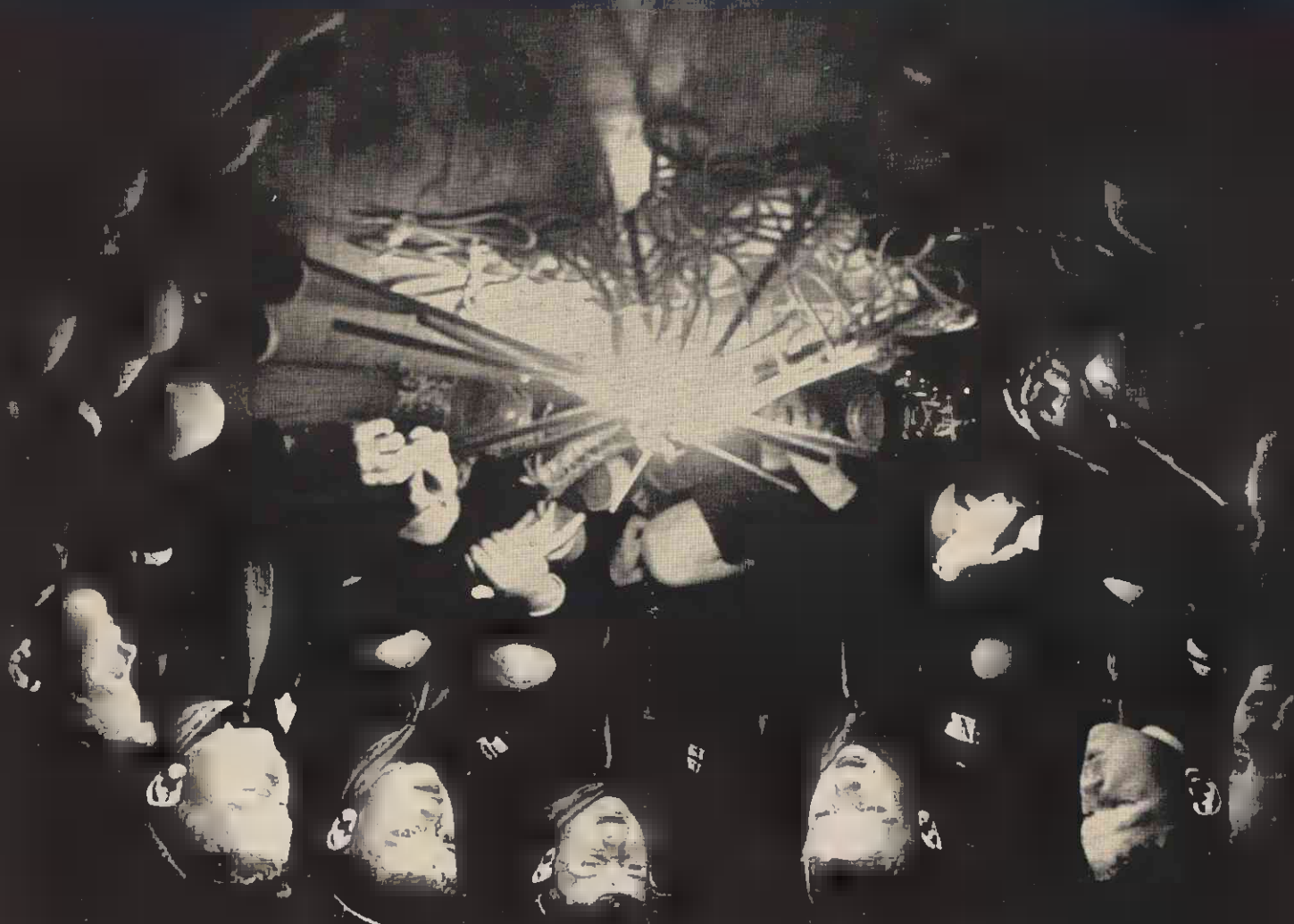


The Scout Leader



Vol. 41, No. 8, April 1964



the scout leader

THE IDEA MAGAZINE FOR

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HIS EXCELLENCY GENERAL
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ALL SCOUTERS AND ADULT LEADERS OF THE MOVEMENT

Perspective

HELP YOUR SUPPLIERS and your boys by placing orders early for material you will require for camps, field days, competitions and other special events. It may take several weeks to handle orders for special T-shirts or camporee crests. Be Prepared. Avoid disappointment.

A RECRUIT RECENTLY asked me, "Shall I learn the Scout law by heart?"

Somehow the phrase struck me. It may have been something in the tone of his voice—something in the way he said "learn the law by heart."

"Yes," I told the recruit, "with all your heart." He looked at me very seriously and nodded.

There are some things we learn with our heads—maybe cooking, fire-building and identification of trees. But the points of the Scout law . . . we learn "with our heart," coming to feel them and to understand them more fully the more and the deeper we live with them.

—*Philippine Scouting*

THE MOUNTIE is the name of a general interest magazine published by the Royal Canadian Mounted Police Veterans' Association, with a particular partiality for the RCMP and other law enforcement agencies. We think many Scouters would find this bi-monthly publication useful. It is available from *The Mountie*, P.O. Box 39, Station B, Calgary, Alta.

TWENTY-FIVE YEARS AGO: Scouts across the country were asked to help, wherever possible, during the May visit to Canada of King George VI and Queen Elizabeth. Suggestions were made that Scouts render first aid, assist in operating rest rooms and information booths, distribute programmes and usher at official gatherings.—Moncton, N.B. Scouts collected 3,000 eggs as their Easter 'good turn.' The eggs were distributed to families on relief and to a children's home.

—*The Scout Leader*
April, 1939



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Wither The National Jamboree?

I want to say a word this month about national jamborees.

The first national jamboree was held in 1949 and it was anticipated that a similar event might be held every four years.

This did not prove to be possible. A second jamboree was held in 1953, but the third, which was to have taken place in 1957, was cancelled to make way for our participation in the Jubilee Jamboree held that year in England. The third national jamboree was held in 1961 and, in the normal course of events, the fourth might be expected to follow in 1965.

The National Executive Committee, at its last meeting in Edmonton, reviewed the many international, national and provincial Scouting events to be held between now and 1967 and decided it would not be wise to hold a national jamboree in 1965.

Unfortunately, the announcement of this decision was interpreted in some news reports as a decision to forego the holding of national jamborees.

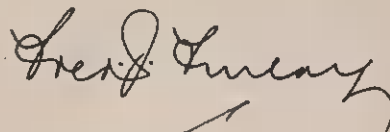
This is not so.

The future of national jamborees will be studied by a national special events committee and I am sure that the committee will welcome opinions from Scouts and Scouters either for or against national jamborees.

The National Executive Committee is concerned that Canadian Scouting should be well represented at international events and I hope Scouters will watch for announcements of these events in *The Scout Leader* and in provincial and district bulletins. Encourage participation among the senior boys of your troop.

The formation of a national special events committee indicates the importance which the National Executive Committee places on our participation in international events and its desire to foster as many gatherings as possible within Canada so that boys from all parts of the country will meet each other.

We are looking forward to the celebration of Canada's centenary in 1967, and one of the particular areas of concern of the special events committee will be to consider ways in which Canadian Scouting can play its proper part in the celebration of this milestone in Canadian history.



Chief Executive

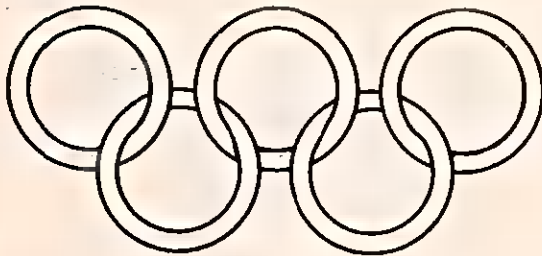
Pack

The suggested highlight activity for May is called the 'Olympics' and it is best done with other packs. It requires some organization but the results are usually worth the effort.

We suggest that you base the programme on the requirements of the Athlete and/or Physical Fitness Badges. Arrange to use a park or school yard. Publicize the time and place. Get the parents out to help or visit. Make it a family affair, ending with a picnic.

Encourage boys to practise the requirements at home. If possible, arrange to present the badges earned at the end of the programme.

May's Programme



Wolf Cub Activities

Two special events occur during May to provide opportunities for Cubs to carry out special 'good turns.'

Mother's Day is on May 10. Arrange for a craft session during which Cubs can make a simple gift, or even just a card, to present to their mothers.

Clean-Up Week takes place in May. Encourage your Cubs to take the lead in cleaning up the debris around home that has accumulated over the winter months.

Have the Cubs discuss the safety features of such an activity.

Outdoor Games

We recommend the games listed in Section 'C' of Chapter 5 of *The Pack Scouters' Handbook*. This contains a wide choice of good, active games. One or more will provide a good programme for an outdoor meeting, either during the day or in early evening. Sandwiches and a fire-lighting contest will add greatly to the programme.

Athlete Badges

Using the requirements of the Athlete Badge, plan a simple field day for your boys. It could be good practice for the 'Olympics' mentioned above.

Arrange for a parent to look after each event. Issue each boy a card showing his name and listing the events. Let them *all* participate. As they complete an event, their card is checked. If they don't make it the first time, they may try again later.

Add a few special events such as *scavenger* and *treasure hunts* and other outdoor activities.

If possible, arrange to present badges to Cubs who complete all the requirements.

Gardener's Badge

This badge requires patience and skill—qualities lacking in most boys of Cub age. It is a difficult but challenging badge. It appeals to only a few boys. Get

TORONTO TELEGRAM



them together with a friend or parent who is a gardener and let the group develop their own plans.

Give special praise to Cubs who take and complete this challenging badge.

"Hook, Line and Sinker"

This is a colour, 16 mm. 18-minute sound film on fishing and safety in the woods. It is not meant for the expert fisherman or woodsman but for the younger one. The film has a good tempo and a positive emphasis which will appeal to a wide audience.

It is available for a service charge from the Canadian Film Institute, Carling Avenue, Ottawa.

Troop

Training Programme

Encourage your Scouts to set up their own training programme for the 'Olympics.' No Scout can 'be pre-

pared' for a race if he foregoes training until the last minute.

Bring in an instructor to help teach them the proper methods of starting and running a race.

Hold a practice session prior to the 'Olympics.' Run races in heats to determine which Scouts should participate in any given race.

Combine this programme with the Personal Fitness Badge (knowledge of diet, exercise, programme, etc.)

For additional exercises see page 8 of this issue.

Re-Testing

Have you re-tested your Scouts on personal fitness recently? Plan an evening to include re-testing. Remember that individual improvement in personal fitness is shown by improving our own previous attempts. It does not necessarily mean meeting a standard.

Cleanliness

Personal cleanliness is so necessary to the maintenance of health. Use parts of the Personal Fitness Badge to focus on this subject.

For details on the above, check the poster in the *Fitness Through Scouting Leader's Information Kit*.

Crew

Amateur vs Professional

What is the Olympic definition of an amateur and a professional? Does this definition apply in Canada today? How is it interpreted in other countries?

Use local sports commentators, columnists or editors as members of a panel on this subject.

Olympic Events

The winter Olympics are over but the summer Olympics are still to come. Study the events that are held. How can Canada improve its performance? Should it participate in Olympic competition?

This could be the subject of a crew or individual 'quest.' Trace the history and growth of the Olympic Games. Resolve whether its purpose is still being met.

Fit For The 'Olympics'

Hall and Equipment

Survey your hall to see if it is an example to Scouts in terms of cleanliness. Give equipment rooms and storage facilities a good cleaning.

National Scout Olympics

Work with your district, province or region in having a Scout 'Olympic' Day. Make sure that distances and heights are measured carefully and use a stop-watch for timed events.

Submit the names of winners to *National Scout Olympics*, P.O. Box 3520, Station 'C', Ottawa 3, Ontario. Crests will be awarded to provincial and national champions in each of the following categories:

- (1) 100-yard dash
- (2) 600-yard run
- (3) standing broad jump
- (4) running broad jump
- (5) hop, step and jump
- (6) number of sit-ups in two minutes
- (7) number of push-ups in two minutes
- (8) number of pull-ups in two minutes
- (9) softball throw
- (10) one-mile walk

Officials and Their Duties

Study the duties of officials (timers, judges, starters, etc.) at meets or games. Bring in local people to instruct the crew in these functions.

Equipment

Determine the equipment necessary for the events listed in the *National Scout 'Olympics'*. As a crew, or in co-operation with other crews, see if you can undertake to provide this equipment for the Scout 'Olympics'.

National Scout Olympics

As a 'service' project, work with district, regional or provincial organizers of Scout 'Olympics'. Offer service in the following areas:

- (a) acting as judges, timers, starters, etc.
- (b) preparing the site for the Olympics.
- (c) making the necessary equipment.
- (d) manning a first-aid post.
- (e) acting as runners.
- (f) operating a refreshment stand.
- (g) cleaning up the site after the 'Olympics'.

Such a 'service' project could serve two purposes:

- (i) It would be a great help to the 'Olympics';
- (ii) It would encourage Scouts to become Rovers.



This article—an abridged version of a speech by C. C. MOJEKWU, chief commissioner, Nigeria and a member of the World Committee—is the first of three arising from the 19th Boy Scout World Conference at Rhodes in 1963.

The purpose of the articles is to bring to all Canadian Scouters a sense of the breadth of Scouting and information on how its programme is being adapted to meet specific situations.

Lord Baden-Powell once said:

"The aim of Scouting is to improve the standard of our future citizenship, especially in character. . ."

In my opinion, this involves the development of the individual physically, mentally and spiritually, to be actively conscious of his responsibilities and loyalty to the community.

. . . Passive citizenship is not good enough to uphold the virtues of freedom, justice and honour. Only active citizenship will do. . .

When I visited some of the older countries of the world, I saw how active participation by the citizens in the machinery of government and everyday life is taken for granted. Perhaps here also is a serious danger. . .

From its inception, Scouting has been committed to try and mould the character of future citizens so that they may take an active and effective part for good in the development of their own country and of the world. . .

What sort of training for citizenship should the Boy Scout movement give?

I submit that we need to incorporate into our Scout programme . . . fundamental loyalty to one's country. . . and active participation in national life.

To be effective, this must be based on knowledge of the history, culture and past achievements of the country. There must be an intelligent understanding of the country's constitution and of the methods by which elections and governments, both local and national, are operated.

. . . Armed with this knowledge, a Scout will be able to understand why he should be loyal to his country.

are your scouts

In our programme of activities we should, at district and higher levels, participate in national events . . . [such as] our own Independence Day celebrations . . . It is good for our boys to identify themselves with their country in this way. It is also good for public relations in general.

[But although they are] always popular with the boys, a big parade is not enough. Being a loyal citizen is a 365-day-a-year job, not a once-a-year effort.

. . . B.-P. invented the wonderful 'good turn' idea. I fear that in our generation this is all too often lost in the busy round of passing this or that test or doing this or that activity.

. . . I would suggest that on the national Scout day . . . instead of only having a parade of re-dedication to our Scout promise, we think of an organized 'good turn' with all Scouts and Scouters taking part.

. . . We in the young countries have a great task of building a nation. In our [more remote] rural areas we have immense problems of ignorance and lack of basic amenities to overcome.

We often hear of Scout troops in these areas which have built up a fine reputation because the idea of 'doing something to help' is strong among them.

About two years ago, one of my field commissioners, touring in a remote area, heard of a village school which had a Scout troop, although it was not registered.

Having sent a message in advance, he went to visit them. It took three hours by Land Rover to cover less than twenty miles. He then trekked the last four as the path was broken by streams and the bicycle was of no use. On arrival, he found some forty boys led by a 22-year-old teacher. The teacher had been a Rover Scout in a training college for only one year. He had not had any training as a Scoutmaster, yet, on arrival at that school, he had started the troop.

citizens?

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Hand - to - Hand Competition

Here are a number of contests which require mental and physical co-ordination. Match boys of equal age and size. Use these contests as "steam-off" activities. Each of these actions and reactions build fitness.



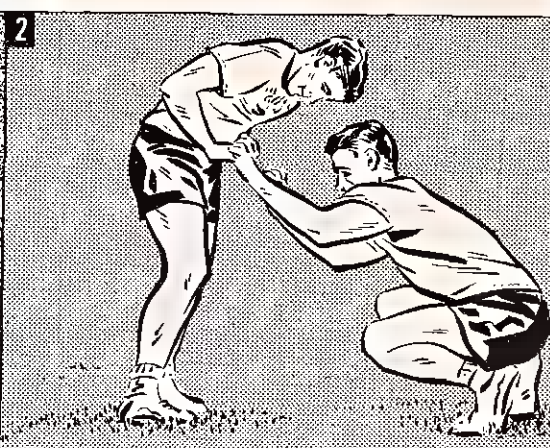
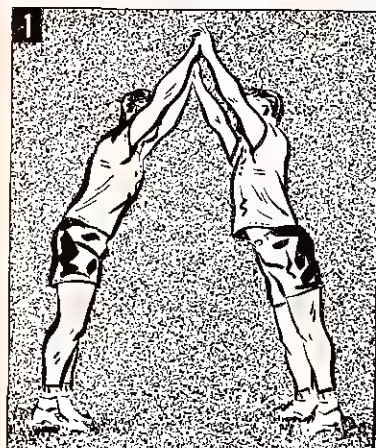
Two Man Tug O'War. Start midway between two lines 20 feet apart, with right hand hold opponent's right wrist and attempt to pull him across the line.



Hot Hands. One man extends his hands with his palms down. His partner places his hands palms up underneath and attempts to slap the top of one of the first man's hands before he can move it. Switch action every time contact is made.



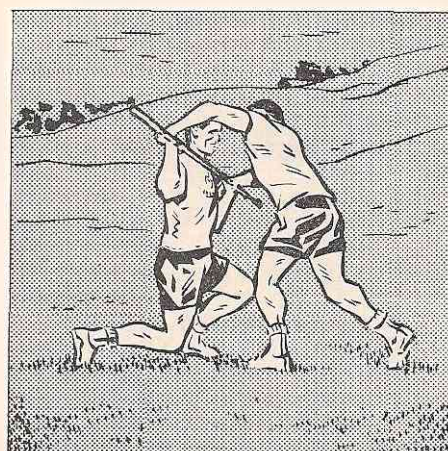
Arm Test. Two men stand with their chests about 1 foot apart and extend their arms sideways to a position just above the waist. One person holds the wrists of his partner and tries to push arms down to sides, while his partner tries to raise his arms to the height of his shoulders. Alternate holds.



Hand Wrestling. From start, figure 1, clasp hands overhead with elbows straight; tax to force opponent to knees, figure 2; or, in separate test, figure 3, arms to waist flip over, force opponent to straighten arms.



Variations. From kneeling position, try hand wrestling and other contests.



Stick Fight. Players grip the stick firmly with both hands. Each tries to force the stick and left hand of his opponent to the ground. Repeat several times.

In the early days of the movement tremendous ... interest was engendered by the idea of the 'good turn.' Then, as now, the idea of someone doing a service for another purely for the love of it, rather than from the angle of 'What is there in it for me?' was novel.

It is well-known that a good turn by an unknown Boy Scout in London was responsible for the start of the Boy Scouts of America. This particular good turn is commemorated by the gift of the Bronze Buffalo which can be seen on the lawn at Gilwell.

The great majority of good turns, however, go unrecognized, except in the hearts of men, and this, of course, is how it should be.

within us. Like, I suppose, many others, I longed for the opportunity to do the *grand* good turn—save a life and creep away without revealing my name.

Yes, we certainly had the spirit of chivalry in no uncertain manner in those days! I wonder how many small good turns I missed while looking out for a grand one? We used to have a dodge which seems to have gone out of fashion. I refer to the knot in the bottom of one's scarf (or tie, in civvy clothes) which was not taken out until at least one good turn had been done.

This might be worth reviving, Scouters. What about trying it out with your troops? I think a concentrated effort to revive the *good turn*—I say 'revive' deliberately—would be worthwhile.

You must be getting sick of me and my quotations, but I make no apology for ending this yarn with another:

Let's Revive The 'Good Turn'

The idea of 'service before self' is embodied in the articles of organizations other than our own, but what we sometimes fail to recognize is that in our case there is an *obligation* to do good turns. And our obligation is actively to *seek* good turns, rather than just to wait until the opportunity occurs, for by our promise we are required 'to help other people at all times.'

The idea of the good turn goes back a long way —'And the second is like unto it, Thou shalt love thy neighbour as thyself.'

There is little doubt that B.-P. was inspired by this quotation from St. Matthew when he framed the promise, for in 1924 he wrote:

"In promoting the second commandment, love for one's neighbour, we urge our Scouts to express this in active form by doing, even in an elementary way, good service for others."

He goes on to explain how, by progressive training, the daily good turn becomes a habit. [In this way,] the Scout will eventually grasp the fundamentals of true Christianity for himself, no matter what form of religion he may have or may ultimately take up.

I remember so clearly when I was first a Boy Scout how strongly this spirit of the good turn moved

*'No one could tell me where my soul might be;
I sought for God, but God eluded me;
I sought my brother out and found all three—
My soul, my God and all humanity.'*

by J. A. Hudson

Director of Training
Boy Scouts Association of
New Zealand

*reprinted with permission
from D. H. Q. Gazette*

Dr. William Knill's

"The Teenage



Culture is a human phenomenon and may be defined as the total man-made environment in which man exists.

Culture throughout the world may be distinguished by the characteristic language, customs, attitudes and beliefs of groups of people.

Within the large cultures, many sub-cultures can be found and are distinguishable by the variations and modifications of certain features of the larger social system.

One such sub-culture, which has evolved in our Canadian society, is found in the high schools. The members have formed a sub-culture which is characterized by a distinctive language, distinctive customs and behaviours.

These are the immediately observable differences which mark this 'teenage sub-culture' as something different from the larger society to which teachers and parents belong. If we probe somewhat deeper we can find that the differences in the adolescent sub-culture are not only the obvious dress and overt behavioural aspects of the members but [that they] reach the levels of attitudes, values and beliefs.

Many teachers in the high schools today are aware of this phenomenon. They are able to use their insights of teenage society to make themselves more effective teachers. The really effective teacher is able to enter this sub-culture and be accepted by the members in much the same way as an effective missionary is able to enter a community in a strange land and establish rapport with the native members.

The high school students accept or reject the teacher in the same terms as other members of a society accept or reject a stranger in their midst.

However, this high school society sees the teacher as never becoming a completely integrated member of their group. Thus they have ways to exclude the teacher from their frame of reference and the teacher has little influence on student behaviour.

If one accepts the view of the adolescent society as a separate society, there are important implications for teachers and school administrators.

Rather than expend energies in trying to defeat this sub-culture or recreate it by coercive force more in the image of the larger society, it would be more effective if it were acknowledged as a cultural entity and studied objectively. Once educators are in a position to understand and describe this sub-society, and have some insight into its dynamics, then they will be in a position to capitalize upon its strength for better education.

What has often happened is that a state of 'war' has existed between the two cultures and the adolescents see the values of parents and teachers as the values held by the 'enemy'. It would be an act of disloyalty, and possibly outright treachery, to accept the values of the other camp.

Thus the high school group often accepts values and adopts behaviours in defiance of the larger society.

A survey of Saskatoon high schools was undertaken in 1962 by Dr. William Knill, then assistant professor in the College of Education, University of Saskatchewan, to ascertain some characteristics of a Canadian community's high school society. In a series of three articles we report some of Dr. Knill's findings of this teenage sub-culture.

Sub Culture"



If educators could redirect this great amount of adolescent energy, which is now being consumed in resistance and rebellion, into more positive channels of learning, a new vista would open up in secondary education.

In order to effect any redirection of this sub-culture and help its members to share in the same values as the larger culture, it is imperative that educators know the value structure of the group. This can be a difficult assignment, and attempts to study values and attitudes of groups of people are, only now, emerging as a science.

However, it is possible to describe a sub-culture in terms of the members' value orientations with some degree of accuracy and confidence.

The high school study which involved all the secondary schools in . . . Saskatoon is just such an assignment. In many respects this study is exploratory, but at the same time the data can be used to describe the high school society of this city and support the theory proposed.

The students in six collegiates, one technical collegiate and two parochial schools were asked to state their position on many matters.

A 50 per cent random sample was drawn from the completed questionnaires and this report is based upon the analysis of the responses from 2,158 students who made up the sample.

The data from each school was retained separately. for the study was also concerned with what differences may exist amongst schools. However, the great consis-

tency which appeared in the students' responses makes it possible to state that there appears to be one large adolescent sub-culture with agreement on certain shared values common to students throughout the city.

This first report deals with some of those values and attitudes which indicate that adolescents view their schools, teachers and themselves differently from what we would expect.

It is these differences which make the students into a sub-culture and it is these differences which should be known by school teachers and administrators.

The teachers may be an important element in the school organization, but they are not members of the high school culture.

The teacher is viewed as a stranger in a foreign land. The society views these '*aliens*' as participants, but not integrated members of their society. Teachers are viewed as "friendly," "willing to help out in activities" and able to "understand the problems of teenagers" in that order.

These attributes are commendable and far outweigh the number of students who see the teachers as "not interested," "too strict" or "too easy." However, they still view the teacher as someone outside their society.

Although the teachers rate high as friends and helpers, the students do not consider the teacher as one to take into consideration in personal matters.

For instance, in the matter of cheating in an exam, students display a strong loyalty to each other. Not even two out of every hundred would tell the teacher if they knew of any cheating in an examination.

Part I: The High School As A Social System

Whatever action a student may take, informing to an outsider (that is, the teacher), is not one way.

In this matter of honesty, the students show some ambivalence when posed with a situation which involved a teacher, a friend and an assignment.

When asked, *"Would you hand in an essay or assignment that your friend had done for you as your own?"* one out of five students stated that they would.

This appears to be a fairly high rate of dishonesty according to many teachers' viewpoints. However, such an action does not appear to violate these students' code of ethics for the teacher is *external* to their society and therefore rules of fairness or honesty need not apply to the same degree.

There is a considerable sex difference in the response to this question. Boys are much more liable to use a friend's essay than are girls.

The feeling on the part of the students that they have little personal responsibility for "helping the teachers get their job done" appears to be quite prevalent. Six out of ten feel they have some responsibility toward the school, but three out of ten absolve themselves from this responsibility. The remaining single student out of ten said he could not decide.

Once again these figures may be interpreted as a fairly high rate of indifference on the part of the students to the teacher and his role as classroom leader.

Whether cheating poses a real problem to the high school system is not ascertained in this study. However, the students were asked to report their opinion on: *"How much cheating or 'cribbing' goes on in your classroom during regular classroom exams?"*

Of those responding, two-thirds felt there was "none," or "very little"; one-sixth felt there was "a great deal" or "quite a lot" and one-sixth stated they did not know.

These figures can hardly be validated by teachers' reports because, as indicated above, the students are not going to report to the teacher even if cheating were rampant.

The relative effectiveness of the teacher as a reference figure when students decide on a course of action is quite negligible when compared to other reference figures. This is pointed up when students are asked what effect teachers' and parents' disapproval have on their decisions.

The students were asked; *"Suppose that you had always wanted to belong to a particular club or group in school and then found out that your parents didn't approve of the group. What would you do?"*

Three out of ten students replied that they would probably, or definitely join the club anyway; seven out of ten replied that they would probably not or definitely not join the group.

It would appear that parents still exert some influence on their children's decisions, but there is also a definite show of independence on the part of some of them.

The students were then asked, *"What if your parents approved, but the teacher you like most, disapproved of the group. What would you do?"*

Two-thirds of the students replied they would probably or definitely join anyway; the remainder would not join or were undecided.

It appears that teachers exert considerably less influence on the students than the parents, even when the decision relates to an activity within the school. The relative lack of influence may surprise many classroom teachers.

What happens when we add a third reference figure, namely, a close friend of the student?

This third situation posed to the students was: *"But what if your parents and teacher approved of the group, but joining the club would result in a break with your closest friend who wasn't asked to join. What would you do?"*

Three-quarters of the students replied they probably or definitely would not join; the remaining one-quarter would join or were undecided.

It definitely appears that the most influential people and those who dominate the students' frame of reference are their friends and peers.

In order to assess the relative influence of each of these reference figures on the students, one more question was asked: *"Which of these things would be hardest for you to take—your parents' disapproval, your teachers' disapproval, or breaking with a friend?"*

Out of every hundred students replying to this question, only two claimed the teacher's disapproval the hardest to take. Thirty-one stated that breaking with a friend was most difficult and fifty-seven stated that their parents' disapproval would be the hardest to take.

The parents are the most influential in this instance and generalizing from this fact, we may advise educators of the importance of maintaining home and school communications. *If teachers wish to influence students, the best way is through the parents. The second avenue is through the peer-group, and, it would appear, the third and least effective method of influencing a student is directly through the teacher.*

Not only are there variations in students' attitudes from grade to grade, but there are certain variances amongst schools.

In a later article some of these differences will be reported and an attempt will be made to account for the inter-school dissimilarities.

Right: Alan Roy, left, sales manager of the commercial printing division of Maclean-Hunter Publications and George Beers, director of publications, Boy Scouts of Canada, examine the first press proofs of Canadian Boy magazine.

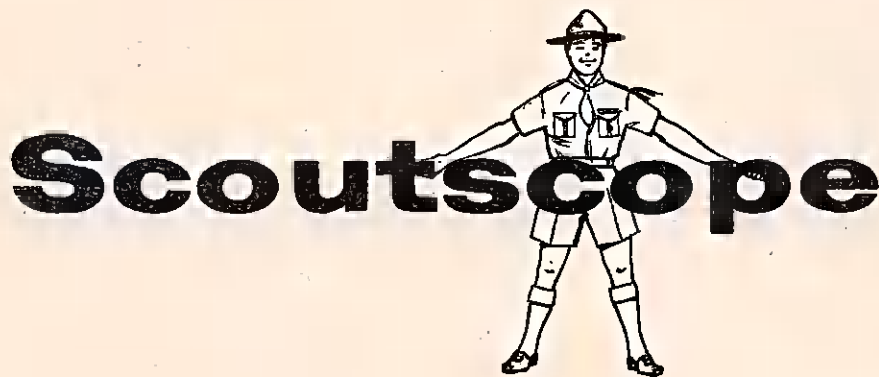


GRANT COLLINGWOOD

Their 'Good Turn'

Last Hallowe'en was a day of bereavement for a Brampton, Ont. family which had lost one of its loved ones in a car accident the previous night.

Helping them in their time of sorrow were two young Scouts of the 5th Brampton Troop who stood guard in the rain outside the family's home, directing children away from the door.



DEPT. OF MINES AND TECHNICAL SURVEYS



Left: Cubs Christopher Fyfe, 8, left, and Ronald Webb, 9 of the 82nd Ottawa Wolf Cub Pack learn about minerals from H. R. Steacy, mineralogist with the Geological Survey of Canada during a visit to the Ottawa headquarters of the Department of Mines and Technical Surveys. Mineral and rock sets are available from the GSC, 601 Booth Street, Ottawa for \$2 each.

Film Wins Award

Marathon Jamboree, a Canadian-made film which won first prize at the 3rd annual Scout Film Festival in Venice last February, tells of the activities of 432 Canadian Scouts and Scouters at the 11th World Jamboree in Greece.

It is a 16 mm. colour, 29-minute sound film which has been cleared for television and carries a BBG Canadian-content certificate and a National Film Board educational certificate.

For \$4 per showing, the film may be rented from the Canadian Film Institute, 1762 Carling Avenue, Ottawa 13.

Councils wanting to buy prints of the film should send \$200 per print to AKO Productions Ltd., 329 Broadway, Tillsonburg, Ont.

EDITOR'S NOTE: This article is the last of a four-part series, *Understanding Boy Behaviour*, taken from the 1963 edition of the *Scoutmaster's Handbook* published by the Boy Scouts of America.

by Fritz Hines

Scout Executive
Northern Orange County Council
Anaheim, California

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from **Scouting**

Understanding

In a disciplined troop we can do things we have been talking about. A rowdy troop can accomplish little in the way of programme and certainly offers few chances for helping boys in the development of leadership ability and character.

One of the attributes of a good citizen is his ability to live comfortably within the restrictions of the law of the land. To train boys for citizenship, you must teach them the importance of discipline within each individual.

Baden-Powell said, "You can only get discipline in the mass by discipline in the individual."

It has been glibly stated that a good active programme will eliminate discipline problems in the troop. This is true to a degree, but even a top programme won't solve the problem of the individual boy who wants to cause trouble, apparently 'just for the heck of it.' Boys cause trouble when they are uninterested, and certainly a good

programme will help keep them interested and active, but it isn't the whole answer.

Here are a few other ideas that will supplement good programmes in maintaining troop discipline:

- Use the patrol leaders' councils to handle problems. Boys themselves become disciplinarians. Rules made and enforced by boys are more acceptable than rules made and enforced by adults. Be sure, however, they don't set up penalties such as 'belt lines' or other forms of physical punishment.

- Insist on attention when talking. If there is inattention, stop the activity and wait until you do have attention.

- Hold a discussion about some point of the Scout law as part of the campfire period at the troop meeting. Let Scouts do their own thinking and talking on the meaning of the point under discussion.

- Don't shout! Don't use a whistle! Use the Scout sign for attention. Make a game of this to see how quickly the troop responds.

- Have a good pre-opening activity for every meeting. Trouble starts when a few Scouts arrive early and don't have anything to do. They start chasing one another, playing their own form of tag. It's hard to get order when the time comes for the opening ceremony.

- Praise in public—censure in private. Honey catches more flies than vinegar. Tell a boy often enough he's good and he'll try to live up to your belief. Tell him often enough he's bad and no good and he'll prove that to you, too.

- Make full use of the advancement programme. Boys who are advancing in Scouting don't cause trouble.

- Make things tough in the troop programme. Lots of obstacles to overcome provide a challenge that holds the interest of boys. A programme without challenge promotes discipline problems.

- Use Scout courtesies in the troop. Formal troop reports accompanied by snappy salutes, regular troop inspections and respect for all leaders from patrol leader on up, all contribute to a troop atmosphere that is above rowdyism.

- Give boys responsibility and expect them to meet it, but be sure to relate your expectations to the age

to suddenly change at the next meeting just because you had a bad day at the office.

- Be firm in a friendly manner.

- When a new boy completes his Tenderfoot tests, tell him what the troop expects. Let him know that while there will be lots of fun in the troop, he will be expected to toe the line in matters of obedience and courtesy.

- Put yourself in the position of your Scouts. Would you, as an enthusiastic, energetic, active Scout be able to sit quietly through one of your troop meeting lectures? Most Scouts have been restricted all day in school. They don't want more of the same in their free-time activities.

- If you find it necessary to send a boy home from a troop meeting for a breach of discipline, do it in a friendly manner without any associated bawling out. Simply say, "Johnny, I guess for the good of the troop, you'd better go home. We'll be glad to see you back next week if you think you can behave." Don't kick boys out of Scouting, but don't be afraid to ask them to leave a particular meeting if they are really disrupting the programme.

The ideals of Scouting can be tremendous levers in your work with behaviour problems. These ideals are emphasized as part of every Scout rank advancement.

Use these to help you in your work. A boy knows he must swim 50 yards for First Class—not 45 or 40 or 35,

Boys - Part IV

of the boys. They like to do big things—to feel important and needed.

- Troublemakers are often motivated by a need for attention. When they have responsibility they have this attention without needing to cut up to get it.

- Get the boys in uniform. A uniformed troop usually has better discipline than one that is un-uniformed. Set an example by always wearing your uniform at Scouting functions.

- Be absolutely impartial in dealing with boys. Don't let one boy get away with something you wouldn't allow from another.

- Always say what you mean. Never threaten unless you are willing to carry out your threat. Be sure boys know exactly what you will and will not tolerate in the way of behaviour. If you let Scouts run and chase completely out of control at one meeting, don't expect them

but 50 yards. Similarly, he should know that he must also present evidence that he does his best in his daily activities to live up to the ideals of the Scout oath and law, the Scout motto and slogan.

For years a 'Scout's honour' has been a shining example of personal integrity. Build this idea of Scout's honour in your troop. It will help you in your most important goal—the development of character in boys.

(Editor's Note: The author would like to acknowledge the help of prominent psychiatrists, educators, youth workers and recreation directors in the development of this material. Suggestions made by these people were incorporated in the final manuscript and it thus became a work of many minds, rather than the opinion of just one person.)

here is what YOU thought about

Program & Uniform Subcommittee
Boy Scouts of Canada
P.O. Box 352
Postal Station
Ottawa 3, Ont.

Grade Badges

(Name)
Address
(City)

F. C. S.—Vancouver, B.C.

My reaction is that I feel nothing has been done [other] than . . . substitute the proficiency badges [for] the grade badges . . . My opinion is that the grade badges should be re-examined.

J. J. R.—Cranbrook, B.C.

[The article was] discussed, and [was the] main topic at Scouters' council meeting [in] December. The idea does have merit and can be possible with care.

C. E. C.—Trail, B.C.

The suggested scheme of colour-coded badges sounds very interesting and merits further study and development.

T. D.—Vancouver, B.C.

The grade badges, if the requirements were altered, would be good for Scouts 11 to 14. Above this group, a plan like [the one] described in the article with just Queen's Scout and Bushman's Thong would be good.

J. M.—Edmonton, Alta.

This sounds good, but what about badge examiners? Do you have the same one for all grades?

N. S.—Edmonton, Alta.

Many Scouts are unable, in their early Scouting days, to have much drive. Without the graded tests (to age and drive) they would be unable to continue in the game.

C. K. H.—Regina, Sask.

I think the basic idea here is sound, though it will require more training on the part of the leaders than is given in many cases at present, and a new way of thinking by everyone concerned.

D. R.—Beechy, Sask.

This is too complicated and . . . cumbersome. We have a good system now. It is simple and flexible—to a point.

W. B. M.—Saskatoon, Sask.

Smartest idea out of Ottawa in a long time. [I'd] truly enjoy working with such a troop.

R. J. B.—Fort William, Ont.

I like the basic idea of the progressive badge as outlined, but would like to see some corollary added to the scheme to ensure that the boys do not specialize in narrow fields too soon in their Scouting career.

N. V. D.—Islington, Ont.

I have believed for some time that the grade badge system is outdated. This sounds like an excellent advance in badge work thinking.

P. V.—Toronto, Ont.

Modern thinking . . . great for the boys. Along the same theme, how about maple leaf, beaver or Canada for Queen's Scout Badge?

W. R.—Riverside, Ont.

I like the suggested badge system very much. The only comment I have is that Scouts should not be given too much free choice in the type of badges. They should at least have a general knowledge of the more important subjects.

C. J.—Sarnia, Ont.

I think this would be an excellent idea. It would provide a wider range of skills in which a boy would advance.

L. W.—Marathon, Ont.

Story excellent! It shows that these boys feel strongly towards merit for efforts put forth. Badges should certainly be continued.

K. H. C.—London, Ont.

It seems to me that grade badges just clutter up a shirt. We could do without them easily.

(In November, 1963, an article in *The Scout Leader* suggested that the present system of grade badges be radically changed. Readers were asked to submit their opinions. Here is a cross-section of those received.)

R. T. T.—London, Ont.

These are still 'grades' [even] though [they are] called 'levels.' Seems a good means of progression.

D. B.—Toronto, Ont.

Unconventional—possibly illegal—but if my court of honour would go for it, I'd love to try it.

K. M. C.—Scarborough, Ont.

Excellent idea, particularly for senior Scouts.

R. H. A.—Kingston, Ont.

Patrol system good, but troop appears to be a badge factory. And where is the court of honour? Too elaborate!

R. L.—Toronto, Ont.

I feel nothing could be gained by it. This 'project' system could easily be used by [a] patrol for work on Second and First Class.

A. A. M.—Scarborough, Ont.

Favourable. A much-needed addition to programme, especially for older-boy programme.

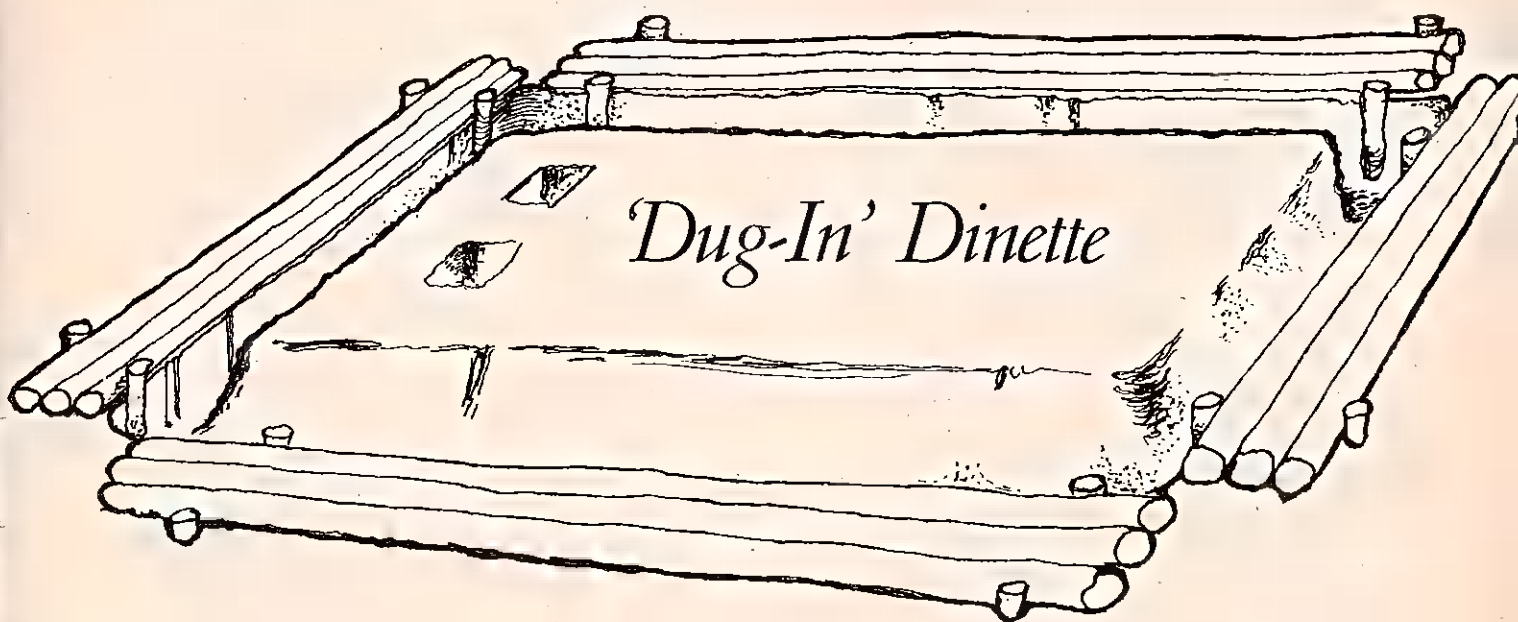
P. E. G.—Verdun, Que.

Very good. Many of the present badges should or could be abandoned.

D. W. H.—Baie D'Urfé, Que.

Heartily agree with the idea, particularly for senior Scouts. Could I have details to study and experiment [with]?

HOW TO BUILD A



by DAVID HARROLD

*District Commissioner
Three Rivers, Alta.*

This patrol 'dining table cum sideboard' requires no lashings and seats more patrol members than the average timber dining table. It also has built-in 'non-spill' pockets which are a must for every patrol (that is, if your patrol is the normal type with at least one would-be 'elephant').

The table has its origin in West Africa, but this adaptation is particularly suited to the well-timbered camp sites we have in Canada. It takes a bit of digging, but it is quicker to erect than the 'pioneer' kind of table.

You proceed as follows:

Mark out the size of the table top you want on the ground with a stick—perhaps five feet by three feet. Then outside this area roughly mark a larger rectangle eighteen inches away from the original.

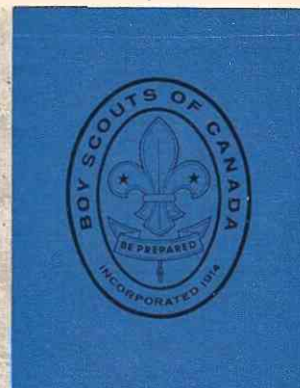
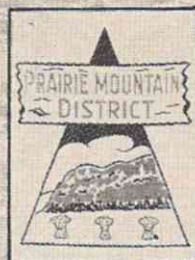
Start digging this trench on all four sides of the central area, piling the dirt into the centre, until you have a sort of 'moat' all around the original 'five by three' area. Dig until the moat is about eighteen inches deep.

This central table area is tramped and patted level and can either be left earthy or covered with flat stones. Sink two or three small holes into this table to accommodate milk or ketchup bottles.

The benches are made by topping the outside edges of the trenches with peeled logs or planks held in place with stakes and natural wood pegs. Don't use logs that ooze resin!

The patrol dines by sitting on the logs with their feet in the trench and even the shortest member of the patrol shouldn't have too much difficulty in overcoming the problem of 'reach'.

The normal type of dining fly can be erected over this kind of table and, to really do things in style, you can line the bottom of the trenches with flat rocks.



Left: Tri County, N.S. District is made up of Scouts from three counties—Hants, Halifax and Colchester. The design of the badge was originally taken from the fact that all groups in the district formed a large triangle. (A new group at Maitland now makes the district diamond-shaped.)

Centre: Kawartha, Ont. District—the name is Indian for 'Land of Many Lakes'—is unique in that it has only Wolf Cubs, Sea Scouts and Rovers. The district badge shows a sailing ship, symbolizing the vacation aspect of the area.

Right: The Prairie Mountain, Man. District Badge was designed by a Lone Scout from Gilbert Plains. It shows a mountain and wheat fields to symbolize the location of the district between Riding Mountain National Park and Duck Mountain Provincial Park.

CANADA'S *Colourful* DISTRICT BADGES

Part 30



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

U.S. Jamboree Regulations

Plans for the Sixth National Jamboree of the Boy Scouts of America, to be held at Valley Forge, Pennsylvania in July, indicate about 50,000 Scouts and Scouters (including a Canadian contingent of about 400) will take part.

For the benefit of Canadian Scouts and Scouters who may be planning to visit the jamboree while on vacation with their families or while travelling in organized groups, we publish the following extracts from the policy manual issued by the National Jamboree Committee in the United States:

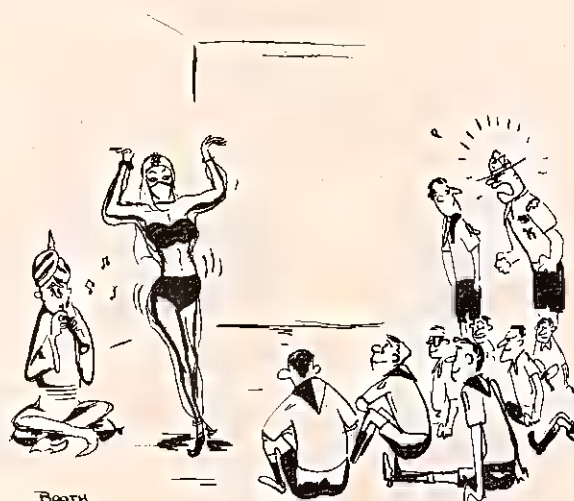
"Beginning July 17 and continuing through July 23, the jamboree will be open to visitors.

"In order not to interfere with the daily chore routine, visitors must confine their time on the jamboree grounds from 10 a.m. to 10 p.m.

"There will be no overnight accommodations on the jamboree grounds . . .

"Snacks will be available at trading posts.

" . . . there shall be no Scout camping adjacent to the jamboree area. This means that no public camping places or Scout camps within fifty miles of the site will be available to visiting groups for camping purposes."



"I know I said we need new ideas to attract the older boy, but . . ."

Coming Events

EVENT	PLACE	DATE
P.E.I. Provincial Jamboree	Camp Buchan, P.E.I.	June 27-July 2, 1964
6th U.S. National Jamboree	Valley Forge, Penn., U.S.A.	July 17-23, 1964
Micromoot	Kanderstag, Switzerland	July 19-Aug. 15, 1964
9th Scottish International Patrol Jamboree	Blair Athol, Scotland	July 21-31, 1964
Swedish National Camp	Varmland	July 28-Aug. 6, 1964
8th International Patrol Camp	Venezuela	August, 1964
Jamborette	Denmark	August 1-9, 1964
Devon County International Camp	Devon, U.K.	Aug. 1-22, 1964
Norwegian National Camp	Bodo (Polar Circle)	Aug. 6-12, 1964
4th National Boy Scout Sailing Regatta	Charlottetown, P.E.I.	Aug. 9-15, 1964
Manitoba & N. W. Ont. Provincial	Portage la Prairie, Man.	Aug. 15-22, 1964
2nd New Brunswick Provincial Jamboree	Sussex, N.B.	Aug. 8-15, 1964
12th National Jamboree	Portugal	Aug. 21-31, 1964

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

C R E S T S



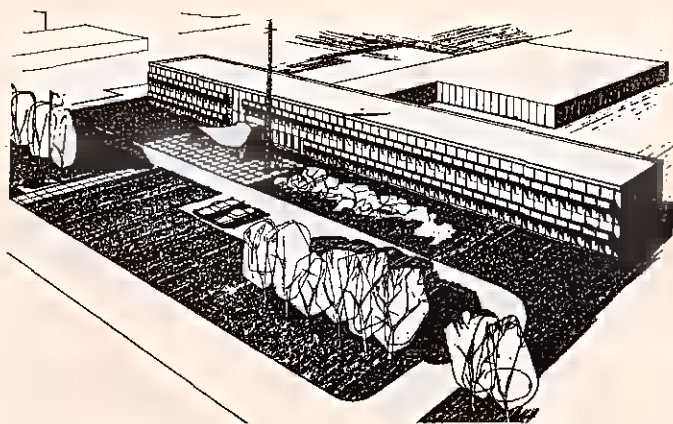
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N. H. Q.

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We acknowledge with grateful thanks the following contributions to the National Headquarters' Building Fund, received from within the Boy Scouts of Canada.

All personal contributions to the National Headquarters Fund are deductible for income tax purposes and official receipts will be forwarded immediately upon receipt of your contribution.

Forward	\$18,746.41
Troop and Pack of Second Timmins, Ont. Group	20.00
1st Goose Bay 'B' Pack Wolf Cubs, RCAF, Labrador	5.00
Moncton, N.B. District Council	100.00
Training Course members, Fort Churchill, Man.	5.00
	<hr/>
	\$18,876.41

Wants Game Book

With the coming of spring and Cuboree season, small groups of Scouters are racking their brains and books for games to be played by . . . large numbers of Cubs and Scouts . . . Every year a new group meets with the same old problem: Do we take a representative from each pack and let the others watch, or can we find a game that gives every boy a turn?

. . . There appears to be a . . . real need for a handy book of games and activities to be played by large groups of 200 to 500 boys at a time.

Could such a book be compiled and put out by Scout headquarters in a short time?

I would be . . . glad to hear some other opinions—and games!

Lois Leadlay
Assistant Cubmaster

Weston, Ont.

✿ It would not be possible for us to publish a book of these games in a short time. However, we would be interested in receiving information about any successful games and activities involving large groups.—Ed.

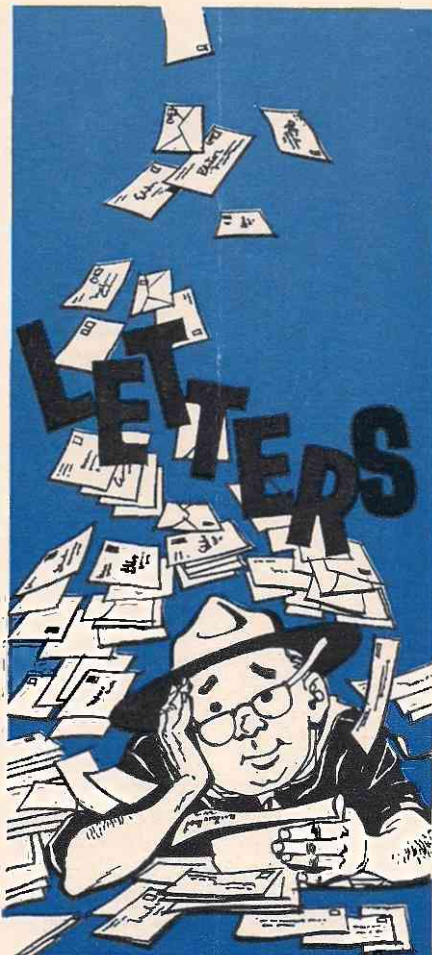
Those Knives Again!

A letter in the October issue of *The Scout Leader* noted that most sheath knives carried by Scouters, Rovers and Scouts are dirty and blunt. The writer . . . suggested that the sole purpose of wearing such horrors is for dubious personal adornment.

He further suggested that a rule be made prohibiting the use of sheath knives or the wearing of such knives except in wild country or within camp limits.

I cannot help but disagree with his suggestion or with his description of knives generally. A Scout earns the right to wear a sheath knife when he reaches his First Class. It has been my experience that boys who earn this right wear their knives with pride. It becomes an award, not an adornment.

I have found that these knives have



been kept in good condition. I have worn a knife as a First Class Scout and as a Scouter. I have had the opportunity to observe others with knives and so far found all of them in the best of condition and quite usable at any given moment.

I might point out that knives are quite useful at most Scout meetings.

I feel it would be wrong to forbid Scouts [to wear] sheath knives when they have earned them as now permitted under P. O. & R. . . .

Norm Haines

Pointe Claire, Que.

Knots, Knots, Knots

The time seems appropriate for us to reconsider the selection of knots for the Knotter Badge, especially since the needs of synthetic ropes were discussed in your November issue.

Of the knots suggested there, the most suitable for Scouts seem to be the Locked Bowline and the Double Magnus, for these do not need their free ends seized.

Another proposed knot—the Round Turn and Two Half-Hitches on a Bight—can readily be substituted for the Round Turn and Two Half-Hitches, both in the badge and the test. Synthetic ropes then would seem to be adequately served.

Two knots—the Marlinespike Hitch and the Bowline on a Bight—can well be removed from the Knotter Badge. The first obviously should be taught at the same time as frapping in the Second Class tests so that the fraps will be tight. The second knot can replace the Chair Knot because the latter is not adjustable, even though persons vary in proportion, size and thickness of clothing.

The knot can be quickly tied for a 'chair' if the bight is made about four feet long and grasped about six inches from the centre, thus making one of the final loops smaller than the other.

The required ropework skills in the First and Second Class tests should also be included in either the Knotter Badge or the Pioneer Badge. At present, a Scout can hold the Knotter Badge and yet not be able to back splice!

One wonders why the short splice is not taught at the same time as the two other splices in the First Class tests, since it is a natural preliminary to teaching the back splice and eye splice. . . .

Oswald Peck
Assistant Scoutmaster

Ottawa, Ont.

✿ Our Programme Services suggests that your letter raises a number of interesting questions: Are we being realistic in teaching knots that may or may not be useful? Does the Knotter Badge have to be a separate badge? Should we teach knotting in other badge work such as Ambulanceman, Pioneer, Venturer, Boatman? We ask readers to comment.—Ed.



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

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