

the leader

MARCH 1991

VOLUME 21, NO. 7



Bicycle Safety

Environmental Projects
Join-in-Jamboree

Scout Badge Updates
All About Sleeping Bags

Serving a Need

by Garth Johnson

Hunger used to be a widespread problem only in the developing world but, in the 1990s, thousands of Canadians go to bed hungry each and every day. Scouting, service clubs, and food banks have been helping get food to needy Canadians for a number of years. A typically harsh Canadian winter and a deepening recession make it even more important for Scouting to serve by helping distribute food more equitably in our communities.

In the past few years, reports of successful food drives and donations have appeared on our pages and in newsletters across the country as Scouting meets a need that appears to be with us to stay. Scouting in Saskatchewan conducts a huge food drive every fall, and many groups in the Greater Toronto Region collect donations throughout the year. Last month, Calgary Region Scouts rounded up food donations at two of their Scout/Guide Week activities: their Calgary Flames promotion and their Hike for Hunger, where they carried backpacks of food to food bank pick-up points.

In the United States, the Boy Scouts of America conducted its third annual nationwide food drive in November. Scouts distributed bags to households and businesses and collected some 80 million cans and containers of non-perishable food. Their successful "Scouting for Hunger" campaign is a yearly source of pride for all members.

This past November, our Scouts in the National Capital Region, along with Ottawa area Civitan Clubs and corporate sponsors Esso, Bell Canada, Loeb IGA, and Autopak organized the largest and most successful food drive ever in the region.

A total of 6,000 Scouting members delivered 200,000 grocery bags to households in the Ottawa area during a two week period before the scheduled drop-off date. Instructions printed

on the bag indicated the types of food most needed and asked people to drop off their bags at any one of 50 Esso Service Stations.

Bell Canada trucks transported the food to a sorting depot where 400 youth and adult members sorted and boxed the donations. On a brisk Saturday, they collected and sorted over 150,000 pounds (70,000 kg) of food — the most successful single drive in Ottawa Food Bank history!

We would like to hear about other food drive projects. Drop us a note along with a few photos so we can tell your story. Our thanks to Field Executive Shaun Hopkins for sharing the National Capital Region story with us.



SCOUTS CANADA

Since 1976, when we adopted the Scouts Canada logo, we have become known to many people simply as "Scouts Canada". In a continuing effort to help members and the public recognize Scouting in Canada by this name, we will now

use the term "Scouts Canada" and our logo to identify the organization at all levels: on all printed materials such as letterhead, business cards, and newsletters; on products sold by the movement; for all telephone directory listings; and on office and camp signs.

The simple form "Scout(s)" or "Scouting" is a common type of identification used by many Scouting organizations around the world, among them the Scout Association (U.K.), Scouting Nederland, Scouts de France, Scouts d'Haiti, and Les Scouts de Monaco. The decision to emphasize *Scouts Canada* is the final step in more closely identifying Canadian Scouting with the logo it began to use in 1976.

Scouts Canada also reflects an organization headed towards the next century with an increasingly bilingual, multicultural, and co-educational membership. The logo re-emphasizes Scouting's Canadian identity (the maple leaf), its membership in the World Organization of the Scout Movement (the Scout symbol), and its commitment to the responsible use of our environment (the shape representing a tent).

Although we expect it to take some time for *Scouts Canada* to become a common household term, we know a concentrated effort in Scouting at all levels will help make it happen. ^



National Capital Region Scouts spend a long but satisfying November day sorting and boxing food donations. Photo: Stuart Ross

We goofed!

Three subheads were incorrectly placed on p. 13 of the Feb. '91 issue. *The Silver Wolf* is awarded for exceptional national service; *The Silver Fox* for exceptional service in the international field; and the *Silver Maple Leaf* for retiring executive staff with more than 25 years experience.

We are very sorry for the confusion this error might have caused recipients and readers.

the leader

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Bicycle Safety



by Dave Liscumb

Our pack just finished work on the Cyclist Badge, again. None of the Cubs made it. Again.

Cyclist Badge requirement #6 in *The Cub Book* asks Cubs to go for a ride with an adult watching to "show that you understand and can apply the safety rules for cyclists". I interpret this to mean the Cub must wear a helmet. In fact, I feel very strongly that wearing a protective helmet should be a specific requirement for the badge.

A bicycle is not a toy. It is a child's first vehicle, and the attitudes children learn while cycling will affect their behaviour when they are old enough to drive a car. Statistics show the importance of bike safety. Each year in Canada, more than 50,000 children are seriously injured and more than 60 die in bike accidents. Over half the injuries and 75-90% of the deaths are from head injuries, and 85% of head injuries can be prevented by wearing a helmet.

Accidents happen not just in the streets, but in driveways, on bike paths, and in parks. That's why cyclists should always wear helmets. The small price you pay for a helmet is well worth it.

CHOOSING A HELMET

When choosing a helmet, look for an approved sticker from ANSI (The American National Standards Institute) or the Snell Memorial Foundation. You'll find the sticker right on the helmet or liner. It means that the helmet meets safety standards.

The CSA (Canadian Standards Association) has just set standards for cycling helmets and will invite manufacturers to have their helmets tested. At present, only one helmet meets the CSA standards: the brand name is "Simpson".

Safe helmets have certain features. Choose a helmet with an outer shell of hard plastic or fiberglass. Holes or vents do not reduce safety. Pick a light bright colour — white or yellow — to increase visibility. Look for a liner of hard foam (expanded polystyrene) that doesn't feel spongy when you press on it. The rigid foam acts as a cushion to protect the head during a crash.

Foam pads or straps inside the helmet help it fit the head so that it covers the forehead without restricting hearing or sight. You need an adjustable chin strap to hold on the helmet securely. Make sure

it can't slip forward over the face. Many helmets also have strap adjustments in the back or on the side for secure fitting.

A hockey helmet is not an adequate substitute. It is not designed to protect the head from the types of injuries sustained when someone falls off a moving bike.

GETTING CUBS TO WEAR HELMETS

1. Never let them ride without wearing a helmet.
2. Wear a helmet when you ride your bike. You are the best role model.
3. Praise Cubs whenever you see them wearing helmets while riding.
4. Talk to the Cubs about wearing helmets. Explain the potential dangers and the seriousness of head injuries. Point out that most professional athletes wear protective helmets. Tell them they are important to you and you want them to stay safe.
5. Plan pack family outings where everyone wears a helmet.

If, like many leaders, you are parent as well as Scouter, start your children on the helmet habit while they are still on trikes. Let them help select their helmet. Insist that they wear it every time, every ride; it's as important as buckling the safety belt when you get in a car. Encourage your children's friends to wear helmets, too. Replace a crashed helmet immediately; never re-use it.

Bike Safety Quiz for Cubs

Try this little quiz on your Cubs the next time they are working on the Cyclist Badge.

Write **True** or **False** beside each sentence below.

1. Bicycle riders have to follow the same rules as other drivers.
2. It's a good idea to wear dark clothing while biking at night.
3. You should check your bike every day before you ride.
4. You must stop at a stop sign even if there is no traffic.
5. You should ride across busy intersections.
6. A good bicycle rider wobbles and weaves through traffic.
7. It's okay to go faster when you see a playground sign.
8. To signal a left turn, hold your arm straight out.
9. It is safe to put air in bicycle tires at a pump in the service station.
10. If you are in an accident with a car while riding your bicycle, you should report it.
11. You only need to wear a helmet while riding in heavy traffic.
12. It's a good idea to slow down while riding on wet pavement.
13. You can ride on the sidewalk when there are lots of cars on the road.
14. It's okay to park your bike against a store window.
15. It's okay for you to let a friend ride double on your bike.

OTHER SAFETY EQUIPMENT

Smart cyclists make sure they will be easy to see. They wear light colours and equip their bikes with headlights and rear reflectors, essential for night riding and potential lifesavers during the day. Traffic authorities urge motorists to use their headlights during the day; it's just as good an idea for cyclists.

Numerous pieces of equipment available for bike and rider increase safety. I always wear a reflective vest when I ride, day or night. Riding gloves can prevent severe abrasions on the hands after a fall. Wear ankle bands to prevent flapping trouser legs from being caught in the chain. You'll find many made of reflective material and designed with quick and easy Velcro fasteners.

Some bikes are equipped with toe clips, but these are for experienced riders. Remove them for young children.

THE BIKE

Do a safety inspection on the bike with your child at least once a month. Encourage Cubs to check their bikes every day and repair all problems immediately.

Make sure the bike is a proper fit. When the rider straddles the top tube, both feet should be flat on the ground. At the correct seat height, the knee should be slightly bent when the heel is on the pedal at its lowest point. Cubs grow quickly. Check the fit every six months.

On single speed bikes, the chain should have minimal slack. Check to see that the chain tension device on a multi-speed bike moves freely and holds the chain taut.

A tire gauge is helpful to ensure tires are properly inflated. If tires are too soft, riding is difficult and the bike will not handle well. Over-inflated tires provide a rough ride and add the risk of blow-out.

Keep brakes and gears clean and well lubricated. Check wheels to see that they are free of wobbles. If they aren't, take them to a qualified bike shop for repair.

Put rubber or taped grips on handle bars. Bare bars are slippery and can cause accidents. Stick reflective tape on the front and rear forks of the bike and on the pedals.

You also want to make sure children keep their bikes for awhile. Bike theft is a major problem. Use a bike lock of hardened steel. Secure the bike to an unmovable object with the lock through both wheels and frame.

If someone steals your bike despite your precautions, can you tell police the type, make, model, colour, serial number, special equipment and identifying marks? Have your Cubs write these headings on a piece of paper, record the information, and keep it in a safe place. Most police departments offer a program to mark and register bikes. It's usually free. Encourage your Cubs to use it.

RULES OF THE ROAD

With bikes in shape and safety equipment in place, you are ready to hit the streets. It is essential that the Cubs know, understand, and follow the rules of the road. Bicycle rules are covered under the highway traffic act for each province. A bike is a vehicle and youngsters need to learn to treat it seriously. 90% of bicycle deaths happen when a child on a bike darts into traffic from a driveway or ignores a stop sign. Set up realistic practise situations to help them break these habits.

Make sure the Cubs know and use hand signals; left arm straight out for a left turn; left arm bent up from the elbow for a right turn; left arm down for a stop.

In most places, it is against the law to ride on the sidewalk. Bikes ride with the traffic on the right side of the road. Caution Cubs to ride in single file. The RCMP constable I spoke to suggested riders stay about 90 cm from the curb to avoid hazardous sewer covers and the junk (glass, stones) that accumulates on the side of the road.

Car doors present a serious hazard because it isn't always possible to ride far enough away from parked cars to avoid a suddenly opening door. Teach Cubs to scan parked vehicles for occupants and slow down if they see someone on the driver's side. If they have to pull around an opening door, they must be sure they can do it without riding

into traffic.

Have them look over the left shoulder to check. Give them practice in this skill, too. Can they do it without swerving more than 15 cm off a straight line?

Teach your Cubs to ride defensively. Many kids expect adults to watch out and stop for them. Those who insist that they have the right of way may find they are dead right. Remind them that bicycles are often difficult for other drivers to see, and having the right of way will do them no good if the car driver doesn't notice they are there.

Encourage young riders to walk their bikes across all busy intersections, even if it means crossing twice to make a left turn.

A good resource for setting up a Cub bike rodeo is *A Guide to Bicycle Rodeos*, by John Williams, which includes set-up ideas, prop diagrams, and station instructions to run rodeos for 50 to 500. It's available for \$5.40 from: *Canadian Cycling Association*, 810-1600 James Naismith Drive, Gloucester, Ont. K1B 5N4; Phone (613) 748-5629; Fax (613) 748-5692.

The Canadian Association of Chiefs of Police is the source of "Right Riders", an excellent video instruction kit with posters and brochures. To obtain the package free, ask your local police detachment

to contact: *CACP*, 643 Queen St. East., Toronto, Ont. M4M 1G4; Phone (416) 778-8727.

MAYBE NEXT TIME

So, if I know all this stuff about bike safety, why didn't any of my Cubs pass their Cyclist Badge? Normally, I believe Cubs earn a badge when they do their best, but I draw the line with the Cyclist Badge. Here, a Cub's best may not be good enough. Not one of my Cubs owned a bike helmet. In spite of safety instruction by their school, the RCMP, and in the pack, many of them still treated their bikes like toys rather than vehicles.

In Smithers, B.C., we are making a concerted effort to change these attitudes and make children and parents more aware of bike safety. One of our parents arranged with a local sporting goods store and Norco to supply helmets at reduced prices through the schools.

Whether you can make similar arrangements where you live is irrelevant. You can't afford not to buy a helmet, whatever the price. X

Scouter Dave Liscumb is *ARC Cubs*, Northern Region, B.C., and *ADC Training*, Bulkley Valley District. For the information in this

article, he credits the *B.C. Medical Association*; the *Insurance Corporation of B.C. Traffic Safety Department*, *RCMP Smithers*, and the *B.C. Motor Vehicle Branch*. We also thank *Christine Jenkins*, bicycle education and safety coordinator for the *Ottawa-Carleton Safety Council* and a certified *CAN-BIKE Skills II* instructor.

WARNING

According to the Product Safety Branch, Consumer and Corporate Affairs Canada, knobby tired mountain bikes with cantilever brakes are potentially hazardous. The cross-over cable operating the front brakes may suddenly break free of the main brake cable, snap down, and get caught between the tire knobs. The bike will stop very suddenly and hurl the rider over the handlebars. To solve the problem, go to your local bike shop and pick up a small, inexpensive restraining post to attach to the front of your bike.

Troop Bicycling Specialty Badge: Wheels



from Robert A. Millar

Last spring, the 219th Toronto (All Saints' Church) Scouts wanted to do some serious biking. They decided to combine a 40 km June bike hike along the Niagara Parkway with learning, and created a Bicycling Specialty Badge ("Wheels" for short).

The troop developed badge requirements and activities that enabled the Scouts to meet them. All 26 Scouts took part in some of the activities during two regular meetings and a weekend camp. Eight completed the requirements before fall, and several others planned to build up their distances to earn the badge by the year-end deadline.

The troop obtained free *Go Safely* material from the Ontario Ministry of Transportation to help them with the badge work. It included:

- *The Bicyclist's Handbook*;
- a safety inspection card they used to check the bikes a week before the planned bike hike and again on the morning they left;
- a traffic knowledge test tackled and discussed in patrols;
- a skill test they used to set up a safety course in parking lots and a side street near their troop room; and

- a preventive maintenance quiz they used as a patrol exercise before a demonstration on how to do preventive maintenance.

Scouters prepared an announcement of the 1990 specialty badge and gave each Scout a flyer and a copy of *The Bicyclist's Handbook*. They asked Scouts to read the handbook, prepare their bikes for inspection, and bring them to a late May meeting for inspection and a demonstration course. Scouts who planned to explore the Niagara Parks Commission Bike Trail between Fort Erie and Niagara Falls on a June weekend camp also rode a practise hike at the end of the month. And, as part of their preparations for that hike, the troop made safety flags and vests.

SPECIALTY BADGE REQUIREMENTS

1. Have your bicycle pass a safety check for the necessary safety equipment (conducted by Scouters or other qualified adults). A list of the required safety equipment is found in *The Bicyclist's Handbook*.
2. Based on the information in *The Bicyclist's Handbook*, pass a written quiz about rules of the road and safe bicycle operation.
3. Demonstrate your ability to handle your bike by completing a Bicycle Demonstration Course to be set up in the parking lot and the streets around the church. You will demonstrate you can:
 - mount your bike from a standing position;
 - ride between and around obstacles;
 - ride in a straight line with full control of the bike in case of emergency;
 - signal properly for left turns, right turns, and stops;
 - observe all traffic signs and regulations;
 - balance the bike at slow speed with both hands on the handle grips;
 - bring the bike to a controlled stop (no skidding) from moderate speed.
4. a) Prepare a list of personal equipment to be carried on a one day bike hike.
b) Demonstrate how to carry this personal equipment on the bicycle for a one day bike hike.
5. Show that you know how to maintain your bike in good condition.
 - point out the parts of the bike most likely to wear out; tell how to reduce this wear;
 - point out the places on the bike that need oil; explain how to oil the bike and how often to do it;
 - point out the parts of a bike that need regular adjusting; show how to make these adjustments;
 - show how to tighten a spoke and tell how to prevent wheel damage;
 - know proper tire pressure and explain how to reduce tire wear.
6. a) Ride at least 50 km on your bike during the spring, summer or fall of 1990. You can do this on the 219th Niagara Park Bike Hike (June 1-3) or on your own with family or friends.
b) Keep a log of your rides showing dates, times, general route, weather and road conditions, and any notes of special interest.
c) At least one of your rides must be a one-day bike hike of at least 30 km where you carry personal gear and snacks or lunch. X

Bicycle Trip Precautions

from Christine Jenkins, CAN-BIKE Skills II Instructor

1. The Canadian Cycling Association urges a minimum of one experienced rider for every eight to 10 young people.
2. Keep riders' capabilities in mind and plan to average 15 km/h maximum. In hot conditions, stop to drink at least twice an hour.
3. Use proper racks to carry equipment. Backpacks throw the rider off balance.
4. Ride in single file.
5. Wear retro-reflective clothing and use touring flags to increase visibility.

For information about CAN-BIKE programs, contact the Canadian Cycling Association, 810-1600 James Naismith Drive, Gloucester, Ont. K1B 5N4: Phone (613) 748-5629; FAX (613) 748-5692.

Scouter Robert A. Millar is a Scout Counsellor with the 219th Toronto Scout Troop, Ont.

Scout Program Links

Safety Achievement Badge, Silver 1 a-c; Troop Specialty Badge

National Citizenship Week, April 14-20

Something to *Shout* About

by Linda Florence

What does it mean to be a Canadian? We are blessed with an abundant land, an exciting mix of peoples, languages, religions, and cultures, and precious rights and freedoms. These gifts come with a price: the responsibilities of citizenship. We have a responsibility to protect and conserve our natural heritage, to be active members of our communities, and to respect and ensure the preservation of our rights and freedoms, not just for ourselves, but for future citizens.

I am proud and happy to be a Canadian. National Citizenship Week April 14-20, 1991, invites everyone who feels the same way to shout it out. Will your section join the celebration? Ask your young members what being Canadian means to them. Use their answers to generate ideas for special Citizenship Week projects or activities.

They might create a citizenship display to mount in a shopping mall, a community centre, or another public place. Perhaps they'd rather do a special environmental project to mark the week. Pick up litter in a park, square, or school yard. Clean up a stretch of river and seed the banks. Plant shrubs or trees to provide shelter and food for wildlife. Help maintain a bluebird or nature trail. Can you do something to protect or ensure the healthy growth of city trees? Design and start work on establishing a wildlife habitat area at your Scout camp.

Have sixes or patrols write a song or play with a citizenship theme and share their creations with the rest of the pack or troop or at a parent night. Scouts or Venturers could organize a rap contest on the citizenship theme. Challenge other troops or companies. Open it to the general public and advertise in the schools.

Or do a special community service during Citizenship Week. Help plant a community flower bed. Hold a drive for the food bank. Operate a free grocery-carrying service in a supermarket parking lot. Offer to clean windows or yards for elderly residents. Help out at a blood donor clinic. See if a service operated by another organization needs extra volunteers. Reach out and you'll be sure to find your hands full.

If possible, visit a citizenship court. Invite new Canadian citizens to a meeting to talk about why they came to Canada and what they value about their new country.

FAMILY GARDEN

In the colony or pack, you might create a family garden. Since aboriginal Canadians are the only citizens who didn't come to this country from somewhere else, your young members likely represent a rich multicultural heritage you hadn't even thought about. Some will be from families just recently arrived, while others may go back centuries.

The week before this activity, ask Cubs to ask their parents about their ancestors' countries of origin. Send home a note seeking the same information from your Beavers' families. Prepare a very large sheet of paper to be the flower bed. You might shape it like a maple leaf or Canada's geographical outline on a map. Finally, make ready 30 cm squares of paper of all different colours and types. If you have scrap wallpaper or fabric with different coloured patterns on it, include that, too. For your youngest Beavers, you might also want to draw a simple flower shape they can copy.

At the meeting, ask the Beavers or Cubs which they think would be prettiest, a garden filled with white flowers all the same size and shape, or one filled with flowers every colour of the rainbow and all sizes and shapes. Talk about the family origins of each child, letting the first to mention a country choose a colour to represent that country. Have a leader print the name of the country on a square of paper that colour and tape the square on the border of the garden.

Some children may have more than one country in their backgrounds (the roots of my two, for example, are in Scotland, France, and the Ukraine). Encourage them to choose one of the multi-coloured pieces to represent their origins.

When everyone is represented by a colour, ask members to take a piece of paper that colour, draw and cut out a flower shape, and tape or glue it anywhere in the garden they wish. The result will be a colourful symbol of your colony or pack and Canada's multicultural heritage.

1991 CENSUS, JUNE 4

Every five years, Statistics Canada takes a census of population. About a week before Census Day this year, all Canadian households will receive a

census questionnaire and instructions to complete it on June 4. Answering the census questions is required by law.

The survey counts every man, woman, and child in Canada and provides information on who we are and where and how we live, information vitally important to planning for the future of our communities and the country as a whole.

The census might make an excellent Citizenship Week theme. Encourage Scouts and Venturers to find out more about the history of the census and how governments at all levels use the collected information in their planning. Invite in guests from the local planning department, school board, public library, or Chamber of Commerce to talk about how their organization uses census information.

Work on a public awareness campaign by creating posters with a "Count Yourself In" theme or catchy slogans to remind people about the census and how important it is. Arrange with community centres, shopping malls, local libraries, and other public places to put up your posters for the last two weeks in May as a reminder to everyone to answer their census questionnaire on June 4.

Following up on their census research, a patrol, troop, or company might be able to prepare a public exhibit showing how your community's population has changed over the years. It could include drawings, copies of maps or photographs, charts, and written material.

It might be fun to do a pack census with Cubs. The Cubs can answer questions about age, school grade, their pets, and their favourite activities, books, TV shows, foods, or anything else of interest to them. Develop a simple form including these items for the Cubs to fill out, then let them help put together the information to develop a pack profile. Finally, sit down with them to talk about how they might use the information they gathered in pack planning.

You likely have many other wonderful ideas for celebrating your citizenship, and we'd love to hear how your section shouts it out this year. Please write **the Leader** to tell us about your programs, projects, and activities. The address is at the bottom of page 3. X

1st Ferris First Venturers

Mattawa River Clean Up

from Venturer Bryan Dubeau



The 1st Ferris Venturer Company, North Bay, Ont., is a canoeing group. "In the past three years, we have done the Moose River and the Lady Evelyn, and have followed the path of the Voyageurs on the French and Mattawa Rivers," says Advisor Matt Saunders, who shared a copy of the log from "our first of many clean up trips as part of World Scout Environment Year". The Venturers canoed and cleaned the Mattawa River on the long weekend last September, and we've put together an account with excerpts from the log. "Doing the trip gave the Venturers a new outlook on camping and the environment," Scouter Saunders says. "It made them realize how people mistreat our land."

The environment is the most talked about problem facing Canadians. Last fall, the 1st Ferris Venturer Company "faced the problem and took action".

"In cooperation with Scouts Canada and the Canadian Recreational Canoeing

Association (CRCA), who gave us the idea of cleaning up a popular canoe route and supplied garbage bags (CCRECUP, the Canadian Canoe Route Environmental Clean-up Project, May '90, p.14), we set out to prove that you can have a great

canoe trip and spend a few hours to clean up campsites and portages along the way," the Venturers said.

They decided to tackle the heavily travelled Mattawa River and worked on public relations "to make people aware that something can be done". They were disappointed when their local newspaper proved uninterested but, en route, they ran across the enthusiastic editor of *Hunter & Angler*, who took photos for that magazine.

"We were soon on our way to Talon Shutes, a sure gold mine of garbage," the log reports. "After a short paddle, we beached at the falls and gathered in a small group. Each of us took a garbage bag and a pair of rubber gloves. Half of us started at one end and the rest at the other. We worked until we met.

"There were quite a few people at the falls, and they looked at us as if we were nuts," the log continues. "We explained what we were doing and who we were, and soon they were helping us. It was like magic. Some, however, asked us to take their garbage, instead of taking it out themselves."

The Venturers paddled down river, made their first portage and, after a lunch break "took a quick walk back on the portage, which added a few more pounds to the garbage bags". That was the routine they followed on successive portages, even when they chose to line the canoes through rapids rather than carry them over the portages.

"We arrived at our campsite in good time and all our gear was unloaded and unloaded. Most of it was garbage, of course," the log records. After breakfast next morning, they collected more garbage as they cleaned up the site. "This time we found some unusual items, such as the lid to a 45 gallon drum and the bottom half of a gas barbecue."

When they stopped at the Parasseux Falls portage to do some more "PR", they found themselves talking with some canoeists from Ottawa, one of whom had been a member of the company 12 years earlier. "We were quite surprised to find some of our origins and history," the Venturers said.

Near the end of the day, they deposited their "prize collection of garbage in a neat pile" on a park road where they'd arranged for trash pickup, then paddled to the next portage and, eventually, their final night's campsite.

In the morning, after dismantling the camp and searching for garbage, the Venturers started the last leg of their trip. "It was a short paddle through a few sets of swifts, and we arrived at the park," the log records. "Matt and Jan went across the river to clean up a campsite and brought back a whole mess of what looked like a burnt rabbit cage — what the park warden

Environmental Projects of Another Kind

The Leader has not been swamped with reports of environmental projects. We expect groups and sections are so busy doing them, they don't have time to write us about them. Sometimes, however, we learn about what's happening from scanning Scouting newsletters.

In *The Totem*, Greater Victoria Region, B.C., we read that 20 Venturers from the 2nd Tsartlip, 10th Tsartlip, 6th Cedar Hill, 4th Garry Oak, and 5th Douglas companies worked four days last fall on hazardous waste disposal at the municipal yard. They were provided protective clothing and gained "valuable experience in protecting the environment". They also had an opportunity to practise supervision skills. Advisor John Viszlai coordinated the project.

Manitoba Council's *Impetus* tells a story about the 46th Peguis (North Kildonan United) Cubs' special project. At the beginning of the Scouting year, the Cubs each paid \$5 to become members of the Ducks Unlimited Greenwing program, said Scouter Jerry Wake. Using plans supplied by DU, the Cubs built 12 wood duck nesting boxes and, in late winter, placed them in trees along Bunn's Creek. DU supplied a biologist to help and answer the Cubs' questions.

In late spring, when the Cubs took a nature hike in the area, "they were astonished to see so many ducks and other wildlife so close to our backyard," Scouter Wake said. This winter, they checked the boxes for signs of use and to make needed repairs.

"It was up to the Cubs to try to figure out who the inhabitants of each box were by what they left," he added. "I truly believe that this project opened the eyes of the Cubs (to the fact) that wildlife lives closer (to us) than one thinks and needs our help to survive that closeness."

Cub Star/Badge Links

Black Star 8; Carpenter 3; Handicraft 5; World Conservation 1

figured was a live fish trap." The Venturers were soon loaded and on their way home "feeling really good about our accomplishment over the weekend".

The 1st Ferris picked up 12 giant garbage bags full of junk. "We considered our trip a great success," they report. "We hope people will follow the example ... and help clean up the environment. If everyone carried out a couple of bags of garbage, it would make a big difference."

The company plans a similar project this spring, when "we will see you on the French". A

Matt Saunders is an advisor and Bryan Dubeau a Venturer with the 1st Ferris First Venturer Company, North Bay, Ont.

Program Links

Exploration Activity Award, Conservation; Personal Fitness Activity Award c; Service Activity Award; World Conservation Award.

Others Take the CCRECUP Challenge

The fall issue of *Kanawa*, the CRCA's magazine, reports they heard from six other Ontario Scout groups who took the third annual CCRECUP challenge last year: Larry King's Scouts cleaned up a section of the Thames River near Leamington; Bob Edward's troop cleaned up part of a river near Hanover; Derek McBride's Scouts cleaned up the Gibson-MacDonald canoe route near Port Severn; Barbara Pokorski's Scouts cleaned up Long Lake, Buzzard Lake, and Vixen Lake; Ryan Horne's Venturers cleaned up in Algonquin Park; and Jim O'Neill's Cub pack cleaned up the Grand River.

Kicking off with Environment Week on June 2, the CRCA will hold its fourth annual CCRECUP challenge through to September 30. To learn more and obtain CCRECUP support materials for your pack, troop, company, or crew, write *Canadian Recreational Canoeing Association*, 1029 Hyde Park Rd., Suite 5, Hyde Park, Ont., N0M 1Z0.

What Will You Do?

by Larry Burden

While on his tour of Canada in June 1935, Lord Baden-Powell was so impressed with the Penobsquis area of New Brunswick that he and his daughter Heather came back for a few days of fishing and relaxation before returning to England. B.-P. was impressed by the rolling hills, dark green forest, and pasture that reminded him of the English countryside.

For several days, he and Heather enjoyed the pristine water and abundant trout fishing on the Kennebecasis River. If he were alive today, I'm sure he'd still find the area captivating. But this winding river, like so many others in our country, would probably be a disappointment to him.

Last winter seemed to be longer than usual. Actually, it wasn't that bad, but the river couldn't start flowing soon enough for a couple of ice-bound canoeists. The upper part of this historic river has very low water levels in the warmer months of the year but, in early April, the spring run-off transforms a sleepy trout stream into a swift-flowing adventure through the fields and forest of Kings County.

While paddling the river, you can expect to see ducks, geese, deer, herons, muskrats, the odd moose, and many other varieties of wildlife. Unfortunately, you will also see litter — lots and lots of litter.

Now, I expected a little garbage along the banks, what with spring run-off, but I never dreamed we'd encounter so much in such a short stretch. We put in our canoe where the Trans Canada Highway crosses the river just east of the turn-off to Fundy National Park and paddled downstream about 15 km. We saw litter at every turn.

It is not a heavily populated area, and this portion of the river is not very deep or wide at the best of times. So where did all this stuff come from? Sure, we saw ducks and geese and deer by the dozen, and great scenery, too. But why did we have to look at styrofoam cups, plastic containers, paper, garbage bags, bottles, hunks of foam, and wrecked cars? We could have filled our canoe to the gunwales with litter and have plenty left over for a second canoe.

For over eight decades, Scouting has been an outdoors organization, and concern for the environment is the number one issue of the 90s. When you find large amounts of litter in the middle of the woods and truckloads of plastics and floating garbage washing up on the shores of our streams, rivers, lakes, and oceans, it's time to do something about it.

You might say, "What can I do? I'm only one person." Well, Scouting happens to be just one organization, and Scouting can do something.

In this part of the country, spring is doing its best to show its face. As the snow melts away, winter leaves its mark in the form of bottles and litter along the highways. One thing your group or section can do is pitch in and pick up litter in your community.

There's more to caring for the environment than planting trees in May. We can instil good habits in our young people. Our society has been using the earth as a garbage disposal for too long, and we have to change that attitude. We can set an example by being wise in the use of our resources and picking up after ourselves and others.

What are you going to do for the environment in your neck of the woods this spring? Me? I'm going canoeing on the Kennebecasis River, and I am going to take some garbage bags with me.

Larry Burden is provincial field executive, New Brunswick Council.



Join-in Jamboree'91

Many Lands, One World

by Reg Roberts



In just a few months, a contingent of some 300 Canadian Scouts, Venturers, and leaders will take off for the great adventure of the 17th World Jamboree in Korea, August 8-16.

As I prepared to write this article, I realized I didn't know much about Korea except that it was the scene of a bloody civil war in the early 1950s, the long-running TV series *M.A.S.H.* was based on actions that supposedly took place during that war, and the Hyundai automobile, as numerous on Canadian roads as leaves in the fall, is a Korean product.

I've since read and learned that Korea is a country of contrasts. It boasts high tech products that compete in world markets, and its large cities are marked by western style dress and skyscrapers. At the same time, it has traditional crafts that tell of a 5,000 year old history, a countryside dotted with thousands of

guide our planet into the 21st century. It is through such events as this world jamboree that future world leaders will learn to live together, become aware of problems the world faces, and see how mutual understanding and friendships can help resolve them.

Only a few of the world's Scouts can experience the jamboree first hand, but the rest of us can enjoy it by creating join-in jamboree activities wherever we live. A world jamboree offers a ready-made theme for an evening meeting, a week-end outing, a weeklong summer camp, a Rover Moot, or a district or regional Beaveree, Cuboree, or Camporee.

WHAT'S KOREA LIKE?

Start your planning for a join-in event by contacting a Korean community group or family and enlisting their help to put

The jamboree will be a blaze of colour as many countries display their national flags. The Korean flag is especially interesting with its circle divided into two equal halves and three wavy lines in each corner. Your young members might be interested in learning what the symbols represent.

Here's an idea. Have individuals, sixes, patrols, the troop or company design their own flags. What sort of symbolism might they use to represent honour, caring, trust, or other values they feel are important?

Religious liberty is a right in Korea. Christianity, Buddhism, and Confucianism play important parts in Korean life. It could be really interesting to look at some of the traditions and practices of these and other religions. Arrange visits to churches, shrines, and temples and have the religious leaders explain, in simple



temples and shrines, and villages where many still wear traditional oriental dress and call upon the "shaman", part actress and part faith healer, to visit homes and oust malevolent spirits.

The Canadian contingent will be part of an anticipated 25,000 Scouts who gather at Soraksan National Park in what is known as the "Land of the Morning Calm", some 210 km north of the capital city of Seoul, to celebrate under the theme *Many Lands, One World*.

The World Scouting family includes many lands where young people have learned the values and ethics that will

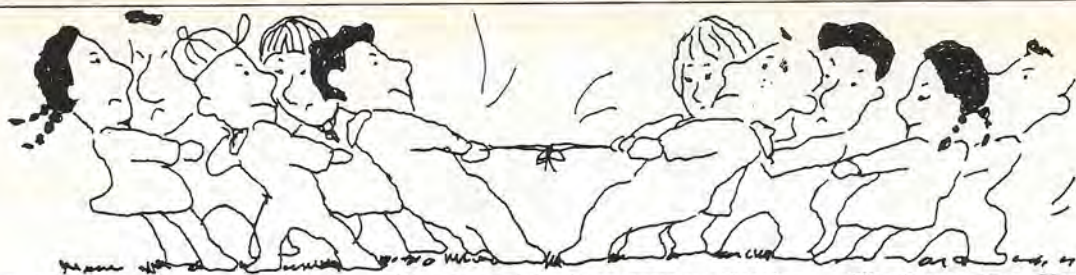
together a program. Visit the local library and check out books about the country and its people, cultures, and customs. You might ask your young members to find specific information to share with the others.

Because jamborees are designed to bring people together and introduce them to new friends, plan join-in activities to include members from all sections in the group, or even to include all groups. Hold a **wide game** in which players look for others and match up coloured letter cards to read "Friendship", "Korea", or "Many Lands, One World".

terms, how people worship and some of the rituals.

Like all jamborees, the 17th World Jamboree will have lots of ceremonies and speeches. And because Koreans love poetry, you will probably hear a few poems, too. You might plan a **poetry festival** open to all ages. You could provide several subject areas: summer camp, peace and friendship, special celebrations, favourite food, or "an exciting moment in my life", and ask entrants to submit poems of 10 lines or less.

After the festival, choose poems with the most interesting themes and have



members try to illustrate those of their choice in water colours. A favourite Korean art form is called **brush painting**. Korean painting often uses only a few lines to represent a more detailed story. Can you find some examples? Look to the Korean community in your area or ask a local artist.

The **Korean alphabet** is a phonetic system that combines 10 vowels and 14 consonants to represent almost every sound we hear, from the whistle of the wind to the barking of dogs. If you can find the Korean alphabet in your local library, Scouts and Venturers could learn to write their names in Korean. Given a

with a hand. Match contestants closely in size and weight and hold the contests on tumbling mats indoors or a sandy area 5 to 7 metres in diameter outdoors.

Soccer, a fast-moving game, is a favourite with the Korean people. How about holding an international tournament in your district, with packs or troops decked out in the colours of different countries.

Rope Pull, what we call tug-of-war, is another popular team game. The basic Korean form is played with a single rope, as we play it here. Sometimes they play with a rope that has a number of ends — one for each member of each team to hold

The Lunar New Year brings in the season when plum flowers bloom and people take out the seesaw. The Korean version is a bit lower to the ground, though, and you don't simply sit someone on each end and go up and down. Here, one person stands on one end of the seesaw while a companion jumps on the other. The highest bounce wins. Have a couple of catchers close by.

Tossing Yut is a very popular game for two or more players at New Year and other times, too. You need a piece of cardboard 24 cm square on which to draw the game ring as illustrated (or you can line rings on the ground outdoors); four Yut sticks (twigs split in half so that each has a flat and a round side); and four small markers for each player, each set a different colour.

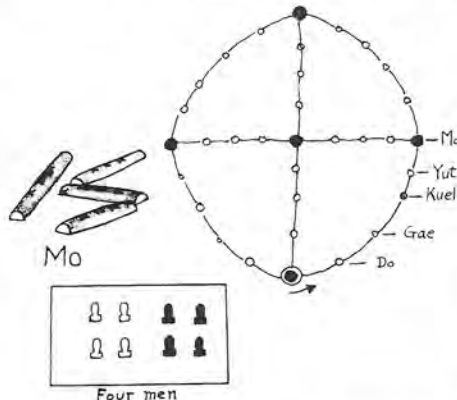
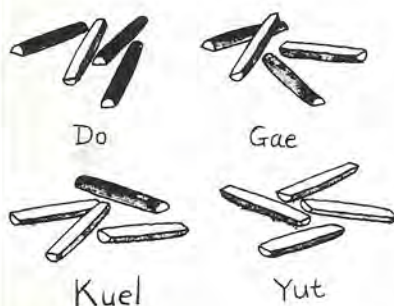
Players toss the Yut in turn and move their markers as the sticks indicate: Do (one flat side up) — one spot; Gae (two flat sides up) — two spots; Kuel (three and three); Yut (four flat sides) — four spots and an extra throw; and Mo (four round sides up; move five spots and get an extra throw).

The object is, of course, to get around the board back to the start point. Players who land at an intersection may move across or down to shorten the distance they need to travel. If a play lands on another player's marker, that marker must go back to the start. With four markers per player, there's always lots of action. Organize a colourful Yut tournament to celebrate the jamboree. Invite teams from all sections, and get leaders and parents playing, too.

You might also offer tournament goers a chance to play **Jegee**. All you need is a few shuttlecocks. Teams (sixes, for example) of any size form a circle. In turn, players kick a shuttlecock around the circle until someone misses and drops out (Dong Nae Jegee).

Individuals play Jegee by kicking a shuttlecock around the room with one or both feet or standing in one place and keeping it moving in the air with the feet.

Well, that should get you started. Next month, we'll look at some crafts, music, and other activities you can make part of your join-in jamboree. Whether you're planning for a week or weekend at camp, a fun day, or simply a different kind of meeting, we're certain you'll find ideas to suit. ^



little time, they could probably put together a coded message written in Korean or make gift bookmarks by printing first names or family names in Korean characters on thin strips of leather.

GAMES

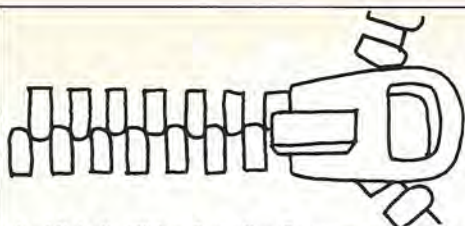
Of course, not everything to do with Korea is poetry and art. **Taekwon-do** is a modern day version of a martial art originating 1,400 years ago. Defensive rather than offensive, Taekwon-do is a sophisticated form of self-protection. Your members can have fun learning its basic forms: defending, kicking, and thrusting. Invite someone skilled in the art to visit and provide an introduction.

Still in the physical area, take a look at **ssirum** (competition of man), a match of strength and stamina. All sections from Cubs to Rovers can give it a try. Participants wear shorts and a cloth belt called a *satp'a* tied around the waist. Opponents grab each other's *satp'a* with one hand and a leg with the other, then try to topple each other over or, at least, make the opposition touch the ground

and tug. And sometimes they play without a rope. The team captains join hands and team members clasp each other around the waist to pull.

In Korea, the fifth day of the fifth month is one of the three great days of the year. It's called **Tano Day**, and people offer new summer food at family shrines. It is also amusement day, and one of the most popular amusements is swinging. All over the country, people hang ropes from tree branches and swing energetically. Your young members can have fun with this, too. Visit a local park with swings and hold contests to see who can swing highest, spin longest, stay completely still, or get swinging the fastest from a standing start.

When I was a boy, no self-respecting child went far without a hoop to roll. Our hoops usually were tireless bike wheels with spokes removed that we propelled with a short stick. We played a dozen different games and races, including our own form of "wheely". Try races over 250 to 300 m courses or relay races where team members pass hoops from one to another. In Korea, hoop rolling is called Kool-Lung-Soe-Kul-Li-Ki.



Bed in a Bag

by Michelle Hibler, Canadian Consumer Magazine
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Out on the trail, having a good night is probably more important than having a good day. Because a night spent shivering over rib-jabbing roots is enough to make you abjure outdoor life, a sleeping bag that will keep you warm is a necessity, not a luxury.

Don't scrimp on a bag, say the experts, or you'll curse yourself on a cold night and probably soon buy the better one you should have picked in the first place. But don't go overboard either. You don't need an \$800 superfilled down bag rated for Everest expeditions if you're only planning August weekends at the local park.

Sleeping bags run the gamut from \$20 flannel-lined envelopes designed for the kids' sleepovers in the rec room to \$1000-plus custom filled habitats that would see you through an Arctic winter. Between these extremes are dozens of serviceable bags. Which to choose depends largely on when and where you plan to use it.

*You don't need an
\$800 superfilled down bag
rated for Everest expeditions
if you're only planning
August weekends at the
local park.*

Advertising copy for sleeping bags can be somewhat misleading. (It may say) a bag is designed for three-season or four-season use, for instance, (but) not specify if (those seasons are) in Victoria, B.C., or Chibougamau, Que., a not-negligible difference.

Some claim a "down-like warmth". In fact, down per se is no warmer than fibre-glass or shredded newspapers. Any material that keeps air from circulating away from your body is an insulator. The thickness, not the type or weight, determines how warm it will be.

Also be skeptical of bags' temperature ratings. (They) may seem more accurate than a seasonal classification, but manufacturers use different methods for coming up with these ratings, ranging from scientific research to pure guess-timate. While the figure is the coldest temperature at which the bag can be

expected to keep you warm, experts warn that, at best, these ratings hold true only if you are eating and drinking properly, out of the wind, and sleeping on an insulating foam pad. If you're a cold sleeper, you need a bag with a lower minimum temperature rating than your dynamo friend.

The best criteria for comparing bags' warmth is the thickness of the insulation, usually referred to as loft. As a rule of thumb, the more loft, the warmer the bag. If you're an average person sleeping in a shelter with adequate insulation under the bag, you can expect a bag with 10 cm loft to keep you warm at temperatures above 5 degrees C; 12 cm should see you through to 0 degrees C; 15 cm to -10 degrees C; and 20 cm to -20 degrees C.

DOWN OR POLYESTER

More loft means more warmth (and also) more weight ... important if you're a backpacker. The weight of the bag depends largely on the type and quantity of insulation. Your choice is between down and polyester fills.

All sleeping bag insulations work the same way. They trap body heat in the dead air space between their fibres and prevent it from being carried away by the wind or absorbed into the cold ground.

Down is still the quintessential sleeping bag filler. The fluff that grows close to the skin of waterfowl traps air more efficiently than any other available material, providing more loft per gram. It also allows body moisture to pass through, an essential feature since your body gives off about half a litre of moisture vapour each night. If this moisture accumulated in the bag — as it does in sub-zero temperatures — it would reduce the effectiveness of the down. Down bags also stuff small for carrying, a definite boon for backpackers.

Down's main disadvantage is cost: a good three-season bag will set you back \$250 to \$350. Expect to pay at least \$350 for a four-season down bag. If you care for your bag properly, however, it should last for years. Chinese-made down bags (cost up to a third less) than those manufactured in North America but are generally not as well made and have lower quality down.

Because down bags are more than most people need, most sleeping bags now have polyester fills. Polyester's main disadvantages are that it is heavier than down for the same amount of warmth and it takes up at least 25 per cent more space when scrunched up in a pack. Synthetic fills do have some definite advantages, however.

Taking Care of Your Bag

You can prolong the life of any bag by looking after it properly. On the trail, keep it dry by using a waterproof groundsheet. Air out the bag every morning — in the sun if possible — to remove the night's accumulation of moisture. Repair holes or tears immediately with rip-stop tape. Repair kits cost only a few dollars at camping gear stores.

Follow manufacturers' instructions for cleaning your bag. Both down and synthetics respond best to warm water hand-washing in a bathtub with mild soap. Rinse thoroughly to remove all traces of soap. Squeeze the bag; wringing or twisting could damage the fill and tear seams. Never pick up a wet bag by one end. Support the whole thing with both hands to prevent wet fill from damaging the interior construction.

If you (wash the bag) in a machine, put it in a front-loading commercial washer set at a low temperature. Many laundromats have "30 pound" machines for just such items.

Dry fibre-filled bags in the open air, preferably stretched out flat on a board. Down bags will take a few hours to dry in a large dryer at low heat. Throw in a few clean tennis balls with the bag to break up clumps of down.

Store your bag loosely rolled, not stuffed, inside a large breathable sack like a pillowcase, or laid out over a clothes hanger. If you leave it tightly rolled or stuffed, the insulation will lose its resiliency. Make sure the bag is completely dry before storing and keep it in a cool dry area.

Unlike down, polyester fibres do not absorb moisture... When drenched, they will still provide some measure of warmth and will dry out from body heat alone. A wet down bag is no better than no bag at all because it loses its loft and takes eons to dry. This is important if you're planning trips in rainy or humid climates or if you forego the luxury of a tent for a minimalist lean-to.

Unlike down, polyester does not compress underneath your body weight and so provides more insulation beneath you. Synthetics are non-allergenic, a definite consideration for some. And they cost less: anywhere from \$90 to \$230 for a good three-season bag or \$160 to \$290 for a four-season bag. If you're a summer-only camper, you can probably sleep comfortably for \$60 to \$150.

The standard synthetic fills in most good quality bags today are Hollofill II or PolarGuard. A hollow fibre, Hollofill II offers a little more warmth than the same weight of PolarGuard, but because it is a "staple" fill — the batt consists of short fibres randomly intertwined and lofted — it must be quilted at relatively frequent intervals and stabilizing backings are

stitched through from top to bottom like grandmother's old quilt because each seam is an uninsulated cold line. In down bags, a series of baffles should be used to keep the fluff distributed evenly around you. These vertical baffles are usually made of a light nylon material that prevents the down from moving inside the bag but still allows it to loft.

People who suffer from claustrophobia or are a tad bigger than normal are likely to feel entombed in mummy bags.

Most down bags also have a side-block baffle — a seam around the sides to keep the down in the top and bottom halves of the bag separate. A few, however, have eliminated this baffle. What

more compressible, flexible bag than laminating or double-quilting.

SHAPE

The most common style for backpacking is the mummy bag, a skinny bag that tapers at the feet. Because they are smaller than the old-style rectangular bags, mummies are lighter. Their snug fit also means there's less air space, so they're warmer. Because you lose most of your body heat through your head, mummy bags have built-in hoods with drawstrings. On warm nights, the hood can be left flat.

Trapezoidal foot sections (wider at the toe than at the heel), let you wiggle your toes. Some have extra-large foot sections to enable your boots to share the warmth — a necessity for winter campers.

People who suffer from claustrophobia or are a tad bigger than normal are likely to feel entombed in mummy bags. They're not a big hit with children either. Bigger than the mummy is the semi-mummy, followed by a barrel-shaped bag that has more room at the shoulder and hips. Roomier still are tapered bags — semi-rectangles. Biggest of all are the rectangular bags.

Most manufacturers accommodate different sized people by offering junior, regular and long bags. Junior bags usually fit people shorter than 165 cm; regulars go up to 180 cm, and longs up to 198 cm. Check the bag's length on the label before you buy to make sure you can stretch out, but don't buy one that's much too long. You'll have to heat up the empty space, carry the extra weight, and pay extra for the additional length.

Regardless of shape, most bags have a differential cut. This means the lining is slightly smaller than the outer shell to ensure consistent lofting. It also keeps your body from pressing through to the outside, creating cold spots.

OTHER CONSIDERATIONS

There are other points to consider when choosing a bag.

Fabrics: Good bags use light, tightly woven fabrics — usually a rip-stop nylon or nylon taffeta. The tighter the fabric weave, the better ... to hold in the fill (and prevent) the wind from stripping the bag of warmed air. Some less expensive bags have cotton or cotton-blend shells ... heavyweights intended mainly for cottaging. (Whatever the fabric), bag shells are not usually water-resistant.

Some top-of-the-line mountaineering bags use Gore-Tex or Versatech shells. These water-proof, breathable fabrics could be lifesavers if you snooze in drippy snow caves or have a leaky tent. They're also windproof.



One tent, three different bags. The form-fitting mummy and the larger rectangular bag are the two most popular shapes for sleeping bags.

usually necessary. That restricts its potential loft.

Short-fibre fills are usually more compressible than long-fibre fills like PolarGuard, made of continuous, cross-linked, solid-core polyester fibres. PolarGuard is considered to be the most durable synthetic fill.

A few bags are stuffed with Quallofil, a hollow-core fibre reputed to be almost as efficient and soft as down, and a material that compresses well. Unfortunately, some camping experts have found that it's not as durable as other synthetic fills.

CONSTRUCTION

How the fill is kept in the bag also makes a big difference to how warm you're going to be. A good bag isn't

you get is a continuous C-shaped compartment that goes all the way around you. These bags are ideal for camping in places where the temperature can vary tremendously from one night to the next. By shaking the down in the upper part to the lower part, you make the bag cooler. Shake it up again to warm up. Bags that don't have a side block baffle will state so on their label.

Polyester comes in rolls of batting and doesn't have the sifting problems of down. The batting must be attached to the bag's shell, however. To prevent cold seams, either one layer of batting is sewn to the shell and another to the liner in such a way that thick and thin parts overlap when the two are sandwiched, or one thicker layer of fill is sewn to the inner and outer shells at staggered intervals. This shingled construction produces a

Gore-Tex bags are heavier, however, and they're a lot more expensive (at least \$450). A cheaper solution is to buy a removable waterproof or water repellent bivouac sack, an envelope for your sleeping bag that will give you the same benefits as a water-resistant bag with greater versatility and less cost.

Linings can be anything from heavy flannel to special cotton-nylon blends. Most bags have nylon liners that let warm air move throughout to become trapped in the insulation. A few have silver-coloured metallic coated linings designed to bounce body heat back at you — like space blankets. While they

do extend a bag's temperature range, they're also likely to leave you feeling sweaty in all except cold weather.

Zippers: Nylon zippers are self-lubricating, don't freeze up, and are lighter than metal. Coil zippers are preferable to molded ones because they don't catch as easily and are self-repairing. Many bags offer two-way zippers so you can ventilate your feet.

Draft Tubes: Every time you turn over in your bag, you force warm air out through any available exit — usually the top of the bag and along the zipper. Bags designed for cold weather will have insulation-filled tubes to seal those air leaks. They should be attached to the upper half of the bag so that gravity keeps them in place. Really fancy bags have two draft tubes over the zipper to form a better seal. Others have a separate zipper to fasten the draft tube in place. Some bags also have draft tubes around the chest.

Smoothing Out the Bumps

An important adjunct to your sleeping bag is what goes under it. Good insulation between the ground and you is essential for a warm sleep and rounding out bumps.

As with sleeping bags, what you should buy depends on the type of camping you do and how much you want to pay. There are a number of factors to consider.

Size: Your pad should be as wide as your sleeping bag and stretch at least from your head to hips.

Weight: The choice is yours: comfort or lightness? Air mattresses, for instance, are cushy but heavy compared to thin closed-cell foam pads.

Bulkiness: If you're a backpacker, space is at a premium. That rules out thick foam. For tenting, your choices are mainly between different types of foam.

Open-cell foam, that familiar stuff you make everything from cushions to stuffed toys with, makes a comfortable bed but is not recommended for trail use. Made of polyurethane, it's soft and compresses well. It's also bulky, tears easily, and absorbs water like the sponge it is. It's not a great insulator either.

You're not likely to find open-cell foam pads in an outdoor gear store, but department stores usually have a wide selection of sizes, thicknesses, and prices. You'll sometimes find this foam bonded to closed-cell foam, but camping experts aren't impressed with the combination.

Closed-cell foam has sealed air chambers, which means it doesn't compress much and doesn't absorb water, an important consideration. It's light — 175 grams for a full-length thin pad — if a bit bulky. And it's cheap — \$10 to \$18, depending on the size and thickness. Closed-cell foam pads usually come in 10 mm and 12.5 mm thicknesses. The thicker pads are obviously more comfortable, but take up more space and are heavier.

The main types are polyethylene, that familiar blue plank that insulates well but is somewhat inflexible and gouges fairly easily; and ethyl vinyl acetate (EVA), an excellent insulator that's very durable. EVA is slightly heavier than polyethylene. It comes in solid flat sheets or molded into a ridge pattern that traps air for extra warmth.

Air mattresses: Comfortable but heavy, air mattresses are not very durable and don't insulate well when the ground is cold. The best are vinyl laminates of cotton, nylon, and rayon. Because they're a bit of a nuisance to blow up, they're not the best choice if you move camps every night. (Price \$15-\$65)

Self-inflating foam mattresses: Consisting of an open-cell foam pad covered in coated nylon, these combine the best qualities of an air mattress and open-cell foam. They're heavier than a closed-cell foam mattress — from 480 g for the three-quarters length lightweight to 1.5 kg for the thickest full length model — and expensive, but they're roughly twice as warm and far more comfortable. Costs range from \$60 to \$105, depending on the make and size.

BEFORE YOU BUY

Before you set off to the store, think carefully about where and when you plan to use your bag... If you're a backpacker, canoe-camper, or bicycle tourer, you'll want a lightweight bag you can stuff into a pack or pannier.

Because of Canada's wide temperature fluctuations, even in summer consider a three-season bag. And if spring and fall showers don't stand in your way, give some thought to how well the bag will insulate you when it's damp.

Be honest with yourself when considering how much space you need to sleep comfortably. A mummy bag might look cozy in the store but feel suffocating after a few nights.

Shop around. While adequate bags are available through department stores, pay a visit to camping/outdoor outfitters. They carry a wider range — especially at the top end — their staff is generally knowledgeable, and they probably have demonstration models that you can try on for size. Climb in, roll around, have a trial snooze.

Regardless of where you buy, examine the bag carefully. Are the seams straight and the stitches well spaced? Seams should have no fewer than seven to 10 stitches per 25 mm. Does the zipper work smoothly? Are the draft tubes wide enough to do the job? Scrunch up the bag and see how well it fluffs up.

Check the label. It should state the materials, fills and blends used as well as general construction features. Many will also state fill weight and total weight, loft, and a temperature rating.

Sweet dreams. X

Low Impact Campfires

by James R. Allen

When you go wilderness camping, it is important to leave an area as pristine as you found it. There's no such thing as "no-impact" camping because, even as you walk, you make an impact on the environment. Our goal is to make as low an impact as possible so that, very quickly, any evidence of our having been there disappears.

One of the most difficult camp practices to cover up is the campfire, but it can be done. Yes, we can also camp without fires and we must do it when we are in environmentally sensitive areas, areas of high fire danger, and areas that have been heavily damaged by less careful campers. The fact is, however, that the warmth and smell of a wood fire is part of the pleasures of camping. It seems to me it's better to teach Scouts how to build low impact campfires in appropriate places than to preach "no campfires".

First, they must learn to build fires safely. Forest floors are made up of decomposing organic material (humus) and can be highly flammable. A fire can smoulder in this material or along a tree root for days before it ignites. Choose a spot near water if possible and at least three metres from overhanging trees. Never build a fire directly on the forest floor.

Build your fire on exposed rock or on mineral soil. If the forest floor is thin, you can temporarily remove it to expose the mineral soil underneath. Remove the organic soil in one piece and place it in a shady area where it will not dry out. Clear a space large enough so that you will have a safety ring of at least one metre around your fire.

On a rock or sand base, you can contain the fire with a simple ring of stones. If you choose to use fire stones around a mineral soil fire, make sure you overturn them all and soak the ground beneath them when you are dousing the fire. Sparks caught under stones can go unnoticed and remain smouldering after you think your fire is dead out.

A stone you can't carry in one hand is too big for your fire ring. You don't need an elaborate fireplace. If wind might send sparks flying, set up a small tarp as a windbreak.

Keep the fire small. Wood is too big if you can't break it with your bare hands or by stepping on it. You can cook most

Hot Ideas

The Winter 1991 issue of *Outdoor Canada* included a great idea for making a portable heater hot enough to heat a can of soup or stew. It works on the same principle as a cardboard coil and wax in a tuna tin.

You need a tobacco can or one of similar size with tight-fitting lid. Put in a roll of toilet paper and pour in rubbing alcohol until the paper is thoroughly soaked. Store with lid on.

When you need heat, remove lid, light with a match, and either warm your fingers or heat your soup. The toilet roll is like a giant wick, so only the alcohol burns and the tin stays cool. To turn off the stove, simply put on the lid. The fuel will last about two hours, according to Pierre Aylwin, who contributed the idea. If the paper starts to burn, shut down and add alcohol before relighting.

Scouting Shorts from Windsor District, Ont., offered a few stove tips last spring. One-burner stoves may become overheated when you cook in a large pot because the pot reflects heat down on the fuel tank. Wrap the stove in aluminum foil to bounce the heat off the stove and back to the pot.

If you use shiny pots for cooking, blacken the bottoms. Dark coloured pots bring water to a boil faster because they absorb rather than reflect heat.

Finally, if your stove does not have a windscreen, you will waste a lot of heat. From lightweight aluminum sheeting, build a simple screen that folds flat for carrying in a pack.

Scout Program Links

Campcraft B, 5 a,c; Safety B6; Winter Camping, Silver 1a; Exploring, Bronze 6, Silver 6.

backpacking foods quite quickly. We're generally able to prepare a meal with eight or 10 thumb-sized sticks about 20 cm long. Only gather enough wood for your use. If wood is plentiful in the area, it will be easy to get more; if wood is scarce, do not build a fire.

Never leave your fire unattended. Let the wood burn completely. Charcoal will last a long time, but wood ashes dissolve quickly into the ground. As the fire is dying, keep scraping together the embers to allow them to burn to ash.

Make sure your fire is out by pouring on water and stirring with a stick until ashes, stones, and the ground underneath are completely wet. Pick through the ashes and remove any aluminum foil that may have come from food wrapping. Pack out this garbage with you.

Return the stones from your fireplace to their original location or, if the area is rocky, scatter them inconspicuously. If you built the fire on exposed rock, scatter the ashes thinly in an unnoticed area to dissolve in the next rain. If you built the fire on mineral soil exposed by removing the humus, mix the ashes into the mineral soil and replace the removed soil. Smooth over the whole area with a dead branch or your feet. Time and nature will take care of the rest.

Before you go, always check to see if you need a fire permit in the area where you plan to camp (many crown lands require both access and fire permits). It's also important to get an up-to-date fire hazard rating for the area. Each location has its own particular problems in terms of low impact camping. Use your ingenuity and skill to solve these problems and make it a point of pride to leave your campsite as undisturbed as it appeared when the first camper came along. X

Scouter James Allen is advisor with the 1st Sylvan Lake Venturers, Alberta. He tells us he was moved to write the Leader after reading "The Case Against Campfires" (J/J'90). "Though I agree that, in many cases campfires are not necessary and backpackers should learn how to camp without them," he says, "we should teach Scouts responsible wilderness camping with low impact procedures." He tells us his Venturers always carry stoves to use in environmentally sensitive areas. "But there is nothing wrong with a properly built fire in the appropriate place," he adds. "I fail to see how burning a renewable resource picked up close at hand is more environmentally damaging than burning a non-renewable fossil fuel imported from the middle east."

The International Relations Committee

Your Link to World Scouting



by Bob Butcher

We all know that we become members of a worldwide brotherhood when we join Scouting. And some of us know that Canadian Scouting is only one nation in a world organization of more than 130 Scout organizations with a membership of more than 16 million Scouts and leaders in over 150 countries and territories.

The International Relations Committee serves as your link to the World Organization of the Scout Movement by formulating Scouts Canada policies and procedures to develop an awareness of World Scouting and provide opportunities for members to identify with it. The committee does this in a number of ways.

1. It advises national council and the administrative board on World Scouting policy to ensure that Canadian policy and practices are based on World Scouting fundamental principles.

2. It ensures that Canadians support World Scouting through membership on world and Interamerican Region committees and by providing trainers at regional courses and seminars.

3. By attending as delegates and observers and encouraging others to participate, it represents Canada at world and regional conferences where World Scouting policy is made.

4. It provides Canadian youth and adult members opportunities to participate in world jamborees and moots, Jamboree on the Air, and other international events around the world.

5. It promotes and encourages international exchanges and the participation of Scouts from other countries in Canadian events.

6. It promotes and supports World Scouting community development projects through the Canadian Scout Brotherhood Fund and encourages local Scout councils to twin with Scouts in other countries to support such projects on their own.

7. It provides materials and articles to educate Canadians about Scouting and community development around the world (see **the Leader**).

8. It promotes and provides opportunities for Canadian Scouts and leaders to communicate directly with Scouts in other countries (through pen pal pages in **the Leader**).

9. It encourages other committees, such as the Program Committee, to include an international component in our programs (e.g. World Cubbing Badge).

10. It ensures that Canadians living abroad have opportunities to continue their Scouting in offshore Canadian groups or other national associations. Did you know that Scouts Canada has over 600 Scouts registered in our Maple Leaf Region in Germany as well as groups in Ankara, Turkey, and Beijing, China?

11. It develops and maintains relationships with other National Scout Associations as well as the World Scout Bureau and its regional offices to help make everything else possible.

Who are the Members?

Chairman **Herb Pitts**, Toronto, also serves as International Commissioner and, as such, is an officer of the national council and a member of the administrative board. He is recognized as Scouts Canada's official link with World Scouting and each of its member associations. In 1991, Herb will lead Canada's 330 member contingent to the 17th World Jamboree in Korea.

National Commissioner **Morrey Cross**, Ottawa, is an ex-officio member and in the final year of his term as a member of the World Scout Committee. **Bower Carty**, Ottawa, is a former chairman of the World Scout Committee and chairman of the World Constitutions Committee.

Reg Groome, Montreal, a former member of the World Scout Committee, is chairman of the World Scout Foundation in Canada, and **Geoff Wheatley**, Montreal, has recently been elected

chairman of the Interamerican Scout Committee.

Other committee members include **Harry Coulson**, Newmarket, Ont., **Joe Farrell**, Toronto, **Jack McCracken**, Ottawa, **Helen Smith**, Durham, Ont., Chief Executive **Jim Blain** (ex-officio), and the **International Commissioner of L'Association des Scouts du Canada** (vacant at time of writing). **Bob Butcher**, executive director International Relations and Special Events Services at the national office, provides staff support to the committee with the able help of **Lena Wong** and **Pushpa Thomas**.

The committee meets two or three times a year and holds an annual Hands Across the Border meeting with representatives of Boy Scouts of America.

1991 Highlights

1. A group of over 300 Canadians will attend the 17th World Jamboree in Korea, and many will include a visit to Hong Kong or Japan in their journey. Canada will also sponsor Scouts from a developing country to participate in the world jamboree.

2. Hundreds of Canadian Scouts will enjoy various other international events overseas and even more will have a cross border experience into the U.S.

3. Scouts in several other countries will begin preparations to participate in the 8th Canadian Jamboree in 1993.

4. Scouts Canada is sponsoring 10 new community development projects around the world. Up to five local Canadian Scout councils will "adopt" one of these. Someone will likely travel to Africa to evaluate the effectiveness of our support to such projects.

5. Many Canadians will learn about a Quebec group's experience working alongside Kenyan Scouts to complete a health clinic last summer.

6. Efforts to support the growth of Scouting in Eastern Europe will gain momentum.

Your International Relations Committee and International Relations and Special Events Services are here for you. Please let us know how we can do a better job. A



ANNOUNCING!

The 8th Scouts Canada Jamboree 8ième
Kananaskis Country, Alberta
July 10-18, 1993

Scout leaders and Venturer advisors!

Start planning now to attend CJ93. You can bring all your Scouts and Venturers! Units may be as small as two young people and a leader or as large as you want. Bring the whole troop or company! You need one leader for every nine Scouts or Venturers.

Registration will be based on *FIRST COME, FIRST SERVED*. There will be no quotas! Register early to secure your unit's attendance. Registration forms will be available in spring 1992. Watch for details in future.



Rocky Mountain Adventure!

The jamboree site is in Kananaskis Country, Alberta, home of CJ81 and the 15th World Jamboree in 1983. Camp in the foothills of the spectacular Rocky Mountains, only an hour's drive west of Calgary.

Something New!

There's a different kind of program in the planning, and an all new attraction for a Canadian jamboree — **TWINNING!** You and your Scouts or Venturers can ask to be twinned with a unit from another part of Canada. You will be "matched" before the jamboree so that you can contact your twins before you arrive at CJ93. During the jamboree, twins will camp side by side and join together for selected program events. What a great way to meet Scouts and Venturers from other parts of your country!

How to Get Started

Here's a handy planning chart and checklist. Make a photocopy of this page and post it in your meeting hall. Check off each item as you complete it so that all members will be able to see the group's progress as it prepares to attend CJ93.

- ☐ Tell older Cubs, your Scouts, and your Venturers about CJ93 NOW!
- ☐ Ask young members if they want to go to Kananaskis in 1993.
- ☐ Tell your group committee about their interest.
- ☐ Get into the jamboree spirit! Hold a join-in jamboree to celebrate the 17th World Jamboree in Korea this August. Invite a Scout who was at CJ89 to talk to your members about the fun he had.
- ☐ Take members out often to sharpen their lightweight camping and camp cooking skills.
- ☐ Find out more about the Rockies and Kananaskis Country.
- ☐ With your group committee, prepare a fundraising plan.
- ☐ Start fundraising (Apple Day, calendar sales, Trees for Canada).
- ☐ Pick up your CJ93 registration forms from your council in spring 1992.
- ☐ Complete the forms and submit them, with fees, before Sept. 1, 1992!
- ☐ Attend the CJ93 pre-camp in your area.



Introduction to Cubbing

from Mary Vandekieft

Each spring for the past three years, the 1st Port Wallace Cubs, N.S., have held a special meeting with the Beavers who will be swimming up. It seems to work very well, gives the Beavers an idea of what Cubs is like, and makes the seconds feel important.

We hold the meeting Saturday morning from nine to noon with the White Tail Beavers, the seconds from our Cub packs, Keo, two or more Cub leaders from each pack, and two or more Beaver leaders from each colony. We ask the Beavers to bring with them a three-ring binder because our pack gives all information and newsletters in three-hole punched format.

PROGRAM

1. Beaver Opening (Beaver leader)
Cub Opening (Cub leader)

2. Welcome from Akela

3. Read the story of Baden-Powell and Scouting, then read it again with actions. We took a story game that appeared in *Paksak* (Nov. '88) but, instead of having the Cubs run when they heard the key words, we had them do certain actions.

England: stand up and sing, "Oh Britannia, Britannia rules the waves!"

Baden-Powell or B.-P.: Stand up and say, "The Chief Scout".

Scouts or Scouting: Stand up, give the Cub salute, and say, "We'll do our Best".

Army: Stand up and march on the spot

Africa or African: Stand up and beat tummy like a drum.

We also added a sentence to the story so that it didn't end with B.-P.'s death: "Although B.-P. is no longer with us in body, his spirit lives on through small armies of boys and girls not only in England and Africa, but all over the world, united under the name of Scouting."

4. Tell or read the story of the white coat of paint (Cub leader).

5. Led by a Cub leader, the Beavers prepare their binders. They either trace around a cardboard wolf head pattern directly onto the front of the binder, or they use the pattern to trace and cut a wolf head

from contact paper and stick it on the front. They add their names and the pack name and, using double-sided carpet tape, attach a plastic bank book sleeve inside. These sleeves are just the right size to hold their Cub Record Book.

6. We give the Beavers copies of the Grand Howl routine; the Cub law, promise, and motto; a Cub uniform diagram; and badge information to put into their binders.

7. Cub leaders teach the Grand Howl.

8. Cub leaders explain the Cub law, promise, and motto.

9. Make wooden medallions. Everyone helps as Beavers print their names on 13 mm slices of branch about 64 mm in diameter with felt marker. They spray with

varnish, then leaders take home the medallions to dry and put on a second coat of varnish for a high gloss finish. At the swim up, we present them to the Beavers.

10. Keo tells the Beavers about badges and stars.

11. Using pictures of jungle animals, a Cub leader introduces the different jungle characters.

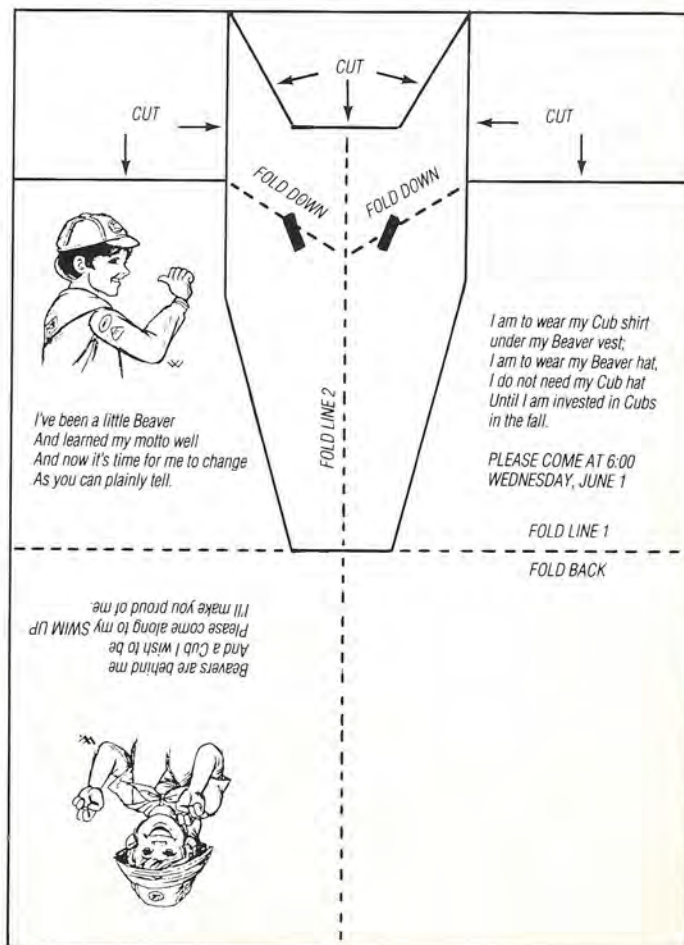
12. With the help of Beaver leaders, the Beavers make Swim-Up invitation cards to take home to their families. We photocopy the design illustrated on coloured paper and the Beavers cut and fold. They seem to get a kick from the fact the card is a pop up.

13. Beaver Closing (Beaver leader)
Cub Closing (Cub leader)

14. Snack provided by Beaver leaders

It's a morning that really seems to please both Cubs and Beavers. If you try the idea or something similar, I hope you find it as successful as we do. X

Scouter Mary Vandekieft is Bagheera with the 1st Port Wallace A Cubs, Dartmouth, Nova Scotia.



Do You Use Your Library?

by Barb Spencer

Working in a library, I have a distinct advantage over a lot of Beaver leaders. I see potential program material go by me every day and don't have to make a special trip to find it.

Some people no doubt find libraries a little intimidating. Searching for just the right book can take a long time — something we don't always have. To help you out, I put together a list of books that have some excellent material in them for Beavers.

Better Homes and Gardens offers a wonderful series of books full of fun projects in arts, crafts, cooking, science, and nature for kids aged 4 and up. Ask for: *Water Wonders*; *At the Zoo*; *Make Believe*; *Bird Buddies*; *On the Farm*; *Bugs, Bugs, Bugs*; and *Day and Night*.

For more craft ideas, try: *Bag of Tricks*, by James Razzi; *Steven Caney's Toy Book*; or *Steven Caney's Playbook*.

If you want to find out what you can create with a specific material or are

looking for instructions to make a particular craft, ask for *Fun for Kids*, an *Index to Children's Craft Books*, by Marion F. Gallivan. This is an excellent resource that includes the ages for which the crafts are suitable.

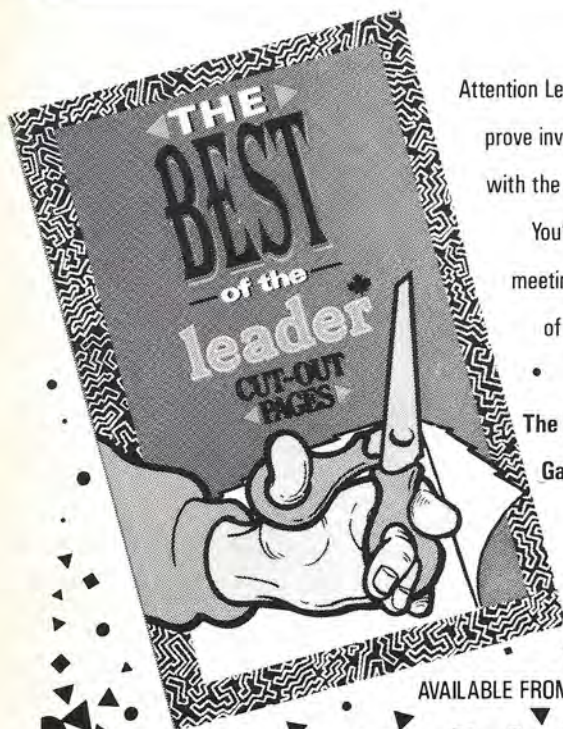
If you are looking for stories or a particular kind of story, try some of these books.

- ☐ *Index to Fairy Tales*, by Norma Ireland (an index to myths, legends, folk and fairy tales, by subject)
- ☐ *Storytellers' Source Book*, by Margaret Read MacDonald (useful if you want a particular story plot)
- ☐ *I Can't Have Bannock, but the Beaver Has a Dam*, by Bernelda Wheeler
- ☐ *How the Sun Made a Promise and Kept It*, by Margery Bernstein
- ☐ *Name of the Tree*, by Celia Lottridge
- ☐ *Who's in Rabbit's House*, by Verna Aardema

We all know about the *Co-operative Games Books*, and the new *Games ... From A to Z*, available from your Scout Shop, is a must, but you might also look at *The Incredible Indoor Games Book*, by Bob Gregson. It offers 160 games and activities, most of which don't involve keeping score.

Your local library can be one of the most valuable material resources you have. If you don't use it, you are missing out on a lot. The library staff will be able to help you locate the books I've mentioned. If they don't have what you want at your branch, ask if they have an inter-library loan system, or even if they would add the materials to their collection. Happy hunting. X

Scouter Barb Spencer is a leader with the 9th Hermitage Beavers, Edmonton, Alta., and is on staff with the Edmonton Public Library, Children's Division.

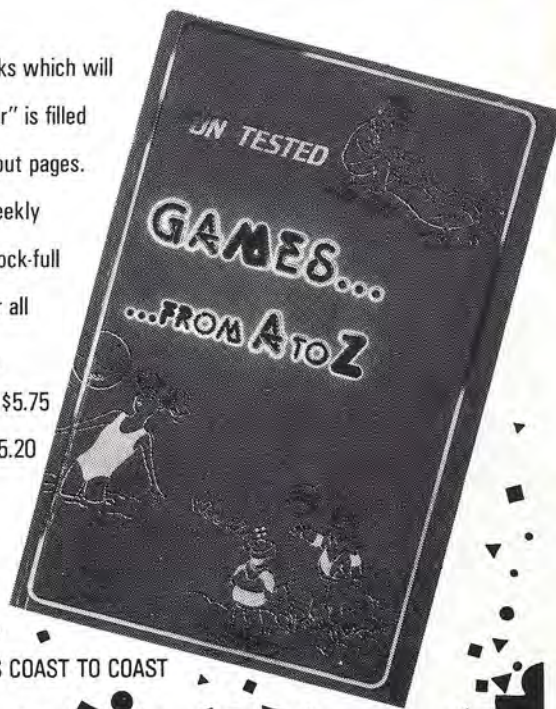


Attention Leaders! Here are 2 resource books which will prove invaluable. "The Best of the Leader" is filled with the *Leader* magazine's popular cut-out pages.

You'll find lots of quick ideas for weekly meetings. "Games from A to Z" is chock-full of fun-tested affordable games for all ages and occasions.

The Best of the Leader 20-510 . . . \$5.75

Games from A to Z 20-504 . . . \$5.20



AVAILABLE FROM SCOUT SHOPS AND DEALERS COAST TO COAST

FUN & GAMES



Fun at the Pond

by Lena Wong

It's often difficult to plan activities for March because the weather is so unpredictable. Include plenty of variety in your planning so that you have both indoor and outdoor activities lined up ready to fit in at short notice.

This month, we offer some games you can play indoors and easily shift outdoors if the weather permits. And we have ideas for an Easter party.

GAMES

One good source of games suitable for Beavers is *Classic Children's Games*, by Vivienne Sernaque, Dell Publishing. You will have to modify some of the games to remove the competitive element and others to avoid having players drop out.

Skipping

It's a shame skipping has traditionally been viewed as a girls' activity, because it's a good form of exercise that helps develop coordination and provides a lot of fun. When you introduce the Beavers to skipping, tell them it's such good exercise that boxers and many other athletes use it as part of their training programs.

Invest in some inexpensive small plastic jump ropes for individual skipping and two or three large ones for group skipping. Start the Beavers with individual skipping and gradually work up to the large ropes. Have leaders do the turning the first few times.

Jumping into the rope can be difficult for Beaver age children. Use this technique to start them off in the middle. Swing the rope gently back and forth while the group chants:

Bluebells, cockleshells,
Evie, Ivy, Over!

On "Over", bring the rope over the jumper's head so that he can start regular jumping.

Once the Beavers are used to skipping, try "One, Two, Three". The first Beaver jumps in, jumps once, and jumps out. The others follow in turn. On the next round, the first in line jumps in, jumps twice, and jumps out, and the others follow in

turn. Continue to play, increasing the number of jumps, until they are tired of the game.

Hot Potato: Children originally played this game with a hot potato, but we suggest you use a ball or beanbag. The Beavers form a circle, standing or sitting, and pass the hot potato from player to player as quickly as possible. If a Beaver drops the potato, have him do some action (race around the circle and back to his place; skip three times; sing a little song) before starting to pass the potato again.

For variety, add music to the game. The Beavers pass the potato while the music plays. The player left holding it when the music stops must do a little action as above before play begins again.

Johnny, May We Cross Your River:

The more players you have for this game, the more fun. Set up two "safe zones" at either end of the play area. Let a leader start as "Johnny", who stands on one safety line while the players line up on the other and face him.

The group calls, "Johnny, may we cross your river?" Johnny answers, "Not unless you wear a red sweater" (or blue pants, or have red hair, or whatever you wish). Beavers who meet the requirement race across the river to safety, and the others may try to bluff, sneak, or brazenly run across or choose to wait to see what the next requirement will be.

Johnny tries to catch players who try to cross without meeting his requirement. When he's successful, the two change places, and the game continues. Play until everyone is on Johnny's side of the river, or the Beavers are tired of the game.

Snakes Alive: This game from *Scouting* (UK) magazine sounds like a lot of fun. Choose one Beaver to be the head of the snake and have the rest lie flat on the floor with legs together and arms close to their sides. Legs astride, the "head" begins hissing and walking over the line. As the head passes over the first Beaver, he gets up, joins on by holding the head's waist, and begins hissing. The two collect the next Beaver in the same way, and so on, until all the Beavers are up to form one long noisy, hissing snake.

Or how about these ideas from *The Scout Leader*, published by the Catholic Boy Scouts of Ireland.

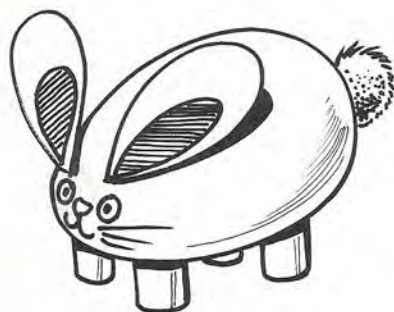
Upside Down Relay: Put a new twist on a simple old relay game by having the Beavers move along the course backwards with their heads between their legs. Ask them to notice how different things look from this perspective and, after the relay, let them talk about how things looked upside down.

What a Nerve: Organize the colony into two teams and ask each to become a "nerve" by lining up and holding hands. Tell them that their job is to silently pass a signal from one end to the next, just like a nerve does.

On signal, a leader at the front of each team squeezes the hand of the first team member. Each Beaver in line passes along the squeeze to the next. When the player at the end of a line receives the squeeze, he yells, "Gotcha!" (or whatever signal you wish). Which "nerve" passed the message fastest? Try it a second time to see if the nerves can work even faster still.

AN EASTER PARTY

The Easter weekend, March 29-31, comes early this year. It's a great time to celebrate with a party. When the Beavers arrive, send them on an egg hunt for plain white hard boiled eggs on which you've stencilled each Beaver's name.



Egg Bunny: After the hunt, have the Beavers bring their eggs to the craft table to try this idea from *Confetti*, by Phyllis and Noel Fiarotta, Workman Publishing. For each bunny, you need a hard boiled egg, a cotton ball, four pieces large tube macaroni, and white and pink paper.

The Beavers draw a face on the wide end of the egg, glue the cotton ball to the narrow end as a tail, and glue the four macaroni tubes to the underside as legs. Then they cut out two large white paper ears and two smaller pink inner ears, glue them together, and finally glue the ears to the egg as shown to finish their bunny.

Treats: Let the Beavers make some easy chocolate munchies for a treat. You need 100 g (1/2 cup) plain chocolate and 50 g (1/4 cup) corn flakes, rice crispies or puffed wheat. Grate the chocolate into a bowl, place the bowl in hot water until the chocolate melts, and mix in the cereal. Drop the mixture on waxed paper with a teaspoon and let cool until set. Makes enough munchies for 12-15 Beavers.

For a refreshing and easy fruit punch to go along with the treat, mix together

two or three different fruit juices and add chunks of pineapple, peaches and cherries.

Bunny Hop: Play this game to burn off some energy. We found it in *The Children's Party Book*, by Helen O'Leary, David & Charles. Choose three Beavers to be predators and send each to a different corner of the room. The rest of the players are Bunnies and wait in the remaining corner (the burrow). At the word "Go!", the Bunnies leave the burrow and hop around the room. At the word "Now!", the predators scurry out of their corners on all fours and try to catch as many bunnies as possible before they reach the safety of their burrow. Play a few rounds with different predators each time.

Wrap up with a candy hunt, but first have the Beavers make a quick Easter basket for carrying the candies. Each needs a small paper cup (buy a packet of the flowery bathroom size) and a strip of red construction paper to glue to the cup as a handle.

Send out the Beavers to find the candies you've hidden around the room. When the hunt is over, gather everyone together to share their finds equally, and fill each Beaver's basket to take home.

MARCH OUTING

Try to get out for a ramble through woods, fields, or along a beach this month. Encourage the Beavers to look for signs of spring and share their observations with the rest of the group.

Play some games along the trail. Ask the Beavers to look for things. Find some really big trees and see how many Beavers it takes to form a circle around one. Climb some rocks. Look for a warm spot where there may be some early green grass or other plants coming back to life. Look for signs of animals and birds. Bring along large garbage bags and pick up any garbage you find along the trail. Take note of interesting spots to come back to later in the spring.

In the city, go to the nearest park to clean up some of the litter people have dropped during the winter. Look at the flower beds and see if you can find any plants starting to sprout. Can you find snowdrops, crocuses, or other early spring plants? If they are not too wet, play some games in the open areas and have some fun in the playground.

Start thinking about outdoor themes and activities for the warmer months waiting just around the corner. Ask the Beavers what kind of things they would like to do this spring and fit some of their ideas into your planning calendar for April and May. Happy Easter!



The Way to a Beaver's Heart

by Ben Kruser

March is National Nutrition Month, a great time to introduce cooking activities to Beavers. Food-related programs look at an area basic to life itself, where every Beaver has a daily repeated experience.

Despite their exposure, most children do not have opportunities to prepare food. Beavers need to eat well to grow and develop, but they can also benefit from experiencing some of the magic that happens from the time food grows on a farm to when it is put into a package or on the dinner plate.

A food preparation program also contains valuable hidden lessons on working together, following instructions, experiencing quantity and weight, enriching vocabulary, and seeing ingredients change forms when combined, heated, or cooled.

Try some of these activities to help Beavers learn about food.

BEFORE YOU START

Parents teach many Beavers not to interfere with adults who are cooking and to beware of potential dangers such as hot pots or stoves. Without creating conflict with home rules, leaders can let Beavers know that, by taking reasonable precautions, they can cook safely.

Choose a recipe with only one or two mixing steps to make their first experience successful. Try the recipe first so that you can anticipate hidden problems that might affect the outcome.

Not all Beavers like all foods. Some will enjoy cooking but will not want to taste the product. Since they don't get the satisfaction of eating, make sure you give these Beavers verbal rewards for their efforts. You don't need to feed everyone a lot of food. A taste can be plenty.

As with any program planning, check to see that you have the cooking equipment you need to make your recipe. If you don't have a fridge available, use a portable cooler. Let parents know your plans and make sure no one has allergies or dietary restrictions to the food you will cook or eat.

SIMPLE FOODS

Icings: Start with a basic white icing made from soft butter, confectionary sugar, milk, and vanilla. Give each Beaver a portion in a cup and let him mix in his own choice of food colouring.



PHOTO: WAYNE BARRETT

Raw Fruit/Vegetables: The main activity here is identification, peeling, cutting, and taking out seeds. Have Beavers taste raw vegetables and compare what they experience to how the same vegetables look, taste, and feel after they are cooked. Make juices from fresh oranges, grapefruits, or lemons. Have Beavers measure and add sugar and water.

Talk about how fruits and vegetables grow. Compare the skin of a pineapple to that of a banana. Ever wonder what's inside a coconut? Now's a good time to open one up and find out. Cut an apple horizontally to see the star-shaped seed chamber.

Popsicles: Mix together fresh fruit and juices and put in ice trays or popsicle molds for fruity popsicles.

Butter: Take a carton of cream and pour into a large, clean jar. Sit in a circle and have each Beaver shake the jar vigorously 10 times while everyone chants:

*Come butter come
Come butter come
(Beaver's name) wants a butter cake
Come butter come*

If they shake it enough, butter will start to form into a ball. Open the jar, take out the butter, rinse in cool water, and let the Beavers spread on crackers.

Pudding: Instant pudding also demonstrates change from liquid to solid. Have

Beavers help you prepare instant vanilla pudding. Pour individual portions into cups and let Beavers add their own food colouring and fresh fruit. Put into the fridge or cooler to set and eat at break time.

Muffins: For Brown and Blue Tails, use prepared muffin mix to which they need only add water or milk. White Tails may prefer to make muffins from scratch and add such goodies as raisins. Have each Beaver pour his mix into a cup of a muffin tin.

At camp, introduce Beavers to cooking without utensils. First have them eat out the insides of half an unpeeled orange. Pour the muffin mix into the skin shell and cook next to hot coals. Have leaders place and pick up the muffin-orange shells to avoid burned Beavers.

Food from Around the World

What better way to savour the memory of a foreign land than through one's taste buds. A Mexican Night theme can include smearing refried beans on a taco shell and covering with sliced cheese. Other ethnic holidays involve simple treats for children that Beavers would enjoy making and eating, too.

REDUCE, REUSE, RECYCLE

As my secretary helpfully pointed out after reading this article, we all need to make waste reduction part of our everyday consciousness. When you want to provide Beavers individual portions to mix or let set, use small clean yogurt pots rather than paper or styrofoam cups. Empty margarine tubs also make good individual mixing bowls. When you're done, you can clean the containers and use them again later for crafts.

Tin foil cooking is great for outdoors but, inside, use a standard muffin tin when making muffins. Mark the Beaver's name on a popsicle stick. After he pours his mix into one of the muffin cups, put in his popsicle stick to mark which muffin is his.

Remember that, for Beavers, the fun is in the doing. You'll be able to taste their excitement when they tell you that their vanilla pudding actually did turn green when they added green food colouring. From such simple lessons, your Beavers will also develop a healthy taste for exploring more of what the world offers them. X

Planning a Camp Program

by Ben Kruser

The highlight of any Cub's experience is camp. Whether it is a simple overnight or a week-long stay, a successful camp program needs an atmosphere of anticipation that there are still more great things to come. When you keep Cubs on their toes, they have little time for getting into trouble. The excitement feeds their high levels of energy and curiosity and tires the daylight hours out of them as well.

Here are some program planning tips you may want to try for your next camp.

Get Cub Input: Before designing a camp program, ask the Cubs what they would like to do if they suddenly could do anything they wanted. If they saw a re-run of Star Wars on TV last week, they may be keen to have a Space Theme. Here is your chance to blast off into a dynamic program.

Theme, Atmosphere and Storyline: A space theme offers all sorts of options, each of which sets a certain atmosphere that will influence the Cubs' behaviour. I'm not a big fan of violence and, in the camps with which I've been involved, playing with guns and warfare-related behaviour is banned. First, I don't want to eat lunch listening to a million photon torpedoes going off in my ear. Second, I've noticed that Cubs appreciate being free of the fear-related stress put on them by TV and society in general.

For similar reasons, I'm also not a big fan of planned kidnappings. As a parent, I go to camp to escape from terrible problems like these, and so do the Cubs.

Set a non-threatening atmosphere that continually feeds excitement. I've always had good luck with treasure hunts because, no matter how tired the Cubs or miserable the weather, the pack is always ready to find that next clue. The more outrageous the clue, the better; it stretches their imaginations and builds positive anticipation.

A good storyline is also essential for several reasons. After the Cubs arrive at camp and stow away their gear, reading or telling the storyline helps set the fantasy

theme and atmosphere. It also announces that camp has started.

The storyline informs the Cubs why they are here, describes the general activities, and tells how the camp program will end. They now know the purpose of the camp and how activities are related. Boredom and confusion are reduced or prevented because they can see what they are working towards. Intertwining a treasure hunt with the story will also build excitement and, if each six has to find its own clues, friendly competition.

Choosing Activities: With Cub input and leader brainstorming, develop a list of potential ideas. To be an astronaut, you have to be fit. You also need to know first aid and survival techniques in case you crash land or someone gets hurt.

Once you've landed, it might be handy to have some type of vehicle to get around in. Local aliens might help you find clues. Identifying local environmental characteristics will help you recognize where you are, and using a compass will enable you to take excursions into uncharted planet landscapes.

Write down activities you feel the pack would enjoy and build a treasure hunt around doing them. Now see if you can pair any of the activities to badge and star work. Note that planning the fun came first; badges and stars followed as added incentives. What you come up with might look like this.

Space Medicine	First Aider
Astronaut Fitness	Red Star, Athlete
Astronaut Survival	Green Star, Woodsman
Space Travel	Tawny Star, Artist, Handicraft Artist
Aliens	Artist
Local Environment	Black Star, Observer, Collector
Space Compass	Woodsman

If you need one or two extra activities to meet a badge or star requirement, you

can now fine-tune the program by building in these extras.

Finesse: Add the touch of class that makes the camp truly special. Have sixes pick their own space name, create their own cheer, and make a space emblem to identify themselves among other carbon-based life forms. Leader costumes and decorations give the camp a party atmosphere and add to the theme. Special theme meals (fried klingon, for example) also create a fun atmosphere, if not a need for an antacid.

Campfire: The campfire is the climax of the experience. Here all the clues are gathered to solve the treasure hunt and all secrets revealed. Practise singing songs at regular meetings so the Cubs can actively participate. Campfire is not the place to learn how to sing or create a skit off the cuff. A little campfire magic, like tossing a handful of non-dairy creamer over the flames to create a fireball (be very careful, it can really take off) will add to the camp's mystique.

Plan for fun and adventure, and have a great Cub camp. 

the **leader**

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Requirement Updates

Conservation Achievement Award: World Conservation Badge

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 Citizen Achievement Award and the Chief Scout's Award appeared in the February **Leader**. This issue includes the new requirements for the Conservation Achievement Award and the World Conservation Badge.

In September 1991, Scouts who start work on the initial level of the Conservation Award must use the new requirements. All Scouts will work on the new World Conservation Badge requirements, but those who have completed any level of the previous Conservation Achievement Badge may use it as credit for Part 1. Scouts who have already earned the World Conservation Badge by completing the Gold Level Conservation Badge need not undertake the revised requirements.

For Scouts working on existing badge requirements, there will be a maximum two year transition period, except in the case of the World Conservation Badge and the Chief Scout's Award. By the beginning of September 1993, all Scouts will be working on the new badges.

CONSERVATION ACHIEVEMENT BADGE

To earn a given level of this badge, you must complete the following requirements for each section:

Bronze: Complete 2 in Section A, 1 in Section B, and 1 in Section C
Silver: Complete 2 in Section A, 2 in Section B, and 1 in Section C
Gold: Complete 2 in Section A, 2 in Section B, and 2 in Section C

Requirements completed for a lower stage of this badge can be used when a higher step of the badge is being earned.

Section A: Experience

1. Fisheries: Do (a) or (b)

(a) Visit a commercial fishing or shell fish operation, aquaculture farm, fish processing plant, seafood distributor, or fishing charter business. Find out about the activity's equipment, methods, economic value, and government regulations. Discuss how your ideas about their activity have changed.

(b) Visit a local aquarium, museum, pet store, or library. Learn about the habitat, feeding, and reproduction of one non-game fish or invertebrate (sea urchin, snail, leech, etc.). Draw a diagram to show how the animal fits into its local food web.

2. Forestry: Do (a) or (b)

(a) Visit a lumber, paper, or pulp forest, sugar bush, Christmas tree plantation, or small woodlot. Find out about the operation's equipment and methods, economic value, and government regulations. Discuss how your ideas about the activity have changed.

(b) Find a small stand of trees and make a chart showing the type of tree, height, and trunk diameter. Use your chart and observations to describe the type of forest. Discuss how different types of trees affect a forest's ability to provide nest sites, food, noise and wind barriers, and shade.

3. Soil: Do (a) or (b)

(a) In a non-fragile environment, dig a half metre hole and look at the different layers of soil. Find out what makes up the different layers and how they are formed. Discuss why topsoil is important for plant growth, what affects the quality of topsoil, and the value of composting.

(b) Visit an area with several different soil types. Examine the soil's moisture,

compactness, and appearance along with the types of animal and plant life you find in the soil. Make a chart to compare the different soils and discuss how the soil affects what lives in an area.

4. Water: Do (a) or (b)

(a) Visit a pond, marsh, bog, pothole, lake, stream, or river to examine living things. Find out how their form and activity are specially adapted to their environment and make a chart to illustrate this. Discuss the roles of these organisms in a freshwater food web.

(b) Visit a salt marsh, harbour, intertidal beach zone, mud flat, or tidal pool to examine living things. Find out how their form and activity are specially adapted to their environment and make a chart to illustrate this. Discuss the roles of these organisms in a marine food web.

5. Wildlife: Do (a) or (b)

(a) Visit with a hunter, fisherman, trapper, furrier, game-farm operator, or conservation officer. Find out about their activities, equipment and methods, economic value, and government regulations. Discuss how your ideas about their activities have changed.

(b) Make a simple map of an undeveloped piece of land showing the size and location of different habitats and a list of the area's wildlife. Discuss wildlife's need for food, water, shelter and space and describe habitat improvements you could make.

Section B: Investigation

1. Fisheries: Do (a) or (b)

Meet with a fisheries officer, conservation officer, fisheries biologist, or other knowledgeable individual to learn about: (a) fisheries problems such as diseases, parasites, water pollution, over-fishing, and habitat destruction. Learn how to get a fishing or shellfish licence and discuss the value of regulations.

(b) how local fishery resources are being managed. Discuss the value of fish hatcheries, stocking, fish tagging, fish monitoring, and the use of specialized fish or fishery projects in your area.

2. Forestry: Do (a) or (b)

Meet with a forestry biologist, conservation officer, park warden or other knowledgeable individual to learn about:

(a) forestry concerns such as insect pests, fire, logging, replanting, recreation, and forest management. Develop a simple forest management plan for an actual or simulated forest.

(b) the ecology of a forest. Observe and discuss forest types, factors affecting forest growth, watershed protection, and the value of forests to wildlife and air quality.

3. Soil: Do (a) or (b)

Meet with an agricultural agent, conservation officer, soil scientist or other knowledgeable individual to learn about:

(a) soil problems such as erosion, salinity, acidification, compaction, and nutrient loss. Visit a site to observe effects and solutions for at least one of these problems.

(b) soil ecology and formation. Observe and discuss the role of living and non-living things and other factors in soil formation. Use a composter for three months.

4. Water: Do (a) or (b)

Meet with a conservation officer, municipal water quality engineer, biologist, or other knowledgeable individual to learn about:

(a) water concerns such as drinking water supply, pollution, sewage treatment, recreational and industrial misuse. Build a working model to demonstrate water filtration.

(b) water management problems such as erosion, flooding, draining, acid precipitation, and wetland destruction.

5. Wildlife: Do (a) or (b)

Meet with a wildlife biologist, conservation officer, park warden, or other knowledgeable individual to learn about:

(a) game management issues such as poaching, endangered species, hunting and fishing seasons, and regulation enforcement. Learn how to obtain a hunting licence and the regulations that go with it.

(b) non-game management such as bird banding, predator research, parks, and sanctuaries. Prepare a display showing the values and benefits provided by a given wildlife species.

Section C: Action

1. Fisheries: Do (a) or (b)

(a) Participate in a fisheries improvement project such as restoring stream banks, creating spawning beds, planting

stream cover, removing obstructions, improving salt marshes or mud flats, or another project suggested by a fisheries conservation authority.

(b) Participate in a public awareness campaign to promote the importance of fisheries management. This could include preparing displays on endangered fish species, distributing information on good fishing practices, operating a mini-hatchery, or another similar project.

2. Forestry: Do (a) or (b)

(a) Participate in a forestry improvement project such as Trees for Canada, planting a shelter belt, selective cutting, gypsy moth control, or another project suggested by a forestry conservation authority.

(b) Participate in a public awareness campaign to promote the importance of forestry management. This could include preparing displays on endangered tree species, protected forest areas, beneficial trees and shrubs for wildlife, or creating



from a non-municipal water source, send it for testing, and report on the results. Participate in a water improvement project such as erosion prevention, stream or river cleanup, or another project suggested by a water conservation authority.

(b) Participate in a public awareness campaign to promote the importance of water conservation practices. This could include acid rain testing and reporting, distributing information on water saving devices, camp demonstrations on water use, or another similar project.

5. Wildlife: Do (a) or (b)

(a) Participate in a wildlife improvement project such as building nest boxes, restoring endangered, threatened, or vulnerable species, helping tag or band wildlife, adopting a park, or another project suggested by a wildlife conservation authority.

(b) Participate in a public awareness campaign to promote the importance of



a nature trail or leaf display for a camp, or another similar project.

3. Soil: Do (a) or (b)

(a) Participate in a soil improvement project such as planting a shelter belt, reclaiming saline soil, reseeded exposed soil, building erosion barriers, or another project suggested by an agricultural or conservation agent.

(b) Participate in a public awareness campaign to promote the importance of soil conservation practices. This could include preparing public displays, distributing information, constructing demonstration sites at a camp, or volunteering to help a local soil conservation authority.

4. Water: Do (a) or (b)

(a) Obtain a water sampling jar from your local health department. Take a sample

wildlife management. This could include displays on endangered species, habitat protection, hunter awareness, distributing information on local parks and wildlife, or another similar project.

WORLD CONSERVATION BADGE

In order to earn this badge you must:

1. Complete any level of the Conservation Achievement Award.

2. Choose a conservation issue of importance to Canada and the world. Complete a project that includes some recognizable work in your community and a presentation, display, or report describing your project and the global importance of the issue. (The project may be completed individually or by a group. Example issues include global warming, acid rain, endangered species, etc.) X

Vocational Venturing

by Doug Simpson

In the December **Leader**, I talked about the versatility of Venturing. This month, I'd like to identify one aspect of that versatility — Vocational Venturing. The topic is relevant to Rovers, too.

What is Vocational Scouting? It's true, we are not in the employment business. But, in the senior sections of Scouting, we certainly help young people prepare for the work force, whether or not we are aware of it. Look at the areas around which Venturing is centred and the names we use. We call them "Life Experience" areas and, within those areas, the Venturer program is designed to help young people live to the fullest of their potential.

Scouts Canada became involved in Vocational Venturing some years ago with an initial foray into the law enforcement field and then into fire-fighting. Across Canada, Venturer companies in both vocational areas are enjoying success. Our most recent initiative in this area is a link with the RCMP as a particular extension of the law enforcement program, but it is not intended to end there.

Our own imagination and initiative puts the only limits on what we can accomplish. Vocational Scouting has been around for years. In the beginning, it was seen as simply an addition to the programming available for Venturers, but now it is assuming a much broader role, both for Scouts Canada and the Venturers who become involved.

The concept has broadened over the years for many reasons, but basically be-

cause of the needs of young people themselves. Today's teens do not know what they want for a job and say that formal educational institutions are unable to respond to their needs. During the latter part of the 1980s, Canada's teens were dropping out of school at a rate of 100,000 per year. That means about 30% of our high school students leave school before graduating.

The unnerving part of this story is that this dropout rate is expected to continue well into the 1990s. Combine this with the fact that, every year, more jobs require a higher level of education, and the result is a ready-made recipe for disaster.

"Why should Scouting be involved?" you ask. Scouting's major focus is to help people learn about things and, more important, about themselves. Whether we work with a Beaver learning to share in the colony or a leader taking training in interpersonal relations, we aim to provide an educational experience that enables members to develop and grow. Why wouldn't we take the opportunity to enlarge that experience?

If Scouting programs can be tools to give young people the knowledge they need to make career choices, we all benefit. Today's teens have so many career options, it boggles the mind. If we can give them a chance to learn a bit about one or more occupations, we will help them grow. That is what Vocational Venturing tries to do.

I am not talking about creating part-time jobs for our young people, but about

incorporating some knowledge about a vocation into the life experience areas of Venturing. Leaders of vocational groups need to remember that Vocational Venturing is, first and foremost, a Scouting program; the vocational aspect is secondary. This notion can create problems, both real and imaginary.

Since the particular thrust of a Vocational Venturing company is a specific vocation, we can expect that some Venturers will discover the vocation holds no appeal for them and leave that company. This is not a problem in itself. Neither you nor I would want to stay in a job we did not enjoy. In this case, Scouting enabled the Venturers to acquire some first hand knowledge and make a considered and educated decision.

The real problem is that Scouting doesn't want to lose young members. We want them to be able to join another company, whether it takes a traditional approach or has a different vocational orientation.

The broadening of Venturing into vocational areas is designed to augment traditional Venturing, not detract from or replace it. I've heard Scouters say they fear Vocational Venturing will mean the death of the traditional company because, they believe, Venturers will find Vocational Venturing more exciting. If they do, question the programming in the traditional company. Why isn't it exciting? It should be.

Vocational Venturing is designed to help young people grow. Often, it comes with built-in advisors. It may take time, but I'm confident it will become a very attractive part of Venturing that yields positive results for teens and Scouting. X



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Helping Parents Make Happy Campers

by Ben Kruser

Summer camps can bring both high excitement and anxiety. Children look forward to new experiences and the adventure of roughing it, but many also put on brave faces and secretly hope they'll live long enough to brag about exploits to back-home friends.

Designing a good camp program and providing young members pre-camp skill practice are two things you can do to alleviate the willies for first-time campers. You can also do some things that need parents' help.

1. Encourage parents to read the camp brochure to their child. Many campers are literally shipped off to camp with little or no family discussion of where they are going, why they are going, and what will happen to them once they arrive. When you design the camp brochure, include a brief list or description of activities written with young readers in mind. Suggest parents review the list with their children before registering.



PHOTO: JEFF AUSTIN, 1ST ELMIRA CUBS, ONT.

2. Hold a camp open house so that first-time campers (and first-time camper parents) can visit the facility. It gives children a chance to see where they will sleep, eat, and go to the bathroom, and a time to get answers to their questions (the proximity of bears is a common concern). It also gives parents a chance to talk about any troubles they may want to discuss privately. An open house eliminates many unknowns and the need to phone camp frequently to find out how their child is doing.

3. Home Practice: Parents can help children adjust to camp by starting the transition with home routines. Send parents a letter including a few suggestions.

If the child has never slept away from home, plan a few practise overnights with relatives and friends a month or two before camp. It's a good idea to introduce children to the experience of waking up in a different bed in unfamiliar surroundings.

Have the child practise living out of a suitcase (or trunk or pack) for the length of time he or she will be in camp. This helps children with packing and gives them opportunities to see what they left out. It also gives them experience in keeping personal belongings neat and tidy, which helps prevent lost clothing.

Personal hygiene is important at camp. While living out of their suitcase, have children put together and use a toilet kit. Ask parents to let children practise taking showers if they normally have baths.

4. Packing: In the letter, remind parents not to pack restricted items such as radios, knives or other camp no-no's. Having a personal item taken away is a source of embarrassment more upsetting to many children than not being able to take it to camp with.

Ask parents to put a label on everything. If there's a name on it, most camps will let parents know their child has left something behind (black rubber boots are notorious for getting mixed up). To help a child pick out his pack from a pile, suggest parents individualize it by tying on a neon shoelace or something else the child will spot immediately.

5. Clothing: Ask parents to pack old familiar clothes. Old clothes are a reminder of home and provide a sense of security at bedtime or while learning a new skill. They have a built-in dependability factor, which helps remove a source of stress when engaging in an unknown activity. Children easily lose new clothes bought especially for camp because they don't always recognize them as theirs.

6. Eating: Children who are picky eaters are in for a big shock at camp meal time. Parents can help them adjust by varying traditional meal servings. Suggest having pancakes for dinner or cheese ravioli for breakfast (yum!). If one parent always does the cooking at home, suggest that the other parent or another adult cook several meals to give a change in style and taste.

7. Medication: If the child needs to self-administer special medications (e.g. a ventilator for asthma), ask parents to let the child practise before camp starts. Ensure that parents talk to camp leaders about medication and include the child in the discussion. That way, children know whom they can talk to if they have a problem.

8. Personal Dynamics: A camp experience will be less stressful if children know how to handle situations and what support they have from home. Encourage parents to talk over any fears their child has and, with the child, develop strategies for best and worst scenarios. Ask parents to inform camp leaders about these plans to avoid any difficulties.

The proximity of bears is a common concern.

For example, children can become quite distressed if they have been told to call home at a certain time that happens to conflict with a program away from the phone. Likewise, parents can become very distressed if they call and find they can't talk to their child immediately. (In one case, parents called the camp number only to find it was really the local gas station, which ran messages to camp.)

Ask parents not to spring big news as they drop off their child at camp. Finding out suddenly that parents are planning to go on holiday or the cat will have kittens while the child is at camp can create enough anxiety to ruin the experience.

Forewarn parents that, when their children return from camp, they likely will be very tired and need a few days to adjust from having to expend high levels of energy every day. They will also want to tell parents everything that happened at camp: being a good listener is important to help bring the camper back to earth.

With a little pre-camp practice, sensitivity and patience, you can help parents help their children become truly happy campers. X

CROSS-COUNTRY PHOTOS



DOES IT HURT? The 84th London Beavers (Byron United Church), Ont., watch Hawkeye bleed during their visit to a Red Cross blood donor clinic. The Beavers brought along with them "blood buddies" (their parents, for the most part), to make a "fantastic turnout", says Hawkeye Marget Smith. The Beavers were fascinated by the procedure and amazed to learn that a little bag of blood could save someone's life, she adds. *Copyright: London Free Press Photo by Ed Heal. Used with permission.*

NEW CITIZEN: Marjorie Reeks, also known as Grandma Beaver, became a Canadian citizen in St. Albert, Alta., last spring, four years after she arrived in this country from Britain. A Scouter in her native land, Marjorie immediately began working with a Beaver colony and as scribe for the service team. Several Scouters, among them her daughter and grand daughter, turned out in full uniform for the ceremony, says daughter Alison Glass.



◀ THAT DOES IT: 59th Regina Scout Brendon Bailey and Venturer Lisa Gaveronski brave wind and cold to plant a tree during the kick-off to the two-day "Trees and People" program, a national public participation urban tree-planting project administered by the National Capital Commission last fall. Despite the miserable weather, the 59th Regina troop and company were happy to be involved, says Venturer Advisor Alice Gaveronski.



THEY SCOUT OUT: The 1st Mananook Scouts, Grand Manan, N.B., claim the Provincial Commissioner's award for putting a minimum 600 hours into outdoors troop activities. In 1989-90, the troop accumulated 871 outdoor hours. Provincial Field Executive Larry Burden presented the award during the group's annual banquet.



WELL PLACED: Where better to hold a Kub Kar Rally than in the showroom of a car dealership? When the 1st Hannah and 1st Drumheller Cubs, Alta., planned to get together last spring for their annual Handhills District Kub Kar races, they found a sponsor. Excelsior Motors "jumped at the opportunity to help out", says Akela G.E. Storrs, who reports the liaison person they worked with was a former Cub who became so excited by the idea that he made his own Kar to race in the Leaders' Division. As well as the showroom, Excelsior supplied dinner and trophies for the races.

COMING UP! A 1st Otterburn-St. Hilaire Scout from the Voyageur Troop makes his way up a rock face at Lac Larouche. Thanks to climber Bernard Mailhot, the Scouts were able to experience the joys of rock climbing last July, says Scouter John Chadwick. *Grâce à Bernard Mailhot, qui nous a donné de son temps, la troupe "Les Voyageurs" a connu les plaisirs de la varappe au Lac Larouche en juillet, dit John Chadwick.*



NOT LIKE HOME: Fetching water for camp at Pontoon Lake, near Yellowknife, N.W.T., is a different experience for Duncan Semmens (centre), an exchange student from Australia put to work drilling a hole through ice more than a metre thick. Showing him the ropes are Scouts Jared Higgins, 1st Yellowknife, and Adam Hall, 5th Yukon. The Scouts were on a winter skidoo camp weekend, reports photographer Byron Hynes. Scouter Hynes says the photo shows why there is a Water Boy Cub badge in the north. You don't earn it simply by turning on the tap!



I THINK IT'S SMILING! The Dorval North Beavers, Que., get acquainted with a tortoise on reptile night. The special evening is "always a success with all ages, but especially our Beavers," says Debi MacGillivray, district and community representative, Dorval North Group.



DOES IT HAVE "Happy Birthday"? The 29th Capilano Cubs, North Vancouver, B.C., found it pretty funny to be able to play a jukebox at BP's Bistro during their annual group banquet at Boston Pizza during Scout/Guide Week, says Scouter Dennis Martin. B.-P. likely would have enjoyed the joke, too.



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SUPPLY NEWS

About the New Uniform

by Jim Mackie

In 1985, the National Council formed a Uniform Task Group "to enquire into the philosophy, traditions, image and practices of Boy Scouts of Canada regarding the wearing and design of the uniform attire and insignia and to make recommendations".

The task group presented its final report to the November 1988 meeting of National Council and, because indications were that a new uniform would be recommended, a Uniform Implementation Task Group was appointed to carry out approved recommendations.

In May 1989, the report received official approval following a presentation by the Uniform Implementation Task Group that featured three combinations of colours. By majority vote, National Council approved the following colours: navy blue beret; navy blue neckerchief with gold maple leaf; tan shirt/blouse; navy blue pants/shorts/skirt; navy blue knee socks and tan garter tabs for wear with shorts.

With the exception of Beavers, the new uniform design is common to all sections from Wolf Cubs to adult leaders in all sections. Sections will be identified by colour coded accessories and insignia, such as beret badge, epaulets, badge sash, neckerchief slide, and belt. Depending on physical development, the "one uniform" concept makes it possible for a member to wear a single uniform in more than one program section, with only a change in accessories and insignia.

Non-Scouting members of the Implementation Task Group include internationally recognized Canadian designer Leo Chevalier; the Wardrobe and Grooming Manager of Air Canada, who is responsible for the design, development, and production of all uniforms worn by air and ground personnel in that organization; and experts in textiles and uniform manufacturing.

This group met regularly over the last two years to work on original designs and subsequent design changes. It conducted youth and adult wear tests on uniform items in various materials, supervised laundering and shrinkage tests, and ensured that all garments are suitable for Scouting activities. A new sizing chart has been developed, and Program Services, in consultation with all provinces, has produced badge placement charts for each program section.

The introduction of the new uniform required work on 152 items, some to replace existing ones and others brand new. The new replaceable, beret badge, similar to beret badges used by the military, comes in six background colours. The new epaulets feature section logos and colours and, for the Cub and Scout sections, also come with one and two stripes for sixers and seconds, PLs and APLs.

The new shirt is roomier in design and has pleats in the back and on the sleeves for freer movement. To comply with the wishes of the National Council that all members of the organization wear the World Emblem as a membership badge, the shirt comes with this badge and the Scouts Canada strip already in place.

While many groups have their own individual neckerchief colours, it is hoped they will also consider wearing the very attractive navy blue national neckerchief. The gold Mylar Canadian Flag Maple Leaf on the tip is an attractive addition that complements the new uniform.

Watch for more new uniform information in the April issue.

Do Coniferous Trees Have Flowers?

from Ruth Behnka



It was one of many questions posed to 365 Cubs at Sault Ste. Marie District's Cuboree last May, a weekend camp with the theme *Fun in the Forest*. Cubs moved in groups through 16 activities designed and operated with the help of the Forestry Capital of Canada Planning Committee, the Voyageur Trail Association, the Ministry of Natural Resources, and Forestry Canada. Even the fun activities took on a forestry slant by borrowing descriptions from the tales of that famous American lumberjack, Paul Bunyon.

The Forestry Capital of Canada Planning Organization provided a "Treevia" quiz studded with questions such as, "Roots of trees stop growing during the winter months. True or False?" The site proved an excellent location for tree identification, and the Cubs identified more than 23 species with the help of our forestry professionals, who also designated one stand of trees a forest fire area. An initial-attack fire crew from the Sault Ste. Marie Fire Operations Area of the Ministry of Natural Resources demonstrated how to extinguish the fire and enlisted the help of the Cubs to save the camp.

Cubs competed in a dry-land log-rolling competition after one of our inventive Scouters put a log on pivots with a speed-control. We could slow it down for timid Cubs and let it freewheel for the brave ones. The Blue Ox Pull offered an alternative to tug-of-war. The Cubs tugged and strained on the rope to skid logs the way Babe the Blue Ox did in the Paul Bunyan stories. Our experience demonstrated that the mighty ox must have been as strong as eight excited Cubs.

At a target practice range with tin cans suspended between two trees, Cubs equipped with pack-pumps took turns rattling the cans from a distance of 9 m. They had great fun as they learned about the effort required to pump and aim the spray.

We also set miniature forest fires in cans of paraffin for firefighting relays. Cubs, carrying water in a spoon, worked to extinguish the blazes, but eventually resorted to carrying water by handfuls to put out the stubborn fires.

All in all, it was an excellent weekend. And for trivia buffs everywhere: yes,



Cubs watch the initial attack-fire crew from Ranger Lake Base attack a forest fire at the Sault Ste. Marie District Cuboree.

coniferous trees do have flowers; no, tree roots do not stop growing in winter.

Ruth Behnka is district commissioner, Sault Ste. Marie District. The Sault was the 1990 Forestry Capital of Canada.

EASTER CHICKS from Nicole Foy

The 1st Warren Cubs, Ont., enjoyed making this craft for Easter last year. To make a chick in an egg, blow up a round balloon and cover the surface smoothly with papier mâché. Turn the balloon occasionally during drying so that it will dry round (or attach a string at the beginning and suspend the covered balloons to dry).

Cut off one end of the dried papier mâché shape to give it jagged edges, and

paint it an Easter colour (we used a purple water-based house paint).

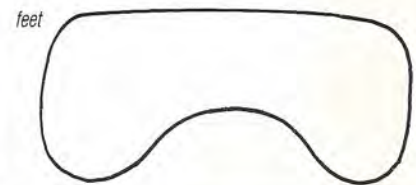
Make the chicks from two yellow pompoms. Use cardboard rings 10.5 cm in diameter to form the body pompom and rings 8 cm in diameter to form the head. After cutting and tying each pompom, leave the tying strings long. Remove the cardboard forms and join head to body by tying together the strings.

Glue on wobbly eyes or eyes cut from felt. Cut a triangle of orange felt and glue on for the beak. Cut a cardboard base with feet as shown, cover with orange felt, and glue to the bottom of the chick. Bend two yellow chenilles into wing shapes and glue to the back of the chick.

Fill the egg with Easter straw, and set the chick in its nest. X



The 1st Warren Cubs' perky Easter chicks make great gifts and Easter decorations.



Star/Badge Links

Black Star 6; Tawny Star 2

Observer 6; World Conservation 1,5

Priorities

by Rob Stewart

During the November 1990 National Council meetings, then National President Jack Sinclair said that implementation of the Volunteer Recruitment and Development Strategy should be Scouts Canada's number one priority. Provincial council representatives agreed with Jack and reaffirmed their commitment to the strategy developed in 1987.

Some of you may be thinking, "That's just great. Another priority to go with all the other priorities we have." But this is different, because this priority encompasses all the other priorities we've seen come and go over the past several years. The Volunteer Recruitment and Development Strategy addresses everything that contributes to the overall health of Canadian Scouting.

Some Scouters will say, "Membership should be the priority; we are declining in numbers and must do something about it!" Others will argue, "Program is the key; we have to offer a better quality program to keep our members." Still others will tell you we will be successful if we recruit more leaders and that we need more training and servicing. And still others say the answer is stronger group committees.

In fact, all of these things have been consolidated into the Volunteer Recruitment and Development Strategy. If we can get it right, we should see significant results in every facet of Canadian Scouting.

Group Committees

The strategy addresses the need to ensure that group committees are able to

support section programs and manage group affairs. Many councils recognize they need to provide group committees more training and support and are working hard to do it. They have developed trainer training programs to give council Scouters the skill and knowledge they need to train group committees effectively.

Councils have also identified a need to keep in close contact with group committees through regular phone calls and visits to meetings. We expect much from our group committees and must be prepared to do all we can to help them do their job well.

Adult Recruitment

Recruiting adults for Scouting's various jobs has always been a priority. We are focusing more clearly on this task and refining our approach. The Alberta Council produced a recruitment video and workshop package called *The Grizzly Creek Solution*. It is a fantastic resource for councils, many of whom now offer recruiting workshops on a regular basis. As I write this article, I am pleased to tell you that the Alberta Council is prepared to offer this video to groups and councils for under \$50. Contact your local Scout office for details.

One of the basic philosophies of the Volunteer Recruitment and Development Strategy is to recruit the right person for the job and follow up with appropriate training and servicing. Attitude is the first criteria for identifying the right person. For example, draft guidelines developed for Colony Scouters say recruiters will need to be satisfied that the person they are considering is prepared to:

- Accept Scouting's aim and principles and demonstrate compatible personal values;
- Subscribe to the program emphases of the section;
- Be comfortable with, enjoy, and care about children;
- Ensure that children frequently experience the outdoors;
- Be accountable for his/her own actions.

The person must also show he or she is willing to:

- Acquire the knowledge and skills needed to the job;
- Work cooperatively with other adults;
- Be open and honest;
- Be objective in evaluations;
- Provide a role model of appropriate adult behaviour;
- Wear the official Scouter uniform.

Training & Servicing

Scouts Canada is taking many other steps to fulfil its commitment to provide appropriate training and servicing for Scouters new to their jobs. In many councils, Wood Badge training is now offered in a variety of formats. As well as standard weekend courses, some councils offer training over a series of week nights while others provide the option of correspondence courses.

The point is, if we offer more training in a variety of ways, we give new Scouters more opportunities for training. One council reports an increase in participation at training courses from 15% in 1985 to 60% in 1989! Service teams are being trained to meet the challenge of providing on-the-job training and coaching as a follow up to the formal training courses. They will be the key in identifying what further training and support Scouters need.

Recognition of Scouters is another thing we hope to improve. Currently, we do not do a very good job of recognizing volunteers' contributions. Everyone has a responsibility to initiate action where appropriate. Some councils are now offering Honours and Awards workshops, and both the number and quality of award applications has increased dramatically.

Where does "program" and our youth membership fit into this strategy? That's easy. Recent program reviews found that Scouts Canada's programs are fine, but they are often not delivered as intended. If we give Scouters appropriate training, follow-up service, support, and recognition, our program delivery is bound to improve in quality.

Volunteer Recruitment and Development is not a quick fix strategy. It is a process that will strengthen Scouting and, we hope, ensure that joining Scouting becomes a "priority" for more young people and adults in the future. 



**A new spirit
of giving**

A national program to encourage giving
and volunteering

School Talks

by Warren McMeekin

One of the best ways to recruit new members to your group is to go right to the local school to talk to them. One of my first tasks this year has been to help plan and deliver several school presentations on Scouting. I'm surprised that more Scouters don't use this recruitment tool. School presentations enable us to talk directly with our client base and also give us an indirect way to recruit adult leaders.

Here are a few suggestions for planning and giving school talks gathered from a number of Scouting magazines and newsletters as well as the combined experiences of a few field executives.

1. Develop school presentations as part of a larger PR package that might include articles in school newsletters and local newspapers, radio promotions, and display booths at community information sessions such as a fall "meet the teacher night" or any community activity your group sponsor coordinates or supports.

2. When making arrangements with a school, ask for children to be grouped for the presentations according to Scouting's

program sections: Beavers (Kindergarten, grades 1 and 2), Cubs (Grades 3,4, and 5), Scouts (Grades 6,7, and 8), and Venturers (Grades 9,10, and 11).

3. Prepare a detailed presentation plan and practise using aids such as puppets, slide projectors, video machines, flip charts, etc. Involve a team of uniformed Scouters, if possible, and use lots of visual materials; posters, slides, photographs from local events.

4. Allow enough time to set up equipment and prepare yourself.

5. Keep the presentation between 15 and 20 minutes long. Remember, the younger the child, the shorter the attention span. This means only a few minutes for Beaver-age children and not much over 15 minutes for Scouts!

6. A simple craft activity adds a nice touch to Beaver presentations and gives them something to remind them to talk to their parents about the program. It also requires careful coordination with school staff and is difficult to control with groups over 20.

7. Give youngsters an opportunity to ask questions. Use group dynamics and discussion skills to keep the presentation lively and everyone involved.

8. Never single out current youth members in an audience unless they volunteer to tell about their involvement. When they do, give them every opportunity to share their experiences. Things make more of an impact when young people hear them from their peers.

9. Be enthusiastic about Scouting, but be careful not to promise or suggest unrealistic goals in an attempt to influence or impress.

10. Provide pamphlets for children to take home, but leave them with classroom teachers or at the school office for distribution on request.

11. It's natural to feel nervous. Most teachers have butterflies at the start of the school year. The sight of all those young faces may seem daunting, but remember that children are inquisitive and rarely bad mannered in a presentation situation. Being well prepared is the key; experience will fine-tune your presentation and provide you confidence and comfort.

The school system makes our clients conveniently available. It's a pity to pass up such a useful opportunity. Consider following up with a parent information meeting the day after your presentation. Hold it at the school for about 30 minutes in early evening. Show the "Introduction to Scouting" video and then talk to the parents about Scouting in the local area. λ

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9th World Moot

A contingent of Canadian Scouters and Rovers aged 18 to 25 have been invited to attend the 9th World Moot July 27 to August 6, 1992. The location for the event is the International Scout Centre in Kandersteg, Switzerland. Nestled in the mountains beside the Alpine River, the site offers many possibilities for lively outdoor activities and tours to the large towns of Switzerland, all easily reached by train.

Organizers are planning program activities under the theme "Colours", which promises an especially festive camp. All participants will live together on the same site learning new things and having fun. The Moot also includes a four and a half day trip around the country to introduce you to Switzerland and its people. Every day will offer numerous opportunities to pursue hobbies, while evenings will focus on typical Swiss activities.

The Canadian contingent team held an initial meeting under the chairmanship of Doug Colson. Although the plans are in their infancy, the framework for participation is in place. Contingent members may choose from three participation options. All participants will gather in a central location, most likely Toronto, on July 25, the day before departure for Europe. They will return to Canada after the event from one predetermined departure point.

Option A, Moot Only: Leave Canada July 26; arrive in Kandersteg July 27. Return to Canada on August 7.

Option B, Contingent Organized Tour: Leave Canada as in option A, but stay in Europe after the Moot for a seven day bus/train tour of a number of countries. Tour departs Kandersteg on August 7. This group will leave together for Canada on August 15.

Option C, Self Directed Tour: Same as option B, except that individuals will be on their own for the seven days set aside for touring. They will join up with the organized tour group on the evening of August 14 for departure to Canada with them the next day. Expenses for this option will be the responsibility of the individual.

It is currently estimated that the cost per person will range from \$2,500 to \$3,700 depending on the option selected. This includes Moot fee, airfare, and ground transportation to and from Kandersteg. The cost of getting to and from the central Canadian departure location will be an individual responsibility.

To confirm your place, your registration forms and a deposit of \$800 must be received in Ottawa by no later than **July 26, 1991**. For further information and a registration kit, please write: *9th World Moot, c/o Robb Baker, Scouts Canada, PO Box 5151, Stn F, Ottawa, Ontario K2C 3G7.*

The 9th World Moot is open to all registered Canadian Scouters or Rovers 18 to 25. Please write for information soon so that you can reserve your spot for this exciting event. X

SCOUTER'S 5



Listen to the Trees

by Al Grass

We need trees. We need them not as sources of wood products, but for the peace and reassurance they provide. Trees are friendly beings and a never-ending source of inspiration. They cloak the world with a warm and happy green, but they are not silent. J. Stewart Collis said it best for me when he reminded us: "with its roots deep in the earth and its branches touching the sky, the tree is both the keystone of our natural environment and a symbol that has long stirred us emotionally".

Trees speak to us of ancient times long before the first white settlers "discovered" our country. They tell of the people who hunted and gathered here and treated trees with special reverence. They tell of seasons long gone and of ancient rhythms — sun and rain, day and night. And they tell of battles — not between men — but between trees in the struggle for water, nutrients and light — the struggle for life itself.

In any war, there are winners and losers. The losers crash to the ground to become nurse logs, which support a garden of plants from small trees to shrubs, mosses, liverworts, and fungi. Gradually the fallen tree becomes part of the forest soil so that new things may grow from the remains of the old.

Trees speak of wildlife. Birds such as crossbills and mammals such as squirrels feed on the seeds of hemlock, spruce, and Douglas Fir. In their feeding, these animals shake seeds loose from the cones, thus helping the trees seed themselves.

Scouter's 5 Minutes, p.663

March '91

HINTS

On the Trail

- ☐ It's a good idea to put on boots and load up the pack for a practise hike over varied terrain before hitting the trail for the first time in the season.
- ☐ Break in new boots before you go. To prevent heel blisters, first wrap your heels with duct tape. Carry along extra, too.
- ☐ Before you start, do a bit of slow stretching of hamstrings, calves, feet, shoulders, and back muscles.
- ☐ Minimize your impact on the trail by hiking in small groups (six to eight) only.
- ☐ To protect maps and guidebooks from the weather, seal them in clear contact paper or keep them in heavy plastic ziploc bags or plastic map cases.
- ☐ You might want to escape the muck but, if you walk around muddy depressions, you will widen the trail. Grin and plunge in. Clean your boots later.
- ☐ Carry out all trash. Never bury food garbage (e.g. bones). Animals will dig it up. Carry along a small bag for picking up other people's trash, too, including little bits like gum wrappers.
- ☐ Rest every hour or two for five or 10 minutes, even if you don't think you need it. You'll go further and feel better when you stop for the night.
- ☐ Before you leave your rest area or campsite, check carefully for trash and other things you may have dropped.

Hints, p.655

March '91

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- If you find more than one fire ring in a campsite, use one and break up the others, scattering rocks and charred wood. Keep fires as small as possible, no matter how much downed wood there seems to be in the area.
- Carry along field guides and a lightweight pair of binoculars so that you can add to your hike by identifying birds, flowers, trees, and insects along the way.
- If you want to see wildlife, go quietly. Look around and behind you. During your breaks, move off the trail and wait. Animals freeze when they see an intruder but will forget you if you remain quiet and still, and you will see them when they move.
- Freeze if you see an animal. Wait and watch. If the animal doesn't react, move closer very slowly and quietly, watching for an indication the animal may be aware of you (ear twitching, sniffing, tail switching). Freeze again at any of these signs.
- Never bother animals or birds with young, and never approach large animals.
- Be prepared. Things may not always go as planned. Injuries, weather, obstructions, or just a desire to spend more time exploring one area may make it impossible for you to reach your goal. Have a bail-out plan or a shorter alternate route.

Hints, p.656

The forest is full of examples of such cooperation. Creepers, nuthatches and chickadees patrol the trees in search of tasty morsels. Up-turned roots from fallen trees provide nesting sites and singing perches for the tiny Winter Wren. High in a dead-topped tree gleams the head and tail of a Bald Eagle.

Learn to know our trees, from their beautiful forms to the details of their bark, buds, flowers, fruits and leaves. Stand before a tree and know that you are travelling with a kindred spirit. Listen to what trees tell us, for they speak to us all.

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

Thanks for this World

Dear God, thank you for creating such a plentiful world;

For the food we eat and the water we drink:
Thank you for the trips and the places we visit,
The people we meet, and the wind and waves
on which we sail:

Please forgive us for marring this beautiful planet;

Forgive us for damaging the ozone and
endangering the lives of our fellow animals:
We promise to stop all this destruction.

Please look after us and our families and keep
the tradition of Scouting alive.

— (from a prayer created by 11th Norwich Sea Scouts Matthew Betts, Andrew Saunders, Alex Upton, and Robert Beaumont: *Scouting* (UK) magazine)

Scouter's 5 Minutes, p.664

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Thank You from the Persian Gulf

I am a Scouter (Pack) serving with the navy in the Persian Gulf. I'd like to say thank you to all the Scouting sections across Canada who have sent us cards, letters, gifts, and cheerful thoughts. It is heartwarming to all of us here to see the folks back home offering their support. The meaning of the Brotherhood of Scouting is certainly at its best in this situation.

The Scouters on the ship have tried to answer all correspondence that comes to us from all groups but, in case we have missed anyone, we would like it noted that we are indeed grateful for the many kind thoughts that have come our way.

Due to circumstances, our only Scouting activity here was to monitor JOTA. Unfortunately, atmospheric conditions were such that we were unable to make contact or hear anyone from Canada.

We wish you the very best.

— Don Sanford, HMCS Athabaskan,
Persian Gulf

HOW TO RECYCLE THE LEADER

I was surprised to learn, in a letter from T.D. Swan (Dec.'90), that your magazine is not recyclable. (Ed's Note:

It is recyclable, although the process is a bit more complicated than for newsprint, and not all blue box programs accept glossy magazines.) I have been recycling my **Leader** magazines since I first became active in Scouting as an adult in 1977. I read them over and over searching for program ideas, crafts, learning new knots, all sorts of refreshing and informative articles. If anyone has any pre-1977 issues lying around, I would gladly pay the postage for you to send them to me.

If you do print on recycled paper in the future (and a good idea it is, too), I hope the durability of the magazine is maintained.

— James Butler, ADC (Cubs), Viking District, St. John's, Nfld.

EGADS!

I was concerned to read (Dec.'90) that a member of the Victoria Region was throwing out his **Leader** magazines. Egads! When I started Scouting as a Beaver leader eight years ago, I inherited a collection of **Leader** magazines that dated back to the middle 70s. What a wonderful resource the collection was. It enabled me to go to my first planning session with so much information that we could put together a three year plan without much struggle.

In fact, I recall one year my team was so absorbed with poring over the program ideas in the **Leader** that we failed to notice it was 2 a.m. We accumulated such an abundance of ideas in that sitting that they could not possibly be used in the average Scouter's lifetime.

I suggest that T.D. Swan contribute his **Leaders** to our regional office, as I'm sure our training team would appreciate them. Trainers are very tenacious with their own **Leaders**, not wanting to lose them at Wood Badge sessions. Or, my own group will gladly take them to build up a library for our future section leaders.

— Kay Simpson, chairperson, 7th Douglas, Victoria, B.C.

HEARING IMPAIRMENTS: ANOTHER SIDE

As a former designer of one of the "FM" systems described in *A Child Who does not seem to Hear* by Pam Candlish (Dec.'90), I'd like to make some comments on her article.

Her statement that "Most children with hearing losses are extremely good at speechreading..." is, at best, misleading. For all but a small fraction of people

with hearing impairments, speechreading or lip reading is only a minor tool in aiding understanding and is highly dependent on the context of the conversation remaining stable. It is limited almost exclusively to those who lost their hearing after they learned to speak.

Leaders should be aware that, within the community of those who serve the hearing impaired, are two mostly opposed factions. It is important to recognize which faction the Beaver's parent belongs to.

In simplified form, "oralists" believe that the deaf child can exist in the hearing world as a "normal" person. Thus, sign language is taboo, and lip reading and hearing aids are panaceas. Oralists tend to assume that all people with hearing impairments have mild losses incurred after they learned to speak.

"Manualists" believe that the deaf child is handicapped and needs an alternative language. Thus, sign language and finger spelling are primary, lip reading is a waste of time, and hearing aids may help. They tend to assume that all people with hearing impairments have severe losses incurred at birth.

A third group ("Total") is emerging with the belief that stuffing information into the child any way that works and all ways simultaneously is the best choice. After all, that's what hearing children experience.

Finally, have a little faith in the Beavers and Cubs. They are probably classmates and already familiar with the problem of the hearing impaired member. If the hearing impaired child signs, the others have probably already learned some signs. Group learning of signs could be fun, help bring the group together, and help the hearing impaired youngster feel included.

There is nothing so wonderful as communicating across a crowded noisy room without shouting and in near privacy.

— Dave Delage, Portsmouth, New Hampshire

DISAPPOINTED WITH DECEMBER

One of the most important things I do as Troop Scouter is ensure that each new Scout thoroughly knows and understands his law and promise. The promise to love and serve God is a significant part of that promise.

I was offended, hurt, and saddened to see that the **Leader** magazine either overtly or covertly went out of its way to avoid the word "Christmas" in its

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December 1990 issue. You danced all around the word several times, but never once came right out and said it, perhaps hoping not to offend somebody. Well, I'm a somebody and I was offended. I did note the word appeared as a historical note in the Scouter's 5 section, but that could have been an editorial slip up.

I have been a Scout leader for more than 20 years, the last 10 as a Troop Scouter in Brampton, Ont. I am sure you will agree that no other part of Canada is more ethnically, culturally, racially, and socially diverse. Over the years, we have had boys of all faiths in my troop, but it has never curtailed me from wishing those boys of the Christian persuasion a "Merry Christmas" in December.

As no doubt over 80% of your membership observe this holiday, I feel it is within your mandate to wish them not only "Seasons Greetings" and "Happy Holidays", but also to stick out your neck and stick by your promise and say "Merry Christmas" and maybe even a "Happy New Year".

—Murray D. Morton, 9th Bramalea Scouts, Ont.✓

Pen Pals Wanted

Scout, 15, Argentina, is "interested in collecting Scout badges and knowing new friends". Please write: Pablo Rodrigo Cordoba, Alsina No. 451 Dpto "B", (8332) General Roca, Provincia Río Negro, Republica Argentina.

Leader of the 1st group of Scouts in her Czechoslovakian town wishes to open up contacts with Canadian groups. Please write: Mrs. Eva Trstenská, Stred 50/22-3, 017 01 Považská Bystrka, Czechoslovakia.

Leader of a new Scout group in Czechoslovakia seeks pen friends in Canadian Scouting. Please write: RNDr. Gejza Legen, Redakcia Skaut, Krupskej 10, 040 01 Kosice, Czechoslovakia.

Beaver Leader of a 15-Beaver colony in Ireland seeks a pen friend link with a Canadian colony. Please write: Shirley Murphy, 46, St. John's Park, Waterford, Ireland.

Scout Leader, Zambia, interested in photography and "current affairs in Scouting" seeks links with Canadian packs and troops. Please write: Joseph Kawang'u Samalesu, 1st Chililabombwe Boy Scout Group, Box 210149, Chililabombwe, Zambia.

Webelos Cub Scout Leader wants to contact a pack or troop in central or northern Canada that would be interested in joint camping experiences with his fourth and fifth graders. Please write: Dick Walker, 28964 W. Jacksonburg Rd., Mendon, Michigan 49072.

Cubmaster, OLQM Pack 2 in Rhode Island, wishes to link up with a Canadian pack that will pass along information on Canadian Scouting and possibly visit her pack in April 1991, when their theme for the month will be "Canada, Our Neighbours". Please write: Terri-Lyn Lancot, 47 Oakton St., Woonsocket, R.I. 02895

Bear Cub Den Leader, a Canadian living in Utah, seeks links that will help the pack learn about our Wolf Cub program and where Beaverings fits in. Please write: Brenda Hedin, 6660 Clernates Dr., West Jordan, Utah 84084

Spanish speaking student of French, 19, seeks a Scout pen pal who speaks both French and English. Please write: Estêvão Salles, 436 South Main #208, Butte, Mt. 59701

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