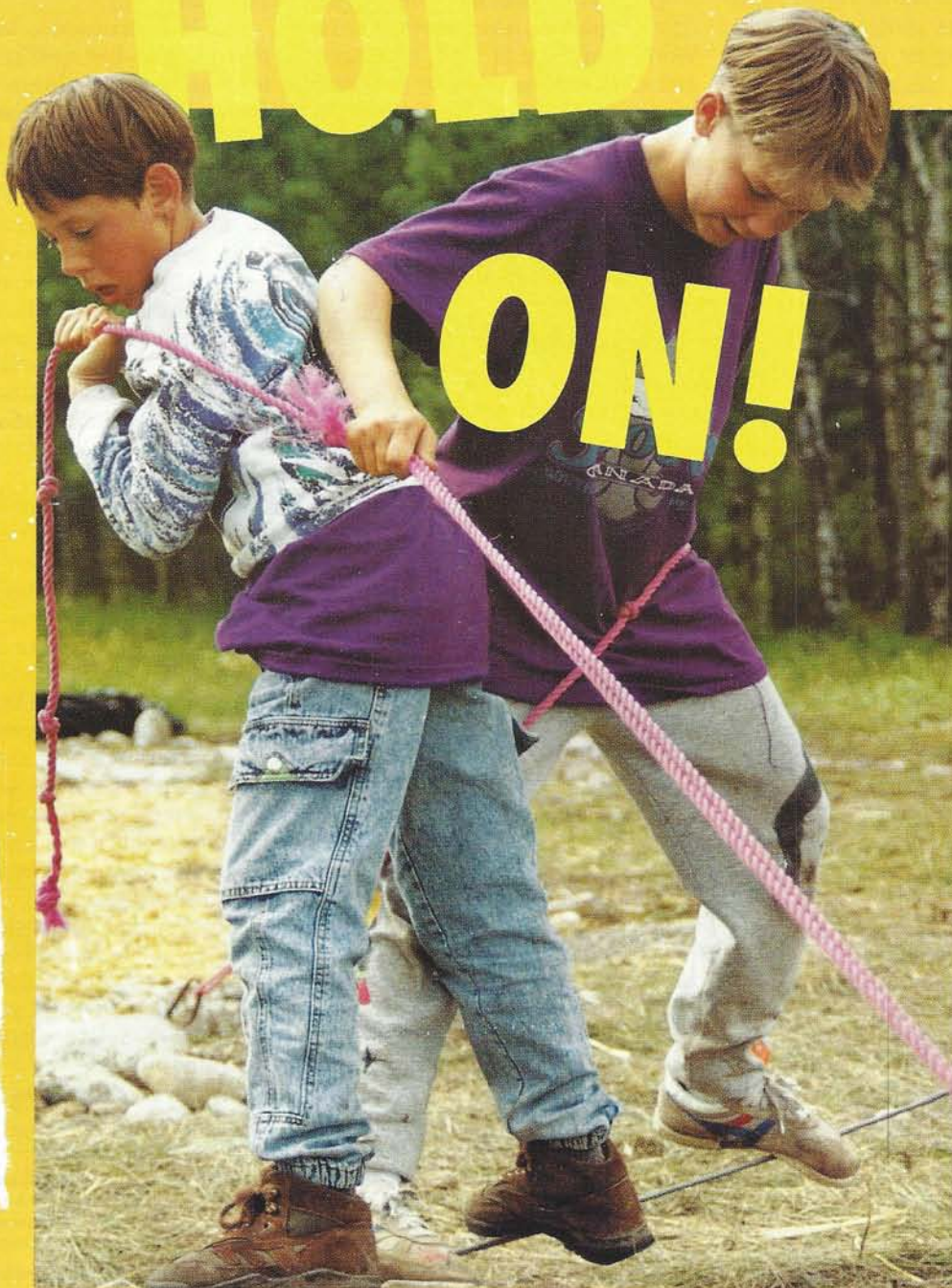


the leader

MAY 1994

VOLUME 24, NO. 9



Summer's Coming!

BUBBLEMANIA • BIKE CLINIC • CHUCKLING WITH GOD

Funding Community Development

by Garth Johnson

In most parts of Canada, May's Scouting calendar includes a significant Dig Day of *Trees For Canada* planting activities. The day culminates a month or so of pledging, organizing and arranging for transportation, public relations, necessary helpers and forestry technicians. While many groups see this national fundraiser as a great high-profile way to raise necessary funds and a fine example of Scouting's concern for the environment, it is also a very tangible way to participate in community development.

Without doubt, tree planting helps both improve our quality of life and our local communities. We can see the results. Watch seedlings grow and notice the improvements our efforts make to our immediate surroundings.

Incredible community development!

An extension of this development includes the 15% of revenue that *Trees For Canada* donates to the Canadian Scout Brotherhood Fund. The Brotherhood Fund is Canadian Scouting's way of supporting projects by Scouts in developing countries. It aims at bettering their lives and communities through work associated with their Scouting programs.

This month we update readers on recent Fund project activities. We also list recent contributions to the fund. Is your name (or group) on the list? It includes *Trees For Canada* contributions and monies designated for the Shi-Won Project. This is a special

Fund project designated to support the physical rehabilitation of a young Korean girl.

During the Canadian Contingent's stay in Seoul, on their way to the 17th World Jamboree in 1991, contingent members were touched by the plight

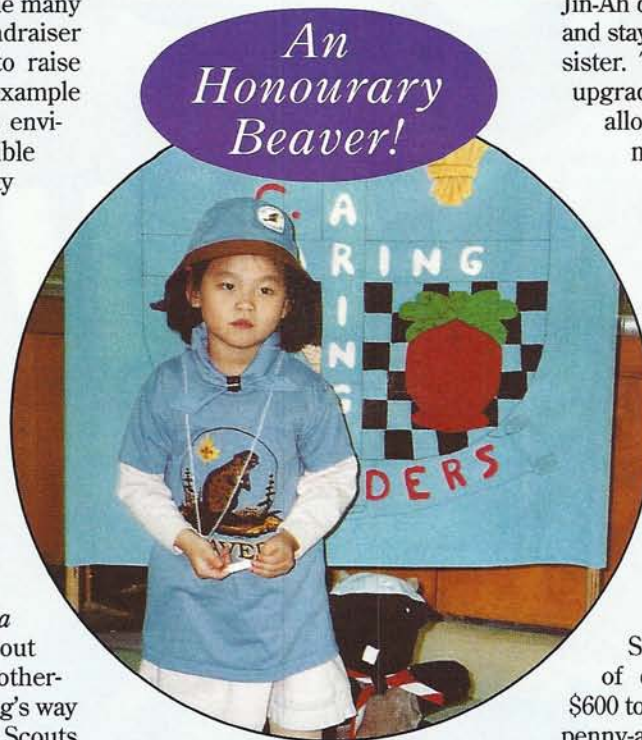
walk again. Jin-Ah received a leg brace and extensive physiotherapy for nerve damage. (See **the Leader**, December '92)

Shi-Won returned to Montreal this past fall with her mother for further treatment at the Shriner's Hospital. Jin-Ah did not need further treatment and stayed at home with her new baby sister. This time, Shi-Won received upgraded prosthetics, adapted to allow for natural growth over the next 18 months. Korean Air Lines provided air travel for the visit; Montreal's and Toronto's Korean communities provided ground transportation and accommodation during the month-long Canadian visit.

A highlight of this past visit was Shi-Won's "investiture" as an honorary Beaver of the Châteauguay District, Quebec. Over 150 Beavers, Cubs and Scouts assembled to welcome Shi-Won into their Scouting community. A group of district Cubs also collected \$600 towards her expenses through a penny-a-meal program; each Cub saving three cents a day. The Cubs challenge other groups across Canada to join their efforts.

Shi-Won and her mother returned to Korea in late November. We expect to see our honorary Beaver back at the Shriner's Hospital some time in 1995. We will keep readers updated on her progress.

—Thanks to Lena Wong and Gloria Coulter.



of 2½ year old Shi-Won who lost both legs in an automobile accident. Her older sister, Jin-Ah also sustained extensive leg injuries. The Canadian Contingent collected close to C\$20,000 at the jamboree to support the two girls' rehabilitation. In 1992 the children and their mother came to Montreal where Shi-Won was fitted with artificial limbs, which enabled her to

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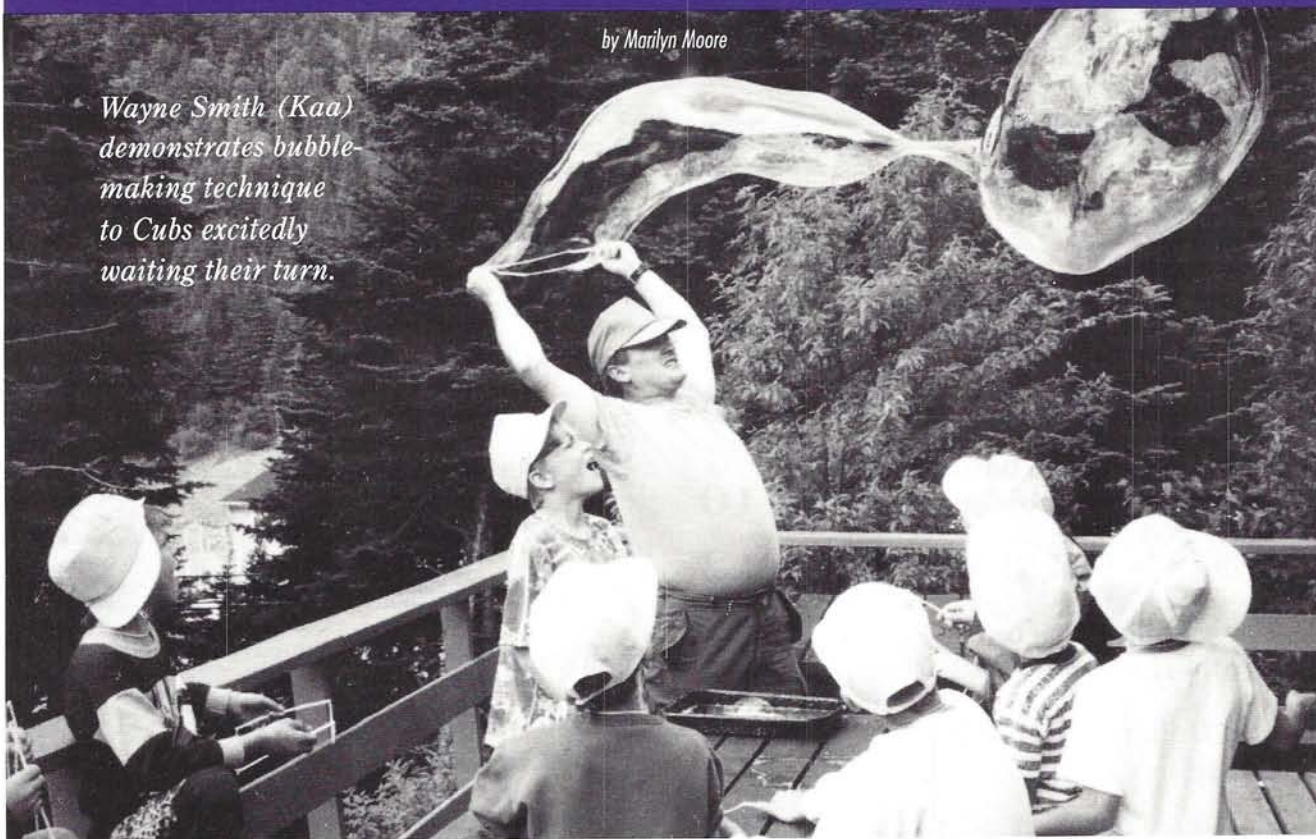
Look out! Monster Bubbles!

page 4

BUBBLEMANIA!

by Marilyn Moore

Wayne Smith (Kaa) demonstrates bubble-making technique to Cubs excitedly waiting their turn.



Bubbles!

Bubbles everywhere.

Some stretched for three, five, even **seven metres!** What a fantastic, fun event for Beavers, Cubs and even leaders!

Last year 1st Eastport Cubs (Nfld.) enjoyed one of our most successful activities ever. This is a perfect spring, summer or fall outside event. Try it at your next Beaverree, Cub-oree or camp.

How do you plan your own bubblemania?

Easy.

Begin by making monster bubble 'machines'. Give each Cub about one metre of lightweight string. (Butcher twine works very well. It should be smooth and pliable. Nylon cords are too stiff and do not work as well.) Cubs also need two plastic drinking straws each. Simply have the Cubs thread their string through the two straws and tie the ends together (in a reef

knot of course). Cubs should then hide the knot by sliding it into one of the straws.

When Cubs gently pull the straws apart, centre them on the string so they form a rectangle: two string sides, two straw sides (see diagram opposite page). This bubble frame makes a rectangular soap film.

Now make your bubble mixture. This recipe serves about four children. Bring extra bubble-making supplies in

case of accidents. Double this bubble brew for each additional four Cubs.

You will need: 1 litre water; 300ml liquid dish-washing soap (Joy or Palmolive work well); 100ml glycerine (available in drugstores).

Pour this mixture into a dish pan which is at least 23cm x 33cm. Bigger is definitely better! Stir the bubble brew vigorously to mix the ingredients. Wait until the suds disappear.

Bubbles form best when the soap mixture has no surface froth. If bubbles tend to break too often, add more glycerine.

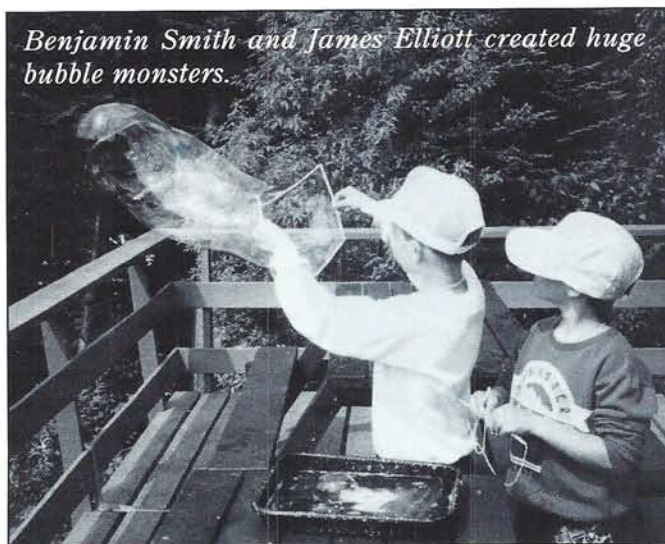
Before starting...

Don't plan your activity inside unless you are prepared to wash the ceilings, floor and walls. Bubbles can be very messy!

Expect spills! Bring extra mixture ingredients — just in case.

Each group of four or five children will need their own pan of bubble mixture so they don't have to wait long.

Benjamin Smith and James Elliott created huge bubble monsters.

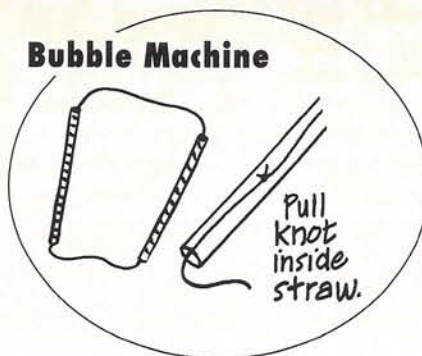


Let the bubblemania begin!

If your bubblemania event dawns on a windy day, fantastic! Cubs will get bigger bubbles that will float higher up into the sky. Gusty winds will burst bubbles. A humid day is ideal: bubbles will not dry out quickly.

To make bubbles, the Cubs (one at a time) dip their bubble-makers into the solution holding onto the two straws. Let excess soap mixture drip back into the pan. Holding the straws about 30cm apart pull the soap film through the air. When the bubble is the size you want, simply bring the straws together and gently jerk the bubble off the straw-string frame.

Bubble Machine



Watch it sail up, up and away.

Try forming small bubbles and then capture them inside a larger bubble! Let your kids challenge each other with their own ideas. Beavers

and Cubs will want to race after the bubbles. Can any catch their own bubble on the hoop they formed?

Bubble designers

Bring different material for your kids to experiment building other frames for the soap film to stretch across: coat hangers; flexible wire; food strainers; funnels.

Let the children form the wire or coat hangers into circular, triangular, crescents, and square shapes. Make sure they bend a handle into their bubble form. Wrap tape around the handle for a better grip when slippery.

MORE BUBBLE IDEAS AND PROJECTS

Try some of these games and experiments.

Mixture experiments

Experiment with the bubble mixture. Add more dish-washing liquid. Can your young chemists find the perfect mixture for strong bubbles, big bubbles, long bubbles?

Mix in food colouring. Does this affect the bubble strength?

How does adding more glycerine to the mixture affect the bubbles? Do they break easier? What happens when you add a lot of glycerine to your bubble mixture?

Does adding food colouring make bubbles last longer?

Bubble races

Cubs and young Scouts always love races. Why not let them chase bubbles?! A gentle breeze is great for this!

Line pans with bubble mixture side by side. Mark a line one metre in front of the pans.

On "Go" have each child blow a bubble and wait until it crosses over the marked line. Then he/she can race after it. The first to reach their bubble and break it wins.

Have prizes for the largest, the strangest shape, the most colourful, the highest-flying.

Changing colours

Dip a large hoop into bubble mixture, let excess solution drip off, then hold it up vertically.

Look at the rainbow colours in the soap. Are colours different at the top of the hoop than at the bottom?

Wait several minutes. (Hopefully your soap film won't burst!) Now look at the colours in the soap. Have they changed?

Can you guess why?



If you wrap yarn around the hoop frame it will absorb more soap mixture, allowing your bubbles to get bigger than hoops without the yarn wrap.

Don't plan to hold your bubblemania event on a lawn or near a garden. Soap will harm growing plants. Look

for a paved lot or a volunteer with a large deck.

No one will have dirty hands after this activity but they will be very sticky! Plan to have a rinse tub nearby.

1st Eastport Cubs loved bubblemania. Your Beavers, Cubs and younger Scouts will love it too! X

— Marilyn Moore is Akela for the 1st Eastport Cubs, Nfld.

Program Links:

Black Star (weather station)
Observer Badge (weather)

BUBBLE IDEAS AND PROJECTS (cont'd)

Straw bubble magic

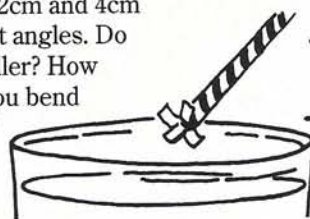
Dip one end of a straw into your bubble mixture, lift it out and blow gently into the dry end. What size of bubbles form?

Now flatten one end of a plastic straw. Make a 1cm cut along the length of the straw. Twist the straw 90° and make a similar cut 1cm long. Bend all flaps outward (see drawing). Dip the straw into the bubble mixture, lift out and blow gently through the smooth end. Is the bubble any larger than those formed from the uncut straw? Can you guess why?

Try making the cuts in the straw 2cm and 4cm long. Bend them outward at right angles. Do the bubbles get bigger or smaller? How does it affect the bubble if you bend the flaps out at a 45° angle?



Make a
1cm cut.



Dip into
solution.

Frozen suds

Try freezing a bubble. Form a small bubble outside on a very cold day. Catch it on your bubble-making hoop. (Be sure to dress warmly and don't get wet!)

What happens? Watch closely! Do bigger bubbles survive longer than smaller ones? How long does it take to freeze?



Questions and answers

1. How do bubbles form?

(The soap film stretches across an opening then closes at the bottom.)

2. Do large bubbles fly farther than smaller ones?

(Often they do. Get your kids to experiment with their creations.)

3. Why do bubbles burst?

(Glycerine keeps the water molecules and the soap film together. This slows the soap bubble from drying out and bursting.)

— Soap Science (*Kids Can Press*) is packed full of program ideas, interesting experiments and projects for busy leaders.

Is There a Budding Sherlock Holmes In Your Pack?

from Nora Prokop

Two special meetings last winter helped bring alive elements of the Law Awareness Badge for the Glen Allan 169th Monday Night Cub Pack (Sherwood Park, Alta.).

Our first meeting featured a crime. Then we captured two suspects and gathered evidence (including the stolen goods which were later found abandoned in a garbage bin outside our meeting hall).

As a witness (in reality a Royal Canadian Mounted Police officer) later reported, "a tall guy" walked up to the pack's wolf head totem, straddled it, and rode it away like a pony. An accomplice (a parent volunteer) held open the meeting room door to let the rider out.

The stage was set: We had discovered a 'crime', found suspects, and gathered evidence. Now for the trial.

Three fathers (an RCMP officer and two lawyers) arranged for use of a courtroom in the county courthouse for our next meeting. They also arranged for a real judge and court clerk to preside over the case. Twelve Cubs were chosen for jury duty.

The sons of the two parent lawyers assisted their dads, while the son of the RCMP officer played the forensic expert and fingerprint specialist. Several other Cubs acted as witnesses. Interested parents filled the room.

Presumed innocent

A hush fell over the courtroom as the jury heard evidence from a number of witnesses: Cubs who had seen the theft and identified the suspects, a police officer who photographed the crime scene, and the two arresting officers.

The fingerprint specialist also clearly identified the defendant (William Jones) as the one whose fingerprints appeared on the stolen totem.

"When the jury had heard all the evidence, the judge reminded the jury that they must be absolutely sure, beyond all doubt, that the defendant was guilty if that would be their final decision."

"Guilty as charged!"

On the basis of all the evidence, the jury found Jones guilty of the theft. It also acquitted Bill Long, the man who held the door, convinced that he was as he claimed, simply an innocent by-stander who happened to be leaving the building at the wrong time. The judge sentenced Jones to 30 days in jail.

More program ideas

Want to breathe new interest into the Law Awareness Badge? Try these program ideas. Who knows, you might even discover a young Sherlock Holmes in your midst!

Kim's game

This game will help Cubs learn to pay attention to details by developing observation and memory skills.

Gather a tray and ten objects (e.g. crayon, hat, toy truck). Let the Cubs look at all the objects on the tray for 60 seconds, then cover the tray. Ask each Cub to make a list of all the things he or she saw on the tray. Older Cubs could win 'points' by describing the colour and type of objects (e.g. a blue garbage truck with a "Mac's" sticker on it).

Fingerprinting

Get an ink stamp pad (available in an office supply store), white paper, and paper towel.

Carefully taking each Cub's finger individually, roll it onto the inked stamp pad, then onto a sheet of white paper. Start with the thumb and complete the entire hand. Write the Cub's name at the top of the paper so he or she can take it home. Clean the ink off the fingers using paper towels and soap.

Explain that every person's fingerprints are different. Encourage them to look closely at the swirls in their fingerprints and compare them to those of their friends.

"This was a memorable experience for both the Cubs and the adults," said Scouter Nora Prokop. "Everyone enjoyed this creative program." X

— Nora Prokop (Raksha) works with the Glen Allan 169th Cubs, Alta.

Program Links

Cubs: Law Awareness Badge.



The Jury listens carefully as the judge points out the importance of being absolutely sure before bringing in a guilty verdict. Positive identification of one suspect's fingerprints helped them reach their decision to convict.

Plan A Bicycle Safety Clinic:

Beavers, Cubs and Scouts Will Love It!

by Allen Macartney

Spring means bikes.

Biking is the most popular outdoor activity among young Canadians. Up to 90% of all children aged 10 to 14 drive bicycles. Yet bike-related accidents seriously injure 5,000 children each year.

Why not organize a series of fun bicycle safety activities? What better way to close off your Scouting year than by preparing your Beavers, Cubs or Scouts for the inevitable tumbles and scrapes that come with bike riding. These activities will also help you maintain close contact during the summer.

Gear as many events as possible to Cyclist Badge requirements.

Invite a speaker to your group

Local police or ambulance attendants are happy to speak to youth about bike safety. Police will often bring safety videos and explain the meaning of various road signs: stop, yield, cross-walk, etc..

Local cyclist clubs can sometimes arrange for someone who had a serious biking accident to speak to your group. Nothing makes the point faster than a personal survival story.

Encourage children to use helmets. 30% of bike accidents cause head injuries. Helmets reduce the risk of head injuries by up to 85%.

Ask your Beavers, Cubs and Scouts to bring their bike helmets to the meeting. Your speaker can then check them for proper fit. This will also encourage those without helmets to get one, "Like everyone else."



Beaver and Cub projects

Distribute bright reflectors at your meetings. Give a colourful sticker to all those who promise to wear a bike helmet. Beavers and Cubs might enjoy painting their own bike safety posters. Hang them up at the end of the evening for all to admire!

Beavers might enjoy making puppets and organizing a brief show that emphasizes bike safety. Cubs might enjoy thinking up safety-oriented skits.

Saturday morning bike clinic

A Saturday morning bike clinic will draw children from all over the neighbourhood. Involve local Venturers and Rovers. The morning might include the following....

- A maintenance workshop. Show children how to check their bike's working order by inspecting: handle grips and steering assembly for tightness; tires for correct air pressure and cuts; all nuts and bolts for tightness; chain for tightness and proper oiling; wheels for wobbles and broken spokes.
- A helmet clinic. Have enough helmets on hand for each child to try one. This will help them know how a properly-fitting helmet should feel. Encourage your pack or troop to bring their own helmets so you can check them for a safe fit.
- Bike safety video. Many are available. Check resources below.
- A local cyclist club might demonstrate safe driving procedures, left/right hand turn signals, and shoulder checks while driving in a straight line. Cyclist club speakers could explain how to make yourself more visible at night, procedures for riding on wet pavement, as well as watching for road hazards including holes, grates, open car doors, etc..



Bicycle rodeos

Bicycle rodeos are extremely popular. They can help your Cubs and Scouts learn to drive better, while also drawing attention to your colony, pack or troop activities. A bicycle rodeo in mid-summer might also get youth thinking about fall Scouting programs — a great way to jump-start your year! See resource booklets below for planning help.



Photo: Wayne Barrett.

A bike hike is always popular with children. Make sure they drive in single file.

Bike Safety Quiz

Your Cubs will find this safety quiz informative and helpful for passing their Cycling Badge requirement.

Are the statements true or false?

1. Wear dark clothing when driving at night so you won't distract car drivers.
☐ true ☐ false
2. Bicycle drivers must follow the same road rules as other drivers.
☐ true ☐ false
3. Bicycle drivers don't need to stop at stop signs if there is no traffic.
☐ true ☐ false
4. It is safe to make an arm turn signal before **and** during the turn.
☐ true ☐ false
5. A good bicycle rider wobbles and weaves through traffic.
☐ true ☐ false
6. A helmet must fit well to be effective in an accident.
☐ true ☐ false
7. It's okay to toss your bike helmet around onto floors and pavement.
☐ true ☐ false
8. It's a good idea to slow down when driving on wet pavement.
☐ true ☐ false
9. Bike riders should ride on the same side of the road as car and truck traffic.
☐ true ☐ false
10. It's okay to let your friend ride double on your bike.
☐ true ☐ false
11. A helmet must cover most of the bike rider's forehead.
☐ true ☐ false
12. It is perfectly safe to drive with your helmet neck strap unfastened.
☐ true ☐ false

Plan a bike hike

Plan a bike hike a week after your Saturday morning bicycle clinic. What a great way to introduce friends to the fun of Cubs and Scouts! Don't forget to involve parents. Plan on at least one experienced driver for every eight or ten young people.

Before leaving check to make sure everyone is wearing a properly-fitting helmet. Pump up tires and check that all bikes fit the rider for both size and comfort.

Which of these children is wearing his helmet correctly? Why?



Don't make the trip too strenuous; this will be early in the cycling season and your kids will be using new muscles. Go slowly. Especially Beavers and Cubs may be quite wobbly after so many months away from their bikes.

Expect saddle soreness. On a hot day stop to drink fluids often.

Take along spare tires and a small repair kit. Designate one person (perhaps a Venturer or Rover?) as the repair person.

Ride in single file. Use touring flags to increase visibility.

Helmet Safety:

Questions & Answers

Q: How long will my helmet last?

A: Four or five years is normal. Ultra-violet light tends to cause deterioration in the plastic after this time, making it less able to protect. Also children outgrow their helmet.

Q: Can I use my helmet after a crash?

A: No. The foam liner loses its protective value after an impact or several blows in the same place. This damage is rarely visible.

Q: Will any helmet do?

A: No. Buy a new bicycle helmet with a certification sticker from the CSA (Canadian Standard Association), ANSI (American National Standards Institute), or Snell Memorial Foundation. A hockey or baseball helmet will not absorb the impact of a bicycle accident.

Q: How important is fit.

A: A proper fit is all important! After measuring the child's head, slide on the helmet. Use foam pads to adjust the fit so it is snug but comfortable. A bicycle helmet should never "roll" forward or backward on a child's head. The helmet should *never* expose the top of a child's forehead.

Q: What colour is best?

A: Choose a lively, bright colour for greatest visibility.

Resources

- Get a free *Cycle Safe Kit* from Canadian Tire Corporation. Available in English or French, the kit includes a 20-minute video ("Gearing Up — A Guide To Safe Cycling"), a poster, ideas for hosting a bike rodeo, bulk quantities of the *Cycle Safe* activity book, and more. For your kit call (416) 480-8226; Fax (416) 487-6524.
- *A Guide to Bicycle Rodeos* by John Williams includes set-up ideas, prop diagrams, and station instructions to run rodeos for 50 to 500 children. Available for \$9.55 from the Canadian Cycling Assoc., 810 - 1600 James Naismith Dr., Gloucester, Ont., K1B 5N4, (613) 748-5629; Fax (613) 748-5692.
- The Canadian Association of Chiefs of Police provides an excellent video instruction kit with posters and brochures called *Right Riders*. Cost \$15.00. Contact CACP, 643 Queen St. East, Toronto, Ont., M4M 1G4, (416) 778-8727; Fax (416) 778-8726.
- The *Canadian Bike Helmet Coalition* provides a great deal of useful material including videos, fact sheets, and posters. Contact Carrie Kelly, Canadian Bike Helmet Coalition, 512 - 885 Meadowlands Dr. E., Ottawa, Ont., (613) 224-4144; Fax (613) 224-4145.

Looking for more ideas? See the future Cyclist Badge requirements in *Paksak* this month. Then let your imagination go! ^

Program Links

Cubs: Blue Star, Cyclist Badge.
Scouts: Bike hike for Explorer Badge.

KANDERSTEG INTERNATIONAL SCOUT CENTRE: Alpine Adventure

by Garth Johnson

Like most Scout Camp facilities, access to fresh air, the great outdoors, an exuberant hike, a “connection” to what makes Scouting special and a warm mug up are all part of the Kandersteg experience.

Unlike most Scout facilities, however, the Kandersteg International Scout Centre is nestled in the snow-capped Swiss Alps along the peaceful banks of the Kander River. The view — stunning, the thin air — tasty-fresh, and program opportunities only your imagination will limit. For an unique Scouting adventure (a kind of permanent mini Jamboree) a visit to Kandersteg is worth considering. The facility is open to Scouting groups and individuals year-round. Why not consider a visit?

The Centre

In operation since 1923 (B.-P. “discovered” the property and vacant chalet while on a fishing trip in 1922), the Centre comprises over 17 hectares of wooded grounds, over fifty campsites, two main buildings (the Chalet and the Tower) for indoor accommodation year-round, access to breathtaking scenery, and the Kander River. Situated 1,200 metres above sea level, about 65 kilometres south of Bern in the Western Alps, the Centre is easily accessible by vehicle or rail.

Built in 1909, the Chalet served originally as accommodation for engineers working on the Lotschberg Tunnel. It stood vacant until purchased by a group of various national Scout Associations to provide “an international home for Scouts”. The Associations then renovated individual rooms of varying sizes for group accommodation, each room named in honour of the respective national association. The Canadian Room is a popular spot and nicely turned out for overnight guests,

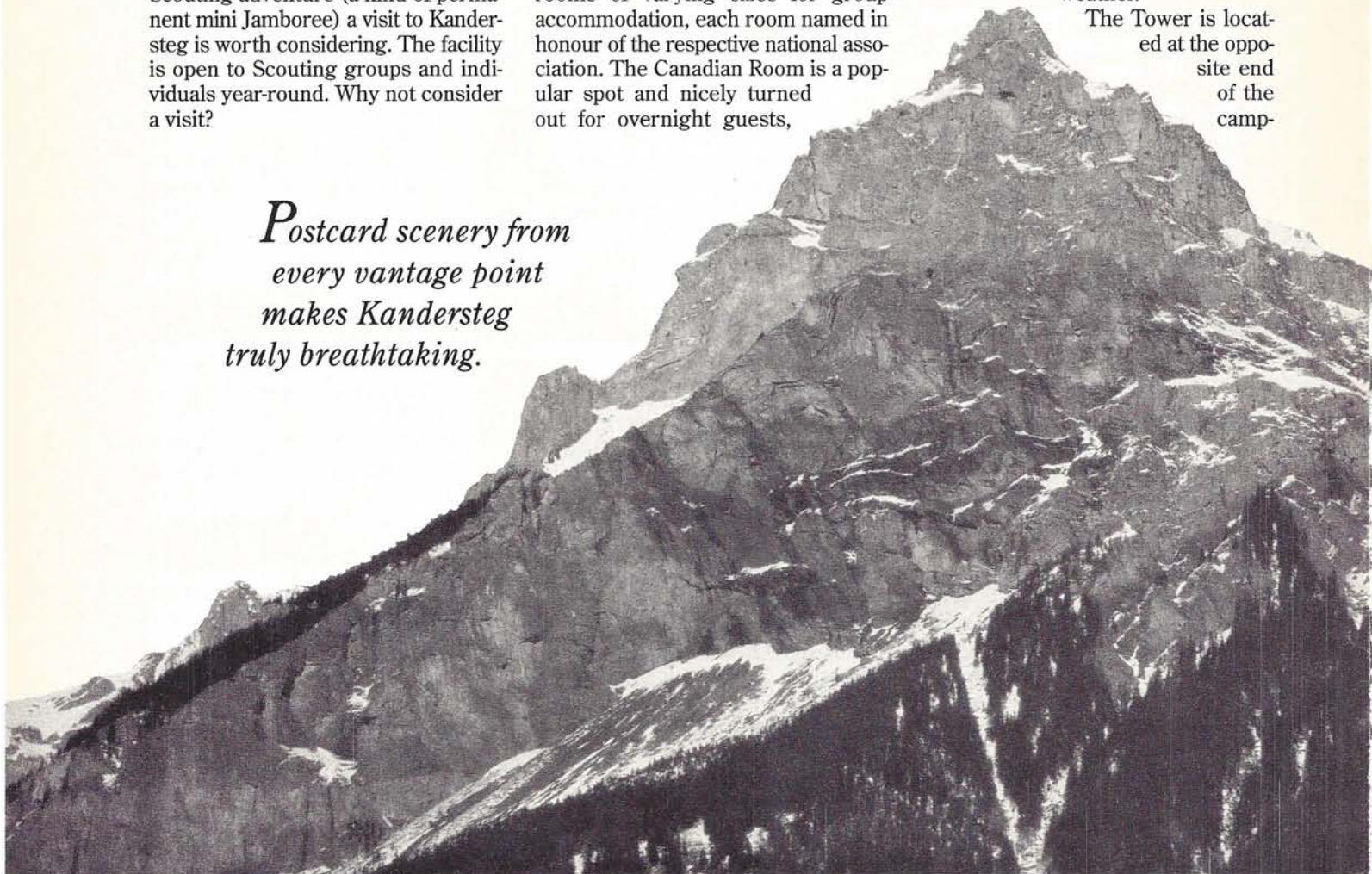
due in large part to the efforts of Maple Leaf Region Scouters. With base closures in Germany, their regular visits to the Centre will be missed. Lahr and Baden groups made visiting Kandersteg a regular part of program activities for many years.

The Chalet is run like a hostel, with self-catering kitchen facilities and dormitory-style accommodation in one of 17 rooms. It also contains washing facilities, hot showers, a large recreation hall, camp office and a souvenir shop. Next to the Chalet is a kitchen-house with five fully-equipped kitchens for camper use.

A short walk separates the Chalet from the main campsite. The site provides a secluded camping area for up to 1,000 persons, toilet and shower facilities and a number of recreational buildings for inclement weather.

The Tower is located at the opposite end of the camp-

Postcard scenery from every vantage point makes Kandersteg truly breathtaking.



site. It provides self-contained accommodation and facilities for single groups of up to 42 persons. A beautiful open fireplace and indoor balcony compliment the cosy splendour of the building.

In addition to facilities on-site, the Centre also has an Alpine Hut available to groups or individuals for overnight stops in the nearby Ueschinen Valley. At 1,900 metres, it is easily reached by foot in 2 hours and commands a spectacular view of the valley and surrounding mountains. The Hut accommodates 20.

The nearby village of Kandersteg provides an opportunity for sight-seeing, as well as a chance to enjoy the quaint hospitality of a small Swiss community — not to mention a delicious cheese fondue for a break from camp cooking. Tours of the area are also available.

Programs Galore

During the main winter and summer seasons, the Centre offers a varied program of skiing, mountaineering, river rafting, para-gliding, hiking and rock climbing courses. During July and August, a weekly program of activities on- and off-site is themed in keeping with the Centre's main themes of International Friendship and Alpine High Adventure.

Over 8,000 young people and Scouters from over 25 countries visit the Centre each year. Canada's camper-nights will decline with the end of the Maple Leaf Region, but Camp Director Aidan Jones is eager to see Canadian Scouts continue to experience Kandersteg.

The Volunteer Experience

An international team of volunteer staff, which share a variety of roles, assist the full time Camp Director. These seasonal "helpers" sustain the spirit of the Kandersteg experience and serve its guests in true Scouting fashion as cooks, program staff, maintenance workers and special events staff. Their team consists of Scouters from around the globe who work for room, board and a once in a lifetime chance to serve Scouting in this unique way. Any registered member of Scouts Canada over 18 years of age can apply for a variety of jobs available through the four seasons. A Volunteer

Staff information booklet is available to interested Scouters by contacting the Centre. Why not consider a different sort of "holiday" this coming year?

This truly international facility must be seen and experienced to gain a full appreciation of the global Movement that Scouting represents. If at all possible, consider a visit.

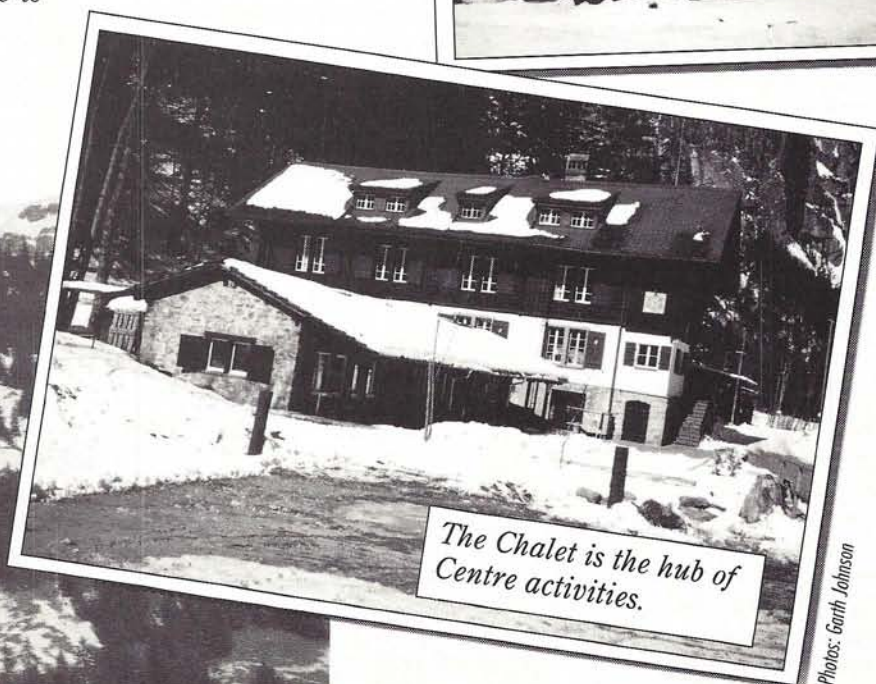
For more complete information about Kandersteg International Scout Centre, its rates, staff opportunities, program and what it can offer your group, write: Kandersteg International Scout Centre, CH-3718, Kandersteg, Switzerland. Telephone: 41 33 75 11 39, or FAX 41 33 75 10 50. X



*Lahr's
Mic Mac
Pack posed
for a photo
during a visit
to Kandersteg
in fall '92.*

Photo: Don Finnmore

*The Tower is a
popular facility
for younger
campers.*



*The Chalet is the hub of
Centre activities.*

Photos: Garth Johnson

Bring 'em Back This Fall

by John Rietveld

Summer is still a few months away. Fall planning is the furthest thing from my mind, but successful PR activities take time. As you read this, groups are already thinking about summer shut down. Let's hope they give their kids a summer camp experience first!

Are you in charge of group publicity or district PR? If yes, then you should present plans for fall to the group committee or district council *now*. You will need a budget and will definitely need help identifying important dates. Trying to assemble this data in late summer will be almost impossible.

The first task you should complete before summer is a draft September group newsletter or district council bulletin. When are groups starting up again? When is the first group committee meeting? The first council meeting? Are fall camps planned? When is Apple Day? If groups are selling Scout calendars, when and where will they be available? Is there a fall popcorn drive? Armed with this information you can lay out your newsletter before summer and simply drop it in the mail near Labour Day.

Group and district PR officers play an important role getting groups up and running each fall. Often publicity activities form the catalyst causing groups to begin registration of returning members and to publicize the availability of Scouting in the community to potential members.

Last summer some Girl Guide leaders in P.E.I. thought up a great idea to encourage Guides to return after the summer. During the last week of August, each girl who was registered in the previous year received a postcard on which the Guider wrote, "Hope you are enjoying your summer... see you on registration night, September 8".

Kids rarely receive mail. They welcomed the postcard with excitement, and the parents saw it too! Why not scout out your stationary shop for interesting postcards with pictures of beavers or wolf cubs and send one to each of your Beavers or Cubs?

Here's an idea to help retain existing youth while also attracting new members. Visit your local pharmacy and buy some small plastic wrist bands nurses give people when they check into a hospital. On the paper insert write a message like, "Fall registration for Scouts, St. Mathias Church, Sept. 8, 7 p.m.". If room permits include a phone number. Then, with the permission of the principal, visit schools in your area and affix a wrist band to every student. They'll wear them home and show their parents. Using this technique, a Boy Scouts of America council reported they had retained more members than in previous years, and enrolled plenty of new members as well.

Plan now for a successful fall!



Check with groups before summer shut-down about their fall leadership needs. You can help publicize the need to replace leaders who will not return due to moves or other commitments. Consider organizing a special night to recruit parents as new leaders if there's time before summer. Visit your Scout Shop and pick up a Recruitment Kit. From inviting parents to a special night, through to tips on how to convince them to become leaders, the kit is a highly-effective recruiting tool.

To support local activities, Communications Service at the national level has already produced materials for fall. In mid-August we will distribute a 30-second, radio Public Service Announcement (PSA) to all stations in Canada. Call your local station PSA manager during the last week of August and encourage him or her to use it frequently.

In June, council offices will receive our successful "Be Prepared" posters (available in two sizes and in both official languages). Pick up a supply of posters; at the bottom they have room to write a local message and phone number. Hang them in libraries,

schools and churches, or shopping mall information kiosks.

Have you considered a newspaper ad or supplement that lists all groups in your area, their location and details about registration? Make an appointment to see someone in the advertising department of your newspaper. Tell them about your needs and if you have a budget let them know how much money you've got for advertising. Most papers will sell ad space to support your message. Don't wait too long to make this request: there's always plenty of competition for space in the fall from other organizations.

You will find many of the publicity methods used during Scout-Guide Week work equally well for fall registration. Shopping mall displays, school talks, church sermons, speaking at Service Club luncheons, radio and newspaper ads, posters and banners; the sky is the limit! Plan now for a successful fall.

Of course you won't be able to execute a successful PR plan by yourself. You will need input from all groups in your area and you will need some help too. See "The PR Portfolio" in the November 1993 *Leader* for tips on recruiting a PR Committee.

Some notes about PR and fundraising

To operate successfully, Scouts Canada needs money. Because one of the more important aspects of fundraising is raising public awareness, PR Committees often become involved in financial campaigns. If you can, have the group or council treasurer deal with the money side of the campaign. This will leave you time to deal with the publicity needs.

Before starting a fundraising campaign check out the finance policy of Scouts Canada, starting on page 33 of *By-Law, Policies and Procedures*. If anything, follow the suggestion that you always inform the next senior council. Sections must inform groups who in turn inform districts and then on to the region. This will help you avoid conflict with other funding activities. Fundraising gives us a chance to tell the community why they should support Scouting with their dollars.

Good luck with your publicity activities this fall! X

The Canadian Scout Brotherhood Fund:

An Update

by Lena Wong

Since 1950 the Canadian Scout Brotherhood Fund has supported Community Development Projects carried out by Scout Associations in developing countries. While Scouts Canada's International Relations Committee administers the fund, the Community Development office at the World Scout Bureau (Geneva) suggests suitable projects.

A variety of sources finance the Brotherhood Fund, including the Trees for Canada program, Scout councils, Scout groups, Scouters' clubs, service clubs, training courses and individual donations.

A Scout Farm project in Nigeria (supported by Scouts Canada funding in 1987) earned the 1991 Commonwealth Youth Service Award. This project was established as a pilot farm to train Scouts in food production (primarily vegetables, cereals and yams). The local population also trained in food production techniques and were encouraged to start similar projects.

Having spent over \$3.5 million since 1950, Scouts Canada members should be proud of their community development accomplishments. While CIDA contributed approximately 50% of this total, the projects covered by joint CIDA and Brotherhood Fund support would not have taken place without Scouts Canada's involvement.

Philippines: Safe Drinking Water

Three regions (Central Alberta, Edmonton and Northern Alberta) jointly sponsored this venture in 1991. The project aimed at providing safe drinking water to the community of San Francisco (Philippines) where the water-borne disease Schistosomiasis flourished. 28 Scouts, six leaders and 15 other people from the community helped complete five tube wells. As well as developing a spirit of community service, local Scouts and their leaders learned basic plumbing and drilling skills.

By 1993 it became clear that the project could be expanded to benefit more people by installing an upgraded pump and piping system as well as a 20,000 gallon reservoir. The 1st Schwarzwald Group (Maple Leaf Region) sponsored this expansion.

Bangladesh: Integrated Rural Development

The New Brunswick Provincial Council sponsored this project in 1991 aimed at improving water quality, sanitation and hygiene education in Upazila (Madaripur District). 260 Scouts, 18 leaders and 500 community members worked hard to provide the village with tube wells, water sealed latrines, nutrition and hygiene education, as well as environmental programs focusing on nursery projects and tree planting.



Safe drinking water — an incredibly precious gift from Canadian Scouts.

Bolivia: Fruit & Vegetable Production and Rabbit Raising

The Maple Leaf Region sponsored a Fruit and Vegetable Production project, while the Canadian Scout Brotherhood Fund sponsored a Rabbit Raising project. (Both benefit the Ciudad del Niño Orphanage located on the outskirts of La Paz.) 70 Scouts, nine leaders and five other volunteers provided manpower.

These two projects provide local children with an improved diet as well as training in rabbit raising and market gardening. A market booth has been turned over to the orphanage for the sale of surplus meat and produce which will ensure the self-sufficiency and continuance of the projects. As a part of the fruit and vegetable production, the orphanage will also be planting trees in the grounds of a new zoo located nearby.

Many children in the orphanage joined Scouting after seeing the examples set by local Scouts.

Nigeria: Fish Ponds

Originally sponsored by the Brotherhood Fund and CIDA in 1987, this successful project gave the local com-

munity a reasonably priced source of protein. It also provided self-employment for some Scouts who built and maintained the ponds. Corn and soybeans harvested at the Scout Farm (a 1987 project) provided fish food.

By 1993, the Scouts had completed several good harvests from the ponds. To continue the success, upgrading and additional construction was required. The Canadian Scout Brotherhood Fund, therefore, sponsored a second phase which will install a water pump to oxygenate the water

A plentiful harvest from the Scout-sponsored Nigerian fish pond.



and build a fence to keep out poachers and animal predators. Gutters will also keep mud out of the ponds during rainy seasons.

Kenya: Self Reliance Skills for Disabled

Started in 1981 the project helped train Scouts and students in Thika to make and repair equipment (including orthopaedic appliances) for 300 students at the Joytown School for Disabled, and other local disabled people. In addition, fish were farmed to provide better nutrition for students.

In 1987, the project was expanded to include a Scout Farm to teach Scouts and students farming knowledge and skills. Funds helped the farm provide job opportunities for those leaving school, as well as locally grown food and income for the local community.

These are just a few examples of projects funded by the Canadian Scout Brotherhood Fund. Call the International Relations and Special Events Service at National Office if interested in community development. X

The Delight Of Things Forbidden

by Lynn Johnson

"An effective leader is someone who can see something in a mud puddle besides mud."

Have you ever considered how many of the rules that bind the lives of Beaver, Cub and Scout-age children were designed for the comfort and convenience of adults? Is getting dirty and making noise and singing rather "icky" songs *really* "bad", or just irritating to grown ups?

Aahhh... the glory of mud!

Take mud.. glorious mud.

What could be more traditionally child-like than mud pies, or squishing mud between bare toes, or splashing in mud puddles? In books such as *I Can Make a Rainbow*, you will find pages of wonderful mud ideas, games to play with mud, and fabulous recipes for "gourmet" mud pies.

Picture yourself approaching a large mud puddle with tadpoles in it. What would you do? Would you tell your Cubs to stay out of it, or would you grab a jar and lead them in for a little nature study?

I can understand the annoyance of sensible, clean leaders I have worked with who have been less than delighted by my setting out with sixteen clean Cubs and returning in perfectly revolting shape after investigating puddles and sliding down hills covered in leaves and mud. I can understand it... but it's never stopped me yet.

A well-known theory of education started with a group of disabled children playing with dirt and left over food. Most of the adults thought they were disgusting — Dr. Maria Montessori realized they were using what was available in order to learn. Sensory development is enormously important: children need freedom to explore their world with all its textures, smells, and tastes.

If you really, really cannot bear mud, at least be prepared to clean up after plasticine or finger jello!

Make a joyful noise!

Noise! Don't just *let* them yell, sometimes *insist* upon it! "Is that the most noise you can make? Nonsense! Yell louder!"

They are expending energy, feeling free and expressing the very joy and exuberance we want them to experience in Scouting: We are not trying to teach them to be quiet, but rather that there are right times for "loud" and right times for "quiet".

*Leadership
takes both
creativity
and
flexibility!*



Plan games where part of the action involves screaming at the top of their lungs. Balance this with games that emphasize the importance of listening carefully. Don't let them get away with a "dying moan" version of the Grand Howl.

"You're glad to be here, right? Then let's HEAR you!"

What's tasteful?

Children and adults sometimes have different tastes. We should let them express themselves naturally — naturally for a child. By this I definitely don't mean catering to the bathroom humour beloved by this age

group. But enjoy with them songs like "Never Tie A Love Knot In A Parachutist's Chute" with its lines about scraping the unlucky parachutist off the runway with a shovel. Can you think of other songs like this your Beavers, Cubs or Scouts love?

One new leader taught the song "Bringing Home My Baby Bumblebee", which includes lines about squishing up, licking up, and throwing up this poor bumble bee. The kids loved every moment; not so, however, an extremely irate adult present at the meeting. He delivered a thundering lecture to the poor woman who then phoned her Service Scouter in a panic.

"What do I do now?" she wailed. "How about teaching them 'Great Green Gobs of Greasy Grimy Gopher Guts'?" suggested the Service Scouter.

Here is our secret weapon to draw children: We arrange to join them doing all the messy, noisy, icky, harmless things no one else lets them do, while holding fast to the values that give their lives structure, worth, and security. All the tantalizing delights of things usually forbidden, but no guilt!

Expect the unexpected

Years ago I learned a marvellous lesson from a Cub leader I only met once and whose name I never knew. It was at a weekend Cuboree where the weather was miserably hot and the organization had hit a few glitches. A line up for swimming stretched away from the small beach; we were all sitting around in various stages of bad temper waiting our turn. Unexpectedly, a tall man in full formal uniform (including dress shoes walked out of the lake followed by six fully dressed, wet and dirty little boys. He smiled cheerfully at me as he stood with the water draining off him.

"Since we had to wait a bit, we thought we'd take advantage of this wonderful camp and explore the swamp. It looked like more fun to wade back along the shore."

Ah, a *real* leader! X

— Lynn Johnson is area commissioner, Agincourt, Ont.. She works with the 1st Highland Creek Group in Scarborough.

Chuckling With God: *Let's Lighten Up*

by Colin Wallace

Have you ever been to the movies and people behind you keep laughing at all the wrong times?

Perhaps we Scouters are guilty of laughing at all the wrong times too. How?

Consider physical development; we non-athletic types often laugh about our lack of conditioning. We boast proudly, "Hey, I'm no Wayne Gretzky!"

Mental development? The very same response: "Hey, Marshal McLuhan I'm not!"

As for social development, we wouldn't consider it complete without some opportunity for chuckling, correct? Laughing with friends is great.

So why are we so deadly serious about our spiritual development?!

When the leader calls, "Prepare for prayer", how many of us deliberately put a smile ON our face? Most of us remove any sign that we might enjoy the experience.

The typical Scouts' Own has more in common with a funeral than a happy celebration of our spirituality. Heaven help anyone if they laugh during a Scouts' Own!

How many leaders would seize that moment and give thanks for the joy, like grace after a meal? Probably not many. Most might take time to use it as a teachable event. We would continue our dull, predictable reading program and sing yet another uninspiring (boring?) rendition of Kum-Ba-Yah.

We must enjoy the process to attain our spiritual goal. A Scouts' Own that offers the usual three prayers, two poems and a song is not my idea of either a developmental or an enjoyable experience.

A new program

Why don't we have a Scouts' Own that would consist of three thought-provoking jokes, two skits and a discussion, at least occasionally?

What?! Three JOKES?! Two SKITS?!

Sure. Use them as the starting point for small group discussion. No rule says a Scouts' Own *can't* include a discussion. And no rule says that every discussion must start with a deadly serious premise.

You don't know any appropriate jokes or skits?

Try these...

1. Guy talking to God.

Guy: "God, how much is a million years to you?"

God: "A second."

Guy: "God, how much is a million dollars to you?"

God: "A penny."

Guy: "God, can I have a penny please?"

God: "Sure. Just a second!"

2. During a flood, a man trapped on the roof of his house prays to God to rescue him. A boat comes by but the man refuses to get in, saying "God will rescue me." A helicopter comes by but the man refuses to get in, saying, "God will rescue me." Finally, the flood waters rise, the man drowns and he ends up in heaven with God. He asks God, "Why didn't you rescue me when I prayed?" God replies, "What are you talking about? I sent a boat and a helicopter for you!"

3. Woman falls over the edge of a high cliff but, just over the edge, she manages to grab hold of a branch sticking out from the cliff face. She prays, "God please help me." God

responds, "Have faith and let go of the branch." The woman pauses for a minute and then asks, "Is there anyone else up there I can talk to?"

Each of these 'jokes' offers creative opportunities for a meaningful Scouts' Own discussion. A program including such material, however, requires thoughtful sensitivity by leaders.

"Yes but...."

Still uncomfortable with mirth during a Scouts' Own?

Ask yourself: Is it okay to smoke while praying? No? Then is it okay to pray while smoking? Yes?

Now ask yourself: Is it okay to laugh while praying? No? Then is it okay to pray while laughing?

We know God has a sense of humour because he gave one to us. Why not share that sense of humour with him as a part of our spiritual development?

Let's make every Scouts' Own an enjoyable, interactive, challenging, interesting, exciting, practical event. We don't have to chuckle all the time, but a lot more often than we do now.

We assess our section's program effectiveness partly by calculating how much fun people experience, right? What would well-directed, respectful laughter mean in a Scouts' Own?

Perhaps it would suggest we were communicating our message in a meaningful manner.

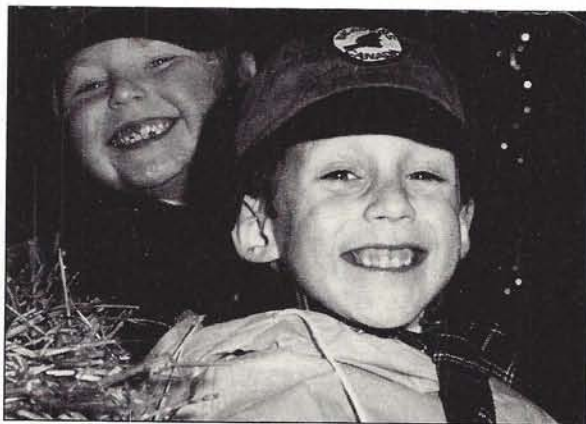
The final word

Is God sitting on high frowning, scrutinizing all our behaviour with a scowl? Probably not. Like a tender father, he wants happy, fun-loving, yet respectful children. I bet he even delights in our well-intentioned laughter!

A Scouts' Own forms a traditional part of the game of Scouting. Don't stop playing that game when you invite God to join.

Look at us. Perhaps we have been laughing at all the wrong times. X

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



Beavers, Cubs and Scouts love creative, even funny, stories about God's creation.



WOGGLE MADNESS!



Panic city!

Ten minutes before you leave for the weekly troop (pack, company, etc.) meeting you cannot find your woggle. There is absolutely no way you are going to get away with an elastic band after what you said about Johnny's elastic band 'woggle' last Wednesday.

What should you do? Quick!

A key chain works well. Thread your necker through the hole's ring loop.

Not your style?

A large button will save the day. Simply thread a piece of string through the hole(s) and tie into a loop.

Why not turn the tables and appear as if you had this all planned? If you attach a small pen light, a pen pocket knife, or other small object with an elastic band, announce an unexpected "Be Prepared!" theme night. You should end the evening with your dignity intact.

You don't have any of these at your disposal? You are desperate! You

could use a bicycle padlock, though it's a bit heavy! It would be fitting for a home security or fire safety theme night.

Why don't you trade woggles and woggle ideas with others? That way you will never run short of ideas if you ever do lose your woggle.

Send your best "how to build a woggle" ideas to **the Leader** for others to enjoy.

— Thanks to British Columbia Scouter Bruce Pilcher.

Build A Beaver Memo Holder

This magnetic Beaver memo holder was a big "hit" with both Beavers and parents. Any notices handed out during the year had their own special hanging place.

Materials needed:

- Beaver outline
- poster board
- crayons, markers or coloured pencils
- wooden clothes pin
- clear plastic for laminating (optional)
- glue, scissors
- 3cm piece of self-adhesive magnet.

Before your meeting, photocopy the Beaver outline (either male or female), glue onto poster board and cut out. Let the kids colour the Beaver outline with crayons, markers or coloured pencils. Avoid crayons if you plan to laminate the front of the memo holder — mac tak won't stick to wax.

Glue the coloured (and laminated) picture to a clothes pin. Be careful to place the Beaver's head under the top of the clothes pin. Stick a piece of self-adhesive magnet to the back of the clothes pin.

Voilà!

Looking for a different idea? Ask the children to bring in a small photograph with their face about the size of a dime. Cut out the face and glue it to the Beaver outline!

— Susan Dybka works with the 2nd Orleans (Ont.) "B" Colony.



Beaver Outlines



cut out

clothes pin

magnet

Build A Wormery For Learning Fun

Here's a great activity that will keep Beavers and Cubs interested for weeks. Like underground plows churning up the soil, worms push through the earth eating almost everything in their path. What goes in the front comes out the other end as incredibly fertile plant food. This makes worms extremely important for healthy lawns and gardens.

Up to 2,000,000 worms can live in a single acre of good soil — 12 tons of wiggling, slithering flesh! The average worm recycles leaves, dead plants and grass, sifting them into the ground.

This craft will demonstrate dramatically how worms loosen and fortify the soil.

You will need:

- a large glass jar
- lightly-coloured sand
- dark, rich soil
- a small trowel or tablespoon
- worms
- rotted leaves/compost
- water spray bottle
- construction paper
- tape.

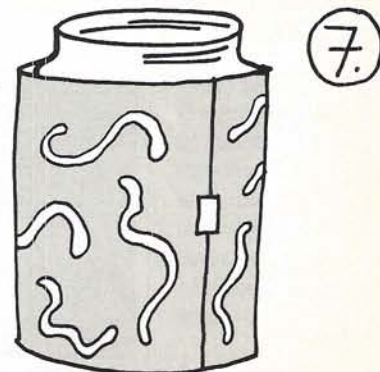
Building instructions

1. Place a layer of sand (about 3cm thick) in the bottom of each glass jar.
2. Place a layer of dark soil (about 3cm thick) on top of the sand.
3. Continue alternating layers of sand and soil until you almost reach the top of the glass jar. The soil in the jar should have a dark-light candy stripe appearance. (See diagram.)
4. Put several earthworms on the top of the soil in the jar. Don't push them down into the earth or make holes for them to crawl into.
5. Cover the top layer of soil with thin mat of rotted leaves or compost. This will act as food for the worms. (Can't you just hear them smacking their lips?) Spray soil slightly with water.
6. Cut construction paper to the correct size so it fits around the jar. Before taping it to the jar, let your Beavers or Cubs decorate it with their favourite nature scene.
7. Wrap the construction paper around the jar and leave for several days.

8. When Beaver and Cub curiosity becomes too strong, unwrap the construction paper from the jar.
9. What has happened? The soil will appear as if someone or something has stirred it slightly. Let your kids draw a picture of the patterns, then recover for several days more. Then unwrap the construction paper again and see how the worms have continued working the soil.

After your wormery experiment, empty the jars of soil and worms into a garden or lawn so the little earth movers can silently improve your property. ^

— **Nature Crafts For Kids** (*Discovery Toys, Sterling Publishing*) is an excellent resource.



Waterton Lakes Park HIKING ADVENTURE

by John Zubach

As a final outing before summer break the Lethbridge 15th Scout troop (Alta.) planned a demanding 50km hike from Red Rock Canyon in Waterton Lakes National Park to the junction of Grizzly Creek and the South Castle River.



The hike helped fulfil requirements for their Gold Explorer Badge which included identifying 10 animals, 10 plants and flowers, 10 birds, 10 trees or shrubs, 5 constellations and improving compass, and camping skills.

We used some of our final Scout meetings for trip planning and to pour over maps. 15 Scouts and 5 leaders took part in the adventure.

The hike began in early July when we drove to Red Rock Canyon (our trailhead) in Waterton Lakes Park. During the drive we saw a black bear, a grizzly sow with *three* cubs, and several deer.

Our first day required a 19km 'walk'. Not too bad except it involved climbing a 600m vertical rise to Goat Lake before lunch, over the Avion Ridge (another 400m vertical rise) and then down a zigzag, rocky trail 450m into a valley, where we would set up camp near a shallow lake fed by two streams that tumbled down the mountain. The camp was tucked near the foot of Newman Peak. What a picturesque camp.

All went well until the late afternoon when we began our zigzag descent toward the valley floor. Suddenly Micky Schwarz tripped on the narrow trail and fell. A stabbing pain shot through his leg: his left ankle was broken. (Only the week before Micky had broken his left arm in another

accident.) Luckily some outfitters were nearby and took him out on horseback to a hospital.

The rest of the evening passed quietly — we set up tents and played around the campsite until dark. Two four-point bucks lingered nearby. Bear signs abounded. During the night a severe thunderstorm kept most of us awake.

Next morning after a hearty breakfast of pancakes, bacon, juice and milk we broke camp and climbed the 450m trail out of the valley. A strong, cold wind was blowing as we reached the top. Bovin Lake (our next campsite) lay ahead of us some distance. As we rested, looked at our map and picked out the route we would take, the fierce wind caught Scouter Dean's sleeping bag, tore it from his pack and sent it bouncing down the steep slope 400m into the trees.

Scouters Dean and Ross retrieved it while the rest of the troop picked our way across loose shale at an elevation of 2,600m. We met up later in the morning. Our intrepid hikers then climbed up to the peak of Spionkop Ridge (elevation 2,750m) where we

thought we could get onto a ridge that would take us toward Bovin Lake. Unfortunately we couldn't get down onto the ridge. We stopped for lunch and picked out an alternate route that led down to another ridge at an elevation of 2,350m. The trail dropped down into the next valley then back up 400m to the saddle above Bovin Lake — a distance of about 3.5km. The hike took us 7 hours. We were all totally exhausted when we reached the lake.

As we were setting up our tents strong, cold gusts blasted up the valley, creating terrible problems — especially for Bryce and Kyle. As they struggled to set up their tent a severe gust suddenly ripped it out of their hands. The tent soared 30m up over the lake, then twirled back over land, where it crashed into trees almost half a kilometre away. We retrieved it, pegged the would-be kite down securely to the ground, then prepared a satisfying supper of potatoes, pork shoulder steaks, corn and milk. Soon we retreated from the cold and wind into our sleeping bags. The day had been a long and arduous 10km hike; we were all exhausted. A light rain fell

Fifteen hikers (at about 2,600m altitude) carefully traverse the ridge below Newman Peak. Several hours later Micky Schwarz broke his ankle when he fell.



Rough terrain, plunging valley's and loose rock challenged the adventure hikers. Here they detour around a high-altitude ridge while trying to reach Bovin Lake.

during the night, while the wind kept threatening to send us (tents and all) tumbling down the mountain.

Monday dawned cold and windy. Our breakfast of pancakes, sausages and milk provided the strength we needed for a long, hard hike — 20km over very rough terrain. Our path began with a 2.7km hike climbing 300 metres upward to the mountain saddle west of Bovin Lake. Here, gusting winds reaching 100 k/h drove us into some trees where we ate lunch. After resting we followed the 3.5km trail which dropped 800m to the valley floor and the South Castle River.

Four Scouts had painful blisters by this time, but 13km separated us from our next camp. Hours later determined Scouts and leaders threw themselves tired but satisfied into warm sleeping bags.

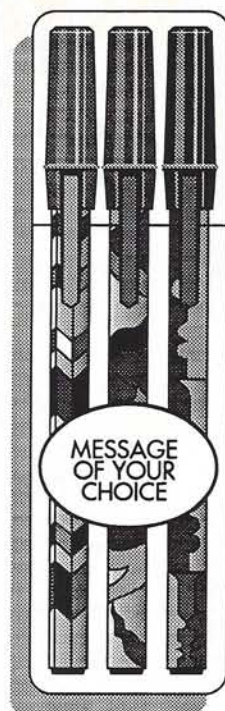
On Wednesday we rested our sore muscles by sitting around the campfire, fishing, wading in the water, building a teepee, and finishing some badge work. A thunderstorm hit our camp late that night soaking all of us. Next day we headed home.

The hike had tested us all to the limit but our preparations had paid off. All the Scouts earned their Gold Explorer Badge. λ

— John Zubach is a Scouter with the Lethbridge (Alta.) 15th Troop.

PLANNING A HIKE? CONSIDER THIS....

1. A safe trip involves careful planning. Don't cut corners. Involve your Scouts in the preparation. Tie badge work into the trip.
2. Make sure everyone can physically handle the challenge. Go on practice hikes to work out problems before the main event. Limber your muscles up each morning before setting out.
3. Plan to bring more food than you might think. Hiking makes hungry campers. Snacking on high-energy food works well.
4. Drink plenty of water. This will help prevent overheating. Is your water supply clean? Where will it come from? Think about these problems now.
5. Include a high leader-to-youth ratio.
6. Expect blisters. Know how to treat them. All adults, as well as youth, should know basic first aid. Carry a first aid kit.
7. Start your days off slowly. Build speed only when all are ready.
8. Don't litter on the trail. Pack all your garbage out with you.
9. Bring extra clothing. Expect all types of weather: rain, heat, humidity, cold.
10. Bring sunglasses, a hat, and an effective sunscreen.
11. Listen each day for the ultraviolet (UV) index given with weather reports — especially important for high altitude hikes. When the UV index is high, cover all bare skin — especially between 10 A.M. and 2 P.M., the hours of greatest solar intensity.



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Fun at the Pond

by Lena Wong



May is the perfect month to get outdoors to study and discover our natural environment. Meet outdoors as much as possible. Blend your learning activities with a good dose of fun and games.



OUTDOORS GAMES

Beaver Track Meet

This is an excellent outdoor activity. So the fun can start as soon as possible, prepare your playing field before the opening ceremony. Set up activity stations in different areas of a large open space; get a leader or parent to supervise each station.

Long Jump: If your play area is in a school yard or athletic field, there should be a sandpit suitable for long jump. Tell and show your Beavers how to run up to the springboard and jump as far as possible over the sand. Measure each Beaver's distance. Brush out the landing "tracks" between jumps to avoid mistakes and competitive put-downs.

Skipping: Set up a skipping station in a flat, preferably paved, area. Assign several supervisors to this station. Supply several small skipping ropes as well as a couple of long ropes; leaders should turn these. Get your Beavers to try jumping in pairs with the long ropes.

Running Track: Pick a flat, grassy area about 6m long. Place a pylon at each end. Have the Beavers run up one side, make a turn around the pylon and run down the other side. Ask them to complete two or three runs. Time your Beavers individually if they want to know how quickly they can complete a run.

Ball Practice: Set up some practice areas and get Beavers to kick a soccer ball around a series of pylons, ending with a kick at a goal. "Man" the goals with adults or older Beavers willing to help out.

Suspend two or three hula hoops. Beavers will love throwing balls through them.

Supply a couple of T-ball bats and gloves and do a little T-ball practice.

Touch Run: Mark off a long track around the perimeter of your play area. Tie a wide paper ribbon or neckerchief to several objects along the track (fence posts, trees, bushes, a bicycle stand) — any fairly sturdy object. The Beavers can run around the track and touch each marker as they pass.



OUTDOOR DISCOVERIES

On meeting nights, when unable to take your colony on a field trip, explore your immediate environment — a local play area or park.

Miniature Environments: Separate your Beavers into the smallest groups possible making sure an adult supervises each group. The groups go into the playing field and mark off a small area about one and a half metres square. Give each group a magnifying glass so they can study the things they find. Each group should search their area for different kinds of natural objects; then they list their 'treasures'.

How many different kinds of plants can they find? Did they find any insects? What kinds? Look for small stones and snail shells. If it has been a wet day, can you find any small holes where worms have gone into the ground? Are there any worm castings?

Natural Environments: Plan one or two full day nature explorations before the end of the Beaver season. If you live in a rural area (or in a city where it is easy to get out into the country), visit the forest, a farm field, the beach, etc.. If you live in the city, visit several different park areas. Is there a traditional park with grassy areas, trees, bushes and perhaps flower beds nearby? Are you lucky enough to live close to a park backing onto a lake, river bank or canal?

When you visit your natural environment, bring along some tools to make things more interesting: magnifying glasses; guide books to identify plants, trees and birds; pen and paper to note down your Beavers' observations; and a camera. Ask the Beavers to bring sunglasses so that you can study the sky. You might also want to take an insect collection jar. This will make close observation of insects you catch much easier. Make a collection jar by punching small holes in the lid of a clear plastic jar.

Before heading out on your outing, prepare your Beavers at the meeting. What is nature? Discuss how one environment differs from another, i.e. how is a wild meadow different from a farmer's field or from an open grassy space in a park. Talk about air — its quality in the country and the city. Where does oxygen come from? What happens to carbon dioxide?

Keep the conversation simple. By encouraging their input and ideas,

Beavers will stay interested. Don't dwell on the negative aspects of pollution. At this point the purpose is to teach Beavers to respect and appreciate natural environments and perhaps understand how they all depend on each other. Encourage the Beavers to be alert to everything they will see on your outing.

Field Life: Make arrangements with a farmer before setting out. Ask if you can take the Beavers to a field he is not using for crop growing. Explain to the Beavers that if they walk in a field where a crop is growing they would damage the sprouting plants. Make it clear that they should walk on existing paths to and from the field. Tell your 'flock' that they should not touch any nests, burrows, baby animals or nestlings they might see on the ground. Explain that the parents may abandon their offspring and homes if they smell of human beings.

When you reach the field watch for different kinds of birds. Swallows, larks, finches and crows are typical field birds. You may even see some partridges or blackbirds if you are near a corn or grain field.

Look out for mammals living in the field. If there are trees nearby you may see squirrels. You may also see groundhogs, rabbits, mice or other small rodents. Watch for mole hills and other signs of creatures living underground. Look for butterflies and insects.

Identify the birds and animals you see from your field guides; make a list. Let the kids flip through the books too.

Catch a few insects and put them in your collection jar, study them through a magnifying glass. Ask your Beavers how all the insects are similar, and how they differ. Keep the insect jar in the shade and let the creatures go as soon as you have finished looking at them.

Turn your attention to plant life. Can the children identify different kinds of grasses and wild flowers? Use a pair of scissors to cut examples of grasses and flowers to be pressed or dried when you get home. Point out to the Beavers that you use scissors to cut the plants to avoid pulling the whole plant out with the root. Ask them what would happen if you pulled the root out of the ground.

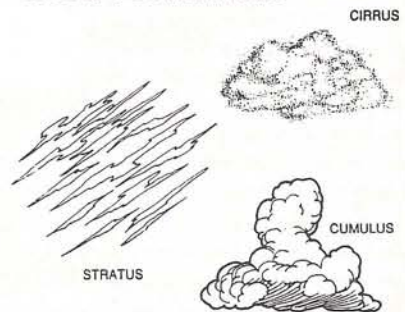
(When you return home, press and dry the plants. Help your Beavers to make a scrap book or a field trip mural with your dried plants, photos

of the trip, pictures of the animals and birds you saw. Copy your list of sightings and assign a number to correspond with each illustration in your scrapbook or on the mural. This will make an excellent Beaver display for next season's recruitment campaign.)

Study the sky during your field trip. Make sure you all wear sunglasses. Impress on the Beavers that they should never look directly at the sun even when wearing sunglasses. Explain why. Ask the children if they know what happens to the moon and the stars during the day. Are they still in the sky? Why can't you see them? Ask why the sky is blue (make sure you know the real answer beforehand).

Talk about clouds. How do they form? (Water vapour rising into the air condenses around dust particles which then start collecting together.) Explain that we name cloud types according to their shape and height. Show the Beavers these pictures of the three basic types of clouds. Ask if they see any of these in the sky.

Cloud Formations



Discuss how important water vapour and clouds are to life on earth. Talk about rain and how it helps things grow and provides water to replace the condensation from rivers and lakes. Ask your Beavers if life could exist without water and rain. If your field trip is near a body of water, make sure you talk about the need to keep water clean. What are our responsibilities? Clean water makes the plants and little creatures they have seen on their nature walk healthier.

Is your field trip near the ocean? If yes, explain to the children why ocean water is salty. You might want to bring a book that easily explains this 'mystery' through pictures. Ask them: "Can creatures who live in fresh water survive in salty ocean water?"

Use some of your planning time this month to start thinking ahead to this Beaver season's end and the start of a new one. X

Natural History in "Friends of the Forest"

by Ben Kruser

Friends of the Forest is a natural history fairy tale. Primarily a fantasy written for 5-7 year olds, this story contains factual nature information that brings the forest to life. Let's explore some underlying natural history notes.

Front and centre in *Friends of the Forest* stands the beaver. You can find a complete description of beavers' natural history in A.W.F. Banfield's *The Mammals of Canada*, but read some highlights related to our story.

"Beavers have an elaborate society in which the family is the basic unit, and the female is the central figure," Banfield writes. "It is usually the female that establishes the home site.... All members of the family perform cooperative work about the site."

In *Friends* Chapters 2 and 3 we read about beavers cooperating to fix their dam and work around their pond. They gather food together and cooperate in building a lodge. Their lodge has a unique structure as we see in Chapter 6. Banfield describes its construction:

"The lodge is usually six (1.8m) to nine feet (2.7m) high and ten to twenty feet (3m to 6m) in diameter. Constructed on a base of sunken logs and brush ... the base is gradually raised until it is about six inches (15cm) above the water line. A firm platform of mud, twigs and bark is laid down at this level. The lodge continues to grow, with a layer of poles on the outside and lighter brush on the inside, until the dome is reached. Then the central chamber and entrances are gnawed out.... In the autumn, the sides of the lodge are plastered with mud, which washes into the cracks and freezes to make the lodge secure from the attacks of powerful predators."

Along with their lodge, beaver dams are familiar pieces of beaver work. Their dam is most likely the first project a beaver colony constructs. Chapter 2 refers to the beavers repairing the broken dam as "little builders", and for good reason.

"The dam is started by laying parallel sticks and branches in the stream

bed, the butt ends face upstream so that the current anchors the spreading branches more securely in the bottom," Banfield writes. "The first layer is then plastered with stones, roots, sod and mud. So the dam grows: row upon row of poles, branches, sods and mud."

On average, the finished dam is 2m high, 3m through the dam base, and 50m long. The largest beaver dam measures 642m long and 3.5m high.

A beaver also has some specialized anatomical features. It can pull its large lips behind its protruding front teeth to enable

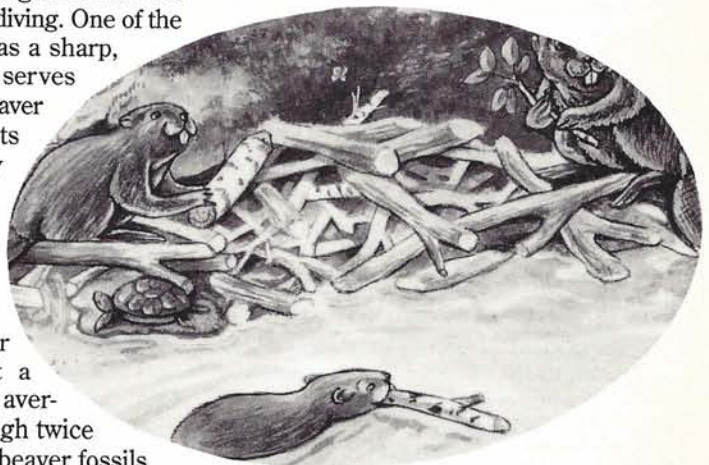
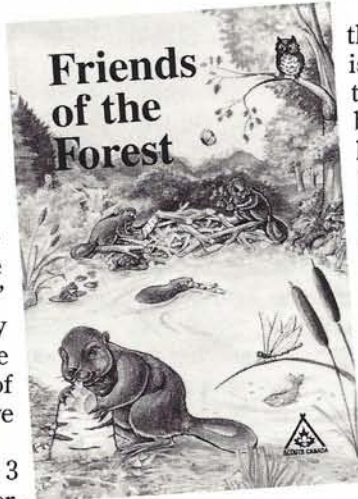
it to cut and peel branches underwater without opening its mouth. Under water, a beaver's nose also closes tight. Its flat, broad tail serves as a rudder. When frightened, a beaver signals alarm by smacking its tail on the water surface before diving. One of the beaver's hind toes has a sharp, serrated edge. This serves as a comb, and the beaver spends much of its leisure time carefully grooming its coat of thick fur. Beavers have adapted to spend long periods underwater and can hold their breath for over 15 minutes at a time. They weigh an average 20kg but can weigh twice as much. Prehistoric beaver fossils dating back 10,000 years are as large as black bears.

In *Friends of the Forest* we also meet Tic Tac the squirrel. Grey squirrels are independent feeders that don't share food with other squirrels (see *Sharing, When Grey Squirrels Dine Out*, Nov.'91). As "scatter hoarders", they bury food in small piles before other squirrels make off with the best nuts. This feeding habit suits an animal

who must survive on a few acres of land with heavy competition for limited food sources. Grey squirrels cannot afford time to carry nuts far from trees to a central, undefended cache site.

Fortunately, they have an excellent sense of smell and a good memory. Greys remember which trees bore the best nuts in autumn and the general area where they buried their nuts. They can sniff out buried nuts through even a half metre of snow and ice. Tic Tac's conversation with Malak simply shows the different feeding and survival strategies between beavers and squirrels, while highlighting, for child readers, benefits of cooperation.

Over time, folklore has surrounded animals found in *Friends of the Forest*. Be careful to avoid perpetuating myths when you talk about real, wild animals. For example when they cut trees, beavers have no control over where their trees fall. Most often, their trees grow on a slope and fall downhill. It is not unusual, though, to find a beaver-cut tree hung up on another tree. Occasionally, a tree falls on the beaver that cut it. A beaver does not use its tail as a shovel, but as a rudder and a prop to help it stand up.



Owls can see perfectly well in daylight. Their eyes absorb the tiniest amount of light, giving them excellent night vision; but no owl can see in total darkness.

We hope you will enjoy reading *Friends of the Forest* to your colony. Encourage parents to read it to their children at home as well. It's a great way to reinforce important lessons learned from life around the pond. X

Introducing More Cub Badges

by Ben Kruser

Summertime hovers just around the corner, so these new and revised Cub Badges may be useful for May's meetings. Although they aren't available until September 1995, they make FUN program activities for right now.

Our Cyclist Badge, new and improved, reflects current bicycle safety education standards. Our Photography Badge introduces Cubs to super-fun activities they can use during summer holidays, or to create a year-end book of pack memories. Use their pictures or video in an annual report to your sponsor and parents.

CYCLIST BADGE

1. Own or have access to, and use, an approved bicycling helmet while earning this badge. Explain how to tell if a helmet is approved for bicycling.
2. Have the use of a bicycle that is the right size for you and conduct the following safety check:
 - a) check lights, reflectors, pedals, seat, horn or bell for good working condition
 - b) check handle grips for tightness
 - c) check steering assembly for tightness
 - d) check tires for air pressure and cuts
 - e) check all nuts and bolts for tightness
 - f) check chain for tightness and properly oil chain
 - g) check wheels for wobbles and broken spokes
 - h) show how to keep your bike clean.
3. Explain the meaning of the following street signs or signals and how to properly respond to:
 - a) stop sign
 - b) yield sign
 - c) pedestrian crosswalk sign
 - d) colours of a traffic light
 - e) railway crossing sign
 - f) one way sign.
4. In a safe, off-road area, demonstrate the following skills:
 - a) start, stop and pedal smoothly
 - b) ride in a straight line
 - c) do a shoulder check: while riding in a straight line, look back over your shoulder for a few seconds. Be able to ride in a straight line while looking back, and tell your leader what you saw.

- d) hand signals for left turn, right turn and stop.
5. Explain why you should stop and check for traffic before riding out of your driveway, and know what side of the road to ride on.
6. Explain how to make yourself more visible at night by wearing bright and reflective clothing, use of bike reflectors and lights.
7. Explain other bicycling safety tips such as: riding in wet weather, watching for road hazards including holes, grates, etc., and avoiding car doors. Explain how to lock your bike.

Cyclist Badge Resources

- *Right Riders Bicycle Safety Program* developed by the Canadian Association of Chiefs of Police. Contact your local police station for information.
- Canadian Cycling Association can provide guidelines for bike safety training courses.
- Local Safety Councils may be available to help run or plan bike rodeos.



PHOTOGRAPHER BADGE

You can complete this badge using a camera or video recorder.

- A. Do the following:
 1. Understand and explain the features of the camera you use and how to properly care for your equipment.
 2. Explain and demonstrate how to properly load, focus, hold and shoot your camera. Outline some common mistakes in taking pictures.
 3. Understand different types of film or tape available for your camera and their uses.
- B. Using skills described above, complete any three of the following:
 1. Make a family tree using pictures or video tape.
 2. Create a display of photographs or video on a subject of your choice.
 3. Write a short safety story and illustrate it with pictures or video, using members of your pack, six or friends as your cast.

4. Create a short skit and tell it through photos or video tape, using members of your pack, six or friends as your cast.
5. Take a set of nature pictures or video and display it to your pack.
6. Take a roll of pictures or video of interesting people and places in your community.
7. Interview a senior citizen about his or her life at your age using photos or video to record your interview.
8. Create a photograph display or video showing your six or pack at a meeting, outing or camp and show this at a Scouting event.

Photographer Badge Resources:

- *Successful Nature Photography*, Collins Sons & Co.
- Camera and video camera stores
- General photography books found in your library. X

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The Power of Weathering

by Ben Kruser

During your group's next hike, ask them how the surrounding soil was made. You'll get blank stares at first, but your group will slowly discover signs that early soil formation results from constant weathering of the earth's surface. Let's take a closer look at some weathering signs you could point out to your Scouts.

Freezing and Thawing

As you pass rock outcrops, look for developing cracks or stone chunks which have actually broken off. Water seeps into hair-line fissures where it collects and freezes. Ice takes up more space than water and can exert an expansive force of 2,000 pounds per square inch. Under such pressure, large rock slabs and boulders crack into smaller and smaller pieces each winter season. Mountain slopes covered with rock debris provide an example of ongoing "ice-prying" working at high altitudes.

"Frost flowers" describes frost heaving in wet soil. As soil moisture freezes, it pushes up on soil and rock above. This pressure can crack rock and pavement and leads to infamous spring potholes.

Quick Temperature Change

If you pour ice cold water into a hot glass, the glass contracts so fast it breaks apart. The same reaction happens when heated rock is subjected to rapidly cooling temperatures such as a chilling rain on a hot summer day. Small grains or flakes of rock break off, slowly wearing down the rock.

Chemical Change

Over time, minerals in rock react to chemicals found in rainwater and air. Their reaction produces new minerals, usually weaker than the original minerals, and the rock crumbles. Weathered old gravestones and stone carvings on city buildings provide an example of these changes. Acid rain and air pollution take their toll on these structures and taxpayers have to foot the bill for repairs.

Rocks containing iron turn yellow or red. Rocks containing copper show a green colour after exposure to water and air. Look for this on your next nature walk.

Uneven Weathering Resistance

If a rock's minerals share similar composition and are evenly distributed through the rock, weathering tends

laid down in parts of Western Canada. As rain eroded the landscape, the underlying stone wore away, leaving sandstone-capped columns called "hoodoos". Early Aboriginal peoples believed hoodoos were sleeping giants or had magical powers associated with them.

Organic Action

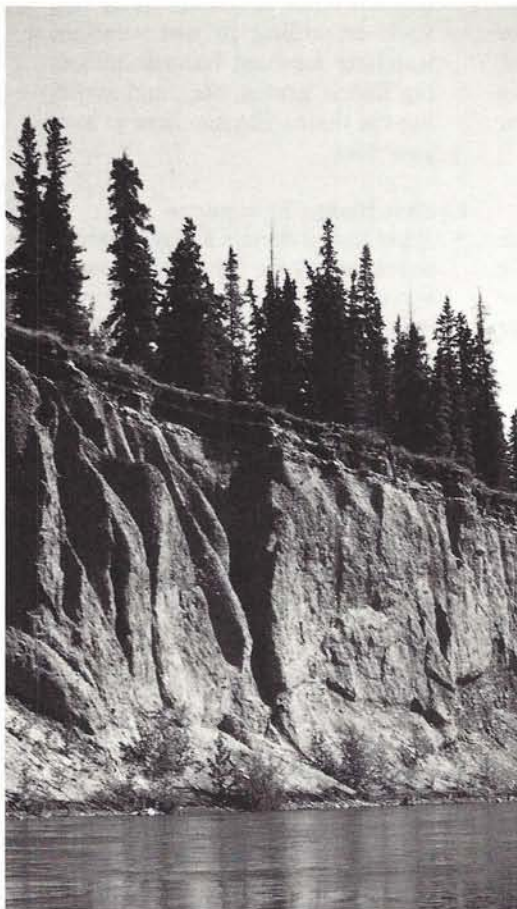
As plants grow, their roots expand and break up surrounding soil and rock. Other plants, such as lichens, survive on bare rock slowly breaking down minerals for growth. Creatures, from earthworms to woodchucks, constantly rearrange rock and soil composition.

As you walk along, try to find and collect different types of weathering examples. A rock broken in half demonstrates freezing and thawing. Rounded rocks found in a stream bed show evidence of how water action smooths rock edges. Coloured rocks indicate mineral content.

Describe how weathering affects soil development. Evergreen trees are well adapted to life high on rocky slopes with little soil while, further downhill amid thicker soil, leafy trees and wildflowers are able to grow.

While you walk, watch for any patch of grass growing in the forest. Encourage your kids to speculate on why it grows there. Perhaps a thin layer of soil over a thick layer of rock keeps trees from becoming established? Over time, rock will break down enough to allow tree roots to take hold. Those roots will break the rock apart, allowing water to enter and pry it apart even more.

By understanding and observing natural processes in action, we can develop a deeper understanding of how long it takes nature to create something. And how quickly careless humans can destroy it. X



All along the Yukon River, water has eroded huge chunks of soil.

to occur evenly. In this case, a rock's outer surface becomes rounded from constant exposure to rain and wind.

A rock composed of different minerals, with varying resistance to weathering, weathers unevenly. This can produce ridges or rock knobs. Uneven weathering accounts for much of the landscape we see around us.

In some cases, weathering creates unusual shapes. During the last ice age, a layer of hard sandstone was

Program Links

Cubs: Observer Badge
Scouts: Conservation Badge.



The Future Is Now

by Herb Pitts

You want to believe "The Future is Now"!

"Now" is May, 1994. "Future" (with a short deadline) is the 18th World Jamboree in 1995. Most of you are probably aware of this up-coming event. If you want to go, decision and action time are fast approaching!

A conversation with a Scout in our neighbourhood recently brought this major Scouting event to mind. I was shovelling snow from our driveway when he stopped to ask if I had a pair of snowshoes he could borrow for a winter camp.

While showing him how to use the bindings we started talking about what was ahead in his Scout program. Still enthused about CJ'93 and committed to CJ'97, he had several concerns about the 18th World Jamboree: cost and content.

This short snow bank meeting has prompted me to gather more thoughts about World Scouting events, particularly jamborees.

As part of the World Scout Movement we should be involved. More to the point, we *deserve* to be involved. Over the years, Canada has made an unusually large contribution to global community development projects. Gathering with fellow Scouts at a jamboree (such as the up-coming Netherlands jamboree) offers a once-in-a-lifetime opportunity to meet our world neighbours. It is important for us to hear their concerns as well as (in many cases) their profound gratitude to Canada. Should we miss this heart-warming and proud experience?

Holland offers a *unique* chance for Canadians to understand more about our world and our place in it. Activities will help Canadians gather many insights about past and future roles. The relationship between our country and the host nation is particularly strong; we need to experience this to understand it.

Each of the last three World Jamborees (in Canada, Australia and Korea) hold special memories for me. The 15th, at Kananaskis, Alberta, gave Canada a great camping site and introduced the concept of helping Scouts from poor countries attend. When a devastating summer storm hit the 16th, near Woolongong, it seemed to confirm the belief of many that each WJ must experience a major weather shock. The 17th, at Mount Sorak Park, gave our Scouts both a chance to see three Asian countries and the opportunity to develop Project Shi-Won.

Shi-Won, 2½ years old, lost both legs in a car accident. The contingent "adopted" her plight and has helped her come twice to Montreal's Shriner's Hospital. She's progressing very well and is now a Beaver in a Quebec Colony! Many groups and individuals still contribute to the Brotherhood Fund for her medical support.

Those lucky enough to attend major jamborees not only learn about different cultures, but also establish close friendships with others, including Canadians and Scouts from foreign lands. We learn how we are similar and where we differ. Familiarity may encourage world peace.

Cost? This always influences decisions. In my experience, troops, groups, companies, clubs and municipalities always willingly support deserving Scouts attending a World event, especially when given lots of time. Get the wheels moving now. The \$3,075 fee for each person boils down to \$200 per day for everything. That's an unbeatable package deal!

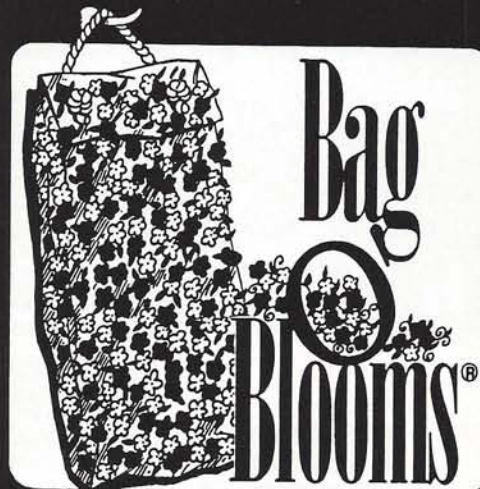
A never-to-be-forgotten event will occur when the Canadian Contingent gathers for the first time at an assembly prior to the jamboree. Your heart will leap when you look around at the other thrilled attendees! Forever you will remember singing "O Canada" and cheering with over a thousand others! These are two of my life's most memorable moments.

While most of the above relates to Scouts going to a World Jamboree, let's look at some other benefits which flow from such events. A "join-in jamboree" will run parallel to WJ. Watch for details so our younger section's members can join the fun. Leaders should take advantage of this to both educate and entertain.

Europe is a great place for the Scouting World to meet. Scouts can get there (and within it) easily and cheaply. Perhaps that's why WJ '95 promises to be the biggest Scouting event ever. Dutch hospitality will ensure it's memorable.

Don't miss it! Join in! X

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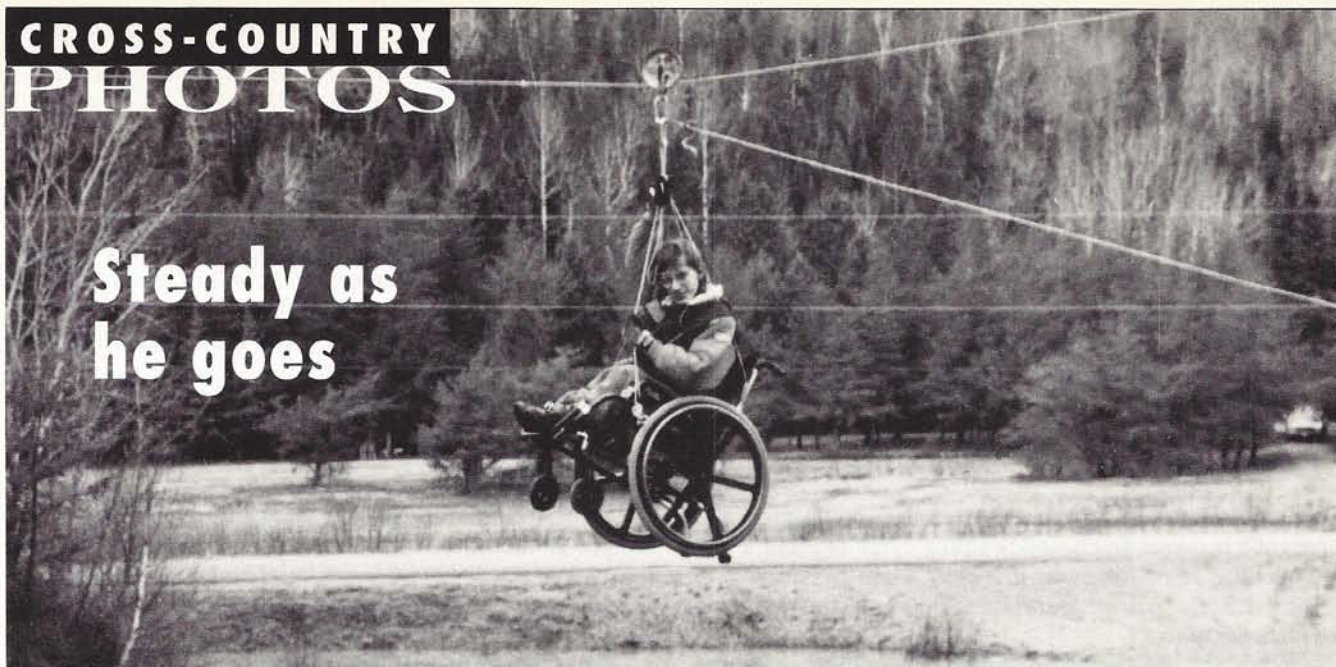
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CROSS-COUNTRY PHOTOS

Steady as he goes



Riding high in the bosun's chair, Scout Brock Henderson enjoys the fun of taking part in all activities with fellow troopers despite disabilities. "Brock's willingness and

desire to participate in all our troop activities," says Wade Short, "epitomizes the adventurous Scout." Brock enjoys Scouting with the 4th Riverview Scouts, New Brunswick.



Collect, Sort and Deliver



Working in a large gymnasium that quickly filled with food, Beavers, Cubs, Scouts, Venturers, Rovers and Guides, together with over 100 Scouting volunteers, gathered 10 tons of food for an Ottawa-area food bank. The event was organized by Scouters from the 39th Henry "Hank" Torontow Scouts and the Jewish Community Centre. The Sunday food drive started because Jewish Scouts could not take part in the Saturday (Sabbath) city-wide food drive. Thanks to Howard Osterer.

FISHING FOR A GOOD TIME

Wolf Cubs of Wilkie, Saskatchewan, enjoyed a weekend camping trip to Attons Lake, Sask.. Their adventure included fishing, canoeing, swimming, and... cooking and cleaning up. Many "BIG ONES" got away!



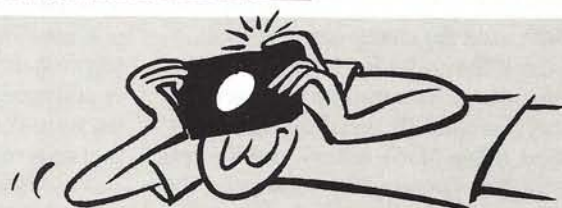


Paddle fever struck 2nd Abbotsford (British Columbia) Cubs as they prepared to launch their canoes into Silver Lake. Before venturing out on the water they carefully chose the correct size paddle and life jacket. Photo: Debbie Erickson (Raksha).

PADDLIN' FEVER



"DID ROBIN HOOD YELL 'FORE!!' BEFORE SHOOTING?" A young Beaver from the 1st Richmond Hill Colony (Ont.) enjoyed firing well-aimed, foam arrows at targets during the York Summit Olympic Beaverree. Thanks to Raymond Stesco.



SEND US YOUR CROSS-COUNTRY PHOTOS!

Do you have a favourite Scouting photo that you would like to share with others across Canada? Perhaps you took an excellent picture at camp.

Send it to the **Leader** (attention Cross-Country Photos). Show us what your colony, pack, troop, company or crew have been doing for fun, service or excitement.

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by Rob Stewart

Useful 'Tidbits'

Throughout the year many useful tidbits of information collect in my drawer. Let me share some with you.

Flip Chart Use And Abuse

Flip charts are one of the most useful training aids ever invented, despite fancy gadgets like laser pointers and computer-generated overheads. When properly located in the training room, the message on the chart is clear and easy to read. This tool very effectively helps trainers convey their thoughts or ideas.

Recently I participated in a training seminar presented by two instructors. Both used flip charts extensively, however, differences in chart quality was enormous. One trainer had carefully and thoughtfully layed out the chart, used large block letters and several attractive colours (three) to print the key points on the chart. The other trainer had not taken time to develop a good visual message for participants; the lettering was small and crowded on the chart. His one marker (yellow) was visible only to people in the first two seat rows.

Here are some simple flip chart tips:

- Use a variety of **dark** colours: black, blue, green, etc. — never more than three per sheet.
- Write slowly and clearly, using large block letters.
- Buy pre-lined flip chart paper so your lines stay straight.

- Leave lots of space between the lines for additional notes or feedback from participants.
- Don't put too much information on one sheet; five or six lines are plenty.
- Make sure everyone can easily see your flip chart.

Copyright: Are We Breaking The Rules?

When designing a new session, have you considered using cartoons, graphics or pages from a book to support your program? Did you think you might be violating copyright laws?

An article in *The Association Update* (the Canadian Society of Association Executive's newsletter) gives examples of some violations: video or audio tapes copying; using non-registered computer software; information illegally copied from conference materials, education courses, or reference manuals.

You violate copyright unless you receive permission to reprint the material; mere reference to the source is insufficient.

Police are enforcing copyright laws more and more. If you wish to obtain reproduction rights, or want information about material you can or cannot copy, contact CANCOPY, a Toronto organization that will explain the process to you quickly and easily.

Trainers who have concerns about their material should contact me at the National Office for assistance.

Designing Training Evaluation

Develop clear objectives for your

sessions, courses and workshops — our training teams have increasingly emphasized this goal for several years. One of the key elements when developing objectives is to consider how they will be measured. How will you know when you have achieved what you set out to do if you cannot measure your objectives? Start by asking these two questions: How will we know if we met our objectives? When will we know it? Don't expect instant answers; some may not appear until days, even months, after the training ends.

During the training design process we need to look closely at the training event and identify how we can evaluate our success. Some activities (e.g. role play, testing, demonstration and participation) will give trainers a good indication of success. These will help you determine what the participants have learned. But how do we evaluate how they will use the information in a "real world" situation like a pack meeting?

Why don't we try three methods: follow-up interviews with participants; observe participants in their "real world" setting; and follow-up testing. Some councils organize a "part three" Woodbadge which involves observing the participant after a course to see what he or she really learned.

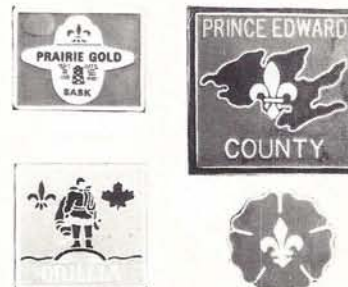
To improve our programs we must evaluate our workshops and courses and constantly fine-tune it so leaders and Scouting youth gain the most from training. ^

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Future Growth: Let's Go!

If we know Scouting must grow to keep vibrant and alive, why do we avoid the necessary tasks, and choose more enjoyable ones instead? Which would you rather do: camping or recruiting; games or mall displays; canoeing or committee meetings?

Scouting has a dedicated group of volunteers who like to recruit. They also love to set up mall displays and meetings as their contribution to the Movement.

William Gillespie, a member of a district growth committee in Ontario, has an excellent way to increase recruitment. He shares his insightful ideas in the following letter....

A Concept Of Growth In Scouting

Every Scouting district's goal should be to provide our excellent programs to as many youth as possible. This should be one of the district's *foremost* goals. To achieve this, districts need Growth Committees.

For starters, aim to enrol at least 10% of available youth in your area

in Scouting programs (information available from your local Statistics Canada office).

Don't let anyone say that we can't increase numbers until program quality improves; we should seek more youth and program improvement simultaneously.

Every growth committee faces the necessary challenge of coordinating its activities with an already over-worked Commissioner and District Executive. We need this coordination to conduct introductory interviews, initial training and other preliminary contacts with new leaders.

What's the answer?

Meet the challenge by including in the Growth Committee members who have the time, ability and inclination for school talks, as well as for work with a section while training new leaders.

The two main tasks of this team should be to recruit new youth through school talks, and reactivate/start new groups.

The team should visit every elementary school in the district at least every three years. When reactivating defunct groups or starting new ones, the district council should direct the committee when they become aware of a need.

It should not be necessary to recruit members of this team totally from the District Council Executive, Commissioner's team or from within existing groups. Many well trained former leaders exist who have served in groups or on district staffs who could be persuaded to commit to short term tasks, e.g. an eight to ten week period to train new leaders.

At the beginning of the season, in consultation with the district executive, the growth committee chairperson should determine which schools to visit and where new groups/sections for established groups should be started/reactivated. The team should work out a loose timetable, establishing various priorities. X

— Thanks to William C.C. Gillespie.

SCHOOL TALKS

by Warren McMeekin

Follow these suggestions when planning and conducting a school talk:

- Develop your school presentation as part of a larger PR package which include articles in school newsletters, local newspapers and radio, display booths (try at "meet the teacher nights") and other community activities.
- Arrange for presentations in front of specific age groups, e.g. Beavers (kindergarten, and grades 1 and 2), Scouts (grades 6, 7, and 8).
- Prepare a detailed presentation plan and practise using aids such as puppets, slide projectors, video machines, etc.. Involve a team of uniformed Scouters. Use lots of visual material, e.g. posters.
- Plan time for equipment set-up and your personal needs.
- Keep the presentation short; no longer than 15 minutes. Remember, the younger the child, the shorter the attention span. Beaver-age children start to loose

interest after only several minutes, while Scout-age children sometimes start losing interest after only 15!

- A simple craft activity can add a great deal to Beaver presentations; it also helps remind them to speak to parents. However, it requires careful coordination with school staff and is difficult to control in groups over 20 children.
- Allow groups to ask questions. Keep the presentation lively and involve everyone.
- Don't single out current youth members in an audience unless they volunteer. If someone does, give them every opportunity to share their experiences. Communications between peers is often highly effective.
- Be enthusiastic about Scouting programs but don't give them unrealistic expectations.
- Have pamphlets for children to take home. Leave these with classroom teachers.

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New Firearms Control Law

by Doug Simpson

The November 1993 *Venturer Log* dealing with the Firearms Control Law caused many letters. Due to interest and concerns raised, Scouts Canada wrote the federal Department of Justice and requested their legal opinion. Here are portions of that opinion regarding the use of firearms by members of Scouts Canada. Bold print on our page replicates its use in the Department of Justice document we received.

"It is an offence to 'acquire' a firearm while not the holder of an FAC, or to transfer a firearm to a person who does not produce a valid FAC for inspection by the transferor." ("For the purpose of the acquisition/transfer offenses, "firearm" includes any rifle, shotgun, or other

course, be used for such activities where they fall within the permit conditions, but persons under 18 may also participate in such activities under the 'immediate supervision' of an adult, provided that the adult is permitted to possess the firearm in question.

An adult may lawfully possess or use a non-restricted firearm, (such as a rifle or shotgun) but must have a FAC to acquire it. This means that an adult leader could use his or her own firearm to teach safety or marksmanship to Scouts as long as he or she was directly supervising a Scout who possessed or used that firearm. Another adult may also use the firearm under the owner's supervision, but cannot use it unsupervised, or supervise other users unless he or she has a FAC. Where the firearm(s) involved are owned by the organization, any adult who possesses them must have an FAC (as taking possession amounts

restricted firearm may also supervise the use of that firearm by a person who is underage or who does not have the necessary certificates and/or permits."

"*The Criminal Code* does not specify the exact meaning of 'immediate supervision', although this terminology will change to 'direct and immediate supervision' when the amendment increasing the minimum age in s.93 from 16 to 18 takes effect on January 1, 1995. Generally, however, supervision should be close enough and involve a supervisor/student ratio which is sufficient to permit the supervisor to intervene safely if a mishap occurs."

"In addition to the *Criminal Code* requirements, there are also a number of federal regulations which may affect the use of firearms by Scouts. In particular, the *Storage, Display, Handling and Transportation of Certain Firearms Regulations* impose requirements, such as the use of secure containers or locking devices where firearms are stored or transported. Generally these requirements will extend to wilderness camps, where a stored firearm must be equipped with a locking device..."

The Department of Justice says that youth members of Scouts Canada are not required to have a "Minor's Permit" to use a firearm for target practice if under supervision. However, each of the immediate supervisors of the youth members who are target shooting must be in possession of FACs. Additionally, each of the immediate supervisors must possess a Registration Certificate if the firearm is a restricted weapon (e.g. handgun).

Because of this legal opinion, the National Program Committee is again discussing the topic of firearms. They will prepare a new revision of B.P. & P. and send it to Scouts Canada's Legal Counsel. Upon receipt of Counsel's advice, a Notice of Motion will be prepared to amend B.P. & P.

Thanks to all who inquired about this topic. Target shooting is a favourite activity of many. Scouts Canada wishes to ensure that all those handling firearms do so safely and according to the laws of Canada. X

— Doug Simpson is both the National Program Committee *Venturer Representative* and an RCMP Superintendent

The Department of Justice says that youth members of Scouts Canada are not required to have a "Minor's Permit" to use a firearm for target practice if under supervision.

barrelled weapon which has a muzzle velocity exceeding 152.4 m/sec (500 ft/sec).")

"It is an offence to transfer a firearm to a person who is under 16, unless that person is the holder of a permit, such as a 'Minor's Permit' allowing him or her to possess it. This age will be increased to 18 on January 1, 1995, two years after the government raised the minimum age for FAC applicants from 16 to 18.

"Persons under 18 may also possess or use a firearm under the supervision of a person who may lawfully possess or use that firearm, such as an adult who owns the firearm or has a FAC."

The November 1993 *Venturer Log* suggested that Minor's Permits are required for shooting activities which include supervised target practice. This is not necessarily the case. The holder of a Minor's Permit, may of

to 'acquisition' under the law), and with the FAC, can supervise their use by others.

"Restricted weapons (e.g. handguns) may only be used by the holder of a registration certificate, permit, or another person under his or her 'immediate supervision'."

Unlike non-restrictive firearms, the simple possession of a restricted weapon is an offence unless the person in possession is exempted from the offence. The *Criminal Code* contains exemptions for those who have registration certificates and the appropriate permits, as well as those engaged in certain occupations or professions (e.g. police officers and Canadian Forces members). No registration certificate or permit may be issued to a person under 18 years of age.

"As with non-restricted firearms, a person who may lawfully possess a

Foreign Students Make Great Leaders!

by Queenie Monk

Are you looking for leaders or exciting program ideas with energy and zip? Our Beaver and Cub groups have found a gold mine!

A teacher suggested we ask foreign students boarding at a local private school for help. Apparently they often became lonely, especially on Friday nights when day students went home. The idea proved invaluable.

Foreign students often brim with enthusiasm and are anxious to make Canadian friends. They have interesting experiences that could benefit your Beavers and Cubs; the international exposure will expand your kids' horizons.

We invited several foreign students to come to our group and speak about their country. 13 students from Taiwan arrived. Immediately they took over our meeting — both the kids and the leaders!

Each student sat with two kids on the floor and showed the Beavers and Cubs how to write their names in Chinese. Then, after producing chopsticks for everyone, they showed us how to eat tofu with them.

After the writing lesson and tasting their culinary treat, they sang a song for us. The meeting ended with all of us playing a game.

Every child from the shyest five-year-old to a wild-eyed 13-year-old was enthralled! They loved the evening! All the children left reluctantly. "Awesome!" "That's the best meeting we've ever had!" and "When are they coming back?" echoed around the hall.

Months later, parents are still stopping me in the street to talk about the evening. My own son still practices the Chinese words he learned.

What created the exceptional evening? The students and children seemed to instantly bond together. After much pondering our leaders believe we have the answer:

- The foreign students missed their own little brothers and sisters desperately. They simply wanted kids to love and play with.
- The children loved the attention of one friendly student for every two children. Great ratio.



PLAY IT AGAIN

Naturally we asked the students to return, thinking the sparkle wouldn't return with the same zest. They did it again! This time they ended the meeting with a love song to us and fortune cookies. A Japanese student came along with the Chinese students. We could see him seriously pondering how his friends could 'top' this performance.

The boarding school has 40 different nationalities. They are enriching our Beavers and Cubs beyond all belief!

STUDENTS ARE DIFFERENT

In past years many foreign adults have joined our group for the evening, without this incredible response. The students have the extra spark that our children love.

Why don't you try to draw foreign students into your program? Don't expect the electric response we experienced; that would put unfair expectations on the students. Many would love the opportunity to help. Contact local college and university student associations for names. X

— Queenie Monk works with the 1st North Hatley Beavers, Quebec.

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It's great to hear from all the Beavers going to the *Dream On* sleepover in Vancouver in May. We are happy to be of help to all the groups across Canada as they raise funds for special spring and summer camps. For those of you who will be travelling in the Calgary area don't forget to stop in and see us and pick up a bar.

Bingo and Rusty

by Bob Bareham

Our Mission!

Usually in the Supply News column I write about new products coming to your local Scout Shop or dealer. For a change, let me tell you a little about Supply Services and the expanding network of Scout Shops.

Did you know we have 55 Scout Council-owned and operated Scout Shops serving you across Canada? In addition, official Scouts Canada merchandise is available through 19 dealerships located in regions where the membership is not sufficient to support a fully-stocked Scout Shop.

Did you know we also sell products to over 30 foreign countries, such as New Zealand, Australia, Switzerland and the U.S.A.? Scouts in these countries are eager to purchase our line of crests, pins, books and gift items.

Did you know that every time you purchase an official, nationally-released Scouts Canada product you help support the Movement and the National Council?

Did you know, that combined annual sales from Scout Shops and dealers is over \$10 million?

Did you know that all profits from the sale of merchandise stays within Scouting to support the Movement?

Did you know that almost 200 people are employed on a full or part time basis in Scout Shops coast-to-coast?

Did you know that the National Supply Services Committee is responsible for administering the policies governing the operation of Supply Services? Committee volunteers serve for a three year term and bring with them skills in the areas of manufacturing and distribution, retailing, financial management and marketing.

Did you know that the Supply Services staff alone have over 138 years of experience? A most impressive record!

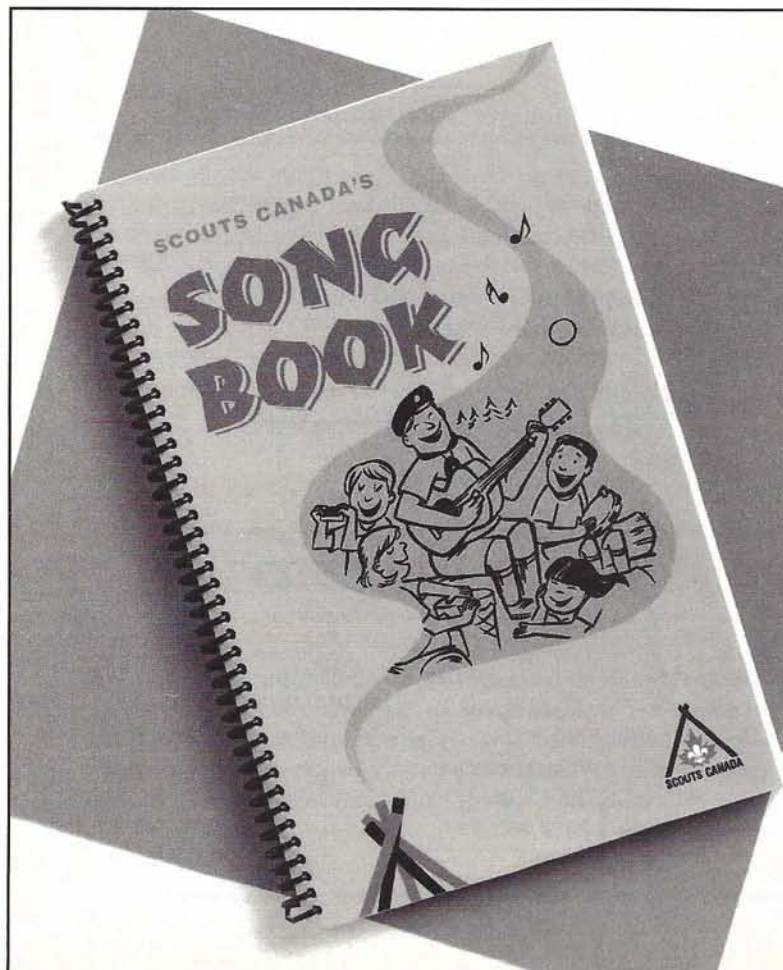
Did you know that the Mission of Supply Services staff is to efficiently provide quality goods, services and revenue in support of the Scouting Movement? We strive to accomplish our mission by providing effective and efficient customer service, product research and development, sales and marketing initiatives, a competitive price structure and a network of Scout Shops and deal-

erships committed to providing the best possible service to YOU.

I periodically visit Scout Shops and dealerships and have always been very impressed with the knowledge, expertise and dedication of staff.

PUT A CAP ON IT! Have you noticed **Leader** magazine advertisements about the new Cap and Cresting Program available to all members and groups. Supply Services now provides Scout Shops with a large variety of baseball style caps (in many colours), and an incredible variety of crests.

Would you like to give each participant of a summer Cub camp, Camporee, training event, or special event a cap with YOUR crest on it? Just take the crest to your local Scout Shop, select the colour and quantity of caps you want and we will hot-press your crest onto the cap. Add Scout fleur-de-lis clusters to the cap brim — all for a very affordable price. Pre-crested caps are also available from stock. See our wide selection. Our cap, your crest (or ours), one low price. What a deal!! X



Strike up a Chorus!

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

Come and sing a tune for only \$7.95!



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for our complete line of books!

Build Flexibility Into Your Program

by Rob Stewart and Ben Kruser

Not long ago two fourteen year old Scouts from different troops (but within the same District) finished the Scouting year without completing all requirements for the Chief Scout's Award. One leader suggested to the Scout in his troop that he (the Scout) should return the next year and complete the requirements for the award. In the other troop, the leader suggested that the Scout in his troop move on to Venturers and *not* return to complete the award requirements. The differing actions caused some concern and discussion in the District.

Which Scouter really took the "right" action?

If the leaders made their decision based on the best interest of the Scout, then they were both probably correct.

"But what is the policy?", some might ask.

No policy exists for this question and many others. However, our guiding principle is to do what is best for the youth member. *The Scout Leader's Handbook* (page 71) discusses the issue of continuing on with the award requirements beyond age fourteen.

"Occasionally a Scout may opt to continue in the troop until the age of 15 or 16. Achieving the Chief Scout's Award should never be the primary reason for such a decision. All Scout badge requirements are based on the average abilities and interests of 11 to 14 year olds.

When a Scout wants to remain in the troop beyond the age of 14, assess the situation carefully. The decision needs to involve the Troop Scouter, the Scout's Counsellor, the Scout and the parents. Base it on the Scout's needs and abilities and what will be in the best interests of that particular Scout. Never enter into such an arrangement lightly. Consider the impact of having 15 and 16 year olds in the same troop as 11 and 12 year olds."

Let flexibility guide your program. What is good for one may not be helpful for another. Troop leaders must be able to adapt programs to the needs of their youth.

Similarly, youth leadership is critical for effective Scout program delivery. Unlike Beavers and Cubs who rely on adults to plan and deliver some or most of the program, Scout-age children can set goals and develop short and long range plans. But they need guidance, encouragement and nurturing by leaders to develop.

Example...

A Scout leader took over an established troop and soon found older Scouts had never been included in planning and decisions. Preferring to make decisions themselves (they thought it less time-consuming), adult leaders did not let troop leadership skills develop. The Scouts, being teenagers, complained constantly about being ignored.

With only one other adult helping, for administration only, the leader quickly realized his Scouts needed patrol experience. Camping, he decided, would provide the learning vehicle for the next year. The leader planned the first camp, but with active input from the Scouts. It involved a long hike into the campsite. He let the Scouts make mistakes and learn on their own the lesson of light weight camping. Never again would they set off on a long hike with packs filled with many stuffed toys and popped popcorn!

Patrols improved their skills during their second camp. Building youth leadership, the adult let experienced Scouts ease his load by helping the younger kids develop their abilities. Patrols reviewed their own menus and equipment before consulting the adult. Soon Scouts understood they couldn't plan a lobster and steak dinner on a \$15 per person budget. The leader guided his group through the planning process, but let them think and do more. This second camp was more successful but the Scouts still depended on him to set up the camp and run the program.

The leader continued the process for the third camp. He gave control of the camp to the patrols along with broad guidelines and some program options. Troop meetings focused on deepening skills for running the camp; patrols practised during the evenings. Scouts completed their own packing

and food buying. When the camping day arrived the leader's instructions were simple: You are to hike this route to camp, set up your shelters, run the morning program and meet me for lunch.

They did it! The hike in to camp went smoothly. When the leader started to make several suggestions about survival shelter construction, a youth said, "Scouter, don't you have something else you can do?"

He had to smile.

The next morning dawned with snow and bitter winds. The leader awoke and realized he had to get a fire going and breakfast started for his Scouts. But when he slid out of his tent, not only did they have everything under control, but his breakfast awaited him! Suddenly he realized he had really matched program flexibility with his Scouts needs.

Later, as the troop left for their morning hike, they called back to the Scouter, "We're going for a hike. Isn't this a great camp!"

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What's The Difference Between A Marsh, A Swamp And A Bog?

by Tracy Maloney-Bullock and Lynn Marks

How do you excite and teach a group of Cubs about the importance and wonder of creation? We found the answer when the 1st High Bluff Cub pack spent a fun weekend exploring nature.

Delta Beach Camp is located along the shore of Lake Manitoba and amidst one of the most famous wetlands in North America — incredible Delta Marsh. What better place to hold our fall World Conservation weekend camp?!

Our nature weekend began on Friday night after meeting at the camp. To give the Cubs a greater awareness of nature we started with an energy-burning scavenger hunt. After collecting berries, seeds, nuts, feathers and leaves we identified each treasure and discussed how they fit into nature. Then we moved inside to make pine cone owls. A campfire, stories and songs followed.

Up and at 'em!

A beautiful Saturday morning greeted us as we headed off to the marsh's renowned research station (the largest wetland field station in North America). In the lab, a biologist showed us a slide show explaining how the marsh started and how it has changed through the centuries.

Cubs learned about marsh plant life and actually saw many animals right in their watery home environment. Fascinating!

The Cubs really enjoyed visiting the weather station and learning how scientists recorded the temperature, precipitation, wind and light.

Next, biologist Russ Mead took the Cubs on an enthralling walk through the marsh; the path led to the skeletal remains of a deer. Along the way Cubs saw many animal tracks and wetland plants. These sparked many questions.

"I think I saw an alligator! Honest!"



Back in the main lodge, Cubs built bug catchers. "Quick! Let's get outside and test these out!" A scramble followed. Minutes later the first bugs were caught. Mr. Mead identified all the insects and explained their role in nature.

After a fresh air and exercise-induced deep Saturday night sleep, Cubs set off on a brisk hike along the shore of Lake Manitoba where we spotted a magnificent Snowy Owl. Beautiful!

The rest of the day Cubs spent building a bird feeder, pine woggles, and working on requirements for the World Conservation and Observer Badges.

Looking for a popular camp that broadens your Cubs awareness of the environment? Try a fall nature camp. Your Cubs will love it! X

— Tracy Maloney-Bullock and Lynn Marks work with the 1st High Bluff Cub pack, Manitoba.

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SCOUTER'S 5

Can You Have Fun And Learn About God?

Looking for ideas to breath new life in your Scouter's Five and get the kids' attention?

Children (and adults) naturally love humour, yet many times we present spiritual growth in such a deeply serious tone that turns children away from our message.

A sense of humour (the capacity to see the funny side of life) is unique to humans. It is a gift of God.

But does God want us to seek humour in his message?

It started back in Genesis when God gave Abraham and Sarah good news — they would have a child who would be father to a huge nation.

Great! Except Abraham and Sarah (about 75 years old) had no children and were far beyond child-rearing age. God's promise *seemed* like a joke. How could a wrinkled old lady's life-long dream to have a baby come true? Impossible! Sarah laughed.

Twenty-four years passed. Neither Abraham nor Sarah forgot God's great promise to them, but it became more and more improbable. Then holy men arrived and said that next year Sarah would be breast-feeding her own son!

This time Sarah got in trouble for her laughter. But God honoured his ancient pledge. Next year, Abraham and Sarah's home rang with laughter — and a baby's complaining howl!

The proud parents named their son Isaac (meaning "Laughter"). God did the seemingly impossible and kept his word.

What a celebration of faith!

Scouter's 5 Minutes, p.721.

May '94

SKITS

Train Yell

(Repeat each line 5 times)
Treacle roll, treacle roll (gradually getting faster).
Suet pudding, suet pudding
(gradually slowing down).
Bread and cheese, bread and cheese
(quick and lively).
Fish and chips, fish and chips-s-s
(slowing to a stop).

Rainstorm Applause

Start by patting knees alternatively to simulate rain. Increase the noise by switching to hand clapping as the storm reaches its height. Then, at a hand signal, everyone shouts BOOM! Then gradually decrease the hand clapping and pat the knees as the storm subsides.

— both from **Australian Scout**.

Telephone Answering Skits

Skit 1

Pete: "Hello, this is Pete."

Pat: "Hello Pete. What's up?"

Pete: "I'm in Winnipeg and I'm broke and I need \$100 right away."

Pat: "What's that, Pete? I can't hear you. Must be a bad line."

Pete: "I said I want to borrow \$100."

Pat: "Pete, I can't hear what you're saying. Bad line."

Operator: "Hello, this is the operator. I can hear him clearly."

Pat: "Then you give him the \$100!"

Skits, p.161

May '94

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the **leader**

Skit 2

Tom: "Hello, can I speak to Joe?"

Joe: "This is Joe."

Tom: "It doesn't sound like Joe."

Joe: "Honest. This is Joe."

Tom: "Are you sure this is Joe?"

Joe: "Yes I'm sure. This is Joe."

Tom: "Joe this is Tom."

I need to borrow \$100."

Joe: "I'll tell Joe when he comes in!"

Skit 3

Q: "What's the difference between a Scout and a guy who fixes telephone answering machines?"

A: "The Scout's motto is 'Be Prepared' and the other guy's motto is 'Beep Repaired!'"

— from Colin Wallace, Scarborough, Ont.

Skit 4

Cub: "Hello?"

Caller: "Is your uncle there?"

Cub: "No, he isn't here right now."

Caller: "How about your mother?"

Cub: "She's not at home either."

Caller: "May I speak to your grandmother?"

Cub: "Sorry, she's not here."

Caller: "Well how about your sister?"

Cub: "Okay... (short delay)... I'm sorry but you can't talk to her."

Caller: "Why not?"

Cub: "I can't get her out of the crib."

— Thanks to Frank Dembicki, Fort Saskatchewan, Alberta.

Skits, p.162

In the ancient Russian Orthodox Church, the resurrection of Jesus was considered the biggest joke of all — Satan's plans foiled by God. They celebrated this fact on Easter Monday by telling jokes all day. Humour found a place in the church because Christ had risen.

But what about today? Do we stifle God's laughter by over-sensitivity? Does it push children away from the arms of God?

Humour grabs people's attention. No one wants to miss something funny — especially youth. Scout-age children look earnestly for humour everywhere in life.

Everyone can be more light-hearted. All it takes is an ability to laugh at yourself and life.

Children will relate to our spiritual message if we use real-life situations. Avoid 'humour' that makes fun of others. Also stay away from sarcasm.

Let's not stifle the gift of humour God gave us. Lighten the spiritual content in your program. You might find it sparks new interest in God and his creation.

Resources

Martha Bolton's, *A Funny Thing Happened to Me on My Way Through the Bible*, provides many comical, thoughtful sketches for sparking discussion. Morris Kertzer's, *Tell Me, Rabbi*, is also very good.

— Adapted from Bill Lamont, "Give Us Laughter: Humour and the Church," *Presbyterian Record*, Feb. 1994.

Scouter's 5 Minutes, p.722.



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Pen Friends Wanted

Australia

A 10 year old Australian Cub (Patrick Moss), hoping to complete requirements for his World Friendship badge, wishes to contact a Canadian Cub. Patrick's interests include baseball, soccer, fishing, rock collecting, caring for animals and the environment. Write to: Patrick Moss, 5 Clifton Street, Booval Ipswich, Queensland, Australia.

Czech Republic

Czech Scouts (boys and girls) would like to know more about Canadian Scouting. Contact Jindra Zajickora, Mozartora 28, 77900 Olemovc, Czech Republic.

Canada

Four Cubs working on their Blue Star and hoping to find out more about the world would like pen friends. Contact Corey Braaten (c/o Gary or Kathy Braaten), P.O. Box 3322, R.R.#2 Clearwater, B.C., V0E 1N0; Curtis Wurm, P.O. Box 335, Clearwater B.C., V0E 1N0; Ben Capps, P.O. Box 4085 R.R.#2, Clearwater, B.C., V0E 1N0; Samuel Johnston, P.O. Box 3379, R.R.#2 Clearwater, B.C., V0E 1N0.

Alberta Scout Group would like to contact another group from eastern Canada (including Colony, Pack and Troop) to swap photos, information and badges. Contact: Ben Radke, 3950 - 76 Street, Edmonton, Alberta, T6K 1V6.

Thirteen year old Scout wishes a pen pal from the U.S., Australia or Germany. Write to Daniel Hoidas, 66 Mitchell Rd., Courtenay, B.C., V9N 6C3.

A Scout from the 36th Oshawa Troop working on his Citizenship Gold badge wishes to contact another Scout. Write to Adam Hanley, 1265 Belair Cres., Oshawa, Ontario, L1K 1G9.

England

Scouts from the 67th Kingswood and 1st Mangotsfield Troops are interested in exchanging program ideas. Contact: P. Donovan, c/o Roy and Joan Walker, "Waybrook", Ewing Close, Reepham, Norfolk, NR10 4JQ.

The 1st Charmouth Cub pack wishes to contact *Canadian Cubs in the Vancouver area*. Contact: Alison Elliott, c/o Roy and Joan Walker, "Waybrook", Ewing Close, Reepham, Norfolk, NR10 4JQ.

Scouts from the 2nd Evesham Troop would like to correspond with a Canadian troop with interests in history, hiking and rugby. If interested contact: Robert Lippett, c/o Roy and Joan Walker, "Waybrook", Ewing Close, Reepham, Norfolk, NR10 4JQ.

Singapore

Scout leader seeks pen friends to swap jamboree badges and jamboree activity photographs. Write: Scouter Tan

Sim Kai, Blk 14, Dover Close East, #09-220, Singapore 0513.

St. Lucia, West Indies

Fifteen year old Scout interested in outdoor adventures and camping would like several Canadian pen pals. Contact: Dexter Elcock, P.O. Box 1753, Catries, St. Lucia, West Indies.

Zambia

Eighteen year old Scout boy interested in reading novels, chess, movies and making friends would like to write to a female Canadian Scout. Contact: Stephen Phirir, House No. BC31, Kamuchanga, Mufulira, Zambia. A

WENGER
OF SWITZERLAND
SINCE 1893

**OFFICIAL KNIFE
SCOUTS CANADA**

50-203
50-202
50-201
50-204
50-205

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FOR THE
ULTIMATE
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BROTHERHOOD FUND DONATIONS

Kingston District Council	
Brotherhood Camporee, Ont.	\$1,000.00
CJ'93 Calgary Off-site Program Staff.....	65.00
Woodbadge I Course, Chateauguay Que.	45.00
Agnes Henderson, Alta.	20.00
The Alders, Ont.	245.71
35th Canadian B.-P. Guild (Limestone) Ont.	70.00
1993 Brotherhood Camporee	
Linda Cammack	
Frontenac Scout Shop	
Bob Leggett	
17th Belleville Beaver Colony, Ont.	98.56
North Peace District, B.C.	45.63
5th Canadian B.-P. Guild, B.C.	100.00
227th Douglasdale Cubs, Alta.	42.91
Vancouver-Coast Regional Council, B.C.	823.69
Great Lakes Region, Ont. (CJ'93 crest surplus).....	419.07
Wildrose District Council, Alta.	113.00
2nd Smiths Falls Group Committee, Ont.	25.00

TREES FOR CANADA

Napanee Valley District, Ont.	\$263.31
Windsor District, Ont.	1,902.02
Petawawa District, Ont.	289.78
Oshawa District, Ont.	1,109.42
Welland District, Ont.	166.65
Ingersoll District, Ont.	357.88
Sydenham District, Ont.	1,599.26
Milton District, Ont.	499.17
Fruitbelt District, Ont.	123.48
Moira Valley District, Ont.	233.60

Algonquin District, Ont.	294.39
Fort William District, Ont.	1,959.50
South Lake Simcoe District, Ont. (1992/93)	3,608.38
Rideau Lakes District, Ont.	1,015.63
Talbot Trail District, Ont.	75.90
Dufferin District, Ont.	562.29
Kawartha District, Ont.	597.31
Malton-Thunderbird District, Ont.	258.69
Lake Muskoka District, Ont. (1992)	39.90
Bruce North District, Ont. (1992)	243.80
1st Caramat Scouts, Ont.	18.32
3rd Collingwood Group, Ont.	103.35
1st Wawa Group, Ont.	118.17
1st Minden Group, Ont.	236.73
1st Longlac Group, Ont.	66.34
1st Blind River Group, Ont.	26.34
Edmonton Region, Alta.	217.28
Quebec Provincial Council	2,575.21

Dorval District
 Eastern District
 Westmount District
 Chateauguay District
 Seneca District
 St. Francis Valley District
 Sherbrooke District
 Quebec District
 Cartier District
 Riverview District
 St. Laurent/Cartierville District
 Huron District
 Kaniatario District
 Groupe ler Shawbridge



Students and Scout helpers in Thika, Kenya, repair equipment for students at the Joytown School for the Disabled.



An engineer explains solar tent usage and benefits at the Fruit and Vegetable Production project in Bolivia.

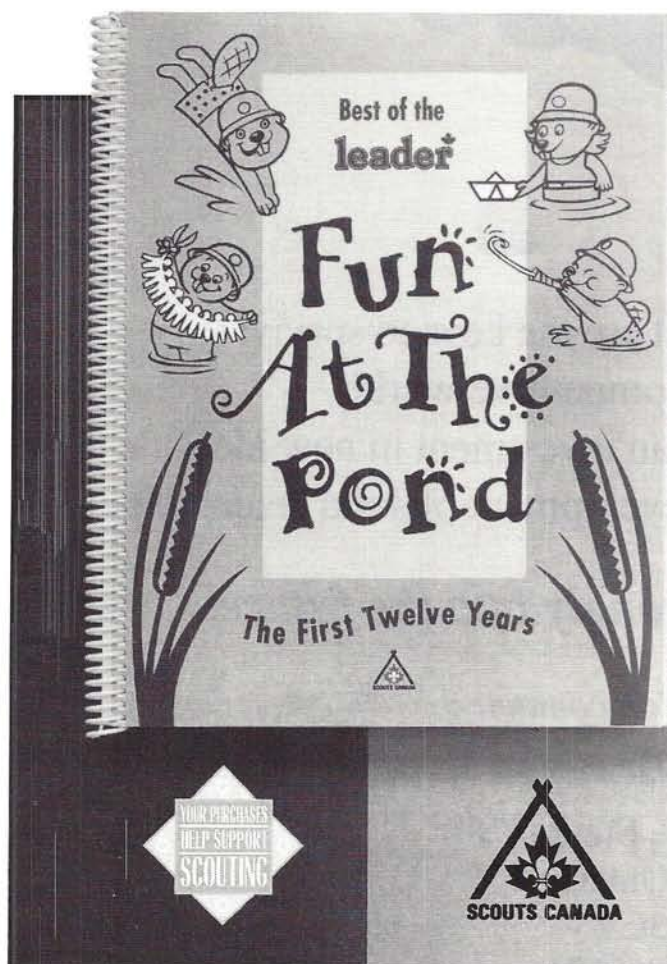
Yamaska Valley District	
South Shore District	
Laval District	
Champlain District	
Interior Regional Council, B.C.	142.91
Kingston District Council, Ont.	263.21
Port Hope District, Ont.	408.96
Wellington District, Ont.	730.42
Belleville District, Ont.	489.31
South Waterloo District, Ont.	844.86
Champlain District, Ont.	1,186.06
Peterborough District, Ont.	3,099.86
Sault Ste. Marie District, Ont.	1,665.66
1st Flesherton Group, Ont.	61.80
1st Manitouwadge Group, Ont.	107.85
Newfoundland Provincial Council	7,800.00
Nova Scotia Provincial Council	14,833.85
New Brunswick Provincial Council	6,232.14
Mississauga Region, Ont.	2,946.96
Calgary Regional Council, Alta.	2,248.97
153rd/180th Penbrooke Meadows Group	
235th Northland Village Shoppes Group	
142nd LDS Maple Ridge Ward Group	
189th Deer Run Group	
166th Pineridge Group	
127th Huntington Hills Group	
206th LDS 18th Ward Scout Group	
141st Dalhousie Scout Group	
Southern Alberta Region	81.31
Northern Alberta Region	1,424.91
8th Yorkton Venturer Company, Sask.	25.00
20th Regina Group, Sask.	30.00

35th Regina Group, Sask.	19.38
5th Estevan Group, Sask.	71.98
3rd Regina Group, Sask.	11.75
Dufferin District, Ont. (1992)	62.25
Temiskaming District, Ont.	668.30
St. Lawrence Region, Ont. (1992/93)	713.53
Oakville District, Ont.	429.88
Nipissing District, Ont.	609.38
Brockville District, Ont.	449.31
Porcupine District, Ont.	328.61
Huron District, Ont.	546.16
3rd Kapuskasing Group, Ont.	76.99
Prince Rupert District, B.C.	300.00
Hamilton/Wentworth Region, Ont.	1,749.40
National Capital Region, Ont.	5,135.00
North Halton District, Ont.	510.99
St. Clair District, Ont.	195.37
Big Creek District, Ont.	354.65
Yellow Briar District, Ont.	36.00
Stormont-Glengarry District, Ont. (additional)	344.45

KOREAN PROJECT (PROJECT SHI-WON)

Kingston District Council, Ont.	\$200.00
Chateauguay District Beavers, Que.	183.20
Pointe Claire District Council, Que.	134.50
Hochelaga Subcamp CJ'93, Que.	131.53

This list includes donations processed between October 1, 1993 and February 28, 1994. Donations recorded after this date will be acknowledged in a fall issue. Trees for Canada donations represent the 15% of Trees for Canada proceeds designated for the Canadian Scout Brotherhood Fund. X



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