with the patrol leader guiding discussion and decision-making. Patrol leaders then take their patrol programs to the Court of Honour. You'll soon find they have nicely laid out your annual troop program and relieved you of at least one chore.

Make Challenge Badges the exclusive domain of the Court of Honour. Requirements are often vague. Staying within the guidelines provided, the Scouts on the Court can provide clear definitions and determine when a member has earned a Challenge Badge. When all Scouts in the troop realize their peers are making such decisions, the badge takes on a different meaning.

**Troop Finances:** The Court's treasurer (or Keeper of the Purse) keeps a record of the bank account or cash on hand. Collecting dues, raising funds, and asking the group committee for extra money to meet a special requirement are all the responsibility of the Court of Honour. The Troop Scouter simply ensures that accuracy and reason prevail.

**Equipment:** Make the Court of Honour responsible for the control and condition of troop equipment, too. Have the Scouts select a Troop Quartermaster, with a seat on the Court of Honour, to whom the assistant patrol leaders (traditionally the patrol quartermasters) report. The Troop QM accounts for equipment at each Court of Honour meeting, and you can easily trace loss or damage.

I remember a visit to one troop. The Troop Scouter spent 15 minutes questioning every Scout about the location of a missing tent — without success. I also remember another troop. The Court of Honour had a signature for every piece of troop gear and knew exactly where it was, even though it was scattered through the basements of seven different members. The Court could very easily call in everything for a troop meeting.

**Correspondence:** The Court's secretary (or Scribe) prepares all letters on behalf of the troop; the Court's chairman signs them. A thank you letter from the Scouts to a resource person, group committee, or donor has considerably more impact than one from another adult. If you feel strongly about such things as immaculate grammar and spelling, you can always follow up with your own letter.

### ORGANIZATION & OPERATION

Many Scouters ask me who should sit on the Court of Honour. Most often, the patrol leaders make up the Court. The Troop Scouter sits without a vote. He has the power of veto, but only uses it when a decision made by the Scouts is unreasonable, unsafe, or unlawful. A Troop Scouter who provides good guidance will likely never have to impose a veto.

Some troops establish a Troop Leader position filled in rotation by the patrol leaders. The Troop Leader has a seat on the Court, and so does another member of his patrol, likely the assistant patrol leader. Some troops also invite assistant patrol leaders to sit at the Court. This, however, leaves the patrol without a leader if the Court sits during a troop meeting and when it sits at camp.

An effective Court of Honour is organized simply. Each member has a role to play in running a troop department. The members elect a chairman, secretary, treasurer, and quartermaster. Some troops



go further and create a Master at Arms (a Scout responsible for troop ceremonies and discipline) or a Gamesmaster (a Scout who organizes games, sports, etc.). Use whatever your troop needs beyond the basic three or four positions.

In one troop I know, a well organized Court of Honour established committees in the troop in an unique but effective way outlined in their constitution. If a patrol leader was elected treasurer, for example, his patrol automatically became the troop's financial committee. Until their patrol leader was appointed to a different role, they knew it was their job to make recommendations on financial matters and spending to the Court. It was an innovative way to get everyone involved.

The Court of Honour meets privately, away from the rest of the troop. This is important. Meetings involve serious discussions, and the Court needs to be able to conduct its business without distractions. The approach also lends an air of mystique and secrecy that Scouts find exciting. Although minutes of the meetings are open for the troop to see, the "behind closed doors" approach encourages many Scouts to seek membership on the Court of Honour; i.e. take responsibility for running the troop.

#### THE QUESTION OF RESPONSIBILITY

Many Troop Scouters feel the Court of Honour is responsible directly to them. As the governing body of the troop, the Court of Honour is first and foremost responsible to the troop, and then to you as the person ultimately responsible for the troop. As Troop Scouter, you watch, advise, and add your approval to decisions.

If your Court of Honour is a non-starter, it is up to you to breathe life into it and provide the foundation from which it can do its job. Ensure the Court of Honour has a constitution, which becomes the Constitution of the Troop. Teach your Scouts to run Court meetings properly, following a set of simple rules. This will enable them to become comfortable with a format and, very soon, the whole process will be out of your hands.

Compare a troop with a fully functioning Court of Honour and one governed solely by adult leaders. You'll notice a considerable difference in patrol and troop performance and operations. You may have to light a fire under your Scouts to get the thing going, but stick to it. If your troop doesn't have a Court of Honour, the Scouts aren't running it, and it is not a real Scout Troop. X

*Scouter Dave Tyre is Skipper of the 2nd Juan de Fuca Sea Scouts, Sooke, and a Troop Service Scouter for Greater Victoria Region, B.C.*



## Memories of the First Scout Camp Brownsea Island, 1907

by Arthur Primmer

One of the most enjoyable recollections of the first camp was the overnight camp. My patrol was sent out for the night to another part of the island with a ration of tea, flour, etc., to make a campfire on our own and cook our own supper and breakfast; to bed down for the night and generally to fend for ourselves.

It brought out the adventure spirit in the boys, and we quite imagined ourselves on a desert island, especially (with) Brownsea well wooded and cut off by the sea from the mainland ... a real "Robinson Crusoe" setting. The adventure was heightened, as we knew that the Chief Scout would try to track us down and raid our little camp during the night, which of course, he succeeded in doing.

After breakfasting to the best of our ability, we proceeded to the nearest part of the shore to the mainland and sent them smoke signals in a pre-arranged code that worked okay, and (then we were) on the way back after an enjoyable night. The only drawback to this night out was that we missed the main campfire, which was held every night.

Even after 69 years, I can vividly recall the scene. The boys in a circle around the campfire on a lovely August night, with the tall trees in the background, the still waters of Poole Harbour (and) the small islands in the foreground making a romantic setting, the firelight flickering on the stalwart and picturesque figure of the Chief Scout reciting to wide-eyed boys his adventures in many parts of the world, particularly the Mafeking Siege in which he used boys as runners...

One of the great gifts of the Chief was the art of storytelling, and we enjoyed to the full the personality which was later to so enrich the lives of many Scouts in the following years. (It) gives me understanding of why, even today, the campfire is one of the most attractive parts of Scouting.

*Arthur Primmer, now deceased, recalling his experiences at the very first Scout camp, where B.-P. (The Chief) tested his ideas for training boys with 20 youngsters drawn from different parts of British society.*



# For Courage, Gallantry, and Service

On November 23, 1990, His Excellency, the Right Honorable Ramon Hnatyshyn, Governor General of Canada and Chief Scout, presented Scouting's highest honours to five young members for courage in the face of personal difficulties, eight adult and youth members for acts of gallantry and meritorious conduct, and 11 adult members for outstanding service at provincial, national, and international levels.

During the ceremony at Rideau Hall in Ottawa, the Chief Scout expressed his pleasure in meeting these outstanding members of Scouting and affirmed his belief in the movement. "By giving young people opportunities to develop and use skills, by having them live out such values as good citizenship, Scouting contributes to the development of Canada and of individual Canadians," he said. "Clearly we have more need of the philosophy of Scouting today than ever before in the eight decades since the movement was founded."

**Cub David Briscoe**, Lethbridge, Alta., participates fully in community life and his Cub pack's activities despite a serious form of leukemia that requires on-going monitoring and treatment. David is also an honour roll student and has been chosen to serve as Poster Child for the Canadian Cancer Society.

With great character and courage, **Scout Daniel J. Bruce**, Edmonton, Alta., has persevered throughout his life against a rare, disabling, and often painful skin disorder. He is a fully active Scout with his troop and also takes time to educate children and adults about his medical condition. His positive attitude and outlook on life are an inspiration to those around him.

**Venturer Daniel Lajoie**, Cambridge, Ont., has not let spinal muscular atrophy or a wheelchair keep him from active participation in Beavers, Cubs, Scouts and, now, Venturers. An A student in school as well as a high achiever in Scouting, Daniel is an inspiration to all who take the time to get to know him.

Stirling is a very positive, cheerful youngster whose humour and creative imagination inspire those around him.

When a Cub, **Stacy Jones**, Owen Sound, Ont., underwent a liver transplant following a severe illness. He continued with great determination in Cubbing and at school and now, despite medication side-effects, he is an enthusiastic junior leader with a Beaver colony. Unfortunately, Stacy was unable to attend the investiture ceremony.



*Silver Cross: Marc Comeau*



*Jack Cornwell Award recipients Daniel Lajoie, Michael Malcolm, Stirling Brook Wilson, David Briscoe, and Danny Bruce with the Chief Scout.*

## THE JACK CORNWELL DECORATION

The Chief Scout presented five young members this decoration "for having undergone great suffering in a heroic manner". It was also awarded to a sixth member unable to attend the ceremony.

The decoration is named for a 16 year old British Scout who served in the Royal Navy at the Battle of Jutland in 1916. He heroically remained at his post despite mortal wounds and died soon after being moved to hospital. He was posthumously awarded the Victoria Cross.

**Cub Michael Malcolm**, Coquitlam, B.C., has muscular dystrophy, but a wheelchair does not keep him from full participation in his pack's activities. He loves camping and willingly tackles all the academic and physical challenges that come his way.

Born with cerebral palsy, **Cub Stirling Brook Wilson**, Naramata, B.C., was an active Beaver and is an equally active Cub who serves as Second in his six, moving about with a wheelchair or walker, or sometimes prone on a skateboard. Just as active in school affairs,

The Chief Scout presented two members the decoration "for gallantry, with considerable risk".

**Marc Robert Comeau**, Moncton, N.B., didn't stop to think about potential hazards in April 1990 when he saw a burning vehicle stopped on the side of the road. Helped by another man, he pulled out the lone occupant. They were free of the car only seconds before two explosions smothered it in flames. Marc's brave action saved the driver's life.

When **Allan David Eisnor**, Blockhouse, N.S., noticed a man entering a local firehall through a side window in late December 1989, he waited until the man came out of the building, confronted him, and physically restrained him for the authorities. His public-spirited action allowed police to obtain a conviction on an offence that likely would have gone unsolved.





*Outstanding Scouts: (front) John Adams, Jack Sinclair, George Audley, Daniel Lajoie, Michael Malcolm, Danny Bruce, David Briscoe, Stirling Brook Wilson, Lyle McManus, Gen (Ret) Ramsey M. Withers, Vice-Admiral (Ret) H.A. Porter; (back) Charles Morris, Marc Comeau, Michael John Lewis, Robert Yussack, Christopher Hindy, Allan Eisnor, Duncan Bradley, The Chief Scout, Steven Gray, Jay Campbell, Peeter Kallaste, Ron Vincent, Darrell Bedford, Bill Henderson.*

#### THE BRONZE CROSS

Five young members received the decoration "for gallantry, with moderate risk".

While on vacation in Scotland with his parents in July 1989, **Venturer Duncan Bradley**, Pierrefonds, Que., saw a man fall from a waterfall, hit his head on the rocks, and tumble into a pool of water. Duncan immediately jumped in and held the unconscious man's head above water until further help arrived. His action saved the man's life.

**Scout Steven Gray**, Florence, Ont., kept a cool head when a friend tripped over a toboggan rope and plunged into an icy river in February 1990. He immediately took charge and, helped by another friend, formed a human chain to pull her to safety. Then he wrapped her in his own dry coat and rushed her to a nearby home for further help.

**Scout Christopher Hindy**, Heart's Content, Nfld., was swimming with a friend in August 1989 when his friend ran into serious difficulty in the water. Although his friend's panic made Christopher's rescue attempts very difficult, he persisted and towed him to shore, thereby saving his friend's life.

**Venturer Michael John Lewis**, Victoria, B.C., helped rescue a friend who fell down a steep cliff during a group hike. He crossed several obstacles to get down the cliff and through the water to reach his friend and provide comfort until a local rescue team was able to evacuate them by boat.

While swimming with friends on June 19, 1989, **Cub Robert Brian Alexander Yussack**, Winnipeg, Man., saw an adult non-swimmer go under a second time and start to panic. Realizing he wouldn't

be able to get the adult out of the pool, Robert shouted for help, dove under water, and positioned himself where he could hold the adult upright and afloat until others could respond. His quick actions likely saved a life.

#### THE MEDAL FOR MERITORIOUS CONDUCT

**Cub Charles Morris**, Simcoe, Ont., was honoured "for meritorious conduct not involving heroism or risk of life". Charles used skills he learned in his Cub swimming program to save a child's life. On July 21, 1989, he saw his young neighbour fall into a backyard swimming pool under a solar blanket. He quickly dove in to retrieve the child and immediately started mouth-to-mouth resuscitation.

#### THE SILVER MAPLE LEAF

Seven members were honoured "for service of the most exceptional character to Scouting, normally of national importance".

**John Adams**, Duncan, B.C., former provincial commissioner B.C./Yukon, organized and developed programs for provincial, national, and world jamborees and designed and implemented the Expo'86 service project.

**George Samuel Audley**, Edmonton, Alta., has served Scouting as a leader and co-ordinator of committees, projects and jamborees.

**Jay Campbell**, London, Ont., has served at the regional, provincial and national level. While chairman of the Adult Volunteer/Sponsor Relations Committee, he helped initiate the Volunteer Recruitment and Development Strategy and pioneered the Scouts Canada Video Library.

**Lyle McManus**, New Westminster, B.C., current chairman of the Adult Volunteer/Sponsor Relations Committee, served in major planning roles for three national jamborees and a world jamboree and is Camp Chief for the 1991 B.C./Yukon Jamboree.

**Vice-Admiral Henry A. Porter (Ret'd)**, Halifax, N.S., former president Nova Scotia Council and vice-president National Council, served as chairman of the 7th Canadian Jamboree Planning Committee and is a director of the Boy Scouts of Canada Trust.

**Jack Sinclair**, Etobicoke, Ont., past-president National Council, was honoured for exceptional leadership from the group committee level to his present position.

In his positions as International Commissioner and Chairman of the International Relations Committee, General **Ramsey M. Withers (Ret'd)**, CCM, CST.J., CD, Ottawa, Ont., has played an important role in Canadian Scouting's rapid expansion of support to world Scouting community development.

#### THE SILVER WOLF

Three World Scouting members were honoured "for service of the most exceptional character to Scouting in the international field". None of the recipients were able to attend the investiture ceremony.

As chairman of the Interamerican Scout Fund, **Juan Niemann**, San Jose, Costa Rica, has played a significant role in Scouting in Guatemala and helped revive Scouting in Argentina and Chile.

**Major Sir Marc B. Noble BT**, United Kingdom, was honoured for his extensive involvement in U.K. and international Scouting.

**Akira Watanabe**, Tokyo, Japan, Chief Scout of The Boy Scouts of Nippon, was recognized for his progressive innovative vision as a member of the World Scout Foundation.

#### THE SILVER FOX

Four retiring members received this award "for service to Scouting in excess of 25 years as a member of the executive staff". They are **Darrell Bedford**, Point Claire, Que., retired assistant executive director, Quebec Council; **Bill Henderson**, Lindsay, Ont., retired assistant executive director, support services, Greater Toronto Region; **Peeter Kallaste**, Cambridge, Ont., retired provincial field executive, Green Valley Region; **Ron Vincent**, Calgary, Alta., retired executive director, Greater Toronto Region. X

*Government House Photos by Sgt. Bertrand Thibeault*



# Where are They Now? Scout to Astronaut — Steve MacLean

by Lise M. Beaudoin

Writer Pierre Berton was one. So was impersonator Rich Little, Everest climber Jim Elzinga, and Governor General Ray Hnatyshyn, our Chief Scout. How many other well-known Canadians were youth members in Scouting? What are their memories? What influence, if any, has Scouting had in their life? Astronaut Steve MacLean gives us his story in the first of what we hope will be an occasional **Leader** series on former Scouts who are now influential or well-known personalities in our country.



Astronaut Steve talks to Scouts and Venturers about the Canadian Astronaut Program during CJ89.

Canadian Astronaut Steve MacLean was a Cub, Scout, and Venturer with the 83rd Carleton Memorial Group in the National Capital Region, Ont., and remembers a program emphasizing physical activity and outdoor skills. "At the time, I just enjoyed myself and had fun," Steve says. "I really didn't know how much these Scouting activities would influence my life."

Interesting people like Fred Little (brother of Rich) often entertained the group, but Steve was more fascinated by the presentations made by visitors such as mountaineers who had travelled all over the world. They instilled in him a taste for adventure and an urge to travel. As a young adult, he spent months travelling through Europe and to places like Nepal, Africa, and China.

There were weekend canoeing trips and longer 10 day canoe camps during the summer. Seven or eight Scouts in his troop enjoyed tumbling and, especially in winter, their Troop Scouter let them do gymnastics during physical activity periods. Steve didn't foresee that, someday, it would lead him to Canada's national gymnastics team. "We had great

leaders," he says. "They encouraged us to do the things we liked."

When Steve left Scouting at 16, he started the Outdoors Club at Merivale High School. The club grew to 150 members in the first year, raised enough money to buy seven canoes, and continued Steve's Scouting traditions of canoeing, winter camping, and cross country skiing on long weekends. "In the summer, we extended our trips to several days," he recalls. "We spent most of that summer under the stars."

Because of his basic curiosity about things, Steve became involved in physics. He loved science, and the more he learned, the more he wanted to discover. He studied, taught part time to help cover his expenses, and travelled every chance he had. At York University, he was involved in sports administration and public relations. Thanks to the encouragement he'd received as a Scout, he'd become an accomplished gymnast and, in 1976-77, was a member of the national gymnastics team.

Steve obtained a bachelor of science degree in honours physics in 1977 and a doctorate in astro-physics in 1983. While working in California under Nobel Laureate Dr. Arthur Schalow, he learned that Canada was looking for astronauts. "That was an exciting moment for me," he says.

As a child, he'd often dreamed of becoming an astronaut. He was fascinated by the space program but, back then, Canadians could not become astronauts. Now, suddenly it was possible for him. He realized his chances were slim, but he had the necessary qualifications to apply. "I had to try," he said. It was July 1983.

Over 4,300 Canadians applied for the six astronaut positions offered with the Canadian Astronaut Program. After almost four months of interviews and tests, Steve was in. "In February 1984, I began my training at the National Research Council in Ottawa," he says. "Getting



Scout Steve MacLean

ready for Marc Garneau's flight in October '84 was exciting. The excitement was amplified on Dec. 10, 1985, when it was announced that I had been selected to fly a mission in early 1987."

Because of the Challenger disaster, Steve's flight has been delayed again and again. It is now scheduled for April 1992. During his mission, he will perform a number of experiments relating to space technology, space science, materials processing, and the life sciences. He is actively involved in the development of these experiments.

Steve talks about how much he learned and discovered as he worked to complete badge projects in Scouting. At summer and winter camps, he and his fellow Scouts learned how to cope and live harmoniously with nature and the environment. He recalls also how hard the leaders worked with them, teaching them and encouraging them to develop their talents and interests.

"Scouting and its traditions played a major role in the way I think," Steve says. "It taught and encouraged team play, leadership, goal setting, and resourcefulness — all qualities that are needed in the type of work I do."

And it gave him his love for adventure and discovery, as well as "fond memories of lazy, peaceful nights spent under the stars gazing into the heavens, wondering what was up there..." X

*Lise Beaudoin is Liaison & Logistics Officer with the Canadian Astronaut Program. The Leader needs help to track down other former youth members who made good. If you know of someone, please send us the name and any other information you might have.*



# Scouting 2008, A Sneak Preview

by Colin Wallace

The year is 2008. Scouting is 100 years old. You are there, witnessing the celebration of Canadian Scouting's centennial. You are scanning the following data on your home terminal, courtesy of **the Leader INFOBITS Hotline**.

2008 marks the inauguration of a new program section for 3-5 year olds. These newest members of Canada's Scouting family are called Skunks because they certainly look cute, but nobody knows quite what to do with them. The name "Bugs" was considered briefly but abandoned, because people thought it was the name of a new political party.

The Skunk program was field-tested by a Scouter-father of triplets. He reported that all of the Skunk activities were excellent, except for the sky diving, which he thought should be kept exclusively for Beavers.

The summer of 2008 sees the first world jamboree held entirely online. Computers link together participants in ModemMeets where they experience the spirit of international brotherhood by exchanging holophone numbers and graphic reproductions of old badges.

Campfires are conducted every night through intercontinental conference calls. Fax-and-Sniff songsheets duplicate the smell of woodsmoke at twilight. Ersatz events are staged and broadcast by satellite to wide-screen holographic home theatres. The World Bureau limited the

online jamboree registration to the first 3 million applications who paid the \$2 fee.

2008 also heralds the unveiling of Canadian Scouting's latest uniform, a one-piece coverall with attached hood and sewn-in slippers. The outfit, designed by Dr. Denton, eliminates the old problem of incomplete uniforms. No more discussion about "uniform from the waist up". No more debates over footwear, legwear, and headgear. Youth and adult members can wear whatever they want, provided it's inside their coveralls.

The uniform's indestructible fabric is fluorescent orange to facilitate the rescue of Cubs who wander off course during their Solo Wilderness Expeditions. The coverall is free to every registered member, and the problems associated with the one-size-fits-all concept are under review by the Standards and Criteria Task Force. The committee's recommendations will be published in 2201 (or when the planet earth moves into a new orbit, whichever comes first).

The Fish for Canada program enters its 15th successful year since it began in 1993 after its predecessor, Trees for Canada, was usurped by the federal Ministry of Greens and Gardens as a means to reforest the Land of NOD (Northern Ontario Desert). Members of Scouting raise funds by restocking selected lakes and rivers with fish fry and, in some cases, with clean water.

As usual, Pomme De Terre (Potato) Day is on October 1. If you can obtain apples — this becomes more difficult each year as increasing numbers of apple trees die from acid rain — you may organize a Pomme (Apple) Day instead. Also, if your Beavers and Skunks find their baskets of potatoes too heavy to carry, replace their potatoes with bags of potato chips. (A suggestion from your national headquarters: save your leftovers from the Fish for Canada program and Pomme de Terre Day. Then you can serve free fish and chips at your Parents' Banquet.)

Canadian Scouting's Arctic Adventure Base TUKAWOK kicks off the winter season on Aug. 3. The name TUKAWOK, which comes from the initials of the seven Rovers who walked from Winnipeg to the North Pole in 1998, is coincidentally the same as one of the 23 Inuit words for frostnip. It remains a mystery why the seven Rovers walked to the North Pole when they could just as easily have taken the #32B bus out of Greater Metropolitan Fort Churchill: the bus goes right past the North Pole every Thursday.

Following six years of intense negotiations between the National Patrol Leaders' Court of Honour, the Inter-Provincial Venturer Executive Board, and the Canadian Students' Council, high schools now grant four credits to all recipients of the Chief Scout's Award and the King's Venturer Award (two credits per award). The credits reflect the popular use of the Scout Diskotext as part of the curriculum of Canadian Citizenship Studies in Grades 8-13.

Scouting in 2008 is not without its problems. For example, there is no immediate solution in sight for the long waiting lists of young people who want to join the movement. And members still forget to add their thumbprint (left hand) authorization when transmitting their orderscreens to the shop-at-home Scout Catalogue Service. Also, although all facets of Scouting are co-ed, the Ladies Auxiliary continues to maintain its title. The LA national spokesperson, Mr. John Rambada, insists that the name has a long and proud history.

Problems aside, however, it is worth noting that Scouting's aim and principles have remained unchanged for 100 years. And there's every indication that they'll stand the test of time for another 100 years. X

*Scouter Colin Wallace is ARC (Training), Greater Toronto Region, Ont.*

## Generation Gap

The youth of today think my English is odd;  
When I say "awesome", I'm referring to God.  
To me, weather is cool and children are gay  
As they join their friends in innocent play;  
Pot is a kettle, a joint forms the floor,  
Coke, a soft drink from the corner store;  
Drugs are to use when you're feeling sick,  
A pusher is someone hard-working and quick;  
Shrink is a verb on labels and thread,  
Not someone you pay to examine your head;  
Broad tells the width of a woman or shelf,  
It doesn't refer to the lady herself;  
A turkey is only a very large bird,  
Not a name for a guy who acts like a nerd;  
"Gimme Five" means money, nothing more;  
It's never a handslap for making a score.  
Somehow my words have lost their clout;  
The children don't know what I'm talking about,  
But the phrase they use, and I do too,  
That bridges the gap is, "I love you."

— (author unknown)



# 1991 Trees for Canada A Record Breaking Year!

by John Rietveld



What has 240,000 legs and arms, carries 120,000 buckets and an equal number of shovels, appears each spring in parks and conservation areas across Canada, and plants over three million tree seedlings? If you guessed members of Scouts Canada participating in the annual Trees for Canada program, you are right!

In 1991, we will have more members from more provinces planting more trees than ever in the 19 year history of the Trees for Canada program. Back in 1972, when Trees for Canada was tested by a few districts in Ontario, only a small number of forward thinking Scouters predicted the potential growth of this most popular conservation and fundraising activity. This spring, 50% of the total membership of Canadian Scouting will be involved in planting over three million trees. That's concern for the environment in a big way!

This year, Scouts Canada will be able to boast that we are planting trees in every province. Quebec Scouting is joining the program for the first time in 1991. Their plans call for more than 4,500 members to plant 50,000 seedlings provided at no cost by the Quebec Ministry of Energy and Resources.

To support Trees for Canada in Quebec, the national office will provide all materials in both English and French. If you live in another area of the country and have francophone members, ask your council to order this material from the national office.

Also worthy of note is the renewed interest in Trees for Canada by councils and groups in Alberta and Saskatchewan. Except in the territories above the tree line where tree planting is impossible, every Scouting group in the country is now able to participate in the program.

## TIMETABLE

Here is an easy-to-follow schedule for planning your successful Trees for Canada program.

**Dig Day Minus 8 Weeks:** Assuming that your council has arranged for trees and a planting site, begin planning your group or section's participation about two months before Dig Day. Invite local forestry officials to visit your pack and troop; send a release about the event to the local newspaper; meet with the group committee to arrange transportation and lunch on planting day.



On behalf of a major 1991 Trees for Canada sponsor, Judy Wish, director — public affairs for Petro Canada, presents a cheque to Scouts Canada representatives Jeff Jullion and Scouter Tom Fawdry, 23rd Nepean, Ont.

**Dig Day Minus 6 Weeks:** At section meetings, explain to your young members the purpose of Trees for Canada and the reasons for and methods of canvassing for sponsors. Get involved in radio talk shows; make a speech at a service club luncheon or during a religious service.

**Dig Day Minus 4 Weeks:** Distribute pledge envelopes, thank you cards and fact sheets about the Canadian Scout Brotherhood Fund. Canvass for pledges.

**Dig Day:** Arrive at the designated site on time and be ready to work hard but carefully to plant the tree seedlings. If you invited media, make sure they get the story and picture they need for their next edition.

**Dig Day Plus 2 Weeks:** Members collect pledges and turn over funds to their Section Scouter. Scouters evaluate the event, thank those who helped make it a success, and turn over proceeds to their group committee or council office.

**Dig Day Plus 4 Weeks:** Councils close out the campaign. Share the proceeds with groups, councils, province and national.

But don't let it end here. Good conservation and successful tree plantings involve more than a one day effort. Arrange an evening or day hike to the planting site in early June to check on the trees you planted. This is a good chance to reset seedlings that did not take root and

remove dead ones. Pull out or trample down weeds that are threatening to choke the seedlings. In drier parts of the country, perhaps provide the new trees a much needed drink. Plan subsequent visits for next fall and spring, too.

Here's another idea for June. Why not install a sign to identify how many trees you planted in the area and include a Scouts Canada logo to recognize your efforts? The sign will also help protect the seedlings during their first winter when they are hidden by deep snows and subject to being trampled or run over by snowmobiles.

## 1991 TREES FOR CANADA SPONSORS

One exciting aspect of the 1991 Trees for Canada program is sponsorship at the national level by major donors who provide funds to help cover the cost of printed materials, crests and promotion.

Last year, the \$65,000 Scouting needed to cover this expense came from the proceeds designated for the Brotherhood Fund. In 1991, these costs will be covered by Petro Canada (as a result of the fall 1990 "Stamp It Green" program) and Pine Sol (now an environmentally friendly product in recyclable glass or plastic containers).

We are very pleased that, already, sponsors are lining up to help in 1992. The actual impact of their donations is reflected in the larger number of dollars Canadian Scouting can give to support community projects in the developing world. X



# Tree Ideas

## Cast a Bark Collection

by Al Glass

Bark is the skin of a tree. It protects it from harmful insects and the claws of climbing animals and provides home for many harmless insects. Food and water absorbed by tree roots travel to the leaves through the tissue of developing bark. That's why, if you remove a ring of bark from around a tree, you will kill it.

You can use bark to help you identify the tree. In some species, as a tree ages, its bark changes in texture from smooth to coarse. Some bark also changes colour with age, another identification help. The Western White Birch, for example, is well known for its distinctive gleaming bark; younger trees are often reddish brown. In a young Douglas Fir, the grooves between the bark ridges often show an orange to buffy colour.

The physical characteristics of bark, such as ridges or scales, are quite distinctive, too. For example, spruce bark is covered with small plate-like scales, while birch bark is notable for its horizontal slits or lenticels (breathing pores).

Making bark casts is a fun way to learn about tree bark. Soon, you will be an expert. You need:

1. plasticine: a small ball the size of an orange
2. Plaster of Paris (2.5 kg bag): medical grade works best, but others will do.
3. cardboard: shirt stuffers are ideal to make 10-15 cm collars
4. paper clips to hold the cardboard
5. watercolour paints

Work the plasticine well in your hands until it is pliable. Select a tree with a good distinctive bark pattern. Press the plasticine into the bark, making sure it fills all the nooks and crannies. Sometimes you need a little practice to perfect the technique. Cover a 10 to 15 cm area, pat smooth the back of the plasticine, and remove it from the tree. You now have a "negative" from which you can make a cast.

Put a cardboard collar around the plasticine mould, holding the cardboard as tightly as possible in place with paper clips. You might also want to coat the plasticine lightly with vegetable oil to make separation easier later. Mix enough plaster to fill the mould to the top edge of the cardboard. For best results, add plaster to water rather than vice versa and stir to porridge consistency. Pour carefully and let set for about two hours. Carefully separate the mould from the plaster.

Paint the bark cast with a watercolour wash. You'll need to mix and blend colours creatively to make it look realistic. Study your tree carefully to be as accurate as possible.

When your cast is finished, label it. Another time, try a different kind of tree. You will build up a wonderful bark collection and learn a great deal about trees at the same time.

There are other activities you can do with bark, too. Out on a ramble, give each six a set of small bark samples from different trees in the area and a time limit to locate the parent tree for each. Or, let the Cubs handle different bark samples long enough to get thoroughly familiar with their feel and smell, blindfold them, give them a few bark samples to feel, and ask them to identify their parent trees.

Start a bark craft session with a hike in mixed woods. Collect dead and down bark pieces of different colours and textures. Back at the meeting hall, create bark pictures on scrap wood.

*Scouter Al Glass is ADC Beavers, 2nd South West District, Burnaby, B.C., and a Beaver and Cub leader.*

### Badge & Star Links

Observer Badge 6, Collector Badge, Artist Badge: Black Star 2 (tie into 13 with a visit)

### THE GROWING TREE GAME from Geoff Greer

I created and used this game when the Waingunga Cubs, Chateauguay, Que., were working on Black Star. The Cubs had lots of fun with it. For each six, you need one game board and one die.

The game board is a strip of brown kraft wrapping paper (or suitable substitute) about 3.5 m long and 45 cm wide. Divide it into 12 equal parts and mark as illustrated.

The die is an 8 cm cube (we used styrofoam salvaged from a packing carton, but you can construct one from cardboard) marked as a die with numerals 1 to 6.

To play, tape game boards securely to the floor with masking tape. Ask each six to line up beside its own game board with the first player on the "Start" square. On signal, each Cub in turn rolls the die while the Cub on the board moves the appropriate number of squares and follows the directions on the square in which

Seed Planted (Start)
Good Soil & Sun Go Forward 3
Deer Eat Young Twigs; Go back 2
Forest Fire; Go Back to Start
Good Forest Management; Go Forward 3
Acid Rain Retards Growth; Miss 2 Turns
Careless Campers Damage Bark; Go Back 5
Almost Full-grown
Mature Tree (Finish)



he lands. As the first Cub finishes the board, the second moves to the start, and so on.

The object of the game is to get all the Cubs through the game board from "Seed" to "Tree". As soon as they realize they can get more moves by wasting less time between throws, the fun becomes fast and furious. Note that you do not need an exact number on the die to finish the game. It just slows down the action.

After the game, carefully roll up the game boards so that you can use them again. Try some variations, too. Make only one game board and use different objects (pine cones, acorns, etc.) as markers for different sixes. Sixes alternate in throwing the die. Or make smaller versions to use as table games with a regular size die and suitable markers. X

*Geoff Greer is APC Cubs, Quebec Council, former Akela of the Waingunga Pack, and Quebec member of the National Program Network for Wolf Cubs.*

**Star Links**  
Black Star 6



# For Scout Groups & Districts

# About the GST

from Ken Moore

Like all Canadians, your Scout group or district will pay the new 7% federal Goods and Services Tax (GST) on

almost everything you buy, from tents and badges to catering services and museum admission fees.

Ken Moore, executive director administration, Scouts Canada, answers some questions groups or districts may have about the GST. The tax, at the time of writing scheduled to take effect January 1, 1991, applies to most retail sales and will have an impact on Scouting operations across Canada.

If your group or district earns more than \$30,000 a year total revenues from taxable activities, you will have to register with the federal government and collect and remit GST on these activities. When you register, Revenue Canada will send you a registration number and an information kit complete with forms and instructions.

If, as is likely, your annual revenue from taxable activities is less than \$30,000, you are considered a small supplier. Small suppliers are *not* required to register for GST or to collect GST on goods and services they provide. They may, however, voluntarily register so that they can claim tax credits on goods or services they buy for taxable activities.

You can get detailed information on the GST and how to register from your closest Revenue Canada Excise Office (see sidebar). What we intend to do here is simply to anticipate and answer everyday questions you might have about the GST and its impact on your group or district operations.

Those of you who register may be interested to know how the GST works. It's a pretty simple formula. You collect GST on taxable items customers buy from you, then subtract GST you've paid for business purchases. You send the difference to the federal government or, if you have paid more than you collected, apply for a refund (i.e. GST collected - GST paid = GST owed to government or claimed as refund).

Some of you may have heard talk about 50% rebates for charitable organizations. Scouts Canada and most of its council operations are registered charities as defined by provisions of the Income Tax Act. Some large groups or districts may also be registered. Registered charities may claim a 50% rebate on the GST they've paid for goods and services.

If your group or district is a registered charity, you can obtain rebate filing forms from your nearest Revenue Canada

## Revenue Canada Excise Offices

Mailing Address	Local No.	Long Distance
<b>Newfoundland &amp; Labrador</b> PO Box 5500 St. John's, Nfld. A1C 5W4	772-2851	1-800-563-4950
<b>Nova Scotia</b> PO Box 1658 Halifax, N.S. B3J 2Z8	426-1975	1-800-565-9111
<b>Prince Edward Island</b> PO Box 1658 Halifax, N.S. B3J 2Z8	566-7272	1-800-565-9111
<b>New Brunswick</b> PO Box 1070 Moncton, N.B. E1C 8P2	858-3727	1-800-561-6656
<b>Quebec</b> PO Box 2117, Postal Terminal Québec, P.Q. G1K 7M9	648-4376	1-800-363-5254
PO Box 6092, Stn A Montréal, P.Q. H3C 3H3	496-1494	1-800-361-8339
<b>Ontario</b> PO Box 8257 Ottawa, Ont. K1G 3H7	990-8584	1-800-465-6160
PO Box 100, Stn Q Toronto, Ont. M4T 2L7	973-1000	1-800-461-1082
PO Box 5457 London, Ont. N6A 4L6	645-4041	1-800-265-0017
<b>Manitoba</b> PO Box 1022 Winnipeg, Man. R3C 2W2	983-4525	1-800-665-8749
<b>Saskatchewan</b> PO Box 557 Regina, Sask. S4P 3A4	780-7279	1-800-667-8886
<b>Alberta/NWT</b> PO Box 2525, Stn M Calgary, Alta. T2P 3B7	292-6990	1-800-661-3498
PO Box 2296, Main Postal Station Edmonton, Alta. T5J 4N3	448-1309	1-800-661-3498
<b>BC/Yukon</b> PO Box 82110, N. Burnaby Postal Stn Burnaby, B.C. V5C 5P2	666-4664	1-800-561-6990

**Regular Hours:** 8:00 a.m. to 5:00 p.m.



Excise Office. You will complete these forms every year. Groups that fall into this category will need to keep very complete and accurate records.

Those are some of the broader questions. Now, let's get down to the nitty gritty.

*Q: Do we have to add 7% GST to "experienced uniform" sales?*

A: No. Sales of used and donated goods (e.g. as at a garage sale or flea market) are exempt from GST.

*Q: How will the GST affect our fundraising activities?*

A: You will have to pay GST on products you buy for sale as fundraisers (e.g. chocolate bars, pen packs, candles, etc.). You **do not** have to charge GST on:

- door-to-door sales of \$5 or less per item or where your sales staff is 90% volunteer (including Scout Calendar Sales);
- booth sales (e.g. craft sales, bake sales) where your sales staff is 90% volunteer;
- street sales (e.g. Apple Day) where your sales staff is 90% volunteer;
- tickets for Scout Shows;
- entrance fees for occasional fundraising bingos, raffles, or casinos.

*Q: What effect does the GST have on fees?*

A: The GST does not apply to annual membership fees, training course fees for members, camperships, or camp and activity fees for members. Councils must charge GST for camp fees and rentals to outside organizations.

*Q: What about subscriptions for the **Leader** magazine and our local newsletter?*

A: If you buy a subscription to your newsletter or **the Leader**, you pay the GST. If the subscription fees for these publications are part of your annual membership fee, the GST is already included.

*Q: Do we have to pay GST when we buy insurance?*

A: No. The GST is not applied to insurance you might buy to cover equipment, property (your Scout Hall, for example), international travel, or to the liability and indemnity insurance that is part of Scouts Canada's national fee.

*Q: We have a Scout Hall. How will the GST affect our operating costs?*

A: You will be charged GST on utility payments, rent (if you are renting the hall), and any maintenance and repair costs (on materials and labour if you hire people to do the work). You will not pay GST on insurance, as mentioned above, or on the property taxes.

*Q: We have a small group/district office. How will the GST affect its operations?*

A: You will have to pay GST on virtually everything; equipment purchases and maintenance, postage, stationery and office supplies, telephone, etc.

*Q: Will we pay GST on products we buy at the Scout Shop?*

A: Yes

*Q: We hire a professional auditor to do our books each year. Do we have to pay the GST on the cost of this service?*

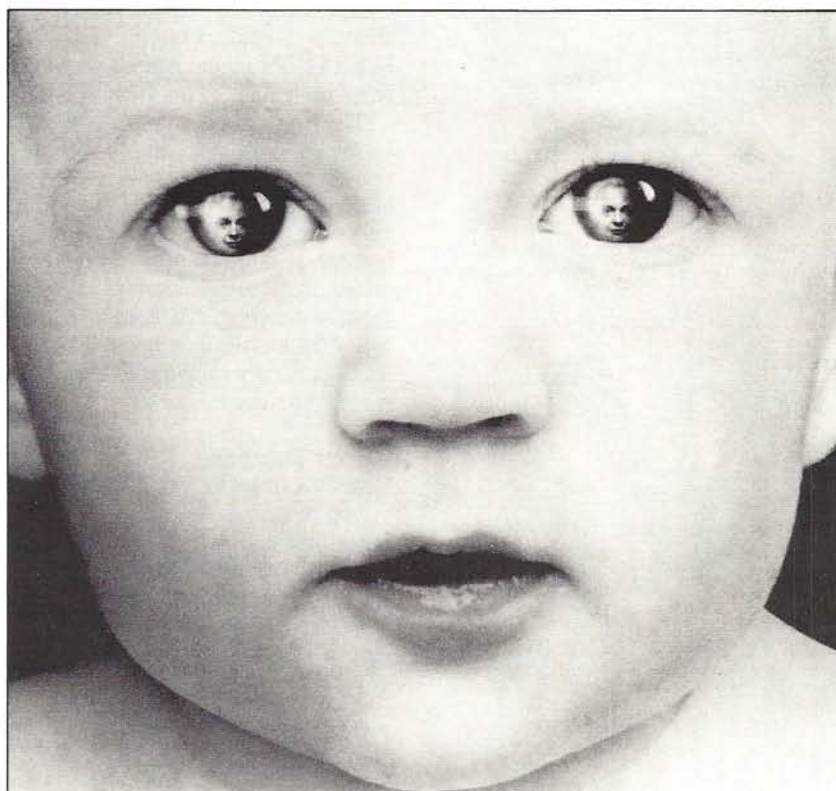
A: Yes

*Q: We have an active group. Our members go on a lot of field trips and camps.*

*When we budget for these, where should we figure in the GST?*

A: You will pay the GST on things like vehicle rentals, gas and other fuel, entrance fees, restaurant meals, and accommodations. You will not pay GST on basic groceries you buy to prepare meals at camp.

We don't guarantee we've answered all your questions about how the GST will affect your Scouting activities and operations, but we tried to cover obvious ones. If we've missed some, please write us with them (you'll find the address in the credit box on the contents page). Ken says he'll be delighted to try to answer them in a future issue. X



## Be Immortal

If you could look into the eyes of generations yet to come, you would be there.

Because immortality lies not in the things you leave behind, but in the people that your life has touched, for good or bad.

By including the Canadian Cancer Society in your will, you can have a powerful effect on those who come after you.

You see, cancer can be beaten. The survival rate for cancer patients is already over 50% in Canada.

You'll be leaving behind a legacy of life for others. And that is a beautiful way of living forever yourself.



If you or your lawyer want to know more about the Society and what we do, telephone or write the Canadian Cancer Society.

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# Fun at the Pond

by Lena Wong

February is a great month for indoor activities. This gives you and your fellow leaders an opportunity to sing some songs and read some stories with your Beavers.

We received two great songs from Cathie Lester of the 1st Glen Cairn B Beavers, Kanata, Ontario. They sound like a lot of fun and a good way to reinforce the values of the Beaver program.

The first song is a "rap", and Scouter Lester suggests that you can increase the fun by having a drummer set the beat. Make up your own actions to go with the verses or encourage the Beavers just to bounce along. Her Beavers were very enthusiastic when leaders introduced them to the song. "Although they didn't know the words, they loved the rap beat and vigorously sang the chorus with actions," Scouter Lester says.

## Beaver Rap Song

Here is a little ditty that we would like you to hear

It's about a group of Beavers and our world that is so dear

And if you know our Promise, Law and Motto that we've learned

You'll realize a full and happy life is what we yearn

*Chorus:* Because we share. That's right.  
We really care. Day or night.

We care about our God and the world he did create

And all the things around us we do appreciate

Respecting all the creatures and the plants and people, too

Taking care of our environment is what we Beavers do

*(Chorus)*

There's really lots of things to share besides a treat or toy

A skill we have, something we know, a thought or just some joy

And as we grow and learn much more, we soon do realize

There's lots more things about ourselves that we can share with "guys"

*(Chorus)*

We all work hard so we will be the best that we can be

At thinking or at doing or just knowing "who is me"

We use imagination, listen well and always try

So things that once were hard for us are now easy as pie

*(Chorus)*

But we sure know that having fun is so important too

The laughter, smiles and happy thoughts we have with people who

Do things with us that we enjoy while spending time at play

Then look forward to much more fun we'll have some other day

*(Chorus)*

We Beavers are a helpful bunch with family and with friends

Encouraging and helping, yes, on that you can depend

So now you know why we are all as proud as we can be

For we are Eager Beavers. We sure are. Yes siree.

Hurrah! (jump up with a tail slap)

Scouter Lester's second song reinforces the promise, law and motto. It's an ideal demonstration activity for Scout/Guide Week. Sing it in dam formation.

## Beaver Song

*(Tune: The More We Get Together)*

*(hold hands and sway to music)*

The Beavers are together, together, together

The Beavers are together in Colony B.

*(smile; clap twice; hug self; arms around neighbours)*

We have fun and work hard, help our family and friends

*(hold hands and sway)*

The Beavers are together, together, together

The Beavers are together in Colony B.

*(bounce to the beat in chopping position)*

We promise to love God, help take care of the world

*(hold hands and sway)*

The Beavers are together, together, together

The Beavers are together in Colony B.

*(arms out; clap twice; arms around neighbours; hand up as if holding a book)*

We're sharing and working and helping and learning





(hold hands and sway)

The Beavers are together, together,  
together

The Beavers are together in Colony B.

(jump up with tail slap)

Hurray!

Thank you very much for sharing,  
Cathie.

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#### WHY WE HAVE DAY & NIGHT

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I came across this North American Indian legend in *The Young Children's Encyclopedia* by Britannica. It's sure to fire the imaginations of your Beavers and give you a few ideas, too.

You might catch their interest before you tell the story by asking the Beavers what they think it would be like if it were night all the time; day all the time. Would they like either situation?

When you tell the story, sit around a lamp as if it were a campfire, and turn out all the other lights in the hall to recreate the night-time council scene in the story.

This happened when the earth was new, before there were any people in the world. There were only birds and animals. Rabbit walked in the forest. "There is not enough light," Rabbit said. "I cannot see where to walk. I shall use my magic to make more light."

"There is enough light," a voice said.

Rabbit looked, but it was dark and he could not see. "Who are you?" Rabbit asked.

The voice answered, "Tobota, the Owl. And there is enough light in the world."

"Owl, there might be enough light for you," Rabbit replied, "but I cannot see where to walk. I shall call a council. I shall call all the animals, and we shall see that there *is* enough light in the world."

Rabbit sent a belt made of beads to all the animals. The belt carried a message: "A council is to be held. Come." And all the animals knew what it meant.

Owl sent a similar belt to all the birds. "A council is to be held. Come." And all the birds read it.

All the animals and birds came and sat around the council fire.

"There is not enough light in the world," Rabbit said. "We must have more light."

"There *is* enough light in the world," Owl said. "We do not need more light."

Buffalo said, "You are right, Rabbit. There is not enough light in the world. There is not enough light to see where the grass is growing. There is not enough light to see where the forest begins."

Some of the animals said, "You are right, Buffalo. There is not enough light in the world." And some of the birds

said, "You are right, Buffalo. There is not enough light in the world."

But Raccoon shook his head. "You are right, Owl," he said. "There *is* enough light in the world. Our enemies cannot find us because it is dark. We are safe."

Then some of the birds and some of the animals said, "You are right, Raccoon. There *is* enough light in the world."

"I shall settle this," Rabbit said. "My magic is strong." And he began to try his powers. As fast as he could, he said, "Light Light Light Light."

"No, I shall settle this," Owl said. "My magic is stronger than yours. Night Night Night Night."

Not stopping to breathe, Rabbit said, "Light Light Light."

Not stopping to swallow, Owl said, "Night Night Night."

Buffalo warned, "Be careful, Rabbit. Do not say Owl's word, or you'll lose and we'll have night all the time."

Raccoon warned, "Be careful Owl. Be careful not to use Rabbit's word, or we'll have day all the time."

Rabbit said, "Light Light Light."

Owl said, "Night Night Night." Then his tongue slipped, and he said, "Light."

But Rabbit's tongue slipped, too, and he said, "Night."

So neither Owl nor Rabbit won. Their magic only half worked. And that is why, in the world today, we have night part of the time and day part of the time. So every creature on the earth gets his wish at least half of the time.

After you tell the story, ask some questions about why we really have day and night. You might even demonstrate the movements of the sun, moon, and earth using a lamp as the sun and balls representing the earth and the moon.

A simple story like this lends itself to dramatization. The Beavers might prepare it for a parent night. Create animal masks from half paper plates to leave mouths free for clear speech. Draw on the eye features of the various animals and glue on ears or, even, beaks.

Set the same atmosphere with the lamp as you did when you first told the story, and have the audience sit or stand in a circle around the performers.

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#### OTHER IDEAS

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For a meeting night outing during February, visit the public library and ask the Beavers to point out stories they'd like you to read to them. Make a list and tell them you will read one short story each week for the next four weeks. Choose the stories that receive the most votes.

February is a short and busy month. Before you know it, it will be March and, pretty soon, spring. Happy Beaver-ing.





# Feeding Books to Beavers

by Ben Kruser

There's a Jewish proverb that says printing letters of the alphabet on cookies helps children see learning to read as a "sweet" accomplishment. Beavers are in the early school grades and just starting to develop their reading skills. Studies have shown that we can enhance their taste for reading by providing reading opportunities, guidance and positive role modelling outside the school setting.

Colony Scouters can help Beavers develop a healthy appetite for books by including storytime activities as part of every meeting. Here are some guidelines and activity ideas to help you incorporate reading into your program.

## GUIDELINES

1. To encourage Beavers to learn to read, make reading fun and imaginative and storytime a special activity. Introduce books related to the meeting's program theme. You are the key to making reading a positive experience. Beavers will enjoy a story and the activity if you present it imaginatively and enthusiastically. And, if you like the book, chances are the Beavers will like it even more.

2. Provide a good reading environment. The actual physical setting in which you introduce children to books is important in developing their taste for reading. Make sure the Pond is quiet and that you're not in a hurry to rush on to something else after the story. Use reading not only as a learning activity but also as a way to reinforce the Beavers' feeling of security and recognition of self. Encourage them to ask questions or provide comments. Reading is an interpersonal activity, so share your thoughts and excitement, too.

3. Read storybooks to Beavers often. Storybook reading is perhaps the most important activity for developing Beaver-age children's interest in reading. Encourage them to anticipate by asking, "What will happen next?" in the story. This will help them come to understand the nature of books and support their efforts to read themselves.

4. Make Beavers familiar with the nature of books. Through reading activities, Beavers become aware that books are made up of words that have meanings, that directional flow is left to right, top to bottom, and front to back. When a book becomes a familiar object, a Beaver will be more inclined to want to use it.

5. Integrate reading with other activities so that Beavers don't see it as an isolated activity or skill. Take opportunities to read directions, labels, signs and other forms of writing to Beavers.

6. Encourage all leaders to model reading behaviour and share a love of books

with Beavers. As part of shared leadership, Beaver leaders can take turns picking out books to bring to the colony for storytime. Read either in lodges or by tails. Read material that supports the weekly program theme. This will help Beavers see that reading is not something you do only in school, but an activity you can do anywhere for personal pleasure and enjoyment.

## ACTIVITIES

A visit to the library to choose enjoyable storybooks to read at colony meetings is a great start. Your local children's librarian is often an overlooked resource person who can suggest age-appropriate stories and favourite authors. Perhaps you can even arrange a special outing to take the Beavers to a Saturday morning Children's Story Hour at the library.

Try creating your own "Big Beaver Book". Also known as the shared book experience, the Big Book introduces a storybook to children in the form of enlarged text that lets them easily see and follow the story on each page as you read it to them. A sample size for a Big Book is 32 cm x 32 cm or bigger.

Make Beavers active participants in the creation of a Big Book. You can ask them to draw their own version of illustrations from a storybook, colour outlined pictures, or cut and paste magazine pictures to create the story. If they do the activity in lodges, each lodge can then present its story to the colony. If they create their book in tail groups, each Beaver can make his own Big Book to take home for family members to read to him.

Leaders can help Beavers construct Big Books by printing large letters, providing a story or design idea, or suggesting topics. One idea is to make a Big Book with pictures of colony activities that help tell a story about Beaver adventures. Every Beaver can have his photo in the Colony Big Book.

If you use the Big Book idea and read theme and age-appropriate storybooks at colony meetings, you will informally help your Beavers develop a healthy appetite for reading. X

the **leader**

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# Scouting Pitches In

by Ben Kruser



Pitch-In Canada may be the largest and fastest growing environmental action organization in Canada. Every year, nearly 2.5 million Canadians donate \$80 million in volunteer labour through participation in about 8,000 Pitch-In Canada projects.

Scouts Canada is an active supporter of Pitch-In Canada. Its involvement ranges from local participation by sections such as the Ladysmith Beaver Colony on Vancouver Island to sitting on provincial boards of directors or advisory councils. Last year, Scouts in British Columbia, Alberta, Saskatchewan and Ontario mobilized over 1,000 groups in 336 communities to participate in local Pitch-In Canada projects.

Scouting's association with these efforts is noticed. Most recently, Alberta recognized Calgary Region Scouting for excellence in environmental training and activities, among them a Pitch-In river clean-up project. Environment Minister Ralph Klein presented the region the 1990 Alberta Environment Award for helping to improve the Bow River and environment.

Pitch-In Canada is a national, non-profit, charitable organization founded in 1967 to conduct environmental education and improvement programs with an emphasis on litter control and recycling. Last year, it initiated the Clean Beaches Campaign to promote research on the sources of waste, an Adopt-a-Beach program, and other aquatic clean-up projects across the country. As part of the 1990 campaign, Pitch-In also urged participation in local recycling programs wherever possible.

In addition to very visible effects on the environment, Pitch-In's programs offer important benefits in the form of education and personal awareness. During last year's campaign, many participants separated waste into recyclable and non-recyclable materials. It was a learning experience designed to help them make environmentally friendly choices when buying products in future, Pitch-In Canada says.

Participating in action programs such as *Pitch-In Week* also helps us realize how much waste we produce, how many products we can recycle or make from recycled material, and how much waste we improperly dispose into the environment. Young people relate favourably to this type of active and practical expo-



For Pitch-In Week 1990, the 13th Burnaby S.W. Cubs cleaned up around Lakeview Elementary School. "It was their way of saying thank you for letting them use the school gym as their meeting place," says Scouter Iqbal Lalany. The group's Beavers also "pitched in".

sure, and many of them become willing to behave differently as a result of their involvement. Young people also tend to take home the message with them to influence their parents.

Pitch-In Canada projects provide Scouting many opportunities to help young members understand environmental lessons and ethics. You can get involved by obtaining a Pitch-In Week Information Package, which includes a brochure of project suggestions, tips on getting media coverage for your event, Pitch-In Canada publicity material order form, and a poster.

Although Pitch-In Canada has sponsorship in only four provinces at present, they are trying to expand into the others. Even if you don't live in B.C., Alberta, Saskatchewan, or Ontario, you can write for the kit and use the ideas and materials on a section or group level. To obtain your 1991 Pitch-In Canada Information Package, write directly to *Pitch-In Canada*, 200 - 1676 Martin Drive, White Rock, B.C., V4A 6E7. Pitch-In Week is May 6-12, 1991. Registration deadline: April 1, 1991.

## CLEAN UP SAFELY

Safety is an important aspect of Scouting programs, and clean-up projects have their share of risks. Be aware of the types of situations your young members might encounter and find ways to minimize accidents or potential health threats. Here are a few tips.

## Pre-project Planning

1. Look over the proposed clean-up site and assess it for risks. Is it along a busy highway? What possible accidents could occur? What can you do to make sure they don't?

2. What types of garbage can you expect to see? Should you aim for total clean-up or target certain types of refuse?

3. Prepare a list of equipment your members will need for the clean-up and go over it with them and their parents. For picking up garbage, wear sturdy gloves (leather or rubber) and footwear, long pants, and a long-sleeved shirt to protect against cuts from rusty cans and glass. Proper clothing will also minimize health risks associated with cast-off wastes such as pesticide cans, tampon containers, oil jugs, used condoms, and syringes. Wear bright, reflective clothing to announce your presence. Reflective vests and neon outerwear are great.

4. Ensure you have enough adult supervision. So that adults can screen what they will pick up, have Beavers work individually with parent or guardian or in closely supervised lodges. Use similar arrangements with Cubs, Brief Scouts, Venturers and Rovers on what to avoid or watch for.

5. Know what to do with the garbage after you've collected it.

## During the Project

1. Closely supervise the clean-up; how it's going, types of garbage members are finding, problems they are meeting.

2. Make sure young members know to ask an adult first if they are at all unsure about how safe it is to pick up something.

3. Carry a first aid kit and promptly treat any cuts or abrasions.

4. Provide facilities or other means for members to wash their hands before breaking for meals.

The days of just going out to pick up garbage are over. With heightened awareness of the importance of cleaning up the environment and the associated health risks, we need to place emphasis on doing these projects safely. X



# 5 Star Cub Awards: Who Really Benefits?

by Ben Kruser

In all parts of Canada, you'll find some packs who present an award to recognize Cubs who have earned five stars. Scout Shops regularly receive requests to supply this award. A look through the last 10 years of National Council Program Forum minutes shows that the idea of introducing a 5 Star Award into the Wolf Cub program has been discussed several times and rejected each time.

Why all the fuss? How does such an award relate to the Cub program? What impact does it have on Cubs? Why is it so important to some leaders?

## IS IT AGE APPROPRIATE?

To start, let's look at Cub age children. We know children develop in general identifiable stages. Five to 7 year olds share very similar characteristics, so the Beaver program is designed for this age group. Likewise, 8-10 year olds form a developmental stage, and the Cub program is designed to meet the needs of these children. What are some of the key growth and developmental characteristics of Cubs?

Children below age 10 are termed "morally dependant learners". Yet to set their values, they are learning the differences between right and wrong and slowly solidifying their attitudes and beliefs about their world.

Cubs establish their values in a number of ways. Learning by repetition is very important. Routines such as repeating the Cub law and promise help instill positive values.

Central to the Cub program is the Grand Howl with its emphasis on the Cub motto, "Do Your Best". Unlike Beavers, who are learning to relate socially through "sharing, sharing, sharing", Cubs have a highly developed sense of personal industry. They want to try new things and be involved in many projects. The idea of "doing your best" gives them flexibility to fail, a natural part of learning, provided they put their best effort into the activity.

Cubs also learn by watching adult behaviour and reacting to any inconsistency. Most leaders are aware of Cubs' acute

need for fairness when it comes to enforcing rules in a pack game. When you tell a Cub to "do your best", you also tell him that effort in trying is more important than being the winner. This leads to trust, but Cubs quickly learn not to trust if they sense you are saying one thing (do your best) and doing another (giving all the recognition to the guy who wins).

Cubbing is a stepping stone in a child's development. Beavers learn to play cooperatively and develop social skills. This helps them progress to Cubs, where "doing your best" provides them positive incentive to take on projects and learn new skills. As they enter Scouts, children's values are more formalized. Eleven and 12 year olds can cope with a more sophisticated program based on rank earned through required badges.

## STARS, BADGES & CUBS

A 5 Star Cub award presented in a manner similar to a mini Chief Scout's Award is inappropriate for Cubs. There is no doubt that Cubs who receive this award get a big boost in self-esteem. But what message do you send to the Cubs who did their best to earn four stars or one star or simply to make it to regular meetings? The Cub from a family that provides only limited support for badge work learns a lesson about adult hypocrisy. "Do Your Best" only gets adult recognition when translated as "Be the Best".

Cubs who recognize they will be unable to perform to a leader's expectations by earning five stars find a simple answer; leave the situation before you are humiliated. Scouting surveys on retention show that most Cubs do not drop out between their last year of Cubs and the first year of Scouts, but between their second and third year of Cubs.

One reason they drop out at this stage is boring repetitive programming. I propose another: a Cub's sense of trust and fairness are abused when he sees that only the "elite" of the pack receive recognition, and his efforts to do his best really don't count.

*The Cub program does not require members to earn badges or stars. The*

award scheme simply gives Cubs incentives to do their best as they try a variety of activities. Unfortunately, many leaders operate by developing a program around badges and stars rather than looking first at the Cubs' interests and working in award elements that can support good effort as they pursue those interests. (Read *Exciting Cub Programs Build Themselves*, by Geoff Greer, Aug/Sept'90).

## WHY ALL THE FUSS?

Where does it come from, this desire to have a 5 Star Cub award? There are several sources. One is historical, going back to when Cubs only had two stars to earn in three years. They put these into the vent holes of the cap to serve as "eyes". One star meant the Cub had "one eye open" and two stars meant "two eyes open".

Changes in the program made over 20 years ago added more stars to give greater opportunity for program flexibility. As a result, however, many leaders are now knocking themselves and their packs silly trying to cram five stars into three years.

The number of badges a pack earns is sometimes inappropriately used to judge quality control. More badges mean a better program, right? Perhaps. The types and numbers of badges and stars Cubs earn provide a quantitative measure of program variety over a long period. But if earning badges is the key to retaining Cubs, why do they continue to leave the program?

What badges don't show is quality of experience. A Cub can have a rotten time at camp because of poor program planning and still get his Woodsman Badge. In a quality program, caring leaders actively involve their Cubs in planning activities that meet the Cubs' interests and needs. The aim of Cubbing is to help children develop at an age-appropriate pace, not to hurry them to grow up or put them in a race to earn stars and badges.

Another source of the 5 Star award push is adult desire for recognition. It is no secret that Troop Scouters derive a certain amount of prestige and ego satisfaction when their Scouts attain their Chief Scout's Award. And why not? As a Troop Scouter with three holders of that honour, I worked hard to provide a program that provided opportunities to meet required badges. Handing a Scout his Chief Scout's Award crest gave me a tangible message that I'd helped a child achieve his goals.

Cub leaders also need to know they've helped a child grow and develop, but they work with a different age group.



Although the award scheme for Scouts is not appropriate for Cubs, Cub leaders still need a sign that they have done a good job.

#### HEALTHY ALTERNATIVES

And what about the Cub who actually did his best to earn five stars and, for that matter, all his proficiency badges? How do we recognize his effort? Let's look at some options.

When Cubs are getting ready to leave the pack, recognize them for doing their best. If you need to recognize the number of stars they've earned, first recognize where the need is coming from.

Make presentations in a way that shows fairness: that is, a Cub who earned X number of stars and badges is equal to a Cub who earned Y number. The first and second year Cubs who observe the ceremony will receive a clear message: "Akela's recognition that you've done your best is what's important, not the sheer number of stars."

Another option is to present a certificate that highlights a Cub's best efforts over the years. In the eyes of Scouting, every Cub who has learned to do his best is an all-round Cub. Experience shows



"FIRST, CONGRATULATIONS ON GAINING ANOTHER PROFICIENCY BADGE..... AND SECOND..... COULD YOU ASK YOUR MOTHER TO SEW THEM CLOSER TOGETHER IN FUTURE."

this is the most desirable form of recognition from leaders.

For example, at a Cub camp I operated, we handed out the badges Cubs had earned, but the highlight of closing ceremonies was our presentation of personal effort certificates. To prepare these, the summer leaders discussed each child and picked a characteristic they felt he had worked hard at during the week.

They recognized the most unruly Cub for something good, even if it was "consistency in behaviour". The certificate stressed the positive and supported the motto "Do Your Best".

Shortly after one ceremony, I received a call from a Cub mother. She had seen her son's certificate recognizing him for a particular skill. Unknown to the camp leaders, this Cub had a learning disability. It seems that, all his life, teachers and other adults had told him he would never do well in this skill. His camp certificate was the first time anyone had ever recognized his own best effort unmeasured against adult expectations. The Cub was delighted that, finally, someone appreciated how hard he was trying. Talk about rewards — for everyone.

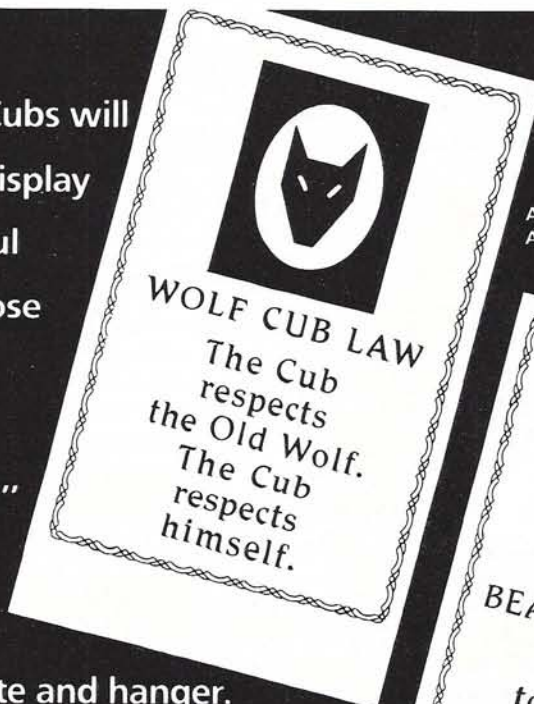
Leaders need the same kind of recognition from their peers. The two most common sayings in Scouting are, "I joined for the Cubs" and "I quit because no one said thank you". After the pack has recognized a Cub's best efforts in preparing for Scouts, take time to recognize the best efforts of the leaders who planned and ran the program. Show them you appreciate their "doing their best" with a pat on the back, an appreciation certificate from the pack, and a Grand Howl. X

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## Award Requirement Updates

# Citizen Award; The Chief Scout's Award

by Robb Baker

After 18 months of consultation and testing across the country, Scouts Canada has updated the requirements for the Citizen and Conservation Achievement Awards. The World Conservation Badge will stand alone and no longer be earned automatically with the Gold level Conservation Badge. The requirements for the Chief Scout's Award have also been adjusted.

The new requirements for the Conservation Achievement Award and World Conservation Badge will appear in the March **Leader**. This issue includes the new requirements for the Citizen Achievement Award and the Chief Scout's Award.

Scouts who start work on the initial level of the Citizen Award and Pathfinder Scouts who start work towards the Chief Scout's Award in September 1991 must use the new requirements. Those who are already part way through the process may continue. For Scouts working on existing badge requirements, there will be a maximum two year transition period, except in the case of the Chief Scout's Award. By the beginning of September 1993, all Scouts will be working on the new badges.



### CITIZEN ACHIEVEMENT AWARD

#### Bronze Stage

- 1.(a) Know the history of and describe or draw the flags Canada has used through history.
- (b) Know how to use and care for the flag of Canada.
- (c) Demonstrate how to hoist and break the flag of Canada and, with your patrol, plan and carry out a flag ceremony (for example, flag break and lowering).
- (d) Describe or draw the flag of the Scout section.

- 2.(a) Be able to give directions from a street or road map of your community, using the principal points of the compass.

- (b) Be able to direct someone to the major features of your community. These might include government buildings, fire and police stations, hospitals, places of worship, schools, main highways, airport, railroad station, and bus terminal.

3. With members of your patrol, do one of the following:

- (a) Visit your local seat of government, such as city, county, or township building, if possible while a meeting is being held.

- (b) Explain how essential services are provided for your community — for example, water treatment plant, sewage disposal plant, power station, police or fire station — and visit at least one of them.

4. Learn about and describe your provincial or territorial flower and flag.

- 5.(a) Discuss with your Scout Leader daily good turns and how they can help you to live up to the Scout Promise and Law in your home, patrol, and troop.

- (b) With your patrol, discuss your rights and responsibilities in your patrol, family, and friendships.

- (c) With your patrol, discuss the effects that the use of tobacco, alcohol, and other drugs have on the mind and body.

6. While earning this badge, spend at least four hours working for your community.

#### Silver Stage

1. Be able to identify the United Nations flag, World Scout flag, and the flags of the Canadian provinces and territories.

- 2.(a) Know your province's basic highway safety rules for pedestrians and cyclists.

- (b) Tell how to report a fire, report an automobile accident, and call an ambulance.

3. Meet with a government official to discuss the duties of an elected representative or the function of at least one government department.

4. With members of your patrol, do one of the following:

- (a) Find out how the judicial system in your province or territory works, if possible through visiting a courthouse or meeting a member of the legal profession.

- (b) Invite a member of a service club or similar non-governmental organization (for example, Rotary or Red Cross) to meet with your patrol to discuss the work of his/her organization.

- 5.(a) With your Scout Leader, discuss ways in which you can live up to your Scout Promise and Law by helping others in your community.

- (b) With your patrol, discuss your responsibilities and rights within your community.

- (c) Know what effects the use of tobacco, alcohol, and other drugs have on the mind and body.

6. While earning this badge, spend at least six hours working for your community.

#### Gold Stage

1. Teach a Scout at the Bronze level how to use and take care of the Canadian flag, including how to break and lower it.

2. Tell how to do the following in your community:

- (a) report damage or need for repairs to roads and bridges;

- (b) report damage to electrical power, gas, sewage, and water supply systems;

- (c) report a spill of hazardous material;

- (d) report a contagious disease;

- (e) report a rabid animal;

- (f) obtain a building permit; and

- (g) report suspected water contamination at camp.

3. Explain the following to show that you understand how the Government of Canada works:



- (a) the role of the Queen, Governor General, and Lieutenant Governors;
- (b) the cabinet system of responsible government;
- (c) the general functions or powers of the federal, provincial, and local governments;
- (d) the role of civil servants; and
- (e) the role of political parties.

4. With members of your patrol, do one of the following:

- (a) Visit a historic site and explain its importance in Canada's history.
- (b) Visit an industrial plant, business, or educational centre and, during your visit, find out about the types of jobs or careers that are available.
- (c) Report on the history, growth, and present role of one of the following:
  - i) Royal Canadian Mounted Police
  - ii) Canadian Armed Forces, or
  - iii) Supreme Court of Canada

5. Find out about the similarities and differences between the lifestyle of another geographic region or culture and yours. Present your findings in an interesting way to a group of Scouts or adults after doing either (a) or (b).

- (a) Communicate with a Scout or youth from another geographic region of Canada or the world at least three times over at least six months. Your communication media could include: letter, telephone, facsimile, short wave radio, computer, etc.
- (b) Participate in a Home Hospitality exchange program or similar activity with a Scout or youth from another culture for a minimum of six days and four nights. You may do this over two weekends in your own community or as part of a larger activity such as a jamboree.

6.(a) Tell your patrol and Scout Leader how you are living up to the Scout Promise and Law.

(b) With your patrol, discuss your responsibilities and rights as a Canadian citizen.

(c) Help another Scout complete the Bronze Citizen Achievement Badge requirements in 5c.

7. While earning this badge, spend at least ten hours working for your community.



#### THE CHIEF SCOUT'S AWARD

The Chief Scout's Award was created in September 1973 by Governor General Roland Michener, who was then Chief Scout of Canada. You will receive the award when you complete the following requirements.

- 1. Earn the Pathfinder Award
- 2. Earn the World Conservation Badge
- 3. Investigate Scouts Canada's involvement in World Scouting. Present your findings in an interesting way to your patrol, troop, or an adult group. Your presentation should include information on:
  - (a) Scouts Canada's involvement with:
    - the Canadian Scout Brotherhood Fund

- World Jamborees
- the Canadian International Development Agency (CIDA).

(b) The purpose and location of the World Scouting bureau

(c) The current World Scouting membership and how Canada's membership compares to that of other countries.

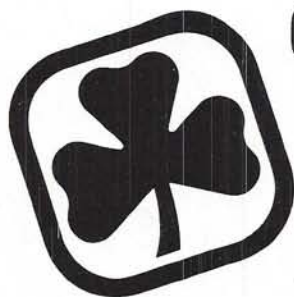
4. Be active in your troop for one year. This requirement is evaluated by your fellow Scouts and your Troop Scouter.

5. Meet with an adult from another agency or community group and discuss what improvements could be made in the community. Determine how you might become involved in bringing about some of those improvements.

6. Satisfactorily provide leadership to others while carrying out one or more service projects totalling 30 hours of voluntary service to your community. These hours are in addition to the hours required for the Citizen Achievement Badge. If at all possible, provide this service outside of Scouting. Where appropriate, the hours could relate to the community improvement ideas in requirement #5.

The Chief Scout's Award will be presented to you when you have completed these six requirements as judged by your fellow Scouts, Troop Scouter, and Scout Counsellors. A certificate signed by the Chief Scout of Canada will be presented to you at a public ceremony.

You continue to wear the Chief Scout's Award as a Venturer. If you have not completed all of the requirements for the Chief Scout's Award before you join a Venturer Company, you have three months in which to complete them. X



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# CANADIAN GUIDER



## CROSS-COUNTRY PHOTOS



**MEETING THE CHIEF:** A full contingent of Yellowknife Scouts and Guides turned out to meet His Excellency, the Right Honorable Ray Hnatyshyn, Governor General of Canada and Chief Scout, during his visit to the Northwest Territories' legislative assembly last summer. Scouts and Guides also formed an honour guard, says Scouter Byron Hynes, who reports the Chief Scout took time to wade into the crowd to talk with young members and their leaders.



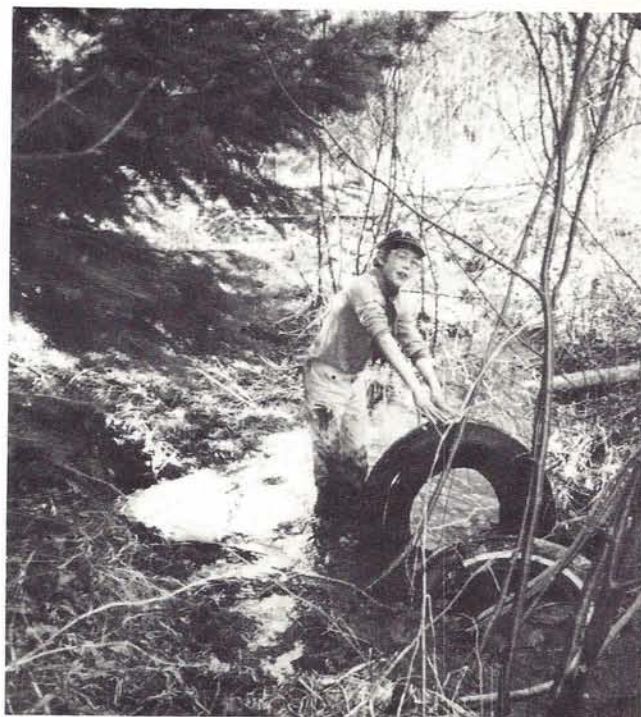
**ALMOST READY:** The 1st Vulcan Beavers, Alta., watch special guest Murray Small Legs put up a tipi for a special fall meeting. Murray and Ida Hunt from Head Smashed in Buffalo Jump Interpretive Centre introduced the Beavers to native culture, showing samples of buffalo bone, sinew and hide made into bows and arrows, nets, bowls, and spoons. Everyone enjoyed the experience, says Rainbow Theresa Henderson.



**HARD AT WORK:** 1st Cloverdale Cubs and Beavers each planted more than 10 Trees for Canada at Tynehead Park, Surrey, B.C., in May, says Rainbow Cheryl Read. Be part of Dig Day 1991.



**A WINNER:** Scout Fraser Sakowski, Cudworth, Sask., shows his "global warming" poster, winner of a student poster contest for the "Environment and the Economy" conference held in Regina in September. "My poster shows all the really bad things we do that destroy the environment and the things we are doing right now that are helping it," Fraser says. "It also shows that our ozone layer is disappearing faster than ever. I hope all of you out there are taking care of our world." ▼



**JUNK POLLUTION:** It started in a thunderstorm and ended with a snow storm, but the 1st Stephenson Cubs' spring camp at Pitman's Bay Scout Camp in Ontario had one sunny day when the Cubs cleaned up the creek, says Akela Sandy Inkster. The junk they hauled out is strong evidence it badly needed their help.



# National Council Update

by Reg Roberts

Regular readers of this biannual update know that the various meetings associated with National Council generate a great many reports, most routine but essential to the effective operation of a 270,000 member organization. There are, however, fascinating highlights and interesting observations to share.

The report of the 32nd World Conference held in Paris last July noted a reminder from South Africa Scouting: in 1978, it presented a declaration that it had become a true brotherhood without barriers because of colour, class, or creed; in 1985, the organization reaffirmed its unequivocal opposition to apartheid.

The Paris Conference also witnessed the return of Hungary and Czechoslovakia, both 1932 founding members. Guest delegations from Bulgaria, East Germany, Poland, Romania, and Yugoslavia took in the meetings as well, and served notice that they also will seek re-admittance to World Scouting.

From Paris, we go to Rankin Inlet, NWT, and a report that a co-educational group of more than 100 young people in all sections is flourishing. In Fort Smith, NWT, a Venturer company does daily chores for a frail elderly couple, enabling them to stay in their house at the edge of town. Nearly all 25 of the mainly Inuit, Dene, and Métis members of the NWT Legislative Assembly have had some Scouting experience.

In congratulating our thousands of volunteer leaders, National Council noted that many occupy more than one Scouting position and pointed out it is perhaps time to look at the "one person, one job" concept. It also reported that 50,000 young people missed Scouting opportunities last year because of a lack of leaders and meeting places.

The report from last summer's National Rover Conference contained a recommendation to hold a National Service Moot in conjunction with CJ93. Rovers, what do you think of the idea? Still on CJ93, plans are underway for a great event. Will your Scouts and Venturers be ready? Start now.

Trees for Canada continues to raise money for the Scout Brotherhood Fund. At the meeting, Alberta, P.E.I., Newfoundland, B.C./Yukon, and Nova Scotia presented cheques totalling \$47,000!

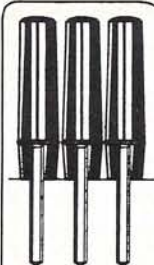
Did you know that Canadian Scouting makes the largest contribution to the World Scout Foundation? Neither did I, but it is true. Our help does a great deal to support the World Scouting operation.

Scouter Fred Fink, Scouting Commissioner in Peru, sent a report. An annual Scout crest auction is one of the ways Scouting in his country is financed, he reminds us. If you have badges or crests you can spare for this good cause, drop them in the mail to me at the national office. I'll send them on to Fred.

Attention Troop Scouters: *Patrol Corner* (p.26) this month and next (March '91) will spell out the new requirements for the Chief Scout's Award, Citizen Achievement Badge, Conservation Achievement Badge, and World Conservation Badge. Scouts currently working on these awards will continue under the old guidelines; those who start work on any one of them in September 1991 must satisfy the revised requirements.

And that's it for this time, except to wish you continued good Scouting. X

THE LEADER, FEBRUARY 1991



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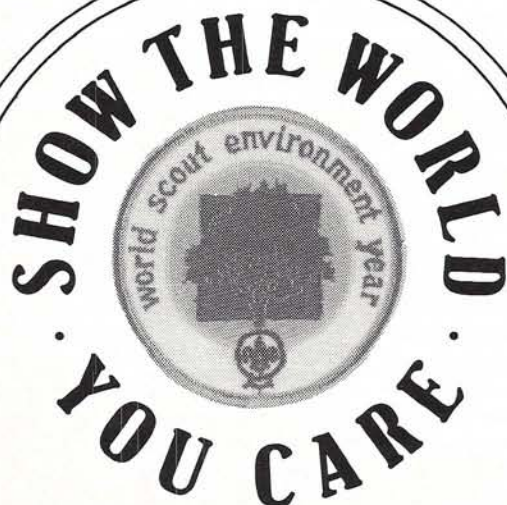
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## SUPPLY NEWS

# Mid-East Crisis Affects Prices

by Jim Mackie

In the manufacture of plastic and nylon, one of the base products is resin, which is derived from oil. Increases in the price of crude oil because of the middle east situation has boosted the cost of plastic and nylon by as much as 18% in some cases. More increases are forecast for the near future. Unless the situation changes, many of Supply Services' products will be affected. Although we will do our best to hold the prices in the 1990-91 catalogue, higher prices are inevitable.

Fortunately, all materials for the initial production of the new uniform were purchased before the crisis began to affect the price of synthetic fibres. The price per metre for future purchases of materials will almost certainly be higher.

Because of gasoline price increases, Supply Services has already had to face higher shipping charges, both from suppliers and to Shops and dealers. So far, we have been able to absorb the extra costs. We will keep your local Scout Shop or dealer aware of the situation and provide full information on any price changes we may need to make.

**DRESS BELT:** In Nov. '90, we introduced the new business and casual dress for leaders, group committee members, Service Scouters, trainers, executive staff, and council members, but didn't mention a men's belt. We are pleased to announce that, in the near future, we will offer an all-new navy blue leather dress belt (#33-259, \$19.95) with removable gold and silver plated buckle featuring a stylized Canadian Flag Maple Leaf and Scout Arrowhead.

**BLAZER BUTTONS:** In answer to many requests, we will introduce custom gold buttons for the business and casual dress blazer. As with the new belt and the tie tac, they will feature the maple leaf and arrowhead. Watch for information on price and availability in a future column.

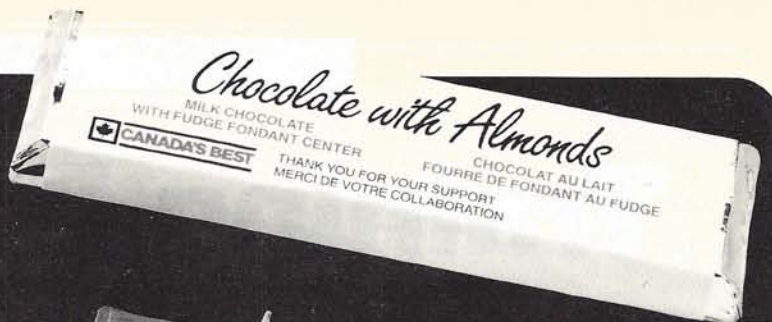
**75TH ANNIVERSARY CREST:** A reminder that the Wolf Cub section arrived in Canada 75 years ago and, to mark the occasion, Supply Services produced an attractive commemorative crest (#06-905, \$1.40). In the shape of a Wolf Head with green background, gold border, and red and gold lettering, it features the numerals 75 in gold and silver Mylar.

Why not plan a Wolf Cub Birthday Party, invite back as many former pack members as you can locate to help you celebrate this important anniversary, and present every participant a 75th Anniversary crest?

**MODEL AIRPLANE KIT:** In the fall, we introduced the all-new model airplane kit, an ideal craft project for Cubs and Scouts with the potential for plenty of fun. The kit (#71-108, \$9.95) contains material to build one propeller aircraft and two gliders suited for flying indoors and out. It comes complete with three sets of plans, balsa wood, decals, propeller, and elastic band. In the near future, Supply Services will have an instructional video that gives a number of building and flying tips. We will distribute it to Scout Shops across the country, where it will be available for individual packs and troops to view. ✕



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# Training Refresher

by Rob Stewart

Experienced trainers will not find anything new here, but these few training tips will give you an opportunity to review your skills and knowledge and perhaps pick up a few ideas.

**Planning:** Whatever the innovations in training, the need for a lesson plan remains a constant. The general rule is that you need about three hours of planning for each hour of training. Good planning gives you the flexibility to deal with your subject matter and to react to unexpected questions or situations.

At the beginning of the plan, state the objectives and describe what you will cover and how. The middle includes all the subjects you need to cover to accomplish the objectives, outlined in logical sequence from beginning to end. The conclusion summarizes the key points you covered in the presentation. In other words, a program plan follows the old saying, "Tell them what you are going to

tell them; tell them; and then tell them what you told them."

Tom Goad, author of the handbook *Delivering Effective Training*, offers a number of points to consider.

1. Rehearse until you are confident that you are ready.
2. Anticipate learner questions and difficulties.
3. Make sure that the room and all the resources you will need are available and ready.
4. Check out all audio visual materials.
5. Go back to source materials (text, experts, etc.) to review any areas where you are uncertain.
6. Mentally walk through the session from beginning to end, picturing in your mind everything that you expect to happen.
7. Add time to each element of the session to make sure that you have allocated enough time for everything and, conversely, that you have enough material to fill the time allocated.

**Lecture:** Much of our training is designed to suggest an opening lecture. Have you ever wondered if you are speaking too slowly or quickly? Here is a way to calculate your speaking rate.

Choose a short article from a magazine or newspaper and read it aloud while someone times you; count the number of words in the article and divide that number by the time it took to read it (e.g. 500 words in 3 minutes and 15 seconds:  $500 \div 3.25 = 153$ ).

Hugh Phillips, a training consultant from Edmonton, suggests a range of 130 to 165 words a minute, but doesn't recommend maintaining a constant rate. Vary the pace and aim for an average rate within the suggested range.

**Discussion Groups:** The use of discussion groups is a popular training method. The standard process is to give a group a task and ask them to come back with results. We often await their results with minimal intervention. We have no way to ensure that all group members, shy ones as well as dominant personalities, have opportunities to participate in group decisions.

Last summer, I worked with a training team that used a slightly different approach. Try it for a change. At some point shortly after the group begins to work

together (e.g. 15 minutes), stop them and ask:

1. How pleased are you with the way group members are working together on this assignment?
2. What can you do differently to improve your group's work?

Ask them to begin again and then stop them once more after a suitable time period to ask:

1. How satisfied are you with the way your group is sharing ideas?
2. Is your group making good use of your members' resources?
3. In view of your answers, will you do anything different in the final stage of completing this task?

I can hear some of you saying, "Why not leave them alone to do the job?" The intervention method has benefits. It gives group members a chance to react during rather than after the task and enables them to adjust their process so that everyone participates.

**Overheads:** My early trainer training taught me to set up the overhead projector in the middle of my presentation area with the screen centred on the front wall. Most training textbooks now suggest you set up the screen in one of the front corners of the room. Put the projector on a low table below the normal viewing plane of the participants. It gives all of them a better view and enables them to see the whole screen without peering around the machine.

Here's a procedure I go through to prepare for a session using an overhead projector.

1. Develop overheads people can read easily from the back of the room. Generally, those prepared by photocopying a book page are very difficult to read. I usually avoid them.
2. Keep all overhead visuals in order.
3. Walk through the session to make sure you feel comfortable moving between the overhead and lecturn, etc.
4. Check the order of the visuals one more time just before the presentation.

We have plenty of excellent trainers out there; I've seen you in action! We'd be delighted if you would share some of your secrets and ideas so that we can incorporate them in future articles. X

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# Thoughts about Banquets

by Warren McMeekin

**banquet** (bang'kwit) n. a sumptuous entertainment or feast with speeches, often held to promote something

**banquette** (bank ket) n. a bank running along the inside of a parapet, on which soldiers stand to fire upon the enemy (*parapet: a wall breast high; a rampart to protect troops from enemy fire*)

It's funny to connect banquets and banquettes but, when I think of all the banquets I've attended as a boy and an adult, one really stands out. It was my first. I was a Cub and went with my father.

I remember the head table and think of it as the parapet. It was breast high, to me at least, and the people who sat there all made some kind of speech. There were presentations of some kind and lots of clapping of hands, but I didn't really understand what was going on, until my leader was called up to receive a long service medal.

"What is that?" I remember asking my best buddy, but he didn't know either. Our leader finally explained later when we asked him.

So why "banquette"? It just seemed peculiar that here was this banquet for more

than 100 people, and it seemed there were two sides set up: the head table (mainly group committee), leaders and the sponsor; and this other group called "parents".

Now, I know the parents were not referred to as the enemy, but that scene has stuck with me for a long time. And it brings to mind a question: should there be a head table at the parents' banquet?

Tradition usually puts a head table at all banquets, including weddings and other big functions. Don't you find them cold and unappealing as, with a hundred or so pairs of other eyes, you scan the ceiling or walls for other things to look at?

Maybe that's not fair to say of all banquets. But let's face it; speeches can be very boring, unless the person is a skilled speaker. And it takes a very special speaker to meet the challenge of talking to the younger members of the crowd.

Where does that leave you in your organizing for your next banquet? Let me try to list some basic questions to ask while you are planning.

1. Is a banquet what your group really wants?
2. Do you have the space to hold one?

3. Should you invite the Girl Guides to participate? (definitely)

4. What should you have to eat? (Think about cultures, diets, and the kinds of foods kids like.)

5. Who will prepare the food? Dads? Moms? MacDonalds? (I hope not.)

6. Is a head table necessary, or can VIPs sit anywhere?

7. Will you involve parents in the program?

8. Who will plan the program? The youth members?

9. Will uniform be worn. Does everyone have a full uniform?

Here's a sample banquet timetable you might also like to consider.

4:00 pm	Setup: tables, displays, food (catered or prepared)
6:00 pm	Parents and kids arrive; view displays
6:30 pm	Banquet begins; call everyone to table
6:35 pm	Welcome to all
6:37 pm	Suitable opening; let's eat!
7:15-7:30	Program begins

Remember, parents want to see what their children have been doing in Scouting. Believe it or not, home videos or slides are usually a favourite at these gatherings. Try not to make the program too difficult or long. Keep the whole thing to about two hours.

Do you have a particularly unusual or successful banquet program to share? Send a copy to **the Leader** so that we can pass along your good ideas.

Banquets can be simple and fun. Please remember to include the parents. They want to be on the parapet, too.  $\wedge$

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## Scouting's Legacy

If education is what is left in people after they have forgotten all they have learned, Scouting is one of the great educational forces of the modern world.

How many old Scouts can tie a rolling hitch? How many can, with only two matches, light a fire using natural materials, or signal semaphore? Very few, I expect. But a great many old Scouts still cherish a code of conduct, a culture, a system of values for which their fellows praise them as "good Scouts".

— *excerpted from South Africa Scouting's Veld Lore.*

### How B.-P. Saw Scouting

Scouting is not a thing which can be taught by wording it in public speeches nor by defining it in print. What this spirit is can only be understood by outsiders when they see it ruling the thoughts and actions of each member of our brotherhood. That it is brotherhood — a scheme which in practice disregards difference of class, creed, country, and colour through the undefinable spirit that pervades it....

Now these, you will say, are things that you know already and don't need to be told.... But what I want is that you should pass them on to those who don't know them ... by (your) personal leadership and example ... and not by ... mere instruction.

— *Addressed to Scoutmasters, July 1920*

Scouter's 5 Minutes, p.661

Feb.'91

## Wolf Cubs to the Rescue

Try this audience participation tale adapted from material presented at a Circle 10 Council Pow-Wow, BSA, as a fun addition to environmental theme programming and projects with Cubs. Have the whole group make the appropriate sounds and actions when they hear the key words.

*Water:* Blub, blub, blub

*Fish:* Glug, glug, glug

*Fishermen:* It was *that* big! (show how big)

*Air:* Blowing sounds

*Trees:* Swish, swish

*Pollution:* Grrrrrrrrrr!

*Car(s):* Varoom, Varoom!

*Scum:* Bubble, bubble

*Bottles:* Crash, crash

*Cans:* Clank, clank

*Garbage:* Yucky, yucky

*Wolf Cubs/Cubs:* We'll Do Our Best

Once upon a time on this beautiful earth, there was a flowing river of cool blue *water*. The *water* was filled with small blue *fish* and large silver *fish*. *Fishermen* spent hours on the shores of the lovely cool *water* catching *fish* of all sizes.

The *air* by the *water* was clean and pure. Alongside the river stood tall shade *trees* that danced in the wind. The *water* was good for drinking and the *air* was good for breathing. *Pollution* was just a bad word.

Skits, p.149

Feb.'91

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One day, beside the beautiful body of water with its big fish and little fish, its large green trees and pure air, someone in a car carelessly tossed a small lighted match out the window. Fire raged. It destroyed most of the trees and fouled the pure air with smoke and soot.

Not long after, slimy scum appeared in the water. More people in cars tossed out bottles and cans and gum wrappers and all kinds of garbage. The water was soon filled with garbage and scum. The fish began to die. The fishermen were sad to see pollution destroy the water, the air, and the few green trees that were left. Most of all, they were sad because people were careless.

But never fear. The (your pack's name) Wolf Cubs appeared on the scene. They were shocked by what they found and went to work. The Cubs cleaned up the river banks and the water. They planted small green trees. They posted signs saying, "Please do not throw your garbage around: help keep the water clean." It made people start to do some serious thinking about pollution. Some of them even stopped driving their cars along the river and rode their bikes instead.

In a few years, the Wolf Cubs were able to enjoy the flowing water again. The tall green trees danced in the wind, the air became pure, the scum in the water disappeared, and the fish returned to the clean water. Everyone was happy: the Wolf Cubs, the people in cars and on bikes, the birds that nested in the green trees and flew through the clean air, the fish and, most of all, the fishermen!

**Help!** Once again, our Skits file is flat as a pancake. Please take a few minutes to share your favourites or tell us about ideas you've used to inspire skit creation. We need your help to keep us going.

Skits, p.150

### We Rejoice

We rejoice in this fair world; in the unfolding splendor of each morning; in the radiance of high noon; in the soft shadows of evening; in the mystic meanings of the night:

In nature's wealth of beauty, we rejoice.

*Man did not weave the web of life. He is merely a strand in it. Whatever he does to the web, he does to himself.* (West Coast Indian Legend)

### The Dirty Facts about Canada

- ☐ More than a third of our household garbage is paper.
- ☐ 30% of our household garbage is made up of leaves and kitchen scraps that we could compost.
- ☐ Together, we generate eight million tonnes of hazardous waste a year.
- ☐ The average household produces 35 L of toxic waste a year.
- ☐ On average, each of us tosses out 620 kg of garbage a year.
- ☐ In a year, each of us uses an average 95,000 L water, 2,000 L gasoline, and 193 kg paper.
- ☐ Together we throw out 24 million tires, 175 million spray cans, 300 million litres motor oil, and 250,000 tonnes of soiled diapers in a year.
- ☐ Across the country, we take home nearly three billion plastic bags from grocery stores every year.
- ☐ In our lifetime, each of us throws out an average 10,000 bottles and 17,500 cans.

*No snowflake in an avalanche ever feels responsible.*

Scouter's 5 Minutes, p.662

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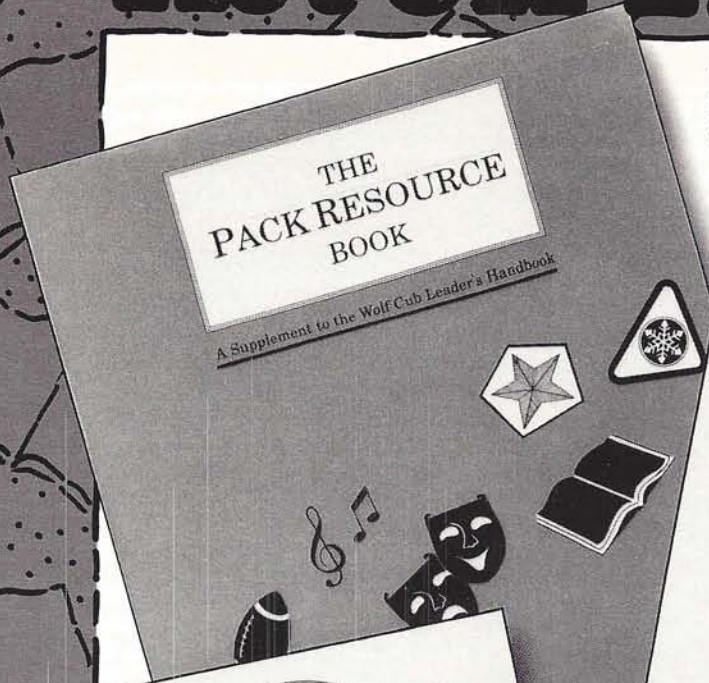
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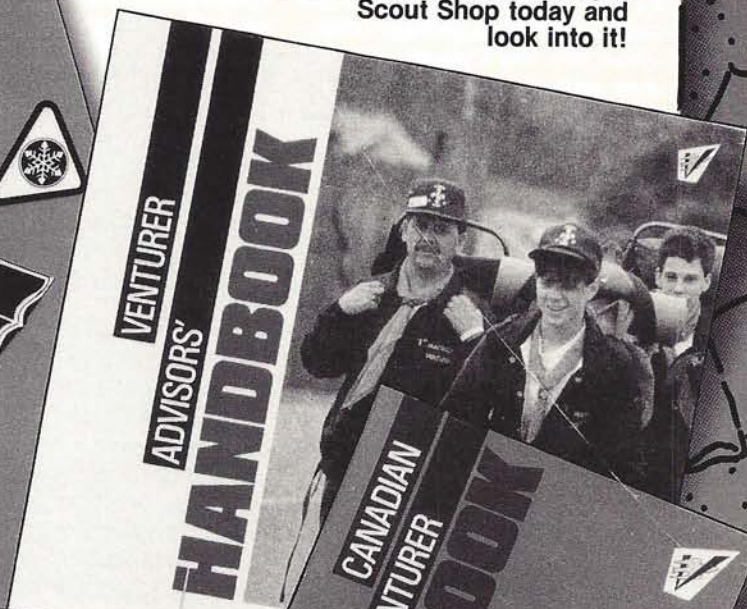
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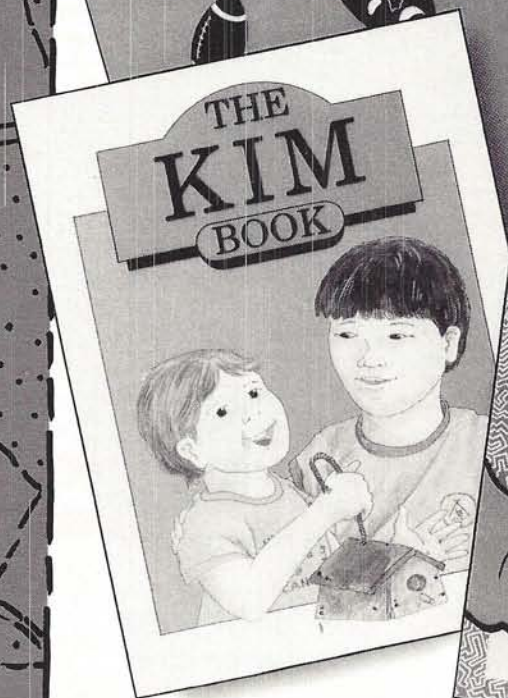


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# Surely You Jest!

As one leader who continually reinforces the awareness and protection of our environment, I was offended by Scouter Brameld's remark, "Scouts are depicted as uniformed garbage collectors" (Nov. '90). Our Cubs are proud to wear their uniforms when they go out on their environmental awareness patrols (garbage collection) in our community. Our community is proud of us. Surely you jest?!

South Okanagan District and our 1st Kaleden pack teach and reinforce positive attitudes about respect for and care of our community and environment. All of our sections are involved in Trees for Canada, the World Conservation Badge, Go Lightly (no trace camping) and Project Wild. Our district holds biannual recycle drives in which we are all proud to participate. We all, of course, wear our uniforms. The 1st Kaleden group does not use styrofoam or fluorocarbon products and discourages the use of disposable paper products. At group functions, we permit only re-usable dishes and utensils.

By following these simple practices and cleaning up garbage as a community service, we feel pride in our uniform, the organization, and ourselves. If we don't start somewhere, the situation will never change, and we, as leaders and parents, will not be doing our best.

— Pam Elliott, 1st Kaleden Cubs, B.C.

## KEEPING A SENSE OF HUMOUR

Bruce Gilmour's excellent *Camp Chaos* article (Nov. '90) serves as a good reminder that anything that can go wrong will go wrong. The circumstances at the Calgary Region spring camporee are, we hope, at the extreme end of the scale of camping experiences, but what really impressed me was the sense of humour maintained by the organizing team. Even though Bruce wrote the article some time after the June camp, their adaptability and cheerfulness came through loud and clear.

One thing that continues to impress me about the various section leaders I have met is their refusal to take themselves too seriously. All too often these days, you meet individuals who have lost the spark of humour. I have yet to see this in Scouting. Despite the efforts of Murphy, Scouting is fun. Long may it continue.

— Troop Scouter Stewart B. Bowman, 8th Whitby Scouts, Ont.

## IT WORKS

In response to *Interest Parents & Keep Kids* (Dec. '90), the seven points Scouter Brander mentions to keep parents interested do work. We practise all seven of them. That's how we manage to keep the kids coming back and our sections expanding. In five years, we've more than doubled youth membership

and had to create new sections. Parental involvement coupled with aggressive leadership has made our group grow.

— Sue McCall, 1st Brights Grove Beavers, Camlachie, Ont.

## WHAT ABOUT THE PROMISE?

I recently attended a ceremony where my son received the Chief Scout's Award. In reading what is on the plaque, I find it doesn't reflect the Scout Promise given to Scouting by Lord Baden-Powell.

I compared it to the citation I received as a Queen's Scout in 1960: "...you have prepared yourself for service to God and your fellowmen and have shown yourself a worthy member of the great Scout brotherhood. May you continue, under God's guidance, to gain courage and strength to enable you fully to discharge your duty to your Country". My son's award citation mentions service to the community, but makes no reference to God, brotherhood, or duty to country.

I am concerned that Scouting is moving away from the Scout Promise, the basis of what sets apart a Scout from others in the world. It seems to be moving away from what was set up to encourage boys and make them God's loving and caring people.

I hope we will take a look at what is happening to our Scout movement, which is a really great movement to help boys in today's society.

— Keith Murphy, Blackfalds, Alta. X



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