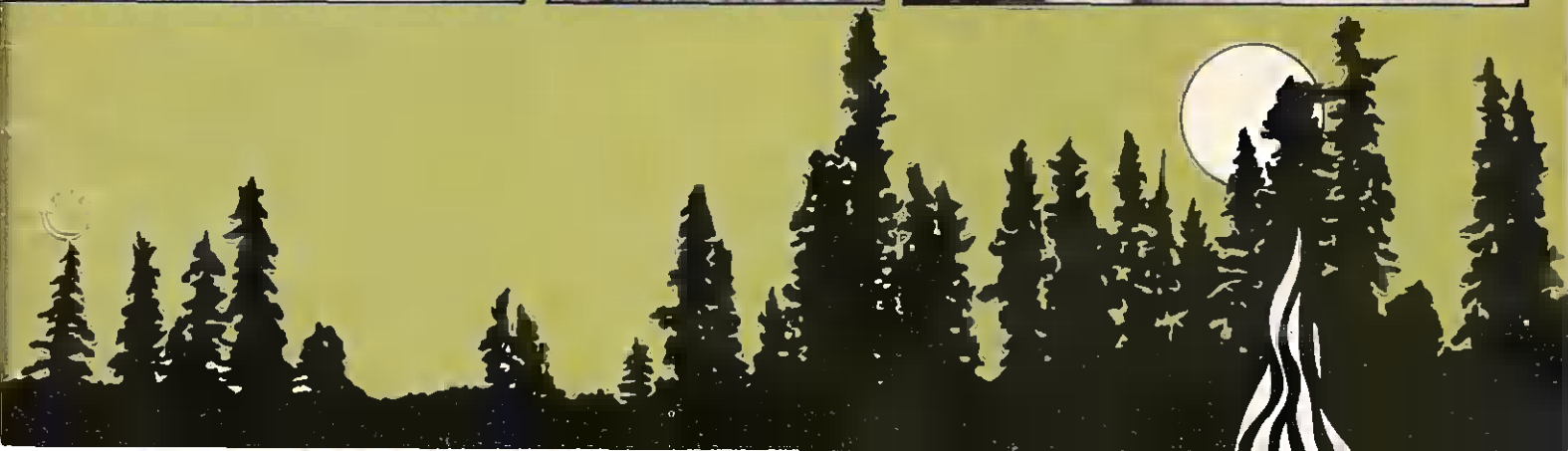
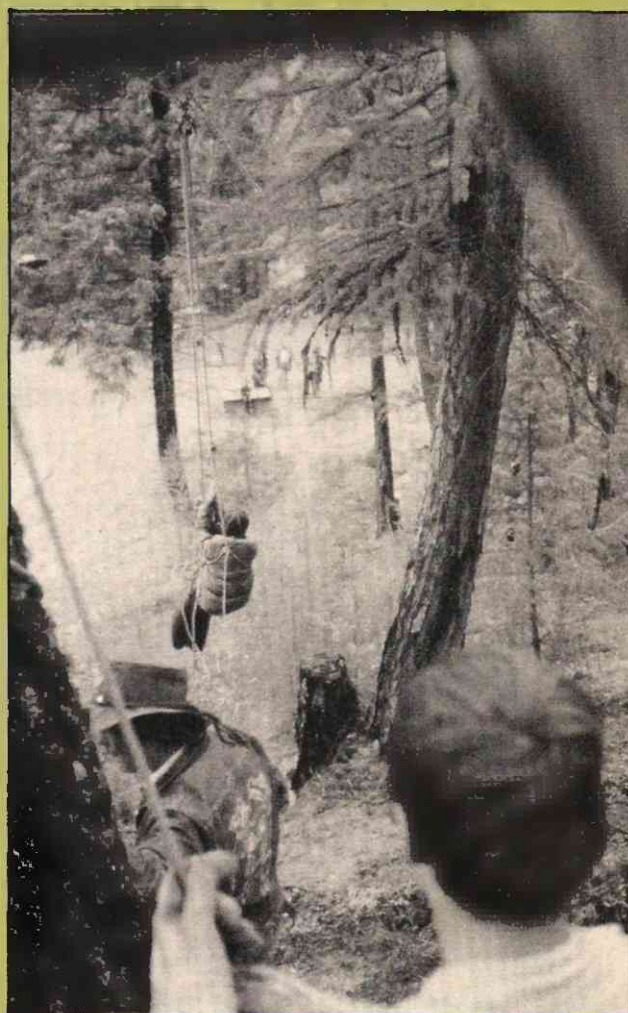
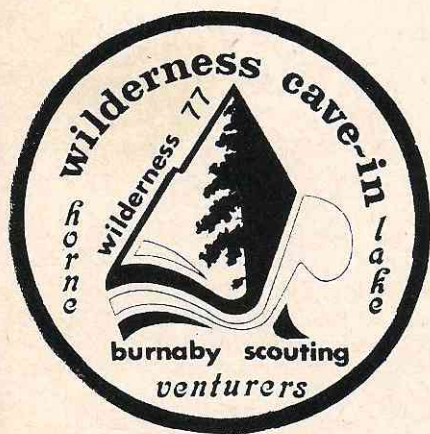


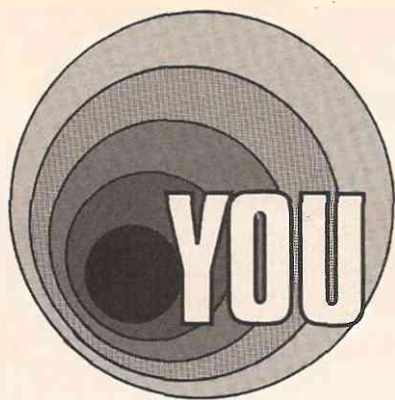
the **leader**



Knights of Old

In This Issue:
Knights Of Old, Part II
Atmosphere Counts
The Killdeer
East Kootenay Cuboree
Wilderness Cave-in
and much more.





YOU CAN BE HEARD

One of the real problems faced by a movement that exists in such a large country as Canada, with offshoots in an overseas region, is to make its various programs acceptable and useful to all areas and all people.

It is therefore necessary, on an on-going basis, to obtain feedback from you, the volunteer leaders in all parts of this country, who are responsible for putting over the various section programs to our young members. For it is your influence, through Scouting, that will help to develop their characters.

As Scouting is a national movement, it is necessary for policy making decisions to take place within the National Council, and to make sure that the decisions made by this body, which contains representatives from every geographical region, reflect the purposes for which the Movement was organized — the needs of young people and the abilities of the volunteers to carry out any program.

Needless to say, over the years it has been a real problem to ensure that the needs and opinions of the grassroots organization are reflected at the top, but we have endeavoured to do this in what was felt to be the best possible way. However, realizing that no system is

perfect, we keep trying to improve the process and a recent innovation will, we hope, make it possible for an even better job to be done in this area.

National Council has approved the setting up of a National Program Forum. The Forum will meet twice a year, prior to National Council meetings and will consider any suggestions and problems that come to the Council, from any section of the Movement, in any part of Canada.

To make the best use of the time available at National Council meetings, a special design group will review all the material sent in and decide on the way it will be handled at the Program Forum.

So there it is, your opportunity to have direct input into the decision making operation of your Movement, Boy Scouts of Canada. We suggest that if you have any ideas or concerns, you send them to your local council, who will in turn make them known to your provincial commissioner, who is a member of the Forum. At the same time the central design group will have an opportunity to review what you have to say, in order that the National Council can do its best to ensure that Scouting in Canada reflects the needs and desires of the young people we serve, and the adult volunteers who serve them. X

2



Tail Levels

By now your Beavers should be sporting their spring tails since spring is just around the corner, or perhaps even arrived in some areas. In case you may have forgotten or in case you haven't figured out what's what, here's a quick review.

Your 5 year olds or Beavers in Grade 1 should now be wearing their red tails. (Exploring) Your 7 year olds or Beavers in Grade II should still have their white tails but possibly have a lightening bolt added.

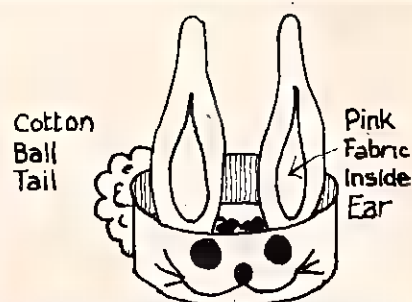
Easter Crafts

With Easter fast approaching no doubt you are thinking of some special Easter crafts for your boys. Here are a few — thanks to Anne Cummings of Winnipeg.

- Beavers will enjoy simply dying hard boiled eggs, or crayoning on a pattern first before applying vegetable or kit-type dyes, by dipping. Stickers make a decoupage effect, and felt markers can be used for special effects.
- Whole egg shells, carefully blown out, when decorated with lace, feathers, sequins, old beads or felt scraps, become beautiful Easter or Christmas decorations. Provide partial egg cartons to carry treasure home in.
- Half egg shells, placed in egg carton cups, can be filled with soil and grass (or other) seeds as a spring "germination" craft.
- Boys may want to create a face on a half egg shell and the grass, as it grows, will form his "hair". A curtain ring, glued onto each "character", will form a supporting base.
- Crushed eggshells can be dyed with vegetable colours and used with bits of paper, fabric, etc., or used alone to provide texture and colour when glued on mosaics, boxes, paper or cardboard sheets.

Tuna Tin Easter Novelty

Cover outside of tuna tin with fabric



or mactac, or paint it. Use a cupcake paper liner inside before adding jelly beans or other Easter treats. Features are paper or fabric-on-cardboard, buttons, nylon filament fishing line (whiskers), felt-tip markers.

Memory Game

Played in lodges while waiting for others to "finish up". Use an egg carton. Place one object in each egg cup, let everyone examine it for one minute. All close eyes and leader removes one object and conceals it. Boys again examine carton cups to determine which object you have removed.

Memory and observation training!! Portable games such as this could be kept on hand for tail-level activities, too. X

the leader

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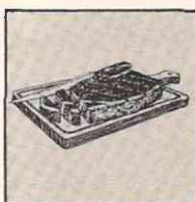
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Editorial and
Advertising



COVER

Spring is just around the corner and this month's issue contains a variety of outdoor program suggestions for every section. Read what your fellow Scouters have done and then adapt their exciting and successful ideas for use in your area of Canada. Your boys deserve the very best!

supply services news

by Bill Johnson

Summer is not far away, and we encourage leaders to check their supplies for their **outdoor programs**, (see check list in this issue) and order from your Scout Shop or Dealer early. Give them lots of time to bring in the items you need.

A task group on Camping has been working for several months to determine what kind of **lightweight backpacking equipment** the Boy Scouts of Canada should be recommending. The task group research is covering all of Canada and the results will probably bring about many changes in the kind of equipment listed in our catalogue. Our next catalogue is now being prepared so the effect will probably start to show in the 1979/80 issue.

If you have trouble obtaining a copy of *The Jungle Book*, we have been advised that there will be a four to six week delay in shipping from England. It should be back on the shelves by late March.

If you are a new leader and looking for ideas, maybe you haven't seen the book *Having Fun With Cubs* or *Having Fun With Scouts*. These books are intended to give you some instant assistance and to lead you into the more complex *Leader's Handbook*. If you haven't had a chance to read these books, drop into your nearest Scout Shop or check with your district commissioner or fellow leaders. You will find them most useful.

On April 9 of this year, Scout shop operators from across Canada will come together in Ottawa for a four day **Sales Training Workshop**. They will spend time studying our products and seeing how they are manufactured. In the future, when you ask how that pair of trousers was made or how to clean them, our sales force will be fully knowledgeable. Another step in improving our service to the leaders and parents of boys in our organization. X

THE CANADIAN LEADER magazine is published monthly except for combined issues of June/July and August/September by Canyouth Publications Ltd., P.O. Box 5112, Stn. F, Ottawa, K2C 3H4. Enquiries concerning subscriptions, advertising or editorial should be directed to this address, attention the Editor. Second class mail registration number 2405. Yearly subscription price to registered members, Boy Scouts of Canada, \$2.00; Others, \$5.00; Outside Canada, \$7.00. Recommended by Boy Scouts of Canada.

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ISSN 0036-9462



by Pat Connell

The key to good Venturing is something new, something different and — above all — something challenging.

The Venturers of Burnaby have always looked for new and exciting ideas when it is decided that the time is ripe for another regional Venturer event.

And now that time had come around again, and the dates of October 15 - 16 seemed as good as any for a fall starter-upper type of activity, to get all the companies together to kick off the new season.

Now what could we do? Over the years we have rafted down wild rivers, portaged canoes over mountains (well almost), charged around in the night looking for atomic bombs and marooned Venturers on an island with no food or shelter, as well as holding the standard hikes up mountains.

So . . . how about caves? What does this conjure up in the minds of Venturers? Bats? Dark holes in the ground? Sleeping bears? Yes, all of those things and more. Did we have any caves around? Yes, on Vancouver Island not too many miles out of Nanaimo, B.C. Could we get the Venturers over there *en masse*? Yes we could — by utilizing the B.C. Ferry System and a bus.

So once again a new and exciting type of Venturer activity is born. The notice was put out inviting the Burnaby companies on a "Wilderness Cave-In". Why Wilderness? Well for one thing this is the theme for all of Burnaby Scouting for the next two years and it basically stresses the out in Scouting; getting back to camping and adventure type activities. And since these caves are located in the wilderness, some ten miles from any habitation, we thought it would be a great way to launch the Venturer section into the Wilderness campaign.

It was not long before the companies were signing up to go and final plans were made. It was explained that these were natural caves, four of them to be exact, and that they went as far as 750 feet into the hillside. There were limestone formations but unfortunately over the years the stalagmites and stalactites had been broken off by vandals. Nevertheless the caves were still an experience.

Arrangements were made with the B.C. Ferries and the bus company, and all was in readiness, with some 60 of us signed up to attend. Then, the weekend before, the ferries went on strike and everything was up in the air. We waited until the last moment and then, the day before the big weekend, thankfully, the ferries went back to work. The waiting and indecision had cut our numbers a bit, but some 45 of us were still able to go. So, on Saturday morning at 8 a.m. we gathered at the B.C. Ferry Terminal at Horseshoe Bay in West Vancouver and headed over to Nanaimo. After the 1½ hour journey we arrived to find our bus waiting. All aboard, we headed off with the bus and our one travel-all truck, for the one and a half hour drive to the caves.

Upon arrival, camp was hastily set up near the Little Qualicum River and the Venturers donned their "grubby clothes", hard hats and boots and, armed with flashlights and ropes, headed up the old road to the caves. At this point we split into four groups, each group consisting of two companies, and started our exploration. Each company was to explore in its own way and take whatever time it wished, eventually rotating among the four caves.



As it turned out, it was an afternoon, and an evening, and another morning thereafter of spelunking.

It was particularly good fun to watch the various companies approach the mouth, or entrance, of the caves. One group, led by Regional Commissioner Hugh Martin, and armed with all manner of flashlights, headlights, raingear and ropes, headed into the main cave amid "Ohs" and "Ahs" and "Wow! Is this ever far out!", not only from the Venturers, but from the advisers as well, who seemed to be having just as good a time as the boys.

Every crack and cranny, tunnel and little room had to be explored and it certainly was dark — darker than dark — but no one had any major problems, got lost too badly or suffered from claustrophobia too much. Indeed, some Venturers spent up to two hours in each cave.

The Venturers and advisers soon found that the caves were inhabited by spiders and cave crickets. Indeed spiders by the hundreds clustered on sections of the roof and walls, which made for even stranger exclamations — especially when a Venturer stumbled across, brushed against or dislodged some onto a fellow Venturer. And the advisers were just as squeemish, or worse. In fact, adviser Jack Nichols backed so far away from a large cluster of spiders that he fell into a creek that ran through a grove in the cave. He then turned around to find everyone else had moved on just as his light shorted out. Anyway we rescued him.

There was a sinkhole cave that required a rope to be lowered straight down for some 25 feet; the Venturer then had to scramble down the rope and walk down a 45 degree slope which led to a room in which many animal bones were found. How they got there or how old they were was a mystery which made this particular cave even spookier, especially when it was necessary to climb back up the rope to get out. Venturers found themselves looking over their shoulders while waiting for their buddies to climb up ahead of them.

And explore and explore they did. As soon as some had eaten supper they were back in the caves. After all, even with darkness outside, what difference in a cave? Dark is dark. All the advisers trooped into one cave for a great picture taking session, which went very well considering they kept bumping into each other and going the wrong way.

By the time 10.30 p.m. rolled around, all were in their sleeping bags, exhausted. With good sleep and a hearty



breakfast, the Venturers were back at it in the morning and, before anyone realized it, it was 12.30 noon and time to pack up and be ready for the arrival of the bus.

At 1.30 p.m. it was off to Nanaimo to catch the 3.30 ferry. On the way back the Venturers were invited by the Captain up to the bridge, by company, for a tour and each took turns steering the ferry. Suffice it to say that, while the course wasn't exactly straight, we made it safely back to Horseshoe Bay without running aground or into another boat.

So ended another adventure-filled trip for the Venturers. With some mystery, action, variety, adventure and working in teams, the companies had a great time combined with lightweight wilderness camping — all the necessary ingredients for good, action packed Venturing. X



EAST KOOTENAY.

There was a pronounced chill in the air as the truck pulled off the highway not far from Cranbrook B.C. that September Saturday morning. It had been raining rather heavily the previous day and during the night, and as we looked upward we could see that many of the higher peaks were dressed in fresh snow. My driver, Field Executive Bob Dyer and I were heading for Wycliffe Regional Park, the site chosen for the East Kootenay Cuboree. *I had decided I must take the opportunity on this western field trip to participate in an outdoor Cub event. In a sense this was to be something new for Cubs in the East Kootenays. While they have had outings before, this was the first time that such challenging activities on a large scale were to be offered.*

As we pulled into the parking area at a little before 9 a.m. Bob and I briefly entertained some reservations of a poor turnout. A handful of Cubs were scurrying about in the damp grass as we stood and waited.

We needn't have worried however because by the time arrivals and registrations were completed, around 200 boys and leaders had assembled and the weather began to show signs that it would be a pleasant day.

After a brief opening and introductions by Camp Chief Don Cleverly, commissioner for the region, the packs were assigned to a starting base in a series of 9 different activities. Groups were to rotate from base to base throughout the day on a specified signal, until all 9 had been experienced. *Following is a brief description of these activities.*

1. Obstacle Course

This was a typical course laid over a varied terrain. The park was an ideal setting for this, providing natural bluffs to scale with ropes, trees and spars to climb over and under and steep hillsides to scramble up and down. It was an exercise in physical endurance and challenged the boys to overcome many obstacles. The circular nature of the course allowed boys to continue around it a second or third time if they were able to complete it before the end of the time period.

2. Nature Collection

This was a quiet activity and provided a genuine contrast to the obstacle course. Packs were instructed to proceed to a designated area to look for objects of nature that began with the letters spelling out the word C-U-B-O-R-E-E. A useful technique was employed to generate cooperation and to prevent the boys from wandering too far. Each boy was positioned a meter or so apart on a rope and had to hang on to the rope at all times. This had the added advantage of forcing the boys to slow down so that they could better see the natural environment they were exploring. Before the end of the specified time period the packs were to return to the starting point with their collections. *One often had to stretch the imagination a bit to come up with items such as "underbrush" but it was a lot of fun and I even learned what an "Oregon grape" looks like.*

3. Landing Net & Aerial Tramway

For most boys this had to be one of the highlights of the activities, especially the aerial tramway. A Venturer company in the region had arrived early in the morning to set this contraption up on a fairly steep hillside. Each

boy, in turn, was hoisted onto the top end into a sling and then allowed to whoosh down the cable amid cries of "Keep your feet up!" in order to skim over the tops of the small trees growing below and to allow the breaking device at the bottom to bring them to a relatively smooth stop before ploughing into the sand. The landing net near the base of the tramway was a heavy mesh net strung between 2 trees. Cubs would scramble up one side of the net and down the other.

4. Blindfold Trail

At this base, Cubs were divided into pairs and one of each pair was blindfolded. The Cubs that could see then led the blindfolded ones around a trail without touching them. They had to do this by giving only verbal instructions such as "A little to the left to go around this tree! Watch your step on this rock!" and "Duck your head under these tree branches!" After a period of time the pairs changed roles and anyone given a bum steer had a chance to get even. The exercise is designed to demonstrate the need for sufficiently clear communication and to develop trust between boys.

5. Observation Trek

At the beginning of this activity each group was given a clipboard and told that they were to follow a trail indicated by red markers tied to trees and shrubs. The leaders who had set up the trail had brought a box of 50 different items that were unnatural and didn't belong there, such as pop cans, wrappers, old tires and the like. Groups were instructed to list on their clipboard foreign items that they were able to observe along the way. The exercise was designed to heighten the boys' awareness of the unsightliness of litter that man leaves in our natural areas. The fact that some groups were able to find more than 50 items, points to the need for developing just such an awareness!

6. Explosives Demonstration

I'm sure some of the boys were disappointed (and parents relieved) that no explosions took place as the name of this exercise might imply. But it was nevertheless a useful learning experience and captured the attention of all of the Cubs. A Mr. Honeyman of Cominco was present with display cases and samples of real and dummy explosives, fuses and detonators. Mr. Honeyman explained to the boys why and how each of the devices in his collection were used in the mining industry in the area. The overriding message that came through again and again was, "If you recognize any of these objects lying about — DON'T TOUCH THEM — GO AND FIND AN ADULT." A display which brought home the importance of this message was a rubber glove that had been filled with melted wax and allowed to harden. A blasting cap had been placed between the thumb and forefinger and detonation had completely obliterated the thumb and first two fingers. Dummy blasting caps were passed around so that the boys would be able to recognize them if they ever found any.

7. Races & Tug-of-War

As well as a number of tug-of wars, Cubs had a chance

CUBOREE

by Bob

Butcher

to take part in a number of activities employing balls, scoops and hoops. One such activity saw Cubs facing each other in pairs, tossing a ball back and forth to each other. On each successful catch the boys could take one step backward, thus taking them further and further apart and making the task more and more difficult, until they had reached the boundaries of the playing area.

8. Volleyball

This was an opportunity for many to learn new skills in a game which some had not played before. It required a flat area and relatively simple equipment.

9. Soccer

This was a reliable and fun filled steam-off activity that required no equipment other than a ball, a flat area and some goal markers. It was the type of activity that all could join in and burn off as much energy as they wished.

Through the day, as groups of boys rotated about these 9 bases, there were breaks and other activities in which everyone participated.

Lunch at noon consisted of a packed lunch that each boy brought with him. A fire was burning in a fire pit for anyone who needed to keep warm and some took the opportunity to toast marshmallows or buns over the fire.

In mid afternoon, there was a break for a drink of juice that the staff had mixed up in great quantities. The agenda provided for "friendship visits" at this time as well. While this was going on, the staff were in the open field, preparing the next big event.

10. Peanut Hunt

The staff had scattered from 10-20 pounds of peanuts (in the shell) over an open grassy area, about half the size of a football field. After the break, Cubs were lined up in a row and on a "go" signal charged across the field to gather as many peanuts as they could find. The scramble that resulted was a sight to behold.

A park shelter equipped with a wood burning cook stove provided pack leaders and parents with the facilities to prepare the supper meal for boys in their packs. Some came equipped with their own gas stoves and by late afternoon the air was filled with a mixture of smells; from hamburgers to stew, to chili to spaghetti sauce.

After supper was cleared away, it was time for the campfire and a fine one it was. Campfire Chief Red Foster arrived to orchestrate a subtle blend of songs, skits and stories that held the boys' attention as the sun, all too suddenly, vanished behind the mountains and the chill in the air reminded us that it was time to be moving on. A show of hands indicated that for a surprisingly large number of boys it was their first campfire but the contented smiles seemed to indicate it wouldn't be their last.

I have to thank Bob, Don and Ed for the opportunity to share in the experience. For me it was a reaffirmation that Cubbing can provide opportunities for boys and that the out-of-doors is the ideal setting for these opportunities to take place. I share my experience with you here in hopes that it will get some of you thinking about spring and the kinds of experiences you can provide for your Cubs. X





Knights of Old

PART 2

by Betty Rapkins

Last month we set the scene for a "Knights of Old" day or evening to be held, not only by your own pack or troop, but perhaps as a combined program event with all the Scouting groups in your area.

Having worked out a master plan in which you've called a leaders' meeting and set the date, your boys' interest should now be aroused with discussions and stories about King Arthur and his knights. Perhaps you will have arranged trips to museums or talks by speakers on subjects related to the theme, such as heraldry.

We must now plan a series of craft sessions in which your group can give full reign to their imagination and creative talents.

Next month, in our third and final article in this series, we will be suggesting some suitable games for the event and indicating how you can decorate the hall or field on the great day. But before we do this, let us think about costumes for the boys to make and wear themselves.

Because combat in those early days, whether in battle or on the jousting field, was a fierce, direct, one-to-one knockabout, those involved did not require the sort of uniforms which help to camouflage, as is the case at the present time. Costumes had to be tough, armour-plated affairs to withstand hard knocks from lance or sword. Faces too needed heavy protection and, in the general

melee, this made it difficult to know who was who. So, over their chain mail or armour, the knights wore a loose cloth surcoat on which their own special coat of arms was either painted or embroidered.

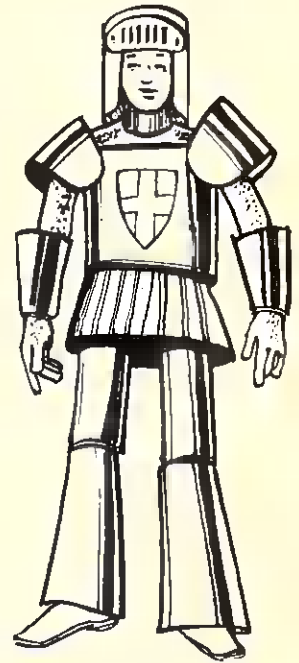
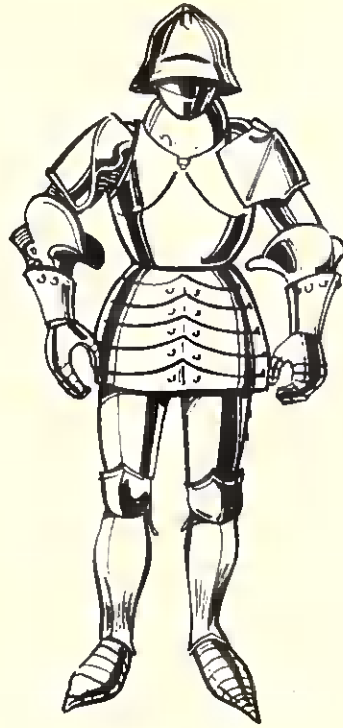
Many of these designs were simple, geometric patterns in clear, bright colours, which could be easily identified during the fighting, and the theme was carried through onto shields and pennants. An example of this, which springs readily to mind, is the red cross of St. George on a white ground, which we mentioned in our earlier article as the design adopted by English Crusaders in the Middle Ages.

So let's now think of the various uniform items required and how best your boys might set about making them.

Armour

The earliest knights and warriors generally wore a loose tunic of chain mail over colourful woollen shirts and cross-gartered hose. A bright cloak was held in place with an ornate clasp and the helmet, shield and sword belt would have been made of leather and metal.

Bright hockey stockings and matching sweaters would be fine for this sort of costume, with the top garment made, quite simply, from burlap or coarse textured knitted fabric, sprayed silver. The cloak could be any piece of



cloth of suitable size — even an old curtain — held in place by one of mom's biggest metal brooches or buckles.

Young pages need only wear a loose tunic, perhaps decorated with a simple heraldic device, over sweater and tights — although I expect most of them will want to add a cardboard sword thrust into a belt.

Later knights wore strong armour plating with helmets which covered all, or most, of the face. Legs, arms, even hands and feet, were protected with heavy metal, hammered to fit by special craftsmen or armorers.

A simple version of this might be fashioned by your boys, using various sized food containers such as, for example, a gallon-sized ice-cream container for a helmet. Or, to be slightly more mobile, a basic suit of armour could be made from silver-coloured vinyl wall covering or even from silver gift wrap or cooking foil — although these might need backing with stronger paper or card to prevent tearing.

Make fitted paper patterns first from newspaper, wrapping each piece, in tubular fashion, around body or leg, etc., until a good fit is obtained. Then cut from silver paper and join seams with transparent sticky tape.

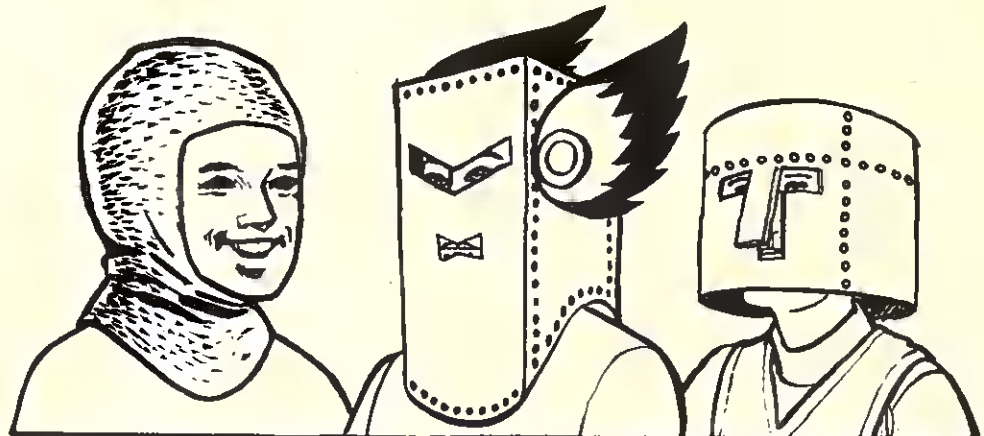
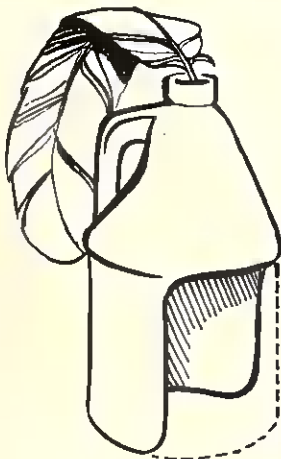
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Helmets

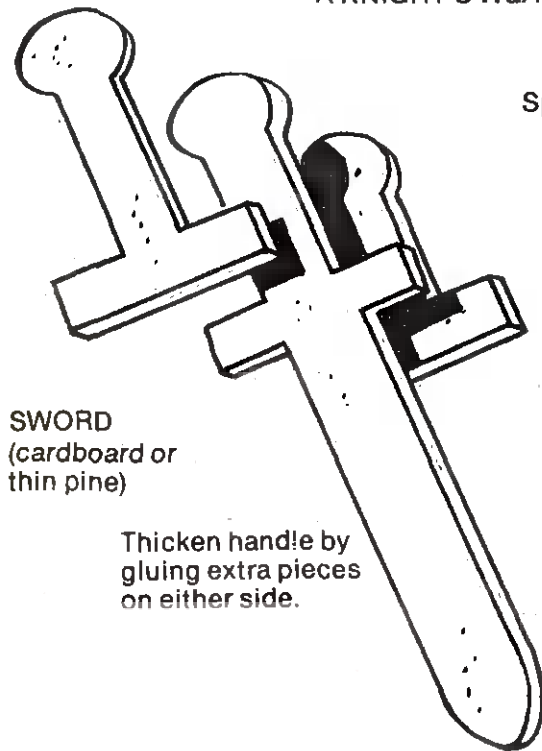
An endless variety of headgear can be made from quite simple household objects. For example, a large plastic bottle, of the type used for bleach, can be cut as shown in the drawing and perhaps topped with a colourful plume of feathers to make a splendidly flamboyant helmet.

A knitted Balaklava hat, the sort which encloses the whole head just leaving an opening for the face, might be sprayed silver and worn to good effect as "chain mail".

Even a plain paper bag can provide a sinister headpiece, with simple slits cut for the eyes, as shown.



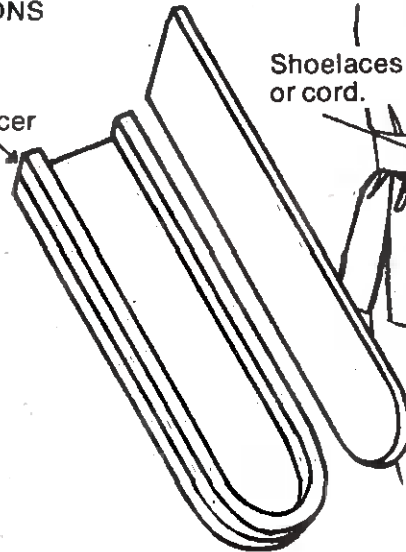
A KNIGHT'S WEAPONS



SWORD
(cardboard or thin pine)

Thicken handle by gluing extra pieces on either side.

Spacer

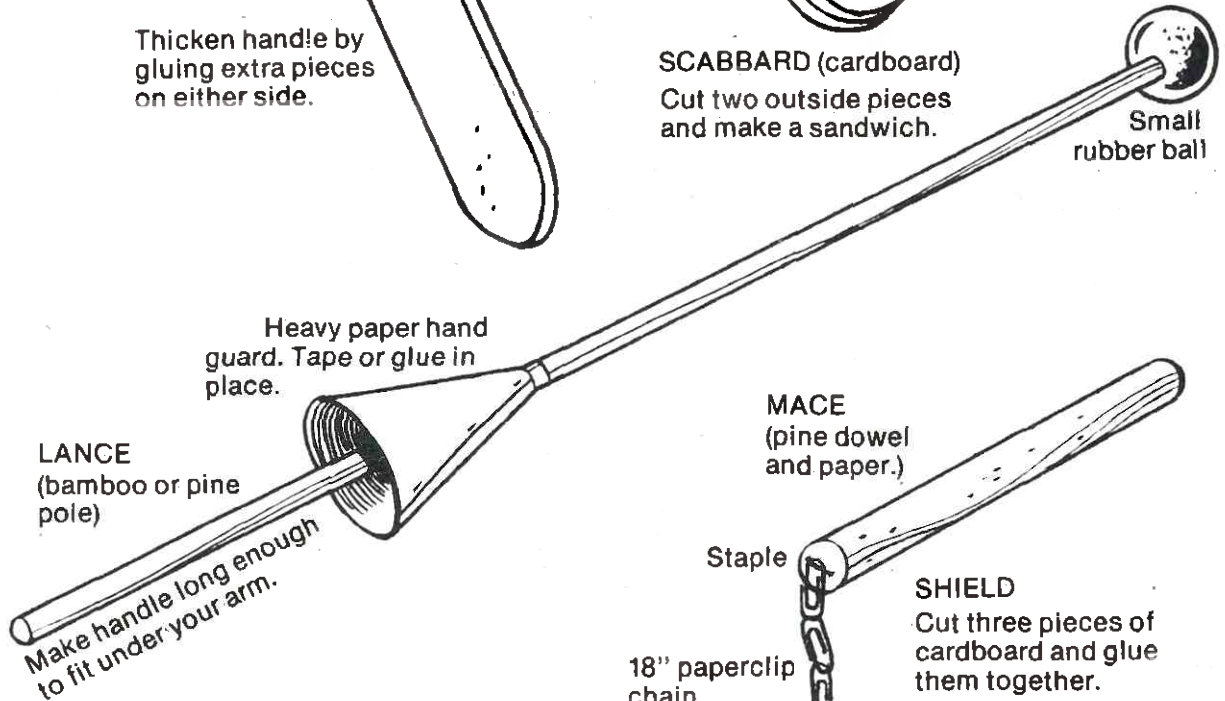


Shoelaces or cord.

Hand sword on belt.

SCABBARD (cardboard)
Cut two outside pieces and make a sandwich.

Small rubber ball



Heavy paper hand guard. Tape or glue in place.

LANCE
(bamboo or pine pole)

Make handle long enough to fit under your arm.

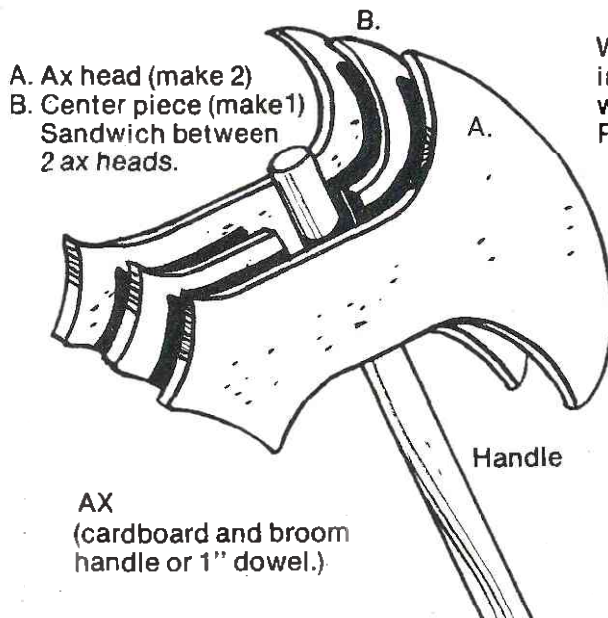
MACE
(pine dowel and paper.)

Staple

18" paperclip chain

SHIELD
Cut three pieces of cardboard and glue them together.

Paint shield with your coat of arms.



- A. Ax head (make 2)
 - B. Center piece (make 1)
- Sandwich between 2 ax heads.

Handle

AX
(cardboard and broom handle or 1" dowel.)

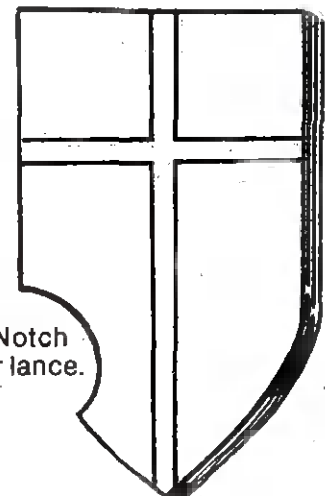
Wad newspaper in a ball and tape with masking tape. Paint ball black.

Tape



Notch for lance.

Staple straps to back of shield.



Swords and Other Weapons

Swords are easy. Or they can, of course, be as intricate and beautiful as possible — if you happen to have a silversmith in your group! But for most, the important rule to remember is not to make them too realistic and potentially damaging where younger boys are about. Cardboard or light balsa wood are ideal materials to use and older boys might like to fashion them from thin pine. The simplest possible sword to make is cut from cardboard with extra, reinforcing pieces glued to each side of the handle.

Scabbards can also be made from cardboard. You will require two pieces, slightly bigger than the sword blade, plus a narrow spacer piece to glue between the front and back. Cord could be added so that it slides onto a belt.

Lances are potential eye pokers so stick a rubber ball at the tip to avoid accidents. Coloured paper or ribbon can be wound along a bamboo cane or wooden pole to add a decorative medieval effect and a heavy paper hand-guard glued or taped into place down near the grasping end.

The Mace was a particularly nasty thwacker, being a spiked ball attached to a rod by a heavy whirling chain, so it is essential to make the ball itself as safe and harmless as possible by using a ball of newspaper, taped and painted black. The chain can be made from paperclips and attached to light dowelling or a hollow cardboard tube for a handle.

Axes will require a length of broomstick or 1" dowel plus two cardboard axe heads cut and glued together around the handle.

Shields

Now is the time to let the boys' ingenuity reign. Perhaps each six might like to design their own heraldic device to decorate a cardboard shield for each boy. The shields are easily made from strong cardboard with two straps stapled or glued at the back. Try to think up some really good, meaningful emblems in bright colours for the decoration.

These same coats of arms or heraldic symbols can be used on pennants, wall hangings and surcoats worn over the armour, to add a real touch of colour and authenticity.

Don't Forget the Horses!

Some lucky groups may be able to canter to the meeting place, on the special day, riding real horses suitably caparisoned for the occasion. But for most this isn't possible and, indeed, even for those original knights it was often economically necessary for two to share one horse. (But not, we must assume, both riding the poor beast, in their heavy armour, at the same time!)

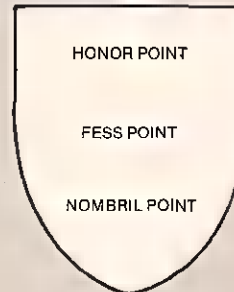
So, with a little effort and ingenuity, your boys could create make-believe horses, similar to that illustrated, from a cardboard grocery carton and a skirt or caparison of rich looking fabric. A simple cardboard head, plus a string tail, can be added as suggested in our sketch which, together with fancy reins and a halter, gives us the basis of a fiery steed. The trick now is for the "rider" to stand inside the box, with his own legs galloping away underneath, while two imitation legs dangle from the saddle into stirrups attached on either side. These will look very realistic if long woollen tights are stuffed and maybe sprayed silver. X

We'd like to acknowledge various sources for some of the ideas shown above, including *Boy's Life*, Detroit Area Council Pow Wow and Cub Scouts of the U.K.

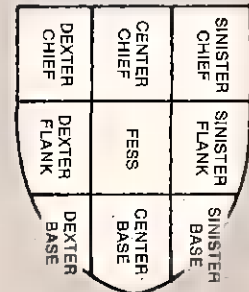
In heraldry language, this shield is "a wolf's face in voided lozenge on a field vert with cantons in dexter and sinister chief azure."



Every shield has three "points" ...



and nine areas. "Dexter" means right, "sinister" left (wearer's right and left).



A pile.



A canton in dexter chief.



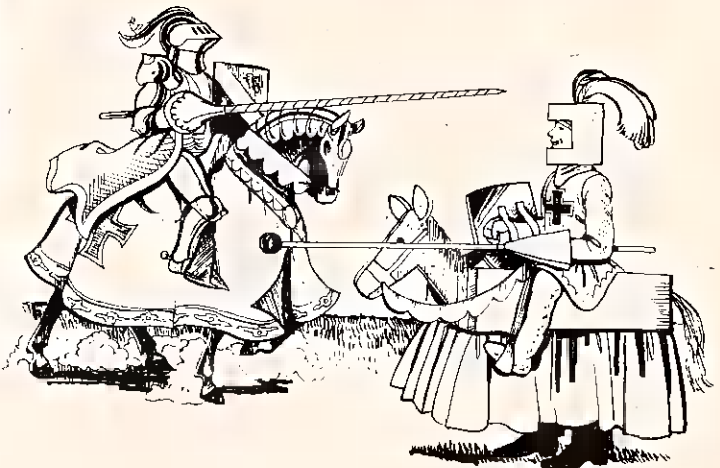
A lozenge.



A mullet in sinister flank.



A roundel.



ATMOSPHERE COUNTS

Through our recent questionnaire, we've had a number of requests for a reprint of this article of Don Swanson's, which first appeared in our March 1972 issue. Don was then Director of Scouts and Camping and Outdoors, Program Services, National Office. He is now the Executive Director, Fraser Valley Region, B.C.

Seated around a glowing campfire, one feels at peace with the world. Sparks drift upward, the mysterious night sounds and the full moon arouse thoughts which link the near present and the distant past.

All too often, winter or wet weather spells the end to the use of the campfire or council fire as a program item. This need not be so. Many Scouters merely bring the campfire indoors. Obviously, there have to be some adaptations. One can't very well light a fire in the middle of the meeting hall.

Unfortunately, far too many indoor campfires are conducted by just having everyone sit in a circle, either on the floor or on chairs. Some preparation and attention to setting the right atmosphere can assist immeasurably in ensuring the success of an indoor campfire.

To start, let's look at the planning of a campfire program.

A successful campfire program doesn't just happen — it is the result of advance preparations. A good rule of thumb in planning a campfire program is to follow the flames. Build to a high point of lively, active participation, slowing to quiet songs, spirituals, poems and ending on an inspirational note.

Depending on the response of the group and the skill of the leader, the running time will vary between forty minutes to one and a half hours. Better to finish with everybody wanting more. Vary the content to include songs, rounds, skits, yells, a short story, action songs, stunts, spirituals, a short yarn by one of the Scouters, poems and presentations of awards and badges.

A typical program format could be something like this:

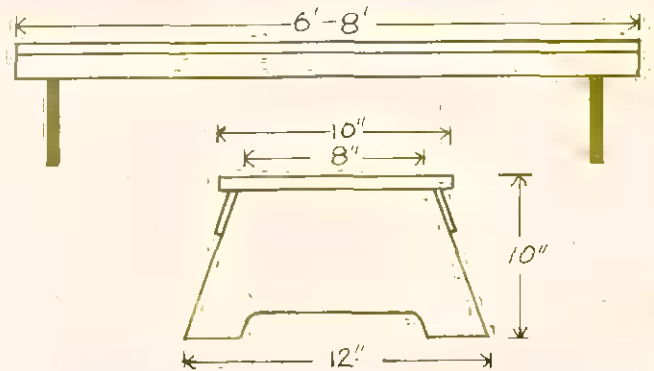
- Formal opening by Scouter
- Two lively songs known by group
- Skit prepared by boys which will evoke laughter
- Yell
- Action song
- Round
- Skit or stunt
- Yell
- Story or presentation
- Spiritual
- Short yarn by Scouter
- Spiritual
- Silent prayer

An excellent resource book is the *Campfire Songbook* available through your Scout supplier.

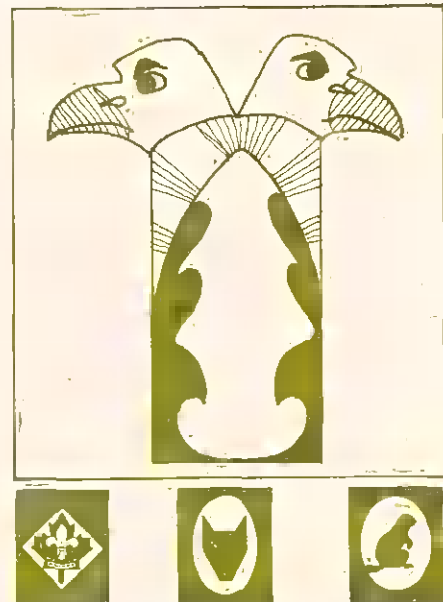
Now that you have prepared your program and have lined up individuals to lead the various parts of your program, let's look at creating an atmosphere. Some work with lights, scrap wood, cloth and poster paint will create

the props. The imagination of the participants will do the rest.

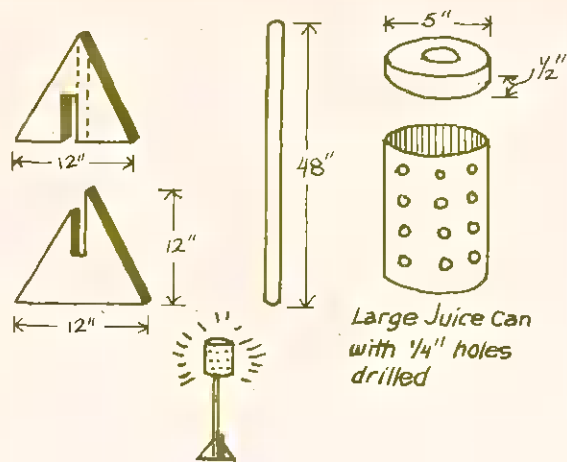
First, the seating arrangements: while it is possible to sit on the floor, this usually becomes rather uncomfortable after a very short time. A better arrangement is to have a number of low, short benches. These can easily be built from shelving lumber. The sketches suggest a possible approach (don't put the legs too far in from each end or your benches will have a tendency to dump the person who sits on the end).



A seat of honour can be devised using either $\frac{1}{4}$ " or $\frac{1}{2}$ " plywood or a piece of heavy canvas. The sketches suggest some possible designs. If canvas is used, poster paints in



the hands of an interested patrol or six can provide an evening activity and result in a prop which the boys will feel is "theirs".



A "torch" can be devised using $\frac{1}{2}$ " plywood for the base, a 1" x 48" dowel and a large juice can attached to a small disc cut from plywood. Cut the base and disc as shown in the sketch. Drill a 1" hole in the centre of the disc. Attach the dowel with wood screws to the base. After drilling the holes in the juice can, use two small wood screws to attach it to the disc. Place a candle inside the can. One use of the torch is to place one on each side of the seat of honour.



The moon (illustrated) should be made from $\frac{1}{2}$ " plywood. Paint the "box" flat black and line with foil. Cover the opening (the moon) with yellow cloth. Use a 20- or 40-watt yellow bulb to light the "moon". A switch is not necessary but can be installed if desired. A handle on the top makes for greater convenience. For the best effect, the moon should be placed well above the floor and some distance from the campfire circle.

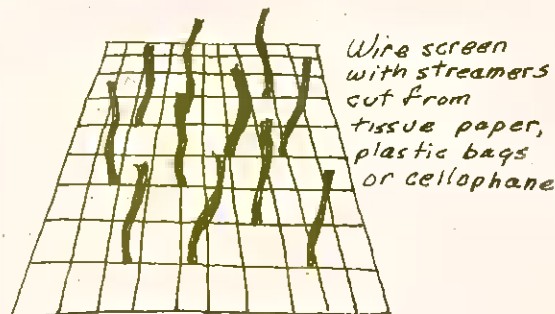
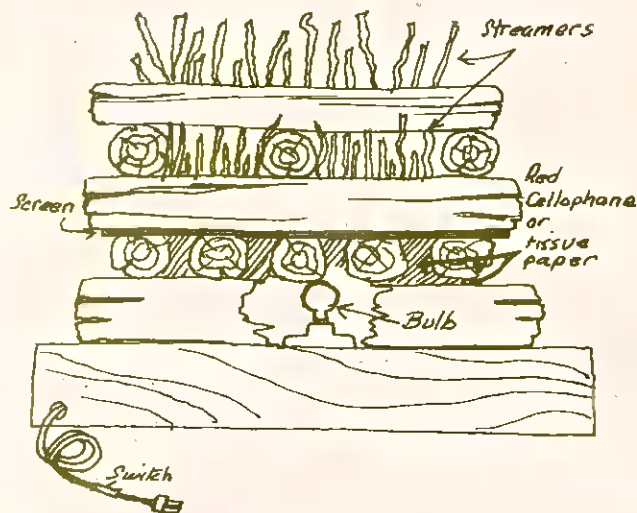
So now we have a circle of seats, a seat of honour for our campfire leader or honoured guest, torches to help us find our seats, and a full moon, but the main feature is missing — the fire.

A number of approaches have been used quite successfully to improvise a campfire.

One method is to use a candle in a large can with holes in the sides.

Another method is a candle in a large glass bowl lined with red foil.

The most widely used approach is a campfire built from logs screwed together, lined with red tissue paper and lit with a red light bulb.



The most elaborate indoor campfire I have seen included two rows of small Christmas lights around the inside lower edge, a two-speed fan and a 40-watt light bulb. Each of these features had a separate switch on a small control box. By turning on first one set of small lights, then the second set and finally the large bulb, the fire appeared to increase in intensity. The fan was used to blow streamers attached to the logs, to give the effect of flames flickering upward. By reversing the procedure, the fire died to a bed of coals.

Make sure your "campfire" has a long enough cord to reach at least to the seat of one of the Scouters. Put the switch at this point. This will allow the campfire to be "lit" at the appropriate moment during the opening ceremony.

Now mix all your elements and enjoy an indoor campfire that has the necessary ingredients to make it a memorable event.

When the crimson flame of the fire fades, a spirit of fellowship prevails. It is small wonder that the tired, busy, adult hands join with those of the child in the eternal search for the primeval peace which radiates from the heat of a campfire. X



SONGS

SENT IN

By Bob Butcher

Over the past couple of years, Beaver leaders and others have been kind enough to share with me a number of ideas which they have created or used with their Beaver colonies, ranging from crafts, stories and songs, to games, plays and outings. Many of them have appeared in Beaver articles or in Beaver Happenings' columns but many others have been collecting in a file and I feel certain a number of you are wondering why you bothered to send material in, if it's not going to be printed. My apologies to you if you feel neglected. I'll do the best I can to share most of it. A small amount of the material is unacceptable because it's contrary to Beaver policy. Some of it is very similar to material already provided once or twice, so to print it would be repetitious. Some items get put off, because some seasonal material arrives that should be shared at a particular time of year and some other material just gets crowded to the back of the file, because there isn't room for it in an article.

In an effort to bring some of these gems to light, I have resolved to do a couple of articles on material received from leaders which I don't think I've shared before. This month, I've gathered together a collection of songs composed by leaders and friends, which I think you may enjoy and which I think you can use if you know the tunes. (I must confess some of them escape me. They must be from before my time.) Without further ado then, here are some selections you may care to add to your repertoire.

From **Westmount District Quebec** — to the tune of *Clementine*.

In a country big and lucky
Lived some Beavers all alone.
Found a Rusty and a Rainbow
Called that special place their own.
We are sharing, we are caring
For the world as best we can.
By our sharing and our caring
We will help our fellow man.

From **Donna Thomas of Sydenham, Ontario** — to the tune of the *Caisson Marching Song*.

Beavers work, Beavers share
Beavers learn to love and care.
We have fun as we swim along.
Repeat the first verse.
We help our families and we help our friends,
That's what good Beavers do.
We are swimming from a kit to a Beaver to a Cub.
We have fun as we swim along

From **Christine Herring and Georgette Girard of Edmonton** — to the tune of *The More We Get Together*.

1. The more we get together
In Beavers, in Beavers,
The more we get together
The happier we'll be.
2. For Beavers make good friends
And Beavers they share things,
The more we get together
The happier we'll be.
3. The Beavers do ceremonies
Both opening and closing.
The more we get together
The happier we'll be.
4. The Leader calls river banks
Then joining hands we build the dam.
The more we get together
The happier we'll be.
5. We all feed the Beaver
As Hawkeye calls out our name.
The more we get together
The happier we'll be.
6. We all share in story time,
In craft time and play time.
The more we get together
The happier we'll be.
7. The Beavers do their salute
And shake with their left hand.
The more we get together
The happier we'll be.
8. The more we get together
In Beavers, in Beavers,
The more we get together
The happier we'll be.

From **Deanna Chapin of Moose Jaw, Saskatchewan**
Use your own bouncy tune and substitute the names of
your own Beavers.

Do you want to be a Beaver? (boys say yes)
Do you want to have some fun? (boys say yes)
Do you want to be a Beaver? (boys say yes)
Then sing along with me, each and everyone.

Before we start off our games and our songs,
I would like you all to sing along,
I think we should learn all the names of our
Beavers,
So put your hand up when I call out your
names.

Now we've got Ronald and Robbie and Trevor,
and we've got Cory, Casey and Chad, then
there's Timmy, Billy, Gerry and Jimmy, and
that's not all that we have.
'Cause we've got Shawn, Troy, Rodney and
Michael, Greg, Danny, David and Dean, then
there's Kent, Kelly, Kenny, Alfie, and Chris;
Paul and Brett, and let's not forget about Lee.

Now that you've heard all your names,
I will ask you all once again

Do you want to be a Beaver? (boys say yes)
Do you want to have some fun? (boys say yes)
Do you want to be a Beaver? (boys say yes)
Then sing along with me, each and everyone.

From **Mrs. Hoffman and Mrs. Roode of Prince Albert,
Saskatchewan** — to the tune of *John Brown's Body*.

When I get up in the morning there are many
things to do
I shake myself and stretch myself and yawn
a little too
I wash and dress and comb my hair and then
when I am through
I'm sharing all day long.

Chorus

Now you know that I'm a Beaver
I'm a little eager Beaver
Now you know that I'm a Beaver
Sharing is such fun.

I eat up all my breakfast, help my mommy
when I'm done.
To share my toys and time with friends and
neighbours too is fun.
I say a prayer to God when my sharing is done.
I'm sharing all day long.

Now you know that I'm a Beaver
I'm a little eager Beaver
Now you know that I'm a Beaver
Sharing is such fun.

From **Eileen Cowell of Kingsville, Ontario** to the tune of
Row, Row, Row Your Boat.

Keep, keep, keep the law
That's the way to live,
Happily, happily, happily, happily,
Help to others give.

From **Lucille Inkster of Prince Albert, Saskatchewan** —
to the tune of *I'm a Texan*.

I'm a Beaver, I'm a Beaver, I'm a little Beaver boy,
And I come from the dam where there is lots of
joy.
I can play, work and share, I can show you how
it is done.
So come on all you Beavers and we'll have
lots of fun.

From **Michael Belovich of Trenton, Ontario** — to the
tune of *Jingle Bells*

Slapping tails, slapping tails,
Beavers all are we.
Oh what fun we have each day,
In our Beaver Colony. HEY!
(Repeat)
Working in our lodge,
Sharing with our friends,
Having fun and making crafts,
Till the meeting ends.
Then we leave for home,
With the things we've brought,
Carefully crossing at each street,
Till home we've safely got.

Submitted by **Mrs. Jo Wright**, a long-time Scouter in
the **Etobicoke** area, a poem by **Lee Fisher**.

A LITTLE FELLOW FOLLOWS ME

A careful man I want to be
A little fellow follows me;
I do not dare to go astray,
For fear he'll go the self-same way.

I cannot once escape his eyes,
whate'er he sees me do, he tries;
Like me, he says he's going to be
The little chap who follows me.

He thinks that I am good and fine,
Believes in every word of mine;
The base in me he must not see,
The little chap who follows me.

I must remember as I go,
Through summer's sun and winter's snow;
I'm building for the years to be,
That little chap who follows me.



HOW TO MAKE A HORIZONTAL SUNDIAL

by V.L. DUTTON

Building a sundial should provide your boys with a project that is a bit out of the ordinary. It will also help them to understand the different kinds of time and, in orienting it along the meridian, it will help them to appreciate how to find true north.

While we tend to think of astronomy as a night time activity, the motion of the earth around the sun is a very important part of this science and an understanding of what happens as the earth travels around the sun in its yearly voyage will help the young Scout or Cub in many ways, not the least of which is in his Religion in Life studies.

The following quotation is appropriate here:

"Derek Price cautions us (in *Technology and Culture*, Vol. V, No. 1, 1964) that 'it would be a mistake to suppose that . . . sundials . . . had the primary utilitarian purpose of telling the time. Doubtless they were on occasion made to serve this practical end, but on the whole their design and intention seems to have been the aesthetic or religious satisfaction derived from making a device to simulate the heavens. Greek and Roman sundials, for example, seldom have their hour-lines numbered, but almost invariably the equator and tropical lines are modelled on their surfaces and suitably inscribed. The design is a mathematical tour-de-force in elegantly mapping the heavenly vault.'"

This quotation may be found in Albert E. Waugh's *Sundials: Their Theory and Construction*, Dover Publications, Inc., 1973, a book which, if you cannot find it in your local, or school library, you should order for your group.

The method described here is a graphical one. Should you wish to use one of the trigonometrical methods described in Waugh's book, and feel a bit rusty on your trigonometry, you should have no trouble finding a Scout father who is an engineer. Failing this, your municipality should have a civil engineer working for them in some capacity, and every civil engineer has had sufficient training in surveying and astronomy that a few appropriately chosen words will soon have him volunteering to help with this project. However, that is for the future; the project at hand requires only a pencil, compass, a ruler, and a protractor. An eraser will help keep confusion at a minimum for the boys.

Hopefully, the steps are self-explanatory. A shopping bag, opened out, will provide each Scout with adequate working area. You will need a protractor for steps 2 and 13. The larger the protractor you use, the more accurate the lines will be. Since most boys will have only the protractor in their school geometry set, which is quite small, steps 6, 7 and 8 make use of the compass-and-straight-edge technique. If the boys have not learnt how to lay off the bisector of an angle (step 7), this will be good experience for them. Step 8 involves trial-and-error with their compass. You could, of course, lay off the 15, 30 and 45-degree angles, of step 9, with the protractor; use whichever method suits you and the boys.

Step 14 shows the two 12 o'clock lines required if your gnomon is of appreciable thickness.

To establish your meridian, drive a nail, vertically, into a sheet of plywood. You may then mark the position of the shadow of the head at frequent intervals. This will give you

the direction of your own, particular meridian (i.e., a true north-south line). Alternatively, note the positions at, say, 10 a.m. and 2 p.m., and bisect the angle thus formed. This will give you a line parallel to the standard meridian for the time zone in which you are located. (Remember to allow for daylight saving.) There should be very little difference between the lines established by the two methods.

Steps to Making Your Sundial

Equipment needed: pencil, compass, straight-edge (or ruler), protractor

Step 1: Draw line AB near bottom of sheet and draw OC perpendicular to it.

Step 2: Draw line OD so that the angle COD is equal to the latitude of the place where dial will be used. Obtain from a topographical map of your area or by contacting a surveyor.

Step 3: Select any point, E, on OD and draw a perpendicular line to intersect OC at F. Where you place E controls the size of your finished diagram. If OE=3 inches, your diagram will be about 7 inches wide and about 5 inches high.

Step 4: On OC, locate G so that FG=FE.

Step 5: Through F, draw QR perpendicular to OC and through G, draw ST perpendicular to OC.

Step 6: Using your compass, draw a semi-circle with G as centre and radius equal to GF.

Step 7: Bisect angle SGF to establish line G9' and bisect angle TGF to establish line G3'. (1)

Step 8: Now, by trial-and-error, use your compass to divide the arc 9'F into three equal parts to give the points 10' and 11'. Similarly, divide 3'F to obtain points 1' and 2'. (2)

Step 9: Draw the radial lines from G to establish points 9, 10, 11, 1, 2, and 3.

Step 10: Draw the lines from O to 9, 10, 1, 2, and 3. Draw the lines 9V and 3W. Draw FV and FW and locate K, L, and M on the two lines. With your compass, and using M as centre, mark off N and P so that MN = LM and MP = KM.

Step 11: Draw the lines from O through N and P.

Step 12: Extend the lines through O to obtain the hours before 6 a.m. and after 6 p.m.

Step 13: Now make the gnomon. Experiment for the size you want. A height of about 6 inches and a base of about the same length should be adequate.

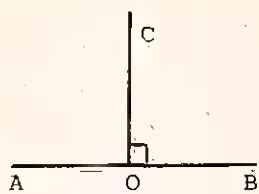
Step 14: Prepare the base by tracing your dial with carbon paper. If the gnomon has appreciable thickness, as it will if made from plywood, the dial will have to be 'split' to accommodate this thickness.

Step 15: Orient your dial to the N-S meridian, or set it by means of a watch, or the Dominion Observatory time signal given on CBC radio, every day. You may wish to place the hour indications for daylight saving time around the border of your dial, as well as the marks for sun time.

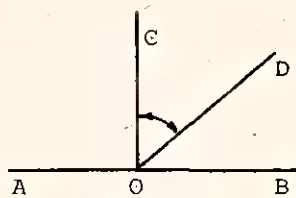
1) Alternatively, use the protractor to lay out an angle of 45° from GO.

2) Alternatively, use the protractor and lay out angles of 15° and 30° from GO. λ

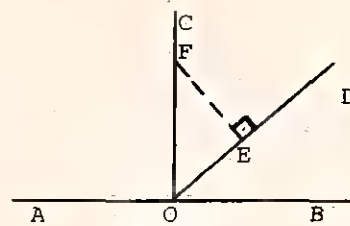
V.L. DUTTON is troop Scouter, for the 135th Winnipeg (Fort Richmond-Kings Park) Troop.



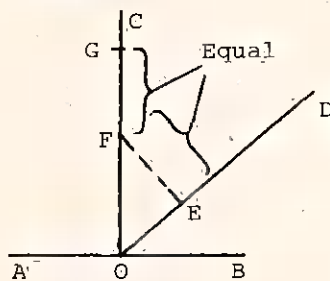
STEP 1



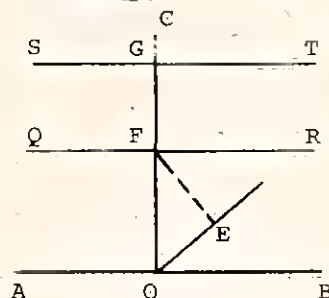
STEP 2



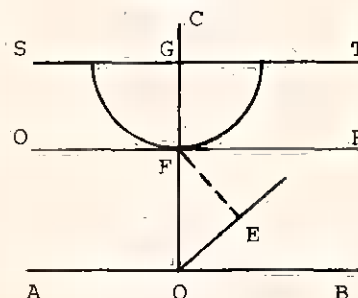
STEP 3



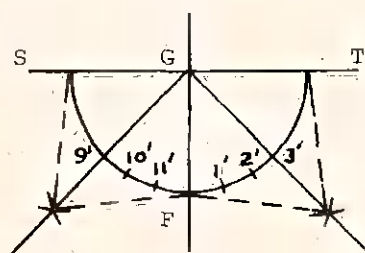
STEP 4



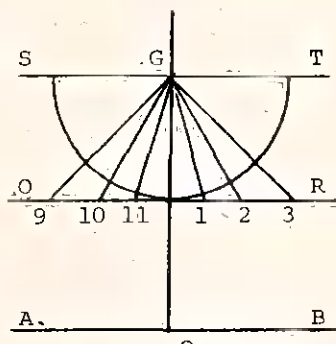
STEP 5



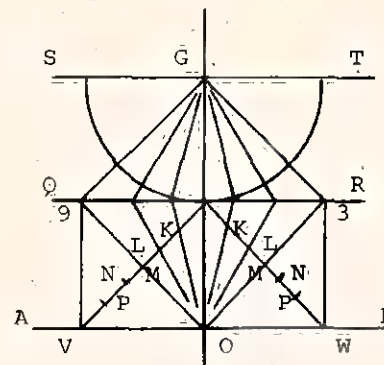
STEP 6



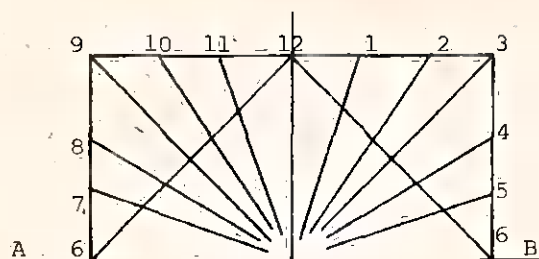
STEPS 7 AND 8



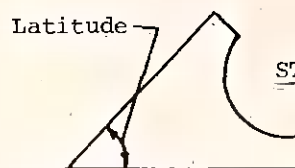
STEP 9



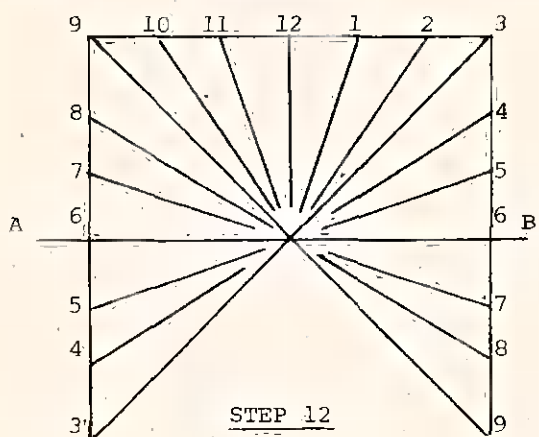
STEP 10



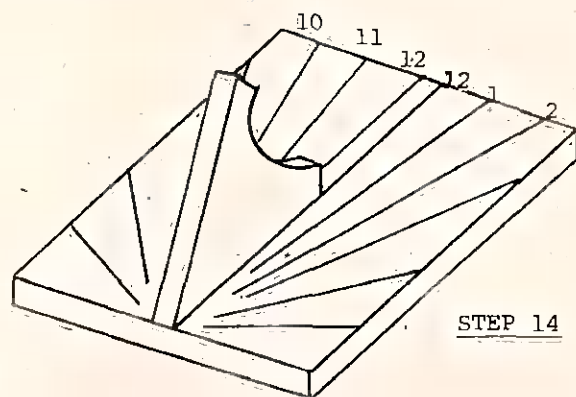
STEP 11



STEP 13



STEP 12



STEP 14


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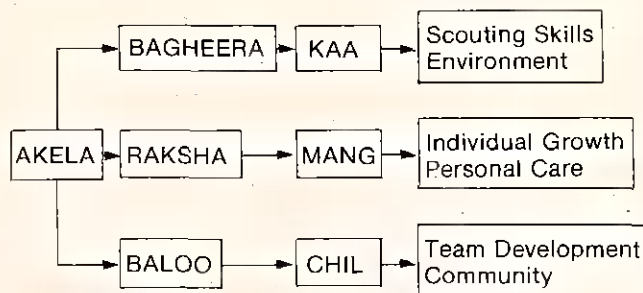
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patsoke

by Bob Butcher

One of the important aspects of leadership in a Cub pack is the shared or team leadership approach. One way of applying this approach is to ensure that each member of a leadership team has a clear understanding of what his role is and more importantly that he have a part in determining what his role will be. The following is a summary of how the Cub leaders of the Elmdale pack in Ottawa worked out their duties and responsibilities. I felt it was worth sharing in hopes that it may help some of you work out your own agreements.

ELMDALE CUB PACK LEADERSHIP TEAM



ELMDALE CUB PACK LEADER RESPONSIBILITIES

AKELA

- Chairman of leadership committee, responsible to boys, parents, group committee and sponsor.
- Program and theme chairman
- TENDERPAD training and testing programs
- PROFICIENCY badge training and testing programs.
- Ensures maintenance of pack records
- Co-ordinates leader training
- Represents pack on group committee as a member
- Provides H.Q. liaison
- Co-ordinates B.-P. Day celebrations
- Hosts sixer's councils
- Plans the summer program.

BAGHEERA

- Establishes outdoor program and events
- GREEN and BLACK star training and testing
- Environmental awareness programming
- Calendar sales co-ordinator
- Keeper of the pack log
- Patron of the **BLACK** six
- Plans and organizes fall weekend camp. (This is a new activity for late September).
- Kub kar day co-ordinator

KAA

- Assists Bagheera in all functions
- Patron of the **BLUE** six.

RAKSHA

- Develops programs of pack and individual crafts, skills, including acting, etc.
- Develops programs based on personal care and fitness
- TAWNY and RED star training and testing
- Keeper of the stores
- Liaises with annual banquet committee, and develops pack banquet program
- Sponsors and organizes pack parties
- Patron of the **WHITE** six.
- Plans and organizes the winter camp (Opemikon)

MANG

- Assists Raksha in all functions
- Patron of the **RED** six

BALOO

- Establishes the jungle atmosphere and related programming
- BLUE star training and testing programs
- Assists in TENDERPAD training
- Arranges Religion in Life training and testing
- Develops programs emphasizing the law and promise
- Apple Day co-ordinator
- Campfire co-ordinator
- Pack treasurer
- Patron of the **BROWN** six
- Attends sixer's councils
- Plans and organizes the end of the year camp

CHIL

- Assists Baloo in all functions
- Patron of the **YELLOW** six

ALL LEADERS

- Will wear at least the shirt, hat and neckerchief of the organization
- Will attend all regular Thursday evening meetings (if possible)
- Will attempt to attend all special events (on a rotational basis)
- Will attend an annual group committee/leaders meeting
- Baloo, Bagheera and Raksha will attend all Cub pack leader meetings and sixer councils (optional but recommended only for Kaa, Mang and Chil)
- Will attend registration, banquet and parties
- Will have fun doing these things
- Will develop and run games where required in their themes
- Will be encouraged to attend leader training sessions
- Will become familiar with the law, promise and specific training areas
- Will learn the pack by-laws and procedures
- Will actively seek parent participation in their programs. X

BEFORE THE WHITE MAN

Part 3



INDIANS OF THE PACIFIC COAST

The totem pole is one of the first things that anyone thinks of when the word "Indian" is mentioned, because many believe that all Indians carved totems, but this is not true. Only on the Pacific Coast did Indians carve totem poles.

The people of the Pacific Coast were fortunate in many ways — their home was one of the richest areas in North America; the climate was very mild and the trees, especially the cedar, grew to enormous sizes.

Because the forest provided them with game and plenty of wood to build sturdy homes and large canoes, and the ocean all the fish they needed, the people of the Pacific Coast did not have to worry, as did Indians in other parts of the country, about starvation, nor travel to locate food. They had plenty of time to spend on other things, especially art, which they developed to a very high level. To be considered a great artist was one of the highest achievements of the Pacific people.

While they had only primitive stone tools to work with, the wood of the cedar was soft but firm and provided planks for their houses which were 40 metres high and large enough for ten or more families. Cedar was also used to build great canoes, up to 18 metres long, that could carry three metric tons of cargo, as well as 60 — 70 passengers. The wood was full of natural oil which made it long lasting, even in the damp Pacific climate and, when steamed, would bend without breaking and could be molded in various shapes. Clothes were made from the bark by weaving the fibres into blankets and robes.

There were seven tribes living in the area between the Rocky Mountains and the Pacific Coast — the Tlingit, Tsimshian, Haida, Kwákiutl, Bella Coola, Nootka and Coast Salish.

The Haida

The Haida were typical of the Pacific tribes. They lived in northern areas, in small villages around the coast of what is now called the Queen Charlotte Islands.

Family relationships were very important to the Haida and everyone belonged to one of two clans, the Eagles and the Ravens. Children inherited their membership in a clan from their mother and when a child grew up, he or she had to marry a person from the opposite clan.

Each clan had its own traditions, symbols and history; if a person needed help, he could call on his clan for support. Within a clan, some people were more closely related than others. A group of closely related people were known as a "lineage", and normally lived together in one village.

Belonging to a lineage gave a Haida person many benefits, for each lineage owned the rights to use certain hunting grounds, berry patches and fishing places. It also possessed rank and titles, as well as important crests which adorned the totem poles in front of their houses.

The Haida had a ranking system, with the highest lineage providing the overall chiefs. At the bottom of the social structure were the slaves. No two people could be equal and each person had his own place.

While a person could inherit the right to certain titles and degrees of status from his family, he had to prove that he was worthy of them. The Haida developed a system known as "potlatch" to do just that. A potlatch was a big gathering to which the chief of a lineage invited the chief of another lineage, and all his relations. At the potlatch there was dancing and feasting, and the host gave huge amounts of food and presents to all guests.

He hoped to do two things by this — first, show his guests his wealth and importance, so that his rights to a high title would be accepted and second, that the guest would well remember the event for which the party was given. A potlatch was also held to celebrate the raising of a new totem pole or the building of a new house.

As detailed in the book from which this material came, the coming of the whiteman had a real effect on the tribes of the Pacific Coast. So far as the Haida were concerned, Christian missionaries told the people that they must stop building totem poles; that they must live in European style homes, not the huge, decorated houses which held many families, and later the government passed a law forbidding the tradition of the potlatch. It was felt that the people were making themselves poor trying to impress their neighbours. This law was removed in 1951, so that the Haida could again continue their old custom.

Before the whiteman came there were some 9800 Haida but, by 1930, the tribe was reduced to two villages with only about 650 people. Now the population is growing again; in 1970 there were 1367 people who spoke Haida and many are again following the traditions and customs of their ancestors.

THE INUIT

Across the top of Canada lies the Arctic, "the roof of the world". It stretches for 4,827 kilometres from Alaska in the west to Greenland and Labrador in the east — an empty land of treeless plains called "tundra" and of icy polar seacoast.

This is the land of the Inuit, which means "the people". "Eskimo" is the name given to them by the Indians. It is an Algonkin word meaning "raw meat eaters". However they prefer to be called Inuit.

The Inuit came from northeast Asia and are related to the Chuckchi and Koryak of Siberia. These people share many customs with the Inuit, such as round snow houses, detachable harpoon heads, soapstone lamps and the moon shaped knife.

The Inuit arrived in North America much later than the Indian, crossing the Bering Strait about 3,000 years ago.

After landing in Alaska, they gradually spread across

the Arctic, finally reaching Greenland about 1200 AD. Although they are spread out across some 5,000 kilometres, the Inuit have kept a common language and similar culture.

The Inuit learned how to keep warm in their cold climate by their wise choice of clothing. Both men and women wore boots made of sealskin, called Kamiks, which reach up the legs to the knees. Above these they wore trousers of caribou hide or bearskin. Over all, they wore roomy parkas with the animal hair turned outwards. Men's parkas were cut straight at the bottom, while women's had a long tail hanging down the back and a roomy hood in which they could carry their babies. Under the parka, a light shirt of hide or birdskin, with feathers, was worn against the skin. In the very cold weather, they wore a second parka, the fur facing in. Their clothing was so warm, in fact, that it was often compared to a portable tent. When travelling, they often did not bother to build a shelter, nor did they need sleeping bags. They simply slept out in their warm clothes.

The Inuit built strong houses which kept them warm in winter; so warm that it was customary for everyone to wear little or nothing, when indoors.

When most people think of Inuit houses, they think of the igloo or snowhouse. Actually, the igloo was the main winter house only in the central Arctic. In eastern areas, the snowhouse was used only as a temporary shelter when travelling. In the western Arctic, it was not used at all. The winter homes of these areas had stone walls, with a roof of driftwood covered with skins or turf. However, whether made of snow or stone, the design was similar.

The house was round, with almost half of the interior taken up by a raised platform which was used for sleeping and sitting on. It usually had a lone entrance tunnel which prevented cold air from blowing in and which was also used for storage. Heat in the house was provided by stone lamps which burned fat, and by body heat. In summer, when the cold was not a problem, the people lived in skin tents.

The Inuit were skilled in making and using tools and had many different kinds of tools for special purposes. As an example, there were many kinds of spears and harpoons

for hunting different animals, fish and birds.

Most Inuit in Canada lived along the coast because the sea provided not only fish but a variety of sea mammals such as walrus, whale and seal.

The section on the Inuit in the book "Indians, Inuit and Metis", is one of the most interesting, and details the hunting habits and generosity of the people.

THE METIS

There were no Metis in Canada before the coming of the whiteman. They were not a separate tribe of Indians, or part of the Inuit. Today we call all people who descended from both Indians and Europeans, Metis. For the most part they were the children of the fur trade; their fathers usually worked for one of the trading companies and their mothers were Indians.

When they grew up, they too entered the fur trade and for many years were the backbone of the industry, providing both the labour and the skills to keep it going.

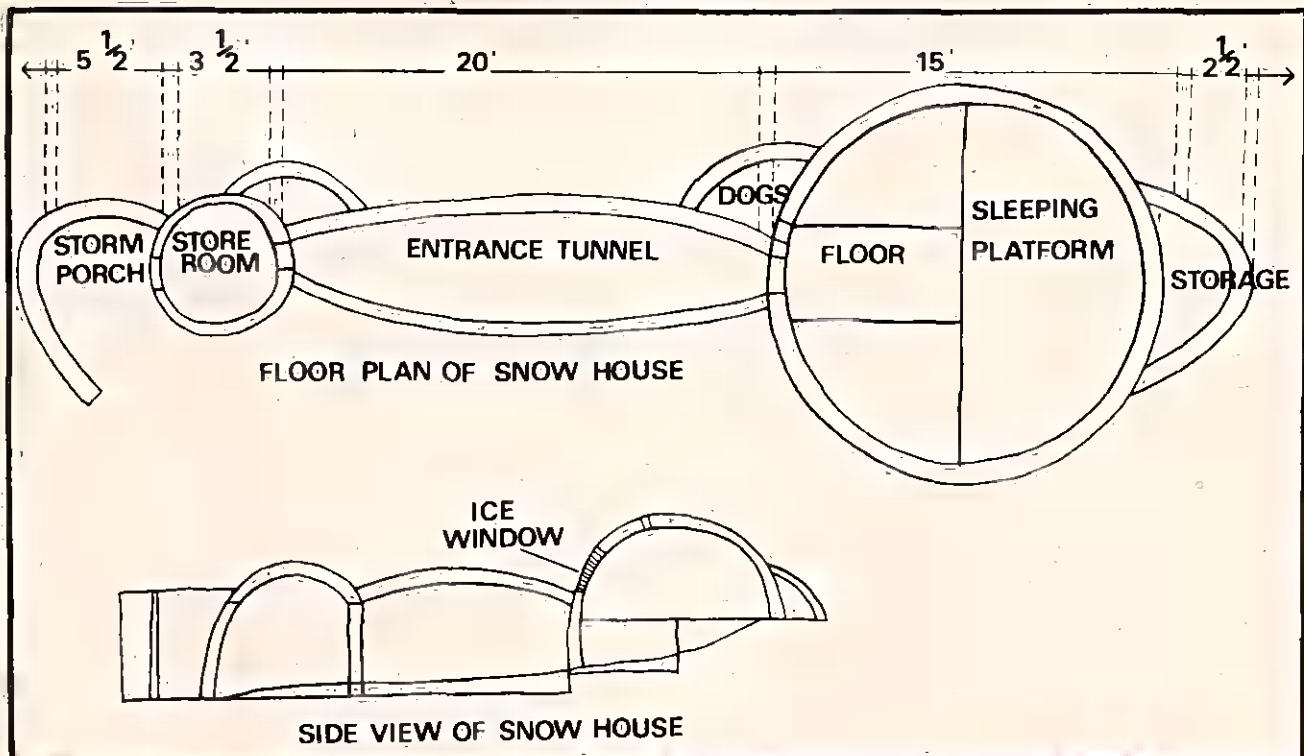
Because of their mixed ancestry, they developed a way of life which combined both the European and Indian influence. This unique culture appeared in everything, from manner of dress to entertainment.

Best known perhaps, by the majority of Canadians, for their participation in the ill-fated Riel Rebellion, in which they tried to gain their rights through armed conflict, under the leadership of Louis Riel, their story is not a happy one. It is looked at in detail in our resource book.

In Conclusion

Unfortunately, space limitations will not allow us to go into more detail on Canada's native peoples but we hope that what has been provided will serve to whet your appetite and you will either order your own copy of "Indians, Inuit and Metis" or search out more information from your local library. Most local libraries also contain books of Indian crafts that your boys will enjoy making. X

Indians, Inuit and Metis: an introduction to Canada's Native People is available for \$3 plus 30¢ handling charge, from: **CASNP, 251 Laurier Avenue West, Suite 904, Ottawa, Ontario, K1P 5J6.**



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How many members in your group will be selling labels? (approx.) _____

How many sets of labels does your group plan to sell? (approx.) _____

— My lady dentist (and may I say just how much I look forward to my occasional visit) told me the other day that she can't understand why Guides and Scouts don't use dental plaster for their casts of animal and bird tracks, in preference to the slow-drying commercial stuff. True, it is rather more expensive, but what do a few extra coppers per track matter when the end result is so much better? Never mind. If you are too poor or too tight-fisted to face the extra cost, try adding a pinch of salt to your dry plaster of paris. It won't improve it but it will speed up the drying process.

Just for the moment, while we are trying to come to terms with the metric system, ropemakers are specifying rope by its circumference in inches and its diameter in millimetres. To convert the first into the second, simply multiply by eight.

The habit of back-splicing ropes should be discouraged. Whippings are best, especially the sailmaker's, although the plain (or common) whipping is probably better fun and should certainly be included in the syllabus of training.

Talking of cordage, I hope you don't still keep things called "knotting ropes" in your gear box. The name suggests, inevitably, that knotting is a legitimate Scouting activity *in its own right*, which it isn't. Give your boys real rope to handle, preferably nothing below 1½ inch circ. (12 mm. diam.). And do bear in mind that you don't *have* to introduce him to ropework with the perishing reef.

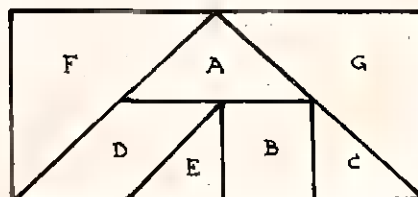
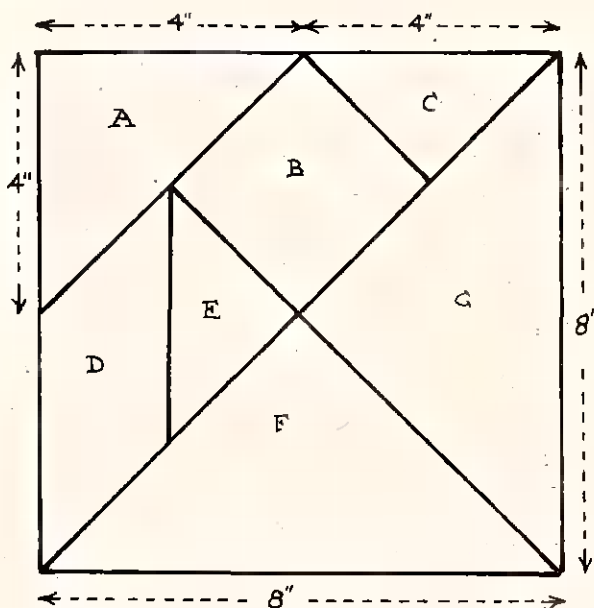
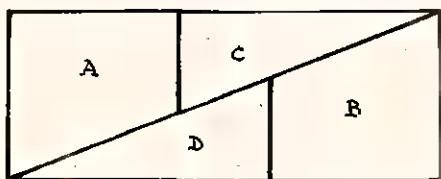
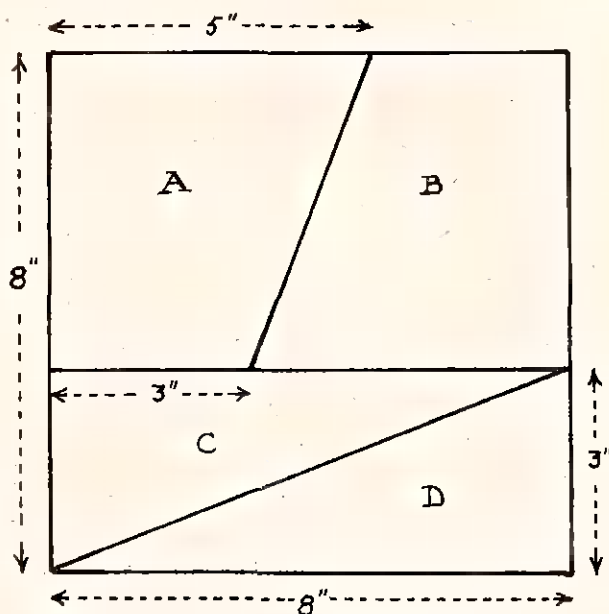


My good friend, Scout Leader John Macfarlane of Essex, England, has sent me two sets of stiff card cut out as per the diagrams shown below.

What you have to do is to arrange each set to make a perfect oblong. The smaller diagrams show how it can be done.

Perhaps you would like to make up sufficient sets and use them along with the program that is featured on the next two pages. The Scout and his Cub guest who are first to solve the mystery could be the recipients of small prizes and the Cubs could take the puzzles home at the end of the evening to try out on their parents.

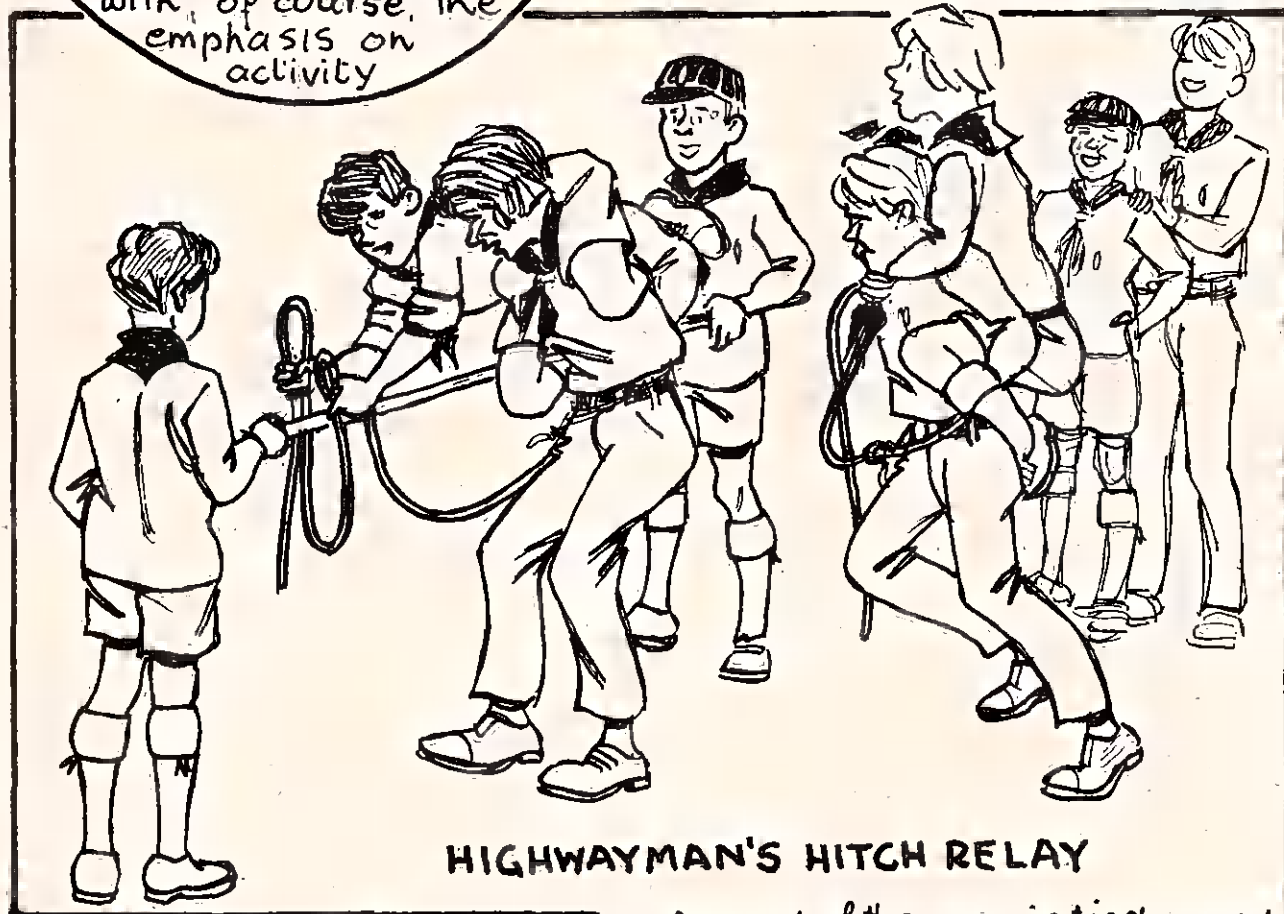
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GUEST NIGHT

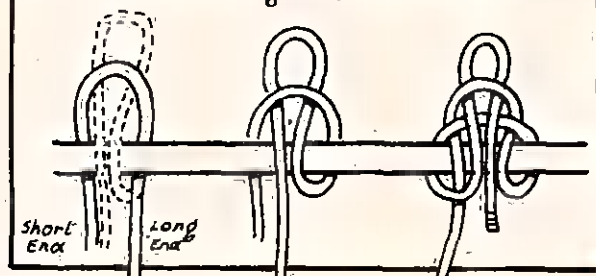
The idea is that every Scout in the Patrol should issue a personal invitation to a Wolf Cub. A special programme should be drawn up to give the Cubs a foretaste of SCOUTING - with, of course, the emphasis on activity

Inspection - Your guests will love it!

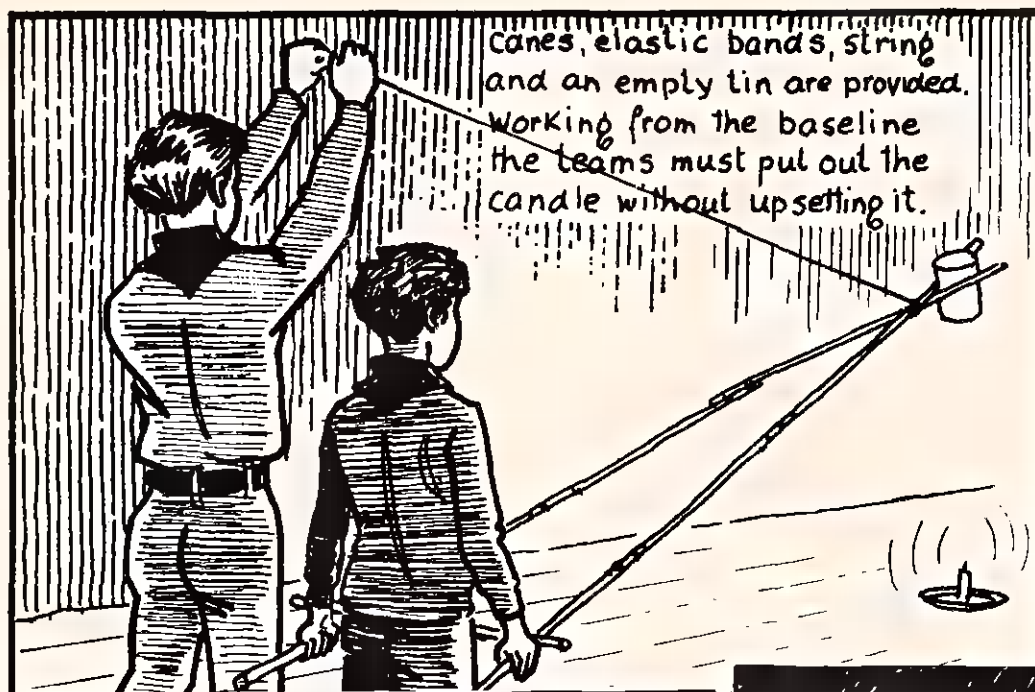


HIGHWAYMAN'S HITCH RELAY

Each Scout makes sure that his own guest can make the Highwayman's Hitch.



One end of the rope is tied round the 'horse's' waist with a bowline. The other end is held by the rider. Teams compete two at a time. The riders make fast to the hitching rail with a Highwayman's Hitch before dismounting. They must then dive under the rail and run to touch the wall before remounting, releasing the horse and riding back.



Canes, elastic bands, string and an empty tin are provided. Working from the baseline the teams must pull out the candle without upsetting it.

All, except one, are blindfolded and stand still and silent on one spot for what they think is exactly one minute. They then sit. The timekeeper has a watch and keeps the score.

Foot Printing



Cubs wet the soles of their right feet in a warm solution of sodium bicarbonate and then walk naturally over a sheet of white drawing paper pinned to a smooth board. When the paper is quite dry, rub over it with a soft pencil. Compare the prints.



Finally a fire is lit and each pair have their own 'Sausage Sizzle' while they talk.... And so to a tidy finish and the evening prayer read by one of the guests - which, when you come to think about it, should be quite an experience - for everyone

Canadian Wildlife Series

National Museums of Canada, Ottawa.



The Killdeer

This noisy and handsome bird, a member of the plover family, gets its common name, Killdeer, and its scientific name, *Charadrius vociferus*, from its call: The common name tells us what it says, and the second part of the Latin name describes its tone. The loud and almost hysterical sound of "kill-dee" or "kill-deeah" repeated frequently by either male or female is heard from early spring through summer from fields and open places.

Appearance

The Killdeer is a strikingly handsome bird. From bill tip to tail tip it is 9 to 11 inches and weighs up to 3½ ounces. It is almost the same size as a robin, but its long legs make it appear larger. Two black bands across the white chest and an orange-coloured lower back, rump and tail are its most distinctive markings. A white collar and white above the bill contrast with the brownish cap and the black band below the eye and around the nape of the neck. The upper back and wings are brown, but large white wing stripes are visible when the bird flies. This plumage, which is worn by male and female alike, shows no perceptible differences in summer or winter.

Adaptation

The Killdeer is admirably adapted to its life on the ground. It has a wingspread of 20 inches and is a strong and a swift-flier, but it can also run swiftly because it has such long legs. The broad dark bands on the breast and the alternating white and dark bands on the head make a disruptive pattern that camouflages the bird, particularly on ploughed fields and gravelly shores. The eggs also blend with their background of earth, pebbles, or stones. The bird is equipped with a long, stout bill, which can probe the earth for grubs and worms lying below the surface.

Distribution

The Killdeer is a very common bird across most of southern Canada in the summer, and nests from northern New Brunswick, central Ontario, and the western provinces through to southern British Columbia, and locally as far north as the MacKenzie Valley. It is uncommon or absent in northern forested regions and in

Nova Scotia and Newfoundland. The Killdeer also breeds throughout the continental United States to Mexico. It winters from Long Island in the east to Ohio, Colorado, and southern British Columbia in the west, south to northern South America. Although the Killdeer is classified as a shorebird, it is often found some distance from water. It frequents only open places, such as fields, pastures, and dry uplands. Golf courses and air fields, with their short grass, are also favourite habitats.

Food and feeding habits

The Killdeer's choice of food covers a wide variety of insect and other invertebrate life, much of which is injurious to agriculture. Beetles, such as clover-root and alfalfa weevils, June beetle larvae, wireworms, the larvae of click beetles, and brown fruit beetles, compose 37 percent of its diet. The stomachs of Killdeer taken in orchards have been found to be completely filled with weevils.

Other insects, such as grasshoppers, caterpillars, ants, bugs, caddis flies, dragon flies, and two-winged flies, make up another 39 percent of the diet, and other invertebrates, such as centipedes, spiders, ticks, oyster worms, earthworms, snails, crabs, and crustacea form about 21 percent. Included in the Killdeer's food are many pest species. Not only are many of these harmful to crops, but some, such as mosquitoes and ticks, are injurious to man and beast. Vegetable matter, chiefly weed seeds, makes up only about 2 percent of the total food intake.

During feeding, the Killdeer runs short distances, stops to stand still as if to listen or look, always with its head up, and then jabs suddenly at the ground. Occasionally on very muddy ground, it pats the surface with its feet as if to squeeze out some grub or worm that may be below. It may be seen feeding at almost any time of the day.

Courtship and nesting

Because of colder weather in the more northern parts of the country, the birds arrive late in the spring and are often already paired when they reach their nesting places. The flocks return earlier to the more southern parts, and a mate is sought after arrival. Courtship may consist of a flight high into the sky or an elaborate posturing display on the ground. In the latter case, the Killdeer crouches, leaning to one side, and drops its wings to show off the brightly coloured lower back and rump. The tail is fanned open and held high. The bird may also whirl about rapidly, again showing off its beautiful colours. While displaying in this manner on the ground, the Killdeer utters a long trilled note.

Both male and female take part in all the nesting activities. The nest is on the ground at a site that provides a good view from all sides. Fields, barren open spots, gravel bars, and closely grazed pastures (sometimes near or on dried-out cow or horse manure) are common sites. The floor of a disused quarry or a gravel roof may fill all requirements. Nests have even been found on the gravel beds of railway rights-of-way, the birds merely flying out of the way whenever a train passes.

The nest is a shallow scrape sometimes lined with pebbles, broken grass stems, and limestone or wood chips. This depression is hollowed out by the male bird who crouches low, circling slowly as he scratches the dirt loose with his feet, throwing it out with vigorous backward kicks.

In early April in the south and later in the north, the female lays four or, very rarely, five pear-shaped eggs, which are large and blunt at one end and pointed at the other and average 36.5 by 26.5 millimeters in size. The eggs are a pale buff, irregularly spotted, blotched, or scrawled with blackish-brown or black, and always neatly arranged in a circle with the pointed ends turned inwards. As there is more blotching on the blunt ends that face

outwards, the eggs blend well with their surroundings. The female is ready to breed in her first year. There may be a second brood in latitudes where the first nesting is early. The eggs, which are rarely left unattended, can be damaged by excessive heat or cold. Both the male and female take turns incubating and keeping the eggs warm. On very hot days the attending bird may stand over the nest, shading the eggs with its body, at the same time allowing cooling breezes to circulate over the eggs.

The adult birds incubate the eggs for about 24 to 26 days before they are ready to hatch. A chick takes 18 to 36 hours to break out of the shell, every piece of which is removed from the vicinity of the nest by the parents within a brief time after hatching.

When the young are first hatched, they are completely covered in warm thick down and resemble their parents, except that they have only one band, not two, across the chest. At first this down is wet but it dries within an hour or so, and the young birds look like fluffy balls with rather long legs. Unlike songbirds, the shorebird young leave the nest just as soon as their down has dried and are able to feed themselves within a day, running about quickly, jabbing at the ground for small insects. The downy plumage is lost rapidly as they grow, and by mid summer they will be almost indistinguishable from adults. Head patterns will be less distinct, and all browns are paler.

Although the adults do not have to feed the young, they watch them constantly and do a thorough job of brooding, guarding against enemies and warning of danger. At the first sign of danger, the parent will give an alarm note that warns the chicks to freeze. The young will squat motionless until the parent gives an all-clear signal. Soft calls will bring the chicks running to nestle under the parent's warm feathers for a short nap or for the night. For the first few days, the chicks are brooded often to protect them from the sun or from the cold and wet. The parents cease to brood them at all after about 24 days, and after 40 days the young birds are ready to fly. Only further studies can tell us just how long the family unit persists.

Protection of eggs and young

Killdeer are adept at distracting intruders from their nests or young. They employ quite different tactics against browsing animals that stroll unintentionally towards the nest or young than against those that may do real harm wilfully, such as dogs, foxes and man. An adult bird will run with out-stretched wings or fly directly

towards any browsing animal that appears on the verge of walking into a nest or stepping on a chick. There are recorded cases of cows being struck on the muzzle. Once the intruder has been turned away, the Killdeer will allow it to graze peacefully nearby.

A different defense must be used against a deliberate threat, and this defense can be used by either parent. If flying around and calling loudly does not drive the intruder away, then one or other of the parents performs a distraction display, commonly called a broken-wing act or injury feigning. The bird crouches on the ground with one wing spread and hanging as though broken. It flops about in a piteous manner, at the same time crying "killdee-dee-ee" as though in mortal pain. The intruder is drawn towards the seemingly wounded or helpless bird, which always manages to move away, decoying the intruder farther and farther from the nest or young birds. When the enemy is well away from its intended prey, the adult Killdeer miraculously recovers and flies off. During this display, the young will have stayed perfectly still or will have scattered in all directions. In either case, they will be almost impossible to find.

The broken-wing act is used more often to protect young chicks rather than the eggs. While the eggs are being incubated, the bird will rely on the nest never being found at all. Because the sitting Killdeer has a clear view, it can spot an animal or human being approaching long before the would-be intruder has seen it. The bird will quietly rise from the nest, walk a little distance away, and will then fly about calling loudly. Since it is usually impossible to see whence the sitting bird flushed, it is difficult to locate the nest.

Occasionally, while driving slowly along a country road, one may surprise a whole family of Killdeer out on the road. If it is early morning when the tall grass on the sides is heavy with dew, the young will be most reluctant to run into it to hide themselves. Instead, they will continue to run along the road. Judging by the frantic calls of the parents, this behaviour is very nerve-racking for them.

Relation to man

This species is entirely protected under the Migratory Birds Treaty of 1916 between Canada and the United States; it may not be shot nor may its eggs be taken. This was not always the case. From the time of the first settlers, all the shorebirds, including the Killdeer, were hunted in

(Continued on p. 34)



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training talk

by reg roberts

Having just returned from a period of staff training I am full of new ideas and insights regarding a variety of different aspects of training in our organization. A great deal of new learning took place and some things that I already knew were reinforced.

It is interesting to note (though not a new discovery) that almost as much learning takes place in the informal gatherings of the staff, as when we are together in the more formal sessions. The following are just some things that I thought would be of interest to those of you in a training role.

Some of us discovered that while we know of the great variety of training techniques that are available to us when designing training sessions, we tend to use only a few methods or techniques over and over again.

In the process of building a training design we began to list some of the methods and techniques and it turned out to be quite an extensive list by the time everyone had made an input.

The **lecture** and **lecturette** are seen as being widely used by trainers to impart information to the participants though, as I have indicated in previous articles, they are not always the most effective means.

Flip chart presentations developed on the spot or prepared ahead of time are used very often and the **over-head projector** method is becoming more popular as time goes by.

Other methods of presenting information are on **movie film**, **slides** or **film strip**; through a variety of prepared **handouts**; or **pamphlets**, **posters**, **flow charts**, or through the use of specially designed **work books**.

In most instances an individual trainer looks after a particular session. However, there is some merit in having **co-trainers** plan and put on a session together. When doing so, of course, trainers should be compatible and have had some practise in how each other operates before the session starts.

Consideration should also be given to having sessions lead by an **"expert" resource person**, **professional educator**, or **guest speaker**. This will depend on the subject matter of the session and of course such people must be well briefed ahead of time.

Having **uniformed members** of the sections attend a session to talk about their needs and interests or having the course participants **visit active sections** are two other techniques to be looked at.

For most training sessions the broad outline of the content is established before the course begins, however, it is useful to have an **agenda building exercise** at the beginning of a course to identify other needs which may be covered as the training proceeds.

One way of discovering such needs is through **brain-**

storming for ideas and suggestions, then discussing the results. Another technique is to ask for **questions** and then have trainers and participants provide (as much as possible) the appropriate **answers**.

A prime requirement on any training session or course is **feedback**. Encouraging participants to let you know how you are coming across as a trainer, or if the content is of value to them, is essential. Regular **evaluation** sessions are vital, enabling the trainers to know if they are "on track" and allowing the participants some freedom to suggest new directions.

The technique of **summarizing** is one that trainers should do regularly, that is stopping from time to time to review where we have been in the session, checking to see if it is still appropriate and then moving on.

Throughout a training course the participants should find themselves in a variety of different sized groups. They should take part in **plenary sessions** where everyone comes together for information that concerns everyone, plus **duos**, **triads** and other small groupings when specific inputs are intended or when exercises require such a split either for convenience or because the learning will be enhanced.

Following small group sessions it is often useful to hold **report-back sessions** so that the results of the work done in the smaller groupings are shared by all.

Another technique is the use of a **panel discussion** where questions are put to a group of knowledgeable people who respond with the appropriate answers. **Guided discussion** is also a useful means of training where specific input on a particular subject is made by the resource person or trainer in an attempt to move the discussion along pre-determined lines.

Case studies allow participants to identify and discover how they would deal with situations given certain background information; and the **role play** allows participants to act out the situations in a safe climate but with real applications to a back home setting.

The **base system** of training provides a variety of activity opportunities to take place in a short space of time and creates enthusiastic interest in various subject areas.

Trainers should consider **pre-recorded cassettes** for use in certain circumstances, for instance, where an on-going task needs to be shared with participants some of whom may move faster than others. Having a number of tapes allows small groups to move at their own rate through a specific task.

Video tape has the important dimension of enabling people to see how they have performed while working on a certain activity. It is also useful when holding a **critique** session following the activity, which allows all the participants to provide some constructive criticism as to how the task may have been improved.

Using the **campfire** as a training technique should not be overlooked. Such an occasion can offer practise in song leading, developing skits and stunts, imparting traditional Scouting information and building-in some very important Scouting spirit.

Other techniques include **pre-course reading** which will help candidates arrive at a course with some feel for what is taking place. **Team building** exercises are extremely valuable in bringing people together, helping them get to know one another and relieving some of the tension which people often have when starting a training event.

Out of course projects can cover an unlimited number of activities such as hikes, visits to sections, resource gathering activities, to name just a few.

Finally don't overlook the **coffee break** as a method of imparting training. As I said at the outset, much valuable learning can take place in the informal parts of the course and should be used by the trainers whenever possible.

No doubt you can add to the list of methods and techniques that I have set down and I hope you will. More important though, is that you use them. Vary your presentations as much as possible. Check the content material to be covered and then see just what techniques will be useful, interesting, exciting and different to that which you usually use.

If you have any thoughts on training techniques please do pass them on to me. I hope to produce a trainers manual in the months ahead and every input will help.

Burn-Out

During a conversation with some of my colleagues, a concern was expressed about some members of our organization who at one time were among the most dedicated and accomplished people one could wish to find but who have gradually become less active in, and more critical of, the things that take place in Scouting.

While only a few people seem to be affected this way, it is a concern that trainers and service team personnel should be aware of and hopefully take steps to resolve.

It would seem that such people join the organization enthusiastically, take lots of training, become heavily involved in many different activities and are seen as very reliable contributors to Scouting, but later find themselves getting bored, irritable and over-worked.

If we were to ask them to identify the problem it is more likely than not that they wouldn't see themselves as having a problem, nor as rigid, angry people that others are having difficulty working with.

From their view point the reverse is true. They have worked harder than anyone else, contributed more, taken on those extra tasks that no one else will do, even risked a breakdown or family squabble to do so. All their efforts seem to be for naught — but who else is there to do it?

Burn-outs tend to see themselves as "up to their ears" in jobs that only they can do and if it's to be done properly they must be the ones to do it. Sometimes they feel they don't have a friend in the world and that others are out to get them.

Such people in the organization present some real dilemmas for the rest. From being people who contributed all kinds of enthusiastic ideas and comments, they may now sit silent at meetings looking bored and fed up.

What to do then, is a critical question to consider. I think you will agree that for most of us in Scouting, recognition

of our efforts is important; it's great to be told that you are doing a good job and it's good to feel within ones' self a sense of satisfaction for a job well done.

It's essential then, that those who are in the position to hand out bouquets or offer congratulatory remarks, do so at appropriate times and not several months later or, as is sometimes the case, not at all.

It is also crucial that when tasks have to be done we pay particular attention to a fair division of labour. Too often the willing person gets all the work, and that same person, though already carrying a load, will agree to pick up something new — because no one else seems very eager.

That's the time to take a hard look at what everyone is doing. How much is being carried by any one person and how responsible is it to expect that person to do a good job, and to feel comfortable in carrying it out, when they are already overloaded?

If you are aware of people who seem to fall into the burned-out category, your approach to them should be one of understanding, support and appreciation.

A shifting of responsibilities and routine will be helpful and will often produce rapid and positive change. Involving the burn-outs in groups that share fully in the responsibility for a particular task is also very beneficial.

Burn-out can be contagious. One person feeling bitter and depressed can cause others to feel the same way. Trainers and service team personnel should be ready to step in, put out any fires and begin to revive the flagging spirit as quickly as possible.

Take care that the workload is evenly distributed among all those involved. Say no — to someone who seems to want an extra load, and be sure to recognize publicly, and privately those who are doing a good job.

Oh yes — if you recognize any of the above symptoms in yourself, let someone know. X



REG ROBERTS is the Executive Director of Adult Volunteer Services at the National Office in Ottawa and is known to many of you through his visits to provincial training events. He is married with a 'teen-aged son and daughter.

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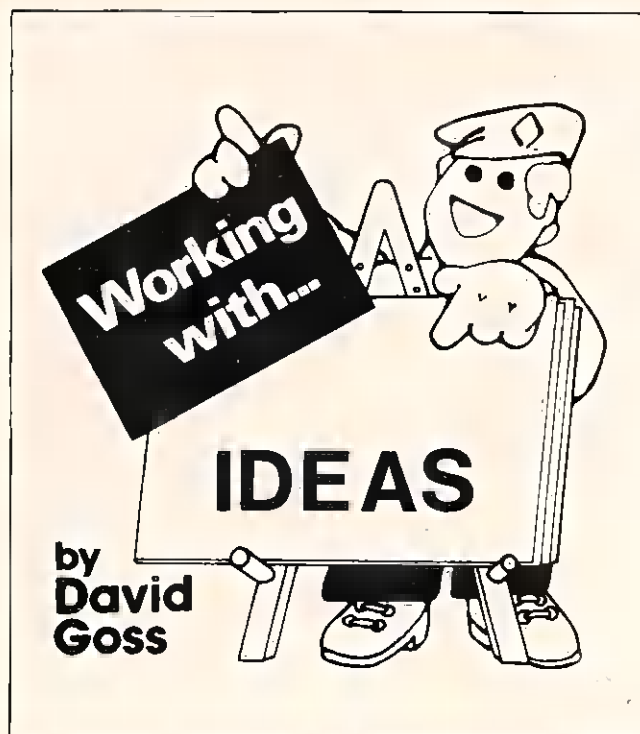
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How often have you heard Scouters muttering that they've run out of ideas suitable for their boys? Or have you said the same thing to yourself at some point in the past few months?

Well, to be honest, I believe every leader comes to the same conclusion sooner or later. Unfortunately, some Scouters come to it sooner than others, and the program loses good men and women who could make a real contribution to the country's youth.

I firmly believe that, as long as a man has an idea to try, or a program he's sure will work, he will remain a leader. But once he thinks he has no more to offer his boys, they won't be his boys much longer, but will be under the direction of some other leader, or worse still, will be disbanded.

This is one of the reasons I undertook to write these monthly columns, because I found great enjoyment from many troop programs we ran with the 21st St. George's Group, and I know you fellows (and gals too) reading this, can have equal or greater fun with the same or modified ideas.

After I had been involved in a leadership role for some years, I began to notice that much of what we were doing had been done before. Now this is fine (and in fact quite necessary with a turnover of boys), but in order to keep me interested, I had to find something new to add on a regular basis.

Some people will tell you there's nothing new under the sun. Don't believe them. When you take an old idea and adapt it to your needs, and the needs of the group you're working with, then it's a new idea. And when you carry out your "new idea" and see it succeed, there is a great feeling of satisfaction that is difficult to describe in mere words.

So this column will take a couple of old ideas and show their possibility of becoming *your* ideas. And at the finish, I'll give you a few one line ideas to see if you can develop them into good programs. Hopefully, I might even hear from one or two of you who might try them out.

The oldest resource book available to Scouters is Baden-Powell's own *Scouting For Boys*. Many of you may never have read the book. It's still useful despite the pas-

sage of nearly 70 years since Baden-Powell first conceived the ideas between its covers. And most of the ideas are still solid program material you may have overlooked.

Take Baden-Powell's yarn #4, which, among other subjects, deals briefly with play acting. Plays, skits, stunts and songs are old hat to the Scouting Movement, but try this idea sometime, and see if you don't have an enjoyable evening:

The boys arrive at the troop meeting and, before the opening or anything else happens, they are handed the following notice: "We have just received word that channel 6 (or your local cablevision station) has selected our troop for a documentary about Scouting to be shown next week. They want a display of real Scouting as it happens each week, not a puffed up, specially prepared, glossy job — just a look at the program as you see it. They want to see some 'action' and some 'fun' as well as some of the usual program content we use every week, such as 'openings', 'prayers', 'patrol council', etc. Your patrol has half an hour to prepare a 10 minute presentation which will answer the questions below. At 7.30 pm all preparations will stop: the Owl patrol will be filmed and they can involve as many of the troop members as they wish. Then the Fox patrol will be filmed, followed by the Cougars. At about 8 o'clock, the cable TV technician will play back the three 10 minute presentations, and the troop will vote on which one they feel should be shown on TV. Your presentation should answer the following questions:-

- A. Why do boys join Scouting?
- B. What activities do boys enjoy in Scouting, with a demonstration of some of them?
- C. How do boys learn in Scouts?
- D. What are Scout leaders like? Are they too strict, or not strict enough? Are they fun to be with or just doing their job?
- E. Demonstrate a Scout skill you have learned this past year.

In your presentation you must ensure that —

1. Every boy in your patrol has a part, and will be seen on TV.
2. A commentator explains what is going on.
3. There are no lapses in the program, uncontrolled tittering or anything off-colour presented."

Obviously if you can arrange for your local cable station to cooperate in this project, that is a plus for your idea. But if not, go ahead anyway with someone who has a video tape recorder system. (Try your local university, high school, swim club or sports groups who use these for training aids, to locate video tape equipment.)

I used this before video and cable were available in the Maritimes. Instead of a cameraman, I invited a drama critic to comment on the boys' performances. This worked well, but I'm sure the video or cable would be a great improvement on my original idea.

Where can such a program idea lead? Ours led to the rehearsal and performance of a one act play in conjunction with the Guide company. With the addition of some stunts, songs and individual talent, we arranged a nice show called "Talent Time" which helped fund our programs for 3 or 4 years, until that group grew out of the Movement. We also performed for senior citizens, adult clubs and Cub packs, all as a result of one program idea that we built on.

Some other ideas you might try with video tape — all involving a fair amount of work by the boys, but all rewarding, include —

- Tape a Folk Fest — with a local guitarist providing music for a sing-a-long.
- Do a TV quiz game — either straight quizzes or a Bob Barker type program involving physical stunts.

- Hold a "Gong Show", with invited participants and some really poor talent thrown in by the troop, just for laughs.

Scouters who like to get the troop outdoors might find this idea more to their liking. It's called "Celebration of Spring", and it consists of a mixture of outdoor ideas you have seen and heard before, lumped together to form the focus for a special day.

It begins by announcing to your community that the Anytown Scout Troop is sponsoring a "Celebration of Spring", and anyone who is glad that spring has arrived can attend at a certain time, date and place.

The program consists of a number of stations, set up in suitable outdoor locations, where the participants are encouraged to try —

Sand castle building	Cooking on a solar cooker
Woodchopping contest	Making a sun symbol wall
Plaster casting	plaque from old/dry tree limbs
Log sawing contest	Trying stilt walking
Obstacle course	Marbles
Fitness trail	Flying a kite
Skipping	Hopscotch

Of course, it will be up to you to make sure that sand is available, someone knows how to do plaster casts, and that wood is on hand for chopping and logs for sawing, plus seeing that all the other activities are set up. Which means you have two or more troop meetings plus a few spare hours your boys might have, to get ready for such a program. And should you really not want to involve the community, then invite several troops, packs and companies to participate. These details I'll leave to you and will rest, quite assured, that some of you will be holding a Spring Celebration in the next few weeks which I'll hear about.

Now, finally, for the one line ideas that you can develop into your programs. Almost all of these have come from the newspaper, which being a chronicle of the daily happenings in this crazy world, often contains stories of offbeat events that never fail to interest Scouts. Sometimes we tend to glance through our home town newspaper, and really miss a lot because we're looking for the familiar section we enjoy reading. I solve this by buying an

out-of-town newspaper regularly and reading it carefully. It's amazing how many good programs have been developed from one line ideas or photographs, like the following —

- One lad at the local skating rink on Saturday didn't have a pair of skates, so he improvised a pair from two hardwood sticks.
- Hungarian born pianist Balint Vazsonyi has completed a two day performance of all 32 Beethoven's sonatas, in a recital marking the 150th anniversary of the composer's death.
- Students trying to break the world record, sailed their 1836 sq. ft. cubic box kite, of aluminum and nylon construction, above the ocean here for all of 10 seconds.
- Henry Parsons, 78, who says he began hollerin' in 1915, has won the 7th Annual National Hollerin' Contest, held annually in Spivey's Corner, N.C.
- Debbie Baxter, a grade 12 student at Simonds High shows a food kit she sent to World Vision, which will be used in their starvation relief program.
- A local man has broken the world penny snatching record after stacking 63 pennies on his elbow, snapping his arm throwing the pennies into the air, and then quickly grabbing them before any could fall to the floor.
- Jack Palmer won the Globe's "Clowning Around" contest when he showed up with the best made-up face and costume, at the contest held over the weekend.
- Jan Newell of Norwall, fastens a prize to her Jack-O-Lantern, which won first place in the annual pumpkin contest, at the King's Mall.

And next time you catch someone grumbling, or are feeling a bit of a grumble coming on yourself, think of this idea . . .

"Two thousand London schoolgirls played a game of musical chairs in a park recently. As the music stopped they rushed to sit down on 1000 chairs, thereby breaking the world record for the biggest number of participants in a single game of musical chairs."

Surely this gives you an idea, but if not, it's sure to give you a chuckle. X

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EDITOR'S NOTEBOOK

In December, Government House announced that six **Stars of Courage** had been awarded for acts of heroism.

Among the recipients was 13 year old **Michael Cox** of **Hamilton, Ontario**, who rescued seven year old **Philip Ralston**, who had fallen through the ice of Red Hill Creek, Hamilton, on February 5, 1977. Michael was alerted by the cries of other youths and searched for an object to extend to the boy. When none was found, he dived into the water. At first he seized what he believed was the boy but it turned out to be a branch. Searching further, he managed to grasp Philip by the coat and pulled him to the edge of the ice, where others helped them both out of the water.

Michael is a Scout and had already received Boy Scouts of Canada's **Gold Cross** for the same action.

The Government of Canada grants three bravery decorations, the **Cross of Valour**, the **Star of Courage** and the **Medal of Bravery**. Michael will receive his Star of Courage at a Government House investiture at a date and time to be announced later.

For amateur radio buffs, here's news of a new Scout station. The Provincial Council for **New Brunswick**, recently received their amateur radio licence with the call letters **VEIBSC**. The station, which is located in Saint John, is operated under the direction of **Don MacDonald**. The next time you're on the air, try for a contact. If you want the station's operating hours, write Don, c/o Boy-Scouts of Canada, 151 King Street, East, Saint John, N.B., E2L 1G9.

From World Scouting's **NEWS-LETTER**. . . . A recording of the **Westminster Abbey Service of Thanksgiving** for the life and work of **Olave, Lady Baden-Powell**, is available at a cost of £1.90 for either a cassette or a 3 3/4 ips tape, airmail postage included. A 16 mm colour film of the service is also being prepared. Order from the **Press and Public Relations Department, The Girl Guide Association, 17-19 Buckingham Palace Road, London SW1W 0PT, England**. Money orders in English pounds are obtainable from your local bank. . . . A source of income for World Scouting projects is the **Scout U Stamp Bank**. Scouts (and all other sections) cut, (never peel) stamps from envelopes, soak them off the paper in water, dry them and forward to **P.O. Box 4204, Station E, Ottawa, K1S 5B2**. Commemoratives, pictorials and high value stamps bring the most money. Your help will be appreciated.

The Scouts of the **Port Arthur and Fort William Districts in Thunder Bay** have had close ties with **Old Fort William** for a number of years. The staff of the reconstructed version of the historic fur trading post, has worked closely over the years with Scouting's "Rendezvous of the Voyageurs" (see **The Leader**, April '76) in the locating of routes, preparation of authentic costumes and the welcoming of the participants back from the canoe trip, on the final day of the expedition.

Last fall, Scouting was able to repay, in part, for what has been done for them over the years by the Fort William staff. Following a severe deluge of rain in the Thunder Bay area,

the Kam River rose 16 feet overnight; flooding areas along its banks and inundating the historic site with as much as six feet of water.

A few days after, a work party of older Scouts, Venturers, leaders and members of the district executive committee, clothed in rubber boots, old clothes and work gloves, moved onto the site and tackled the job of cleanup, which included repiling 25 cords of firewood that had been washed away by flood waters and repairing several hundred feet of split rail fencing that had been severely damaged by flood waters.

Professional cleaners were required to do the inside work, due to the nature of the buildings and contents, but the Scouting folks looked after the outside.

At a ceremony held at Government House in Ottawa, in September, 1973, by then **Governor General Roland C. Michener, Major General** (now Lieutenant General) **W.K. Carr** assumed the office of **National Commissioner** (then called Deputy Chief Scout) of Boy Scouts of Canada. Since that time, the Movement has grown and prospered under his leadership and while many noteworthy things have happened in his term of office, one immediately thinks of the recognition of Beavers as an official program section and his leadership prior to, and at, the **14th World Jamboree in Norway** and of course, **CJ77**.

Over the past four years, Bill Carr has travelled many thousands of miles on behalf of Scouting and his enthusiasm and legendary ability to face what seem to many to be unattainables, with a confident "no sweat", has been a shining example



for all Scouting's membership.

At the fall meeting of the National Council, Bill Carr retired as National Commissioner and at the annual dinner was honoured by members of the National Council, executive staff and friends.

Following a slide presentation based on the "no sweat" theme, covering his many accomplishments since 1973, **National President R.K. Groome** presented him with a letter from the **Chief Scout, His Excellency, Governor General Jules Leger**, notifying him that he had been awarded **The Silver Wolf**. The medal presentation will be made at a future Government House investiture.

The President also presented Bill and his wife, **Elaine**, with an appropriately engraved silver tray.

While no longer National Commissioner, Bill Carr has agreed to chair the planning group for the 15th World Jamboree, in Iran in 1979.

Two other presentations were made at the same dinner. The new National Commissioner, **Lieutenant General A. Chester Hull** presented a letter from the Chief Scout to **Brian Scott, Provincial Commissioner, Prince Edward Island**, informing him that he, too, had been awarded **The Silver Wolf**. The award was in recognition, not only of Brian's long service to Scouting in his home province, but for his work in connection with CJ77. Prior to the Jamboree he was **Chairman of the Site Preparation and Operations Committee** and at the Jamboree was in charge of all services and physical arrangements. Brian is Deputy Minister of Highways for the province of P.E.I.

The third presentation was made by our **International Commissioner, Morrey Cross** to **Major General Daniel C. Spry**, former Chief Executive, Boy Scouts of Canada and former Director of the Boy Scouts World Bureau.

In 1956, in his capacity as Director of the Bureau, Dan Spry helped to create the **Far East** or, as it is now known, **Asia-Pacific Region** and in recognition of this work and to mark its 21st anniversary, the region brought to the World Conference, which was held in Montreal last summer, an engraved plaque for presentation to General Spry. Unfortunately he was not able to attend the Conference and Morrey Cross was asked, by Asia-Pacific, to act on their behalf.



large numbers for food and sport. As a result, by the end of the nineteenth century Killdeer had become very scarce particularly along the eastern seaboard of the United States and in the Province of Quebec. Now with complete protection over the whole continent, they have regained their former abundance. In fact, they may be more common now than when the continent was first settled because of the clearing of the great forests and the development of agriculture.

Although often the object of a bird-watcher's or photographer's attention, the Killdeer can sometimes be a nuisance to them as well. Always alert, it will usually be the first of a flock of shorebirds to sense an approaching naturalist and will fly away giving a loud warning cry. Away go all the shorebirds, leaving a disappointed birder or photographer. Many a hunter has also blamed it for alerting ducks to his presence.

It is one of the most beautiful and attractive of the shorebirds, and with its record of usefulness in destroying large numbers of pests injurious to agriculture, it deserves protection.

Limits to population

There are so many intangible factors related to the maintenance and growth of any population of birds that it becomes very difficult to determine just which are most important. Food supply, nesting habitat, predators, hazards of migration, and weather must all be taken into account. Except in extreme conditions of drought, the Killdeer, because of its varied diet, should not have much difficulty in finding a good food supply. However, they are severely limited in their choice of habitat by the amount of open land available for nesting. The usefulness of open fields, air fields, and golf courses is further limited by the activities that take place on them, such as cultivation, mowing, etc. In pastures, some nests are probably destroyed every year by domestic animals that step on them, despite efforts of adult birds to avert this catastrophe. Ground-nesting birds are particularly vulnerable to predators. The eggs are in danger from rats and foxes and the young from cats, dogs, foxes, and hawks. Protective colouration of eggs and birds, as well as the attentiveness of adults, give a measure of protection.

There are always hazards during migration, but at least Killdeer are rarely reported in the kills that occur at towers, television masts, and light-houses. There is at least one historical account of large numbers of Killdeer having been blown off course during a severe storm.

Weather only becomes a factor if heavy spring rains wash out nests and drown very young chicks. Killdeer returning north very early in the spring might be overtaken by a late winter storm severe enough to make it impossible for them to find food, and conversely, a few may be lost every year by not returning south soon enough.

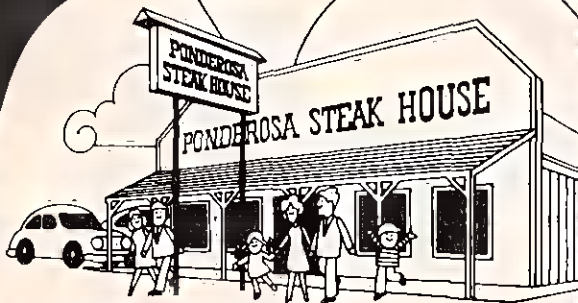
For a bird population to be healthy and stable, the same number of adult birds as there were the previous year must return in the spring ready to nest. The laying of four eggs per pair is a generous allowance to take care of the year's accidents and deaths of older birds. X

NEXT MONTH: The Cougar

From the Canadian Wildlife Service's **HINTERLAND WHO'S WHO** series issued under the authority of the Honourable Jack Davis, PC, MP, Minister of the Environment.

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1417 Kennedy Road, Scarborough, Ontario M1P 4N1

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WHEN TO FIGHT A FIRE!



Reprinted from **FAMILY SAFETY**, a publication of the U.S. National Safety Council.

A home fire extinguisher can save you, your family and your home. But there are two big **ifs**:

If you know **WHEN** to use it.

If you know **HOW** to use it.

To fight or not fight a fire, that is sometimes a tough question. To begin with, you should not attempt to put out a fire that is beyond the capability of your extinguisher. The typical household extinguisher is not meant for conflagrations that involve half a room.

Secondly, you should not spend time fighting a fire unless you're absolutely certain that you can safely do so. If in doubt, alert everyone to get out of the house first. A good solution is to have one member of the family fight the fire while another sees that everyone is out of the house and then calls the fire department.

But the hard decision is whether to take time to use your extinguisher before phoning for help. If you can get to your extinguisher in five seconds, it will only take you about another ten to shoot the contents into the blaze. So, in less than 15 seconds you will have had your crack at the fire. Hopefully, by that time it will be out. If it isn't, you haven't lost much time in getting the fire department.

But those can be a precious 15 seconds. The type of fire you encounter may make your decision for you. For instance, a smoldering pile will take some time to blaze, but a dry Christmas tree can be totally involved in seven seconds.

Sometimes people who have an extinguisher in the home overlook two other ways to put out a fire. One is to cool the flame with water and the other is to smother the blaze with a lid, a rug or even a fat, weekend newspaper.

Just about any extinguisher you purchase for home use will be filled with a dry chemical. This finely powdered agent is excellent for snuffing out flammable liquid and electrical fires. Dry chemical will put out a flaming pan of grease, but so will a lid. You can use some dry chemical extinguishers on blazing wastepaper, but you will do as well or better with a pitcher of water. So, if a cigarette starts a fire in the bathroom wastebasket, don't run downstairs for the extinguisher — use the water that's close at hand.

Leave Yourself an Out

The person who uses a fire extinguisher in the home will in most cases be using an extinguisher for the first time. And that person is likely to be a woman, because women discover and put out most fires, a recent study by the U.S. Department of Commerce shows.

But women, according to another study by a fire extinguisher committee of the National Fire Protection Association, have a tendency to stand back too far when fighting a fire, while men usually get in too close.

No matter who uses the extinguisher, it's important not to get boxed in. Always leave an escape route open.

Aim your extinguisher at the base of the fire, not at the smoke or flame. Use a side-to-side motion, sweeping back and forth. When fighting flammable liquids such as paint thinners, stand back six to eight feet or the force of the discharge may splash the fire into other areas.

Check deep inside upholstery and bedding for smoldering. When you think the fire is out, pull apart the burned area to get at hot spots and shoot again. Follow up with water. If in doubt, call the fire department and have them check it out; upholstery often rekindles, perhaps hours later.

Fire extinguisher mechanisms may work a little differently. You and your family should be familiar with the operating instructions on the extinguisher. Also take the time to read the more detailed information provided with most units.

A fire extinguisher should be in an accessible place and near a room exit that provides an escape route.

Locate yours convenient to fire hazard areas such as the kitchen range, but not so close that if a fire started there, you wouldn't be able to get to it. A good location is near an exit to assure an escape route. Mount the unit with brackets that come with it. Don't be tempted to store it in a cabinet or corner. Keep it out of the reach of small children.

Follow the maintenance directions in the instruction sheet and on the label; they may vary from unit to unit. The gauge on a pressurized model should be checked monthly to see that pressure is adequate.

Recharge Promptly

Have the extinguisher recharged promptly after each use, according to the directions on the label. This should be done no matter how little of the contents are used. You can do that by calling a fire extinguisher service agency listed in your classified directory, or by calling or writing the manufacturer for information about your closest agency.

A dry chemical extinguisher should be recharged with the same kind of chemical agent shown on the nameplate. Some extinguishers come with replaceable cylinders so no recharging is necessary. For that type, you only need to buy a replacement unit.

Once you know when and how, you can fight a home fire with more assurance of safety and success.

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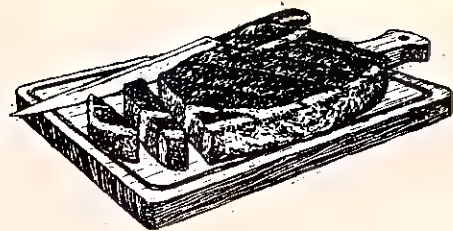
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SCOUTER'S FIVE MINUTES and recipes



You know you're a Cub leader when:

- ☐ * Twenty-five boys cheer when you step into the meeting room; then you realize that you are the only one with the key to the games locker.
- ☐ * You can clearly explain to a misty-eyed little chap why his collection of dead house flies does NOT qualify him for his Collector's badge.
- ☐ * You can ignore getting hit in the face with a wayward ball.
- ☐ * You find that old skit just as funny the 15th time around.
- ☐ * You're sitting in a restaurant with a friend and he asks you what Boy Scouts of Canada is all about and the restaurant closes before you finish.
- ☐ * Your Biology Professor thinks you're strange because you're SURE that little Beavers grow up to be Wolf Cubs.
- ☐ * Your pack is unusually quiet and you worry.
- ☐ * Someone offers to shake your hand and you automatically extend the left one.
- ☐ * The phrase "Group Committee" takes on religious connotations for you.
- ☐ * A parent comments on the noise in the room and you don't know what he's talking about.
- ☐ * You're willing to trade your shoes for a crest you don't have.
- ☐ * Someone says "You have to be a bit crazy to be doing this!" and you nod and smile knowingly.

Our thanks to Steph Scott, ACM Moncton District.

Scouter's Five Minutes — page 433

HINTS FOR COOKOUTS USING ALUMINUM FOIL

- ☐ **Temporary plates, cups and dishes** for baking and serving can be made from foil. The easiest way is to mould the foil over the bottom of a dish or container.
- ☐ **Keeping ice.** Ice in a picnic cooler or old-fashioned ice box will last longer if covered with foil.
- ☐ **Dividers for frying eggs.** Make rings of foil to act as dividers for frying eggs. Place rings in a skillet with melted butter. Drop eggs in rings to keep them in good shape.
- ☐ **Spatter shield.** When frying bacon, fish or other food that spatters hot grease, make a foil lid to rest on pan to protect you and the stove. Turn edge away from you slightly.
- ☐ **Toasted sandwiches.** Sandwiches can be toasted on a hot plate by wrapping in a foil envelope. Wrap and place on a hot plate or embers for just a few seconds.
- ☐ **Potatoes baked in their jackets** cook well if a cross is cut in potato and a little salt sprinkled on before wrapping closely in foil.
- ☐ **Melting chocolate.** For recipes requiring melted chocolate, the mess of cleaning up afterwards is eliminated when chocolate is melted in a square of foil and floated on hot water.
- ☐ **For melons.** If melons are cut before ripe, wrap in foil, leave out of refrigerator and they will ripen with no discoloration.



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Canyouth Publications Limited
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Sprinkler top. To make a sprinkler top for vinegar or oil bottles, just mould a piece of foil over bottle opening. Secure with a rubber band and punch small holes in foil.

Turkeys & Chickens, oven baked, do not burn on top if a strip of foil is placed over the breastbone for most of the cooking time.

Freshly iced cakes can be carried safely if wrapped in aluminum foil.

A lifting handle. To lift hot steamed puddings or cakes from steamers or tins fold a long strip of foil in half and in half again lengthwise and loop it under pudding bowl, so that two ends stick up a couple of inches at each side, for lifting purposes. Make similar lifting strips for cakes by arranging a second strip at right angles, inside the cake tin, before adding mix. This double sling method is particularly useful for lifting those cakes which are unsuitable for tipping out upside-down.

Save clean-up time. Casseroles, broiling and baking pans, even frying pans, are easier to clean if lined with heavy duty foil.

For cook-outs. Line your barbecue with heavy duty foil and build your fire right on the foil. It not only reflects the heat but distributes it evenly for better cooking. And it makes cleaning easy — just bundle up ashes and drippings afterwards.

Outdoor oven. Foil can be made into an excellent reflector oven for outdoor baking. Shape it rather like a little three sided tent with open side facing flames, perhaps with the aid of a few sticks.

Canteens covered with foil keep water cool.

Pot scourers. When meal is over, scour pots and pans with a crumpled-up ball of foil.

Our thanks go to Reynolds Wrap for most of the ideas suggested above.

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DO IT YOURSELF

It is a splendid line for every Scout to take; make yourself efficient so that you can depend on yourself; plan out your own way of making your career or of doing any job that comes to you.

Don't worry about getting praise for what you do; if you are doing the right thing, you will get plenty of satisfaction out of it — it will bring its own reward. All you have to worry about is to "Do your best" and "Do your duty."

Adventuring With Baden-Powell.

A PRAYER OF APPRECIATION

Lord, help us to appreciate
The young green shoots of spring,
The warmth of the summer sun,
The fruits of harvest time
And the sparkle of clean snow,
Under Your wide blue skies.

Lord, help us to appreciate
Our own green youth,
The warmth of loving hearts,
The fruits of family life
And the wisdom of old age,
Under Your infinite heavenly protection.

B.R.

Scouter's Five Minutes — page 434

GET GOING for GROWING

by Syd Young



Trees for Canada is an ideal opportunity for Scouting to do a three-way good turn — for the boy who participates and for Scouting at all levels.

Each participant, boy or leader, commits himself to plant a designated number of trees. People are asked to sponsor the participant at an amount per tree as is done in a walk-a-thon.

The benefit to the boy cannot be denied. His participation in such an environmental project will give him a first-hand association with the problems facing the country concerning forest coverage. His present profit is the pride in taking part in a big project which helps to develop the country. The growing forest will be a constant reminder to him and others of his participation in a practical, useful, good turn during his youth.

This project is ideally suited to reinforce and enlarge Scouting's program in the outdoors and ecology. It also can be directly linked to star and badge requirements.

Officially, the National Council approved the Trees for Canada project with the following overall objectives in mind.

- 1) Reforesting Canada and reclaiming waste areas.
- 2) Involving boys in the outdoors and furthering an awareness of the need for conservation.
- 3) Providing an opportunity for boys to be involved in community service and in development, both at local and international events.
- 4) Raising funds for Scouting, including the principle of sharing the proceeds on a suggested basis of 70% for the local operation, 15% for the provincial councils and 15% for National Council's use in world Scouting development, specifically for Operation Amigo.

The National Council is providing the following support material available through your local council.

- An Organization Booklet — 12 steps to planning a successful "Trees for Canada" project.
- Pledge Cards — each member can keep a record of the pledges he receives.

- Thank-You Cards — each member leaves one with the person who sponsors him.
- Authorization Cards — showing that the member has planted a certain quota of trees on Dig Day.
- Crests — for each member taking part.
- Planting Instructions — explaining methods of planting and some ideas for Dig Day.

Promotion will be provided nationally and local councils can design their own P.R. campaign using the following items contained in a P.R. kit:

- Facts Sheets
- TV Slides
- Press Releases
- Radio & TV Spots
- Repro Sheets

All these are aids which will be available to those councils and groups who participate in Trees for Canada. The real benefit to your section, however, comes in relating the project to the badge and star schemes.

Let's take the Cub section as an example and check the areas that tie in with the Trees for Canada objectives; conservation and ecology. The Black Star requirements offer a wide range of activities, such as: 1) a collection of leaves, weeds, seeds, etc.; 2) plant a tree or shrub; 3) learn about trees and their uses; 4) explain the water cycle; 5) bird feeding stations; 6) observation of insects; 7) field trips; 8) trips to special places.

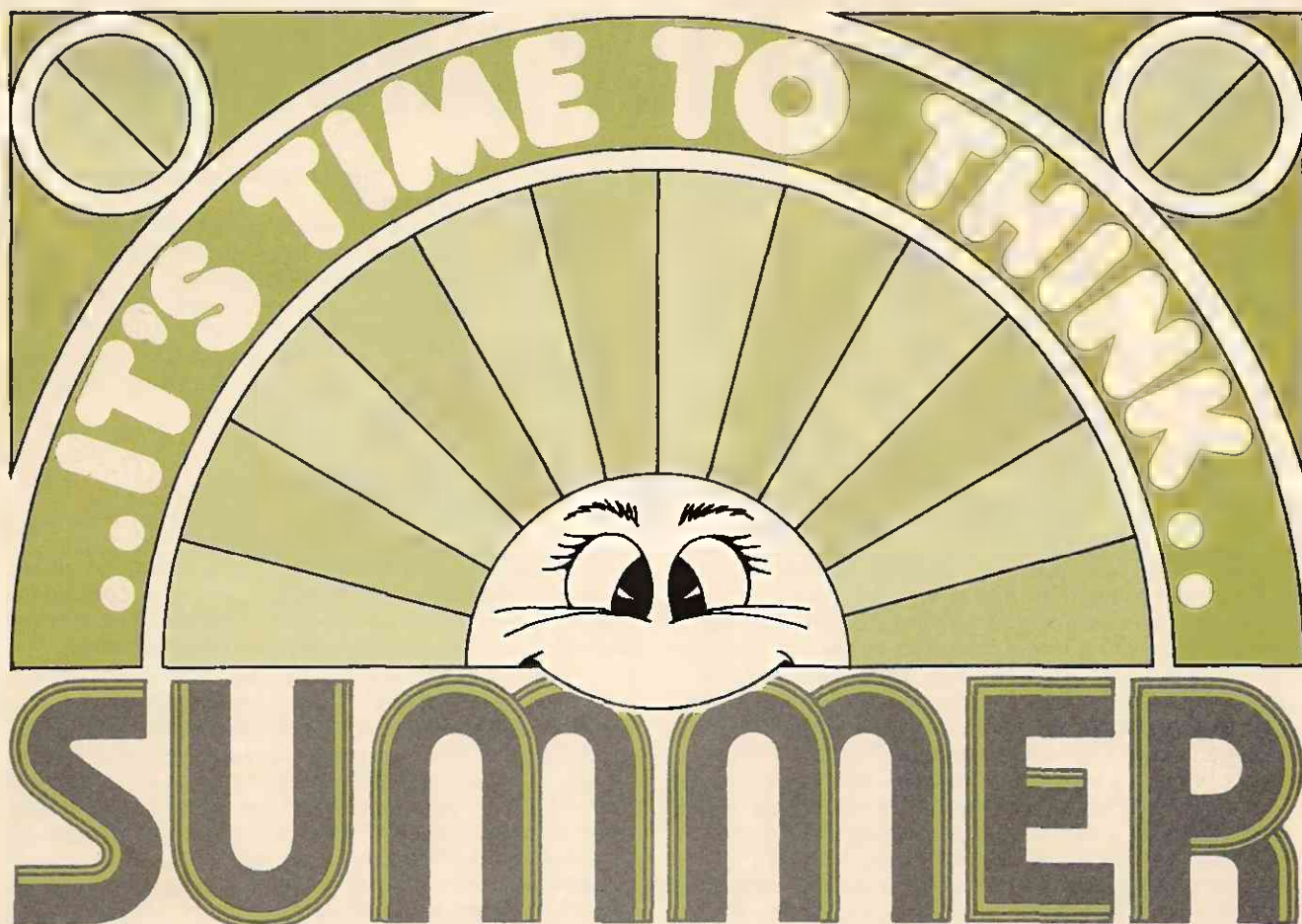
Many requirements of the other stars can be related directly to Trees for Canada.

Cub badges, such as: Collector, Gardener, Woodsman, Observer, Angler also tie in. Other section badge schemes are just as relevant.

What we're getting at is Trees for Canada is not only a good turn to the community; it can reclaim waste lands and assist in reforestation, it can raise funds for your section; but also it can be a positive way in building a meaningful program which boys can identify with, involve them in the outdoors and create an awareness of the need for conservation.

When the word gets out in your council that Trees for Canada is a "go" project, make sure that your section: boys, parents, leaders, committee and sponsors get into the act. For those who have been involved, Trees for Canada has proven itself to be an ideal program focus, has built enthusiasm at all levels and provided an opportunity for boys to be involved in a worthwhile, visible community service. X





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