

the scout leader

NEW PERSONAL FITNESS BADGES

A Four-Stage Programme For Each Cub, Scout and Rover

OPERATION JAMAICA

Everyone In This District Shared In Scout Week

I'M NOT YOUR PAL

A Close Look At Parents' Responsibilities



the scout leader

THE IDEA MAGAZINE FOR

ALL SCOUTERS AND ADULT LEADERS OF THE MOVEMENT

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GEORGES P. VANIER, D.S.O., M.C., C.D.

Deputy Chief Scout
COMMISSIONER L. H. NICHOLSON
M.B.E., LL.D., R.C.M.P. (Ret.)

Chief Executive Commissioner
FRED J. FINLAY

Executive Commissioner (Publications)
G. N. BEERS

Editor
J. DAVID AITKEN

Editorial Assistant
PAT GORDON

this month

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PERSPECTIVE

IF BY THE MERE force of numbers a majority should deprive a minority of any clearly written constitutional right, it might, in any moral point of view, justify revolution.

—Abraham Lincoln
First Inaugural Address, 1861

THE SCOUTMASTER who is a hero to his boys holds a powerful lever to their development, but at the same time brings a great responsibility on himself. They are quick enough to see the smallest characteristic about him, whether it be a virtue or a vice. His mannerisms become theirs, the amount of courtesy he shows, his irritations, his sunny happiness or his impatient glower, his willing self-discipline or his occasional moral lapses—all are not only noticed, but adopted by his followers.

—Lord Baden-Powell
from *Aids To Scoutmastership*

TWENTY-FIVE YEARS AGO: Three hundred women attended the annual meeting of the Ladies Auxiliaries of the Toronto District Scout Association.—Welland, Ont. Scouts were on duty at Market Square during the visit of Santa Claus when children received a bag of candy. Scout staves proved their usefulness in forming lanes for the lines of waiting children.—An unattributed quote: "Moots should not be held near populated centres. There is a natural tendency for visiting Rovers to run off to see the town."

—from *The Scout Leader*
December, 1938



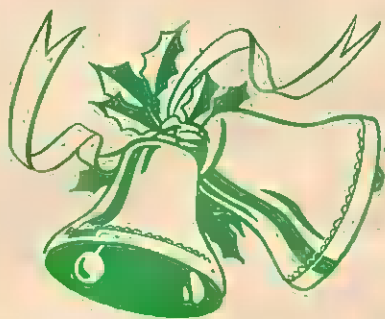
OUR COVER PICTURE

Jamaican Scout Bill Hendricks (right) compares knots with Canadian Scout Rick Heys. The Jamaican boy visited Canada as guest of Toronto's Danforth District. (See story page 8.)

Photo: Toronto Star

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Merry Christmas and Happy New Year

from the staff at National Headquarters

Coming Events

Date	Event	Location
July 17-23, 1964	6th U.S. National Jamboree	Valley Forge, Penn., U.S.A.
July 24-31, 1964	9th Scottish International Patrol Jamborette	Blair Athol, Scotland
August, 1964	8th International Patrol Camp	Venezuela
August 15-22, 1964	2nd New Brunswick Provincial Jamboree	Sussex, N.B.
December, 1964- January, 1965	7th Australian Jamboree	Australia

Note: This information is published as a service to readers who may wish to attend international, national or provincial Scouting events. Readers should not request additional information from the Editor or from Scout council offices (unless otherwise indicated.) Further details usually will appear in this or other Scout publications.

I'M NOT YOUR PAL

An adult recoiled recently when a ten-year-old greeted him with a jaunty "Hi ya, pal." The man quickly corrected the child. "I'm not your pal," he declared. "I'm your father."

The father recognized that a parent and a child are not peers. One is charged with the difficult task of civilizing the other. The difference between the role of a father and a pal are nowhere more apparent than in approaches to a single, long controversial issue: *discipline*.

The problem was posed . . . by Dr. Alexander R. Martin, a psychiatrist, at the fifty-fourth annual convention of the Boys Clubs of America.

"We all want to be liked and looked up to," Dr. Martin observed. But he noted that parents could ill afford to be blackmailed by a threatened loss of their child's friendship. Those who cannot say "No" to a child because they want to remain in his good graces, the psychiatrist warned, often rear children with a contempt for authority.

Discipline, Dr. Martin suggested, is based upon the "Four Fs: firmness, fondness, fairness and frankness."

The tensions of our times have made it increasingly difficult for some parents to assume positions of stature and responsibility, Dr. Harry F. Tashman, another psychiatrist, has noted. In some households, it almost seems as if the child in shorts wears the pants in the family. It has also been observed that those parents who give in to their children more and more want to be with them less and less.

Spoiled children are singularly unattractive. They also are unbelievably helpless. The world runs on green and red lights, and the child who has never been taught to respect the difference is placed at a crippling disadvantage in navigating through life.

That is one of the themes of a new book, *Discipline, Achievement and Mental Health*. It was written by two psychologists and an educator: Dr. E. Lakin Phillips, co-director of the Psychological Testing Centre, Washington, D.C.; Dr. Daniel N. Wiener, director, Highland Psychological Service, St. Paul, Minnesota and Dr. Norris G. Haring, associate professor of education, University of Maryland.

The book is intended for teachers and child counsellors, but parents and youth leaders may be interested in its thesis: In our psychologically-oriented times, adults have often been too quick to blame a child's lack of discipline on suspected underlying emotional turmoil. Accordingly, they have often relaxed demands for responsible behaviour at the very moment when these demands should have been strengthened.

As a result, the authors continue, many a youngster who could have been disciplined is allowed to perform well below his ability in school. Furthermore, he is likely to be shunned as a pest by his schoolmates. Both consequences often impair a youngster's self-esteem and finally bring about emotional problems that were not, however, responsible for the initial lack of discipline.

by **MARTIN TOLCHIN**, reprinted with permission from **THE NEW YORK TIMES MAGAZINE**

Although an undisciplined child sometimes simulates an emotional invalid with his temper tantrums, constant whining and nagging, displays of extreme boredom and inability to concentrate, his behaviour is often symptomatic of nothing deeper than a fervent desire to evade an unpleasant task, the authors say.

In some cases, the undisciplined child is merely emulating his undisciplined parents. In others, parents indulge a child in a subconscious effort to prolong his dependence by rendering him helpless. But some of the indulgence has been an unhappy side effect of our enlightened times.

For example, the authors contend that emphasis on the importance of understanding a child has sometimes led adults to abandon attempts at discipline. Some adults apparently believe that understanding a child's deep urges will settle almost any behaviour problem. If a child is disobedient, so the theory goes, it is only because he feels misunderstood.

Then there are those who resort to reason as the only method of dealing with a child's misbehaviour. The authors observe that "simply to place the whole matter of conduct and self-regulation in the lap of reason is to strain reasoning to the breaking point."

They believe that adults should be firm in setting goals for a child based upon his abilities, in keeping those goals clear and in letting the child know exactly what is expected of him. They advise:

"If you make a requirement, stay with it for all you are worth, unless you discover that you have made a gross error. If you have erred in estimating what the child can do, admit it to him, correct the mistake and develop a new realistic set of goals. You should not apologize profusely for your mistake, nor should you allow your error to encourage the child to challenge you whenever he feels he does not like to do something."

When a child falls short of the mark, parents should not think in terms of punishment, with its disagreeable qualities and negative connotations. Instead, a child should be expected to take the consequences of his behaviour. The authors explain:

"If you do not pay your phone bill, the company disconnects your telephone. Are they punishing you for not paying the bill? Hardly."

Thus, parents can tell a youngster with slipshod work habits that he can go outside and play after he finishes his homework.

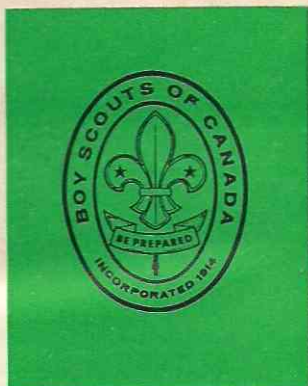
The word discipline—which has the same origin as the word 'disciple'—means subordinating oneself to the demands of learning. The authors equate it with control, direction and purpose—none of which can be instilled by adults who are too harsh, too quick to condemn, too negative or too wishy-washy.

Nor can it be achieved by parents who have no time to spend with their children, as Dr. Timothy Costello, professor of psychology at New York University, has observed.

A child develops inner controls, Dr. Costello finds, when he identifies with an adult and accepts and internalizes the adult's values. He explained:

"If a child is going to internalize our values, the child must know what our values are. They must be spelled out for him in words and deeds. No discipline in terms of building inner controls can be accomplished without a warm and accepting relationship with an adult."

In the final analysis, discipline does not impose limitations, but rather paves the way to new and meaningful experiences. While the spoiled child remains the captive of his own helplessness, the disciplined youngster enjoys the freedom to be his most productive self. His are the rewards of self-fulfillment, the appreciation of others, and the satisfactions of being a contributing member of his home, his school and his world. ★



CANADA'S Colourful DISTRICT BADGES

Part 26

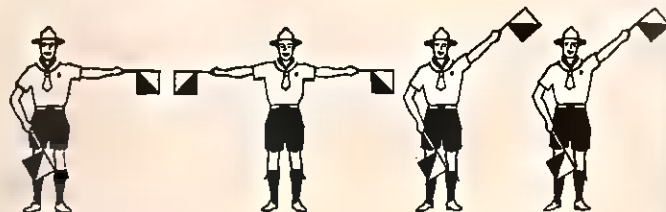


Do not write to any Scout office about badges or mailing lists to be used in making a collection of badges because they are unable to handle such requests.

Left: The Algonkin (Quebec) Badge shows an Algonkin Indian at the bow of his canoe spearing fish and eels. The Indian and canoe are white, the water green, the sky red and the sun gold.

Centre: The Cowichan Lake (British Columbia) Badge was designed by Scout David Hunter of the 1st Youbou Troop. The badge depicts Lake Cowichan in blue on a brown valley floor. The mountains are green, the sky white and the border and writing red.

Right: The Diocese Valleyfield (Quebec) Badge is blue at the top to indicate that the first troop in the district was started at Salaberry and red and green at the bottom to represent the second troop—the Bourget Troop of Rigaud. The yellow lyre represents St. Cecile, patron saint of Valleyfield.



FREE

TO SCOUT LEADERS

SEMAPHORE CODE *Wear a Signaller's Badge*

ATTENTION F.A. V.A. V.S.	PLATE PLACED IN MOUTH CLOSER TO MOUTH EASIER TO SEE	DAY A.A.	NIGHT SIGNALS, ARRIVED END OF MESSAGE A.A.	MESSAGE RECEIVED SIGNALITY RECEIVED VISIBLE TO EACH PERSON
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REQUIREMENTS -
KNOW THE SEMAPHORE OR MORSE SIGN FOR EVERY LETTER OF THE ALPHABET AND FOR THE NUMERALS; ALSO THE TABLE OF MISCELLANEOUS SIGNALS. BE ABLE TO SEND AND RECEIVE A SIMPLE MESSAGE ACCURATELY OUT OF DOORS. FOR A SEA SCOUT THIS MUST BE UNDER WORKING CONDITIONS SUCH AS SHIP-TO-SHIP OR SHIP-TO-SHORE.
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THE SCOUT LEADER

TOY SHOP DRIVE

London, Ont. District Council recently opened a toy shop drive which garnered hundreds of dolls and toys for needy children this Christmas.

Every Boy Scout and Wolf Cub was asked to repair or rehabilitate one useful toy which he had outgrown and dolls and girls' toys were collected from Guides and Brownies. Ladies Auxiliaries repaired and dressed more than one hundred dolls and an additional 130 were dressed by the employees of a local insurance company.

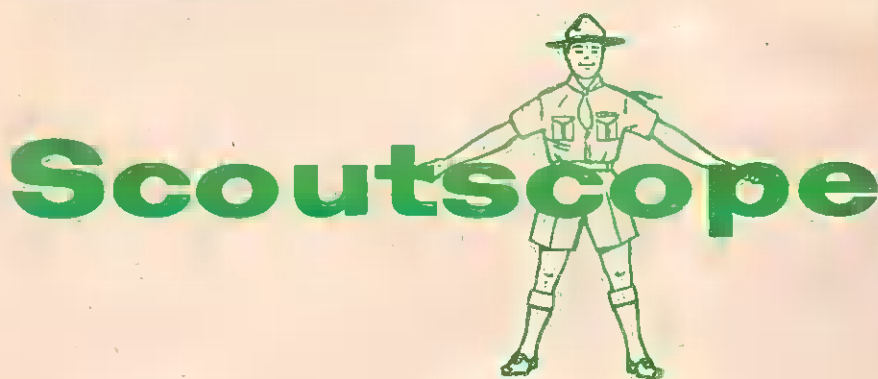
G. Ray Bryson, executive commissioner of the London District Council, said Scouts and Cubs will also look after sorting the toys.



Photo: RCAF

Above: The 1st Gimli, Man. Scout Group presents a wolf's head to Group Capt. G. Sutherland, commanding officer of RCAF Station, Gimli for ultimate presentation to the 1st Echternach Pack, Echternach, Luxembourg. Presenting the wolf's head on behalf of the group is Scoutmaster Flight Sgt. John Fisher, Scout Stephen Fisher and Cubs David Kilpatrick and Billy Olson.

Assistant Scoutmaster Sgt. W. C. Gillespie of the 1st Gimli Troop was asked to acquire a wolf's head for the Luxembourg Pack during a tour of duty at Marville, France.



BOOK SALUTES SCOUTS

Scouts In Action, a new book published this year, details the true exploits of fifteen recent Boy Scout heroes.

Written by David Harwood, with the full co-operation of Scout Headquarters and the associations in several Commonwealth countries, the book reconstructs the exploits of brave Scouts and includes sixteen pages of illustrations.

Helped by eye-witness accounts, the author's stories range from the Lion Of The Tasman Sea, an account of a rescue from a wild sea on the New Zealand coast, to The Waterfall, the rescue of stranded climbers on a waterfall in England; from The Longest Night, a Canadian story in which young Scouts coped with a difficult situation after their leader died suddenly in a remote spot, to The Tightrope, in which Tynemouth Sea Scouts saved a new tanker from disaster at the quayside.

British Chief Scout Sir Charles Maclean says in the book's foreword that he hopes it will be widely read, not only by Scouts "but by all young people and by older people, too. For the courage and enterprise and selflessness which these true stories illustrate must inspire anyone who reads them."

—Information Bulletin
The Boy Scouts Association

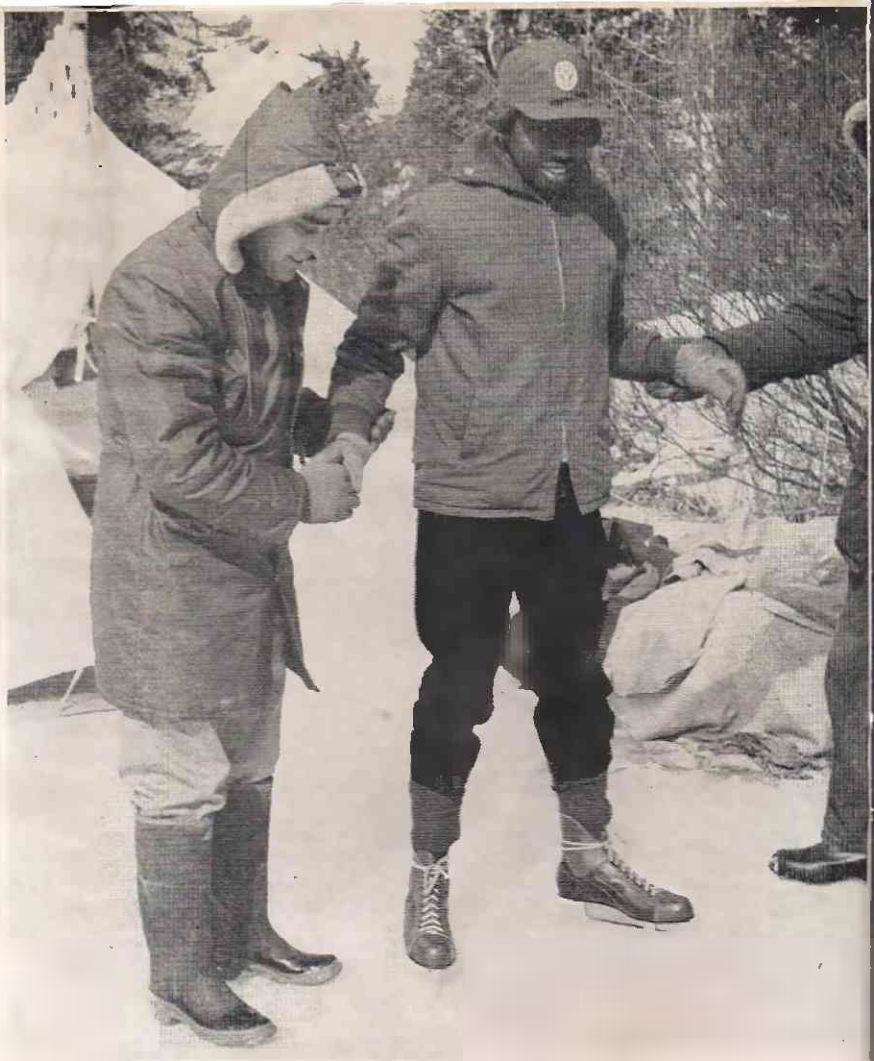
Below: This 23-foot high cardboard totem pole was built by J. C. Munro, (at top) assistant Cubmaster of the 4th Georgetown, Ont. Pack with materials supplied by the Cubs. The totem pole was displayed at a hobby show.



Photo: Peter Jones

by Jim Bain

District Commissioner
Danforth District
Greater Toronto Region



OPERATION JAMAICA

Scout Week, 1963 was just around the corner and Scouts in Toronto's Danforth District decided they wanted to do something 'really big' to salute 'Scouting 'Round The World.'

The best way they could this, they decided, was to bring to Canada, for the week, a Scout from another country.

The proposition was put to the district executive committee which readily approved the idea. It was decided that the project would be subsidized by a voluntary collection of twenty-five cents from each Cub, Scout, Rover, Scouter, group committeeman and ladies auxiliary member registered in the district.

Approval of the project from all the required authorities was quickly and enthusiastically given and the invitation was extended to Jamaica—first, because Scouts

wanted someone from a country that fired their imagination and second, because they wanted someone who spoke English.

It wasn't long before the newspapers, radio and television got wind of the story and publicity about the project spread far and wide.

A week before the Scout's expected arrival at Toronto's International Airport, a letter was received from the Jamaican Boy Scouts announcing that the chosen Scout was William George Hendricks, Jr.—a First Class Scout from the Moravian Scout Troop in Kingston.

The big day—February 14th—arrived and despite the time (midnight) and the weather (18 degrees below zero), Danforth District was out in force to welcome their Jamaican guest.

After interviews and picture taking, 'Bill' Hendricks,

as he was quickly nicknamed by his new friends, was taken into Toronto to the home of Mr. and Mrs. William Heys where he was billeted during his stay. The Heys have two Scout sons, Queen's Scout Rick and his younger brother Doug.

LEFT: Jamaican Scout Bill Hendricks prepares to take a few tentative strides on the ice.

BELOW: It's not as easy as it looks!



The following days were a whirlwind of activity for the young Jamaican—but one of his first outings was a visit to a store for warmer clothes to combat the Canadian winter!

Bill visited the Royal Canadian Curling Club and was soon out on the ice trying his hand at this Canadian sport. He also attended a winter ramble where he helped set up camp and had his first 'go' at snowshoeing. A hockey game at Maple Leaf Gardens was also on the agenda. While there, Bill was interviewed on television by Ward Cornell and Andy Bathgate and had a chat with comedian Johnny Wayne.

He attended a session of the Ontario Legislature, went skiing and ice skating and toured the Royal Ontario Museum. He went to Niagara Falls, tried fencing and spoke to nearly four thousand persons at twenty-eight banquets and meetings. He was also interviewed by newspaper, radio and television people and through the courtesy of Ray Hunter, a 'ham' operator, contacted Jamaica to tell his friends at home how the visit was progressing.

On Sunday, February 24, Bill attended the church parade of the 18th Group at St. Barnabas Church where he read the lesson. Because it had snowed during the morning, he was able to take part in another Canadian 'sport'—snow shovelling! A trip north to Balsam Lake took up most of the afternoon and early evening and gave him a well-deserved chance to relax a bit.

On his return to the Heys' home, for his last evening there, he found a surprise party waiting for him. Many persons in Danforth District had taken advantage of this opportunity to say goodbye.

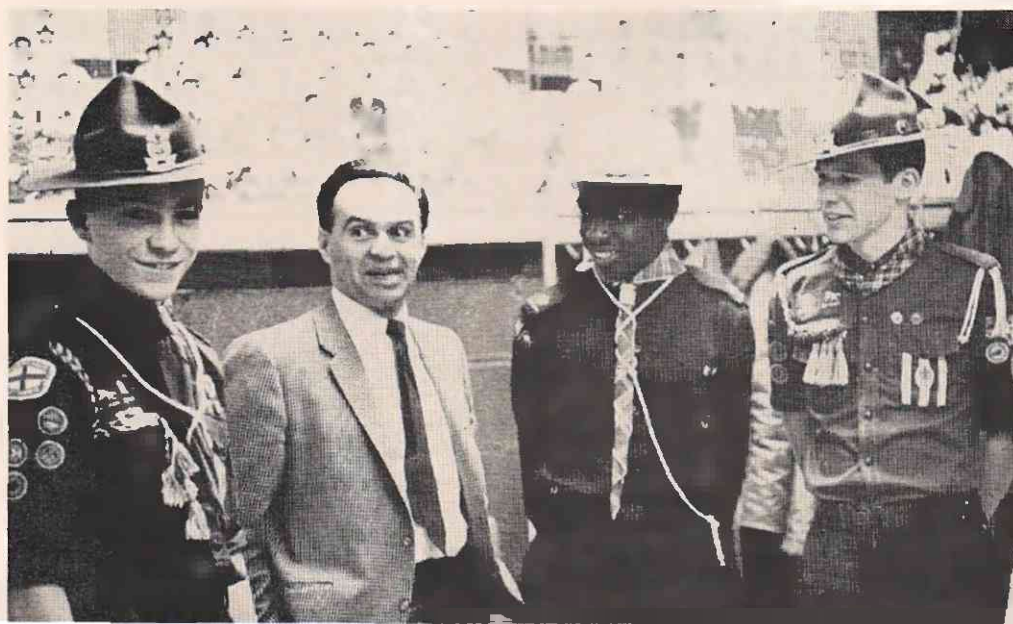
The next morning was Bill's last in Canada. Here is how he described it:

"Ate breakfast in a sad mood and bade the family which [had] made me so welcome, farewell. Boarded the TCA plane bound for Jamaica at 10 a.m."

Perhaps Danforth has started something which will catch on in many other districts across Canada. ★

Photo: Robert Gilmour

Bill and his new friends Ron Smith of the 187th Troop (left) and Rick Nice of the 196th Troop chat with comedian Johnny Wayne at Maple Leaf Gardens after an NHL hockey game.



Pack

Badge Work

At this time, some of your older and more advanced Cubs will want to get going on badge work. We recommend three badges which are linked, more or less, to our theme of being 'fit for fun.'

(a) *Team Player Badge*—Turn this activity over to one or more of the fathers of your Cubs. Get them to form a hockey league of all the packs in the area or arrange for a system of challenge matches between your pack and another. Let all the Cubs play for some of the games, but arrange the schedule so that your older Cubs will be able to complete their six matches.

Regardless of the 'pack arrangements, give credit to those Cubs who are playing on teams outside Cubbing.

(b) *Homecraft Badge*—Turn this activity back to the mothers of the boys who are working for the badge. Refer them to page 79 of *The Way To The Stars* for details and suggestions about the requirements. To develop more enthusiasm, arrange to demonstrate one or more of the badge requirements at the pack meeting.

(c) *Collector Badge*—Most Cubs are 'pack rats' and will collect anything and everything. Encourage this natural tendency by arranging for a display of assorted collections at pack meetings. Get the collectors to talk about their collections, to answer questions from the Cubs and, where possible, to permit Cubs to handle the items. Let the Cubs know of the wide choice of items that they may collect. Refer them to pages 73 and 74 of *The Way To The Stars*.

Sports and Hobbies

We covered some sports and hobbies in the preceding section. Try to arrange for all your Cubs to ski, skate, slide and to collect, make and repair things.

In this way you will help them keep physically fit through fun-packed outdoor activities and mentally sharp through encouraging their native curiosity and interest in things that 'go' and grow, in things that they can take apart and put together again and in drawing and sketching, etc.

Films on Crafts

It will help sharpen the interest of your Cubs if you can get a craftsman

of some sort to come and talk to the boys and perhaps show a film on his specialty.

Such films are available from many local libraries, departments of recreation, National Film Board offices or the Canadian Film Institute, Carling Avenue, Ottawa.

'Operation Snowman'

Tie the Wolf Cub activity to the suggested highlight of the month—Operation Snowman. At the first heavy snowfall, use part or the whole of your meeting time to get Cubs out of doors to build a snow fort. Have a competition for the best snowman per six or the best piece of snow sculpture per six or individual Cub.

Troop

Are your patrols 'Bear Patrols'? You know—the animal that hibernates in the winter and comes out grumpy in the spring?

Well, they needn't be. Winter activities can be fun! One has only to look at the increase in skiing centres, hockey teams, curling rinks and other winter sports facilities to see the appeal they have for thousands of people.

Winter Scouting

The Winter Scouting Badge should be one of the most important badges earned by any Scout. It is preparation for camping under all conditions. Start off with hikes and cook-outs. Let your Scouts experience the problems of fire-lighting in the snow. Interesting and funny results occur until they learn, from experience, that a hot fire on top of snow disappears into the snow unless a proper base is built. This may involve clearing snow or making a base of green logs. Let them learn by experience. One has only to cook one meal over a fire that has disappeared two feet in the snow before the lesson, indeed, *sinks* in.

On first camps in the winter, have a building available. Make sure all Scouts are properly equipped and trained so that the actual event will be fun.

Winter Sportsman

Whether skiing, skating or snowshoeing, inject winter competition into your programme. How about an orien-



F For



it Fun

January's Programme

teering run on skis or snowshoes? Try slalom races, cross-country runs, search and rescue operations or tracking competitions to inject fun into the activity.

Skis—Snowshoes—Toboggans

Bring in an expert on skiing. Have him demonstrate the proper care of skis and which waxes to use. Ask him to point out the things to look for in good boots, skis and poles.

Try making your own snowshoes.

Use the exercises on page 12 of this issue to help your Scouts develop those muscles necessary for skiing.

Toboggans are a good way to pack gear into a winter camp. These can be made by the troop or borrowed from brothers and sisters. After arrival at camp they can provide hours of fun.

Ski Competitions

Try a ski competition. Include such activities as jumping, slalom, downhill and cross-country runs. Include classes for the novice.

Snow Houses

Only some areas of Canada are suitable for such a project. Snow for these must be packed and capable of being cut into blocks. Where this is not available, make snowballs (large size—twelve to eighteen inches in diameter) and build windbreaks and shelters. Cover with branches and snow on top. A bivouac can form the basis for a mud and wattle-style shelter. (Substitute snow for mud.)

Try building sleeping shelters in a snow drift. Remember to have the entrance go down and then up to a sleeping platform.

'Operation Snowman'

Plan Operation Snowman for late January or early February. Make it a winter survival activity. Train Scouts in winter camping and survival. If your troop is very young or lacks camping experience, make this a one-day activity.

Set the theme of a downed plane. Provide emergency rations and kits. Use only a tarp, not a tent. Rely on natural resources as much as possible. Set up camp and prepare signal fires and signs. Use aircraft distress signals. (Have an emergency shelter available and make sure that all boys fully understand the dangers of frostbite.)

Crew

Arctic Survival

Study the best types of clothing, footwear, bedding, food and tent for Arctic survival.

Make use, wherever possible, of men trained by the armed services in survival. Much material is available in libraries, and the *National Geographic* and other magazines. Get a copy of the *Winter Scouting Handbook*.

Eskimo Culture

Where did the Eskimos of Canada come from? How do they live? What are their major problems in the jet age?

Study their arts and crafts. How do these compare with modern art?

Make this study a 'Crew Quest.' Invite speakers, show films, hold displays and invite girl friends to participate.

Square Dancing

Plan a social evening around square dancing. Get a good caller. If members are not familiar with this style of dancing, walk through each dance first. Make it a 'winter dress' affair and serve a chuck-wagon buffet. Here's a suggested menu:

Barbecued Beef

Baked Beans

Homemade Bread

Dessert

Coffee

Use cattle brands for decorations and borrow gunbelts and hats from kid brothers.

Run a competition to see who has the fastest draw. Supply pencil and paper and make it a still life competition—the fastest 'draw.' The drawing must be recognizable to win.

Winter Sports

Form 'ad hoc' teams to take part in winter sports. Where possible, enter individuals or teams in local competitions. Invite top athletes to give instruction to the crew.

Survival Project

See 'Operation Snowman' under the troop programme, but make your project a more advanced operation. ★

Fit For Skiing

The exercises on this page are designed to help you and the members of your section develop those muscles that are used in skiing.

The exercises can be done at home and require no equipment. Start slowly and build up to the number given under each diagram. Don't try to do them all at once!

Scouts can use skiing on hikes, winter camps and winter sports days. These exercises can help develop the muscles strength and co-ordination that is vital to a good skier.

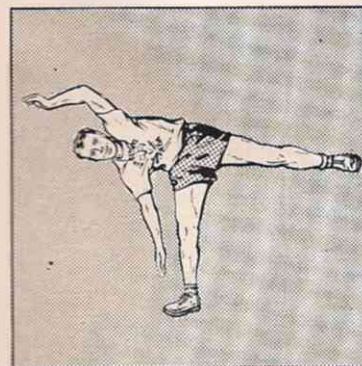
When you take your car on a trip you check the oil, battery and radiator. These exercises can be a good check on how ready you are to start skiing.

Be fit for both skiing and Scouting!



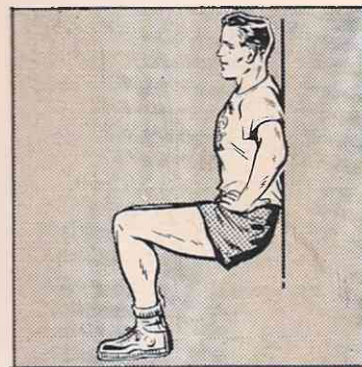
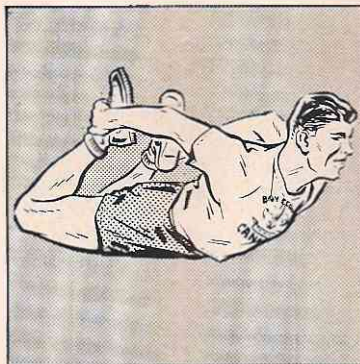
Body Bend. Strengthen those muscles used in basic traverses. Start with feet spread and arms over the head. Shift weight to left leg and slowly bend left knee, with right knee straight, at the same time bending body to the right. Repeat right and left - 5 times each.

Balancing Act. Prepares skier for turns and traverses. Stand with feet together, left hand on head and slowly bend to right until left leg is parallel with the floor. Hold for count of five - 5 times a side.



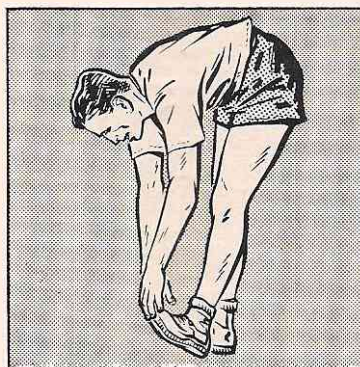
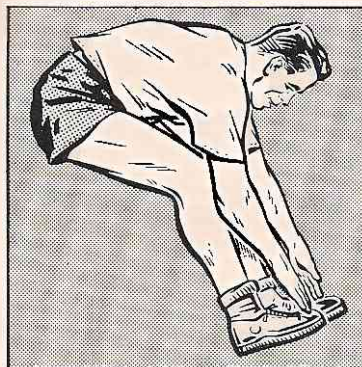
Four Clasp. Toughens stomach muscles and stretches thigh and hip muscles needed in rhythmic turns. Sit on floor - feet together - knees spread to sides - hands grasping toes. Roll over on one leg and down on to shoulder and then roll back. Repeat five times each side.

Cradle Roll. Stretches all muscles in front of body. Lie on stomach - bend knees - reach back with hands and clasp toes. Rock 5 times - rest - rock 5 times.



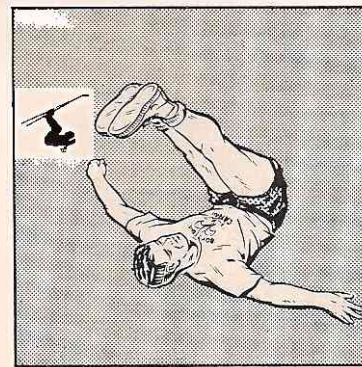
Thigh Toughener. Strengthens thighs for bumping runs. Place heels 15 inches from a wall or put back against the wall and sink to sitting position. Aim for 25 seconds.

Toe Touch Jump. Strengthens thighs, stomach, Achilles' tendons, helps coordination and timing vital to rhythmic shortswing. Stand erect, jump up and touch toes with knees as straight as possible, land on the toes. Five times.



Buck Stretch. Stretches the Achilles' tendons, back muscles, also helps with balance. Bend and grasp toes; keep the knees straight, then start walking. Women, more supple in lower body than men, take 20 steps, men take 10.

Practice Rolls. Use this to prepare for falls. Lie on back - arms out - raise legs with knees stiff until toes touch floor beyond head. Return to original position. Repeat 5 times.



What Do YOU Think About . . .

Older Boys?

by Robbert Hartog

Programme & Uniform Subcommittee

It is a fact that 'older boys'—those fourteen years of age and over—are slowly disappearing from the Scout movement.

The question therefore arises: Do we have anything to offer them? Can we—the Scout movement—contribute something valuable to their lives?

Or have they 'had the course'?

If we cannot contribute anything valuable to them, either because our methods do not work for them or because others are doing a better job, should we agree to become a movement for eight to fourteen-year-olds? Or could we change to make a real contribution to the lives of older boys?

If we make a real contribution to them now, how come we help so few? Can we be satisfied to only help such a small proportion? How can we widen the base and do 'more for more'?

If we feel we should do a better job for more older boys, what are the principles we should use to be of value to them and attract and keep them interested?

What are their requirements, their needs, their desires? Do we have something special to offer them? Should we combine activities or concentrate on one major activity? How would this help them? What proportion of boys would be attracted by it and what proportion repulsed?

Do we understand older boys or do we classify rock 'n' roll, juvenile delinquency, noisy meetings and a desire

for independence all under the general heading of the Incomprehensible 'Lost' Generation?

Do we tend to interpret their needs by thinking back to what were our needs at that age? If so, could we be missing some significant factors due to changes that have occurred and are still occurring? Do boys' needs never change or does society affect their requirements also?

What is the influence on their lives of rapidly changing technology, the communications media, the 'shrinking world,' more leisure time and new teaching methods?

Is there a place for older boys in our troops apart from patrol leaders and seconds? If there isn't, does this limit their numbers? If there is a place, are they 'mixed up' with younger boys? Does this satisfy them?

How does our programme help older boys to become better citizens? Do we help them to become better adjusted in modern society? What special qualities does Scouting tend to develop? Are there better ways than the existing ones to do this? Do we leave out important required qualities? If so, how can we remedy this deficiency?

Do our plans for older boys rely on specially qualified leaders and, if so, how can we obtain and train them? Or can these plans be executed by good, 'average' leaders?

As an old saying goes: One fool can ask more questions than one hundred wise men can answer. ★

Canadian Boy

January 15, 1964 is the publication date for the first issue of our new magazine for boys. There will be all sorts of ideas in this first issue to help you put across your programme. Make sure your boys are not disappointed by returning your registration forms now.

JOHN THURMAN, Camp Chief, Gilwell Park, England gave an important address on Scouting at the Far East Scout Conference in Bangkok last December. Extracts from his talk are given below.



HIGH
AIM
LET'S



I want to remind you that bad Scouting loses the interest of the boy and is really of no use whatever to anyone.

When I talk of Scouting I always mean, and I hope you do, the best quality of Scouting that we can offer at any moment in our history.

After all, with more than fifty years' experience behind us, we ought indeed to be able to offer better Scouting today than was offered twenty, thirty or forty years ago.

We need to make sure that what we offer in the first place attracts the boy to us. And having attracted him that we then are able to hold his interest.

You do not instil those qualities of citizenship and understanding of the Scout promise and all that Scouting entails in a few short months. Therefore we must look to it that we are able to hold the boy in Scouting long enough really to make an impression upon him.

I put it to you that joining us is a beginning—the door to our opportunity. Staying together shows progress and working together—that means we've achieved success.

Success should be our aim. And we should be satisfied with nothing less.

One of our great needs today is to look carefully at what you can do about a satisfactory programme for the older boy. At the adolescent stage of his life, the older boy admittedly is more difficult to handle than a small boy, simply because he is part-child and part-man, and neither he nor anyone knows which part will be uppermost at any given moment.

Now I do realize that if you concentrate effort on trying to tackle the opportunity that the older boy presents, the numerical increase in your Scouting will not be satisfactory. He is harder to attract and more difficult to hold than the small boy.

But I believe that Scouting has much to offer him, and I conceive it is our duty to find what that is and try to make it available.

It would mean a searching, challenging, rather complex programme. It will need a very high calibre of leader specially trained to understand and to lead him in the pursuits that appeal to him. . .

The Wood Badge is not an award for service you have rendered. It is not a badge of rank. It is a sign, visible to yourself as well as to others, that you have shared an experience, and have willingly accepted a standard of leadership in relation to your own effort . . . it is a sign that you will strive . . . that you are willing to share your knowledge and your experience with anybody else [and] that you want to give of yourself and the benefit you have received to other people.

I see the picture thus: I'm very proud of what Scouting has achieved. I'm proud of what it is achieving. And yet I try to think always of two things.

The first is that from the past I can get inspiration, but no work.

History doesn't do any work. It can point a way. It can issue a warning. But, if Scouting . . . is going to be successful, it will be because of what the Scout leaders of [today] contribute, and not what the Scout leaders of ten or twenty years back contributed.

And so the future of Scouting is, for better or worse, at the moment, in our hands . . . and in the hands of tens of thousands of men like us, who try to serve it the world over.

There is no substitute for work. I've spent a life-time looking for one and it's not there, and I think I'm glad. And so we cannot afford to rest, we cannot afford to be complacent or to sit back. . . Let us prepare carefully and intelligently and steadfastly to build a house on the foundations that have been laid. To build a house that is large enough and sufficiently well-appointed to attract, to welcome, and to accommodate those tens of thousands of boys who I believe would like to be Scouts, if we could make proper provision for them in the Scouts.

And let us be ambitious in our building, but let us also make sure that we build well, so that it doesn't tumble down, and the roof fall in . . . so that it is strong enough to withstand the shocks that the future is bound to bring it. ★

The following games for Scouts were selected from Indoor Games For Scouts (The New 'Gilcraft' Series No. 2.)

HOLLYWOOD GAME: Three or four boys come forward, one from each patrol. They are told they are having a screen test for a film to see if they can display emotion. The emotion is announced by the Scouter, they are given a few seconds to think, and then at the cry of 'Hold it' they display the emotion.

The rest of the troop judges the result. Another set of boys then comes forward until all have had a turn.

This is an amusing game but it has values, too, as it often helps boys who don't always shine in other games. Such emotions as joy, envy, hatred, dismay, love, fear and terror should be used.

DOCTORS DIFFER: Patrols stand at one end of the room in relay formation. At the other end cards are placed in a row, face upwards, with the description of an injury on each. Each Scout is given one out of a set of cards on which a variety of remedies is written. Only one remedy is written on each card and each Scout must keep his remedy secret from his neighbours. There must be as many separate sets of 'remedy' cards as there are patrols, and each set must be numbered or lettered to distinguish between the patrols. Patrols in relay then run to the 'hospital' and each Scout places his 'remedy' card face downwards in front of the 'injury' card to which he thinks it best suited. Finally, the injuries and remedies are read out and points awarded to patrols for suitable treatment. Points are also given for speed in completing the relay race, but these points should not easily outweigh those given for correct treatment of injuries.

FARMYARD FROLICS: Each Scout is handed a slip of paper bearing the name of a domestic animal or bird. At a given signal, each begins to act the creature in dumb show, at the same time looking out for others of the same species. When three or more have been collected, they may begin to give tongue. The first herd, covey or flock in full chorus is declared the winner.

TWILIGHT: Troop in a circle. One Scout starts the game by twirling an enamel plate in the middle of the ring, and as soon as he has spun it he calls the name of someone in another patrol who has to catch the plate before it collapses on the ground. If he does this he spins and calls the next game. If he doesn't, the original spinner carries on. ★

Indoor Games



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YOU NEED PATIENCE!

It is generally accepted that Cubmasters require a great deal of patience in the performance of their duties.

I have listed a number of routine questions [and comments from] enthusiastic Cubs . . . during a hotly contested hockey game.

Any Cubmaster-turned-hockey coach will be able to add an equal number. . . .

Patience may be a virtue, but as a Cubmaster it is a necessity.

Akela, when does the game start?

Akela, will you tighten my skates?

Akela, my brother couldn't come because he slept in.

Akela, I lost my hockey stick.

Akela, I can't find my shoulder pad.

Akela, I can't find my shin pad.

Akela, who's going to play goal?

Akela, can I play on the first line-up?

Akela, my brother couldn't come because he slept in.

Akela, can I go on the ice now?

Akela, can I go on the second line up?

Akela, I broke my hockey stick.

Akela, Johnny's crying because he broke his hockey stick.

Akela, my feet are cold.

Akela, they sure got a good team.

Akela, can we put on our power line now?

Akela, why have you got Garry on the ice? He can't skate.

Akela, my brother couldn't come because he slept in.

Akela, is this the last period?

Akela, what's the score?

Akela, how many more minutes left in the game?

Akela, can we stop at a café before we go home?

Akela, Larry got a goal!

Akela, Johnny's still crying because he broke his stick.

Akela, my brother couldn't come because he slept in.

Akela, do we go home in the same cars?

Akela, that was a good game.

Akela, are you going to stop at that café?

Akela, I have to go to the bathroom.

Akela, my brother couldn't come because he slept in.

K. E. Sigurdson
Cubmaster

Hanley, Sask.



'ALL-IN-ONE' BOOK

This [past] summer revealed to us the pressing need for a book on all water activities—swimming . . . rescuer badge requirements, scuba diving, water skiing, rowing, etc.

I . . . would like to know if Rescuer and Canoeman Badge reprints are still available.

D. Mole
Scouter

Whitehorse, Yukon.

✿ Reprints are no longer available. Despite the low cost (ten cents), there was insufficient demand for them and when supplies ran out they were discontinued.

Your suggestion for a book on water activities has merit. In the past our prob-

lem has been that we try to produce one book for each badge. Until a book on various water activities is available, we suggest that you contact the Canadian Red Cross Society and the Royal Life Saving Society of Canada.—Ed.

SCOUT MINIATURES?

. . . Can you tell me whether it is possible to obtain miniature replicas of Dr. [Robert Tait] McKenzie's superb statue 'The Boy Scout' as portrayed on the [cover] of a recent [issue of *The Scout Leader*]?

I can think of many uses for such miniature replicas within the movement. What a fine 'thank you' gift one would make!

Philip Tattersall

Pointe Claire, Que.

✿ The matter is now under discussion with the Boy Scouts of America and we hope to have a firm answer in the near future.—Ed.

FOR INSPIRATION

[Here is] a prayer which I thought would inspire and . . . interest all in Scouting.

[It was composed by] Scouter Peter McLennon, assistant Scoutmaster of the 3rd Georgetown Troop. . . .

"Our Father: We . . . ask humbly for the clasp of Thy guiding hand to lead us in the right path in our endeavours in the years ahead.

"Help us, O Lord, to understand and feel in our hearts the true spirit of this great brotherhood of which we are a part. Guide us in our counsel to the young who look to us for guidance, so that we, in our own small way, may contribute to their development as good citizens, morally and physically sound, prepared to play their part in the achievement of fellowship and brotherhood throughout all mankind."

Margaret Munro
Cubmaster

Georgetown, Ont.

Correspondents are requested to indicate their rank or position of service in Scouting (e.g., Cubmaster, Assistant Scoutmaster, Group Committeeman, etc.). This will enable readers to better appreciate the writer's viewpoint.

Views expressed are those of the writers. They do not necessarily reflect the policy of the National Council of the Boy Scouts of Canada. The Editors reserve the right to edit letters for reasons of space or clarity. The Programme and Uniform Sub-Committee receives copies of all correspondence relating to its work.

Introducing...

The Personal Fitness

The following proposal—adopted by the executive committee of the National Council on October 26, 1963—is the result of two main developments and sets out the requirements for a four-stage Personal Fitness Badge.

In 1961 the subject of the Athlete Badge was discussed at the seventh meeting of the National Programme Committee. At that time the committee directed the Programme Department to review the requirements for the Athlete Badge and submit its findings.

Early in 1962 a special staff study committee was formed at National Headquarters to determine ways and means of furthering fitness among the boy membership of the Boy Scouts of Canada. The study committee was directed to include the review of the Athlete Badge in its larger study. The committee's report, the substance of which was approved by the National Executive Committee at a meeting held in Hamilton in October, 1962 proposed:

- THAT an application for a grant be made to the National Council on Fitness and Amateur Sports.

- THE setting of a theme—Fitness Through Scouting—for Boy Scout Week 1964 and for the Scout year 1963-64.

- THE production of a leader's information kit on Fitness Through Scouting.

- THE development of a Personal Fitness Badge.

Subsequently:

- (a) The grant from the National Council on Fitness and Amateur Sport was approved in June, 1963.

- (b) The National Executive Committee approved the theme 'Fitness Through Scouting' for 1963-64 and Boy Scout Week 1964.

- (c) The leader's information kit is available for purchase from the Stores Department.

- (d) The requirements for the Personal Fitness Badge are attached.

- (e) The special staff committee is continuing its study of fitness programming and related badges such as Athlete, Team Player and Winter Sportsman.

PROPOSAL

It is proposed that a four-stage Personal Fitness Badge (illustrated at the bottom of page 19) be introduced as of January 1, 1964. As the badge would be open to both Cubs and Scouts, a boy who earned any stage of the badge as a Cub would be allowed to wear it on his Scout uniform when he moves up to the troop.

IMPLICATIONS

The physical tests included in the four stages of this badge are based on requirements set by the American Association For Health, Physical Education and Recreation, a department of the National Education Association of the United States.

These requirements were established following the testing of thousands of children.

The four stages are designed for boys aged ten, twelve, fourteen and sixteen. Each stage is represented by a badge of identical design but colour-coded (green, bronze, silver and gold.)

While the stages were designed around the ages above it is not proposed that age be a requirement. Thus, a 14-year-old could pass the green badge if that were the measure of his fitness. Similarly, a Cub could earn the bronze or silver badge if he were exceptionally fit.

As the stages of the badge are progressive it would not be necessary to pass a lower level stage to earn a higher one. For example, it would be possible to earn the bronze without holding the green.

PERSONAL FITNESS—GREEN BADGE

- A. (1) Have had a recent medical examination.
- (2) Have had a recent dental examination.
- (3) Show *and/or* demonstrate an understanding of personal health through a discussion with the examiner on the following:
 - (a) Care of skin, hair and nails
 - (b) Care of eyes, ears, teeth and feet
 - (c) Proper amount of sleep
 - (d) Proper diet
 - (e) Function of the main organs of the body
- B. Demonstrate and explain the value of the exercises in the grade badge requirements.
- C. Demonstrate proficiency or show proof of participation in an individual or team sport.
- D. Demonstrate ability to meet the following fitness tests:
 - (a) sit-ups—30 times.
 - (b) baseball throw—90 feet.
 - (c) standing broad jump—4 feet 8 inches
 - (d) 50-yard dash—8.6 seconds.
 - (e) 600-yard run-walk—2 minutes 45 seconds.

Badge

PERSONAL FITNESS—BRONZE BADGE

- A. (1) Have had a recent medical examination.
(2) Have had a recent dental examination.
(3) Show *and/or* demonstrate an understanding of personal health through a discussion with the examiner on the following:
 - (a) Care of skin, hair and nails
 - (b) Care of eyes, ears, teeth and feet
 - (c) Proper amount of sleep
 - (d) Proper diet
 - (e) Function of the main organs of the body
- (4) Demonstrate an understanding of public health measures such as pasteurization of milk, treatment of water and vaccination and immunization.
- B. Demonstrate and explain the value of the exercises in the grade badge requirements.
- C. Demonstrate proficiency or show proof of participation in an individual or team sport.
- D. Demonstrate ability to meet the following fitness tests:
 - (a) sit-ups—37 times
 - (b) baseball throw—110 feet
 - (c) standing broad jump—5 feet 4 inches
 - (d) 50-yard dash—8 seconds
 - (e) 600-yard run-walk—2 minutes 32 seconds

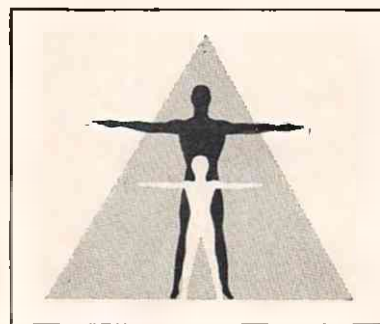
PERSONAL FITNESS—SILVER BADGE

- A. (1) Have had a recent medical examination.
(2) Have had a recent dental examination.
(3) Show *and/or* demonstrate an understanding of personal health through a discussion with the examiner on the following:
 - (a) Care of skin, hair and nails
 - (b) Care of eyes, ears, teeth and feet
 - (c) Proper amount of sleep
 - (d) Proper diet
 - (e) Function of the main organs of the body
- (4) Demonstrate an understanding of public health measures such as pasteurization of milk, treatment of water and vaccination and immunization.
- (5) Discuss with the examiner the meaning of mental health.
- B. Demonstrate exercises suitable for all-round physical development, including those that strengthen the muscles of the arms, shoulders, chest, abdomen and back. Demonstrate one exercise to increase endurance.

- C. Demonstrate proficiency or show proof of participation in two individual or team sports.
- D. Demonstrate ability to meet the following fitness tests:
 - (a) sit-ups—44 times
 - (b) pull-ups—6 times
 - (c) standing broad jump—6 feet 1 inch
 - (d) 50-yard dash—7.3 seconds
 - (e) 600-yard run-walk—2 minutes 18 s.

PERSONAL FITNESS—GOLD BADGE

- A. (1) Have had a recent medical examination.
(2) Have had a recent dental examination.
(3) Show *and/or* demonstrate an understanding of personal health through a discussion with the examiner on the following:
 - (a) Care of skin, hair and nails
 - (b) Care of eyes, ears, teeth and feet
 - (c) Proper amount of sleep
 - (d) Proper diet
 - (e) Function of the main organs of the body
- (4) Demonstrate an understanding of public health measures such as pasteurization of milk, treatment of water and vaccination and immunization.
- (5) Discuss with the examiner the meaning of mental health.
- (6) Demonstrate exercises suitable for all-round physical development, including those that strengthen the muscles of arms, shoulders, chest, abdomen and back. Demonstrate one exercise to increase endurance.
- B. Develop and follow a programme of home exercises designed to produce all-round muscular development and endurance. Through records show the pattern of training for the past month and discuss the results with the examiner.
- C. Demonstrate proficiency or show proof of participation in one team and one individual sport.
- D. Show ability to meet the following fitness tests:
 - (a) sit-ups—50 times
 - (b) pull-ups—9 times
 - (c) standing broad jump—6 feet 11 inches
 - (d) 50-yard dash—6.8 seconds
 - (e) 600-yard run-walk—2 minutes ★



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