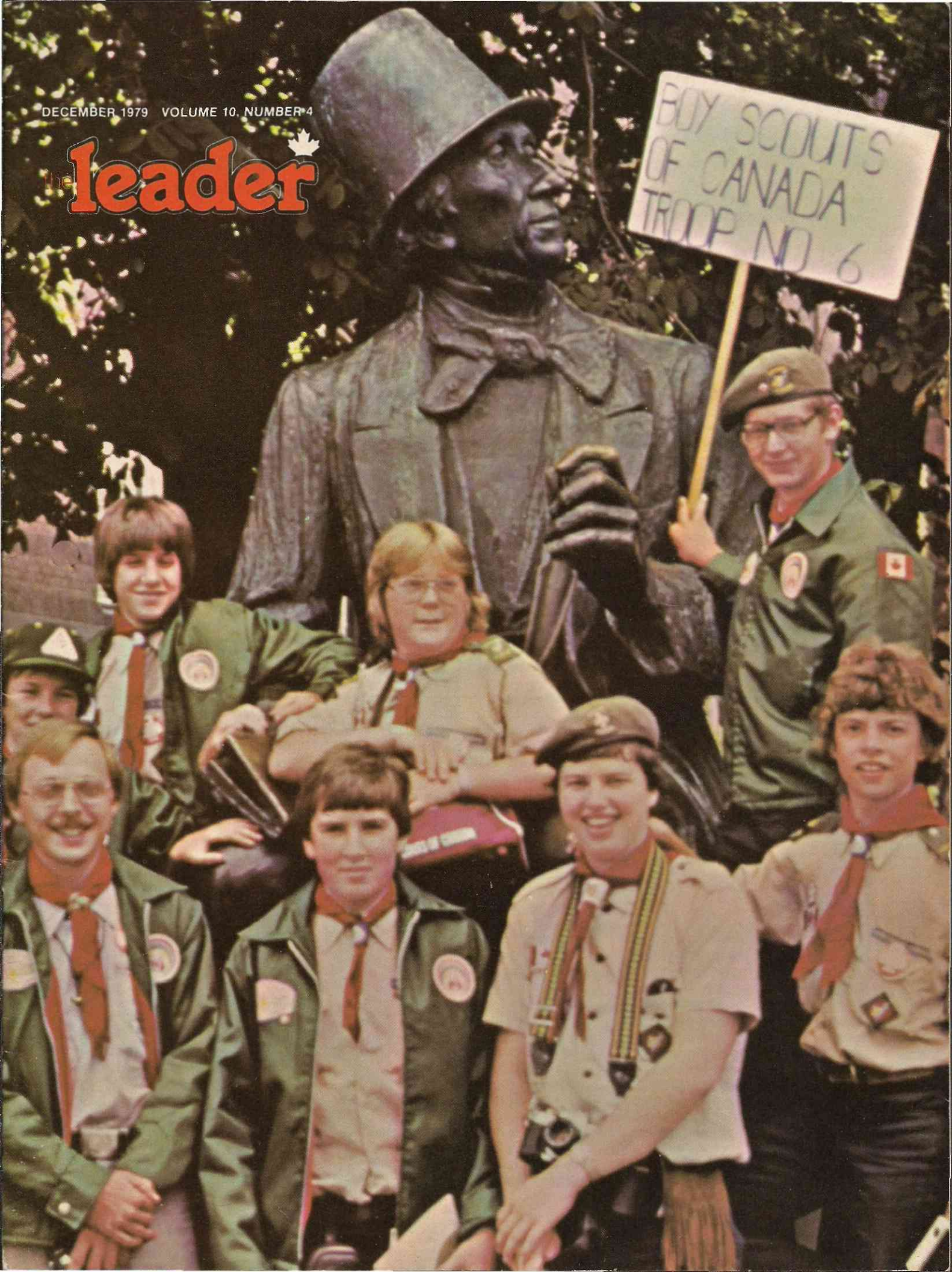


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the leader

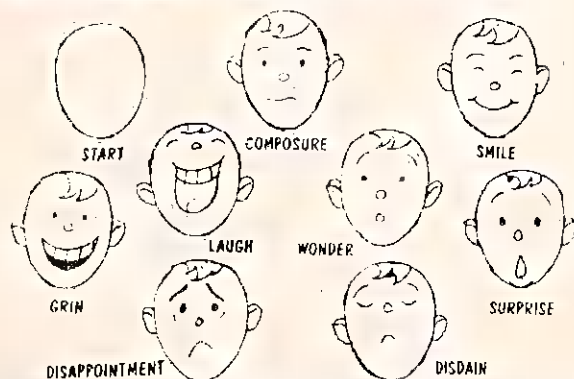


patrol

by Bob Butcher

With Christmas fun and games in mind, I've collected together some ideas from various sources, which may help your party or yuletide meeting go with a swing.

Here to start with is a sketching idea adapted from South Africa's *Scouting Digest*, to introduce your pack to some elementary drawing. Try facial expressions which are made by changing the eyes, nose, mouth and eyebrows. By tracing the head outlines on a stencil and running copies off for each of the boys, you can show them how to create an infinite variety of expressions.

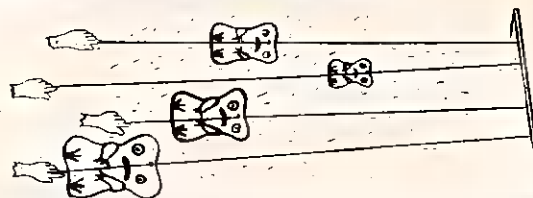


Now have fun with "Self Portraits". Each Cub makes a drawing of himself and hands it in to the leader, for secret numbering. The leader keeps a master copy of which numbered portrait represents which boy. Lay all the pictures out in a row and give the boys pencil and paper. Now let them guess who's who.

From *Scouting U.K.*, comes a game based on the mysterious yeti. Three cut-out yeti footprints are provided for each six. The Cubs line up and pair off within the six. One pair from each six travels the length of the hall using the footprints as stepping stones. As there are three footprints between two boys they have to take it in turn to stand on one foot.

Some games never go out of date and here, from a wartime copy of *The Scouter*, (U.K.) is a muddled sentence idea. Akela chooses a sentence with as many words as there are Cubs. Each word is written on a separate slip of paper or card. Each boy is handed one and a pin.

At the word "Go" all look at their word and each Cub pins his to his chest. He then hunts for a place in the sentence, the last to find his place paying a forfeit. This can also be an inter-six game or a pack game between two teams, each with the same sentence.



And here, from the same source, is a frog race. Secure half a dozen lengths of string at one end of the hall — perhaps tied to a heavy bench. Each boy now creates a frog shape from stiff cardboard and can fill in details to his heart's content but must finish up with a hole bored through the centre forehead.

At the word "Go", competitors thread their frogs onto the string and waggle them about until one of them reaches the finishing post. If there are more frog competitors than strings, play-offs could decide the overall winner. While it may not take the place of Kub Kar racing, it can provide lots of fun and excitement and may need an eagle-eyed umpire for close finishes. X

only 1/3 of the motor vehicles and only 1/5 of the pedestrian traffic is on the road! These accidents happen because drivers often cannot see the pedestrians well enough in time to stop.

Transport Canada reports that light coloured or even fluorescent coloured clothing does not provide adequate warning to motorists and suggests the use of "retro-reflective materials" on pedestrians' clothing.

This material can be seen 600 feet from a driver's headlights and is the same material used to produce highway and street signs which "light up" in approaching headlights.

Although the person wearing the material can't see the reflection, the driver of the car gets a brilliant reflected signal in plenty of time to take action which might prevent injury or death.

Consider devoting all or part of one meeting to the subject of pedestrian safety.

Perhaps a local police constable can be recruited to help.

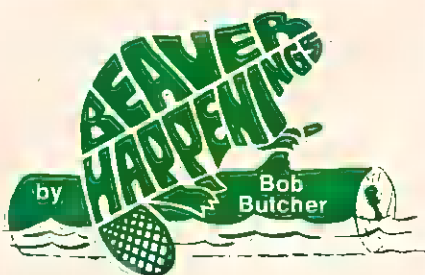
Investigate the availability of retro-reflective material in your com-

munity. If availability and finances permit, consider obtaining a quantity of it for use at your meeting. The advantages of this material can be explained and demonstrated to your boys using a spot-light in a darkened room.

Fashion some sort of craft using the material so that each boy can make his own personal "reflector" to pin or stick to his outer clothing to make him more safe on the road.

Investigate the availability of Transport Canada's pamphlet which could be sent home to parents to aid them in looking out for their children's safety.

Check your local film library or National Film Board library or contact the Road and Motor Vehicle Traffic Safety Branch of the Ministry of Transport, Ottawa, Canada, to enquire about the availability of their film entitled *Step Lightly*. This is a 12 minute, 16mm sound and colour film which depicts how retro-reflective materials can save pedestrians' and cyclists' lives during the hours of darkness by making them more visible to motorists. X



by Bob Butcher

Here's a program idea worth developing for your colony that we picked up from a Transport Canada Road Safety pamphlet entitled *Step Lightly* (TP 966). I find it especially applicable to this time of year when hours of daylight are so short and young boys may be going to and returning from meetings in darkness.

Over 5,000 Canadians are killed and over 180,000 are injured each year on Canadian roads. One in five of these casualties are pedestrians.

About half of these casualties (500 deaths and 10,000 injuries) happen after dark at a time when

the leader

The Canadian Leader Magazine

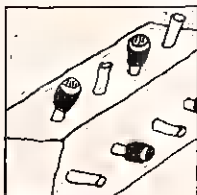
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R.C. BUTCHER
Editor

BETTY RPKINS
Assistant Editor

KAY HOTHAM,
Editorial and Advertising



COVER

Our cover picture this month was taken by the Editor when he served on the staff of the Canadian contingent to Dalajamb the subject of our article on pages 4 and 5. Our cover shows some of the boys and leaders posing in front of the statue of Hans Christian Andersen in Copenhagen.

supply services news

by Bill Johnson

It is my pleasure again, on behalf of the staff of Supply Services, to wish all our readers a **Very Merry Christmas and a most Joyous and Prosperous New Year.** 1979 was an exciting year for Scouting, and Supply Services was proud to be a part of it. We look forward to 1980, resolved to make it even better. Many new products are being looked at, new and faster systems are speeding up deliveries, all designed to improve our service to our membership.

Don't forget your Scout Supply outlets when doing your Christmas shopping. They have a wide selection of **gift ideas** for every member of the family, and please remember, if you are looking for a small gift for the boys in your colony, pack or troop, to give the dealer lots of warning. He cannot carry large quantities and will probably need to order it.

Our **new Cub windbreaker** is proving to be a real winner. A look at the general market would indicate that our jacket is much lower in cost than most jackets of similar quality. This, coupled with the smart new styling and top construction makes it really worth looking at, not just for Cub events, but for everyday wear.

Excitement is really starting to build for Canada's next national jamboree, **CJ '81.** The site, in the foothills of the Rockies west of Calgary, is already starting to take shape and Supply Services will be there with the biggest, most fully-stocked Trading Post in the history of Canadian Scouting events. Crests, hats, shirts, leather goods, mugs, pennants and dozens of souvenir gift items for mom, dad, brother and sister, as well as a full selection of camping and uniform items. Over 100 volunteers are expected to man the post. Will you be there? **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: \$3.00. Others: \$5.00. Outside Canada: \$7.00. Recommended by Boy Scouts of Canada.

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ISSN 0036-9462



Nearly 3,500 strong.



Contingent staff member William Gillespie presents a thumbstick to King Carl Gustaf.



Swedish Girl Scouts made many friends at Dalajamb.

4

by Bob Butcher

If things had gone according to plan I would be writing to you now about the remarkable experience enjoyed by Canadian Scouts and leaders at the World Jamboree in Iran. I can honestly say "remarkable" because I had the opportunity to visit that country in the summer of '78 to review the preparations being made by Iranian Scouting. (see *The Leader*, Aug/Sept. 1978.) While revolutions have been known to change world events, Scouting has rarely, if ever, had to make such an abrupt change of direction in such a short space of time. After officially "postponing" the World Jamboree in Iran, World Scouting declared 1979 a "World Jamboree Year" and encouraged Scout Associations around the world to participate in each others jamborees and camps. Two events, Dalajamb '79 in Sweden and Kristal '79 in Switzerland, were designated as major World Jamboree Year Camps which would accommodate several thousand participants from around the world.

Salvaging a pre-planned tour program in Denmark which was to be part of the World Jamboree package, Canadian Scouting made the decision to send its contingent to Dalajamb and, in an incredibly short 6½ months, mounted a contingent of 285 to attend that event. What follows is a brief report on what the Dalajamb contingent experienced and some photos of what they saw and did.

After departing Canada from several cities the evening before, members of the Canadian contingent converged on Copenhagen on the morning of July 4. While some of them had had a previous opportunity to meet with other members of their patrol or troop, this was the first time they came together as a group. From the airport they were whisked by private motor coach to their

accommodation at Idrætens Hus, a sports school complex in Glostrup, a suburb of Copenhagen. This was to be their home base for the next five days from which they would enjoy daily excursions to both Copenhagen and to attractions in the surrounding countryside.

After a free half day to rest up from their jet lag and to get their bearings, they were bussed into the city to enjoy their "Discover Copenhagen Tour". This included a visit to the Round Tower, built as an observatory in 1642; a motor launch cruise through the harbour and old canals; a visit to the Little Mermaid, inspired by Hans Christian Andersen's fairy tale and a visit to the Museum of the Danish Resistance Movement. The rest of the day provided time for free exploration and shopping as well as an evening visit to the famous Tivoli Gardens.

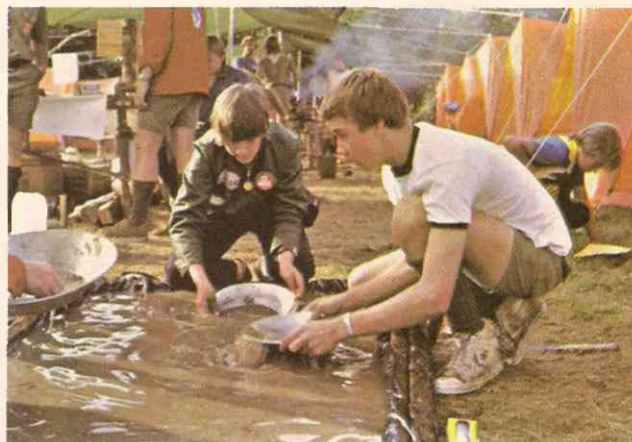
The following day saw the contingent bussing northward to visit Elsinore with Kronborg Castle, famous as the setting of Shakespeare's *Hamlet*. A short ride on an antique train then carried the group to the old fishing village of Gilleleje where the more hardy were able to enjoy a swim and all could observe the blonde haired, fair skinned citizens for which Scandinavia is sometimes noted. On returning to Copenhagen, boys and leaders were then able to take in an evening's entertainment at the Benneweis Circus.

The following day, a Saturday, left the participants free to explore Copenhagen at their own pace and to acquire gifts for mother and father and little brother back home.

Sunday had the contingent back on the bus again for visits to two other major attractions. One was the reconstructed Iron Age Village near Roskilde, a unique historical research centre where university students live



Iron Age warriors show how it was done.



Canadian Scout learns to pan for gold.



A friendly game of horseshoes with an admiring gallery.



A friendly joust.

and work using only the tools, materials, and weapons known in the Iron Age.

The other was the Viking Ship Museum, a fascinating archaeological workshop which is working to preserve five Viking ships which were sunk in the Roskilde Fjord more than 1,000 years ago.

The contingent rounded out the day at Copenhagen's Zoological Gardens where, together with an invited group of Danish Scouts, they enjoyed a special barbecue dinner followed by games on the lawn.

The next morning signalled time for a change to part two of the program which was to be a four day "home hospitality" stay in the homes of Danish families. Many boys and leaders were bussed to all corners of Zealand while others were claimed at Idraetens Hus by their hosts. For many, this part of the journey proved to be the highlight of their Scandinavian experience.

On July 13 the buses collected the Canadian Scouts and leaders to assemble them at the boat dock for a crossing to Sweden where Swedish coaches were waiting to take them on a long journey north to the province of Dalarna, the site of Dalajamb.

Arriving late in the evening, they found their troop and patrol equipment already waiting for them on their troop sites. In the half-light of a Swedish summer night, they were able to erect their campsites in preparation for the ten days of activities to follow.

The next day brought a change in the weather which was to pour rain on the campsite on each of those ten days, but spirits remained high and fellowship endured.

Boys and leaders prepared their own meals on fireplaces made of bricks and iron grids.

Program activities included: pioneering trails, swim-

ming, canoeing, fishing, wind-surfing, wrought iron work, batik and textile printing, orienteering, campfires, arena shows, nature trails, amateur radio, hikes, excursions and sporting activities such as volleyball.

Some of the highlights included: a visit to the Falun copper mine which has been in production for close to 1,000 years; a day trip to Stockholm; an overnight hike through the Swedish countryside; and a visit to the Jamboree site by King Carl XVI Gustaf of Sweden.

Naturally, the trading posts did their usual high volume of sales in crests and souvenirs, and badge swapping was carried out at every opportune place and time.

One of the more unusual features of Dalajamb was the number of girls in attendance. Since Swedish Scouting is a mixed organization, both Boy and Girl Scouts attended and many countries accepted the invitation to send Girl Guides.

Dalajamb Scouters who are Woodbadge holders were invited to a Swedish Gilwell Reunion. Those accepting the invitation had the opportunity to canoe across Lake Malingsbo in a gentle drizzle, stand about in a moderate rain and paddle back in a torrential downpour! Those who did brave the elements however, will be the envy of everyone back home for each was presented with a small sterling silver bead to add to their Woodbadge.

On the early morning of July 24, amid tearful farewells from many a young Swedish girl, members of the Canadian contingent once again boarded their buses for the drive to the airport and the return flight to Canada. While it had been a much wetter experience than could have even been imagined in an Iranian desert, it was an international event that will be remembered as the highlight of many a Scout or Venturer's Scouting career. X

LET'S MAKE A MODEL THEATRE

by Betty Rapkins

Here's a craft activity to suit any age group. Young Beavers can create effective model theatres from shoe boxes. Cubs can give their imaginations free reign with cereal cartons, and older boys can make really splendid models using plywood. The principle for all three types is the same. The eye of the audience is drawn through the proscenium arch to simple cut-out characters manipulated by boys at each side of the stage pushing and pulling wires against colourful backdrops.

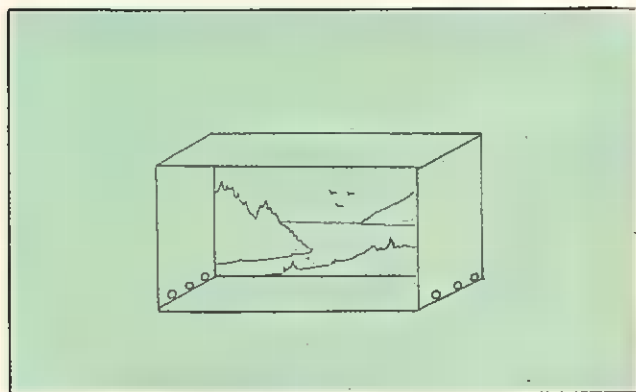
You will need to plunge into your group's "make-it" box for suitable cartons, scraps of wood, including balsa wood, and card, stiff wire and glue, together with a supply of old magazines, picture books, colourful calendars, comics and postcards perhaps, plus any other odds and ends your imagination suggests.

Your plays themselves can be simple versions of well-known stories such as *Friends of the Forest*. They can be horrendous Victorian melodramas — complete with frail heroine and wicked Sir Jasper — or you could adapt some of the skit ideas from David Goss's column this month. If you are lucky enough to have any talented budding playwrights in your midst, your plot could be completely original and could even have topical plots depicting local events. It's an interesting fact that many of those famous old nursery rhymes and fairy stories we grew up with, were in fact based on the latest news of their day. A somewhat grisly example of this is, of course, the famous "Ring-a-ring o' roses" describing the earliest symptoms of the Plague which killed off a high proportion of the British population in the seventeenth century. The "pocket full of posies" were the herbs carried to ward off the disease. "Atishoo, atishoo, we all fall down" depicts all too clearly, the later stages and final death of its victims.

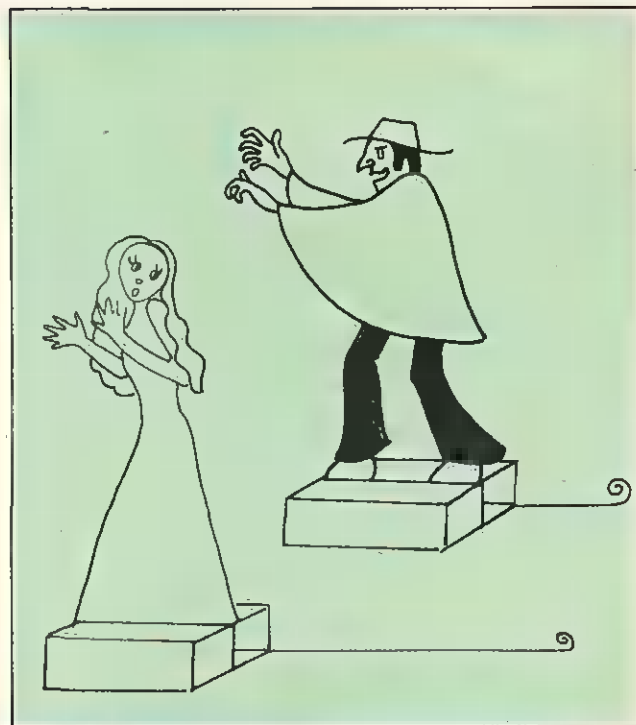
So perhaps it is somewhat macabre to suggest it, but little playground jingles based on acid rain or nuclear waste may even now be making themselves heard in contemporary school yards! Certainly local issues and local characters could be woven into your groups' plays with good effect and might serve to develop the boys' interest in current issues. But do keep a high proportion of the plots just plain fun and as colourful as possible.

A Shoe Box Theatre For Beavers

Each boy brings a shoe box along and chooses a colourful picture from one of the sources listed above, such as an old calendar. Or an old pile of magazines would be useful here, especially those with outdoor or travel themes. Trim the picture to fit the bottom of the box (which becomes the back of the stage) and glue carefully into position. Cut small holes at each end of the box, or poke a pencil through if the box isn't too tough — as shown in illustration.



Make a maximum of six "actors" by cutting them out of comics, etc., and glueing them to card, allowing an extra $\frac{1}{4}$ " strip of card along base. Old birthday, Christmas or postcards would be useful here. Carefully cut out small

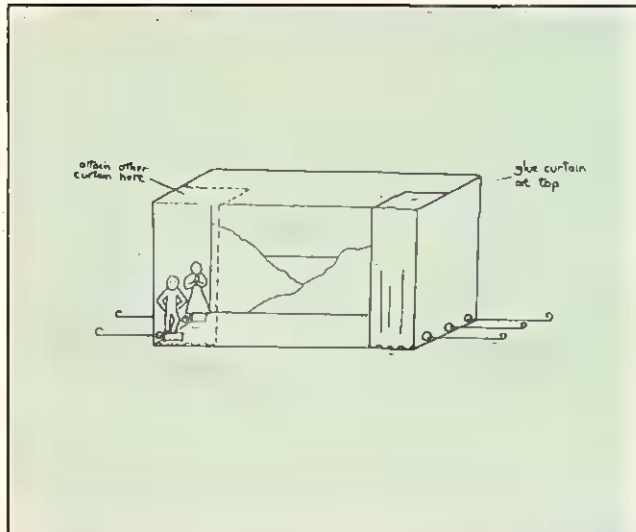


blocks of balsa wood, two per character, approximately $1\frac{1}{2}$ " long x $\frac{1}{4}$ " x $\frac{1}{4}$ ". Glue one piece to each side of that extra $\frac{1}{4}$ " of card at the base. Cut a piece of wire roughly 18" long and position permanently with glue into one end of the balsa base.

Bend other end of wire up to form small, easily manipulated loop handle, once characters are "in the wings".

Make half of the characters with their handle to the left and half to the right. The wire is then threaded through those holes bored at each end of the box, so that characters can glide on stage and "off" as required.

As actors will be lined up at each side of the stage, the last requirement is to make simple curtains to hide them until it is their turn to make an entrance. For young boys simply cut small pieces of felt or rich looking fabric and glue as illustrated.



To finish off, cut a simple shape to hide curtain tops and complete the proscenium arch thus:



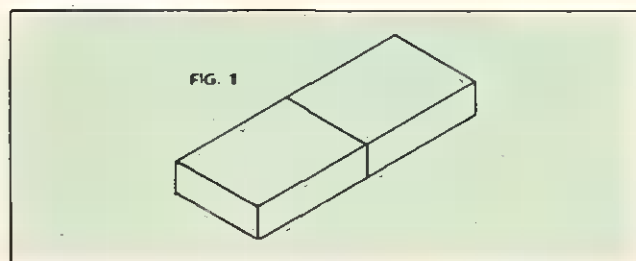
To light up the scene, shine a torch on stage, during the action, switching it off at the end.

A Cereal Box Theatre for Cubs

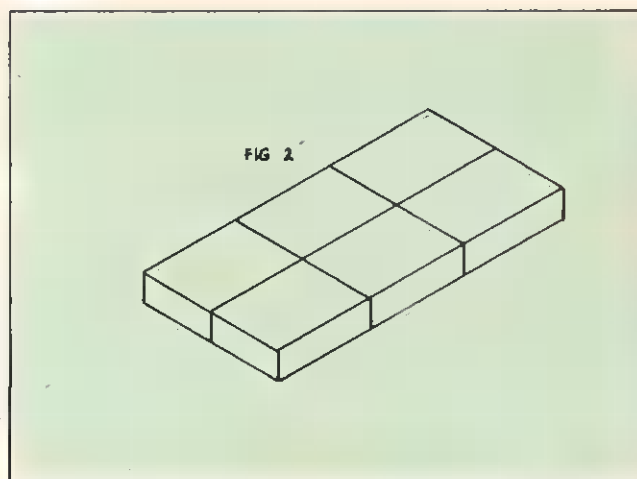
Looking through earlier issues of *The Leader* I came across the following idea for a theatre, using those individual cereal boxes my son is always urging me to buy in the supermarket.

You will need: cellulose tape; 11 individual "variety-type" empty cereal boxes; white glue; newspaper; 1/4" balsa wood; balsa glue; old photographs; magazines; cardboard; tempera paints; material for curtain; stiff wire.

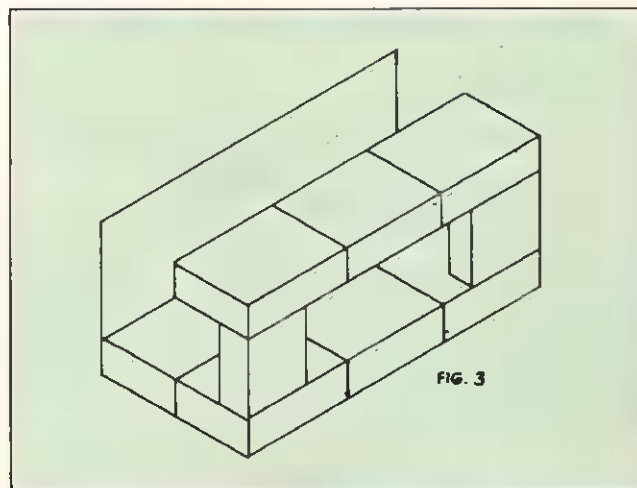
With cellulose tape, close all the flaps on the cereal boxes; glue six boxes together, side by side, in pairs; allow to dry. (Figure 1)



Now glue the three pairs together, end to end; you will have a platform of two boxes by three boxes; wrap as a parcel in newspaper; with tape, seal ends closed. This newspaper covering gives a smooth floor, for this is the stage.



Take two more cereal boxes and glue each, upright, one at either end of one side of the stage, as in Figure 3.



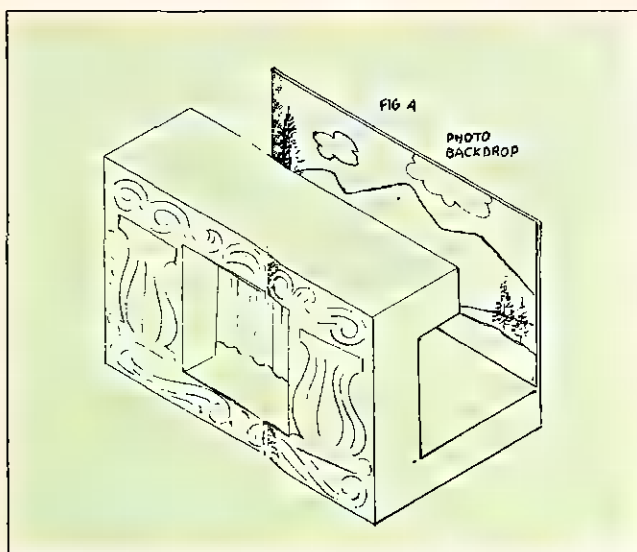
Glue the three remaining boxes, end to end and, when they have dried, glue them in place across the two upright boxes. This is the front of the stage.

Now paint the front of the boxes to resemble a stage front, with pillars or swags of material; here the imagination has free reign.

Cut a piece of cardboard to fit the overall measurements of the outside front; that is, three boxes long by the upright measurement. Glue to it a scenic picture from a magazine or large Christmas card to fit this cardboard. This will be the backdrop; glue it in place at the back of the stage.

Cut a piece of material for a curtain (velveteen preferably), the width of the entire stage construction (to allow some fullness) and about one inch longer than the stage opening. If you cut this material with pinking shears a hem won't be needed. Cut this curtain in half to give a centre opening. Fold over an inch at the top and stitch in place as a casing for the wire holder. Cut a piece of wire half an inch shorter than the complete stage front; run this through the curtain casing. Turn in each end of the wire in a small loop to make a holder. With cellulose tape fasten wire curtain rod to back of stage opening.

The figures are made in the same way as for the previous model. Make as many actors as required for your first play. With this model you are not limited as to number but remember that you will need one boy to manipulate each



"actor" and speak his lines so don't have too many jostling in the wings. As each operator speaks his lines, he makes the little figure tremble slightly to draw the audience's attention to it.

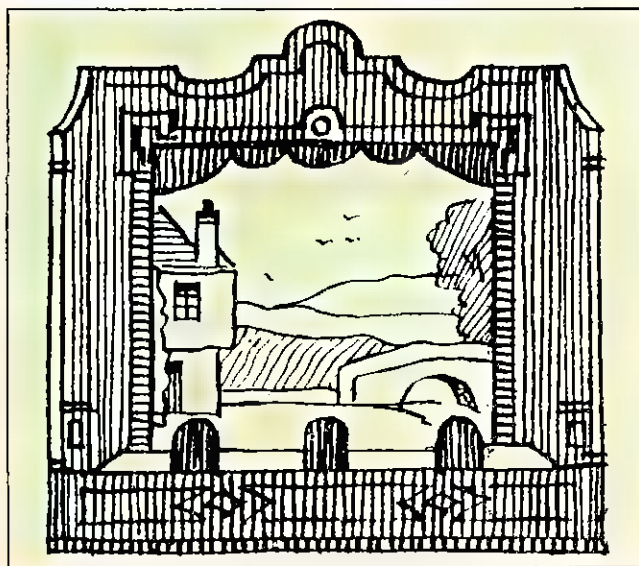
Now place your stage on a table. Draw the curtains and perhaps have a little overture played by a musical member of your group.

A Plywood Theatre for Scouts

Browsing through a 1930 copy of *The Scouter*, I came across a slightly more elaborate model theatre which would be ideal for those boys interested in carpentry and in the more technical aspects of putting on a play. The characters are made and manipulated in the same way as for the two previous models but lighting, grouping, entrances and exits, and a host of other details can be experimented with and improved upon depending on the skill and enthusiasm of your group.

The stage should consist of a sheet of stout plywood mounted upon a framework, deep enough to allow the free access for the hands and wrists, and consisting of front and sides only. This will enable trap-door stunts to be carried out, as well as affording a storage space for any dry battery which might be used for the lighting effects.

The proscenium or front should next be erected on the fore part of the stage, sufficiently set back from the front line to allow for the setting up of a row of footlights. (This model is going to look super if tackled with a little imag-

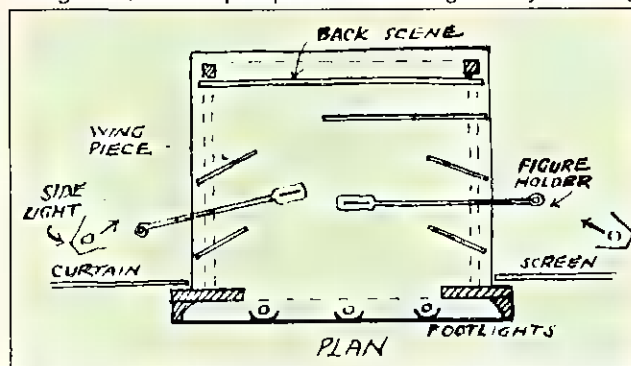


ination.) This can also be of plywood cut out to the required shape with a fret-saw, with small mouldings and other decorative features applied to the surface — and here there is plenty of scope for both colour and ornament.

Two uprights at the rear of the stage will carry the "grid" or ceiling which forms the means of support for the scenery, which latter can be divided into four categories, viz, the flat backgrounds, side scenes or wing pieces, cut-out pieces for mid-distance or foregrounds, and sky pieces.

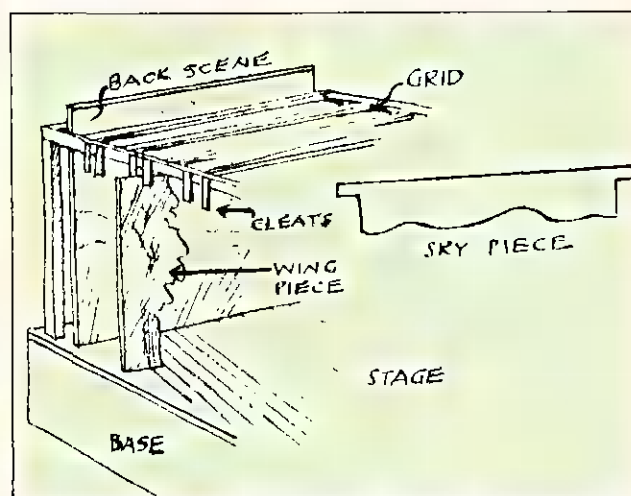
The slots between the laths will hold the main scenes and the sky pieces, whilst the cleats at the sides will take the tops of the wing pieces.

A good effect of perspective can be given by marking



the surface of the stage in slightly radiating lines to suggest boards.

Good drawing paper, mounted on cardboard, is the best medium for making the scenery, which should be drawn and coloured to give a strong effect with not too much fine detail. Trees should be cut out boldly at the edge when



used as wing pieces, and special pieces, such as bridges, banks, walls and railings, etc. may be built up in the same way as actual models.

The curtain should either be fixed to a roller and work up and down with cords, or could drape back to either side — in both cases being made from suitable fabric.

In addition to the front lighting by means of footlights, there should be side lights, masked by the wing pieces, to give full effect to the stage setting. The use of filters of coloured glass or gelatine (the latter is dangerous with naked lights) will create various interesting effects.

The finishing touch is a surround of screens or curtains to hide the movements of the operators.

With this, as with all our other suggestions, imagination's the thing. I'm sure you'll agree that it's well worth a little effort to create that moment of magic, as the curtain rises. X

Outdoors

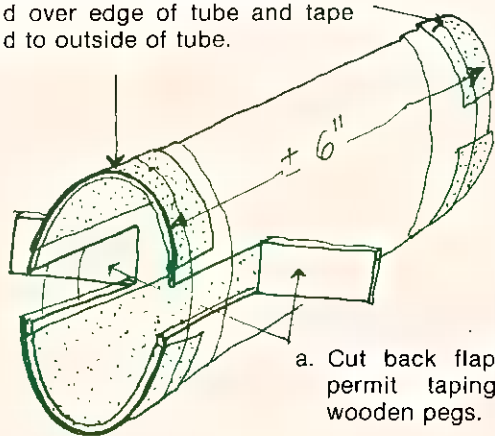
by Bob Butcher

While this may not be the season many Scouters are thinking about outdoor campfires, I thought this item would be worth sharing with you now, so that you can experiment with the construction of it before spring. It's a handy device for one of those impressive "magical" campfire openings that many of you will be familiar with. The idea was sent to us by Scouter and cartoonist Fred Fishell who is mentioned elsewhere in this issue. ^

Magic Fire

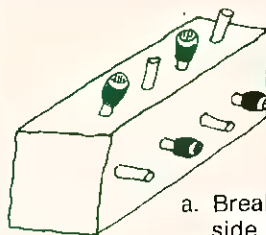
Material required: Cardboard tube, sandpaper, block of fire-starter, wooden matches, sticky tape, 25ft. of heavy monofilament line or stove-pipe wire and a cup of kerosene or coal-oil.

- b. Insert strips of sandpaper in tube, fold over edge of tube and tape fold to outside of tube.



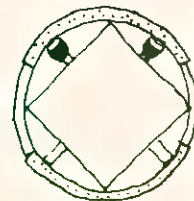
- a. Cut back flaps to permit taping to wooden pegs.

1.



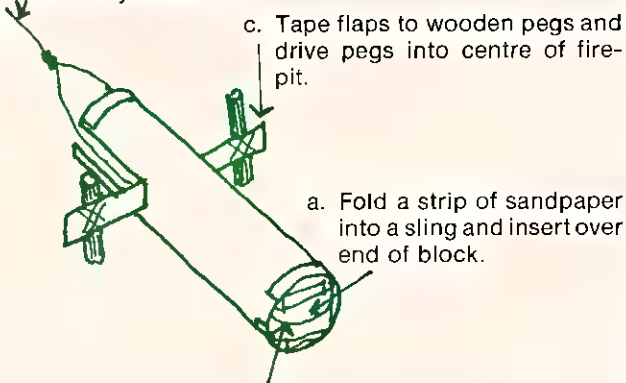
- a. Break matches to length of inside diameter of cardboard tube.
b. Skewer block of fire-starter with matches.

- c. Carefully insert block in tube without igniting matches.



2.

- d. Run line to perimeter of fire circle. Preferably, make knife cut in ground and lay line in it.



- c. Tape flaps to wooden pegs and drive pegs into centre of fire-pit.

- a. Fold a strip of sandpaper into a sling and insert over end of block.

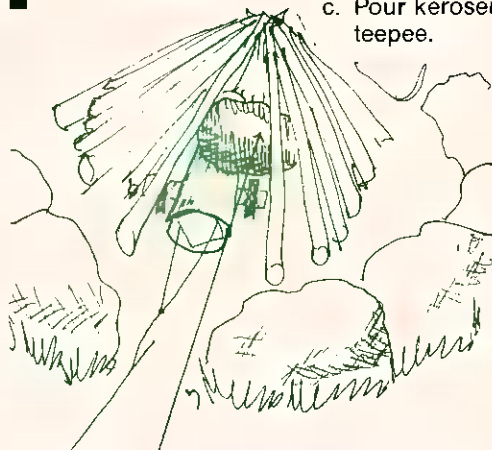
- b. Thread line or wire up one side of tube, across sling, down the other side and secure in a loop.

3.

4.

- b. Build teepee fire over tube.

- c. Pour kerosene on teepee.



- a. Weigh tube down with a large enough stone to force match heads against sandpaper.

5.

When the big moment arrives, give a sharp tug on the line. When using monofilament line, wait until end of tube has burned-off and reel-in, destroying all evidence.

Leadership in Scouting

Part II

by Charles Stafford

If there is one thing in Scouting likely to cause lively discussion it is LEADERSHIP. In this series of articles we are looking at some of today's knowledge about leadership — especially leadership by adults — to see how we can make best use of this knowledge to help young people "... grow as resourceful and responsible members of their community".

Definition: —

— Leadership is a function, performed by anyone, that influences others to follow.

— Leadership is action by anyone that helps a group identify, and move toward, its goal. Anyone may provide leadership — it is not the prerogative only of people in authority.

"IF ONLY I HAD THE POWER-----"

Reflect for a moment on your everyday life at home, work, and in social situations about who gives leadership and how.

Who, if anyone, is in charge in your home? Who gave them that authority? How are important decisions made?

What roles do you, your spouse, mother, father or roommate play? If there are children, where do they fit in?

If you are surprised at the idea of leadership being exercised in the home, look at the definition "----- action by anyone that helps a group move-----." A family is certainly a group (even if there are only two members) which has a number of things in common and in which, hopefully, members take one another into consideration.

Certainly in the old days the man was the authority figure when it came to family decisions. His major roles were earning money and maintaining discipline in the home. The woman's roles were to attend to his needs, provide meals and keep the home in order. Children did what they were told to do.

A lot of that has now changed although many of the older attitudes hang on. More and more decisions are being made collectively by those affected by them, including children. Roles are not so clearly defined. Members tend to do what needs to be done at any moment rather than doing only their pre-set duties. So leadership becomes more a shared responsibility rather than resting in only one person.

What do you see to be the major advantages to leadership or decision making being shared among the members of a group? What are some of the disadvantages? Generally, which tends to outweigh the other?

When decisions are made by an authority person it means you/we will do this because I say so, I think it is right.

When decisions are made by a group, we determine to do this because we see it as best for us in this situation; members then have commitment to follow through.

Some of this may become clearer if you think in terms of your work situation. There is almost certain to be a clear chain of command, linking workers through many levels to the president. How do your bosses exercise their authority (power)? How do you exercise yours?

If we want to move or influence an object we need a source of power (energy). There are many sources of power starting with living creatures' muscle power; man, horses, sled dogs, etc. Then there is steam, gas, electric water, wind and solar power.

Similarly, if we want to influence people, we have to have access to a source of power, called social power. If I cannot seem to have some source of social power, I cannot influence others to follow. If I believe I cannot influence others around me I feel powerless and this is very disquieting. It tells me "I don't count" — that I'm a nobody. Strong feelings of powerlessness generate resentment and are a major factor in violent and other forms of anti-social behaviour. What then are these sources of social power, so important to leadership and the development of a positive self-image?

Let's start with one with which we are all familiar.

Legitimate Power is the proper use of authority. It is legitimate power because the people concerned have said it shall be so. Anyone given authority, by a group, directly or indirectly, has power to influence those people within the limits of the prescribed authority. Examples of people with legitimate power are: police, foremen, mayors, teachers, bus drivers, parents, team captains, Scouters, sixers. Because legitimate power is given by the people it can also be taken away by them.

If a Tenderpad calls "Pack" he is not likely to get the desired result. If Akela calls "Pack" it is likely there will be a quick response. Why? Because Akela is recognized as having the power to get attention in this way. The Tenderpad might not be seen as having any right to call attention in this way. On the other hand, if raising a hand is a sign of silence in the pack; (each person stopping whatever he is doing, and rais-

ing his hand as soon as he sees someone else with his hand up) the new Tenderpad may have as much influence as Akela.

Of course, legitimate power may also be misused by a person using authority beyond the limits prescribed. This may be innocent or by intention. For example: a Troop Scouter is responsible for the proper application of the Scout program and the health and safety of the Scouts. Thus, it is within his authority to insist that if boys swim they do so under conditions of prescribed safety regulations; but he will be going beyond the limits of his power if he insists that a boy swim if he doesn't wish to. If a person being influenced is aware that authority is being misused, but is afraid not to comply, the source of power is no longer legitimate but has changed to coercion.

Coercive Power

Coercive power is having the potential to punish for non-compliance. Coercive power operates on fear.

Examples of coercive power are the bully who uses threats of physical or psychological pain to influence (sometimes people are afraid to ask questions because they fear being laughed at); threats of punishment for non-compliance, taking off points, demotion, or withdrawal of support, blackmail. "If you wear that dress, I won't go to the party with you." "If you don't go to bed right now, I'll dock your pocket money."



Coercion often has negative results in terms of social relationships since it tends to build resentment in those coerced. There is the possibility of the coerced person later trying to get even.

One of the reasons young people tend to resent and rebel against authority is because they often see its application as coercive rather than legitimate. This is particularly so when authority is arbitrarily applied and they feel discounted. Effective leaders seldom resort to using coercion or the arbitrary use of authority.



Reward Power is another source of power familiar to everyone.

Reward power appropriately used can be encouraging especially if it comes from a basis of support. Examples of reward power are: A pat on the back, a smile, or a "well done"; a prize, promotion, increased status, points, a badge; being allowed to go on an expedition, being given authority, etc.

Rewards may be externally applied as in our examples, but the most rewarding are those that come from within individuals; the satisfaction each feels as a result of what he/she has done. This satisfaction may or may not be affected by what others think.

Reward power can have negative effects if it is overdone or if rewards become ends in themselves. For example, a boy who earns badges simply to glory in a sashful, but who has little interest in the knowledge and skill required to earn them; a person who refuses to do a good turn because there is no crest given for it.

Expert Power

Everyone is aware of the influence of an expert. A person has expert power when others see him or her as having the knowledge or skill required to deal with a situation. Their perception may or may not be accurate but it is the perception that bestows the power. If their perception changes so will their location of the source of power.

It will be recognized that nearly every source of legitimate power may have a component of expertise, however, expertise in one field does not necessarily transfer to another. For example, an electronics whiz may be able to fix a computer but may not be able to teach others electronics. A manager may be good at work but not so hot at home. Examples of expert power are: managers, officers, technicians, trades persons, Scouters, outdoor persons, first-aiders, coaches, professionals and so on.



Referent Power

This is not a very comfortable label and it's a very difficult one to describe. It is the power that I give to a person because I admire, respect or would like to be like him; someone to whom I'm likely to refer (hence refer-ent) for help. When asked why I followed this person, I would probably not be able to give a good reason. Referent power is most likely to be an influence when other more clearly identifiable sources of power are not evident; for example, in a group of strangers where no legitimate power has been established, no one is perceived as having power to punish or reward and nothing is known about the expertise in the group.

Charisma is a more difficult source to label. Charisma is a special quality that some people have which enables them to draw others to them; to gather a following in great numbers. It is referent power to the extreme. Pierre Trudeau (Trudeaumania) was a good example. Hitler, The Beatles and B.-P. are others. Followers of charisma often get carried away with their enthusiasm and become extremists.

These sources of power are not mutually exclusive — a leader could use or be seen as using several sources in the same situation. For example as a Beaver Leader I have legitimate power; the boys may like and respect

me (referent). I offer a prize (reward) and I impose penalties for poor behaviour (coercion) when I describe an activity in which we will participate.

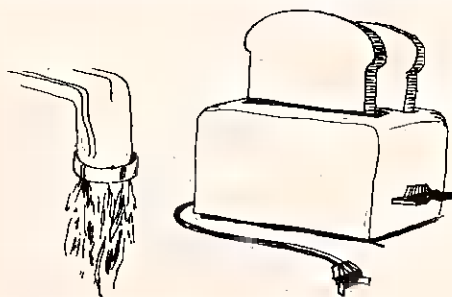
The use of any source of power does not guarantee that one will get a following. For example, if as a trainer (legitimate power) I say, "O.K., let's take a break and get some coffee", but the group still continues its discussion, my leadership bid has been ignored, no one has been influenced, and I was not a leader at that time.

The most effective use of power, whatever the source, is made when the participants are helped to feel that "they count"; that they are not just pawns in someone else's game.

Practical Applications

You may be thinking that this is all very technical, and wondering if you really have to know it to be a leader. Of course, the answer is "No, not necessarily", but it sure helps. The more we understand how people are influenced the more effective we can become as leaders or followers. Also, we are in a better position to help others understand about leadership, working effectively together and becoming somebodies.

Let's go back to our introduction about power to draw an example. If you put bread in the toaster and



turn on the water tap (wrong source of power), you are not going to get the desired result. Ludicrous? Of course, but no more ludicrous than using an inappropriate source of social power to try to get something done. Or conversely, allowing ourselves to be influenced by the misuse of power.

How can we begin to make use of this knowledge? First, by sharpening our own awareness. In what ways are we most often influenced by others? Think back



over today. Who influenced you? What source of power was each using? How did you feel about it? How do you feel when coercion is used or you respond from fear? Then look at the way you most often influence or try to influence others. What sources of power do you most often use? Is the power you use most appropriate to gaining the desired results? Again, look back over today. How did you exert influence at work with your boss, peers and subordinates? At home with your spouse, children, room-

mates? What source of power do you think they perceive you as using? What were their responses, especially their body language? How do you feel about the results? Check back to the list of helping and hindering behaviours in *Leadership 1*, October issue, to see where you fit.

Second, let's look at working with your boys. Prepare a number of situations involving a six or patrol, such as: "You are hiking with your patrol away from habitation. Suddenly, your p.l. feels ill and passes out. To whom will you look for leadership?" "Your six is on a treasure hunt and the next clue involves a mathematical problem. To whom will you look for leadership?" "Your group has come upon a lovely pool in the river and everyone wants to swim. To whom do you look for permission?" Each situation is presented to the group in turn and each boy writes down his own choice. When everyone has done this, each in turn will state his choice and reasons. These could be recorded on a blackboard or flip chart and the group could discuss which they see to be the most valid. From the reasons given, it should not be difficult to identify the sources of power group members ascribe to one another. It is not necessary to use the technical labels for power referred to in this article. Whether you do or not will depend on your comfort level with them and the age and competence of the boys. Comments like "You chose Peter because you think he is good at math!" "That's right, in some situations we need a person with special knowledge or skill to help us", may be all that is necessary.

Discussing the issues of how each boy identifies and chooses a leader, and how effective his choices may be, will help each boy and the group become more aware and effective in making decisions involving leadership and followership.

It is most helpful to look at leadership as soon after an event as possible while the experience is still fresh.

For example the Beavers may just have played follow-the-leader. Rainbow might say "Joey, who did you like following most?" Joey might shrug his shoulders or he might say "Wayne". Rainbow might then say "What was it that Wayne did that you liked so much?" Or, "How did you feel when you were following Wayne?"

As boys get older, more experienced, and take on more responsibility in their programs, this kind of discussion can be pursued in greater depth. They can be encouraged to look at the consequences of following and not following in specific situations. Questions like, what do you think might have happened had you not done . . . ? Or, what difference do you think it would have made if . . . ?

With increasing awareness and developing trust these discussions can be expanded to help the boys examine how others influence them, such as teachers, parents, brothers/sisters, Scouters, team captains, bullies, coaches, neighbours and so on. The purpose of this discussion is not to criticize others nor to determine who is right or wrong, but to help the boys explore their feelings in response to these influences, and some effective ways to respond to them. Encourage the boys in the use of behaviour description (*Leadership 1*, October issue) and to say how they feel as a result of experiencing that behaviour.

As individuals grow and develop various skills, our trust levels must keep pace with their abilities. Our next article will look at ways skill levels are used to help determine appropriate leadership style for each situation. A

To make a set of six rope quoits for use in the troop room, you will need two lengths of (expendable) nylon rope a little more than three times as long as the circumference of the quoits you wish to make. De-strand them. Close one strand to make a ring of the required size and pass the running part round the ring and into its original lay, giving the strand a twist with the fingers to increase the torsional strain, until all the intervals are filled and the two ends overlap. Tuck the ends into the lay and use the flat of the blade of a red-hot knife to melt down the tails so that they can be welded into the rope with wet fingers. (Keep a bowl of cold water handy and use it frequently.)

Hobs for your indoor quoits can be made by filling two two-litre ice-cream cartons with heavy clay. (First dispose of the ice-cream!) Replace the lids and with your hot knife burn holes in the tops to take the wooden hobs, which should be driven firmly into the clay with about six inches protruding.

(Note: The best way to handle this little D.I.Y. activity would be to pass the idea on to your patrol leaders, provide them with any exotic gear they may require and leave them to get on with it — perhaps during the patrol corner period on troop night.

Winnowed Wisdom

- A Scouter's job may be said to be more than half done when he has succeeded in creating in his troop room that atmosphere in which it is possible for an ordinary boy to begin to exercise some form of leadership over his peers.
- A boy's second (or third, or fourth) best friend is his Scouter.
- Scouters with loud voices have noisy troops. So do Scouters with quiet voices.
- In the vocabulary of boyhood the term "Patrol Time" is to "Patrol Corners" or "Dens" as cold mutton and warm cabbage are to beans and bangers.
- Adventure is something that happens to a man in the realms of the spirit. It has nothing to do with his years. A town-bred Cub who outfaces a jealous rooster, strut-



ting among his harem of complacent hens in his own barnyard, is the equal of any man who ever climbed the Eiger or sailed the North Atlantic in a fourteen foot open boat.

- Any potential Scouter who sees himself riding along on the crest of a wave would be well advised to take swimming lessons before he embarks.

As for the stunt we have called *The Bridge on the River Kwai*, let us confess that we were just doodling when the thing came to life on the drawing board. Whether or not it is worth attempting is up to you. For all we know, it may prove plain impossible, or highly hazardous, or a complete waste of time and effort, or all three. This is for you to discover.

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Turning now, if we may, to this month's worksheet, I think it only right to confess that the Swedish Style Signalling Tower is merely a "memory drawing" of something I saw on a Gilwell Wood Badge Course in Sweden many years ago. It should not be taken as a working diagram. Indeed, all I can tell you for sure is that the patrol split into three pairs, each building a pair of sheerlegs of exactly the same size. (Hence my use of the word "preci-

sion".) They then marked off on the spars the exact position of the lashings for the three ledgers and the platform, and having completed the job at ground level, with the rope ladder attached to one side of the platform and a long rope to the other, hoisted the thing to the vertical position and sent one Scout *shinning* up the ladder, while two others prevented the tower from toppling, as shown in the drawing.

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When I returned to Gilwell and told John Thurman what I had seen he was frankly puzzled; which explains why this particular project did not subsequently appear in his book *Fun With Ropes And Spars*.

Never mind. Better late than never. If you hurry you may be the first outside its country of origin to build this splendid tower on what (to its inventors) would be regarded as foreign soil.

Some time back the Editor of **The Leader** invited readers to say "what they would like more of" in the magazine. 746 good people responded and no less than 30 disparate subjects were listed, the top ten being: 1. Campfires, 2. Wide Games, 3. Craft Articles, 4. Winter Activities, 5. Hikes, 6. Cooking, 7. Canadian Trees, 8. Local Activities/Canadian Animals (equal), 9. Orienteering, 10. Knotting.

For myself, I was particularly interested in the high placing of "Wide Games" in the batting order, chiefly because the answers came, not from boys, but from adult leaders! Seems I owe you an apology, gentlemen. I would, of course, have expected Wide Games to come first with boys, but I have always imagined that this was due to the fact that they rarely get any, chiefly because their Scouters can't bear them out of their sight on troop night! How wrong can you be? Quite obviously Scouters are only too willing to lose sight of their chicks on troop night and are only frustrated by the dearth of ideas.

Sorry we haven't anything good to offer at the moment but you may be sure we are working on it.

(Editor's note: John, writing from England, may not have seen our special Wide Games article in the April issue — but we are always eager for more ideas.)

Meanwhile you may be interested in the 17th Whitley Bay Foggy Night Game, which calls for no organization to speak of and nothing at all in the way of specialized equipment, apart from a good thick fog.

In the 17th we used to call it "homing pigeons".

One half of each patrol is blindfolded. Each blindfolded Scout (the pigeon) is then led out into the fog for a distance of exactly 800 paces by a "sighted" member of the patrol, who does his best to confuse the pigeon's sense of direction by any device that occurs to him. (Again much scope for the con man.) After releasing the pigeon (simply by telling him to remove his blindfold and make for home) the guide must run another twenty-five paces away from the general direction of the headquarters, before turning to race the pigeon back to base. The pigeon, for his part, sets off the moment he is released — with fifty paces start of his guide. But of course, provided the guide has done his work well, it should take the pigeon a few seconds to reorientate himself before he sets off, which should even things up a bit.

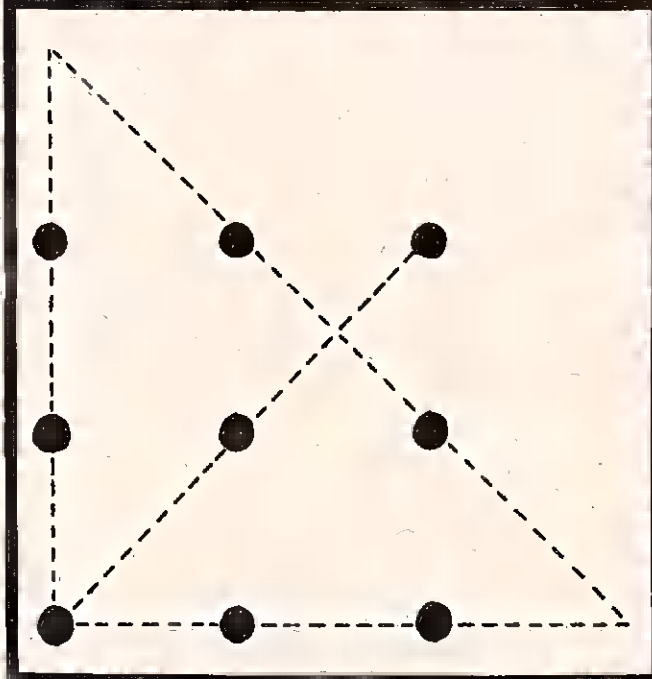
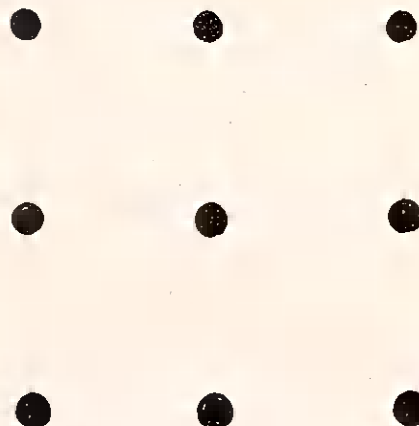
Can be quite an experience for everybody, depending, of course, on the density of the fog.

Do give it a go.

Thought for the Month

Possibly four-fifths of a boy's Scouting time is spent in and around the troop room. This being so, it would be reasonable to regard the weekly meeting as the bread-and-butter of Scouting. Nothing wrong with that, so long as the "bread" isn't just peeled off a baker's pre-cut loaf — and the "butter" is the best butter.

Without lifting pencil from paper, cover all the dots with four straight lines.



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A Forgotten Fable

A young bank clerk of retiring disposition went to Gilwell and was placed in the Cuckoo Patrol which, as all Cuckoos know, is a very fine patrol indeed.

On this occasion the patrol was made up of a retired naval person, a rural dean, a chartered accountant, a doctor, a headmaster and (incognito) a headquarters commissioner.

On the day of arrival the young bank clerk, somewhat to his dismay, found himself appointed patrol leader of this distinguished assemblage. Finding himself in doubt in a matter of small importance, he left his patrol and went off anxiously to consult the leader of the course. The leader answered his question courteously, then as he turned away called the patrol leader back. "Next time you have a question like that," he said, "don't come yourself. Send one of your boys." ^

Children are people

by Dianne Prato

Now that this Year Of The Child is drawing to a close, it seems timely to remind ourselves that it isn't really a matter of "This Year, Next Year". For many of the world's kids it is "Sometime, Never". We in the Scouting Movement do our best to give young people a helping hand but many children, who seem on the surface to be among the lucky ones, find it hard to express their own inner feelings of inadequacy and uncertainty. Here at The Leader, we felt that the following article, issued in pamphlet form by the Delcrest Children's Centre, Ministry of Community and Social Services, was well worth reproducing here as it sets out, clearly and concisely, how best to approach the raising and training of children, whether our own or those entrusted to our care.

A Positive Approach

Children have feelings, needs and expectations like everyone else. A young child depends almost entirely on his or her parents to meet these needs.

If you began a new job and no one told you the rules, you, too, would feel uncomfortable and insecure.

Young children, faced with new situations, need help to learn what is expected of them. Being a parent means being able to understand a child's emotional needs and learning to effectively handle them.

To help your child feel secure, keep the following in mind:

Praise and Encouragement

Give praise for a job well done. A child feels encouraged to do as well, or better, the next time. Praise for being good is more effective than scolding. If it bothers you when your child slams a door, ignore the slams and praise him when he closes the door quietly.

When you comment on unwanted actions do so in a positive way. For example, rather than "Don't slam the door, John," try: "Please close the door quietly, I prefer it that way".

Be Consistent

Your child also needs to know what to expect. Rules,

routines and consistent discipline will help him to feel secure.

Rules: It's important that he should understand the rules you set and that the rules work well for the entire family.

- Set rules which meet your desires but make sure they don't deny the needs of your child. Rather than "no skipping in the house," try "skipping in the basement only".
- Don't set too many rules. If you have a long list to remember it will make being consistent more difficult.
- Apply rules that your child can understand and is capable of following.
- As your child gets older, let him participate in setting rules and in deciding what will happen if a rule is broken. This will let him feel he has rights, and chances are that fewer rules will be broken.

Set an Example: Children imitate you and your behaviour will influence your child's behaviour. For example, if you tend to slam the door when angry he may learn to do the same. Be sure that your example shows how you wish your child to behave.

Routines: Help your child to feel secure by following a predictable program. Set times for meals, naps, baths and bedtime. This is important for young children, who need the security of knowing what to expect and what is expected of them.

Discipline: The key word in discipline is consistency. Make sure both parents agree on the rules and on what will happen if one is broken. Your child should understand what will happen if he breaks a rule or misbehaves, and you should handle conflicts or problems consistently. If you discipline him once for turning on the TV without permission, you shouldn't ignore him doing it a second time.

Appropriate Punishment: Punishment is to be used only to correct unwanted behaviour. It should never be used in a negative way. Don't send your child to bed because you're tired or because he was cranky. Reasons for dis-

cipline must be specific and he must understand the reasons.

Punishment should never be applied to hurt, either physically or emotionally. It's a teaching tool, should be used consistently and *only* when necessary.

Apply discipline immediately. Don't use the threat of "Wait until Daddy gets home." Your child should understand why he is being punished and the connection with his unwanted behaviour should be made clear.

Make sure that discipline is fair. Don't deny your child his dinner because he turned on the TV without permission. If he persists in ignoring your request, you might try restricting him from watching TV for the afternoon.

Be sure your child understands what kind of behaviour you expect. Once the discipline has been applied, forgive and forget. Your child needs to know that you still love him and that you are not going to hold his misbehaviour against him.

Some forms of punishment are:

- Removal of a treat or privilege
- Confinement to a room
- Restriction of an activity
- Verbal disapproval
- Spanking

Confinement to his Room: Sometimes you or your child will be so upset that a *short* confinement to his room may be best. This may happen if the child is having a temper tantrum or is doing something that makes you very angry.

Your child should always understand why he is being confined. For example, if he is having a tantrum you may tell him "If you don't settle down you'll have to go to your room", or if he's making a lot of noise when you've had enough you might say "If you don't stop banging you'll have to go to your room".

It works best if you leave your child alone for only a short time. As soon as he is settled or you are calm, move in, comfort him and explain what you expect in the future.

Spanking: Many parents resort to spanking when other forms of discipline fail to settle their child, or to correct a misbehaviour. However, spanking is generally *not* effective in producing a self-disciplined child. Spanking should not be used routinely to discipline misbehaviour.

The following points tell what is known about spanking and may be helpful if you are wondering about its effects.

- Spanking is bad modelling. It teaches a child to hit others.
- It can lead to a poor self-image.
- Frequent spanking may teach your child to learn ways of avoiding "getting caught".
- It tends to lose its effectiveness when used too often, and may make him feel bad and angry towards you.
- It can be used *sparingly* to show disapproval but should never be used to hurt your child or to "make him pay" for something he has done. It is generally used as a last resort and this usually shows that the parent is frustrated.
- If a parent uses spanking too often it indicates that he or she has lost control of the situation. This may show the child the parent cannot cope with the problem, and this in turn can make the child frightened and insecure.

The Gift of Love

Young children need constant reassurance that you love them. Love is the greatest gift you can give your child.

You can show your love by:

- Saying "I love you"
- Kissing, hugging and touching
- Talking or playing together
- Going places, doing things together
- Showing an interest in his activities
- Listening carefully
- Doing something special, perhaps a treat
- Giving each child some of your individual time.

Good Feelings

When a child knows he is loved, he will develop good feelings and self-confidence. Constant love reassures a child. With a good self-image, he'll be willing to try new things and to think for himself.

Help your child to develop a good self-image by:

- Recognizing him as an individual with his own wants and needs.
- Encouraging individual thinking. Allow him to pursue his own interests whenever possible and don't compare his efforts with another child's.
- Allowing him to begin making simple choices at an early age.
- Respecting his views and showing understanding and fairness when differences occur.
- Encouraging him to solve his own problems by thinking out solutions. Support him with suggestions if he asks for help.
- Giving him more responsibility as he grows older and can handle it. Teach independence.
- Setting an example. The way you handle relationships and situations will guide him.
- Working out problems together. Allow him to participate in decision-making whenever possible. ^



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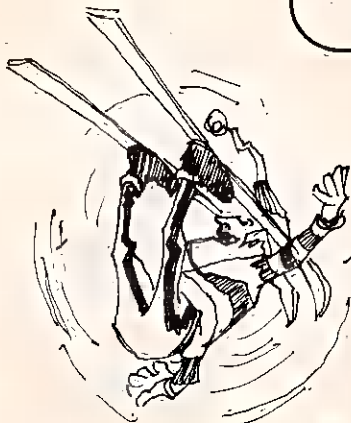
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PATROL CORNER

by Phil Newsome



Conditioning Exercises for Snow-shoeing, Cross Country and Down Hill Skiing

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As you can see, this month we are combining Patrol Corner, Venturer Log and Rover Jottings as the topic seems to us to fit with all three program sections.

With heavy snow falls just around the corner and many troops' companies and crews taking to the outdoors to use their snow-shoe and ski equipment, it is important to remember that warm-up and conditioning exercises are required.

Hints for more enjoyable outdoor activities

1) It has probably been a full year since any of the boys have done any skiing or heavy exercises, so have them take it easy for the first little while. An exercise and diet program will be of little benefit if they start the day before their first outing so start planning ahead, at least several weeks.

2) Much has been written about isometric exercises and while they do add strength and bulk to muscles, they do little towards providing suppleness. Isometric exercises tend to tighten muscles when flexibility is what is needed when you are falling.

3) In the skiing and snow-shoe sports, stamina and endurance are what is needed. To increase the stamina of the boys you may want to start a program that includes running, swimming and rope skipping. To begin, have the boys walk 2 km, then run part way, then run only, then increase to 3 km, then finally 4 km. Where possible the running should be done outdoors over a route that takes them up hill as well as down.

The following nine exercises can provide the basis for a work-out program that should be completed 3

times a week. Whether the boys do it early in the morning, before school, or at night is not important so long as it is done regularly.

Exercise Program

1) *Run in place or jump rope.*

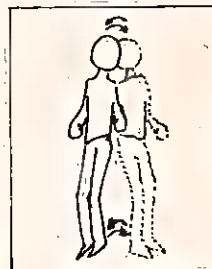
Knees, if possible, waist high for both exercises.



Beginner 30 repetitions, Intermediate 80 repetitions, Advanced 200 repetitions.

2) *Parallel side to side jumping.*

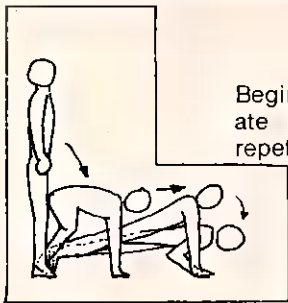
Feet and knees together, knees bent, jump 5 cm high and 25 to 30 cm from left to right.



Beginner 10 repetitions, Intermediate 15 repetitions, Advanced 25 repetitions.

3) Burpee.

Feet together, 4 positions for the complete exercise, start and end in the upright position.



Beginners 5 repetitions, Intermediate 10 repetitions, Advanced 15 repetitions.

4) Knee to shoulder hopping.

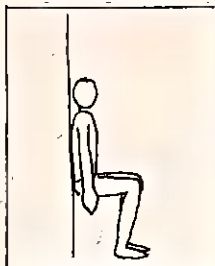
Raising the right knee as high as possible, hop on the left foot then alternate by raising the left knee and hop on the right foot. The whole exercise should flow as smoothly as possible with the hands being used to pull the raised knee up as high as possible.



Beginner 10 repetitions, Intermediate 20 repetitions, Advanced 30 repetitions.

5) Wall Sit.

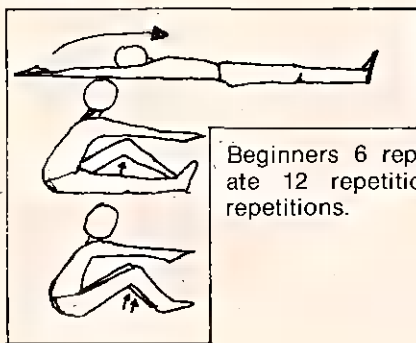
Start this exercise standing with the heels and back against a wall. Slowly assume a seated position, as in the diagram below, by slowly moving the feet away from the wall, at the same time pushing with the legs to keep the back firmly against the wall. Hold the seated position for the appropriate time.



Beginners 30 seconds, Intermediate 1 minute, Advanced 2 minutes.

6) Curling three way sit up.

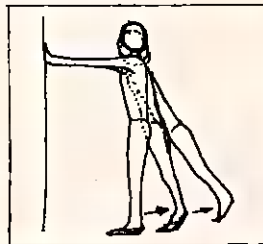
For this exercise assume a horizontal position face up on the floor. With the arms extended out beyond the head, sit up and touch the toes and lay back on the floor. To alternate the exercise, as the body is being raised to touch the toes bend one knee to a raised position (see diagram). The third alternative is to complete the exercise with both knees bent while rising to the sit up position.



Beginners 6 repetitions, Intermediate 12 repetitions, Advanced 18 repetitions.

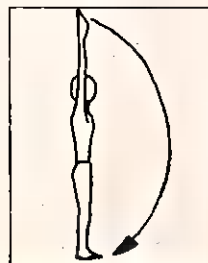
7) Achilles Stretch.

Begin by facing the wall with arms extended out at 90°, palms of the hands flat against the wall. Move the feet back away from the wall keeping the heels against the floor as much as possible. Increase the distance between the feet and the wall very slowly by stretching the achilles tendon.



8) Curling toe touch.

This exercise is the standard touch the toe exercise while keeping the knees straight.



Beginner 10 repetitions, Intermediate 20 repetitions, Advanced 30 repetitions.

9) Inner Leg Stretching.

Place the hands on the floor in front while keeping the legs straight. Rock backwards trying to put the heels flat on the floor keeping the legs straight.



Beginners 6 repetitions, Intermediate 12 repetitions, Advanced 18 repetitions.

Have the boys keep a record of the time it takes to complete the set of nine exercises. If the work out takes less than 15 minutes, have the boys move to either intermediate or advanced. If they are at the advanced stage and completing the exercises in less than 15 minutes add 5 repetitions to each exercise except #5. Keep adding 5 repetitions each time they complete the set in less than 15 minutes.

Remind the boys that they should work up the time slowly; it isn't possible to get fit overnight.

Not only is it time to check your physical condition, but it is also time to look at the equipment. Check boots and harness for proper fit, check ski poles and snow-shoes for cracks and splits.

Remember — the best outing is one that is accident free. X

KIDS AND GOOD HEALTH HABITS

by Suzanne Lawson

**Join the majority-
Be a non-smoker**



**National Non-Smoking Week
Jan. 20-26, 1980**

January 20 to 26, 1980 is National Non-Smoking Week. Across Canada, communities will be called upon to "Join the Majority — Be a Non-Smoker". It's a perfect time to use your program portion of the meeting to focus on the development of good health habits. The topic of non-smoking can provide a spring-board for discussion and activity about the whole area of health.

Here's how you might integrate the concerns of National Non-Smoking Week into your programs:

BEAVERS

1. On a trip to the firehall, be sure questions are asked (and answered) about careless smoking and fires.
2. If families of Beavers include smokers, safety tips involving matches could be listed.
3. A small project on how allowances can be spent would be useful. It would be a good "values" exercise — What is important to me? What do things cost? How do I avoid wasting money?
4. Materials available from your local Heart, Lung and Cancer Societies can be taken home, delivered around the community and/or discussed.
5. Focus on "Weedless Wednesday," January 23rd. Beavers can encourage their older friends and family members to quit for the day, just to see if it can be done. The Beavers can report during the next meeting about how their friends and families managed.

Caution:

Avoid really frightening young children about smoking — many of their parents and friends smoke and may not be able to stop. What's more, frightening has not been proven as a deterrent to later smoking.

CUBS

Many of the above activities can be adapted for Cubs. The cautionary note still holds. Here are some extra activities connected with the earning of badges:

1. **Artist:** Draw an anti-smoking poster and have all posters displayed in local store windows during NNSW '80.
2. **Athlete or Personal Fitness:** Show the effect of smoking on ability to exercise for longer periods of time. Have Cubs feel their pulses and then talk about activities and circumstances that will make pulses (hearts) go faster.

3. **Troubadour:** Direct a group in a skit about the pressures put on Cubs to join others in the smoking habit. Pairs of Cubs could role play the offering of a cigarette and the kind of refusal that makes sense. The concept of peer pressure is important.

As well as the above, Cubs are old enough to volunteer to help their local interagency committee (Heart, Lung and Cancer, etc.) conduct the Week. They can help stuff kits, deliver posters, distribute pamphlets, etc. That's a good age to get boys interested in volunteering in community organizations. If they only find out what these voluntary health agencies *do*, it is still a useful exercise.

Smoking costs both in health and dollars.

Join the Majority — Be a Non-Smoker.



SCOUTS, VENTURERS AND ROVERS

1. Organize a poster contest within the group on anti-smoking. All entries should be displayed in store windows.
2. Compose a letter to the editor of the local paper indicating the group's interest in National Non-Smoking Week, and outlining suggestions about how community members could observe "Weedless Wednesday" on January 23rd.
3. Have a limerick contest on the perils of smoking. Each member of the group can recite his at the conclusion of the meeting.
4. Conduct a survey, carefully designed in advance, of the group's attitudes on smoking. General discussion about the findings is important.
5. Several members of the group could research tips on quitting smoking to present to the whole group.
6. If there are enough smokers in the group, a smoking cessation program could be planned and run by others who have already quit.
7. Investigate the kinds of advertising used to promote smoking. Examples should be presented to the group with comments about their appeal to young people. Using similar techniques, members of the group

could design anti-smoking advertisements for display.

8. Interview restaurant managers to find out their smoking policies. Do they provide non-smoking areas? If not, why not? Have they had complaints from patrons about smoking during meals? If they have non-smoking areas, has their business increased or decreased?
9. Focus on "Weedless Wednesday" for an all-out attempt on the part of the group to *not* smoke. Report on reactions at the next meeting.
10. Volunteer to assist the local interagency group in this and other health-promoting activities. Service to the community through these organizations will be very much appreciated.

Health costs, premature death loss, fire property damage — a billion dollars go up in smoke every year.

Join the Majority — Be a Non-Smoker.



LEADERS

You too can very much assist in the development of healthy habits amongst the boys you lead. They look to you as examples. Do you smoke? If you do, are you honest with them about your seeming inability to quit? Could you quit, with their help? Could you avoid smoking while with them? (Without sneaking a puff or two, that is. They'll know!)

Materials and more program ideas can be obtained by contacting your local Heart, Lung or Cancer Societies or by writing to the sponsoring body.

**The Canadian Council on Smoking and Health,
725 Churchill Avenue,
Ottawa, Ontario K1Z 5G7**

Remember, the date is January 20 to 27, 1980 and the theme is "Join the Majority — Be a Non-Smoker". Please help! X

Mrs. Suzanne Lawson is the Chairman, Ontario Planning Committee for NNSW '80, Director of Public Education, Ontario Heart Foundation.

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The Scouting program uses skits on many occasions to provide the lighter moments all programs need. What would a campfire be without skits? Who hasn't endured endless speeches at father and son banquets, but found it all worthwhile when the boys presented their skits? On the adult level, what conference, training session or solemn occasion in Scouting can you recall that wasn't more fun because an appropriate skit was presented?

Skits have long been an effective way of relieving boredom or presenting a point, and it was Baden-Powell's idea to introduce the skit to Scouting, as he felt rather strongly that a bit of a dramatist lurked in every boy, and he was right of course.

The greatest value of skits, it might seem, is in their ability to make us laugh. But, while the laughter is important, of even more importance is the skit's requirement to have the boy present himself in a speaking part before an audience.

This makes even the most repeated skit worthwhile, for who knows how much urging it has taken to get a young lad to give his first public performance and who knows what the result of such a performance might be? This is not to suggest that Scouting is a breeding ground for those who end up on the stage. You may know that Canada's Rich Little had a Scouting background, but it would have taken more than a few skits to get him on the road to his present career.

Skits are just one small part of the Scout program, all of which is aimed at developing the abilities of the boy, so that he becomes a useful and productive citizen. But being able to speak in public is a very important part of being a good citizen and here's where skits can help in his development.

Since most of you are familiar with the method of presenting skits, I shall use most of my column this month in presenting some skit material that your lads may like to try. I hope they will liven up many a campfire, banquet or other Scouting event.

Note: In some cases I have not scripted the skits, that is, set out the players' parts, but rather presented them as jokes or stories. I'll leave the final script to your group, so that they can ad-lib, use their own words, etc., which usually makes the boys more comfortable. Here, to start with, is an unscripted skit.

Bricks

Scene: A girl and fellow out strolling — both a bit on the sleazy side of life.

The girl and her boyfriend were passing a jewellers and she said "Oh honey, if I had that diamond brooch in the window I'd be the happiest girl in the world".

So he reached into his pocket, took out a brick, threw it through the window, took the brooch and gave it to her. Continuing their walk, they came upon a furrier's with a mink coat in the window and she said "Oh honey, if I had that mink coat I would be the happiest girl in the world".

Again he reached into his pocket and took out another brick, threw it through the window, took the coat, put it round her and they walked on. Finally they came to a Rolls-Royce dealer with a Silver Cloud Rolls in the window and she said "Oh honey, with the brooch, the coat and that car I would be the happiest girl in the world".

And he said "Hey, do you think I'm made of bricks?"

Here is an example of a scripted skit.

At The Doctor's Office

Scene: A doctor has just finished examining a patient. As he buttons up his shirt, the doctor speaks.

DOCTOR: "I can't find anything organically wrong with you; however, many illnesses come from worry. You probably have some business or social problem that you should talk over with a good psychiatrist. A case similar to yours came to me only a few weeks ago. The man had a \$5,000 note due and couldn't pay it. Because of his money problems he had worried himself into a state of nervous exhaustion."

PATIENT: "And did you cure him?"

DOCTOR: "Yes, I just told him to stop worrying; that life was too short to make himself sick over a scrap of paper. Now he's back to normal. He has stopped worrying entirely."

PATIENT: (*Sadly*) "Yes, I know, I'm the one he owes the \$5,000 to."

A Sign Of Our Age

Scene: A school room — a teacher and several pupils are present.

TEACHER: "There will be an eclipse of the moon tonight. Perhaps your parents will let you stay up to watch it."

PUPIL: "What channel is it on?"

Another School Room

Scene: Same as above.

TEACHER: "Can you give me an example of how heat expands things and cold contracts them?"

PUPIL: "Well, the days in summer are longer."

Free Show

Scene: A clothing store. A voluptuous blonde enters and points to a dress in the window of the store.

BLONDE: "May I try that dress on in the window?"

STOREKEEPER: "Sure, go ahead. It might help business."

Visit To Heaven

Scene: An apparently wealthy man enters heaven and meets St. Peter who gives him a bicycle in order to make his way around heaven. The man begins pedalling about until he spots a friend driving a Cadillac.

WEALTHY MAN: "Hey Bill, fancy meeting you here. How did you get such a fancy car? What kind is it?"

BILL: "A Cadillac, and I don't know why I got it. Ask St. Peter."

The man pedals off, returning to St. Peter and asks angrily:

WEALTHY MAN: "Hey, how come I get a bike to pedal around and my friend over there gets a Cadillac to drive around in?"

ST. PETER: "It depends on the life you led on earth. The better a Christian you were, the better your transportation in heaven."

Two days later: The wealthy man returns to St. Peter. He is laughing.

ST. PETER: "That's a nice change in your mood from the last time I saw you. What are you finding so funny?"

WEALTHY MAN: "I just saw my pastor going by on a pair of roller skates."

Hiccups

Scene: A bar. A man rushes in, apparently in a panic.

MAN: "Have you anything to cure hiccups?"

BARTENDER: "Sure!" *He proceeds to hit the man on the face with a newspaper, slaps him over the head with his cap, claps hands loudly in front of his eyes, hollers in his ear then throws a cup of water in the man's face. Then he asks "Are your hiccups cured?"*

MAN: "It wasn't me that had the hiccups. It was my wife in the car outside."

Tight Halo

Scene: Doctor's office.

PATIENT: "Doctor, I feel terrible. What's wrong with me?"

DOCTOR: "Do you drink much alcohol?"

PATIENT: "Never touch the stuff."

DOCTOR: "Do you smoke?"

PATIENT: "Certainly not!"

DOCTOR: "Do you stay up late at night?"

PATIENT: "Never."

DOCTOR: "Well tell me — do you have sharp pains in your head?"

PATIENT: "Yes! Yes! That's exactly it. What's wrong with me?"

DOCTOR: "Your halo is on too tight."

Clock Repair Shop

Scene: A repairman in a clock shop greeting a customer bringing in an old-time clock.

REPAIRMAN: "What seems to be the problem?"

CUSTOMER: "The clock doesn't tick right. Listen to your other clocks — they go tick tock, tick tock, tick tock, but mine just goes tic, tic, tic."

REPAIRMAN: *(taking clock and examining it carefully)* He hums and he haws, and looks over the clock. Then he looks at the clock with a determined face and says "We have ways to make you tock!"

The Fly Family

Scene: A narrator introduces the famous Fly Family.

NARRATOR: "I want to introduce a famous family to you tonight. Mr. Housefly *(comes buzzing in, bows, etc.)*. Then there is Miss Butterfly *(comes dancing in gently)* and here is Mr. Horsefly *(who comes in floating and humming)*."

Finally one more fly comes in with a cup in his hand, and all the Flies ask if the guests want to be introduced to the final member of the Fly family. Of course they do, so the narrator introduces Miss Letterfly, upon which the person takes the cup of water and lets her fly . . . *(sometimes better to have the cup filled with rice or confetti)*.

Good Parents

Scene: Two boys talking.

FIRST BOY: "I'm really worried. Dad slaves away at his job, so I'll never want for anything and so that I can go to college. Mom spends every day washing and ironing, cleaning up after me and taking care of me when I get sick. I'm worried."

SECOND BOY: "What have you got to worry about?"

FIRST BOY: "I'm afraid they might try to escape."

Other Sources of Skits

Follow the cartoons in your newspaper, read the *Reader's Digest*, company newsletters, and any magazines that have humour sections. Also, pay special attention to TV specials which will often have sketches that can be adapted to your needs. Hardly any skit or joke will be perfect without modification, so be prepared to make changes to ensure that your skit will be understandable.

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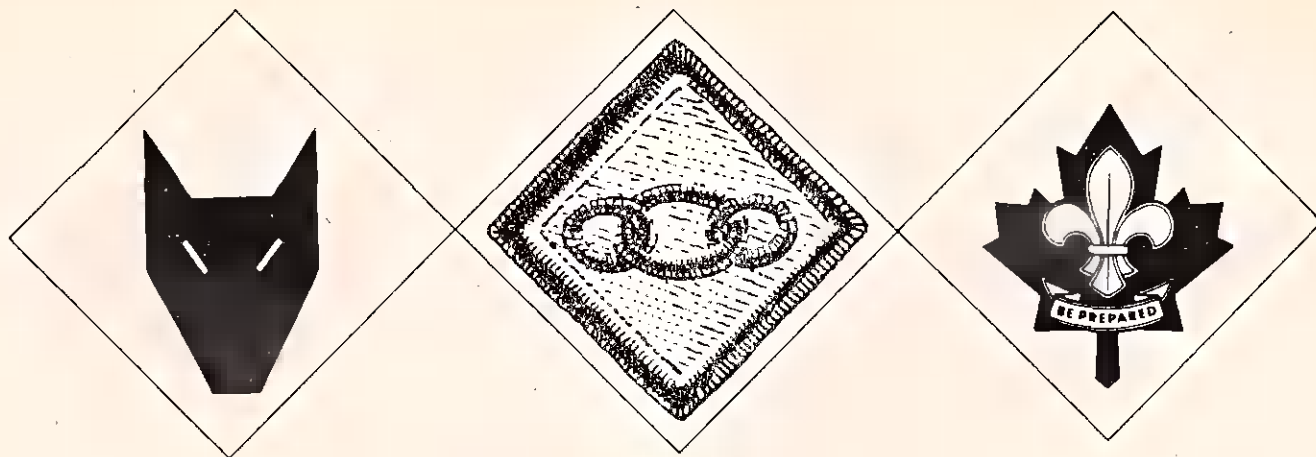
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LINK TO SCOUTS

24

by Jim Sharp

*On my honour, I promise to do my best
to love and serve God,
my Queen, my country and my fellowmen,
and to live by the Scout Law.*

With that Promise, and a few words of welcome, the Going-up Ceremony ends and another former Cub becomes a Scout. Many thousands of these ceremonies take place every year in Canada, and many thousands of our Cubs do become Scouts. But unfortunately, many thousands more never take that next step along the Scouting trail, and become "drop-outs". A glance at the 1978 membership figures for the organization tells the cold hard facts. On August 31, 1978 there were 116,756 registered Wolf Cubs in Canada, but only 48,617 Scouts. Our Cub membership had increased by 923 (0.8%) over the previous year, while our Scout figures had dropped by 2,075 or 4%.

So what can we as Cub leaders do, to make Scouting more attractive for our Cubs and to encourage them to go on to (and stay in) the Scout section? First, we should each examine our own personal beliefs on the value of Scouting in general and the Scout section in particular, and ensure we present at all times to our Cubs a positive picture of what it means to be old enough and mature enough to be a Scout. The challenge and excitement of their outdoors-oriented program should be emphasized. Scouts should be seen as the logical next step or progression for a 10½ year old Cub. Least of all should we downgrade the Scout program in comparison to Cubs and never should we discourage our Cubs from making that significant step forward. A favourite thought shared with me on the topic many years ago suggested that for the

boy "it is better to be the tail of a lion than the head of a mouse".

But apart from ensuring that our attitudes are right, there are some practical things we can do too, to ensure that our Cubs are introduced to the Scout program, and made to feel welcome in the troop. One of our best opportunities is the Link Badge, which is worn by all our youth members on being invested in to the next higher age level program. It is one of the few badges we present *without the need* to fulfil particular requirements. But why not add your own requirements? Not difficult ones, but enough perhaps to make the "Link" more meaningful to our Cubs, and to facilitate an introduction to the troop. Here are some suggestions, based on the Link Badge requirements of The Scout Association (UK):

- Be at least 10½ years old.
- Visit your Scout leader and register for entry to the troop before going up.
- Take part in a patrol activity out of doors.
- Show general knowledge of the Scout Movement and the development of world-wide Scouting.
- Know the Scout Promise and Law and discuss their meaning with your future Scout leader.

Joint pack and troop activities held regularly also help to introduce Cubs at all ages to the next section, and let them see some of the kinds of things they can look forward to doing as a Scout. The first thing to do is to talk to *your* Scout leader. If you don't know who he is, your Group Committee chairman or Service Scouter can give you his name. Phone him up and arrange to meet, to discuss your respective jobs and viewpoints on the relationships between your sections and ways of improving the communication and "Link" between the two, both for

leaders and boys. Find out what the troop program is like and what activities are planned for the next few months. Share with the troop Scouter some of your program ideas. Make sure they don't overlap or conflict, but that they tie in with each other to provide a natural progressive challenge for your Cubs who will hopefully soon be his Scouts! Some joint activities you may consider are as follow:

- Each patrol takes a six on an outing. This lets the boys get to know each other and lets the Cubs see how the patrol system works. Careful preparation and planning is required and leaders could be present at this time, but not during the outing itself.
- Joint patrol and six meetings. Could include simple cooking, music-making, making things (carpentry).
- Joint pack and troop activities. These may involve joint meetings, planned and organized by the leaders and boys, combined "good turn" or service projects, visits to the troop in camp, joint Scouts' Own, combined "open night".
- Joint district activities. For leaders and boys. Social gatherings for the leaders and large boy events for the Scouts and Cubs (and Beavers, Venturers and Rovers too) such as displays, field days, etc. But cooperation with your own troop is better!

One recent innovation which, if used properly, can help to make the transition from Cubs to Scouts easier for our boys is the introduction of the KIM position (see **The Leader**, February 1979). Kim should be a Scout, preferably one in his second year in the troop, and should work with the leaders and pack to help prepare the Cubs for the Going-up ceremony. If properly selected (and here again it is vital to have good contact with the troop Scouter) and used to best advantage, Kim should be a real role model for the Cubs to emulate. Because Kim is also a Scout, he provides a contact and a friend in the troop for the new Scout who has just graduated from the pack.

The going-up ceremony itself is important. Like all our Scouting ceremonies, it should be kept short, simple and sincere. But more important, it should be a happy occasion, looking forward to the new excitement of life as a Scout rather than dwelling on his past experience in

Cubs. Good planning with the Scout leader will result in a smoothly run ceremony that will be remembered as a significant occasion in the life of the boy. If the Cub has had sufficient contact with the troop before the ceremony, perhaps he can be invested right away as a Scout and be presented with his Link Badge by Akela.

Spring is perhaps a better time to arrange your going-up ceremony than in the fall. Doing it before the summer means the Scout can attend summer camp, with the better chance of staying in the troop as a result. A boy who loses his connection with the Movement during the summer months between pack and troop is less likely to return in September. But don't keep him in the pack too long either, waiting for the next scheduled going-up ceremony. As soon as the Cub is ready to join Scouts, normally between ages 10½ — 11, make the necessary arrangements for him to do so.

A boy of Scout age is faced with many challenges in life. No longer quite a child, but not yet a teenager, his need for challenging activities in an open healthy environment is paramount. Scouting provides that opportunity. Other pressures and difficulties such as changing schools and making new friends (girls and boys) all add to the conflicting decisions he has to make. We need to help make these choices and decisions as easy as possible. As Cub leaders we are in a privileged position to be able to help. In addition to arranging the introduction to Scouts, we need to follow up, to reinforce the "Link" in a friendly supportive way. Check with the new Scout to see how he is making out in his new troop. Invite him back to visit the pack on occasion. Encourage him if he appears to be having difficulty settling in. Discuss any particular problems with the Scout leader.

Our decreasing membership in the Scout section in particular is a concern that is receiving attention at many levels in Scouts Canada. Cubbing provides about 90% of the membership of the Scout section and therefore it is vitally important that we do our part to promote the Link to Scouts! X

Jim Sharp is Chairman of the Adult Volunteer Committee of National Council and is a former member of the National Program Committee with responsibility for the Wolf Cub program.

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training talk

by reg roberts

This month
Reg writes about ...

Group Activity

Sometimes we hear of leaders who do not wish to experience any sort of training at all. They say that it has nothing to offer them.

This may, of course, be true sometimes but this article attempts to show that the majority of leaders can take part in training of all kinds which is meaningful to them personally.

But first, why should we go to the trouble of taking training at all? It is often inconvenient and almost always costs money.

The answer for many people is that, in order to do their chosen jobs in Scouting, they need to find the tools to do those jobs — an understanding of people and how to relate to them, a knowledge of the methods of Scouting, of program planning and so on.

They need to think about the many ways they can help young people to grow; they need to share experiences with other leaders so that their sections or groups can take advantage of the experience of others. And another important aspect of training (and, perhaps, what training is all about) is support.

Support

Support consists of help from Local, Regional, Provincial and National sources and elsewhere in the form of activities, facilities, training courses, meetings, etc., all of which provide valuable training through experience for those who take part or use them.

Support for a leader as an individual can be a difficult thing to provide properly but all leaders need encouragement and advice as well as regular contact with their colleagues, the Commissioner's staff or the service teams and so on. Without this support, leaders can become isolated and lose the personal satisfaction in what they are doing which is vital if they are to provide a proper service to young people through Scouting. For this reason the training of leaders must concentrate on the support which various people and teams in Scouting can provide. The precise form of the support depends on the needs of the individual.

Effective training should result in sections, groups and committees which more truly serve the interests of their members and which, at the same time, achieve as

nearly as possible the aims of the Scout Movement. Leaders who feel they are equipped for the job experience greater satisfaction from what they do — this rubs off on the members and relationships can be made more effective when based on knowledge gained through training.

How?

These are some reasons for taking training. Perhaps the most important point is that training should be based on the needs of those involved. The question now must be: How do we find out what those needs are?

Many leaders, particularly those who are very new to the Movement, find training courses led by the trainers helpful. But it is dangerous to assume that these courses are all that is needed.

All courses must be relevant to the participants (that is, they must take account of the needs of those taking part), it is a mistake to think that only the "official" courses can meet all needs. There are other ways of supporting leaders. Many other people in Scouting have a responsibility for training and council members, committee members and leaders should also expect assistance and support from them.

Service teams in many areas recognize the importance of providing support to adults from the very beginning of their time in Scouting. Scouters are encouraged to look to their local area and region for the support they need and to insist on receiving it. As the support required varies from person to person, this means that each section leader will need good regular contacts with the service team who is there to help.

But the many people who are available to help can only provide effective training if the needs of the leaders are known in advance. Courses organized by employers and other youth organizations, as well as the Boy Scouts of Canada, are often claimed to be arranged with needs of the individual in mind. How is this done? How does the leader find out what he/she needs to know?

The process must start as soon as the leader joins the Movement and continues throughout the person's Scouting career. The comments made here are, however, as relevant to experienced leaders as they are to inexperienced ones. No one is ever fully trained.

Visits by the service teams, meetings of local Scouters, reading **The Leader** magazine — all these and others provide ideas and information against which a person can check his/her own needs and thus arrive at a "shopping list" of things he/she needs to know.

Flexible

On formal training courses also, the process of finding out what help is needed is encouraged, and many courses are designed to be flexible enough for there to be, built into the course, some sessions dealing with subjects which have later proved to be necessary.

Most people expect to be involved in courses led by the local or regional trainers. These are designed to meet some of the more usual needs of the participants by helping to provide insights into the way Scouting achieves its aims and how individuals can relate this to their own area of Scouting operation. Special needs can also be dealt with.

The amount of practical experience which can be provided is limited (after all, the courses don't last very long) and a lot will also depend on help from other sources, perhaps more local, particularly where practical skills need to be learnt. All adults in the Movement whose role in Scouting is supporting leaders (and this includes council members and group committees) need to be ready to help individuals to find out the subjects for which they require training, so that (in partnership with the trainers) as many as possible of these needs can be met. It is no good expecting regional and provincial courses to do the job on their own. These courses can, at the most, only open doors leading to things which can be dealt with in more detail elsewhere, once the course is over.

Some of the people leaders can look to for training of all kinds are:

- Group committee members and council members
- Fellow Scouters in the group, section or local area
- Members of the commissioner's staff
- Service team members
- Area, district or regional trainers
- Scout executives.

Working together, all these people can do a lot. But individuals still have to play their part by thinking about their jobs in Scouting and working out what training they need to be more effective.

Much can be done personally through reading and talks with other adults, as well as through the discussions, visits and meetings already mentioned.

Leaders must ensure that communications between themselves and the service teams are as effective as possible.

Reliance should not be placed only on formal courses (important as they are). Much can be done in informal gatherings, local Scouters, group and council meetings, sharing sessions and so on. More formal courses can be planned so that the individual needs of participants are recognized. This requires co-operation between service team members and participants and the course organizers so that as much information as possible is available before the course starts.

Varied

The training which leaders can experience is, therefore, varied.

Much will depend on local circumstances, but the general pattern of Scouting's training policy is such that leaders can take advantage of all opportunities to the full if courses and other training experiences are arranged to fit in with the commitments they have to their

families, their work and elsewhere, as well as to their jobs in Scouting. Most regions and provinces do their best in this respect.

But all the training will be of little value if it does not reflect the needs of those taking part. Those responsible for training have a heavy responsibility to those whom they train. And, in turn, potential participants have an obligation to communicate their needs to those who support them.

The biggest responsibility, however, is the one we all have to the young people in Scouting. To be better trained is to be more effective as an adult member no matter what position we hold — and this is the only way we can hope to achieve the aims of Scouting.

Is there any alternative to our seizing every opportunity for further training?

Material for this article was sent to us by Bill Henderson of the Greater Toronto Region and was adapted from material from the U.K. Scouting magazine.

Handbook for Trainers — Correction

Those of you who have purchased a copy of this *Handbook* will probably have noticed a minor discrepancy in the information dealing with the Continuous Learning Plan which begins on page 33. Somehow some pages became shuffled around before the page numbering took place and, as a result, are out of order. Therefore please note and change the following pages:

Page 39 should be numbered page 35 and 35 becomes 39

Page 40 should be numbered page 36 and 36 becomes 40

Page 41 should be numbered page 37 and 37 becomes 41

Page 42 should be numbered page 38 and 38 becomes 42

These things do happen, and we regret any inconvenience the error may have caused.

Christmas & The I.Y.C.

It's almost the end of the year that was set aside to celebrate children and it's almost Christmas time also. I cannot help but think that in Scouting, we have always had the needs of children uppermost in our minds and that as people who work with boys and youth or as trainers who help the adult who works with these young people, the rights of children will always be respected.

Next year or the one after may not be designated as a special one, but for us it will be no less special than those that have gone before.

As you celebrate Christmas, celebrate also the children and may this be the thought that stays with us through all our Scouting activities. A



THE SNOWY OWL



Canadian Wildlife Series

NFB Phototheque — photo by Jeanne White

28

The robust Snowy Owl (*Nyctea scandiaca*) of the North is a winter visitor to southern Canada only every five years or so. It is on these periodic visits that southern Canadians have a chance to see one of the most striking and distinctive of the 123 types of owls found in the world.

Distribution

Snowy Owls breed on the arctic tundras of the world. The arctic islands, from Ellesmere in the north, Baffin in the east, and Banks in the west and the northern coast from the Yukon to Labrador compose the Canadian breeding range. All areas of the range are not used in all years.

Many Snowy Owls winter where they nest, but those breeding in the northernmost regions, where 24 hours of darkness is common in winter, move in that season to the southern limit of their breeding range. Snowy Owls are not regular migrants to southern Canada and northern U.S.A. Rather, their southward excursions are periodic, about every four or five years, matching the population lows of the small arctic lemming. At such times Snowy Owls may be seen in the southern latitudes of every province.

Appearance and habits

Large and bulky, the Snowy Owl measures 55.9-69 cm (22-27 inches) and has a wing span of about 1.5 m (five feet). The female is larger and heavier than the male, as is the case with large hawks and owls. It is known that with some birds of prey the adult males kill their young and the larger size of the parent female enables her to defend the nest successfully against him. This does not occur with the Snowy Owls and the reason for their size difference is unknown. It is suspected that on the breeding grounds, each sex has a different prey preference thus assuring a more stable food supply for nestlings.

The male is almost pure white; the female, her white

feathers generally tipped and barred with dark brown, is darker. The Snowy Owl is well protected from the icy blasts of winter. A dense layer of down next to the skin is overlaid with thick lightweight feathering. This luxurious coat insulates the entire body, including the legs and toes, and enables the bird to maintain a body heat of 100° to 104° F (38° to 40° C) in temperatures that may reach -40° to -60° F (-40° to -50° C). To overcome the wind chill factor, the Snowy Owl faces the wind so that its feathers are pressed against the body. In severe wind, it crouches on the ground behind a wind break such as a stone pile. Its light plumage serves the bird well when in this position as it blends with the snow and rodents scurrying by are unable to see the bird until it is too late. As spring approaches and the ground becomes bare, the Snowy Owl moves to patches of snow where it is well camouflaged.

The smooth, round head lacks the ear-like feather tufts characteristic of many owls. The bill tip is black. The yellow eyes are surrounded by feathers that grow from disk-shaped face bones. These disks serve as parabolic reflectors throwing sound waves to the ears located immediately below. Its acute hearing enables the Snowy Owl to hunt by sound in total darkness, when it cannot see.

The eyes of owls are directed forward and do not move in their sockets. To look to the side or to follow a moving object, the bird swivels its head as much as 270°, giving the impression that it will twist its head off. These highly developed eyes contain many light-gathering cells, many more than the human eye, and can spot tiny objects moving at a great distance.

Unlike its nocturnal relatives, the Snowy Owl is active by day. As daylight is almost continuous within the Arctic Circle during the summer nesting season, this adaptation to hunting in daylight is not surprising.

In those years when the Snowy Owl winters in southern Canada, it lives in open fields and on shorelines that are similar to the treeless tundra. It may be found perched on a fencepost, haystack, tree, building or telephone pole, but always where the view is unrestricted. The Snowy Owl, like most hawks and owls, is a loner when it is not breeding. Each bird stakes out a hunting territory, large or small depending on how much prey is available. The bird scans the area from a commanding perch for long monotonous periods, broken only to chase another owl or hawk from the territory or to drop silently on a mouse or other delectable morsel.

The bird is shy and silent, unless nesting. It normally will not permit humans to approach and will hiss and scream at those intruding on its territory, but it will dive only in defence of its nest.

Feeding

Although fast enough to kill ducks and geese on the wing, the Snowy Owl prefers small mammals.

It eats arctic hares and ptarmigans, but its staple food is the lemming. The Snowy Owl's four-to-five-year invasions of the south are keyed to the population lows to which the lemming is subject. This small arctic rodent resembles a field mouse so prolific that its populations become enormous and outstrip their food supply. At such times starvation, disease and seemingly suicidal migrations when many die by drowning cause their large number to dwindle so rapidly that the species seems on the point of vanishing. From this low point, the population gradually recovers until, four or five years later, it again reaches a peak which brings on another decline. It is during these slumps in the lemming population that Snowy Owls move south in search of food.

Snowy Owls, as well as hawks and other types of owls, usually swallow their prey whole. Strong stomach juices dissolve the flesh. The indigestible bones, fur and teeth are compacted into neat pellets, which the bird throws up by stretching its neck and opening its bill wide. Regurgitation most often takes place at the owl's favourite perch, where hundreds of pellets are sometimes found. Naturalists search for these pellets so they may study them to determine the quantity and type of food eaten. In southern Canada the pellets most commonly contain the bones of meadow voles or meadow mice. Each bird eats 6 to 10 mice per day or up to 300 mice per month; and "that" in the words of Jinx the Cat, "is a lot of meeces". If meadow mice are scarce, other kinds of prey are taken. The presence of lead shot in the pellets in fall and winter indicates that Snowy Owls eat ducks wounded by hunters.

Breeding

Snowy Owls that winter in southern Canada and northern United States begin moving northwards to their arctic breeding grounds in February and March. Most are well on their way by April.

Their nesting habits depend on how many lemmings are available. When food is scarce, the owls may not nest at all, or may lay only four eggs. When it is plentiful, they make up for lost production by laying up to 10 eggs, but 11 to 14 are known. A single egg is usually laid on alternate days, depending on the amount of food available to the female. The nest, simply a depression scraped in the ground by the female, is furnished only with a few of her own feathers and a few pieces of grass or moss. It is located on a knoll or other vantage point giving a good view of the surrounding countryside. While the female takes sole responsibility for incubation, she is not entirely on her own. Her mate provides her food, particularly in the early part of the nesting season; in May, when temperatures are below freezing and she must stay on the eggs to keep them warm.

The female begins incubation when she lays the first eggs. Hatching takes from 32 to 33 days and laying continues into the brooding period. As a result, large clutches contain down-covered chicks of many different ages and colours since the down changes from white,

just after hatching, to dark grey and to nearly black at 10 days old. Overcrowding problems in the nest are avoided by chicks leaving it when only two to three weeks old, an age long before they fly. They disperse widely from the nest and each one is faithfully fed by the male, who also supplies the nest with adequate food. Fledging occurs at eight weeks, at which time the dark down is replaced by flight feathers.

Limits to population

Food shortage is the greatest threat to Snowy Owl populations, but these resourceful creatures overcome this by migrating far afield. Man poses a great danger. Trophy hunters have shot many Snowy Owls during the winters they must spend in the settled areas. Fortunately, an ever-increasing number of people are learning to enjoy the sight of this fine bird, shooting it with cameras instead of guns.

During the nesting season in the Arctic, the eggs and unattended young are subject to the unwelcome attention of jaegers, swift-flying gull-like birds that prey on the nests of many arctic bird species.

Management

Although the Snowy Owl is not protected by the Migratory Birds Convention Act, provincial regulations prohibit the shooting of these birds in most parts of Canada. Banding for scientific purposes requires special federal and provincial permits. The Canadian Wildlife Service is not engaged in intensive research on this species but does support arctic ecology projects that include the study of owls.

This species has adapted to the very cold arctic winters and has become deeply intertwined with other living creatures in maintaining nature's balance.

During its southern visits, the Snowy Owl plays a valuable role in the natural control of rodents on farmland. It shares its breeding grounds with colonies of Snow Geese and offers that game species some protection from foxes and jaegers. X

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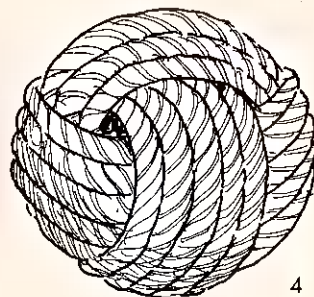
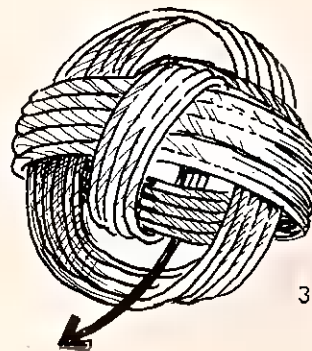
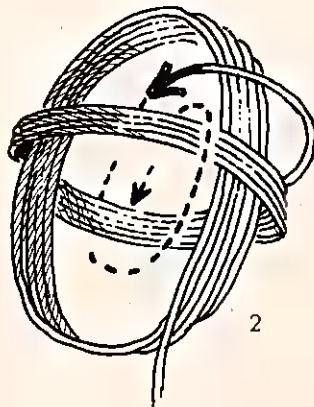
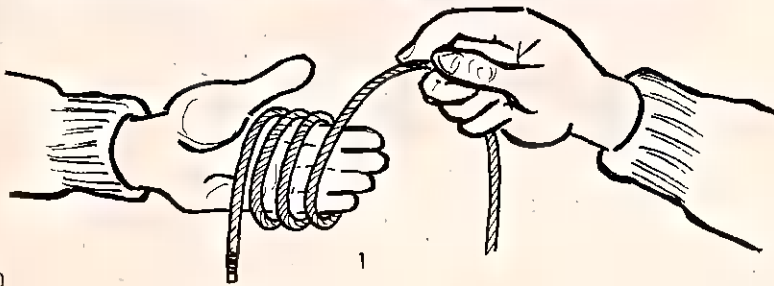
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What you are about to do is to make a thing that Scouts call "A Monkey's Fist". They use it to add a bit of weight to the end of a throwing line so that it will carry further.

Starting at one end of the rope, make four or five loops round your left hand. Take the turns off your hand and put the same number of turns round the coil at right-angles.

Now slip the working end of the rope through the ball you have made and put a similar number of turns round the *second* set. Continue until you have used up all the rope, then start to tighten the ball by pulling out one turn and following it right round, until you are satisfied that it is more or less as shown in Figure 4.

You may find that you are left with a short end sticking out of the middle of the ball, but you can easily get rid of this by tucking it into the coils. X



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EDITOR'S NOTEBOOK



by Bob Butcher

Believe it or not, hot air, a cold day, a balloon the height of a seven storey building and fifty Cubs, can add up to a lot of fun and adventure when mixed the proper way. We thank Akela **Maxine Easthope** for sending along this report of a unique Cub activity.

Calgary's 147th Cub Pack has always been noted for its versatility and originality, but flying in a hot air balloon seemed too magnificent an endeavour, even for them. How persuasive must an Akela be to talk a generous-minded company into donating the use of a hot air balloon and the expertise of three otherwise sane employees to a pack of fifty exuberant Wolf Cubs? Perhaps this was the first time a balloonist ardently prayed for wind!

Under normal conditions ballooning is unpredictable, being dependent upon near perfect weather conditions. Consequently, it is not unusual to have ideal weather conditions one hour and the next hour to have hazardous conditions, and as every Akela knows, there is only one thing worse than having fifty boys in a parking lot early Saturday morning — and that is having fifty boys in a parking lot early Saturday morning with nothing to do. It was decided that each boy would be aware that a balloon ride was "tentatively" scheduled for 10.00 a.m., November 11th in the church parking lot. However, if the weather was not conducive to ballooning, it would have to be postponed. The balloonist would call the Akela at 9.00 a.m. to advise if the ride was on. She, in turn, would call her leaders and then fingers would fly!

Luckily, the day dawned bright and sunny, fifty pairs of fingers were crossed, and fifty hearts thumped with eager anticipation. Nine o'clock struck, Akela got the word, the ride was on — now let's get to the church.

The scene was reminiscent of an old-time revival meeting. There were moms and dads and Cubs and dogs, little brothers being carried and little sisters being pushed, grandmas and grandpas. Everyone came!

The first incredible thing they witnessed was the unpacking of a balloon. When inflated it is as high as a seven-storey building and it all came out of a small trailer about three feet square. Fifty foot anchor lines were strategically placed under nearby cars, then the fire was lit. Slowly, so slowly, the huge Cowley & Keith logo came to life as the balloon began to reach its flying dimensions. Finally, the boys were lined up in groups of four and the first four were clambering aboard. Amid the onlookers were heard cries of envy, delight and a few disappointed "that's not so high's" but as every boy took his turn, his eyes were wide with anticipation and awe at the feeling of worldliness afforded by actually laying claim to a ride in a *real* hot air balloon.

The Cowley & Keith Real Estate Company didn't sell many houses that morning, perhaps, but they cornered the market on little boys' hearts!

Those of you who notice small details will have already discovered from page 3 of our November issue that **Kay Hotham's** name replaces **Michel Plant's**, next to the Editorial and Advertising position! After uncounted years with **The Leader**, Michel has elected to follow the former editor to The Supply Services division of Boy Scouts of Canada to serve as his secretary. We at **The Leader** wish her well in this new position and thank her for all her extra help in recent months.

Kay comes to us from Adult Volunteer Services of Boy Scouts of Canada and has already adjusted well to the hectic pace of producing a magazine. The rest of us are happy to have her join the team.

We've decided to begin something new in **The Leader** this month (with all due respect to John Sweet of course!) — a regular cartoon drawn by Scouter **Fred Fishell** of the Greater Toronto Region. Readers in Toronto may have seen some of his work in G.T.R. bulletins while others may have seen his contributions to The Badger Club's publication. Fred is not new to **The Leader**, having authored or co-authored articles in the May '76 and the March '79 issues.

Fred was born in Czechoslovakia but his family moved to Cuba via Spain before he reached Scout age. He spent a number of years as a Scout



If the shoe fits.....



in the 2nd Havana troop before moving to Canada in 1947 where he had a brief encounter with a Canadian Scout Troop. Fred writes — "The Scoutmaster there was also the minister and my introduction to Canadian Scouting consisted of a lecture on the composition of the Union Jack. First he pointed out the cross of St. George and gave a 20 minute sermon on St. George, next the cross of St. Andrew who was good for another 25 minutes. I can't remember whether I left during St. Patrick or St. David but I did not return to Scouting until my eldest son reached Cub age." Since then Fred has filled many adult leadership positions and holds fast to a belief that "Scouters need outdoor skills and not parapsychology".

An example of such a skill appears in the material Fred sent us for this month's *Outdoors* column.

We also now have on file two more articles from Fred which we hope to print in the New Year.

During the first week of October the National Office of Boy Scouts of Canada was honoured by a visit from **Dr. Laszlo Nagy**, Secretary-General of the World Scout Bureau in Geneva. Dr. Nagy was in Ottawa to meet with officials of the Canadian International Development Agency in connection with a three year program of cooperation between CIDA and World Scouting. This program deals with community development in parts of the world where each has a common interest.

Dr. Nagy visited the National Office to speak to the staff about the kinds of projects World Scouting is

supporting around the world and to discuss with the Chief Executive ways in which the Canadian Scout Brotherhood Fund can be most helpful.

If you were given the following six clues would you be able to identify a mystery object?

1. Noble beginnings.
2. Think of Scotland.
3. Outside cedar — inside English oak.
4. Six majors in all.
5. Down by the station.
6. "Wood" you believe it?

Mrs. J. Legrois, of Ottawa, was able to solve the puzzle and identify the mystery object as the totem pole outside of the National Office of Boy Scouts of Canada. The prize Mrs. Legrois earned in this contest, sponsored by local radio station C.F.R.A., included a three day stay in the vice regal suite at the Skyline Hotel in Ottawa, limousine service, a \$1,000 diamond ring, a \$1,000 wardrobe and use of a private plane with licensed pilot to take a scenic tour of the capital.

The interpretation of the clues as provided by the radio station are as follows: Noble beginnings — Lord Baden-Powell; Think of Scotland — clan crests on the totem pole; Outside cedar, inside English oak — the totem (outside) and small totem (inside); Six majors in all — six major figures in the totem; Down by the station — Postal Station "F" next door; "Wood" you believe it — totem made of wood.

Trust the Calgary Region to come up with unusual and attractive training opportunities for their Scouters. Some readers may be aware of the Hawaii Woodbadge Course that council conducted a couple of years ago. Scouters and spouses were invited to sign up for a special training course/holiday package in which they would attend a Canadian Woodbadge course for one week conducted at a Boy Scouts of America Camp and then enjoy a second week at a holiday resort hotel.

It appears they are at it again for we have just received word of a California Woodbadge scheduled for April 1980. Their literature makes reference to such attractions as Santa Catalina, Hollywood, Sea World, the Queen Mary and Lion Country Safari.

One of the advantages of being a Beaver in Ottawa is that you may get invited to play in the Chief Scout's backyard. On September 29, nearly 1,400 Beavers, leaders and Keeos rolled into the Cricket Field at Government House to participate in the National Capital Region's 7th annual Beaver picnic.

The arrangements to use the grounds at Rideau Hall had been for a spring picnic when the Governor General had intended to greet the boys personally. Unfortunately, heavy rains resulted in cancellation of the spring event and a September date had to be set. While another engagement in Newfoundland prevented His Excellency from joining the boys, his staff did help to ensure the occasion was a happy and successful one. Shown here are a few of the boys with positively the biggest "Big Brown Beaver" I have ever seen! X





THEIR CHRISTMAS GOOSE



34

by E.V. Kingdon

Here, sub-titled "A Little Comedy of Errors", is a Christmas tale first published in "The Scout" on December 24th 1910. It is an interesting little story which, although perhaps rather old-fashioned to our ears, you might like to read at your Christmas party or campfire.

For some months work had been very slack. Tom and Mary, man and wife in the little home up the street, looked at each other and sighed.

Where was the Christmas goose coming from? They talked and planned; but you cannot get a goose from wages that go out faster than they come in — at least, that is what Mary said they did. However, one evening in comes Tom, full of good news.

"Mary, lass," he said, "we'll have that goose yet, as sure as my name's Tom Hill!"

"How's that Tom?"

"Why, work's come in, sudden like, and wages is flowing round at the weekend like a baby's tears. And, what's

more, there's going to be a bit of overtime. That'll mean goose and some'at to stuff it with".

Well, the money came in, and the overtime was divided up between the two. Mary put hers on one side, saying to herself:

"Maybe, we'll not have all that much to spare, so I'll make sure that Tom'll have his goose at Christmas."

And Tom was saying to himself:

"There's no saying what may happen, so I'll put my bit by against Christmas, and I'll make sure that Mary'll not want for a goose for Christmas dinner."

So the secrets were kept on both sides till Christmas Eve. Now, Mary said to herself:

"I'll just go down in the afternoon, before Tom comes back, and get that goose from the market."

It was not a very large one, but it was all she could manage with her scanty savings. So, after a great deal of bargaining, she came away with the goose under her shawl.

Tom finished his work rather later than usual — in fact, he dawdled about as if he were in no hurry to get home.

"Well," he said to himself, "I'll just wait till it's dark, and I'll go back through the market and get my Mary that goose."

So to the market he went. Once there, unused as he was to shopping, he could not summon up courage to ask the price of the birds he saw. But after a while he plunged

into the bargaining with all his might, and not long afterwards he might have been seen with a fine goose swinging over his shoulder as he went quickly home.

He left the bird in the lobby and went in to his tea. The air seemed to be charged with electricity; both had a secret, and were only waiting to let it out. So soon Tom begins:

"Times have been better lately, lass."

"Yes, indeed they have!" said Mary.

"Let's see, it's Christmas Day tomorrow, isn't it?"

"Yes, it is, Tom, and I've been thinking about dinner."

"Oh, don't you trouble your head about that, Mary, lass; I'll take care that you don't go without a good dinner."

"Well, I was going to say, Tom, that you need not trouble about Christmas dinner, because I did a bit of shopping for you this afternoon, and —"

"Why, Mary, my goose is in the lobby!"

"And mine's in the kitchen!"

"Well, we can't eat two geese, ourselves, that's certain!"

"Never mind that now, Tom; we'll see about it in the morning."

The next morning after breakfast Mary said she must just slip out for a moment, while Tom had a smoke. And she went to the kitchen and took up the goose she had brought for Tom only the afternoon before. She went down the street to Tom's mother's, and took her parcel in:

"Now," she said, "see what I've brought you!" And she held up the goose.

After a great deal of thanking and Christmas greeting, she swept up the hearth and generally tidied round, spending some little time over the work.

Meanwhile, Tom got tired of sitting still, and a thought suddenly struck him. He rose up quickly, put his cap on, and, hurrying out to the lobby, snatched up the goose he had bought for Mary, and went at a quick pace down the road to the cottage where Mary's brother lived.

Lifting the latch, he went in.

"Times have been pretty bad with you, lad; but with me they have mended lately. Thought this might come in useful for the missus and the kiddies." And so saying, he plumped the goose down on the table before their astonished eyes.

He left before they had time to stammer out more than a word of thanks, and returned before Mary came back from her errand of mercy.

"I'll get about that cooking now," said she on her return a little later.

"Ah, yes, you can cook the goose that's left," said Tom.

"You know, then, where I've been, and what I've done?" said Mary.

"What do you mean? Where I've been, you mean."

"Why, what have you done?" said she, rushing out into the lobby.

"I've taken my goose to your brother's!"

"And I've taken mine to your mother's!"

They stared at each other for a moment without speaking, and then they burst out laughing.

"That comes of keeping a secret from you, Mary!"

"And that comes of keeping a secret from you, Tom!"

"Well, after all, I daresay we shall be just as happy with a bit of beef for once in a way, when we think how those other two homes are happier over our Christmas geese."

"I'm sure!" said Mary. X

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Mr. & Mrs. L.G. Erhardt
184 Victoria Crescent
Ottawa, Ontario, Canada
K2G 2C9

Make Bigger Profits with PERSONALIZED NAME and ADDRESS LABELS!

Beavers, Cubs, Scouts, Brownies and Guides all across Canada are raising money for their group activities by selling our popular name and address labels.

How much money does your group need? \$50? ...\$100? ...\$500? ...\$1,000 or more? Our labels can help you raise that money quickly and easily.

Taking orders is easy. Just show the label order forms, which we supply to you free of charge, to parents, relatives, friends and neighbours. Everybody buys, so your profits add up fast!

Sell each set of 500 labels for just \$2.50 and your group keeps a clear profit of \$1.15 to \$1.25.

Spend a week or two selling the labels, and then send your order to us. We'll print your order and mail the labels to you within 10 days by First Class Mail. Your members can then deliver the labels to their customers. Your cost, including delivery, is \$1.25 per set of 500 labels. That gives your group a profit of \$1.25 for every set of labels that your members sell.

If you prefer, we can mail each set of labels directly to each of your customers for you, for just 10¢ extra per set. Your cost will then be \$1.35, including First Class Mail delivery, and your profit will be \$1.15 for each set of labels.

We will print any name, address and Postal Code, or any message that will fit, up to 4 lines, in crisp black ink, on 500 white gummed labels. Labels are neatly cut to size and padded together for easy use. The labels displayed in this advertisement are shown actual size. We require no minimum order from your group. On orders for \$25.00 or more, we can bill you after we have delivered your labels. And of course, we guarantee complete customer satisfaction.

Look how well others have done...

Otterville, Ontario - 277 sets of labels sold in a community of just 800 people, giving a profit of \$346.25

Port Alberni, British Columbia - 970 sets of labels sold in a single evening of door to door canvassing.

Oromocto, New Brunswick - A profit of \$295.00 earned on sales of 236 sets of labels.

Islington, Ontario - 1,980 sets of labels sold in just one week by ninety 12 and 13 year olds.

Victoria, British Columbia - I recommend your service to anyone who wishes to participate in a quick and easy moneymaking project.

UNLIMITED USES.

Ideal for letters, notes, envelopes, postcards, parcels, cheques, coupons, records and tapes, etc. For almost anything - personal or business - that needs your name and address.

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L9G 2C8

Mr. & Mrs. S. Boychuk
5903 - 84 Avenue
Lethbridge, Alberta
T1H 0B2

Fill in and mail the coupon today. We'll send you a fund raising PROFIT PACKAGE containing a big supply of Sales Forms, sales aids for each member of your group, a sample assortment of labels and our Step-by-Step Sales Plan.

**Get started now...
Mail Coupon Today!**

L. RASMUSSEN CO. LTD.
1558 Rothesay St., Winnipeg, Man. R2G 2H4
(204) 667-3979

All labels displayed on this page
are shown actual size.

MAIL COUPON TO: L. RASMUSSEN CO. LTD.

1558 Rothesay Street, Winnipeg, Manitoba R2G 2H4

Yes, our group wants to raise money selling Personal Address Labels. Please send us our complete PROFIT PACKAGE today so we can get started right away.

Name (please print) _____

Title _____ Area Code &
Home Phone _____

Name of
Your Organization _____

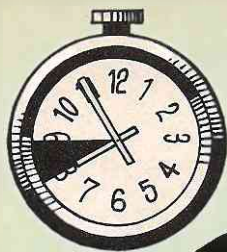
Address _____

City, Province
& Postal Code _____

IMPORTANT! We must know....

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

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



SCOUTER'S 5 MINUTES & SONGS



A PRAYER

Philip Shaw, C.M., 2nd Bronte Pack of Oakville, Ontario found the following quotations in the back of one of the diaries of his late father and felt he would like to share them with others, in Scouter's Five.

I shall make the world more complete,
I shall do my little part
To renew and recreate it in the image of God.

Only in the love we have for others
Can we truly live.

The only way you can help your fellow men
Is by being the noblest and the best man
That it is possible for you to be.

It is by truth that God frees our souls,
Not from service, not from duty,
But into service and into duty.

The freedom of a man simply consists
In the larger opportunity to be and do
All that God makes him, in his creation,
Capable of doing.

Liberty is the fullest opportunity for a man
To be and to do the very best that is possible.

I know more of myself
Than any other man can know of me,
If only I be earnest and sincere.

It is not what the best men do,
But what they are,
That constitutes their truest benefaction
To their fellow men.

GREEN GROW THE RUSHES OH

I'll sing you one oh.
Green grow the rushes oh.
What is your one oh?
One is one and all alone and evermore shall
be so.

I'll sing you two oh.
Green grow the rushes oh.
What are your two oh?
Two, two the lily white boys clothed all
in green oh.
One is one and all alone and evermore shall
be so.

Three, three the rivals
Four for the gospel makers
Five for the symbols at your door
Six for the six proud walkers
Seven for the seven stars in the sky
Eight for the April rainers
Nine for the nine bright shiners
Ten for the ten commandments
Eleven for the eleven that went to heaven
Twelve for the twelve apostles.

KUM BA YAH

Chorus

Kum-ba-yah, my Lord, Kum-ba-yah,
Kum-ba-yah, my Lord, Kum-ba-yah,
Kum-ba-yah, my Lord, Kum-ba-yah,
Oh Lord, Kum-ba-yah.

People singing Lord, Kum-ba-yah,
People singing Lord, Kum-ba-yah,
People singing Lord, Kum-ba-yah,
Oh Lord, Kum-ba-yah.

2. We are happy Lord, Kum-ba-yah.
3. Children playing Lord, Kum-ba-yah.
— from *The Scout Fire and Folk Song Book*,
where you'll find the music and more verses.

To THE CANADIAN LEADER Magazine 12/79
 Canyouth Publications Limited
 Box 5112, Station F
 Ottawa, Ontario
 K2C 3H4

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(Supplier to Boy Scouts of Canada)



AULD LANG SYNE

Should auld acquaintance be forgot,
 And never brought to min'
 Should auld acquaintance be forgot,
 And days o' lang syne?

We twa hae rin about the braes,
 And pu'd the gowans fine'
 But we've wander'd monie a weary fit
 Sin' auld lang syne.

We twa hae paidl't i' the burn,
 Frae mornin' sun till dine;
 But seas between us braid hae roar'd
 Sin' auld lang syne.

And here's a hand, my trusty fiere,
 And gie's a hand o' thine;
 And we'll tak a right guid-willie waught
 For auld lang syne.

And surely ye'll be your pint-stowp,
 And surely I'll be mine;
 And we'll tak a cup o' kindness yet
 For auld lang syne!

For auld lang syne, my dear,
 For auld lang syne,
 We'll take a cup o' kindness yet
 For auld lang syne.

*gowans=daisies fit=foot dine=dinner time
 fiere=partner guid=willie waught=friendly
 draught*

by ROBERT BURNS 1759-1796

BE KIND TO YOUR WEB-FOOTED FRIENDS

Be kind to your web footed friends
 For that duck may be somebody's mother,
 She lives on the edge of a swamp
 Where the weather is always damp,
 You may think that this is the end,
 Well it is.

Songs — page 48

WHICH ARE YOU?

Are you an active member,
 The kind that would be missed,
 Or are you just contented
 That your name is on the list?
 Do you attend the meetings
 And mingle with the flock,
 Or do you stay at home
 And criticize and knock?
 Do you take an active part
 To help the work along,
 Or are you satisfied to be
 The kind that "just-belong"?
 Do you ever go to visit
 A member who is sick,
 Or leave the work to just a few
 And talk about the clique?
 There's quite a program scheduled
 That I'm sure you've heard about,
 And we'll appreciate it if you too
 Will come and help us out.
 So come to meetings often
 And help with hand and heart;
 Don't be just a member
 But take an active part.
 Think this over, member,
 You know right from wrong;
 Are you an active member,
 Or do you just belong?

— Author unknown, but sent to us by Glennys
 Batten, Chairman 1st Enfield, N.S.

Exactly fifty years ago B.-P. signed off his
 column in *The Scouter* with the following
 Christmas wish. May we at **The Leader** echo
 his message . . .

MY CHRISTMAS WISH

May you taste to the full of that happiness
 which comes of making others happy.

B.-P.

Scouter's Five Minutes — page 460

SAFETY

QUIZ

The following is reprinted with the kind permission of FAMILY SAFETY, a publication of the U.S. National Safety Council. Perhaps you can make a game of it in your pack or troop, or use it to stimulate a discussion on safety in your company.

If the pen is mightier than the sword, then the individual word packs a lot of power too.

In fact, the meaning of a sentence may be changed or the implication twisted by the absence of a single word. One word can be the difference between right and wrong or safe and unsafe.

Consider the following safety tips. In the left column there's a word missing in each sentence. Without that word the sentence is either meaningless or gives erroneous information.

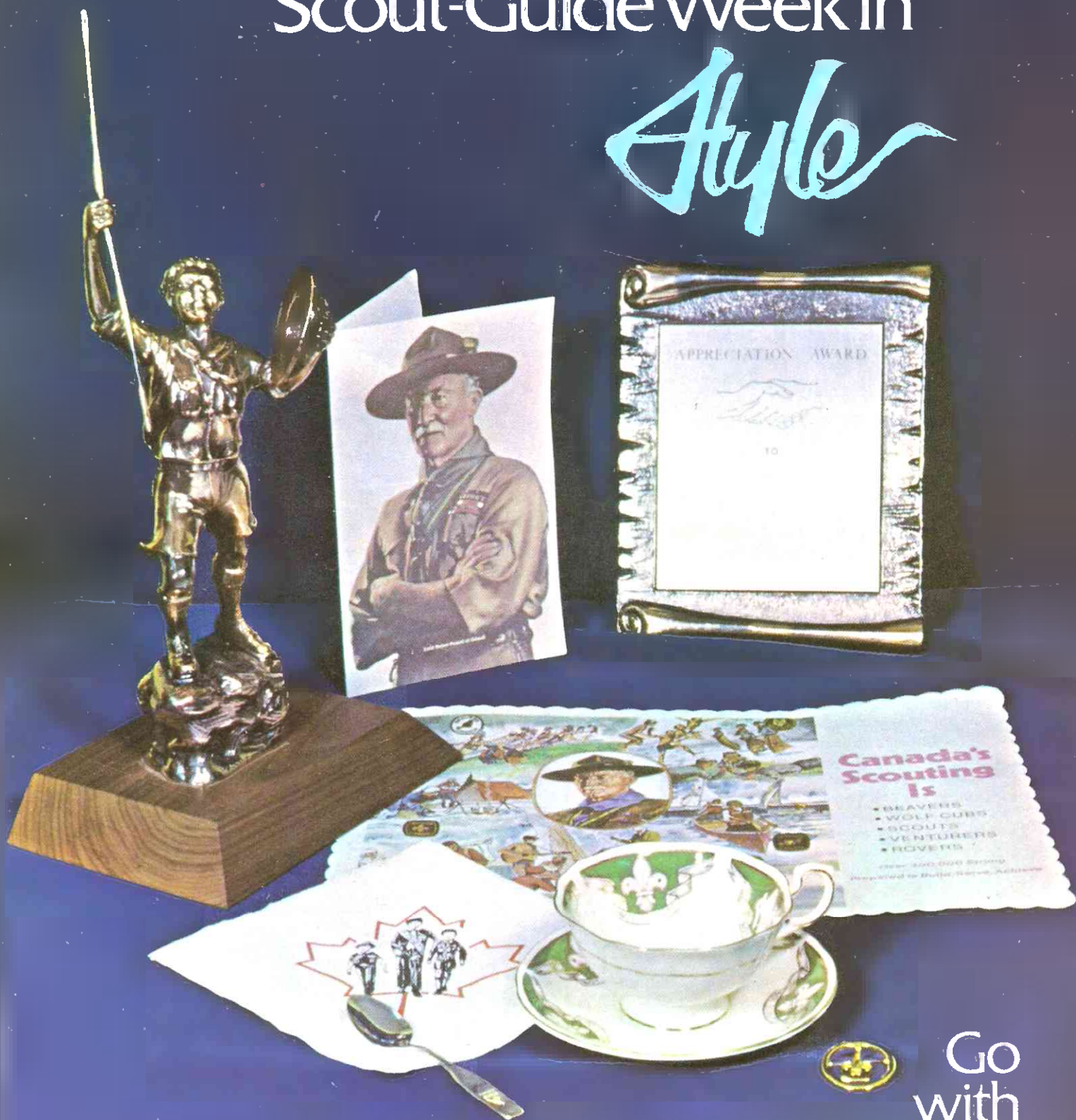
See if you can figure out the missing word in each sentence.

To make it a bit more of a puzzler, each sentence reads perfectly all right just as it is. You might accept it as safety gospel if you didn't know better. The sentences, complete with the missing words, appear in the column on the right.

1. To relieve the pain of a burn, submerge the affected area in water.
2. Come to a complete stop before proceeding when there are flashing signals at an intersection.
3. To descend a ladder safely, climb down the ladder with your hands gripping the side rails.
4. When there are two or more lanes for traffic proceeding in the same direction, vehicles should use the extreme right lane except when passing or making a left turn.
5. A three-pronged plug is worthless when used with an adapter.
6. At night, never drive with only your lights on.
7. Turn handles of pots, pans and skillets when they are being used for cooking.
8. A windshield should be replaced at the first sign of streaking.
9. Before using a home workshop tool like a rotary saw, be sure you have solid footing, safety glasses on and in place.
10. If you're on foot in open country when a tornado is approaching, move at angles to the funnel cloud.
11. It's unsafe to mix tires with conventional tires.
12. Since the end of the ladder you're carrying is the most likely to strike somebody or something, it's safer to have it in front of you so you can keep an eye on it.
13. If your car starts to skid, steer in the direction of the skid and remember to apply the brakes.
14. A pedestrian who finds it necessary to walk on or near the side of the road should wear or carry something.
15. Never pour water on a fire.
16. Don't go swimming in a lake.
17. If you're caught outside in an electrical storm, stay away from trees.
18. Eat before and during a long vacation drive.
19. To avoid food poisoning, keep cold foods in their containers.
1. To relieve the pain of a burn, submerge the affected area in **cold** water.
2. Come to a complete stop before proceeding when there are flashing **red** signals at an intersection.
3. To descend a ladder safely, climb down **facing** the ladder with your hands gripping the side rails.
4. When there are two or more lanes for traffic proceeding in the same direction, **slower** vehicles should use the extreme right lane except when passing or making a left turn.
5. A three-pronged plug is worthless when used with an **ungrounded** adapter.
6. At night, never drive with only your **parking** lights on.
7. Turn handles of pots, pans and skillets **inward** when they are being used for cooking.
8. A windshield **wiper** should be replaced at the first sign of streaking.
9. Before using a home workshop tool like a rotary saw, be sure you have solid footing, safety glasses on and **guard** in place.
10. If you're on foot in open country when a tornado is approaching, move at **right** angles to the funnel cloud.
11. It's unsafe to mix **radial** tires with conventional tires.
12. Since the **elevated** end of the ladder you're carrying is the most likely to strike somebody or something, it's safer to have it in front of you so you can keep an eye on it.
13. If your car starts to skid, steer in the direction of the skid and remember **not** to apply the brakes.
14. A pedestrian who finds it necessary to walk on or near the side of the road should wear or carry something **white**. (Or, better still, something retro-reflective. see *Beaver Happenings*, this issue.)
15. Never pour water on a **grease** fire.
16. Don't go swimming **alone** in a lake.
17. If you're caught outside in an electrical storm stay away from **isolated** trees.
18. Eat **lightly** before and during a long vacation drive.
19. To avoid food poisoning keep cold foods **cold** in their containers.

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Style



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with
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