



SCOUT LEADER

takes you camping
in a

COVERED WAGON



Vol. 41, No. 10 June-July, 1964

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the scout leader

THE IDEA MAGAZINE FOR

ALL SCOUTERS AND ADULT LEADERS OF THE MOVEMENT

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Perspective

During the next few years, we must consider the *challenge* in our activities.

We must promote the involvement of young people in activities that fire their enthusiasm and imagination while, at the same time, develop their minds and bodies.

A pack, troop or crew provides opportunities for all sorts of challenges. Some appeal to individuals, but the more satisfying come from activities that involve teamwork.

Physical activities such as games, hiking, camping, cycling, swimming and boating all provide challenge.

Service to the community is a challenge, too, but there is a tendency to think of it only in terms of spectacular, imaginative projects that attract everyone's attention. We must remember that the real challenge in service lies in simply helping someone in need.

It may be unspectacular, trying and demanding, but it is valuable and requires sustained effort.

There is grave danger in our society that individuals may go unnoticed, or even ignored. Are there such people in your community who need help? Let your boys decide what they can do about it.

No challenge will have a lasting effect unless the boys are prepared to do their share of the planning, preparation and training needed. Young people need to learn that effective, adult-level performance of the highest standard comes only with application, persistence and determination.

To rise successfully to a challenge is most satisfying to a young person. To do something well—and particularly to do something well as a member of a group—helps boys approach maturity and secure recognition.

—adapted from *The Youth Service In England and Wales*
(Albemarle Report)



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SCOUT LEADER

takes you camping



Story by G. RAY BRYSON
District Scout Executive
London, Ont.

Photos by R. D. Fleck



in a COVERED WAGON



Cubs and Scouts in the London, Ont. area don't have far to go to capture the adventure and romance of pioneer days.

At Camp Sylvan, a 240-acre campsite owned and operated by the London District Council, they sleep in one of twelve covered wagons drawn into a circle and eat in a dining hall complete with hand-hewn beams salvaged from the past.

Located two miles east of the Auxsable River, south of No. 7 highway, the site, originally settled by Scots in 1849, yields such relics as grindstones, horse shoes and mill stones. The town was later vacated.

Scouts have restored part of the area by constructing an old-fashioned hotel, toll house and blacksmith shop. A modern touch is the new swimming pool where the boys enjoy supervised swimming.

Believed to be the first of its type in Canada, the camp has been in operation for three years.





PROGRAMME PLANNING GUIDE 1964-'65

Theme:
Fit for Adventure

Pack programme guide

This guide contains suggested themes for Cub programmes which sixers' councils may adapt to suit their own short-range plans.

Each month *The Scout Leader* will list details on suggested programme activities. Useful ideas will also be found in *The Pack Scouters' Handbook*.

September—Venture into Scouting

<u>Pack</u>	<u>Six</u>
Pack Recruitment Plan	Bring a pal to
Round-Up Meeting	Round-Up meeting
Marshmallow/Weiner	
Roast	

October—Venture into Space

<u>Pack</u>	<u>Six</u>
Jamboree-On-Air	Models of rockets and
Visit T.V. Station	space ships
Hallowe'en Party	Star-gazing
UNICEF	UNICEF
Stories of space travel	Visit fire station

November—Venture into Arts

<u>Pack</u>	<u>Six</u>
Visit newspaper plant,	Craft projects, sculpture,
library	drawing, etc.
Artist badge	Take books to shut-ins
Handicraft	Visit gallery, art museums
Stories of great artists	
Artist to visit pack and	
advise Cubs	

December—Venture into the Community

Pack

Guide badge
Christmas party with
friend
Community resources
Splash party

Six

Service to old people
Gift projects
Carolling

January—Venture into Winter

Pack

Pack ramble
Visit other pack
Play acting

Six

Visit other six
Toboggan/ski ramble
Snow sculpture
Play-act items from
B.-P.'s life

February—Venture into the World

Pack

Stories, songs, games of
Cubs of other lands
Films
World Scouting and
World Brotherhood Fund

Six

Scrapbooks
Activities of Cubs of
other lands
Follow-up UNICEF

March—Venture into Tomorrow

Pack

Secret pack meeting
Medical and dental
check up.
Play acting—the world
of tomorrow

Six

Growth—
Personal Fitness Badge
SBX
Library
First Aider Badge

April—Venture into Science

Pack

Stories of great scientists
Visit laboratory
Film

Six

Science experiments
Grow things
Make things

May—Venture into the Unknown

Pack

Stories of great explorers
Secret pack meetings
Visit Observatory
Link Eskimo/Indian pack

Six

Star-gazing
Observation
Microscope
Train ride

June—Venture into Sports

Pack

Field Day
Splash Party
Physical Health Badge
work

Six

Personal Fitness Badge
work
Team sports
Home gym
Cycling games

July/August—Venture Camps

Pack

"Learn to swim"
Pack camp and
holiday programme

Six

"Six" week-end camp and
holiday programme



Troop programme guide

This guide contains suggested themes for Scout programmes which the court of honour may adapt to suit its own short-range plans.

Each month *The Scout Leader* will list details on suggested programme activities.

Useful ideas will also be found in *The Troop Scouters' Handbook*.

PROGRAMME

PLANNING

GUIDE

1964-'65

Theme:

Fit for Adventure

September—Venture into Scouting

Patrol

Round-up hike—
bring a pal

Troop

Troop recruitment plan

October—Venture into Space

Patrol

Hallowe'en hike
Signaller Badge
Radio-man Badge
Starman Badge
Weatherman Badge
Rocketry
Make weather forecasting
instruments

Troop

Jamboree-on-air
Telecommunications
expert to visit troop.
Visit weather station.

November—Venture into Arts

Patrol

Section of troop paper
Remembrance Day hike
Badges—Artist and
Journalist
Visit museum, gallery,
art show

Troop

Troop newspaper
Artist to troop for
discussion with Scouts
Troop art show

December—Venture into the Community

<u>Patrol</u>	<u>Troop</u>
Good Turn hike	Troop show at Old Folks' Home
Service badges	Explore community resources
Dinner out with girl friends	Street wide games
Explore community resources	
Venturer Badge	

January—Venture into Winter

<u>Patrol</u>	<u>Troop</u>
Survival hike	Survival expert to troop
Snow house building	for discussion with Scouts
Make fires in snow	
Winter Scouting badges	

February—Venture into the World

<u>Patrol</u>	<u>Troop</u>
Tape recording	Model U.N.
Pen pals	UNICEF
Badges	World Brotherhood Fund
—Interpreter	Trip to U.S.A.
—World Friendship	
Ski/snowshoe hike	

March—Venture into Tomorrow

<u>Patrol</u>	<u>Troop</u>
Personal Fitness Badge	Arrange medical and dental check-up
5BX	Vocational guidance expert for discussion with Scouts
First Aid	
Vocational guidance discussion	

April—Venture into Science

<u>Patrol</u>	<u>Troop</u>
Science Fair	Troop display
Badges—Chemist	Film
—Conservation	
Sugaring-Off hike	
Conservation activity	

May—Venture into the Unknown

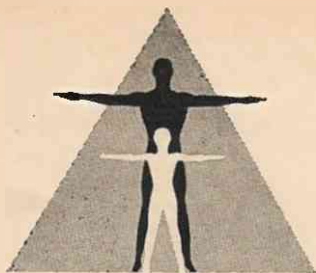
<u>Patrol</u>	<u>Troop</u>
Scaled instructions hike	Emergency scheme
Orienteering	Survival
Backwoods cooking	Shooting practice
Emergency kits	
Patrol emergency call-out	
Pathfinder Badge	

June—Venture into Sports

<u>Patrol</u>	<u>Troop</u>
Individual/Patrol challenges and skills	Track and Field
Badges—Athlete —Swimmer	Swim meet
Home gym	
Bee-line hike	

July/August—Venture Camps

<u>Patrol</u>	<u>Troop</u>
Learn to swim	Venture camp(s) and activities
Badges	—skin diving
Summer programme	—life saving
Canoe tripping	—boating
Swimming and life-saving	—gliding



PROGRAMME PLANNING GUIDE 1964-'65

Theme:
Fit for Adventure

Crew programme guide

This guide contains suggested themes for Rover programmes which crew executives may adapt to suit their own short-range plans.

Each month *The Scout Leader* will list details on suggested programme activities.

Useful ideas will also be found in *The Crew Scouters' Handbook*.

September—Venture into Scouting

<u>Crew</u>	<u>Highlight</u>
Recruit from troops, high schools, friends Take the story out	Membership Night

October—Venture into Space

<u>Crew</u>	<u>Highlight</u>
Hi-Fi and Stereo Ham operators Telecommunications Mobile transmitter	Jamboree-On-The-Air

November—Venture into Arts

<u>Crew</u>	<u>Highlight</u>
Galleries - Museums Craft Night - Printed Word	Crew History

December—Venture into the Community

Crew

The citizen and the
community
Rights and duties
Municipal affairs
Taxation

Highlight

Service Project

January—Venture into Winter

Crew

Winter driving,
maintenance, sports
(skiing, skating,
snow-shoeing)

Highlight

Winter Rally

February—Venture into the World

Crew

New countries
New members, world
Scouting
Rovers in other lands

Highlight

Books for developing
countries

March—Venture into Tomorrow

Crew

Challenge of changing
times
Rate of change
Individual's Role
Preparation for future
Personal growth

Highlight

Job Fest

April—Venture into Science

Crew

Science in home, business,
community
Projects
Visits

Highlight

Science Hop

May—Venture into the Unknown

Crew

Preparation by emergen-
cies: (training, equipment,
mobilization, co-ordina-
tion, communication)

Highlight

Bush Pilot

June—Venture into Sports

Crew

Team vs Individual
Participation vs Spectator
Training Schedules

Highlight

O-Limp-ics

July/ August—Venture Camps

Crew

Canoe trips—wilderness
treks
Visit northern Canada

Highlight

Venture Camps

HOW TO MAKE

CAMPFIRE ROBES

Every experienced camper knows the value of a campfire robe for hours spent around a campfire.

There are many different forms and designs which can be created for campfire robes. Below you will find four of the more popular types. Easy to make, they are a wonderful addition to your camping gear.

This is the place where you can sew or stick on all the 'swaps' and crests and pennants which record your attendance at training courses, swimming meets, camporees, jamborees, etc.

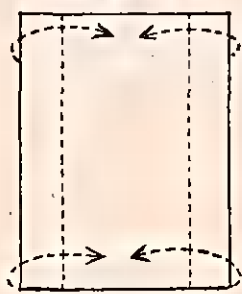
Decorating a campfire robe can be fun and we hope yours will be one of the best. If you do not have a campfire robe now, plan to make one.

Abaiah (Arabian)

Lay out your blanket lengthwise, and fold each end over about two feet, leaving a space of single blanket in the centre for the neck. Oversew or blanket-stitch the edges together along the top (ask for female advice here), then cut down the fold about eighteen inches from the top on each side to make the armholes. Sew over the edges to prevent fraying.

Slip your arms through these holes, and there you have an Arabian garment. Measurements may be adjusted to suit the size of the boy. Put a scarf on your head with a headband and you'll be a regular sheik.

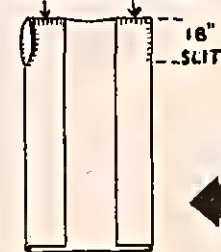
ABAIAH



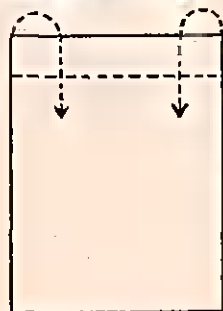
FOLD AT DOTTED LINES

2ND. STAGE

BLANKET STITCH



CAPOTE



FOLD DOWN TWO FEET



Capote (Indian)

Fold your blanket over two feet from the top, and hold it over your back, cloakwise, the flap forming a kind of collar. Put the single fold of the blanket on each side to and around you and tie a girdle of some kind around the waist. The double fold of the blanket naturally falls across the shoulders and completes this picturesque Indian garment.

The depth of the fold is adjusted to the height of the boy so that the length, about six inches from the centre cut of the blanket, is, when folded, equivalent to the boy's height.

Poncho (Mexican)

Lay out your blanket and make a slit about a foot long, oversewing the raw edges. Slip your head through, short length in front. It may be worn loose or it may be brought from the back and the edges of the long length held together in front to keep warm. This is an adaptation of a Mexican garment.

Toga (Roman)

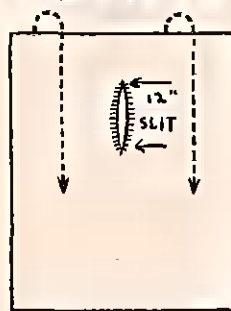
Holding your blanket across your back, arms outstretched, ends of the blanket held in either hand, bring the right hand and blanket over your shoulder. The left hand takes the blanket under the left arm and flings it across the chest and over the right shoulder, just like the villain in a play. Drop your right arm, make yourself a chaplet and you'll be a Roman emperor.

Try these soon. It's good fun, romantic and useful and you'll be warmer around the fire. The Abaiah makes a dandy dressing gown for home use, too.

TOGA



PONCHO



BLANKET-STITCH SLIT



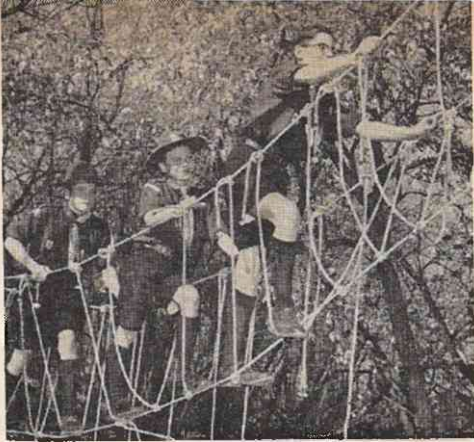


Photo: RCAF

HOW TO BUILD

A MONKEY BRIDGE

A Good Pioneering Project To Be

Done in Three Hours During a Hike

reproduced from *Tout Droit*
Eclaireurs de France

translated by John Hébert

Directions from A to Z

First . . .

Before starting, let's think. Have you ever seen engineers build a bridge without planning beforehand? It's essential that a team—perhaps your senior Scouts—reconnoitre the terrain to choose a site and study the river banks and approaches. What kind of soil is it? What are some possible

anchoring methods? Are there any useful trees available? What about wood for logs? Will extra steps be necessary? Do local farmers have logs or poles you can borrow . . . if you ask courteously?

These questions must be studied and a plan drawn up. We can then go on to the practical part of the venture, but if this is preceded by advance training in the required knots and lashings, the practical aspect of the whole undertaking then becomes quite evident.

Some Basic Principles:

Length: Sixty-five feet would be the maximum useful length for a Scout monkey bridge. (In the jungle there are some from 150 to 300 feet and at heights up to 175 feet, but these are made from jungle vines . . . and you are not as adept as the natives.)

Ropes: Up to 100 feet. Use ½-inch to ¾-inch for hand-rails, 1-inch to 1¼-inch for the main support and ¼-inch for the struts (ropes which fasten the rails to the main support.)

Knots: No construction is solid—and therefore safe—without a sound knowledge of the necessary knots: timber hitch, clove hitch, bowline, anchor knot, lark's head and the square and diagonal lashings. Work with ropes that are carefully whipped (a good opportunity to learn whip-pings.) These knots are shown on the following page.

Applying Tension: Use the sheep-shank and Spanish windlass. To tie two wet ropes which must carry a load, use the slippery reef knot. It can be untied easily.

Anchoring: They must be able to withstand anything. Nothing can replace natural anchors (trees) but the bark must be protected with rags or sacking wrapped around the trunk.

Attention: There is a method of building which uses a triangular trestle which you push in front of you ON the main support to place the struts. However, this is a very difficult 'book' method to attempt in the field and should be avoided unless you are really a monkey or love to go for frequent dips. The results can be deceiving. **The monkey bridge should be built on the bank, flat on the ground.**

The Material:

For a bridge 65 feet long.

Hand Rails: Two ropes about 100 feet long and about ½-inch in diameter.

The Main Support: A rope about 100 feet long and about 1-inch to 1½-inch in diameter.

Struts: Twenty-five ropes about 12 feet long and ¼-inch in diameter. Very heavy twine may be sufficient. The struts tie the three main cables together and help spread the load. Also, one extra 65-foot, ¼-inch rope and a ball of twine are needed.

Trestles: Six poles 5 to 6 inches in diameter and from 8 to 10 feet long are needed for the two triangular trestles.

If the soil is not suitable, use the classic 'A' frame in which case you will need more poles.

Stakes for Anchors: From 3 to 4 feet long and from 4-to-6-inches in diameter. Sharpen the ends, chamfer the top slightly and make a notch to hold the rope. Use hardwood (oak, beech).

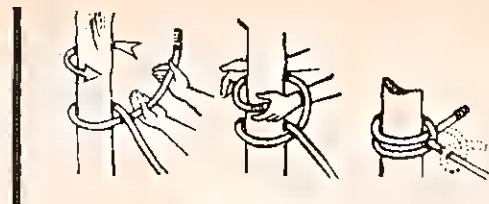
Attention: Anchor stakes must always be buried to 7/10ths of their length and at a 45 degree angle.

You will need 18 stakes for anchors on the two banks. (This number may be reduced by using trees for anchors.)

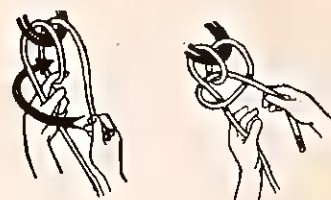
Lashings: Ten ropes.

Tools: Mallets or sledge hammers, hacksaws, knives, draw-knife, pieces of chalk (to make marks on rope or wood, etc.), two 12-foot rule, a plane (to rabbet the poles for the trestles.)

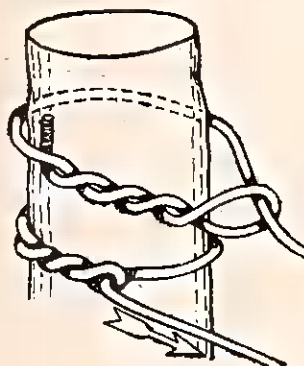
KNOTS TO KNOW



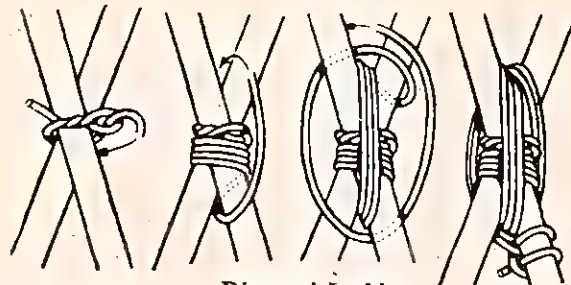
Clove Hitch



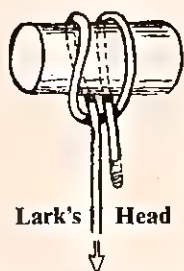
Anchor Knot



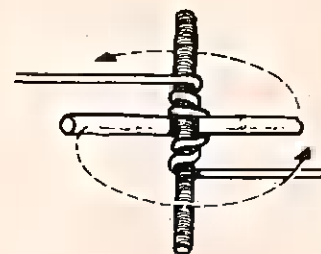
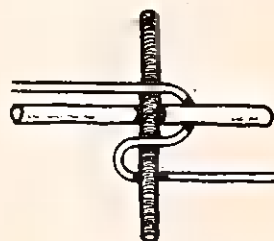
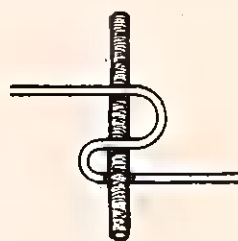
Timber Hitch



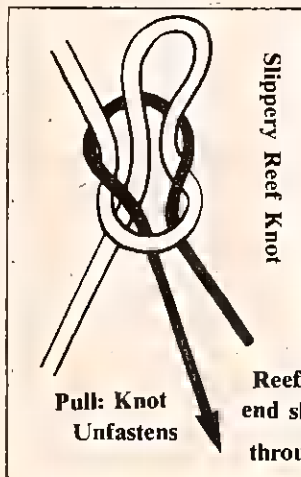
Diagonal Lashing



Lark's Head



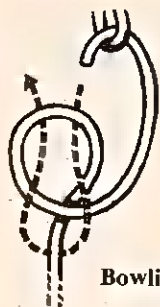
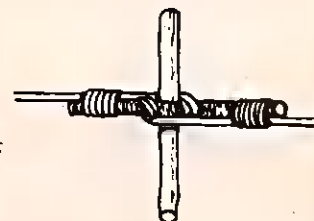
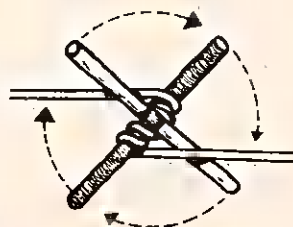
Spanish Windlass



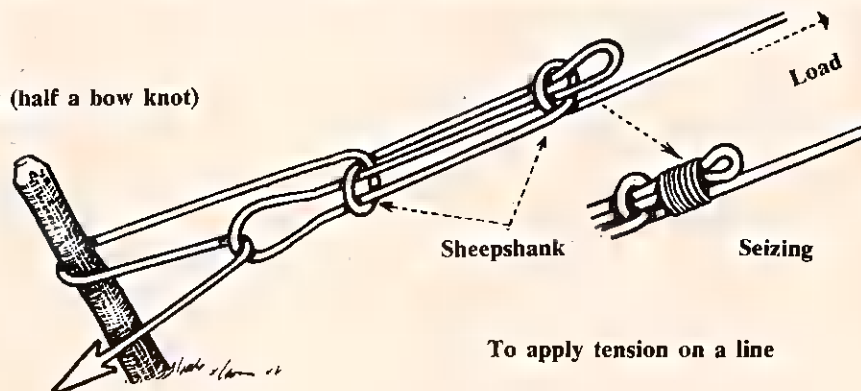
Slippery Reef Knot

Pull: Knot Unfastens

Reef Knot with end slipped back through the bight (half a bow knot)



Bowline

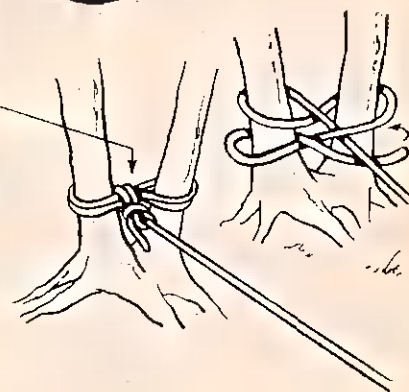
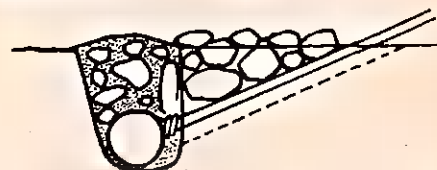
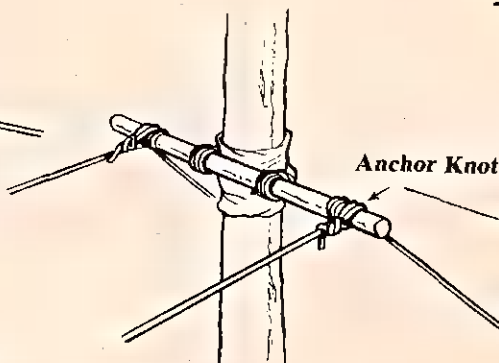
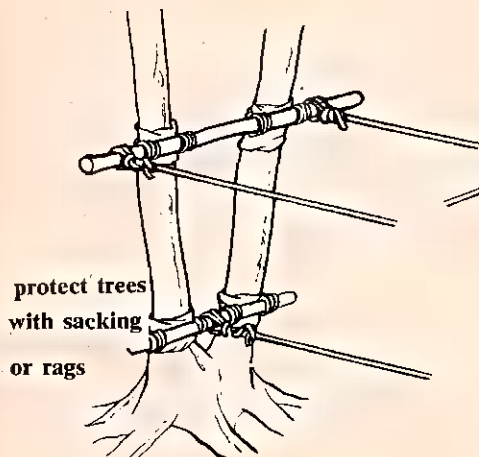
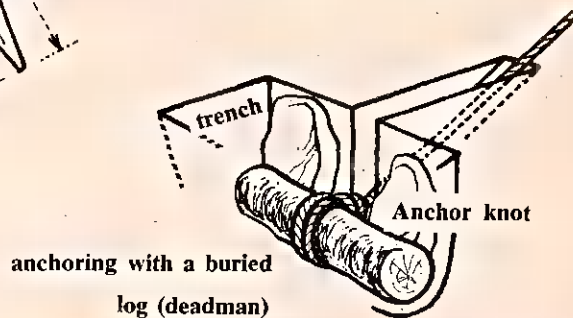
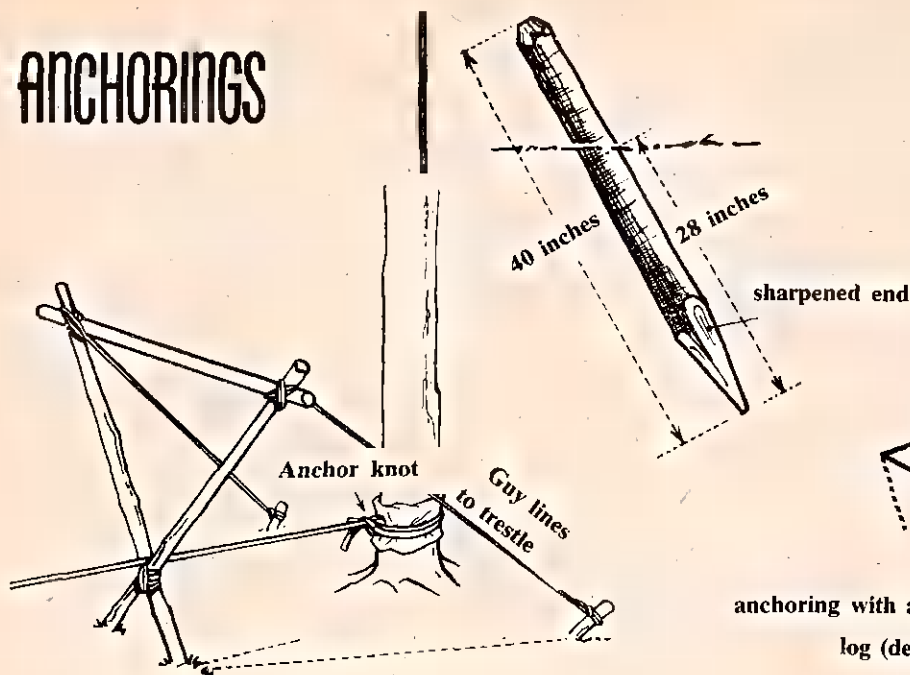


Sheepshank

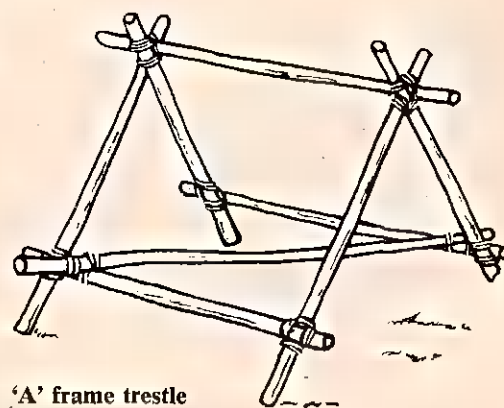
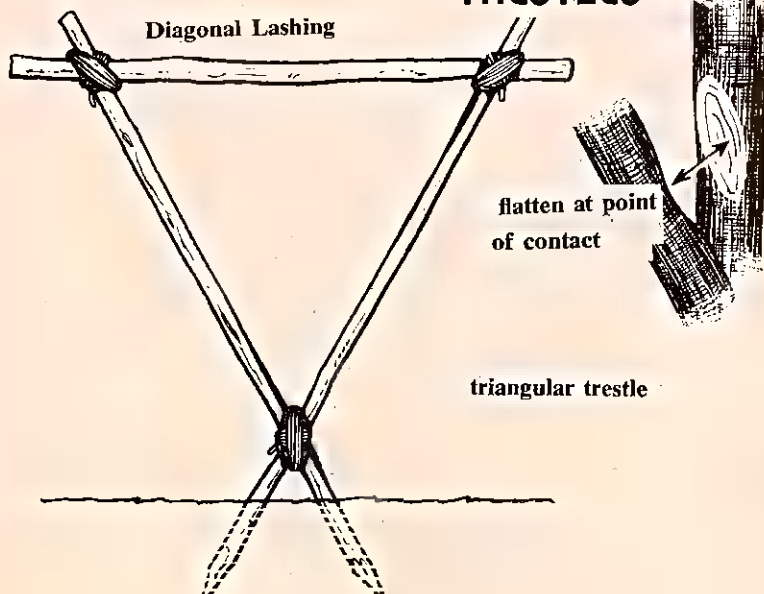
Seizing

To apply tension on a line

ANCHORINGS



TRESTLES



CONSTRUCTION

The three teams work at the same time.

Team A: Trestle on bank number 1.

Team B: Trestle on bank number 2.

Team C: The rope bridge on bank number 1.

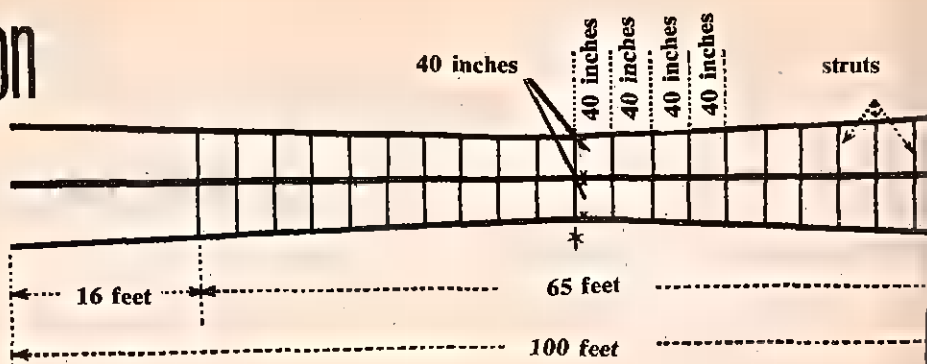
The Trestles: The most efficient is the triangular trestle. Three poles are carefully lashed. Take care with the angle of the 'V' (refer to our illustrations for the proportions.)

The trestles can be replaced by anchoring to trees. (This is quite common.) In this case two poles lashed to trees will do nicely. Don't forget to protect the trees. Be careful of the elevation of the main support. This should be at least 5 feet above the water. (If not, you'll get wet feet). This will determine the dimensions and placement of the trestles. Install their anchors with great care.

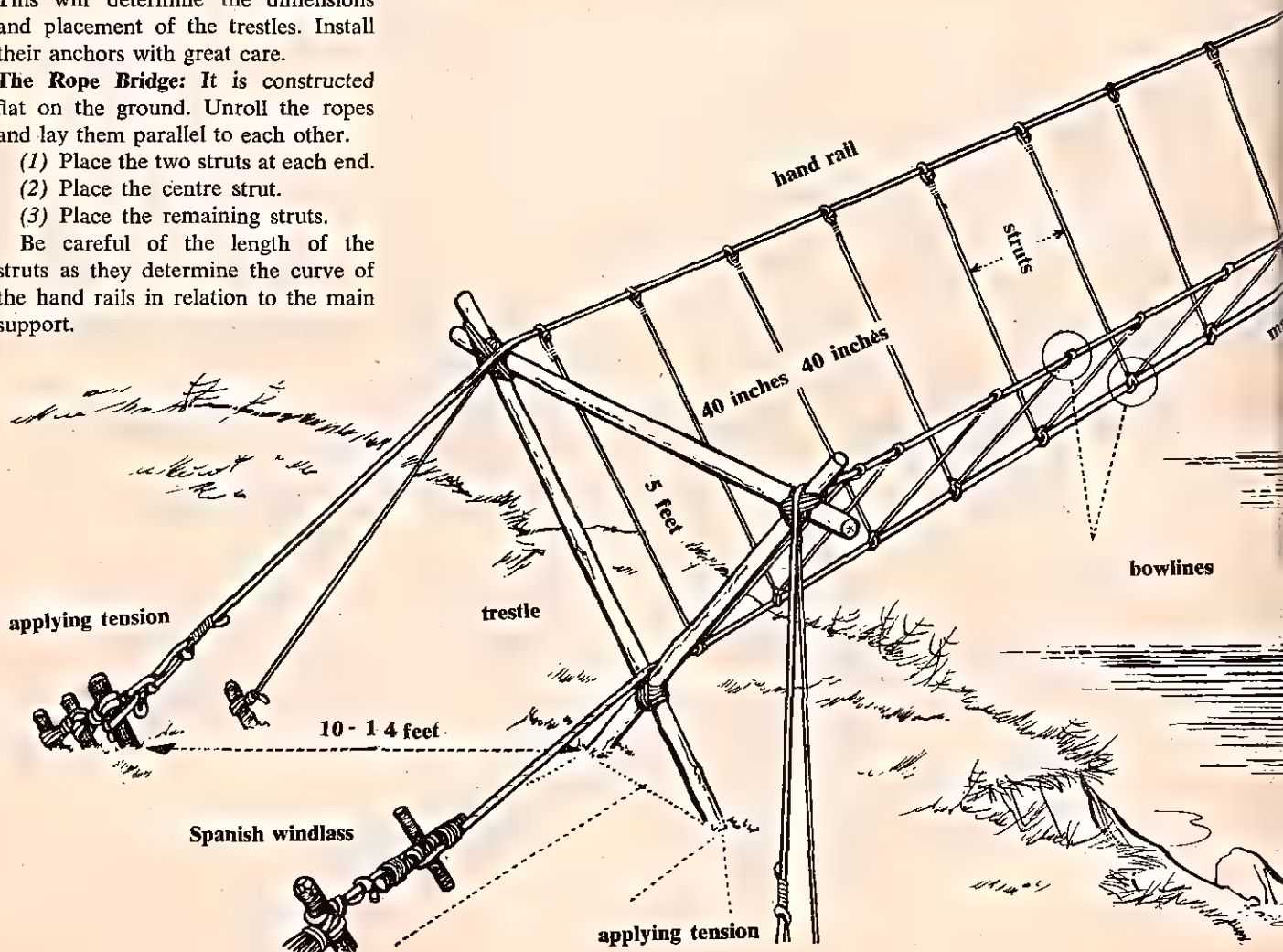
The Rope Bridge: It is constructed flat on the ground. Unroll the ropes and lay them parallel to each other.

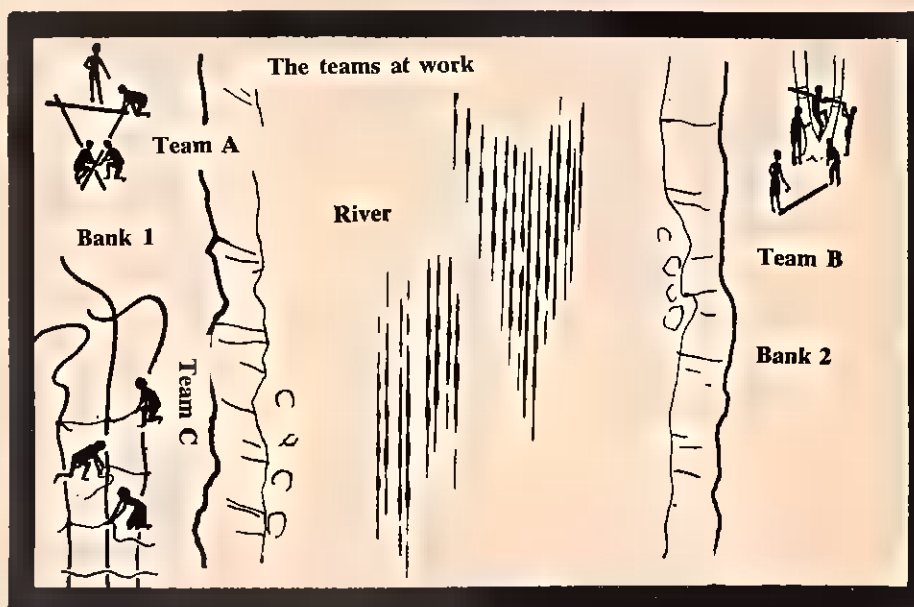
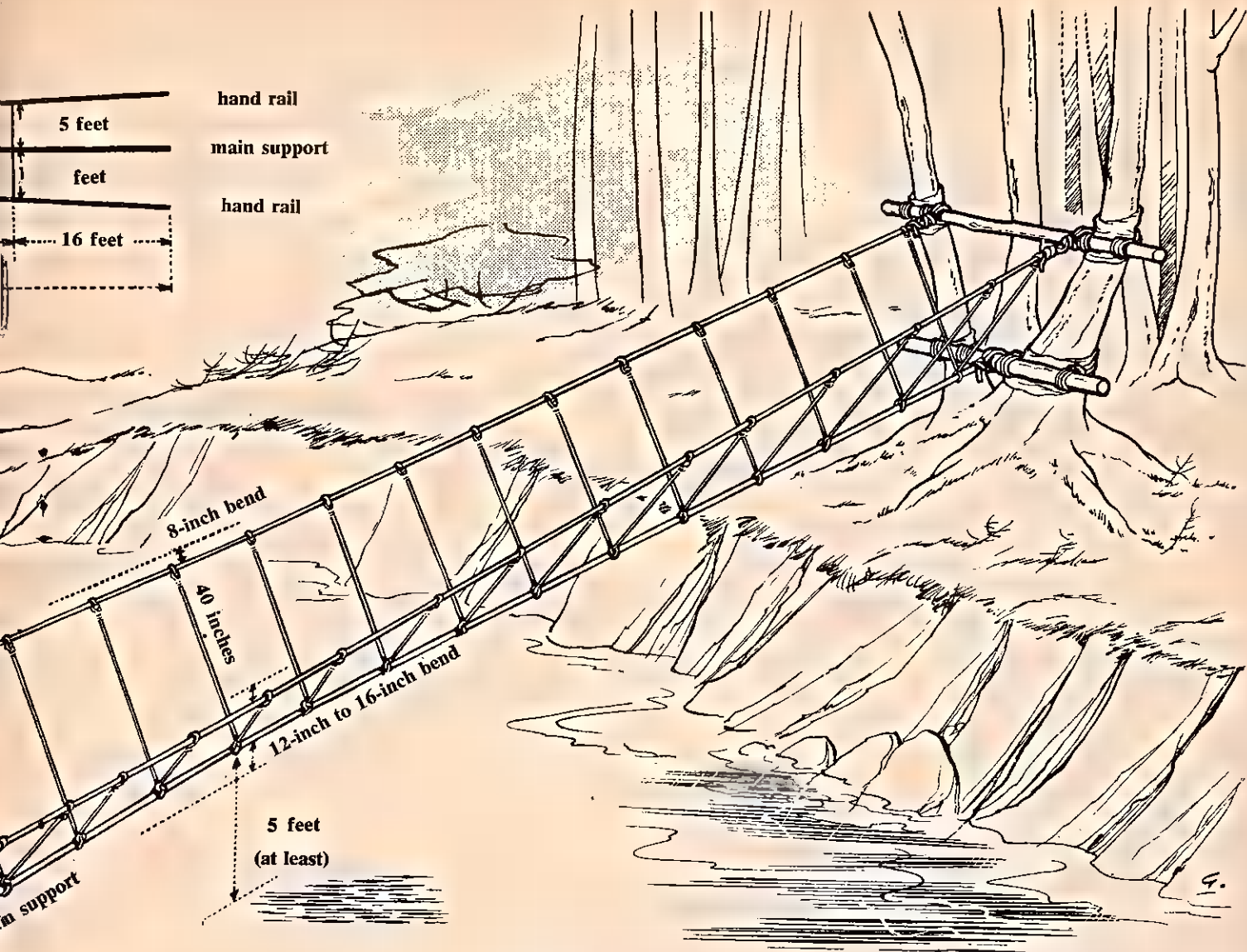
- (1) Place the two struts at each end.
- (2) Place the centre strut.
- (3) Place the remaining struts.

Be careful of the length of the struts as they determine the curve of the hand rails in relation to the main support.



The finished Bridge





LAUNCHING

Good work requires that the free ends of the bowlines on the struts be finished with a whipping.

(1) When the bridge is complete, Team C ties together one end of the main support and hand rails to the fourth rope.

(2) Meanwhile, Team A fastens the end of the ball of string to a stick and throws the stick across the stream.

Attention: Watch the wind direction and throw WITH it. Should the stick fall into the water the team on the opposite side can fish it out by throwing a weighted string across it and drawing it to shore.

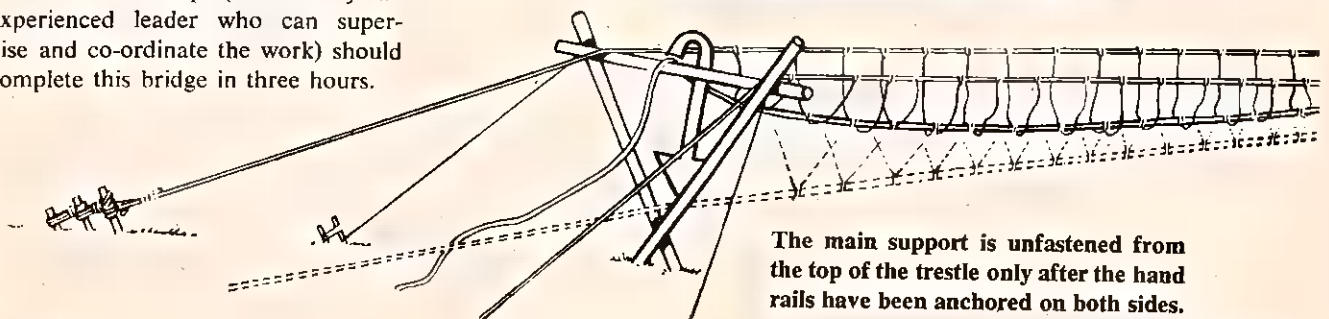
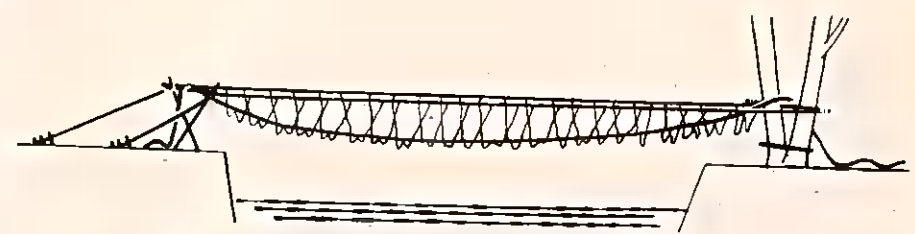
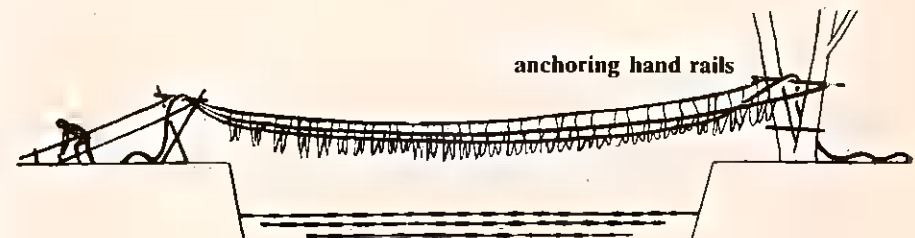
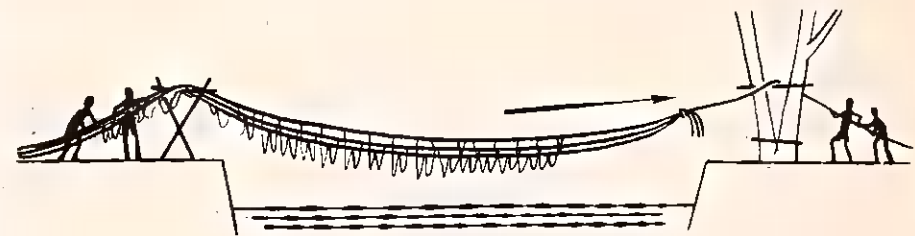
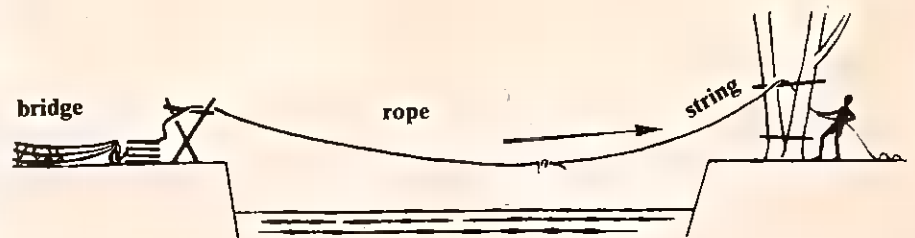
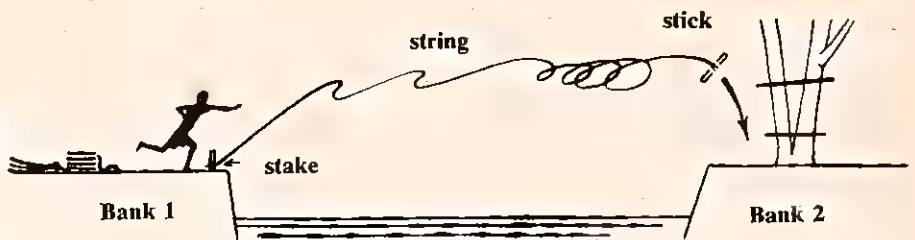
(3) The other end of the string is fastened to the fourth rope and Team B now hauls the bridge across the stream by drawing in the string, the rope and then the bridge itself. Team A lets the bridge out over the TOP of the trestle and holds back when necessary to keep the bridge from touching the water.

(4) When the bridge is finally across, Teams A and B anchor their respective hand rails. One uses the anchor knot, the other the tension knot (sheepshank) with a half-hitch and bowline. All anchorings must be solid and secure.

(5) The main support which is still lying across the top cross-piece of the trestle is now slipped under it and solidly moored. Put an anchor knot at each end and a Spanish windlass on one end. When the tension is applied, the main support should then get its classic upward curve.

If adjustments need to be made to the struts, then Team C proceeds across the bridge and makes the necessary finishing touches.

A trained troop (directed by an experienced leader who can supervise and co-ordinate the work) should complete this bridge in three hours.



The main support is unfastened from the top of the trestle only after the hand rails have been anchored on both sides.

World Conference

This article—the third in a series of four—contains summaries of the closing address and study group reports presented at the 19th Boy Scout World Conference at Rhodes in 1963.

Its purpose 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.

The closing address to delegates was given by Jean Salvaj of Switzerland, conference vice-chairman and member of the world committee:

I believe it has been clearly shown that Scouting is up-to-date in its system while still remaining true to the fundamentals created by our founder.

But there is one essential need—the absolute necessity for the highest quality at all levels of our work . . . quality in imagination, in a sense of adventure, quality in the patrol system and in the operation of the court of honour, quality in service to others and in Scouts' civic activities.

In this last category we are often accused, and I believe with reason, that our movement forms a community that lives in a vacuum.

A few of the remarks made at this conference show a certain risk of sclerosis in the movement. We should participate more often in the future of the communities in which we live. We should, my brother Scouts, open our windows on the world which surrounds us.

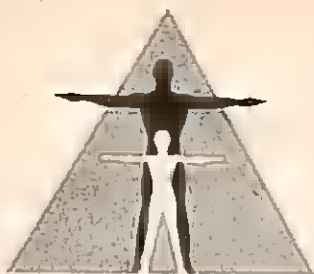
Each one of our associations can and should make a contribution. All over the world there are districts and regions that have lost all hope. There are refugee camps where men and children live without having any hope for tomorrow. There are hundreds of problems to solve if we take the trouble to try and see them.

. . . Then there is the huge body of unorganized youth in whose lives our Scouting means very little. We must go to them with the faith our promise gives us.

. . . We do not sufficiently practice what we preach in the field of service and civic training. . . . At all levels there is the need to show our leaders that their training is not just an apprenticeship to a way of action. We must show them the reason and the goal behind it. . . . We must teach them to think.

. . . The Canadian delegation states that research has led them to believe that seventy per cent of their boys are twelve years of age and under. . . . This is a good illustration that what satisfied boys in pre-war days no longer does so today.

(Continued on page 26)



PROGRAMME PLANNING GUIDE 1964-'65

Theme:
Fit for Adventure

Older Boy programme guide

This guide contains suggested themes for Older Boy programmes which each section may adapt to suit its own short-range plans.

Each month *The Scout Leader* will list details on suggested programme activities.

Useful ideas will also be found in *The Exploring Manual* and *The Crew Scouters' Handbook*.

September—Venture into Scouting

Older Boys

Form Older Boy patrols,
sections
Recruit from troops,
high schools

Highlight

BIRTH-day Party

October—Venture into Space

Older Boys

Citizen Band Radios:
Receivers
Use kits
Signal equipment

Highlight

Jamboree-On-The-Air

November—Venture into Arts

Older Boys

Graphic Arts Photos
Painting Writing

Highlight

Poster Competition

December—Venture into the Community

Older Boys

Know your community
(resources, services,
government)
Main industry or business
potential growth

Highlight

Service Project

January—Venture into Winter

Older Boys

Food, Clothing,
Equipment, Arctic
survival, igloos

Highlight

Operation Snowman

February—Venture into the World

Older Boys

Scouting in other countries
A look at Explorers,
Raiders, Senior Scouts,
Venturers

Highlight

Tape Exchange

March—Venture into Tomorrow

Older Boys

Vocations: What, Why,
Who, When, Where, How

Highlight

Vocation Parade

April—Venture into Science

Older Boys

Science in: home, business,
community
Projects
Visits

Highlight

Science Fairs

May—Venture into the Unknown

Older Boys

Emergencies
Hikes—sealed instructions
Search and rescue
First aid and Life-saving

Highlight

Search and Rescue

June—Venture into Sports

Older Boys

Team vs Individual
Participation vs Spectator
Training
Schedules

Highlight

Challenge competition

July/August—Venture Camps

Older Boys

Wilderness trek
Canoe camping
Following the trails of the
explorers

Highlight

Venture Camps

*The
dominant characteristic
of adolescent society
is [its] conservative and traditional viewpoint
. . . combined with . . . idealism.'*

The Teenage Sub Culture

Part III

(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.)

Adolescent society has been described as a society rebelling against the larger culture of adults.

Youth were considered to be in conflict with parents, irresponsible and anti-adult.

This viewpoint is still held by many teachers and parents. However this is a view which might be modified, for, in the light of this and other studies, the teen-age society gives evidence of only attempting to assert its independence. It is the adults who see this as rebellious action.

Conflict between the two societies is not a basic characteristic but rather a behaviour of the minority or the few who deviate from their society's norms.

The dominant characteristic of adolescent society is the conservative and traditional viewpoint held by most members . . . combined with a great deal of idealism.

The high school youth reflect society's values and, in particular, those of their parents' socio-economic status. The purpose of this article is to describe some of the values held by high school students and their view of the world of work.

If the students are cynical or negative about the adult society which they will soon enter, this attitude should be apparent to their responses to the question: "What two things do you think really get a person ahead the fastest today?" (Per cent does not equal 100 for students gave more than one choice.)

Their responses are:

Hard Work	87%
Pleasant personality	55
Brains	36
Knowing the right people	16
Good luck	2
Being a good politician	1

High school students see "getting ahead" as something within their own control through hard work and the development of a "pleasant personality." They are anything but cynical. They do not see "good luck" or "being a good politician" as effective means of getting ahead in the world.

It is interesting to note that in a recent television interview with the newly-appointed 'Senator from Bay Street', M. Wallace McCutcheon, this same question was put to him.

The senator attributed much of his success to "good luck" and his appointment implies the value of "being a good politician."

However, the teen-ager does not appear skeptical or worldly (others may claim "realistic") in his view of the way to attain personal success.

Our high school students view their future achievement within the framework of their own experiences. In high school the criteria of success are passing examinations and being admired by peers.

Students think success in the adult world is measured by the same standards. However, the hurdles to success in our adult world are not examinations but possession of money, conspicuous consumption and other status symbols. Nor is success gained through admiration of our peers but rather through promotions and acknowledgment by superiors.

When viewed in this perspective, one may conclude the adolescent world should be preferred and adults may well learn from the teen-ager and his altruistic attitudes.

The term "getting ahead" possibly means different things to high school students, so the question was put to them: "Getting ahead in life means different things to different people. Here is a list of things people have in mind when they say they want to get ahead in life. Which of these things are you most interested in when it comes to getting ahead?" (Per cent does not equal 100 for students gave more than one choice.)

More security for myself and family	31%
Advancement in my job or career	29
Greater ability to help others	19
A larger income	10
Greater ability to influence others	6
A higher standard in the community	7

The responses provide support to the idea that students are strongly "security-oriented." Three out of ten want more security for themselves and their families. The same proportion look for advancement in a job or a career which implies a desire for high status.

This viewpoint taken by the students in this western Canadian school system is congruent with the observa-

tion of John Brown Mays speaking about British students. He states:

"While bourgeois children may apply themselves more seriously to study, it is often solely with a view to gaining the necessary credentials to admit them to the more lucrative and higher status jobs. The cult of enjoyment and security, at one stage removed, lies behind much British educational endeavour. Education is a means to greater luxury rather than a preparation for the 'good life.' It has suffered severely from 'bourgeoisification' in recent years."

If the schools of Britain are experiencing a 'bourgeoisification' because of social mobility from the "lower" to "middle" class and the corresponding change in values, we may make a parallel statement for our schools.

In the rapidly expanding urban centres of Canada, a shift in values has taken place as society moves from the "blue collar rural class" to the "white collar urban class."

This shift in values is from the "conservative" and "traditional" toward the "liberal" and "emerging" values. This value shift is related to occupational status as well as educational level of the students' parents. This finding is consistent with other studies.

The value placed upon further education by high school students gives further support to May's viewpoint. Over one-half of the high school students state they plan on going to college or university. One out of five says he is undecided.

These students were asked: "Looking forward to your years in university, which of the following do you think most important?"

Preparation for making a living	68%
Stimulation of new ideas	23
Campus activities and social life	3
New friends who share your interests	6
	100%

More than two-thirds see university as "preparation for making a living." These students take a very practical view of higher education and see the professional schools as the dominant institutions within a university.

We may well question the source where the students have acquired this viewpoint. Has there been too much emphasis during the past few years by teachers, parents and even university representatives that higher education means more money, better jobs and higher community status?

If the true purpose of a university is intellectual development and pursuit of knowledge, with less emphasis on the "practical" aspects of an education, these should be the values impressed upon students who expect to attend university.

Our teen-age culture appears similar to that in Britain, as described by Mays, where education is not just preparation for the "good life" but rather a means to "greater luxury."

When the students are asked what are the things they would most like to get out of a job, they state their choices in the following order: (Per cent does not equal 100 for students gave more than one choice).

A sense of accomplishment	52%
A feeling of doing something worthwhile	44
Money	32
A sense of security	25
The respect of others	25
A feeling of independence	20

If there is a common value among high school students, it is an achievement orientation where "accomplishment" and "doing something worthwhile" is of highest value.

The importance of security and money is quite apparent and it is noteworthy that money ranks third. Although students are aware that self-satisfaction in a job is important, they do not discount the value of money, which may in turn give a "sense of security" and "a feeling of independence" to the students. This may be the adolescents' view of the adult society which he will soon enter.

The students see their high school education as a phase which will prepare them for future life work either in terms of a general education, specific job training or university entrance.

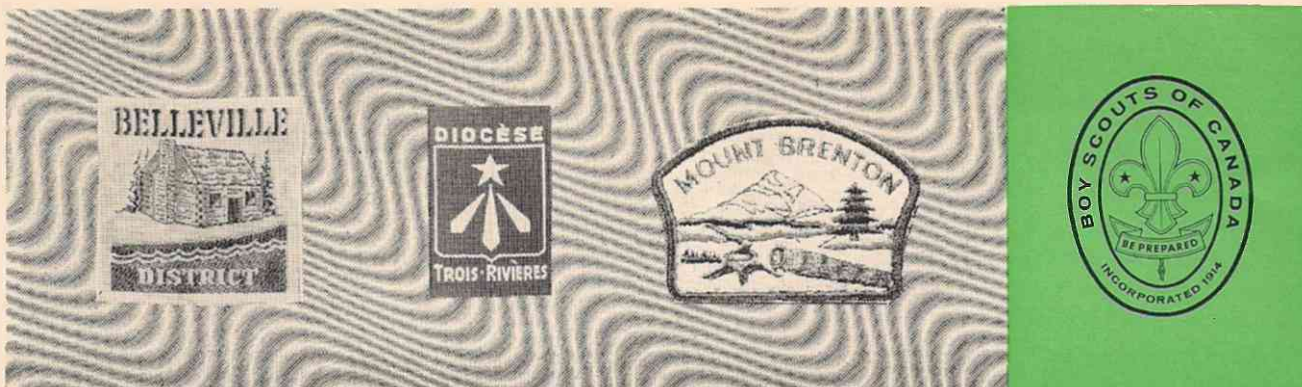
When asked if they had ever thought of quitting school, eighty per cent reply "No." The students have accepted high school as a part of their total educational experience and do not question their reason for remaining in school.

Those who do not see high school as important have probably dropped out from the system. Students in the Saskatoon high school system are a select group of the community's adolescents. Only one-fifth of the students state they have given some thought to quitting school.

An analysis of the reasons given by these students proves interesting:

Failing in school	25%
Desire to earn money	19
Lack of interest in school	9
Dislike the school	9
Dislike the teachers	6
Family problems	6
Admitted laziness	5
Other reasons	21
	100%

(continued on page 30)



Left: Belleville, Ont. District Badge depicts a United Empire Loyalist's log house. It was designed by Scoutmaster G. Stanley Kerr of the Cannifton-Corbyville Troop. Belleville is the home of a United Empire Loyalist Society and is in an area settled by many of these people.

Centre: Three Rivers, Que. Diocese Badge is silver on dark blue. The blue and the silver star represent the Virgin Mary—patron saint of the diocese—and the three rays represent the three rivers.

Right: Mount Brenton, B.C. District Badge features the mountain which can be seen from anywhere in the district. The trees represent the lumbering and pulp and paper industries in the area.

CANADA'S *Colourful* DISTRICT BADGES

Part 32



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.

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 Jamborette	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 and N.W. Ont. Provincial Jamboree	Portage la Prairie, Man.	Aug. 8-15, 1964
2nd New Brunswick Provincial Jamboree	Sussex, N.B.	Aug. 15-22, 1964
12th National Jamboree	Portugal	Aug. 21-31, 1964
7th Provincial Rover Moot	Garibaldi Park, B.C.	Sept. 3-7, 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.

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World Conference

(Continued from page 19)

... Can Scouting, in the year or two that most boys stay in the movement, really give them such valuable habits that they last or modify or influence their character? Boys are certainly at the age when experience marks the personality. ... If the Scout leaves us before having had time to accomplish the cycle of this normal evolution, it is because he is not satisfied with what we have offered. ...

Scouting should be neither commonplace, negative nor on too high a level. The motto at the World Jamboree was *Higher and Wider*.

I think that Lady Baden-Powell gave this conference its own motto in adding to the previous words that of *Deeper* ...

Following are synopses of reports presented by the conference's various study groups:

(I) *IS SCOUTING UP-TO-DATE* by Chairman Vincent C. Fairfax of Australia:

Methods by which Scouting is kept up-to-date cannot be arrived at haphazardly and some form of both continued and periodic programme review is essential.

This can be achieved in three ways:

(a) By a programme review board using expert advisors, both inside and outside the movement, such as psychologists and those proficient in group dynamics, together with modern methods of research, collation and deduction.

(b) By regular consultation of Scouters at all levels with determined provision for a free flow of information from unit to headquarters and vice-versa.

(c) From a direct approach to the boy (both Scout and non-Scout) giving him full opportunity to make known what he considers to be his needs.

The most obvious problem in Scouting today is to maintain the interest of the older boy, recognizing that in many countries modern society offers a great number of alternative interests and amusements.

To deal with the situation, it is recommended that an immediate programme review be made in countries which have not undertaken it.

Programme research and investigation should not be confined to the older boy. All sections must be kept up-to-date and integrated to present the whole of Scouting as a complete boy-training programme.

A number of countries suggest the following methods to keep Scouting up-to-date:

(i) Greater opportunities for high adventure and excitement. Most boys wish to prove themselves in challenging situations.

(ii) Greater opportunities for individualism and leadership. The boys must be encouraged to learn and carry out their own programme with wise adult guidance.

To impose a detailed programme on them puts them back in the classroom and destroys initiative.

(iii) The movement must not become isolationist; closer integration with the community in which it exists is needed. Boys like an opportunity to be of service to their community.

(iv) Fitting a boy for social life should be a part of Scout training and is an important factor in holding him. Joint activities with girls should be planned.

(v) Boys should be put into contact with men in the community with whom they can share a mutual interest, possibly leading to the development of a career.

(vi) Keeping Scouting up-to-date and implementing an agreed programme depends on the degree and type of training. The selection of leaders demands the most careful attention.

(vii) Meeting of patrol leaders on an inter-regional or inter-country basis is valuable as a way of exchanging ideas and practices.

(viii) Care must be taken not to continue the 'kiddy-stuff' activities of the younger boy into the older age groups.

(ix) If Scouting is to be up-to-date, it must be *thought* up-to-date by both the boys and the general public whose support it cannot do without.

It can be brought up-to-date for the boys by programme research and implementation. It can be brought up-to-date for the public only by greater efforts to represent Scouting to them as an adventurous game for boys which is serving them as an integral part of the community and producing young men of responsibility.

(x) However imaginative and up-to-date a programme might be, however expert the Scouters, we must remember that Scouting is a game and its hold on a boy is only as strong as his personal enjoyment.

(II) *CITIZENSHIP TRAINING* by Chairman Gil Pirrung of the United States:

The study group recommends:

(1) That every nation establish a national policy that will ensure citizenship training in its units for each age group and that the scope of the training shall include citizenship in the home, community, nation and world.

(2) That every nation assign to some suitable authority within headquarters, responsibility to ensure that the policy is pursued from year to year and that the scope is clearly defined.

(3) That in each nation unit leaders receive constant help and reminders from articles in magazines, special parts of training courses and inclusion in any programme material published and sent to the field.

(4) That each national headquarters maintain adequate liaison with any groups which aid in the formulation of plans on the community, national or world level. These might include education, service clubs and other civic groups.

Activities

Adventures Over Hill And Dale, Aug.-Sept. 9
Beefarama '63, Nov. 17
Cub Jungle Night, Mar. 17
Jungle Whooporee, May 20

Books

Understanding Boys, Aug.-Sept. 20
Young Canada's Book Week, Oct. 11

Boy Scout Statue
Aug.-Sept. 13

Boy Scout Week
Jan. 6, 20

Founder's Day Message, Feb. 2

Brotherhood Fund
Feb. 10

Canadian Boy
Aug.-Sept. 12, Nov. 24, Dec. 13, Feb. 24

Chief's Message
Feb. 2, Mar. 3, Apr. 3, May 15

Christmas
Dec. 3

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May 18, June-July 25

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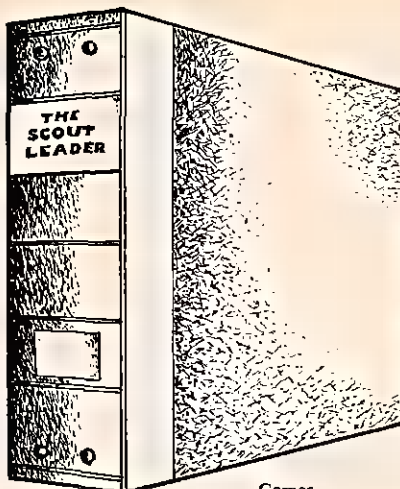
Photo, Nov. 21, Feb. 22
Rifle, Nov. 11

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Mar. 7, Apr. 18, May 24, June-July 25

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I'm Not Your Pal, Dec. 4; Understanding Boys, Jan. 4, Feb. 6, Mar.
18, Apr. 14; Teenage Sub Culture, Apr. 10, May 8, June-July 22.

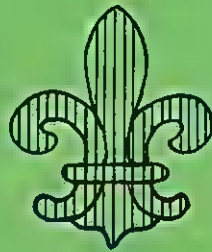

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Canadian Scouts Plan

Summertime is action time for Scouts.

All across Canada, thousands of Scouts are taking advantage of the long, sunny days to camp out at jamborees, to test their sea legs by sailing on the Great Lakes or to brush up on history with a tour of the British Isles.

Whatever they choose to do, they're having a whale of a good time!

Perhaps some of your Scouts are lucky enough to be taking part in one of the provincial, national or international Scout gatherings involving thousands of boys.

A contingent of four hundred Canadian Scouts and Scouters will represent this country at the 4th National Jamboree of the Boy Scouts of America at Valley Forge, Pennsylvania from July 17 to 27.

Representatives from our two overseas councils in Germany and France will attend a special patrol camp in Scotland from Aug. 5 to 15. These



Canadian Scouts are the sons of Canadian army and air force personnel serving in Europe.

Prince Edward Island's Provincial Jamboree, starting June 27 at Camp Buchan, will be followed in August by the Manitoba and North-West Ontario Jamboree at Portage la Prairie (three thousand Scouts are expected at this one) and the 2nd New Brunswick Provincial Jamboree at Sussex.

Feel the call of far-away places? Forty Scouts and five Scouters, sponsored by the Greater Toronto Region, plan 'Operation Britannia'—a month-long tour of Edinburgh, Glasgow, Wales, Plymouth and London.

Closer to home, the 1st Kinloss, Ont. Troop plans a trip to New York during which Scouts will visit the United Nations.

operate themselves with the help of two or three of the ship's officers.

Edmonton Region will hold a joint Scout-Guide sailing camp for ten Scouts and ten Guides from Aug. 8 to 15. Two 10-day trail rides in the foothills are also scheduled.

Still in the sailing field, Alberta will sponsor a provincial regatta in Calgary on July 11 and 12 to choose its representatives for the national sailing regatta.

Prince Edward Island will be host for that event Aug. 9 to 15 in Charlottetown.

To wind up this action-packed summer, Scouts and Cubs in Prince Edward Island will be out in force in October to welcome Queen Elizabeth II when she arrives to officially open the National Centennial 'complex' built in Charlottetown as a memorial to the Fathers of Confederation.

An Active Summer

They'll have the time of their lives — does your programme have this kind of fun and adventure?

Camping is basic to Scouting and this summer thousands of young Cubs and Scouts will take to the woods.

The 85th Dunbar-Point Grey Cub Pack from the Jericho Hill Deaf and Blind School will hold a special week-end Cub camp this summer at Camp Capilano, in Capilano Canyon, North Vancouver. This is a favourite Cub camp ground for it is endowed with sleeping and eating quarters, swimming and excellent hiking trails.

British Columbia's Provincial 1964 Rover Scout Moot, under the sponsorship of the 21st and 81st Kerrisdale Crews, Vancouver, will be held on the slopes of Garibaldi Mountain.

About two hundred Rover Scouts are expected to be hiking and flying into the five-day event early in September. All food supplies and the headquarters' camp will be flown in.

The Greater Toronto Region plans a 'Bushman's Thong Adventure' for holders of this award. It will take the form of a survival operation in northern Ontario, held in co-operation with the provincial field executives in Northland Region and the RCAF at North Bay.

An international camporee will be held in the Fraser Valley Region for eighty patrols—forty from the Mount Baker Area Council, Boy Scouts of America and forty from the Fraser Valley Region, Boy Scouts of Canada.

The theme for the late June event is *Fitness in Scouting*.

The sea lures many young boys in search of adventure. The 26th Ottawa Sea Scout Troop plans to cruise on the Brigantine *St. Lawrence II*, which Scouts will



The Teenage Sub Culture

(continued from page 24)

The dominant reason given is the sense of personal failure and the second reason is the attraction of independence and money found in the adult society.

If these two factors are found in a single student, we can be quite sure he is a "drop-out candidate."

So far we can state that students appear to stay in school without giving serious thought to quitting. Their purpose in staying in school is for practical ends.

We might now ask: What referent group or referent figure keeps the student in school? If the students feel their attendance in school is accountable to some other person, who is that person?

The students were asked to name the most influential person in keeping them in school and the one other person who has a great deal of influence on them. They responded:

	Most influential	A great deal of influence
Father	39%	20%
Mother	31	37
Other family members	6	9
Boy friend	3	5
Girl friend	3	3
Teacher	3	4
School principal	1	2
	100%	100%

The very strong influence exerted by parents in this particular area is of interest. Although the fathers are the most influential (39%), the mothers exert more influence on students when both levels are combined (i.e. 68%). Boy friends and girl friends are referent figures as well and their combined influence is twice that of teachers.

Although the preceding data show that dislike of the teachers is not a major reason for leaving school, it is also apparent that teachers are not the reason for students remaining in school. As a referent group in the adolescents' world, teachers just don't rate.

The occupational choices of today's high school students again reinforce the premise that members of the adolescent society set high ideals. The findings support an earlier theory proposed by Spranger that adolescents over-estimate their own ability and have an unrealistic self-assessment because of their limited experiences and vivid imaginations.

Scout Stamps (World) Handbook (1964 ed.)

Thorsen & McKinney

Authoritative, descriptive.

52 pp. U.S. \$2.

AMERICAN TOPICAL ASSN.

3306 N. 50 St., Milwaukee, Wisc.

53216

When students are asked to state their first choice of an occupation, the majority choose a profession. About eight per cent choose crafts and technical trades and six per cent choose a career in art. Only one per cent choose to be in business and two per cent prefer a career in professional sport. Less than one per cent choose agriculture.

These occupational choices are hardly realistic and many students will not attain the career of their choice. The proportion of choices by students does not agree with the actual proportion of job categories in the community as represented by the occupations of the students' parents.

	Students' Choice of Occupation	Occupation of Students' Fathers
Professional	57%	10%
Managerial	1	15
Clerical	14	17
Skilled and Technical	8	31
Laborers	0	12
Farmers	1	7
Artists	6	0
Professional Sports	2	0
Other occupations	11	8
	100%	100%

Students almost completely ignore business and managerial positions and none wish to become laborers. Farming is no more popular. No parents are classed as gainfully employed in professional sports or in the arts but eight per cent of the students hope to have careers in these areas.

In the light of the occupations which exist in our present society, it appears that high school students are unrealistic in their occupational choices.

This comparison also points up the desire of high school students to be upwardly mobile. They see little reason for selecting their parents' occupations and, in fact, select careers which have higher social status than that of their parents.

One-half of these students now have more formal education than their parents, so it would appear that they are well on the way to raising their socio-economic status higher than that of their parents.

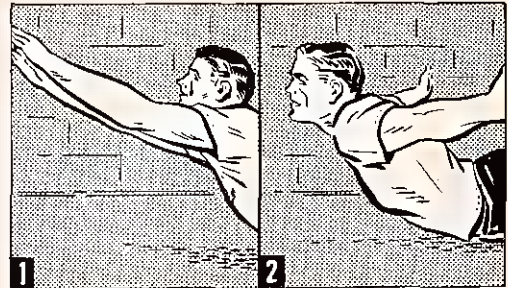
This has been a brief description of the students' views of their future and their chosen vocations. In conclusion we can say that these students are idealistic and security-oriented in their aspirations, practical and realistic in viewing the purpose of their education and altruistic and achievement-oriented in their career choices.

If this makes the adolescent appear to have complex motivations and to hold conflicting viewpoints, it is because he is exactly of this nature.

Possibly teachers and parents should make few attempts to change them.

In The Swim

Are your boys in shape for their first swim? Help them get in shape by using the following exercises. They are designed to tune-up leg, arm and torso muscles - the muscles required in swimming.

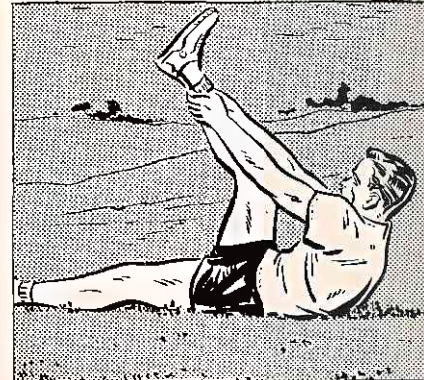
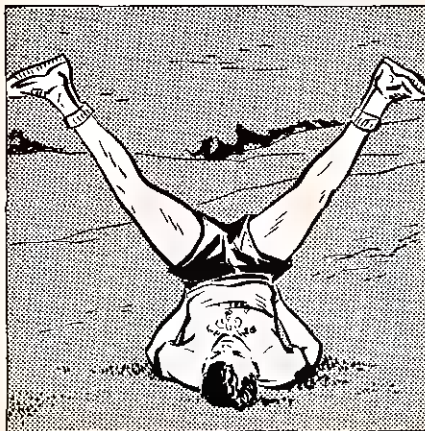


Chest and Shoulder Stretch. Lie face down on the floor, or with your body balanced on a chair, with hands out in front. Raise arms and upper body as high as you can (Fig.1), hold for five seconds. Keeping the body up, move hands sideways and back (Fig.2), bring arms to the front. Repeat five times.

Flutter Kick. From an inverted cycling position practice your flutter kick. Moving the legs backward and forward very rapidly.

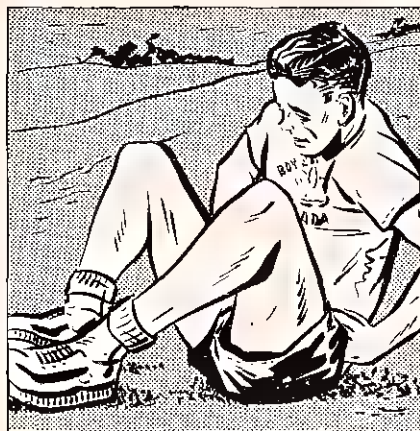


Broad Kick. From an inverted cycling position tuck your legs, quickly straighten them while at the same time spreading them apart. Repeat ten times.



Body Flexing. Lie on back, raise one leg in the air, reach up and grab the raised leg as high as possible. Alternate legs and repeat fifteen times. Object is to reach closer to the ankle on each try.

Bicep Builder. Try to push the right arm down with the left hand while the right arm resists. Change hands after ten seconds.



T.H.W. Sit-Ups (The hard way) Lie on back, lift your heels off the ground with knees in tuck position. Raise your body to a sitting position without touching the ground with the heels. Repeat five times.



Cossack Hop. Squat down, lean forward and place the hands on the ground and slightly to one side of the feet. Keeping hands on the ground, hop back and forth from the right to the left side of the hands.

The Twist. Lie on back with the feet wide apart and arms outstretched. Swing right arm to touch left toe, keeping the arm and hand down. Alternate left and right for a total of ten times.



'Invitational' Camp

In reference to Ken Collins' letter in *The Scout Leader*, January, 1964, Bendale District has long felt that every boy should experience the fellowship of a jamboree during his Scouting life. Under the present jamboree set-up this is not possible.

To help further this idea, the district is holding an 'invitational camp' during the week-end of September 4, 5, 6 and 7 at the Greenwood Conservation Area outside Toronto.

With the approval of the provincial council and the Greater Toronto Region, we have extended invitations to twenty towns in Ontario within one hundred miles of Toronto and to Akron, Ohio, Rochester and Buffalo, New York and Hull, Quebec to send a patrol of Second Class grade or higher to our camp.

In our invitation we have asked that preference be given to Second Class Scouts rather than . . . First Class or Queen's Scouts.

Everyone in Bendale is quite enthused about the possibilities of this camp and, if successful, we hope to make it an annual or bi-annual event.

To anyone who is interested, the camp will be open to visitors on Sept. 6 from 2 to 5 p.m. . . .

We in Bendale hope that the day of a provincial jamboree is not too distant and that this camp is a start in the right direction.

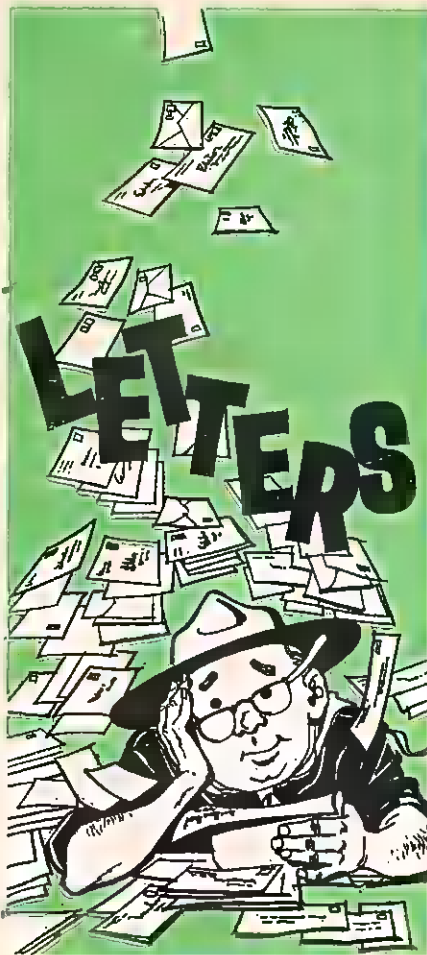
D. C. Boyd

District Commissioner
Scarborough, Ont.

'Informative' Issues

The two latest issues of *The Scout Leader* have been more interesting, I thought. . . . Information is beginning to come through on the age grouping revisions. Perhaps future issues could continue this type of information.

Would it be reasonable to include features also on recent camping ex-



periences as experiments in the Older Boy troops get under way?

D. M. Atkinson

Lachine, Que.

Railroad Ramble

Last November the 15th Sarnia Cub Packs set out to explore the modernized marshalling yards of the Canadian National Railways at Sarnia.

A member of the railroad police force guided us through a maze of tracks and box cars to the yard control tower. Here the Cubs were welcomed by the yardmaster and divided into groups for a tour through the control tower and yard offices.

The Cubs were amazed at the complexity of the equipment and the operation of the modern punch card computer machines and fascinated by the ease and speed with which trains are assembled and dispatched.

They were taken on a tour of the car repair department and . . . the maintenance shops. A tank car with a broken spring was jacked up and fixed before an appreciative audience. A caboose was explored and a lot of spare parts and equipment explained.

. . . The Cubs were then taken on a train trip through the St. Clair tunnel to Port Huron, Michigan.

. . . All in all, a most enlightening adventure.

K. Fortner

E. Winsor

Cubmasters

Sarnia, Ont.

Canadian Boy Announcement

When *Canadian Boy* was launched this year we announced there would be ten issues published in 1964: January-February, March, April, May, June, July-August, September, October, November and December.

However, low advertising revenue early in the year forced us to combine the March and April issues. Continued low advertising return means we must also adhere to our original plan of combining July-August into one issue, although we had hoped to publish two issues.

As a result, there will be nine—not ten—issues published this year.

We have received thousands of letters from boys saying that they enjoy the magazine and suggesting stories and articles they would like to read in the future.

Encourage your boys to write to the editor with their opinions and suggestions.

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.



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