

the leader

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FIFTY MILLION AND GROWING!



Scoutrees | arbrescout

50,000,000th

TAKE OFF! • SEA SCOUT REGATTA • SWIMMING-UP

Do We Mean It?

by John Pettifer

"SCOUTING SAVED MY CHILD'S LIFE"

"SCOUTING IS THE ONLY HOPE OUR YOUNG PEOPLE HAVE FOR EDUCATION..."

"SCOUTING IS THE GREATEST EDUCATIONAL OPPORTUNITY OUTSIDE THE SCHOOL SYSTEM..."

"SCOUTING IS FUN..."

What does Scouting mean to you?

Perhaps you joined as a young person. Do you remember the fun, the challenges and the friendship that Scouting brought into your life? Looking back you may well realize how Scouting helped you grow and develop. Today, Scouting has the same mission: helping young people learn lessons about life and leadership.

Recently, leaders who have caught the vision of that mission shared the above thoughts with me. Unfortunately, we are providing the opportunity to experience this vision to an ever-smaller number of young people.

It's sad, but many young people who want to join have apparent barriers put in their way by adults. Some people feel quite comfortable with only a few youth in our sections; they don't mind "waiting lists."

Others say things like, "You can't start a new Group *there*. It will be in our fundraising area." I have heard many reasons for not doing more. What it means is that we are not reaching many young people. In effect, we are rejecting them.

Alberta councils have begun to call waiting lists "rejection lists." That is precisely what they are. Waiting lists reject the youth who want to join.

If you really believe in our mission, I challenge you to join me in trying to ensure that no young person who wants to join our great Movement is denied the opportunity. Our founder said we should

be "apostles for Scouting." I say we should all be missionaries, opening new groups, developing new sections and enlarging those already existing. This will help ensure that we never have to reject or deny membership to a young person.

Recently, I have heard and seen some very innovative ways Scouters like you are reaching more youth.

The Greater Toronto Region is bringing our ideals and programs to youth through "Breakfast Scouting." Many of these enjoy our programs early in the morning after eating a nourishing breakfast provided by other volunteers.

The Edmonton Region recently opened a Scout troop in a young offender's centre. It is teaching young people new life skills and abilities that will help them once they have completed their sentences.

Urban councils in Western Canada have challenged themselves to double their membership by the year 2000. For starters, they are planning special after school Scouting opportunities for youth who would normally drift away after classes ends.

Whether we offer Scouting in traditional ways, with regular sponsorship and structure, or whether we innovate and try to reach young people through other means, our mission remains the same.

Recently, I was saddened to learn that the man who started the Cub pack that I first joined in the mid-forties passed away. In his eighties, he still carried the dream and vision of our founder. For him, *how* leaders brought Scouting to young people was not as important as the fact that it *was* available to them. I agree, and hope you do too.

Have you found innovative ways to increase your membership or

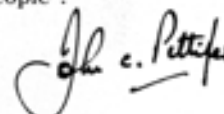
to make Scouting programs available? Tell us about them. We'll share them with other

Leader readers. We know a lot about the "barriers to membership." The time has come to share just how these have been, and can be overcome. None of us can do it alone but, together we can, in the World Bureau's words, bring "Better Scouting to more young people".

Let's

reach more

youth!



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Just Plane Fun!

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FLIGHTFUL FANTASIES

Just plane fun!



by Allen Macartney

Flying has fascinated humans for thousands of years. Its mystery and romance tugs at youthful imagination. Recently some lucky Beavers, Cubs and Scouts indulged (though not satisfied) their airborne fantasies.

When Cubs from the 1st High Bluff Pack, MB, asked to visit a real flight training centre their leaders didn't have to look far. Nearby is the home of the Canadian Forces Aerospace Training Centre. Cubs spent the day touring the facility, sitting in jet fighters, asking questions and completing some Blue Star requirements.

Beavers from the 4th Orleans Colony, ON, visited the Canadian Forces "VIP Squadron" in Ottawa. They inspected the Prime Minister's Challenger jet, sat in the cockpit and watched the Flintstones on the in-flight video system. Later they visited the emergency crash facility.

Cubs from the 1st Hillsburg and 10th Brampton Packs, ON, took off on a different adventure. They joined together for an exciting fly day. Between flights, Cubs toured a nearby airplane museum, played games, made paper airplanes and went to school — ground school.

Flying instructors explained the theory of flight, answered questions about weather and navigation, and showed youth how to prepare an airplane for flight.

"A week later Cub excitement was still abounding!" said Akela "Caz" Cazwell.

Why don't you plan a similar event to end the Scouting year? Prepare your kids with an aerospace evening program involving experiments, paper airplane building and skits. Let them bring in their own favorite models.

Hollow bones might help your program take wings.

Hollow Bones?

One reason why birds can fly is they have hollow bones with thin walls. (Bring some chicken bones to your meeting so Cubs can examine them closely.) Light feathers cover these hollow bones.

Each wing is rounded on top. As the bird flies, air passes over the top

part of the wing faster than the bottom. This creates a low pressure area above the wing that literally pulls the wing up — the secret of flight. All airplane wings have curved upper surfaces too. Without it, they wouldn't fly. Propellers work in the same way, drawing the airplane forward into the low pressure zone they create.

Mystery of Flight Experiment

Test this theory with an experiment.

Hold a spoon lightly by the handle so the bowl comes into contact with the falling water. (See diagram A) The water flowing over the spoon bowl doesn't push the spoon away, but *pulls it into* the stream and low pressure zone. Daniel Bernoulli discovered this mystery 200 years ago. Today scientists call this the Bernoulli Principle.



"Tickets ready?"

Do Helicopters Have Wings?

Of course not! Well... ah... do they?

Helicopters use the Bernoulli Principle in a strange manner. Their 'wings' (rotors) spin above the helicopter, actually sucking the vehicle upward. Even if a helicopter's engine fails, its rotor blades keep on spinning. This provides enough lift for the helicopter to glide down to a safe landing.

Nature uses a spinning rotor parachute to spread maple tree seeds each spring. When the maple tree drops its seed keys, the wind catches the spinning seeds and carries them away.

Aircraft Architects

No aerospace program would be complete without building paper airplanes. Have light, medium and heavy paper on hand. Experiment with large sheets too. Felt pens will add flamboyant colours to your creations.

Begin by describing the parts of an airplane: wings, fuselage, fin, aileron, rudder and elevators. (See diagram B) Let your junior birdsmen point them out. Can they describe the importance of each part?

Next, divide your Cubs or Scouts into sixes and patrols. Working on their own, each group must design their own airplanes. The goal: They must make a slow-speed distance flyer, a speedy interceptor, and an aerobatic stunt plane.

Insist that at least two of these designs use adjustments to their wing surfaces to influence the flying characteristics.



Photo: Lynn Mack

1st High Bluff Cubs sit in the pilot's seat of a basic trainer.

Test Pilots

Give each of your designs a good flight test.

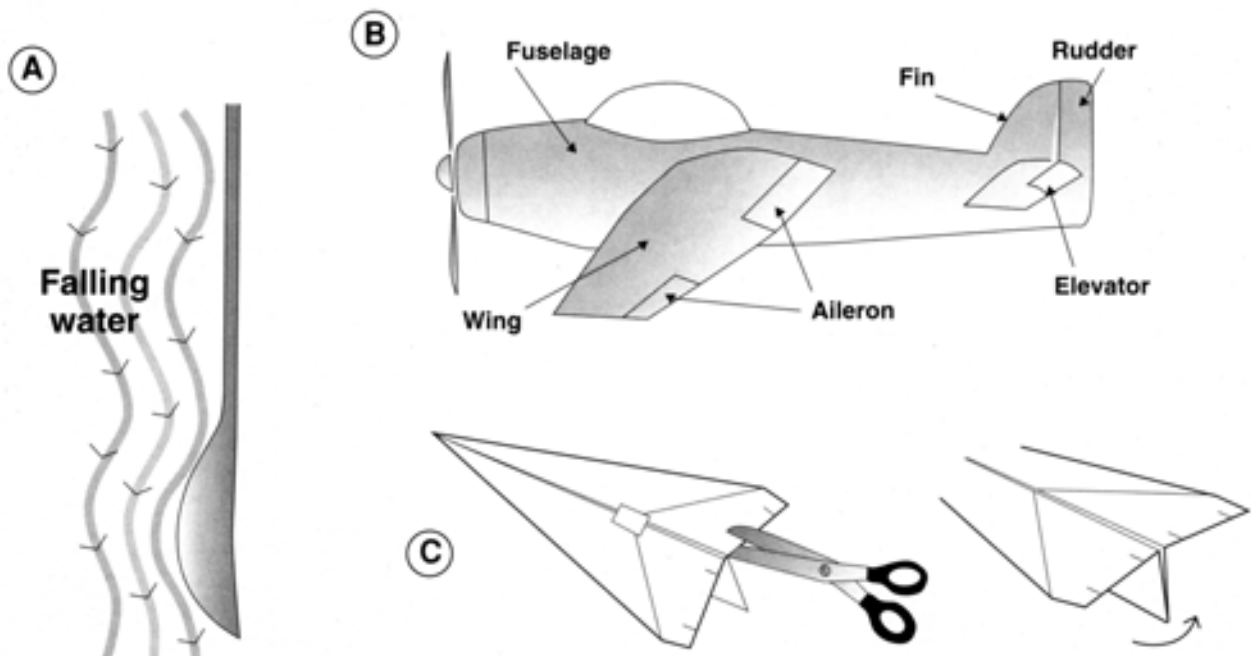
Do some airplanes fly poorly? Sloppy workmanship causes many problems. Look for wrinkles on wings or the fuselage. These disturb the air flow.

If an airplane dives straight into the ground, make two cuts (about 1cm long) on each wing. (See diagram C) These will form elevators. Make another cut in the tail to form the rudder. Now bend the two elevators up slightly. The further you bend the elevators upward, the faster the model will try to climb. Steer the airplane into a right-hand circle by bending the rudder to the right.

Did your airplane drop off to one side? This means one wing is giving more lift than the other. Bend the elevator up slightly on the wing that lifted. You might also bend the rudder away from the turn.

Make your plane loop by bending both elevators up; then launch the model with great gusto! When your paper airplanes are flying well, take a paper clip and put it on the nose. What happens?

Some designs (especially the long distance fliers) fly much better when thrown slowly. Find out what launch speed your airplane prefers. Start by *very slowly* throwing it straight ahead.



Then throw it quickly forward. Did it fly the same way both times? Can you guess why?

Warning! Paper airplanes have sharp points. Never throw them directly at someone else. They could hit eyes.

Air Show Flying

Organize an evening (or Saturday morning) air show in a large room or gymnasium. If the weather is poor, hold it indoors. Coordinate your air show with a neighbouring colony, pack or troop.

Mark off an area where 'pilots' will fly their aircraft and a separate area for spectators. This will help avoid confusion and protect airplanes.

During your air show, include competition flying and precision flying. Award prizes for the longest flight, the most elaborate airplane, the most interesting design, and the boldest colour scheme. A local flying club might even agree to come and explain how and why airplanes fly.

One category for your precision flying competition should involve straight, stable flight. But how can you judge and score accuracy? Build the runway scoring layout in the accompanying sidebar. Let your Cubs and Scouts design another scoring pattern to accurately judge aerobatic flying (perhaps a bull's eye circle on the floor with larger circles radiating out?).



"Let's take her up for a little spin!"

Photo: Paul Ritchie

All air shows include a parachute demonstration. Build some from plastic bags, make a target circle and compete for accuracy. Your air show might even feature a kite flying competition. Beavers, Cubs and Scouts will all enjoy building and flying kites, including colourful, aerobatic-flying models.

Rocket-powered Puzzler

Here's a puzzle that all youth will love deciphering. Give each child a

piece of paper, balloon, tape, coloured markers and scissors.

The challenge: Build a rocket-powered, high-flying paper airplane that will stay airborne over a long distance. Another challenge might involve making an airplane that will fly more circles than any other plane.

Cubs and Scouts might want to build the wind tunnel found in *Swap Shop* and use it to perfect their jet designs. Successful 'aerospace engineers' will have to adjust aileron, rudder and elevator settings in their models to take account of varying jet thrusts coming from the balloon.

Balsa Wood Models

Scouts may wish to build balsa wood models, cover them with tissue paper and then compete with each other. Many designs are available: warplanes, gliders, experimental aircraft, jets.

These models will take time to build and might make an excellent summer project. Scouts could meet every two or three weeks to work together and discuss building techniques. Why not include Cubs who plan to join the troop in the fall?

Airplane Skit

Try this skit during your "Flightful Fantasies" night. (Thanks to Brenda Beckett, Owen Sound, ON.)

Number of participants: 2.

Scene: Two pilots with outstretched arms bring in an airplane for a landing. Both are nervous as they approach the runway. They lurch when landing and then sigh deeply.

Pilot #1: "Boy! That's a very short runway!"

Pilot #2: "Yes, but look how wide it is!"

Why not let your kids indulge their flightful fantasies? What a great way to end the Scouting year and build anticipation for the fall! ^

Resources

Book Talk (p.16) offers some excellent aerospace program ideas.

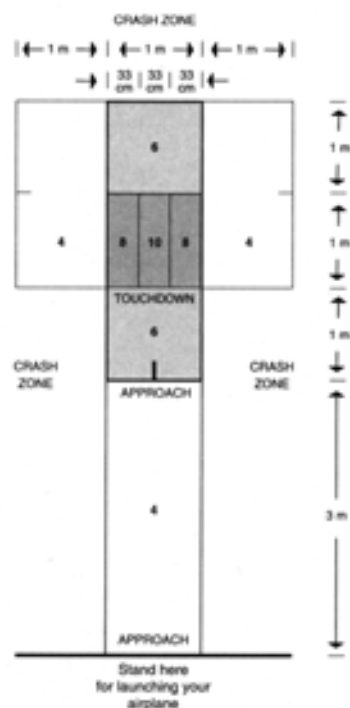
Program Links

Cubs: Black Star, Tawny Star, Handicraft Badge.
Scouts: Modeller Badge.

Runway Layout

Use this pattern to help you score your precision flying competition.

— From N. Schmidt, *Discover Aerodynamics With Paper Airplanes*, Peguis.



Adding Magic To The Magic Light!

by Brian Packham

When planning our annual swimming-up ceremony I thought of an interesting way to make the event more memorable. It would also encourage White Tail Beavers to join Cubs. Here's the idea: Experienced canoeists would paddle swimming up White Tail Beavers across a local pond. Waiting on the other side, the pack would welcome the new Tenderpads into the group.

After discussing our new swimming-up concept with various leaders, we asked the White Tail Beavers and their parents what they thought of the idea. They loved it! The Beavers were eager to go canoeing. Soon the Group Committee approved our idea.

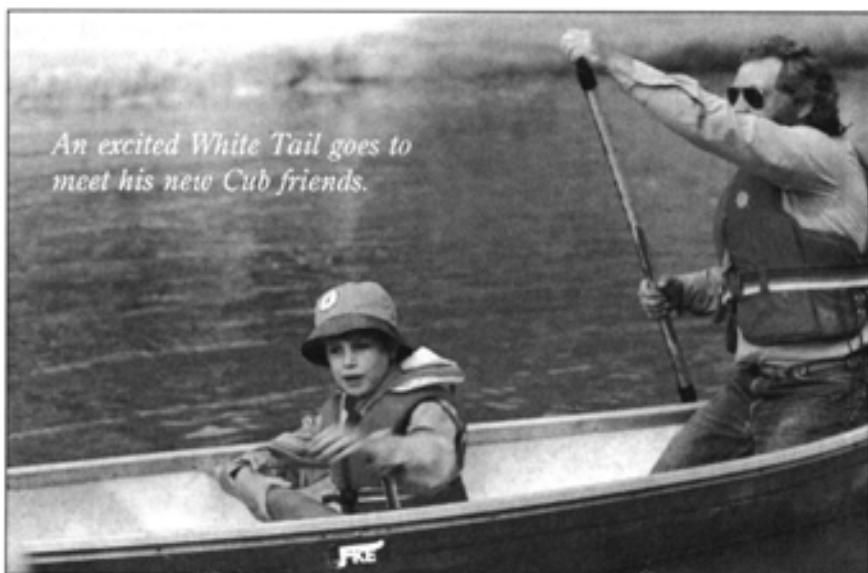
Plans developed rapidly. Two Troop Scouters volunteered to provide canoes, paddles and P.F.D.'s. Three Cub leaders and an older Scout agreed to paddle the canoes across the pond. We located a suitable park near our meeting area with a nice pond.

"Today's the Day."

The Saturday of the swim up couldn't arrive soon enough for our White Tails. Beavers and Cubs arrived at the park by 1:00p.m. Excitement ran high with everyone. Leaders organized several games for both Cubs and Beavers to introduce them to each other and generate team spirit.

The traditional opening ceremony began our swimming up with the entire colony and pack present. Rainbow called each White Tail by name and personally wished them a good time in the pack. He also asked the swimming up Beavers to keep on sharing.

The colony went down to the edge of the water where the canoes were waiting for their passengers. Beavers and their leaders lined one side of the pond near the canoes, while Cubs stood on the opposite shore. Parents of White Tails waited with the Cubs so they could watch the arrival of their little ones.



An excited White Tail goes to meet his new Cub friends.

Keo helped swimming up Beavers into a P.F.D. and showed them where to sit in the canoe. Leaders ferried each White Tail over to the waiting pack alone to make the occasion extra special. As the canoes set off for the opposite shore, younger Beavers waved

and imagined the day when they too would take this adventurous voyage.

Upon reaching the other side, our colony's second Keo helped the White Tails out of the canoes and introduced them to Akela. The Tenderpads then received a necker. When all White Tails had been carried across the pond, we put the canoes away — once more to make this an extra special occasion just for the swimming up Beavers.

A delicious barbecue followed.

This event takes a lot of planning. If your Beavers would like to experience this swimming-up consider these points:

- Check your local water safety regulations.
- Make sure you have well-fitting P.F.D.s for the Beavers.
- Beavers and parents should know exactly what the day's event involves.
- Use this idea to add to, not significantly change, the swimming-up ceremony.

Last year another group in our district heard about our innovative ceremony and joined us for a large swimming-up/going-up ceremony. It's a terrific linking event. It builds anticipation in the younger Beavers. They can't wait until they get to swim up to Cubs. ^

— Brian Packham is ADC Cubs in the Niagara District, ON.

Swimming-up Farewell Verse

Swimming-up ceremonies are special times for both White Tail Beavers and their leaders.

Before I hand our swimming up Beavers their Cub Book, I say this verse.

Now you are wise in the ways
of the Beaver,
The ways of the lodge and
the dam.
You've lived in the forest,
But now you must leave her.
The jungle will now be your land.
Now you must learn the ways
of the wolf pack.
Their ways so silent and swift.
Good hunting oh brave ones,
No need to look back,
But remember, we will miss you!

— Kathleen Mackenzie, Scarborough, Ontario.

SEA SCOUT REGATTA

Sailing to ever-brighter horizons

by Walley Ellsby

We nearly swamped (pardon the pun!) our regatta site. The 14th Annual Sea Scout Regatta, held last June, was our largest ever.

More than two hundred enthusiastic participants from fourteen groups took part. Co-ed Sea Scouts, Sea Venturers, Rovers and leaders from Fraser Valley, Vancouver Coast, Islands, and Interior Regions joined with Greater Victoria Region youth for this popular event.

Canadian Forces Base Esquimalt provided excellent site facilities. All weekend Sea Scouts made good use of the waterfront, boatshed, floats, sailing dinghies, whalers and safety boats of Fleet School Naden. After setting up camp on Friday evening, excited participants used the gymnasium as a great place to let off steam. On Saturday evening, sports in the gymnasium and swimming pool provided a welcome break from the day-long competitions. The cavernous drill hall alternately reverberated with excitement, or silently guarded a mosaic of colourful tents.

Competition involved only the Sea Scouts. Weekend events tested their nautical abilities and skills. Sea Venturers and Rovers provided valuable assistance. They manned first aid stations, ran events, prepared equipment, kept score and cleaned up the waterfront — a Herculean task.

Competitive Edge

On Saturday morning, regatta organizers broke troops into manageable teams of three. This made testing their nautical skills easier. Half the teams spent the morning competing in land events; the other half competed on the water. At noon, the teams switched.

Nine stations made up the land events. All activities involved requirements drawn from the B.-P. Woodsman, and the new Sailing and Paddling Achievement Badges. The events included:

1. *Knot Jackstay.* Scouts had to correctly tie four knots; no one knew which ones until judges told them.

3. *Canoe and Paddle.* Judges used the same random selection method to test which Scouts knew canoe and paddle parts.

4. *Rigging Function.* Scouts had to identify rigging components and describe their use.

5. *Collision Regulations.* This test challenged even some of the most experienced Sea Scouts. Officials

quizzed youth on water right of ways, collision avoidance, sound signals and navigation lights. "The red light goes on the left; the green goes on the right. Right?"

6. *Chart Marking.* If you can't read charts your vessel will very likely run aground. Youth had to correctly name chart symbols and understand what action to take.

7. *Buoyage System.* Judges set out model buoys on a tarpaulin painted to depict harbour entrances. Each team had to 'navigate' through these buoys to a safe anchorage.

8. *Outdoor Killers.* Medical attention can be hundreds of kilometres away on a long voyage. Sailors must know basic first aid, how to dress in appropriate trip clothing, as well as identify the effects of hypothermia and hyperthermia. This station plumbed the depths of that knowledge.

9. *Safety Requirements.* Judges selected two sailing situations, then described the vessel's length and

power source. Finally they told the youth what heating or cooking fuel their boat carried. The challenge? Sea Scouts had to describe the legal, minimum safety equipment needed by the boat and estimate its maximum carrying capacity.

At each station judges awarded points for correct answers, recording



Under full sail.

2. *Sailboat and Rigging.* Each part of our beached sailboat had a number attached to it. Sea Scouts had to identify several of these sailboat and rigging components. Randomly drawing five numbered cards from a box, judges would ask, "What is the nautical term for component number 18 (or 3 or 12)." Officials were usually pleased with the answers.

them on individual score cards. After the last station, scores were collected and entered into the scorekeeper's computer.

Sea Dogs

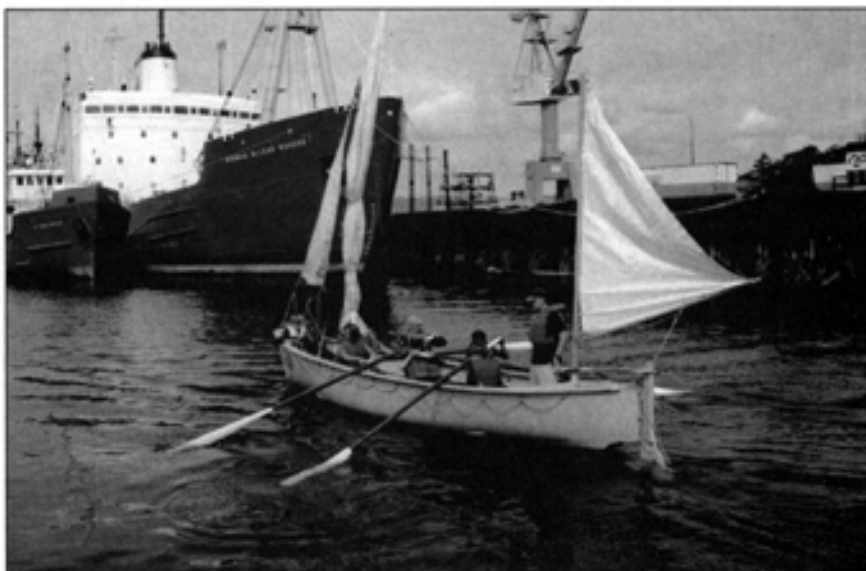
The water events involved races in canoes and dinghies. Giant metal cranes stood sentinel on the loading/unloading docks. In a harbour ringed with destroyers, ice breakers and Coast Guard vessels our Sea Scouts competed against one another exhibiting true Scouting spirit. Events included:

1. *Obstacle Canoe.* This popular race tested everyone's ability to handle a canoe around an obstacle course. It included boarding and docking.
2. *Dinghy Paddle/Sail.* Crews had to sail their dinghies to (and around) a marker, lower the sail and then paddle back to the dock — a tricky operation in high winds.
3. *War Canoe.* Teams completed this race twice. Eighteen youth in each of our two 12.7 metre long whalers paddled for all they were worth around a course. The water flew in all directions. Great fun!

Judges awarded points for overall placement; some crews earned penalty points for using the equipment improperly.

The program continued on Sunday morning. After Scout's Own everyone headed for the water again. Here they remained for the rest of the day.

Each ship's company designated two crews for around-the-mark sailing and two for canoe challenge races. Competition was intense. The remain-



Whalers make excellent touring vessels.

ing Sea Scouts enjoyed informal canoeing, sailing, kayaking and whaler pulling. All the while they cheered their crews on to victory.

Fun and Tasty Diversions

A skilled boatshed crew piloted a Rib (rigid hull inflatable boat) in exhilarating rides. Everyone erupted into good-natured laughter when it soaked the Sailing Race Committee while negotiating a tight turn.

Volunteers from the Lions Club of Saanich, BC, prepared and served hot meals from their portable kitchen. Burgers, corn on the cob, fries, and ice cream tempted our palates on Saturday night. Breakfasts consisted of delicious pancakes and sausages; hot dogs, donuts and fruit made nutritious lunches.

Winners All

The ship's company totalled, then averaged, individual points won by Scouts in each competitive event. Some Scouts won additional points during camp and troop inspections at Saturday morning assembly. Judges added up each troop's score to determine the overall winner.

Excitement built in waves during the Sunday afternoon awards ceremony. Officials awarded first, second and third place ribbons in each station event. First place winners of the around-the-mark sailing and canoe races won plaques for their impressive performance.

The 80th Dunbar-Point Grey Troop won the trophy for the ship's company exhibiting the best Scouting spirit. The 3rd Richmond-Bogside Sea Dragons won the runner-up prize. Both ship's companies hail from the Vancouver Coast Region.

Who won the much-coveted Ship's Bell trophy for best overall troop?

Sea Scouts from the 1st Garry Oak Troop (Greater Victoria Region) won for the fourth consecutive year! Tsawwassen's "C" Troop (Fraser Valley Region) won the runner-up position.

Though some people get trophies and others receive ribbons, Scouting's Sea Scout program makes everyone big-time winners. ^

— *Walley Ellsby is a Group Service Scouter in the Greater Victoria Region, British Columbia.*



"Did skipper say paddle forward or backwards?"

Program Links

Achievement Badges: First Aid, Paddling, Sailing, Powercraft, Safety.



Mother's Day Tea



by Susan Carey

Last year leaders and Beavers of the 1st Hantsport Beaver Colony, NS, wanted a fresh new idea to celebrate motherhood. We decided a Mother's Day tea party would catch everyone by surprise. What a success! Adapt our ideas for your own party.

We planned the tea party for our regular meeting night closest to Mother's Day. (This year Mother's Day is May 14, 1995.) The week before our party, Beavers designed place cards and invitations. Leaders prepared pre-typed messages to attach to the inside of each invitation.

Next we drew up a guest list. Beavers helped brainstorm with leaders where the colony could borrow a large coffee urn and several large tea pots (available through local church or ladies groups). Beavers borrowed tablecloths, cups, saucers, spoons, napkins, cream, sugar, tea and coffee from their homes. We provided juice for those who didn't drink coffee or tea.

"But every tea party requires food!" someone said.

Right! Since our group has less than twenty members, we felt three loaves of sandwiches and three plates of sweets would satisfy everyone. Leaders made these after coaching from the Beavers.

What about decorations? A local florist agreed to provide roses at a very reasonable price. Beavers decided every mother should get one. Extra roses decorated the tables.

On party night, our excited Beavers arrived at their usual time. Mothers came a half-hour later — time enough for final preparations and instructions. As each mother appeared, her son or daughter formally met her at the door, presented her with a rose, and took her coat.

The Beavers amazed everyone! They beamed with pride and modelled courtesy as they escorted their mothers dutifully to their seats.

After a short Beaver song and a grace, which the colony sang in uni-

son, the children served sandwiches and sweets to their guests. The Beavers did not eat themselves, but sat to one side eagerly plying their mothers with food.



Trial and Error

Expect the unexpected. Leave extra room to squeeze in more chairs if needed. Some little brothers and sisters will accompany mothers who cannot arrange for babysitting. Things will go wrong but no one will notice.

An adult leader should welcome the guests once everyone is seated. Why not let one or two articulate White Tails 'own' this task? Don't forget photos. Keco might be able to handle this job.

Plan just a few *more* events than necessary during the allotted time. A colony of bored, tired Beavers can ruin any party quickly.

A Mother's Day Tea makes a perfect end-of-the-year party for youth. It helps knit the colony together and forges Scouting links for the fall. Our Beavers loved pampering and showing their mothers off to their friends. The mothers enjoyed meeting the other parents and starting friendships.

Elaborate on this idea to suit your local needs and facilities. If you have access to kitchen equipment, you might celebrate Mother's Day with a Saturday morning breakfast or brunch.

Plan something very simple; the event should teach Beavers planning, responsibility and manners. Most of all make it fun. ^

— Susan Carey works with the 1st Hantsport Beaver Colony, NS.

ANOTHER GREAT MOTHER'S DAY IDEA

Last May Cubs from the St. Clare's of Longueuil Pack, PQ, visited residents of the Barthelemie Rest Home. As a Mother's Day gift, Cubs made fans using wallpaper for each lady. Afterwards everyone joined in for a rousing sing-song.

Perhaps the best gifts were the generous smiles everyone exchanged.

These senior mothers are big 'fans' of St. Clare's Cubs.



Photo: Linda Heide



PARTY PLANNING



by Rosanne Buijs

April and May are party months. As the Scouting season ends Beavers, Cubs and Scouts all want to finish with a celebration.

To meet Tawny Star #10 requirements (planning a party), our pack held a party for ourselves. We took three meetings to complete everything. You might want your Cubs to include swimming up Beavers in their celebration.

Beaver leaders can easily adapt many of our ideas for younger children; Scouts themselves might want to use our framework as an idea-generator for their party.

Where to Begin?

Party plans start with ideas that become more and more specific. In the end, they form a concrete plan of action.

During our first meeting we learned the five major areas to consider when planning a party: invitations, money, entertainment, food and decorations. Questions to consider in the invitation category include: Is there a special reason for the party (a birthday or year-end wrap up)? Where will you hold it? When? How many people will you ask? Who?

When you have answers to these questions your party will start taking shape. Next ask: What type of invitations do you want — bought or home-crafted? Is there time to mail them?

How much money do Cubs want to spend? Do they have enough to buy decorations? Can they think of less expensive decorations? How can they use the money wisely?

Let Cubs make an entertainment list as long as possible. It might include sports, games, crafts, movies, professional clowns and magicians. Then help them narrow the list down to fit their budget. Do they want active or quiet games? How long should the

games last? Let them make an evening schedule. Planning will go from general to specific.

Food is an ever-popular topic. Let them choose what to serve. Ask them: Will the party occur during meal time? (If so, they will need more food than just a snack.) What do the Cubs want to eat? Is it easy to prepare? Who will organize it? How much food do you need?



Your party can involve anything Cubs enjoy most.

All parties need decorations. How elaborate will they be? Do Cubs want streamers, balloons, place cards, napkins, table decorations, flowers, candles? Do they want to make some?

After answering these questions, our Cubs started making party decorations — a place mat and a napkin holder.

Skilful Games

One learning tool we used involved playing skill-testing games. The first

was an active relay. Sixes lined up at one end of the room with pencils and paper at the other end. Each child raced relay fashion to write or draw a picture of one of the five major party planning areas.

Cubs really loved our balloon message game. The children sat in a circle and passed around a balloon with a question inside it. When a leader called out "Stop!", the Cub holding the balloon could break it. Then he had to read the question and try to answer it.

At our second meeting we reviewed the five party planning areas. We decided indoor soccer would be a fun game for their party. Our 'feast' would consist of pizza — a favourite with everyone. Cubs also made invitations, place cards and posters. (Tawny Star #12)

Party Animals?

Don't forget to talk about party behaviour. Hosts and guests should know the rules of etiquette. Make a list. Guests must come on time. They should cooperate with the host, be a good sport, not make a mess and offer to clean up afterwards.

Hosts should greet guests at the door and help them to feel welcome. Hosts should offer guests food first. At the end of the party, guests should be thanked for coming.

Our party was a great success. Part of the reason lay in the planning. The Cubs knew all the details and took responsibility for it. They ended the evening with useful life skills, as well as polished manners.

Sssshhh..! Do I hear parents applauding? ^

— Rosanne Buijs is Akela with the 59th Greenfield Pack in Edmonton, AB.

Membership And Future Growth

by John Rietveld

Scouts Canada is facing a membership crisis.

Declining membership has become a hot topic at national and provincial committee meetings. The National Council Update (February **Leader**) reported on Chief Executive, John Pettifer's, concerns about declining membership. Since 1990, Scouts Canada's membership has declined by over 28,000. In this past Scouting year we lost an unprecedented 11,470 members (a drop of 4.6%).

Declining enrolment affects the entire Canadian Scout Movement. Obviously it reduces our revenue and financial resources to operate fun programs. As well, it means fewer Canadians will be exposed to Scouting's values. Fewer members reduces our visibility in the community. It will affect future fundraising projects and leader recruitment.

What can PR volunteers do?

Most of you took on the Public Relations task because you believe in Scouts Canada's Mission. Through your writing and photography talents, you understand the need to keep Scouting before the public. In the months ahead the media might report our declining membership. We must always tell the truth, but seek to put a positive 'spin' on the story. Admit that, "Yes, membership is down", but give some facts that present the figures in a realistic framework. Here are some ideas:

Scouts Canada's membership (August 31, 1994) stood at 237,026 youth and adults (down from 248,496 in 1993). While this loss concerns the Movement greatly, 4.9% of all Canadian youth (male and female) ages 5-17, belong to Scouts Canada. In other words, about 5 in every 100 Canadian children are enjoying Scouting programs! Participation rates by section are 7.2% for Beavers, 7.6% for Cubs, 3.7% for Scouts and just under 1% for Venturers.

Scouts Canada has 64,272 adult volunteers. About 37,280 are section leaders — one for every 4.6 youth

members. Another 26,452 adults work in support roles, e.g. service teams, parent committees, council officers. A lot of caring adults are involved across Canada.

Scouting programs are delivered to the community through 4,196 groups consisting of 12,595 program sections. Each Scouting group averages 51 members, consisting of 41 youth and 10 adults. That's a lot of activity in almost every community and neighbourhood!

Tell us about your successful growth ideas!

Scouters have not ignored the membership decline. Over the past two years, committees from the grass-roots level up to National Council have explored ways to turn the numbers around. Last May National Council approved a new Mission and Strategic Directions. These help focus Scouting's energies on program delivery and activities which affect the youth/leader relationship.

These facts will help when responding to external inquires; internally we need a different message.

During some meetings where membership was discussed, many people said that adult volunteers and staff needed an "attitude adjustment". It's easy pointing a finger at others. "It's not my job", some people say. "My section is already at capacity," others reply.

Perhaps the most difficult task facing PR committees involves altering these viewpoints. Yet, changing attitudes is what PR is all about. What can a PR person do at the group and district level to help start this attitude adjustment? Here are a few ideas:

Bring membership (the numbers) out in the open. Does your group or district track membership? Before anyone can change attitudes they must be aware of the problem. Graphs or charts make great visuals to stimulate discussion. Why not develop a thermometer-style scale to illustrate membership in your group? Display it in the meeting hall or hand it out at each group committee or district council meeting.

Share Scouting's Mission. The new Mission is now available on video from every district in the country. Show the video at meetings. It can lead to a discussion about how the group or district is responding to our Mission. Centre the discussion around commitment to the Mission. Then ask the question, "How well are we doing when it comes to providing Scouting programs to our community's youth?" Then question, "Are there waiting lists, areas of town without groups, groups without a full complement of sections?" If we believe in the Mission, then we cannot be satisfied until every child who wants to join has been given a place in our Movement.

Recommend that your group or district establish a "Growth Award". In your council newsletter or with a special trophy, recognize sections or groups which have increased their membership. Something as easy as a pizza night for members of a growing group might help stimulate "bring-a-buddy" nights.

Scouting is a great program, let's make sure every young person in your community as a chance to "try it on."

Tell us about your most innovative and successful methods to change attitudes about future growth. We will share the best ones with other **Leader** readers.

Scouting is the world's finest organization. If you believe in our Mission, then ways to promote Scouting should come easy. ^

1993 AMORY ADVENTURE AWARD

Klondike Gold!

by Allen Macortney

Venturers from the 173rd Archwood Company (Winnipeg, MB) retraced the route of the 1898 Klondike gold rush. Their path lead from the Pacific coast near Skagway, Alaska, over the fabled Chilkoot Pass and down the Yukon River to Dawson City. The adventure won them an Amory Award.

(Two other Venturer companies won top honours in the Amory Adventure Award, reported in our December 1994 and February 1995 issues.)

The youth included Martin Tyminski, Chris Little, Martin Frigo, Paul Turenne. Their advisor, Anthony Eason, was helped by three other adults: John Little, Marc McCarthy and Mike Lemay. All participants wanted to relive the Klondike gold rush magic.

Preparations absorbed many hours. The trip involved an arduous hike over the coastal mountains and a 750km canoe trip down the swift-flowing and icy Yukon River. Between Whitehorse and Dawson, only one town still existed if they ran into trouble.

North to Alaska

The company left home on June 28, heading northwest for the Alaska Highway. Eight days later their van reached Skagway, Alaska. The steep Chilkoot Pass lay nearby. Almost one hundred years ago 30,000 gold stampedeers struggled over this pass. Canadian law demanded that they carry a year's supply of food with them — one metric ton!

"The trail was considerably harder than some of us expected," the lightly-packed Venturers said. "Steep cliffs greeted us on every side." At this point the trail turned sharply upward. Gold rush artifacts lined their path.

At the summit they crossed the Alaska-B.C. border. "The panoramic scenery was both exhilarating and breathtaking." Three days later the trekkers rested in Whitehorse while they prepared for the canoe trip.

Swift, Icy Current

Anticipation ran high as they nosed their canoes and kayak into the speedy



current of the Yukon River. The river's speed (12kph) nearly proved disastrous. At their first stop one of the canoes almost hurled sideways into a wooden piling. The youth repaired its side with duct tape. ("Be prepared" takes on new meaning in the north!)

"The joy of riding the current" carried the Venturers for many days. Sometimes they drifted; other times they paddled hard to increase their pace.

Often they stopped at abandoned ghost towns with romantic names such as Hootalinqua, Big Salmon and Fort Selkirk. Here they wandered through history, inspecting former North West Mounted Police posts and log road houses.

At their half way point (Carmacks) Mike decided he had had enough of the mosquitoes, cold wind and spitting rain. The rest pushed on. Five Finger Rapids lay forty kilometres downstream. Here gold rush paddle-wheelers had once raced through the narrow rock canyon. "It was really scary entering the rapids," the group said later. "Thanks to our planning and experience, we had no trouble except from wet jeans."

During the trip the Venturers saw mountain goats clinging to the side of steep cliffs along the river. At other times noisy ravens and bald eagles soared overhead as moose waded along the shore.

Drifters

Twenty four days into their adventure, the youth were still almost 100km from their destination, Dawson City. Lashing canoes together they drifted all night, playing Crazy 8's, drinking hot chocolate and huddling low in the canoes against the cold.

"As the night turned into day, our excitement built." Drifting around one more river bend, they saw the Klondike River and Dawson just beyond.

Shrieks and cheers echoed off the rock walls beside the river. They did it!

"We experienced cracked canoes, blistered feet and soggy gear," the Venturers said after returning home. "But most of all we strengthened our friendships and gained a tremendous pride in our accomplishment. Now we were mountainmen!" ^

Low Impact Fire-building

When, where and how to make fires

by Paul Whitfield and Hague Vaughan

Carelessly built fires leave scars on the land. They also make an incredibly significant environmental impact in our backcountry. The blackened rings of old fires tell of human use years after trails have disappeared.

Fires are also part of Scouting's many traditions. Yet today, more and more people are questioning whether fires are always appropriate in Scouting programs.

Conservation and ecology are not simply subjects for an achievement badge or weekend activity. Because they are woven into the fabric of our ideals and program activities, we should be mindful of an environmentally sensitive approach to the joys of fire laying and lighting. As such, we shouldn't always assume we will have a fire when on a camping, hiking or canoe trip.

Fires are neither entirely good, nor entirely bad. Sometimes a fire — no matter how much we want one — might be inappropriate (e.g. in a fragile ecology, or during windy, dry days).

If we learn how to build no-trace fires, we might increase our chances of having a campfire. But it takes smart planning to build no-trace fires. Often we are so concerned with teaching Scouts how to get a fire to burn that we miss the overall lesson. The goal isn't just to get the fire going and keep it going.

Careful Building Techniques

Scouts should consider five key points when building fires: safety, minimal site impact, simple construction, availability of firewood, and simple and effective clean-up.

Most outdoor literature emphasizes the mechanics of building survival, heating and cooking fires. Only a few references mention the environmental impact of these fires. As leaders we should seek to teach our youth the entire process: planning, gathering materials, lighting, burning, clean-up, and site restoration. Scouts need to know how to leave little or no trace behind. Make this your Scout's biggest fire-building challenge.

Every fire depends on a source of fuel. When deciding whether to build a fire, first ask yourself if an abundant fuel supply exists.

How much is 'abundant'?

A ready supply of firewood might be when no one would notice that campers had wandered through the area collecting it. Try gathering firewood over a wider area than usual to reduce (or eliminate) your presence. Collect only dead, fallen material. Nev-

er break healthy limbs off trees or shrubs. You might even try bringing your own firewood from home.

Avoid scouring an area clean of firewood. Leave some behind; it won't go to waste. The wood we leave is habitat for animals, insects and plant life.

Careful Building Techniques

Will low-impact fire-building reduce the enjoyment and pleasure of a quiet campfire?

Not at all. In fact it should open up an entirely new area for competition between patrols. If youth who build the most environmentally-friendly fire receive the greatest accolade (rather than those who get theirs lit the fastest) you will send an excellent message.

Try these fires at your next camp. In several weeks, and again in several months, return to your fire site. Has the environment recovered yet?



Low-impact fires protect the wilderness.

Photo: Paul Ritchie.

Pit Fires

One of the primary reasons fires leave scars on the landscape is because they heat the soil below them. This kills all plant and insect life. In effect the campfire sterilizes the soil by intense heat.

Soil is living; it brims over with bacteria, mould and fungi. These busily break down nature's litter. By removing living layers of ground and plant material lying below its intense heat, we prevent pit fires from causing permanent damage to soil.

Dig a shallow pit, removing the layers of soil and decaying matter down to where lighter-coloured mineral soil begins. Clear an area wider than your intended fire and keep it in the centre. (See figure 1) Remove the layers carefully, stockpiling them to one side.

Avoid pit fires in areas where decaying organic material lies thick on the forest

FIGURE 1
PIT FIRE

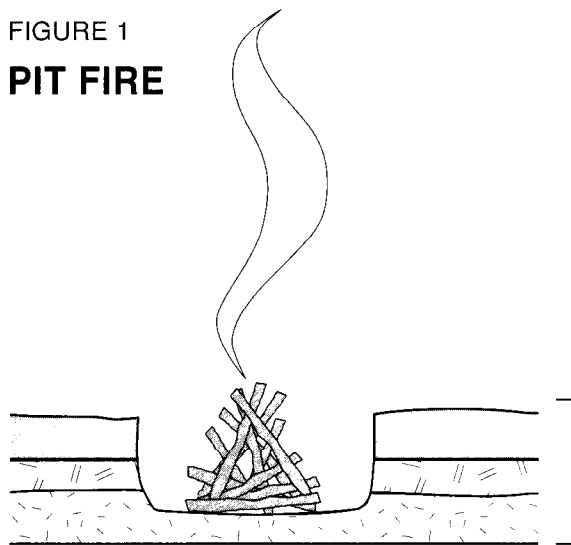
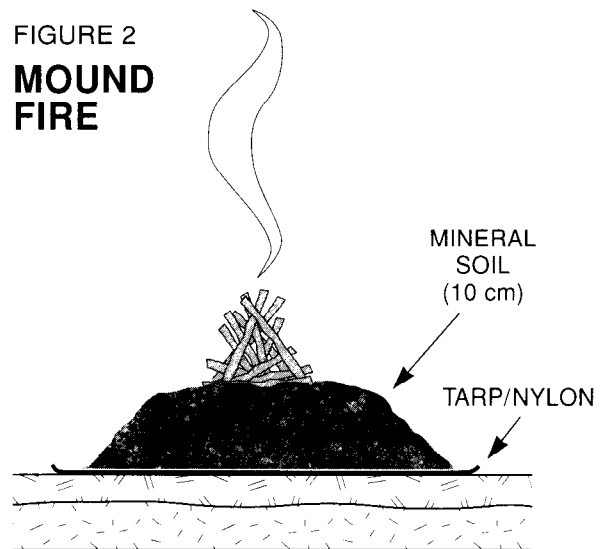


FIGURE 2
MOUND FIRE



floor, or where roots or vegetation abound. Keep the fire small. When you burn up all the wood and the fire cools, simply replace the stockpiled layers. In a short period (often months) the area will recover.

Mound Fires

Mound fires have an insulating layer of mineral material between the fire and the soil. Collect this insulating material from under a fallen tree or gather sand along a stream.

Place a small groundsheet or rock where you want to build your mound fire. Build up the mound to a depth of 7-10cm and 80cm wide with sand or other insulating material. (See figure 2) Build the fire in the centre of the mound. When the fire has cooled down, you can easily return the sand to where you found it. The ground sheet lets you remove even slight signs of the mound.

Fire Pans

A fire pan is a portable fireproof container where you build the fire. It holds the ashes after the fire burns down. Fire pans are practical when travelling on water, if only because of the weight.

Let your Scouts fashion their own from garbage can lids, parts of barbecues, oil barrels or roasting pans. Sometimes you can use the remains of your last fire to start your next one.

Simply place the fire pan on exposed sand or rock and build the fire in it. Once more the living, dark soil will be protected from the intense, killing heat. Dispose of the ashes by either scattering them around your campsite, or where appropriate, packing them out.

Beach Fires

Beach fires are often ideal when camping near water. On an ocean beach, build the fire **below** the high tide mark. Don't surround the fire with rocks. Heat can cause them to crack and the carbon scarring can last for years. The next high tide will erase all traces of your fire.

Beside lakes and rivers, build your fire just **above** the current water line. When the water level rises, nature will remove the signs you can't avoid making.

Thorough Clean-up

If you don't clean up your campfire, much of your site selection and careful fire construction effort is wasted. Allow enough time for this clean-up. Don't have a morning fire; use a stove.

Try this secret: Let the fire consume all of the wood completely. Let

Scouts learn how to burn up all the wood into ash. It's more difficult than it sounds. Also it requires careful planning and patience.

Today's well-planned fire leaves no trace for tomorrow. What better fire-making lesson can we teach our youth?

— Paul Whitfield works with the Fraser Valley Regional Service Team, BC. Hague Vaughan works with the Hamilton-Wentworth Regional Service Team, Ontario.

Program Links

Cubs: Green Star, Woodsman Badge.
Scouts: Campcraft Achievement Badge (silver), Winter Scouting Achievement Badge.

Celebrate Earth Week

Earth Week (April 17-23, 1995) highlights the role we play in keeping our planet clean and safe.

This year why don't you experiment with some of these fun 'green' activities?

Take your Beavers and Cubs on a *sock walk*. Each child should wear an old pair of fuzzy, wool socks over shoes. Then, head outside for a short spring hike through a field. Take off your socks and find out what is clinging to them. Use a magnifying glass. If your socks picked up seeds, plant them in sterile potting soil. When the plant grows, try to identify it.

Try these other activities:

- Plant red and yellow flowers in your garden. These cheery colours attract hummingbirds.
- Discuss composting. Scouts might even want to build some composters.
- Plant trees, shrubs and leafy bushes for birds and small animals.
- Go on a bug walk. Collect as many different insect types as possible. Put them in a glass jar with holes in the top. After you identify them, let them go.

Let's all make our planet 'greener'.



Book Talk

by Dave Jenkinson



*Up in the air, junior birdsmen
Up in the air, upside down
Up in the air, junior birdsmen
With your noses to the ground."*

Whatever your ages, members of the "junior bird patrol", this month's column is just for you. All our books describe things that fly — principally paper airplanes!

The World Record Paper Airplane Book, by Ken Blackburn and Jeff Lammers, is this month's featured "cadillac". The book merits its grandiose title because Blackburn (an American aerospace engineer) is listed in the *Guinness Book of World Records* as having achieved the longest, timed indoor flight of a paper aircraft: 18.8 seconds. Most of the book consists of 100 full-colour, ready-to-fold airplanes. They come in 16 different designs (including the "record" plane) which will exhibit impressive distance, accuracy and aerobatic qualities. While most planes simply require folding, a few need scissor work. The book reproduces five copies of most airplanes.

The "throw" is almost as important as a plane's design, according to Blackburn. The faster you throw it, the higher the airplane will go and the longer it will fly. Consequently, Blackburn provides indoor and outdoor throwing tips. He also supplies directions for organizing flying contests.

Another cut-and-fly book is Baker's *Cut & Assemble Paper Airplanes That Fly*. It offers a single, full-colour copy of eight different designs. In addition to cutting out the pieces, soon-to-be 'pilots' must do some gluing. Cubs may prefer Baker's book because the required folding is much simpler than designs in Blackburn's book.

Schmidt's *Discover Aerodynamics With Paper Airplanes* principally describes aerodynamics and the history of flight. However, its final section shows how to reproduce three master airplane designs through detailed, il-

lustrated instructions. Cubs and Scouts will love the "air show" Schmidt describes. It involves competitive flying via "straight and level", "manoeuvres", and "landing" events. He even gives full scoring instructions for your air show.

You don't need paper airplanes with pre-printed, coloured designs. Start from scratch. Use any 8 1/2" x 11" office paper. It'll work fine. Also it helps recycling.

When starting with a blank sheet of paper, a good introduction is Simon's *The Paper Airplane Book*. It explains the theory of flight and offers clear, illustrated instructions on how to create five simple planes. The book shows how to build airplanes that will fly long distances, stay airborne for long periods, fly accurately and perform acrobatics.

Francis's *Super Flyers* is another good starter book. Clear, illustrated instructions will allow you to create a half dozen planes, including the "Flying Meat Tray" — made from recycled, styrofoam meat trays. Because of its relative ease of assembly and its sturdiness, Beaver leaders might want their youth to begin with this design. The book includes other flying things: three "twirling wings", two parachutes, three tube/straw gliders and three kites.

More sophisticated is Churchill's *Fantastic Paper Flying Machines*. It contains step-by-step, illustrated instructions for creating 20 different fliers. An attractive feature of this book is that the planes are divided into five categories. Cubs and Scouts can choose an accurate dart design versus a long-distance flier. An "oddities" section describes plans for an "airmail heart" airplane, suitable for flying to your sweetheart.

Looking for more demanding categories? Scouts and Venturers will like Schmidt's *Best Ever Airplanes*. This book contains 18 paper planes, all named after birds. Most airplanes require intricate folding.

For real paper plane connoisseurs, Morris's two *Advanced Paper Aircraft Construction* books each contain instructions for creating 14 complex folded models. Builders must initially master three "base folds." These form the foundations for most other designs. The completed products are truly impressive. The "Kamikaze Water Bomber" is ideal for a hot summer day at camp!

Paper planes make a great linking activity between sections. Why not try some "buddy-flying"? Youth from an older section can make the planes and younger section members get to fly them. You next banquet dinner could soar to new heights if you printed airplane folding instructions on place mats!

Always remember safety: Never fly a paper plane towards another person.

*"When you hear the
grand announcement,
That your wings are made of tin
Then you'll know you're a
junior birdsmen
So send your boxtops in."*

Book Details

- A. Baker, *Cut and Assemble Paper Airplanes That Fly*, General, 1982: \$8.99.
K. Blackburn, & J. Lammers, *The World Record Paper Airplane Book*, Workman, 1994: \$19.95.
R. Churchill, *Fantastic Paper Flying Machines*, Illus. by J. Michaels, Sterling: 1994.
N. Francis, *Super Flyers*, Illus. by June Bradford, Kids Can, 1988: \$9.95.
C. Morris, *Advanced Paper Aircraft Construction*, Harper Collins, 1983: \$9.99.
C. Morris, *Advanced Paper Aircraft Construction Mark II*, Harper Collins, 1984: \$9.99.
N. Schmidt, *Best Ever Paper Airplanes*, Sterling, 1994: \$23.95.
N. Schmidt, *Discover Aerodynamics With Paper Airplanes*, Pegasus: \$14.95.
B. Simon, *The Paper Airplane Book*, Puffin, 1971: \$6.99. ^

37th Jamboree On The Air



by Lena Wong

More than 637 Canadians took part in this year's Jamboree on the Air (JOTA), which took place October 15-16, 1994. Coast-to-coast, Scouting groups and sections tuned in others involved in the world event to share experiences and friendship. Eleven groups sent us activity reports.

The 4th Salmon River Troop from Yarmouth, NS, camped on their JOTA site over the weekend. When not tuned into the world's frequencies, JOTA participants peered through a telescope at the sea during the day. At night they used it for star-gazing. Organizers also provided microscopes for youth to conduct experiments. The group built a special Morse code key using an old radio; then they used it to practise sending messages. Scouts made a banner for an upcoming annual district banquet when time allowed.

The Porcupine District in Timmins, ON, boasted the largest reported attendance of 129 people. Thirty-one were Guides and Guiders. Contact conditions were not particularly good, but everyone had a good time. One Scouting visitor (a Swiss exchange student) attended for part of the event.

1st Fort Saskatchewan Venturers, SK, assembled at Camp Polaris, 35km northwest of Edmonton. Though they were unable to contact many others, everyone had a super time and are planning for JOTA again next year. Scouting organizers made a point of thanking the amateur radio operators helping them for their hard work and technical expertise.

Wellington District Scouts, ON, enjoyed perfect weather and made many good radio contacts. While Apple Day kept most youth and Scouters in the district busy, they did manage to attract 88 participants.

The 3rd Bracebridge Sea Scout Troop, ON, enjoyed their JOTA participation and are making plans for next year.

Humber Region, ON, organized their third regional event. "JOTA helps young people realize just how wide-spread the Scout Movement has become," said District Commissioner, Dave Dawe. "It instills youth with a greater vision."

As in past years, many Winnipeg, MB, groups worked together to operate several stations. This year Scouting youth felt overwhelmed by the number of JOTA participants. What an enviable problem! To avoid similar difficulties next year, Scouter Vernon "Skink" Dutton has started training youth and leaders on amateur radio operations.

Ontario's Windsor Region met at Camp Cedarwin. This location is increasingly turning into a radio Scouting facility. Scouters are developing plans for a permanent tower and radio transmission station.

Scouts de Bagotville, PQ, reported a total of 20 participants. Unfortunately the Cubs found that the radio waves were so bad they had to switch to the Citizen Band. Here they talked to truckers and other CB users. They also used walkie talkies to simulate overseas contacts with youth participants. Rovers 'held the fort' during the night reaching an American contact through a Russian satellite. The Scouts spoke to Cubs and Beavers in Germany, the U.K. and the World Scout Bureau station.

First Limoges Beavers, ON, hosted 30 people during their JOTA weekend. They were able to contact groups in the U.S., England and Venezuela.

Oshawa District, ON, boasted a total of 114 JOTA participants, surpassing their numbers for the past two years. Aggressive pre-event advertising helped. The region ran five radio stations. These included 80, 40 and 20 meter bands, a satellite station and a packet radio station. These choices gave youth participants the opportunity to see how different radio equipment works. In addition, they ran a Morse code straight key connected to a computer running SuperMorse. This allowed Scouting youth to try their hand at Morse code and see it displayed on the screen in real time.

JOTA is a valuable learning experience for youth members. Not only do they learn how to use radio sets and microphones, JOTA also exposes them to valuable lessons about Scouting and life in other countries.

We received three hand made entries for the QSL Card competition which met the conditions specified by the World Scout Bureau (WSB). All were from members of the same Quebec group. We entered two in the WSB's competition. Though no report accompanied the entries, we felt the youngsters should have the opportunity to participate in this world competition.

For more information about JOTA, contact: International Relations and Special Events, Scouts Canada, P.O. Box 5151, Station "F", Ottawa, ON, K2C 3G7. ^

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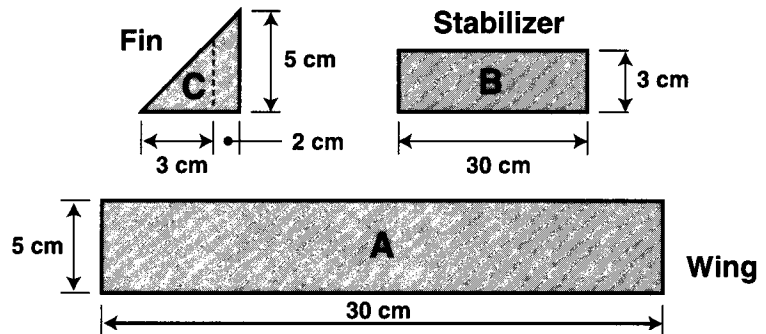
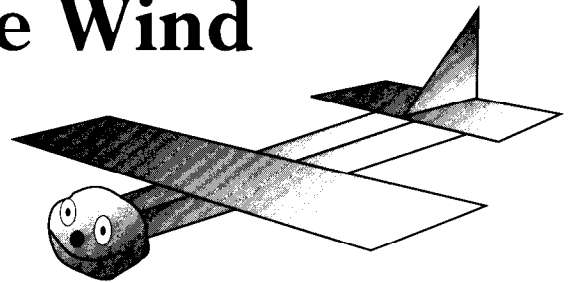
70 YEARS OF LEADERSHIP



Dancing On The Wind

Like children everywhere, Peruvian youth love building and flying gliders. Here's one of their popular designs. (From *Somewhere Today* magazine.)

Each glider requires: 2 straws, glue stick, ruler, 1 empty cardboard cereal box, pen, scissors, and a small ball of modelling clay or putty.



Instructions

1. Glue the two straws together lengthwise. Let the glue dry completely.
2. Use the ruler to draw figures A, B and C on the cereal box following the dimensions shown. Cut out the figures.
3. Measure the length of the glued straws. Divide the length by 3, and put a mark at the one-third point on the straws.
4. Find the centre of the wing (A). Draw a vertical line across the centre (at the 15cm mark). Draw a horizontal line down the middle (at the 2.5cm mark). The point where both lines cross is the wing's centre.
5. Glue the centre of the wing (A) to the one-third mark on the glider's

body. Be sure to line up the vertical line on the wing (A) with the centre of the two straws.

6. Glue the stabilizer (B) to the other end of the body.
7. Take the fin (C) and fold down the bottom at the 1cm mark. Glue the bottom to the stabilizer.
8. Put a small ball of modelling clay or putty on the front of the glider for balance.

Making Adjustments

Hold your Peruvian glider under its wings and gently toss it. If the glider dives steeply for the ground, its nose is too heavy. Remove some modelling clay. If your glider climbs sharply upward, loses speed and crashes, its nose isn't heavy enough. Add modelling clay.

Keep on making fine-tuning adjustments until your glider swoops gracefully through the air.

"Up Periscope!"

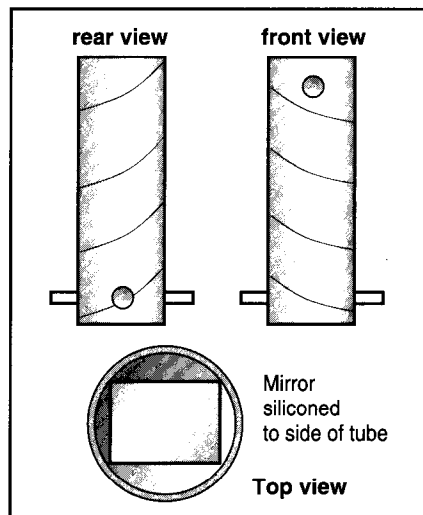
During their annual fall camp, Cubs from the 18th Red Deer Pack, AB, built periscopes. What fun! The Cubs loved it.

Each periscope requires a stiff cardboard tube approximately 10cm wide and 40cm long. (We got ours from the centre of a bulk roll of film used by a local newspaper.) You also need 6mm dowel (20cm long), silicone, 2 mirrors (5cm x 7.5cm), small pieces of scrap cardboard, craft glue, 6mm drill bit, 2.5cm drill bit and an electric drill.

Instructions

1. Drill a 2.5cm wide hole about 3cm from the bottom of the periscope tube. Drill another hole 3cm from

- the top, *but on the opposite side* of the tube from the first hole. These are the peek holes. (See diagram)
2. Drill two 6mm holes at the bottom of the periscope on a 90° angle from the peep hole. Make sure you drill these slightly *below* the peep hole.



3. Position each mirror inside the periscope directly opposite the peep holes. Use scraps of cardboard and quick-drying glue to make a platform for the mirrors. Be careful to place the mirrors on a 45° angle. When the glue dries, place the mirrors in position with a little squirt of silicone.
4. Slide the 6mm dowel (the handles) through the two bottom holes and squeeze a small amount of silicone around the dowel/holes to secure it in place.

This periscope craft is sure to fascinate your Cubs. Use it to explain how light bends and reflects. A glass prism might also help to illustrate your lesson. But don't expect your Cubs to sit quietly and listen through a long scientific discourse. Few Cubs can stay focused with a periscope in their hands!

— Michael Corpe, Red Deer, AB.

Build This Wind Tunnel

Scouts and older Cubs wanting to test out the aerodynamic qualities of their paper airplanes will want to make this wind tunnel. Let them use it to fine tune new designs and expand their understanding of flight controls.

Each wind tunnel requires a shoe box, clear plastic wrap, a hair dryer, paper, a paper clip, thread, a rubber band, a sharp knife and scissors.

Instructions:

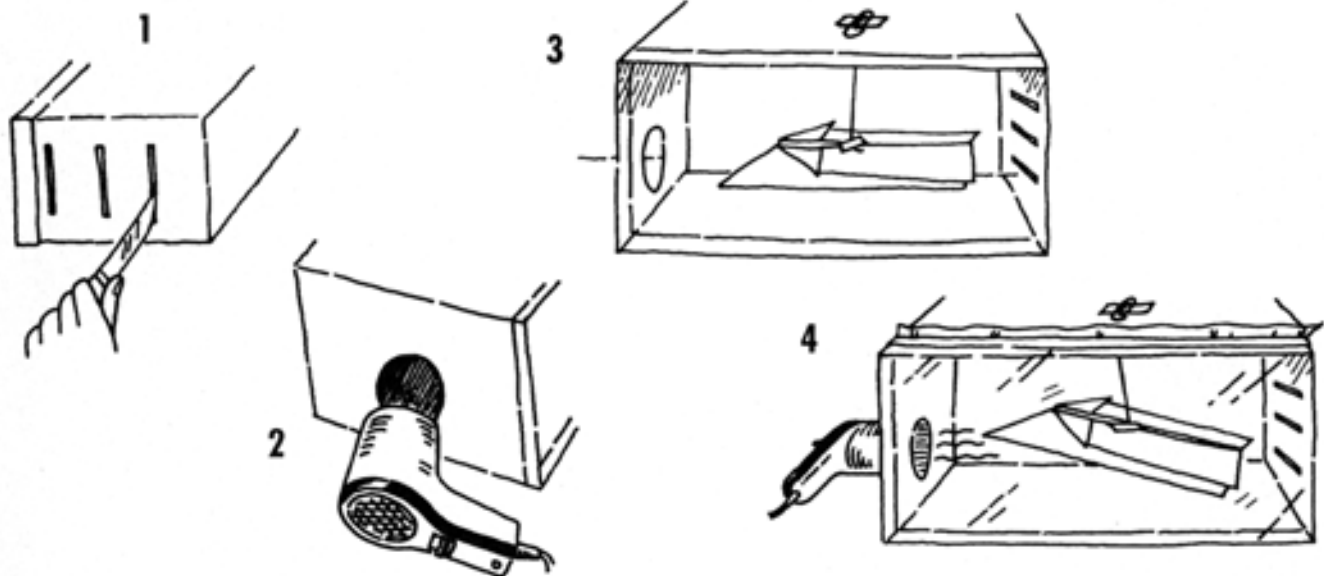
1. Make several long slits about 1/2cm wide in one end of the box. (See diagram)
2. In the other end of the box, cut a hole just big enough to insert the hair dryer nozzle. Cut the hole so the hair dryer can lie down when operating. It will provide the air flow for your tests.
3. After making a model airplane small enough to fit into the box, punch a small hole centred in the long side of the box. (See diagram) Knot one end of your thread around the paper clip. Slip the other end through the hole and tape it to the balance point of your airplane. The plane should now be suspended inside the box.
4. Cover the open part of the shoe box (your viewing window) with stretch-

ed plastic wrap. Hold it in place by an elastic band. Switch on the hair dryer to the lowest (coolest) setting.

A well-designed airplane will hang in the wind without swaying wildly from side to side. If your aircraft experiences instability problems in the tunnel, first check to make sure it is hanging from its centre of gravity. Keep the air flow gentle.

Use the wind tunnel to test various designs. After Cubs and Scouts have perfected a design, let them build a large scale model to fly. ^

— From *Light Magic*, Greey de Pencier Books.



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Fun at the Pond

by Lena Wong



April brings spring to most parts of Canada. Use your spring meetings and activity days to explore your immediate natural environment. Take Beavers outside to discover budding leaves and blooming crocuses.

During an indoor meeting, discuss the season with your Beavers. Begin by explaining how the earth changes its tilt as it orbits around the sun. As the sun's rays hit us more directly, the temperature warms up. Talk about how we observe spring in the outdoors. This is the time many baby animals are born on farms and in the wild. Ask Beavers to draw and colour pictures showing the changes brought by spring.

MEDICINE WHEEL CRAFT

Many native people use medicine wheels as a calendar for customs and ceremonies (see diagram). It shows the seasons in a different way than traditional calendars found in Canadian homes. The medicine wheel represents not just the seasons, but also the

cycle of life. The version in our diagram shows compass directions: north, east, south and west. Each direction features a colour, an animal and a life stage.

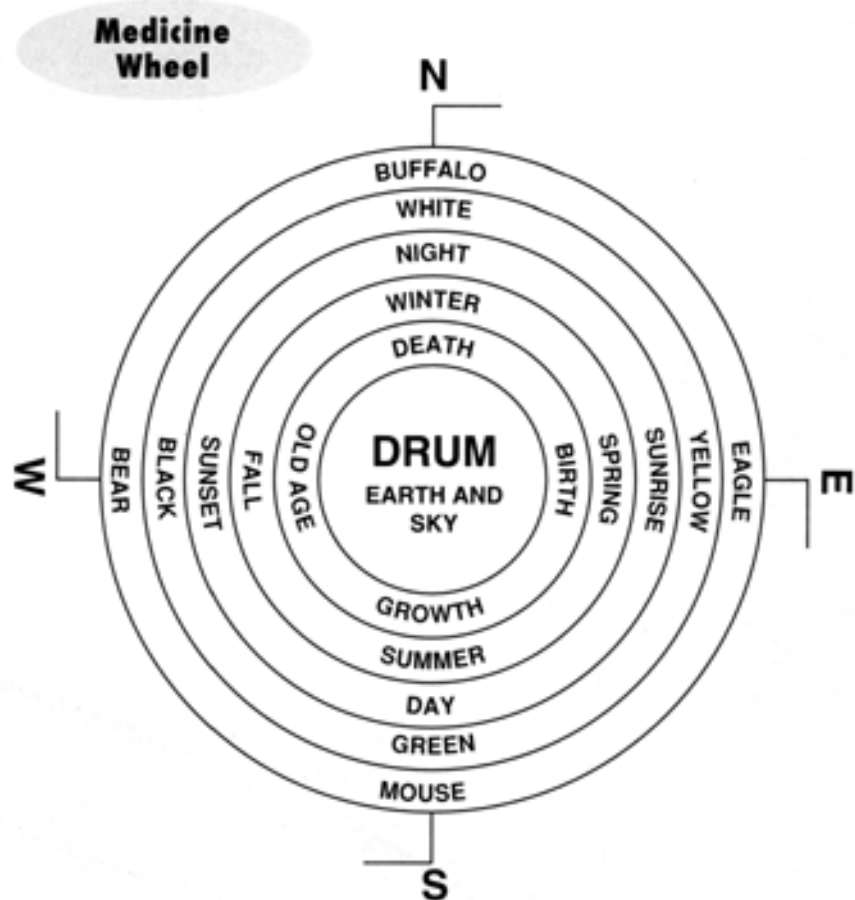
For your craft, tell the Beavers to draw their own medicine wheel with their own colours and animals. (This idea comes from *Let's Celebrate Canada's Special Days*, Kids Can Press.)

EXPLORING NATURE

Use another early April meeting to discuss a special natural area your Beavers might want to explore. Do they know of a quiet corner you haven't visited yet? Why not choose a park, a field, a trail through the bush, or a segment of your local beach? Make this your colony's special spring visiting place.

If you live in a city, consider some unusual places: a piece of wasteland, a not-too-tidy cemetery, a river bank. Make sure your colony's choice contains as many mini-environments as possible for Beavers to explore. Plan regular visits into your meeting schedule. Each lodge should keep a diary to record its observations.

Use your first visit for an overall orientation walk. Explore around the



perimeter so Beavers know exactly where boundaries exist. Ask them to draw a bird's eye view map of the area. List natural landmarks, e.g. a strange looking tree, a large rock, a pretty bush, an ant hill. Include these in the diary.

Split your Beavers into lodges and start looking for spring's many signs. Look for new green grass, buds on trees and bushes, wild flowers. Watch carefully for animal signs. Are birds building nests? Do you see signs of beavers, mice, rabbits? Are squirrels or other small creatures racing around in trees? Who will find the first insect? List all animals, birds and other creatures you see in your diary.

Play a game of team hide-and-seek to really explore your area. Each team should include one adult with the Beavers. The 'it' team should huddle together and count to 25 while the others run and hide. When the 'it' team finds another team, both should work together and continue searching.

In the coming months we will suggest more ways to enjoy your special Beaver exploration area.



JOYFUL SOUNDS

Songs form a very important element of any active Beaver program. These will complete our planning, games and craft series started in February. (Thanks to Patricia Collette, "Malak", of Trenton District, ON.)

Beavers Going into the Forest (Tune: Ging Gang Gooli)

Beavers going into the forest
To get wood, to get wood.
Beavers going into the forest
To get wood, to get wood.

Build dams, yes, we build dams
That is how we use our wood.
Build dams, yes, we build dams
That is how we use our wood.

Chopping, chopping,
chopping, chopping
Slapping, slapping, slapping, slapping.

Try acting out the marching, cutting, dam building, chopping and slapping actions. Beavers will love the opportunity to wave and dance around.

Integrate the next two songs into your opening ceremony. They will make a welcome change occasionally.

Big Brown Beaver #1 (Tune: Itsy Bitsy Spider)

Big Brown Beaver
Came out to see the sun.
Slap went his tail
Calling all Beavers to have fun.
Out came the Beavers
To join him in a game.
Then all the eager Beavers
Went back to work again.

Big Brown Beaver #2 (Tune: Camptown Races)

The Big Brown Beaver is our friend
Doo Dah, Doo Dah.
He shares our meetings to the end
Doo Dah, Doo Dah, Day.

Chorus:
He's our mascot true
Shared by me and you.
The Big Brown Beaver is our friend
Doo Dah, Doo Dah, Day.

We all pat Brown Beaver's head
Doo Dah, Doo Dah.
He likes this when he's being fed
Doo Dah, Doo Dah Day.
(Chorus)

Skip to My Lou My Beaver (Tune: Skip to My Lou My Darling)

Chorus:
Skip, skip, skip to my Lou (3x)
Skip to my Lou, my Beaver.

Lost my Beaver, what'll I do? (3x)
Skip to my Lou, my Beaver.

Beaver's in the lodge, what'll I do (3x)
Skip to my Lou, my Beaver.

Beaver's in the pond, what'll I do (3x)
Skip to my Lou, my Beaver.

Use actions for this last song. Form a circle and skip around to the music. Change direction at the end of each verse. Add different words or let Beavers create their own new verses.



ACTIVE GAMES

April is an ideal time for active games. Here are some real energy-burners. Play them outside when possible. (All are borrowed from a Danish Scout Association's handbook.)

Airing the Dog:

Form two circles, each with equal numbers of players. Those in the outer circle (the dog houses) should join hands and spread their legs (the doors). Those in the inner circle (the dogs) crouch on the floor. A leader then calls out, "Take a walk." At this, all dogs crawl through their own 'doors', race around the outer circle, back to their houses, through the doors and sit down. (Make sure all dogs run in the same direction.) When the dogs have returned from their walk, the groups change places.



The Animal Train:

Children who love noise will revel in this game.

Form relay teams. Number the Beavers, beginning at "1". Number one becomes the train engine; other players each pick an animal to represent. Line the teams up opposite a chair positioned at the other end of the room. Number one runs to the chair and around it, making train sounds the whole time. When he returns to the rest of the team, number two hooks on. Together they run down to the end of the room, around the chair, and back while number one makes train noises and number two the sound her animal makes. Continue until the train picks up all the animals and each player is "mooing", "baying" or "barking" loudly.

Ballcatch:

Play this game in a clearly defined area. Give half of your Beavers a small, soft and round ball (sponges, nerf balls or a rolled up neckerchief work well). Choose one player as 'it'. 'It' has to catch those players not holding balls. Players holding balls are protected from being caught, but can help others by throwing their ball to them. Anyone caught becomes 'it'. Play until your Beavers have run off their energy.

Next month we will look at some more outdoor activities and share more ideas for your Beaver exploration area.

Service Scouter or Super Scouter?

by Rob Stewart

What roles do Service Scouters play?

Debate has raged over this topic through the years. Many believe Service Scouters exist to ensure well-planned district events. Others refer to Service Scouters as "program police." Most people understand their role as primarily sharing skills and knowledge with others.

We are starting to overcome some historical problems which have hampered the success of this position. In the past, some Service Scouters arrived at a meeting hall (clip board in hand) prepared to review the program that Scouters provided. Perhaps this is the reason why even today, many Scouters do not jump for joy when their Service Scouter calls them trying to arrange a time to visit the section or group. Thankfully, that's all behind us now. We have made changes. Part of these changes involve focusing on clearly defining the role of the Scouter, and providing appropriate training to support recruiting the "right person for the job."

Service Scouter roles vary across the country, but the essence of "servicing" involves supporting and developing volunteers.

Are you a Service Scouter? Have you received a job description? Does it provide guidance as you perform your

role? Many job descriptions appear intimidating at first glance, but a well-written one is a valuable resource.

Sometimes it helps to stay focused when we review the job description periodically. Listed below in "yes"/"no" checklist form are some typical Service Scouter duties. Take a moment to conduct a self-check. See how many of your Service Scouter roles agree with this list. Non Service Scouters may complete the checklist based on their perception of the role.

No one expects Service Scouters to perform all duties at the same time. They must focus on the sequence of accomplishing tasks.

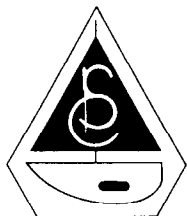
If you have insightful observations regarding Service Scouter roles, please write us, particularly if your experiences differ greatly from the opinions expressed here. We'll be certain to share your ideas with others.▲

CHECKLIST SIDEBAR

Key duties of the Service Scouter involve:

- | YES | NO | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Encouraging participation in training by all Scouters. |
| <input type="checkbox"/> | <input type="checkbox"/> | Orienting new adults to their Scouting roles. |
| <input type="checkbox"/> | <input type="checkbox"/> | Providing on-the-job training. |
| <input type="checkbox"/> | <input type="checkbox"/> | Participating as a trainer for some events. |
| <input type="checkbox"/> | <input type="checkbox"/> | Identifying problem areas and helping to resolve them. |
| <input type="checkbox"/> | <input type="checkbox"/> | Identifying and helping to make available resources that could be used to help groups and sections operate more effectively. |
| <input type="checkbox"/> | <input type="checkbox"/> | Visiting groups/sections or areas of responsibility on a regular basis. |
| <input type="checkbox"/> | <input type="checkbox"/> | Ensuring that groups/sections receive and understand council communications. |
| <input type="checkbox"/> | <input type="checkbox"/> | Communicating group/section needs to the council. |
| <input type="checkbox"/> | <input type="checkbox"/> | Interpreting policy and procedure for groups/sections. |
| <input type="checkbox"/> | <input type="checkbox"/> | Developing sound relationships between sections, group committee, partners/sponsors, the council and the community. |
| <input type="checkbox"/> | <input type="checkbox"/> | Assisting in recruitment of personnel. |
| <input type="checkbox"/> | <input type="checkbox"/> | Encouraging the start-up of new groups and sections. |
| <input type="checkbox"/> | <input type="checkbox"/> | Assisting in the registration procedure of groups and sections. |
| <input type="checkbox"/> | <input type="checkbox"/> | Encouraging activities between sections. |
| <input type="checkbox"/> | <input type="checkbox"/> | Promoting participation in council activities. |

Does this list require a Super Scouter? YES NO



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Beach Clean-up

A great spring project

by Michelle Marsden

Looking for a community service idea that will teach environmental responsibility?

For years Cubs and Beavers from Pender Island, BC, have helped clean up our Pacific coastal beach. By April and May, shores are littered with plastic, metal and garbage that winter storms and thoughtless people deposit on them.

Not only do we scour local beaches for trash and debris, we also categorized it by weight and type. After we sort through the litter, we count the numbers of glass, plastic and metal objects. Our list includes rusting bicycles, paint cans, diapers, car tires, rope, styrofoam cups and more.

Classifying various types of litter helps emphasize the role we play keeping our planet clean.

Plastic — anything from bags to shampoo bottles — is the number one ocean pollutant. Youth will also find plastic fouling lakes, rivers and local wetlands.

This project inevitably teaches about wildlife. Sometimes children find birds entangled in nets or covered in oil. As we work, we discuss the life of local animals and how we can protect them.

When planning your own clean-up, consider these ideas:

- Pick an interesting, safe spot close to your homes.
- Don't disturb wildlife.
- Leave shore grasses in place. These help stabilize the sand.
- Don't lift anything heavy.

Kids should wear gloves at all times. Work in small groups, each supervised by an adult. Avoid large drums or metal containers that seem odd or out of place. These might contain toxic chemicals. Each group should carry one first aid kit. You might tie the project in with a recycle/reuse theme night.

Try to make this a fun project. End it with a barbecue and games. What a great way to drive home the lesson of environmental responsibility. ^

— Michelle Marsden works with Pender Island Wolf Cubs, BC. Last year she was awarded the Canada 125 Medal for her environmental activities.



Photo: Michelle Marsden

Our beach clean-up yielded many 'treasures'.



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Joke-telling: *More Than Child's Play*

by Ben Kruser

“Knock knock”

“Who’s there?”

“Ima.”

“Ima who?”

“Ima going to tell you another joke.”

When you agreed to become a Beaver leader, did anyone tell you that 20 budding comedians would test their best jokes out on you every week?

Telling jokes is not simply child's play for Beavers. Children use their ability to manipulate concepts and reality through humour as a way to show their growing understanding of the world. Puns and jokes based on double meanings and sound-alike words represent intellectual growth and understanding.

Q: “Who is the strongest person in the world?”

A: “Police officers. They can hold up traffic with one hand.”

Sharing funny stories and punch lines is a way to build friendships. Let's face it, some jokes only 5 year olds will understand. A good laugh builds common ground and friendship between the listener and the joke-teller as they share experiences.

Q: “What do you get when you squeeze a curtain?”

A: “Drape juice.”

Beavers are also at that sly age when they are beginning to break away from adults. Telling jokes is a clever way to make the child superior to grownups because only the child knows the joke's answer. If you do know the answer, the Beaver will have several thousand backup jokes to still stump you.

Q: “What do you call a boomerang that doesn't come back?”

A: “A stick.”

Telling jokes can relieve tension about certain subjects or experiences. Halloween humour can take the fright out of a scary subject. It can help children who see the world in very concrete terms separate reality from fantasy. Being able to laugh in the face of unfounded fear helps bolster child self-esteem and demonstrate maturity.

Q: Where do witches go to buy a new broom?

A: A boo-tique. (Remind me not to shop there.)

Best of all, jokes are just plain fun. You might consider including a “joke of the week” at the end of each meeting or during lodge gatherings. Try having a joke night. It will end your busy and hectic day with a smile.

Avoid sarcastic, flippant or put-down jokes. These help no one. Young children are concrete thinkers, and take seriously anything most adults tell them. For example, a new Beaver came to his first meeting very nervous. He went up to the leader, introduced himself, and said that he was feeling nervous. The leader responded, “If you're nervous now, just wait for the meeting to start! Ha, ha, ha.”

The other leaders all laughed, but the poor Beaver broke down into tears. The child's parents, who had convinced the Beaver that meetings would be fun, were neither impressed nor amused. They had to help recompose their child.

Telling jokes can add to your meeting and build good team spirit. Ask your Beavers to share their favourites. Have one of your own ready too. Why don't you send the best ones you encounter to **the Leader**? If it's good we might share it. Include the joke-teller's name. ^

Q: “What do you call a wind in a rush?”

A: “A hurry-cane.”

“Get it?
A boo-
tique!”



Photo: Paul Knoch

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Revising Wolf Cub Traditions: *Part 2*

by Ben Kruser

This month we discuss two more revisions to the Cub traditions. Field comments reflected that some traditions excluded children from being part of the pack when they first join. When children join Cubs, they want to feel accepted and part of the group. Making children feel like outsiders by "making them earn their place" does not befit a youth organization, nor does it meet Cub program goals. To make our traditions more child-friendly and give a greater sense of belonging to youth, we have made the following program changes.

Grand Howl

The Grand Howl's purpose is to unite the pack and build team spirit. If we seek to make children feel welcome and accepted, then we should not exclude non-invested children from the Grand Howl. Other sections do not exclude non-invested children from opening and closing ceremonies. As well, Tenderpad requirements call for them to "Perform the Grand Howl with other Cubs". Therefore, non-invested Cubs may now perform the Grand Howl. We have made the following adjustments to the program:

- *Swimming-up Ceremony*

Near the conclusion of the swimming-up ceremony, Akela should call sixers to come and take the Tenderpads to join their six in the circle. The pack should welcome them with a Grand Howl. (You might ask Kees to lead it.) Tenderpads may participate in the Grand Howl.

As mentioned in the *Wolf Cub Leader's Handbook*, a Cub leader should work with White Tail Beavers before swimming up to prepare them for the ceremony and Cubs. If possible, White Tails may work on the Tenderpad requirements and be invested at the same time as swimming up.

- *Meetings*

All children who attend or visit the pack may participate in the Grand Howl. Non-invested Cubs, visiting White Tail Beavers, and friends of Cubs may do the Grand Howl, with prior instruction. A visiting colony or troop may perform their own opening and closing ceremonies.

The Grand Howl.

A howling success!



Photo: Paul Ritchie

Welcoming Ceremony for New Tenderpads

Your pack may have children register who do not have any previous Scouting experience. At the close of the first meeting, call these children into the circle. Welcome them to the pack with words that make them feel part of the group. Present the children with a group neckerchief. (Parent, leader or sponsor representatives may do this.) In long-established groups, explain the tradition behind the group colours and the number of years the pack has operated. Present children with the group, district or region crests, and show them where to sew the crests on the Cub shirt, perhaps by pinning them onto their shirts.

Explain the meaning of the word "Tenderpad." Tell them that others will refer to them by this name until their investiture as Wolf Cubs. Ask Tenderpads to make the Cub salute. Explain that the Cub salute represents wolf ears. Return their salute.

Ask sixers to take the Tenderpads to join their six in the circle. The pack welcomes the Tenderpads with everyone participating in the Grand Howl.

The Role of Tradition

Traditions serve useful purposes by instilling a sense of culture in members. As time passes, traditions can become outdated, even regarded by some people as almost a religious ritual. We need to remind ourselves that Scouting is for youth. If a particular tradition starts to hurt children rather than instill pride in belonging, then we should change it. Scouting must grow with youth and the times rather than stagnate. Traditions should remain a flexible means for meeting our goals.

These revisions will appear in the revised *Wolf Cub Leader's Handbook* in more detail. ^

Canada's Largest Daycare Franchise? No Way!

by Bryon Milliere

Scouting is not Canada's largest daycare franchise.

Leaders who feel they lack parent support may say that Scouting is like a babysitting service, but significant differences exist.

Babysitting involves merely watching children to ensure their safety while they entertain themselves. It doesn't try to help the child grow. To call Scouting mere babysitting implies a lack of programming. Daycare at least has a program.

Daycare is highly regulated. The government sets strict guidelines concerning facilities and the amount of time given to outdoor activities. Operators must be registered and approved. Staff require specialized training.

Better daycare centres have a program each day that keeps children occupied and interested. Unlike Scouting, daycare does not welcome parents in the fun.

Scouting Differences

In Scouting, organizations set up independent groups (partners) which invest in the community. Though some have become silent partners, others stay actively involved in their group.

Trainers, Service Scouters, committees, and your council executive are volunteers like yourself. They support leaders who deliver the program.

Scouting's executive staff fulfil additional roles to support your efforts.

Scouting leaders too are different. They commit to taking training so they can provide not only a fun and challenging program, but also one that will develop youth physically, mentally, socially and spiritually. How many of your leaders have taken this basic training?

Program with a Purpose

Beyond the safe play environment, Scouting's programs have a purpose. Our programs emphasize a strong outdoor focus. They offer opportunities for achievement, recognition, community service, small group work and leadership development. Youth help plan and deliver the program; their role increases as they progress through sections.

Societal changes affect the amount of time parents can devote to their children. That does not mean that parents don't care for, or have lost interest in, their children. Tight schedules mean that some parents are unable to help with Scouting programs. Groups with active parental support make parents feel welcome at meetings, activities and camps. The group can draw on their hobbies, special interests and jobs as valuable resources.

Daycare centres understand the importance of learning about a child's background and of developing parental rapport. They maintain that rapport by


sending notes home and occasional parent meetings. Registration night is Scouting's best opportunity to describe the program, to provide clear expectations about parent involvement, and to discuss how these plans will be financed. Perhaps we should call this evening "Orientation Night".

Orientation night also provides opportunities to 'sell' candidates on various roles, such as group committee or leadership. Explain the rewards of joining with other adults as they have a great time with young people. Be honest about the challenge associated with the commitment. Describe the support available from other leaders, training and the service team. Ask your council for help.

Daycare and Scouting *do* share some similarities, but the differences remain very significant. In your groups these similarities might include: well trained leaders, an active partner, a strong management team (group committee), a planned program delivered by motivated volunteers, regular use of the outdoors and informed parents.

The differences: Scouting welcomes parental involvement, our program has a specific purpose, and we benefit from a supportive council.

Next time you hear people refer to Scouting as a daycare or babysitting service, take a look at their program, then show them the differences.



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Show You Care

by Ian Mitchell

Underage drinking has long plagued society.

Today three out of four teenagers admit that they drink alcohol. Experimentation with alcohol seems to be a "right of passage" into teen-hood. But disturbing information is surfacing.

Recent studies indicate that youth are beginning to drink earlier than ever before. To complicate matters, research shows that kids are also drinking dangerous quantities. An American study indicates that alcohol is the number one drug of choice among teenagers.

One recent survey shed the following disturbing light on teenage drinking habits and attitudes.

- 51% of junior and senior high school students have had at least one drink within the past year.
- On average, teenagers take their first drink at age 14.
- Youth lack essential knowledge about alcohol and its effects.
- Most teenagers get their information about alcohol from unreliable sources.

The years leading up to age 16 offer the best opportunity for educating youth on the effects of alcohol.

How Scouting Helps

Within the badge program youth discuss the many effects tobacco, alcohol and other drugs have on our minds and bodies. (*Bronze Stage Citizen*) They also learn the effects of drug and alcohol abuse. (*Silver Stage Personal Fitness*)

But what about other significant social issues that youth must deal with today — gangs, peer pressure, AIDS? A quick look reveals a possible void. Though Scouting lacks badges that address these problems, let's not pretend the issues don't exist. They are real; they play a significant role influencing everything our youth do.

Can we do more? Certainly. One way involves nothing more than simply offering youth a chance to talk about their concerns and hear from others. Small groups, such as the Court of Honour or patrols, usually work best. Depending on the maturity of the group, larger gatherings like campfires may also be appropriate.

Stories and skits are always useful teaching tools. Why don't you suggest each patrol develop a skit to show how to avoid negative pressures which affect teenagers. Perhaps some youth have first hand experiences they would share with the group.

Field trips are always popular. They can shed light on the effects of alcohol and other drug abuse. Try visiting a Youth Detention Centre or Blood Bank. Your Scouts and Venturers might find these helpful.

Whatever means you choose to explore this problem, let youth express their concerns and fears. Show your Scouts and Venturers you truly care for them. Documented evidence clearly shows they *want* to hear that adults care for them. Not only will this keep them in Scouting, but it will give them a place to go and talk when others won't listen. If we fail to relate to real-life situations vexing them now, we may miss opportunities to educate them in the future.

The Scout/Venturer Review (presently underway) is paying particular attention to subjects dealing with social issues. It is exploring ways to strengthen Scout and Venturer programs and build in more opportunities for constructive dialogue. Should the Scout program have a specific badge concerning social issues? Should this subject play a greater role in the *Citizen Badge*? What about the *Chief Scout Award*? These are but a few of the questions we are asking.

If you have any insightful views on the subject, please let us know. We welcome your comments always.

Note: Scouters in the field responded well to the Scout/Venturer Review's initial survey. Thank you to all who participated. Watch May's *Patrol Corner* for an overview of the survey results. ^

Coleman TIP OF THE MONTH

Looking After Fuel-Burning Stoves



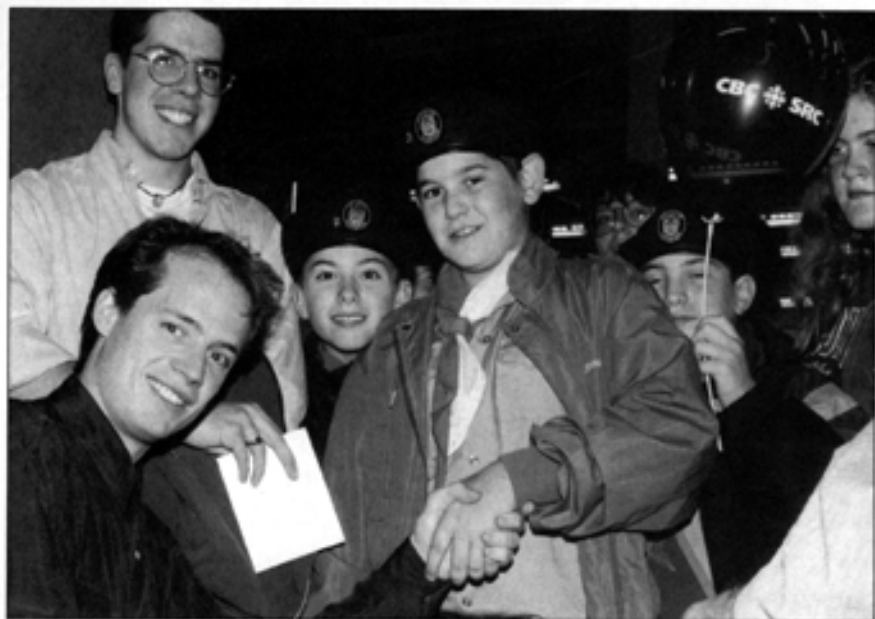
Caution:

- Do not operate indoors or in an area with low overhanging combustible materials.
- Do not leave the stove unattended while operating.
- Always fill and light out of doors, away from open flame, heat and combustibles and remove tank from stove casing when filling.
- Never remove fuel tank while stove is operating.
- Never remove or loosen filler cap while stove is operating, near open flame or other heat sources.
- Do not use as a space heater.
- Use only Coleman fuel or clean naphtha. Never use automotive fuels (leaded or unleaded).
- Store fuel away from open flame and heat.
- Always ensure wind baffles are securely in position before lighting and operating stove.
- Allow stove to cool before placing tank in stove for storage or transportation.

Have a safe camping experience!

SHAKING WITH THE BEST

When the newly-formed 10th Thornhill Scouts, ON, decided to visit CBC's new headquarters as their first outing they didn't expect to meet a world-famous Canadian. They were wrong. In the photo Scout Jason Berktin exchanges a handshake with skating superstar, Kurt Browning. Kurt told the Scouts he was once an Akela of his local pack. Photo: Fred Berktin.



COOL CAMPING CUBS Cubs from the 4th Spruce Grove Pack, AB, dig into a hearty meal during an active fall camp at Skeleton Lake. Activities included fishing, outdoor crafts, hiking and games. "Chow time is always popular during fall camps," said Scouter Steve Parkinson. "But these happy faces changed expression when it came time for dish washing!" Photo J. Ryan.

NATIONAL COUNCIL VISITOR FROM CHILE

Mr. Gerardo Gonzalez (pictured left), Regional Director of the Interamerican Region Office of the World Scout Bureau in Chile, will be attending our May National Council meetings. While in Canada he will also meet key volunteers and staff. Scouts Canada's Chief Executive, John Pettifer (pictured right), met him in South America last year.





Seventy Blackfoot District Beavers from Saskatchewan enjoyed an exciting party last summer. The theme: a birthday bash. Beavers cheered through three-legged races, and blew out candles with water pistols. Wobbly stilt walks and pin-the-tail-on-the-beaver challenged their abilities. "A great time," said Scouter Jim Robson.



GOOD TO THE LAST BITE Cubs from the 1st Oak Bay Pack from St. Stephen, NB, celebrated a deliciously-successful Apple Day. "They were the shiniest apples I've ever seen!" said Scouter Jessie MacLeod.



BEAVER SPACE CADETS The next generation of rocket scientists from the 1st Croydon Colony, PQ, trained at a winter camp last year. Here, Jason Hughes slides a rocket gently onto its launch rail. Wearing snowshoes, local Scouts helped retrieve the rockets after each firing. Photo: Sharon Hughes. ^

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Flat Edges First: The Company Structure

by Ian Mitchell

When assembling a puzzle you usually start by building the border — using all the flat edged pieces to give you a structure within which to work. The Venturer program too works within clearly defined boundaries. The Venturer Questionnaire, the company by-laws and officer elections represent these flat edged pieces.

Venturer Interest Questionnaire (Venturer Advisor's Handbook, chapter 7)

A wide variety of interests capture the imaginations of Venturer-age youth. These interests may change from year to year, from season to season, even from day to day. Abounding in vibrant energy, Venturers want to explore as many new experiences as possible. Any successful program must hold their attention by offering variety.

The Venturer program is built on the premise that youth must be involved in developing and carrying out activities. They must help decide not only what will take place, but also where, when and how (adult-like situation).

The Venturer Interest Questionnaire is one method to identify needs and keep the program well focused. The Questionnaire will ensure two things. First, it will guarantee that the company emphasizes activity areas which most interest its members, e.g. Vocational Venturing. Second, it will ensure that the program involves at least some ideas in each of the six activity areas. Program planning needs only consist of choosing and carrying out activities the Venturers highlight.

Asking the youth for their input should never be a once-only occasion. Advisors should poll Venturers at least once a year, and perhaps after each large activity, to ensure that the program is fully meeting their needs and interests. A new Venturer company will require more frequent in-depth ques-

tioning, while an established company's discussion might simply involve an informal chat.

Remember: Keep the program varied. Include activities from all six areas. Ask service team members to help administer the Questionnaire. Their advice and experience will help guide the process.

Successful programs offer variety

Election of Officers (Venturer Advisor's Handbook, chapter 3)

Venturer-age youth seek adult life experiences. Being able to elect their leaders and helping to select their advisor, fulfils many needs. This process not only teaches Venturers important lessons about responsibility, but also that popularity does not necessarily lead to good leadership.

President, secretary and treasurer are the usual elected positions, but each Company is different. Venturers will elect members to positions that local needs dictate.

Before trying to fill any positions, everyone should share a clear understanding of expectations — including time commitment. These expectations may be the first step when building the company by-laws.

Company By-laws (Venturer Advisor's Handbook, chapter 3)

Every company will want a set of rules to govern day-to-day operations, but don't force them on the Venturers. Sometimes youth must experience a number of different situations before they will grasp the value of having company by-laws. Some companies will function for months without them. Soon difficult situations will appear where by-laws would have given positive direction for decision-making.

Each company's by-laws will look and sound different from those of other companies depending on the group's focus (i.e. Vocational Venturing vs. traditional Venturing).

The by-laws themselves are *less important* than the *process* members take to draw them up. The process will teach youth about organization principles. The task will teach youth the difficulty involved with setting behaviour standards.

Keep by-laws simple. A group of young people seeking direction will be using them, not Supreme Court lawyers. The by-laws will set standards, guide performance, direct authority and control the overall working of the group.

The advisor has an important role to play during this process, ensuring that by-laws do not contradict National By-laws (B.P. & P.). Advisors should also make sure that by-laws don't exclude others with similar interests.

Blue and Gold Award (Venturers Advisor's Handbook, page 9-12)

The Blue and Gold Award is designed to help all companies work through setting up tasks. It should help focus Venturers during their first year, yet should not become the entire program. The commissioner or service team member usually judges whether or not a company has met the Blue and Gold Award requirements (see page 9-12, *Venturer Advisor's Handbook*).

Our puzzle is beginning to take shape. We have assembled the framework and are preparing to fill in the inner pieces. Watch for future *Venturer Logs* sporting the puzzle piece icon. ^

Program Checklist

- | | | |
|---|--------------------------|--------------------------|
| 1. Have members of the company completed an Interest Questionnaire? | <input type="checkbox"/> | <input type="checkbox"/> |
| | Yes | No |
| 2. Has the company earned their Blue and Gold Award? | <input type="checkbox"/> | <input type="checkbox"/> |
| | Yes | No |

Beat The Heat: Part 2

by Ben Kruser

This is the second in our four-part heat series. Together they will help your Scouting youth prepare for summer's heat waves.

Why do certain cooling strategies work? First you have to know what happens as you begin overheating.

The Mechanics of Overheating

The human body's internal temperature needs to remain between 36.5°C-38°C. When the body's core temperature rises above 38°C, the risk of heat exhaustion or heat stroke increases. Temperatures above 42°C can damage the body's internal organs.

Outside temperatures can cause core body temperatures to rise, but the body itself also produces heat. Every day you burn up to 5,000 kilocalories of energy. Strenuous activity such as carrying a heavy pack causes your muscles to burn more energy and produce more heat. A typical 8km run burns about 500 calories. Seventy percent of the heat must exit the body to keep muscle tissue from literally cooking in its own juices.

How does heat affect the brain? Even a body temperature rise of several degrees can quickly lead to convulsions, hallucinations, permanent brain damage and death. The brain itself generates a lot of heat. If not cooled, this can accumulate to dangerous levels.

Your body cools itself through two different methods: blood vessel radiation and sweating. When exercised strenuously, your body sends more blood to the skin surface where sweating helps cool it. The blood then cools down your body core.

Sweat (mostly water) cools the body primarily as it evaporates. Normally people sweat up to two litres a day. Heat and physical exertion can increase this to as much as 12 litres!

Sweating alone does not cool the body. Evaporation of sweat carries heat away along with the moisture — roughly 600 calories of heat for every litre of sweat that evaporates. High humidity also slows sweating. That's why a hot, humid climate feels more uncomfortable than a hotter but drier climate.

Air movement (e.g. from a fan) increases sweat evaporation even though it doesn't lower the air temperature. A fit person sweats easier because he has larger sweat glands.

Warning Signs

If you lose too much water through sweat, dehydration can cause serious problems. Your blood becomes thicker; normal mechanisms for heat dissipation break down. Your heart starts pumping quicker but not as effectively. Less and less blood is sent to your skin to aid cooling because your vital organs need it. At this point, you might become dizzy, weak or nauseated. Your face might be pale and clammy. You may also suffer heat cramps — spasmodic muscle contractions in the legs and abdomen. All the signs warn that your body has lost too much water through sweating. You are extremely dehydrated and suffering from heat exhaustion.

If you experience these symptoms, stop all activities immediately. Move to a shady place. Drink fluids slowly. Lie down and rest with your feet elevated above your head. Continue to drink until you feel better and cool down.

If you ignore the warning messages your body is sending, you risk getting heat stroke. Here are the symptoms:


To conserve the water it has left, your body will gradually stop sweating. Your core temperature will begin to rise rapidly, reaching temperatures of 41°C and beyond. Your skin will grow hot, dry and flushed. Confusion, poor coordination, hallucinations and convulsions will start. Unconsciousness, even death, may follow.

If you are suffering from heat stroke, immediately move to a shady area and start cooling yourself by bathing or pouring water on your body. If the victim is someone else, move the person to a shaded area. Check for breathing, then start cooling by gently pouring water on him. Massaging arms or legs vigorously will help cooler blood circulate to his body core. Continue to cool the victim until his temperature becomes normal. If the victim is conscious, help him drink fluids (preferably juices to replace lost electrolytes). *Never give fluids to an unconscious person.* Treat for shock and give plenty of rest.

Next month's article will discuss more "beat the heat" ideas. ^


Resources

- *Basic Wilderness First Aid, The Canadian Red Cross Society.*
- *Heat Relief, Backpacker magazine, August 1993.*



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SCOUTING'S MISSION STATEMENT



SCOUTS CANADA

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

THE CUB

by Bob Boreham

Previous *Supply News* columns have featured our line of custom Scout Country sleeping bags. With spring and summer camping seasons approaching, look for our special sleeping bag; it's able to withstand the rigours of Wolf Cub camping trips. *The Cub* model sleeping bag uses lightweight and efficient Dupont Dacron Hollofil 808 insulation. This provides excellent loft and delivers a high warmth factor — perfect for family outings or camps.

Loaded with features, this rectangular bag has a top quality, black Schuss nylon outer shell, a warm poly/cotton inner lining, and a flannel foot warmer. Features making this sleeping bag an excellent value include: an attractive 'howling wolf' graphic, durable zipper, a patch pocket for valuables, a large nylon stuff sack with folding handles, reflective strip and name tag. (Catalogue #52-502: \$59.95)

Don't buy a bag based only on its temperature rating. Use this only as a guide. Talk to your Scout Shop staff.

Consider all the bag's features and the type of camping you plan to do. Metabolism, exhaustion, humidity, environmental conditions, food intake, clothes and shelter are just some of the factors affecting the warmth of your bag.

SUN PROTECTION

With hot, sunny summer months rapidly approaching, remember to ensure all members of your group wear proper headgear when enjoying the outdoors. The thinning ozone layer poses a real threat to our youth. The Scout Country Bush Hat, made of top quality, 100 percent, pre-shrunk, heavy duty cotton, provides great solar protection. These wide-brim bush hats are weather-resistant, rugged and attractive.

As an economical alternative to the Scout Country Bush Hat, we have also introduced the lower cost Bosun's Hat. Providing good protection from the sun, it has hidden zippered compartments and screened air vents.

Both models are available at Scout Shops coast-to-coast. Whether you purchase one of our Scout Country Bush

Hats or not, please remember it makes good sense to wear proper, protective headwear, in the great outdoors.

FLAGS AND MORE

For generations, Scouting members in Canada have proudly flown, paraded or displayed a variety of flags. In addition to the Canadian flag, Scout Shops and dealers carry a full range of official Scouting parade and hoisting flags, including a 125cm x 90cm official Beaver section flag. Fly or display any of these great flags.

Colourful section flags for Cubs, Scouts, Venturers, Sea Scouts and Rovers may be lettered with your Group's name. When you purchase a flag and lettering, Supply Services will arrange to have the lettering sewn on by our supplier. Be sure to check Bylaw, Policies and Procedures for correct letter colouring. Flag lettering must not be sewn on the official Scouts Canada logo, or the Canadian or World Bureau flags. Your local Scout Shop outlet also offers flag poles, display stands, carrying cases, maple leaf tops and gold cords. ^

ANSWERING THE CALL OF THE WILD!

The Coyote. The Lynx. The Caribou. The Whale. These four impressive mammals are featured as part of the wildlife crest series available through Scout Shops soon. The new brightly embroidered crests will provide additional options for unit identification, or can be added to your collection!

Contact your Scout Shop today!



For Service To Scouting

compiled by Cheryl Dinelle

In this issue, we are pleased to announce the names of people in Scouting who have been recognized for gallantry and service between August 26, 1994 and January 31, 1995. We will announce awards made after January 31, 1995 in a fall issue of the **Leader**.

AWARD FOR FORTITUDE

(for perseverance despite physical or mental impediments)

James Anderson, Duncan, BC
Don Bowen, Richmond, BC
Donald C. Boyd, Scarborough, ON
Jeffrey Michael Collee, Welland, ON
Colin Cooper, Fort McMurray, AB
Marlene Cooper, Fort McMurray, AB
Charles Mah, Wetaskiwin, AB
Brian D. McIvor, Calgary, AB
Charles Mellett, Calgary, AB
Donald M. Nelson, Calgary, AB

CERTIFICATE FOR GALLANTRY

(for gallantry with slight risk and worthy of recorded commendation)

Alan Dawkins, Penticton, BC

CERTIFICATE FOR MERITORIOUS CONDUCT

(for meritorious conduct worthy of recorded commendation)

Terry Dyche, Kanata, ON
Ryan Kellock, Pierrefonds, PQ

Gary C. Verdiel, Surrey, BC
Nancy Westran, Gloucester, ON
Dale M. Whillans, Calgary, AB
Steve R. Whillans, Calgary, AB

BAR TO SILVER ACORN

(for further especially distinguished service to Scouting)

Leo J. Bruseker, St. Albert, AB
Murray Grant Carpenter, Regina, SK

SILVER ACORN

(for especially distinguished service to Scouting)

Rose Marie Bateman, Killarney, MB
John Hill, St. John's, NF
Robert J. Jenkins, Topsail, NF
Leroy Lyster, Melbourne, PQ
Dale McLeod, Prince Albert, SK
Graham Milton, Regina, SK
Michael Lajoie, Chateauguay, PQ
William T. Sargent, Etobicoke, ON
Colin J. Wallace, Agincourt, ON

BAR TO MEDAL OF MERIT

(for further especially good service to Scouting)

James A. Reid, Regina, SK

MEDAL OF MERIT

(for especially good service to Scouting)

John Craig Avis, Buckhorn, ON
Cynthia Barnard, Ilderton, ON
Noreen Beer, Surrey, BC
Trudy Bridges, Winnipeg, MB
William Bridges, Winnipeg, MB

Vincent Christian, Grand Falls-Windsor, NF

A. Wayne Clifton, Regina, SK
Bryan Cowell, Mississauga, ON
Rod Cruickshank, Port Coquitlam, BC
Robert Leighton Davies, Orleans, ON
Ronald G. Dedman, Regina, SK
Donald Eby, St. Agatha, ON
Mary Elliott, Guelph, ON
Terry J.W. Graves,

Lower Sackville, NS
Maureen Mary Gray, Sackville, NS
Terry Greenham, Ottawa, ON
Rick Hand, Calgary, AB

Blair Carl Hannam, Bridgetown, NS
Olaf Hettrick, Creighton, SK
Robert Kerr, Coquitlam, BC
Jeff Koplovich, Winnipeg, MB
Jamie Krilyk, Winnipeg, MB
Evelyn Mary Kuchma, Sault Ste.

Marie, ON
Esther Little, Calgary, AB
Patricia E. Martin, Victoria, BC
Donald William Menhennet,

Guelph, ON
Annie Jane Millard, Kingston, ON
Isbel Nebel, Coquitlam, BC
Sheila Rae Olmstead, Vibank, SK
Kathleen Peach, Lower Sackville, NS
Ray Polege, Coronation, AB
Michael Reid, Pierrefonds, PQ
Ronald J. Rennie, Calgary, AB
Jack John Stewardson,

Swift Current, SK
John Tomblin, Guelph, ON
Mary Lou Walker, Janetville, ON
Robert F. Williams, Surrey, BC
John C. Young, Waterloo, ON

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SCOUTER'S 5

Easter

- The Saviour died, but rose again
Triumphant from the grave;
And pleads our cause at God's right hand
Omnipotent to save.
— 1781 *Scottish Paraphrase*

Festival of Friends

- Like an invitation of good times past,
These days of darkness surely will not last.
Jesus was here and he's coming again,
To lead us to his festival of friends.
 Black snake highway — sheet metal ballet,
It's just so much snow on a summer day,
Whatever happens, it's not the end,
We'll meet again at the festival of friends.
— *Bruce Cockburn, In The Falling Dark.*

Asleep in the Light

- Open up, open up!
And give yourself away.
You see the need, you hear the cry
So how can you delay?
 God's calling and you're the one
But like Jonah you run.
He's told you to speak
But you keep holding it in!
 — *Keith Green, Asleep in the Light.*

How Are People Like Stained Glass?

- People are like stained glass windows. They glow and sparkle when it is sunny and bright; but when the sun goes down their true beauty is revealed only if there is a light from within.
— *Quoted from Presbyterian Record.*

Scouter's 5 Minutes, p.739

April '95

GAMES

- B**eavers and Cubs especially will enjoy these games. Let your Scouts adapt the rules for their age and interests.

Talented Toes

- Prepare paper balls made from tightly crumpled construction paper. Make about four balls from each 8 1/2" x 11" sheet. Each Beaver should have about eight paper balls; separate colours should represent different lodges.

- Ask each Beaver to remove one shoe and sock. When socks are off, put a disposable painters mask over your nose. It will cause an uproar of laughter!

Toss all the balls into the middle of the floor. When you blow your whistle, each Beaver has to go and collect the balls of her lodge colour (one at a time) picking them up with her toes. If Beavers use fingers or feet to sweep the balls, they must start over.

— *Fred Bertkin, 10th Thornhill Colony, ON.*

Weather Safety Relay

- This game will make youth more aware of proper clothing for seasonal weather.

Gather various clothes and outdoor wear: hats, bike helmets, life jackets, hockey helmets, seat belts, mitts, toques, rubber boots, sun hats, empty sun screen container.

Divide your group into teams. In front of each team place a pile of clothing.

- When a leader calls out the weather, the first child at the head of each team line races up, puts on the appropriate clothing and runs back to the end of the line.

continued...

Games, p.311

April '95

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Scouting's War Effort

I am preparing a manuscript describing how Canadian Cubs and Scouts helped during World War II. If enough memories are collected, we will compile a book to mark the 50th anniversary of WW II. Scouters with any stories to share should send them to: Canadian Cub-Scout War Effort, P.O. Box 30008, Rideau Town Centre, Kingston, ON, K7K 7B5.
— *Kelly-Marie Frances Hobbs, Kingston, ON.*

Scouting In The Far North

Southern Canadians might expect Scouting in the far north to differ significantly from their experiences. When asked about this, my first reaction is, "Scouting is Scouting." Cubs do the Grand Howl with equal vigour; Beavers laugh with Malak and Tic Tac; Scouts take great pride in their camps. But, perhaps bigger differences *do* exist.

In the north it gets so cold that diesel fuel sometimes freezes solid. We

don't have to explain how to layer clothes; everyone has done it for years.

If you don't like winter camping up here, you miss many adventure opportunities. We modify our games to account for the bitter cold. For example, sometimes we use canoes as toboggans.



In summer we don't need lanterns. The midnight sun lights the sky up from April to mid September. This causes problems when we attend southern jamborees. As we grope around our campsite in the dark, others ask, "Where are your lanterns?" Alas, they are up north, under the midnight sun!

On a more serious note, leaders are hard to find. In smaller communities where leaders work alone, it is difficult to feel Scouting's international brotherhood. Also training is harder. The problem: too few trainers and too few candi-

dates. Woodbadge courses with more than eight people are exceptional. However, they are intimate and personal.

Other than these slight differences, Scouting is Scouting.

— *Michael Schaffer, Whitehorse, Yukon.*

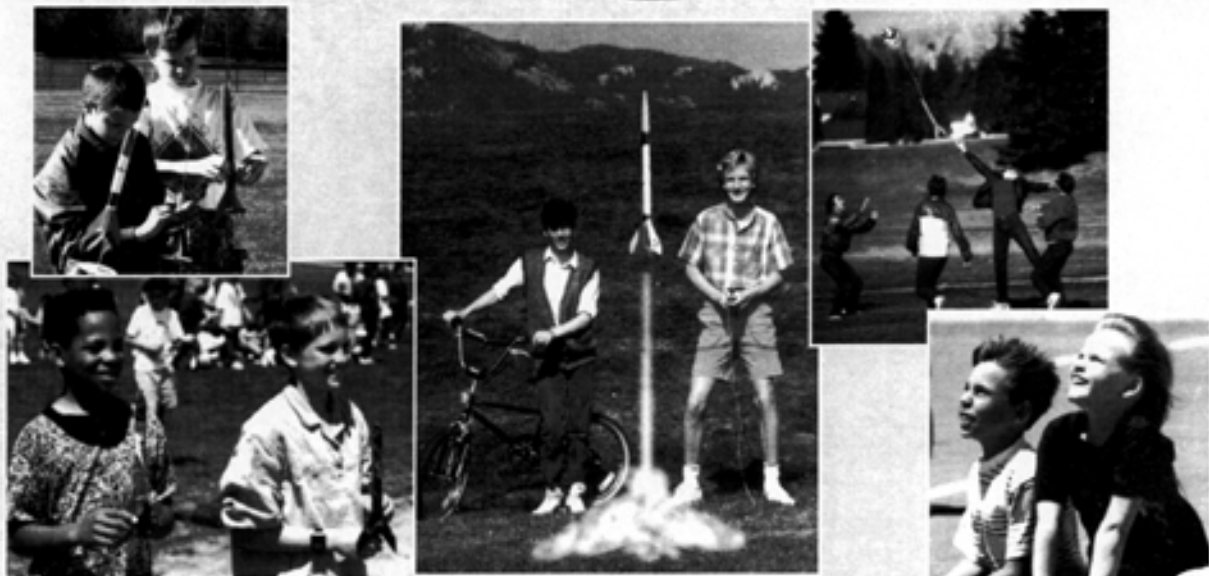
Inappropriate Greek Myths?

I was quite upset after reading the letter from Vernon "Skink" Dutton in the February issue. He suggested that leaders should not share mythological stories of infidelity and moral failings with Cubs and Scouts as part of a Scouting program. Specifically, Mr. Dutton felt leaders should avoid the legend about the Greek god Zeus and Callisto (a female lover).

I believe his view attacks ethnic culture. Greek legends are one of the oldest forms of story-telling. Generations of people have passed them down to their descendants. Scouter Dutton is asking us to censor a part of our history and culture. ^

— *Peter Koskolas, Halifax, NS.*

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World Jamboree 1995

Join-In-Jamboree

by John Rieheld



18th World Jamboree Holland 1995

This month's Join-In-Jamboree poster (third in our series) focuses on a Wetlands/World Wildlife Fund theme. Use it to stimulate discussions and activity among those not attending the 18th World Jamboree in Holland this summer.

Wetlands are important ecosystems, both for people and animals. Besides the fantastic array of plant and animal habitat, wetlands serve the surrounding countryside. They act as a natural sponge to help drain grazing areas for domestic livestock. Most of us are familiar with wetlands — we often call them swamps or bogs. Rarely do we pay much attention to the importance they play in our environment.


Take your Beavers or Cubs to a wetland. Explore the many forms of plant and animal life found there.

Wetlands are most important to Holland, a country reclaimed from the sea. With a high population density and very intensive farming, wetlands serve as the only location available for wildlife habitat.

Around the globe the World Wildlife Fund has designated major wetlands as sanctuaries to protect from urban sprawl, logging or mining. Your local library will tell you more about Canadian wetlands.

Look at the poster and identify the many different bird species. Are any of these birds native to your part of the country?

Wetlands teem with fish and insects; both provide nourishment to various birds which live in the wetland. How many, and what types of, insects can you spot in the poster?

Ask your members to locate B.-P.'s footprint, the World Wildlife Fund symbol (the panda) and the World Jamboree flag. 

World Jamboree Info-line

Starting now and continuing until the end of the World Jamboree a special World Jamboree Info-line will operate for your convenience. Until July 27 you can obtain general information about the World Jamboree or Scouts Canada from this line. The message remains the same throughout the period. Beginning July 28 and until August 15 a new message will update callers on activities enjoyed by the Canadian contingent while in Holland. Call 1-900-451-3755.

To access this English-only number, you must have touch-tone service and be at least 18 years old (or have an adult's consent). A 75¢/minute charge will appear on your phone bill. The number is not available to users in the Yukon or Northwest Territories.

Special thanks to Stentor, Bell Canada, the 2PM Group and your local phone company for their assistance setting up this special service.

Pen Friends

Contact the following British groups c/o Roy and Joan Walker, "Waybrook", Ewing Close, Reepham, Norfolk, NR10 4JQ, phone: 0603-870352. Scouters Roy and Joan Walker will find British pen pals for all groups seeking an overseas friend.

6th Mottingham Cubs and Scouts (London) would like to write to Scouting members in British Columbia or the Yukon. Contact Scouter W. Harrison.

1st Galashiels Scout Troop (Scotland) would like Canadian pen pals interested in canoeing and kayaking. Write to them through their leader Peter Nield.

6th Osterley Cubs would like to develop pack ideas and programs through Canadian pen pals. Contact Scouter C. Yorke.

2nd Sheppey Beavers, Cubs and Scouts in Kent are interested in swimming, Scouting, nature and music. Write to Scouter Tracy Brown.

Cubs with the 15th Tunbridge Wells Pack, Kent, wish to make some Canadian pen pals. Write to Scouter F. Brown.

10th Romford (London) Beavers would like to make friends with Canadian Beavers to share program ideas. Contact J. Hubbard.

1st Wimbourne Minster Scouts in Dorset, would like to contact Scouts in Canada to share experiences, badges and ideas. Write to Scouter Goozee.

Singing, dancing and friendship-building interest Beavers of the 1st Kilmuir and Logie Easter Colony. Write to Roselyn White.

Byron Stodgen, an eight year old Cub in the 3rd Featherstone Pack, is interested in lego, soccer and rugby.

Nine year old Steven Allen of the Ranskill Nottinghamshire Cub Pack would like to write to Cubs in Alberta or British Columbia. Hiking, football, swimming, cycling and piano playing interest him.

1st Clearwell Cub Pack in Gloucester would like to make some Canadian Cub friends. Write to: A. Probert Dean.

1st Headstone Cubs from London want to exchange badges, camp and program ideas. Contact: J. Wheeler.

Beavers, Cubs and Scouts from the 7th Willesden Group in London would like to 'meet' some Canadian youth. Scouter L. Reid is the contact person.