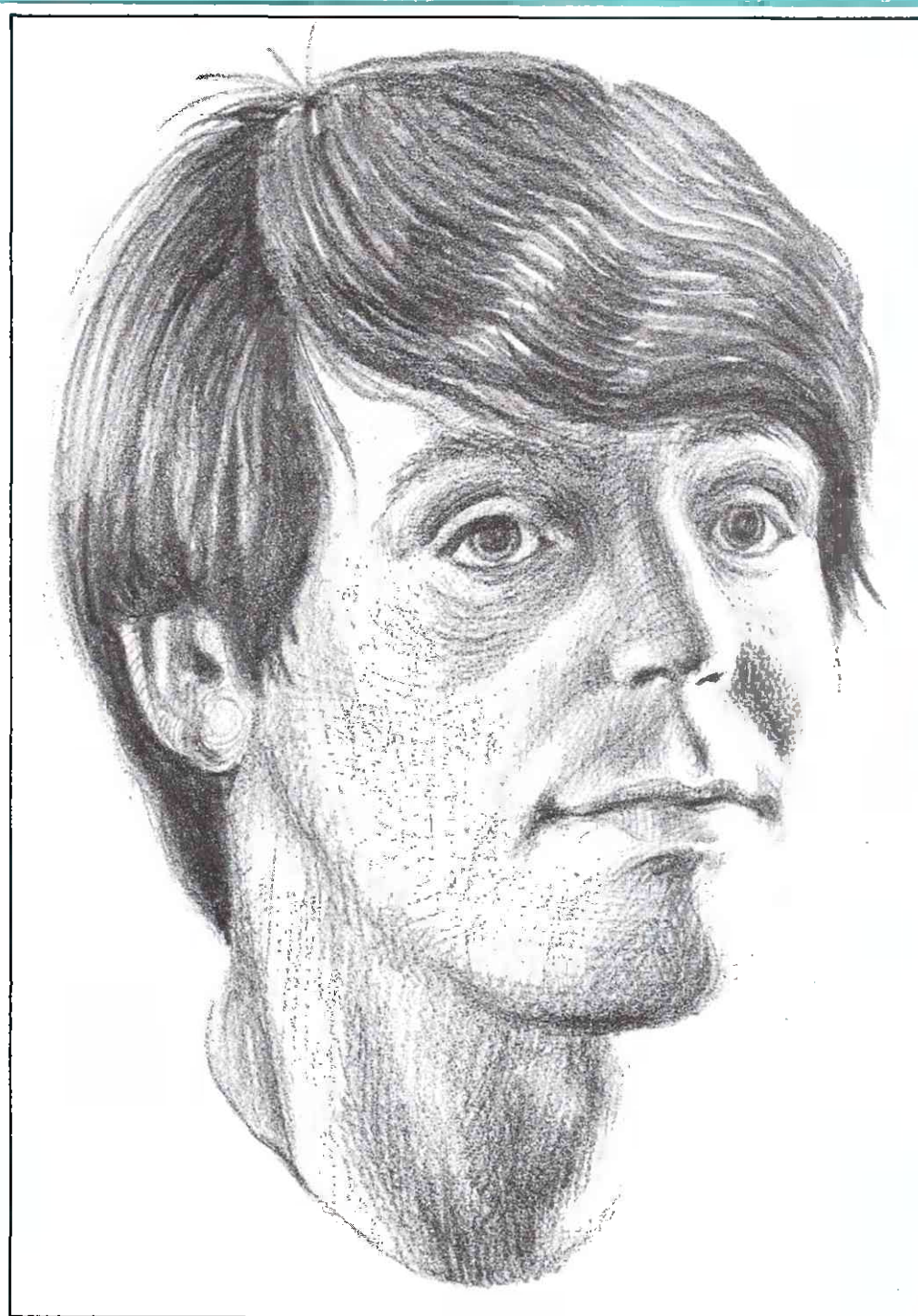


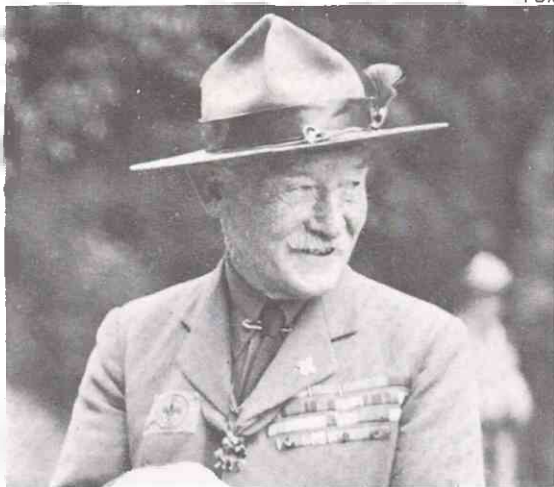
FEBRUARY 1966 VOL 43 NO 6

the scout leader



IN order to reap the full possibilities of youth, we must not tie them too rigidly to the theories of an older generation. Their value lies in being a voice, not an echo.

Willett L. Hardin



Robert S. S. Baden-Powell
1857 - 1941
Founder of the Boy Scout Movement

'Better go forward -and die'

A message from the Boy Scouts World Bureau for Founder's Day, February 22, 1966

Founder's Day is surely a day of very great significance. It is a day when our thoughts turn in gratitude to the man who started off this great and wonderful brotherhood which encircles the globe, and in which we are privileged to play a part. This year, 1966, will be a challenging one as we strive to prepare ourselves for such events as the 1967 World Jamboree. There will, of course, be difficulties, but I can almost hear the Chief saying, "Well, roll up your sleeves and get on with the job". I shall, myself, be trying to do this, within my own limitations, and I hope each one of you will go on with renewed vigour and enthusiasm. *Live* your Scouting and give it all you've got. Let's have no half measures.

A great deal of thought and time has been given recently, and more will be given in the future, to planning our way ahead. That is a good thing and we must have skilled and careful planning if we are to bring the joys of Scouting to those

who want to join us. But as B.-P. often pointed out, we are a *movement*, not just an organization. Let us keep in mind that whatever may be the ultimate modern trimmings that we adopt, so long as we retain the fundamental basis of the Scout Law and Promise, the characteristic system of training, with its emphasis on outdoors and fun, from which is distilled that indefinable Scout spirit, we shall not be far removed from what B.-P. wanted us to be.

In 1920 B.-P. wrote in my autograph book:

"If we go forward, we die;
if we go backward, we die;
Better go forward - and die."

I am convinced that if we do go forward and if we do our best to live our Scouting in our own lives, whilst we will all die at the appointed time, the movement will not only live but be strengthened beyond our wildest dreams.

R. T. Lund
Acting Director

THE IDEA MAGAZINE FOR ALL SCOUTERS AND ADULT LEADERS OF THE MOVEMENT

CHIEF SCOUT
HIS EXCELLENCY GENERAL
THE RIGHT HONOURABLE
GEORGES P. VANIER, D.S.O., M.C., C.D.
DEPUTY CHIEF SCOUT
AIR VICE MARSHAL JAMES B. HARVEY,
A.F.C., C.D.
CHIEF EXECUTIVE
FRED J. FINLAY
DIRECTOR OF PUBLICATIONS SERVICES
S. YOUNG
EDITOR
J. DAVID AITKEN

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DIS COV ER!



Next month's theme is *Service through Science*. The tremendous advances being made in all fields of science today make this theme of particular importance and one on which no leader should have any difficulty building a month's programs of particular interest to boys of all ages.

The possibilities are many. For instance, have the boys in your troop who have scientific hobbies put on demonstrations for the troop. Boys are always interested in experiments particularly if they are being performed and explained by one of themselves. Since we will be celebrating Boy Scout Week in February, why not enlarge on the idea and organize a "science fair" for Boy Scout Week and invite the parents to come and see the experiments and displays? Get your boys working on this right away. I am sure there is no lack of good material in your troop.

Another idea is to organize a couple of industrial hikes during the month. Pick out plants or business establishments where the boys can see the practical application of modern scientific discovery such as electronic equipment, transistors, communications systems, computers and computer programming, data processing and so forth.

The management of plants and business establishments are usually only too willing to arrange tours and have their operations explained to a group of interested young people. There is no doubt the boys would welcome the opportunity to see these things in actual operation.

Finally, why not turn over your "Scoutmaster's Five Minutes" for the month to the boys themselves?

Your purpose is to stimulate their interest in the wonders of science and the use of scientific discovery in the service of man. So use the keen boys to awaken the interest of the ones who are not so keen by letting them arrange to have one boy each week take over the "Five Minutes" and give the troop a talk on some aspect of scientific discovery or advancement.

Topics which come to mind appropriate for this purpose are aeronautics, space exploration, radar, television and telecommunications. The boys will add others.

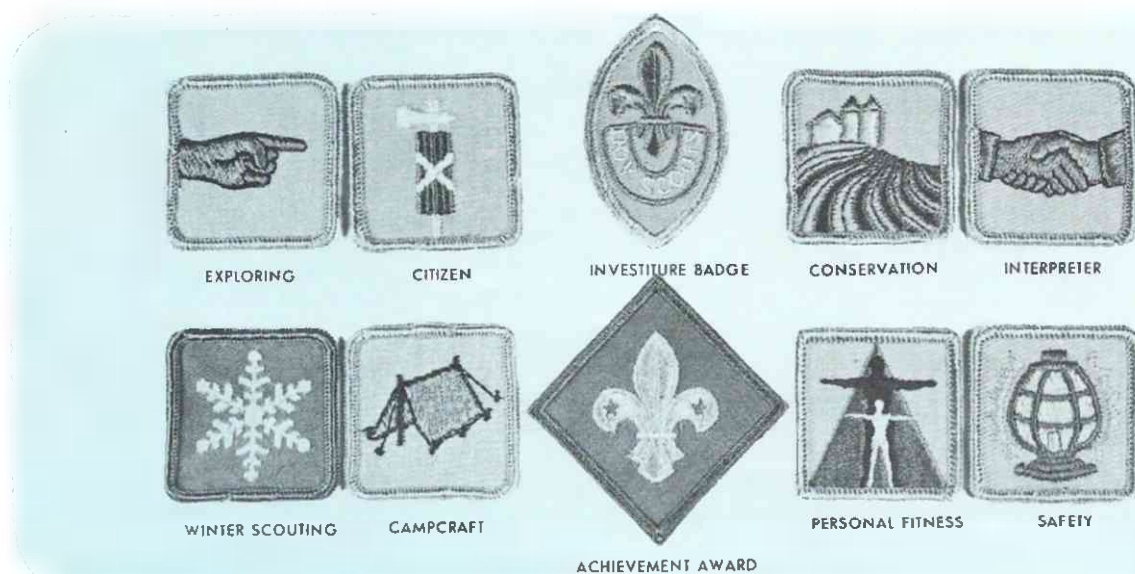
Frederic J. Finlay
Chief Executive

PATHFINDER!

VOYAGEUR!

PIONEER!

Details of a new Boy Scout program now being tested



SAMPLES OF SOME OF THE INTERIM INSIGNIA BEING USED IN THE TESTING OF THE NEW BOY SCOUT PROGRAM

This is the third in a series for Troop Scouters prepared by the Boy Scout Subcommittee of the National Program Committee. The first article (in the October issue) introduced the subcommittee and outlined its work. The second (in the December issue) defined and listed proposed program objectives. This third article describes a new badge and award scheme that is now being tested as part of a new Boy Scout program.

Simplicity, variety, challenge, recognition . . . this is what the new Boy Scout program has been designed to offer to boys. Commencing early in 1966 the Boy Scout Subcommittee will be conducting extensive testing of this program. The program as modified by an evaluation of this testing, will be submitted for approval to the National Executive Committee in late 1967 or early 1968.

Outlined in this article are the award and badge parts of the new program. These are:

- investiture
- achievement awards and badges
- challenge badges

The investiture is simplified and requires a knowledge and understanding of the promise and law, a knowledge of the handshake and salute and something of the history and development of Scouting, including the life of Baden-Powell. The extent of this knowledge

and understanding will vary, according to the age and ability of the recruit, who may come from the pack at 11, or be recruited directly into the troop at any age.

Once a boy has satisfied the requirements and spent enough time in the troop to make a firm commitment to membership, he will be invested as a Scout.

The Achievement Award and Badge program is in three stages: Green, for boys age 11 or corresponding school grade; Bronze, for boys age 12 or corresponding school grade; Silver, for boys age 13 or corresponding school grade.

At each stage achievement awards are provided, designated as Pioneer, Voyageur and Pathfinder Awards. These are attained by earning two obligatory achievement badges (Citizen and Exploring) plus two or three other achievement badges as follow: -

On earning the Citizen and Exploring badges plus any two of: Campcraft, Conservation, First Aid, Interpreter, Life Saving, or Personal Fitness at the Green or higher level, a Scout will receive the Pioneer Award -

A Scout will receive the Voyageur Award when he has earned at the Bronze or higher level the same badges as for the Pioneer Award -

The earning of the Citizen and Exploring badges

BOY SCOUT AWARD and BADGE PROGRAM

INVESTITURE REQUIREMENT	RELIGION & LIFE	ACHIEVEMENT AWARDS Corresponding to age and school grade	ACHIEVEMENT BADGE PROGRAM Earn multiple-stage Achievement badges as follow	CHALLENGE BADGE PROGRAM Earn multiple or single-stage badges
PROMISE LAW HANDSHAKE SALUTE HISTORY OF SCOUTING LEADING TO INVESTITURE ↓ as a SCOUT	EARN RELIGION and LIFE EMBLEM ↓	A SCOUT WORKING TOWARD THE PIONEER AWARD for typical age 11 or corresponding school grade and based on Green stage badges	CITIZEN and EXPLORING plus any two of CAMPCRAFT, CONSERVATION, FIRST AID, INTERPRETER, LIFE SAVING, PERSONAL FITNESS, qualify for PIONEER award Green Citizen + 6 other Green or higher stage badges qualify for Green Cord	Challenge badges in the hobby and vocational fields will be evolved from the existing scheme of proficiency badges
		A SCOUT WORKING TOWARD THE VOYAGEUR AWARD for typical age 12 or corresponding school grade and based on Bronze stage badges	CITIZEN and EXPLORING plus any two of CAMPCRAFT, CONSERVATION, FIRST AID, INTERPRETER, LIFE SAVING, PERSONAL FITNESS, qualify for VOYAGEUR award Bronze Citizen + 6 other Bronze or higher stage badges qualify for Bronze Cord	Some challenge badges will be multiple-stage. Others will be single-stage and in this case will be assigned to a single Achievement level
		A SCOUT WORKING TOWARD THE PATHFINDER AWARD for typical age 13 or corresponding school grade and based on Silver stage badges	CITIZEN and EXPLORING plus three of CAMPCRAFT, CONSERVATION, FIRST AID, PERSONAL FITNESS OF INTERPRETER, LIFE SAVING OR SAFETY, SWIMMING OR WINTER SCOUTING qualify for PATHFINDER award Silver Citizen + 6 other Silver badges qualify for Silver Cord	

plus three of: First Aid, Life Saving or Safety, Personal Fitness or Interpreter, Campcraft, Conservation, Swimming or Winter Scouting at the Silver stage, will entitle the Scout to the Pathfinder Award.

Achievement badge requirements are designed to:

- be cumulative, including at all stages the essential elements of the subject of the badges, thus eliminating the necessity to earn a lower stage badge before proceeding to a higher one. This will make it easier for a Scout moving directly to the stage of achievement appropriate to his ability and interest.

- include a number of options, thereby providing for individual interests.

- provide educational activities and skills in the field of community and the outdoors.

- encourage increased activities on a patrol and other small group basis.

In view of the nature of the achievement badge requirements, achievement awards are not progressive in the sense of one being a requirement for advancing to another. For example, a Scout may attain the Voyageur Award without having earned or completed the requirements for the Pioneer Award.

Generally, it is expected that the requirements for any achievement award may be completed in one year.

Challenge badges will be introduced to supplement the achievement badge program. These badges will be designed to recognize hobbies and vocational achievement and will be developed largely from the existing proficiency badge schemes. In some cases they will be multiple stage and in others single stage but colour coded to an appropriate level. As with the achievement badges, there will be multiple choice in the requirements, to allow for flexibility.

Additional recognition will be made available through the use of the Green, Bronze and Silver Cords. These may be earned by holding the Citizen badge plus any six others at the appropriate level or higher.

The Boy Scout Subcommittee feels that the Religion and Life Emblem should receive greater emphasis in the new program. Consultations are taking place with the appropriate bodies to have this emblem become a more integral part of Scout program.

To date this program has been examined by Scouters at eight Program Workshops held across Canada in 1965. Now more than 700 Scouts in thirty-four Scout troops are using it. You will be hearing more of their experiences in future issues of this magazine.

We will continue to welcome comments, observations and suggestions. Please address your correspondence to: Boy Scout Subcommittee, Box 3520, Postal Station C, Ottawa 3, Ontario. ❀

making an ELECTRIC MOTOR

MAKING THE ARMATURE

Assembling the armature consists of two separate but identical operations. Leaving about four inches of free wire at the point indicated on the diagram, carry your wire to the pointed end of a 3 1/2 inch nail and begin winding toward point B. Wind back to A and again to point B for a total of three layers. Carry the wire through now to point D, repeating the operation until you have an identical winding on this end of the nail and, once again dropping a free four inches of wire, cut off. Scrape the insulation from the two loose ends for a distance of about 3 inches.

MAKE THE COMMUTATOR NEXT:

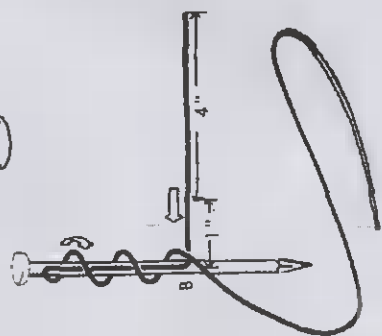
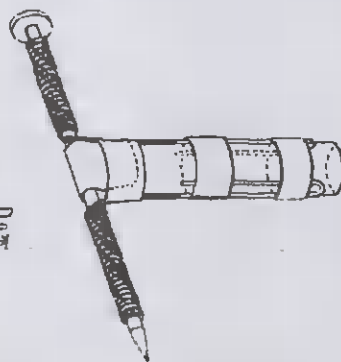
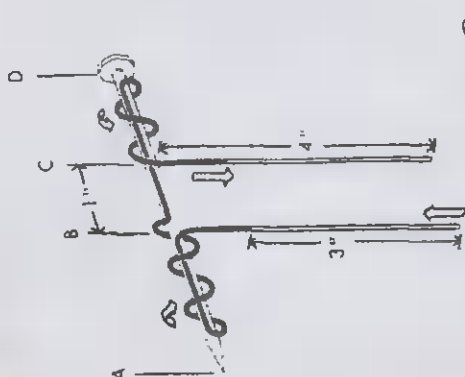
Fasten the culture tube to the centre of your armature with short lengths of tape. Fix a U shaped piece of tape over the nail and to the sides of the tube and wrap the tape ends on the tube with a second short piece. Repeat this operation until the tube is firmly fastened. Next, take the two lengths of wire extending from your armature, loop each of them to form a U and tape them to opposite sides of the tube, as in the diagram. You have now completed your armature and commutator.

NEXT THE FIELD

Again we have two identical operations. Take one of the remaining 3 1/2 inch nails and again leaving a free end of about four inches from point B carry the wire to the top of the nail and begin to wind down for a distance of two and one-half inches to point B. Repeat this operation three times to give three layers of windings then leave a free end about eight inches in length and cut off. Carry out this same procedure on the remaining 3 1/2 inch nail and you have completed the field or the two opposing arms of your electro magnet.

NOTE

As indicated in the diagrams all wire ends must have the fabric insulation removed and the bare wire scraped or sanded until it shines.



TO ASSEMBLE

You will find one longer nail which should be driven through the hole at the centre of your base board. This nail, which must not be bent, forms your axle. At the point indicated in the diagram wrap the nail with tape to form a bushing. The bushing must be loose enough to permit free turning of the commutator yet tight enough to prevent commutator wobble.

At a point directly beneath the end of the armature arm drive the first field nail to a point where the armature will just clear the head of the field when it is rotated. Drive the second field to a similar depth in a straight line and on the opposite side of the commutator.

The two remaining nails are to be placed at opposite sides of the commutator, at right angles to a line between your fields and each should be about three quarters of an inch from the commutator. The four inch leads from the fields are then wrapped around these nails with the scraped, free ends bent in a U shape and touching the sides of the commutator.

Finally, tape the four batteries you will have to purchase in a series; each battery is in effect 1 1/2 volts with the four taped as they would be in a flashlight you have one six volt battery. Take the two leads from your field (the eight inch lengths) and after scraping insulation from the ends, hold firmly to the end poles of your battery. Your motor might need a slight turn by hand to start it the first time or until you have it completely adjusted.

MARCH PROGRAM PLANNING GUIDE FOR CUBS

SERVICE THROUGH SCIENCE

Alouette: Canada's First Satellite

This 14-minute, black and white 16 mm film ties in well with this month's theme. It uses animation to explain how Alouette was launched on a Thor rocket. The construction, testing and functioning of the satellite are described and the finale of the film shows the actual launching. The film is available from the Canadian Film Institute, 1762 Carling Avenue, Ottawa. Rental fee is \$1.50.

Chemical Flowers

How about growing "coal flowers" instead of bulbs, grass, etc.? The results will appeal to Cubs and will provide them with a smattering of chemistry.

You will need 1 tablespoon prussian blue in powder form, 3 tablespoons of household ammonia, 2 tablespoons of coarse salt, 1 tablespoon of coloured ink, 3 tablespoons of lukewarm water, a number of pieces of coal about 1" x 1½", and a bowl.

Place the coal in a pyramid shape in the bowl. Mix the ammonia, salt, prussian blue, ink and water. Gently pour the mixture over the pyramid of coal. Place the bowl in a warm place to allow for growth. When this appears (in the form of small hairs) pour a teaspoon of salt mixed with a little warm water down the side of the bowl.

Great Scientists

Ask each Six to look up the story of a great scientist and appoint a spokesman to report its findings to the pack at a later meeting. One or more Cubs could pantomime some of the activities of the scientist for the rest of the pack to guess.

Use of Microscope

Some of the Cubs may have microscopes. Perhaps you could have them bring these to a pack meeting and arrange for Cubs to examine blood clots, insects, scratches on coins, details of stamps, fingerprints, etc.

Electric Motor

Steps in making a simple electric motor are shown on the facing page. This is one of the new Tawny Star requirements.

Have You Put in your "Two bits worth" Yet?

N.H.Q. Building fund



There is still almost \$29,500 needed to meet the \$50,000 objective for contributions from Scout groups, councils and individuals in Scouting. The objective is based on 25¢ per member; many have already given twice and some many times that amount.

These contributions help to pay for the headquarters building through which the National Council, under the direction of its chief executive, its various committees and headquarters services, provides certain administration, information, personnel, program, publication, relationships and supply services to every Scout council and group in Canada and to Scout groups of families of Canadian servicemen overseas.

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 fund are deductible for income tax purposes and official receipts will be forwarded immediately upon receipt of your contribution.

Forward	\$19,553.11
Anonymous (Ontario)	400.00
1st Cremona, Alberta Scout Troop	5.60
Annual Scout-Guide Service, Malton, Ontario	13.00
Regional Ladies Auxiliary Committee, Saskatoon, Sask.	50.00
W. T. Sargent, Toronto, Ont.	25.00
3rd Tweedsmuir 1963 Gilwell, Comox, B.C.	3.29
Mr. Cyril J. Dendy, Montreal, Quebec	12.50
1st Delta Group, Drumheller, Alberta.	10.00
Silvermount District Executive Committee, Toronto, Ont.	12.80
Mr. W.W. Finlay, Yellow Springs, Ohio	107.60
2nd Newfoundland Pack Scouters Wood Badge Course.	16.00
1st Clinton, B.C. Group (in memory of Mr. Ted Wood)	10.00
Anonymous, Toronto, Ont.	25.00
Boy Scouts of Canada, Burnaby, B. C. Region HQ	21.00
West Hants, Nova Scotia District Council	10.00
Gatineau Yacht Club (Quebec)	10.00
Anonymous (Ottawa)	200.00
Parkland District Council (Alberta)	90.00

Total \$20,574.90

Every bit helps

For action at Ottawa's Scout Base Club on the Rideau River, the boys

CHOOSE THEIR OWN

by David Aitken

Ottawa Boy Scouts have a good idea that will appeal to other Canadian boys who like to go where the action is during the summer, but who may be unable to go away to camp. The idea is a club that offers most of the advantages of a private camp program in a day camp setting.

For \$3.50 per week, or \$10 for the season, boys get a membership in the club, including a printed membership card. This admits them to the Scout Base, on the bank of the Rideau River, any day from Monday to Friday between 9:30 a.m. and 5:30 p.m. They are free to come and go any time during this period.

8

SCOUT
BASE
CLUB
members
ONLY



ANDREWS HUNT



R D R COWAN



ANDREWS-HUNT



R D R COWAN

At the Base they are free to choose their activities from such varied fare as swimming, archery, canoeing, sailing, rowing, football, badminton, horseshoe pitching and sketching.

According to Dick Blakeney, director of the club, the key to the success of this project is the fact that the boys choose their activities; there is no laid on organized program in which everyone is obliged to take part.

The director has four senior Scouts assisting him. Each assistant is responsible for certain program activities. These responsibilities are rotated from time to time to broaden the experience of the assistants. When outside instructors in special interest subjects such as horsemanship, photography, sketching and scuba diving, are brought in, it makes the program even more appealing, especially for the boys who hold season memberships.

As well as looking after their own fun, the boys look after their own feeding. Many of them start by bringing a sandwich lunch, and progress to cooking more substantial and exotic mid-day dinners.

Each week there is a "guest day" when the boys may bring along a pal to enjoy the activities. A guest need not be a Boy Scout.

To sustain interest and provide variety for the season membership holders, special competitions and

out-trips are arranged. Contact is maintained with all members by means of a weekly bulletin that is mailed to their homes announcing forthcoming events.

* * *

At a mid-winter reunion, pictures of last year's camp are shown and plans for the forthcoming season are discussed.

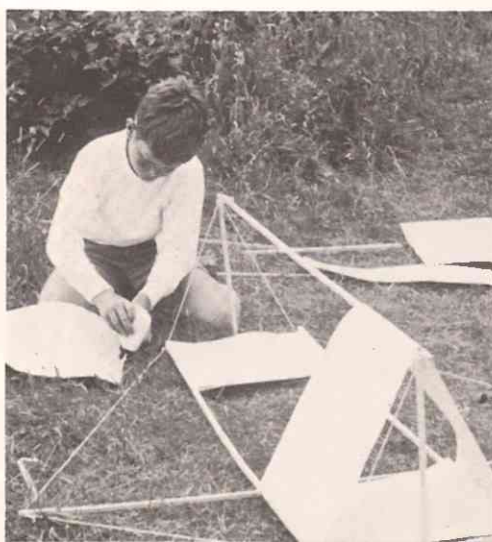
In reviewing the camp's first year of operation, District Field Executive Don Buffam said that the greatest expense, beyond staff salaries, was the initial purchase of games and other equipment. Canoes were rented and boats were either borrowed or rented. He pointed out that the camp held a special incentive for prospective staff members, in that they had a minimum of responsibility and had every evening and week-end free.

For the future, more activities are being considered, including model building. Based on past experience, the daily closing time will probably be moved to 4:30 p.m. - by this time, normal hunger pangs in active boys have set in!

If this type of action camp appeals to the boys in your area, see if it could be tried out this year. The results can be limited only by the resources and imagination of your community. ✱



R D R COWAN



R D R COWAN



science: a mental attitude

Science is more than a collection of cut-and-dried knowledge about the universe in general. It is a mental attitude—a way of looking at things. It is a search for truth. When we speak of the scientific spirit, we mean the love of knowledge for its own sake and, even more, the desire to apply scientific discoveries for man's well-being.

The scientific method is opposed to the attitudes of prejudice (=prejudging a question) and intolerance (=refusing to see the other man's point of view) which have led mankind into so many conflicts and wars. The scientific method tries to dig out the facts by careful observation and inquiry. It then tests the result by logical argument and experiment. There is a wise saying: "Test all things; hold fast to what is true."

This way of proceeding does not please everybody. It is much easier to agree with the "powers-that-be" or swim with the tide of popular opinion. So it has often happened that the pioneers of science across the centuries—the researchers and experimenters—have found themselves against the traditional ideas of their times. They frequently had to pay for their courage with their lives or their liberty. Changing people's minds is always an unpopular, and, sometimes, a dangerous business. But, in the end, truth will prevail and those who have sought to suppress it will fall by the wayside.

James Avery Joyce
in *The Story of International Cooperation*



JUST CUBS

by Emily Randall

It was a nice warm day in mid-summer. I knew it as soon as I stepped outside. I could feel the heat of the early morning sun on my face as I stood at the door and knew that the sky was blue, the trees in full dress and flowers blooming nearby. Even though I could not see them, I could still remember the colours and shapes, and my nose told me about the flowers.

It was a Sunday morning and I wished I could go to church, but unfortunately all my friends were out of town for the day . . . all those wonderfully generous guides who act as my eyes in so many different ways. Oh well, the walking is good, no reason at all why I should not go alone. Surely I can walk that far alone, I thought.

I dressed and started out in good time so that I would not have to hurry. When I arrived at the busy intersection on Lindsay Street South there seemed to be a great many cars coming and going. I stood, hesitating, wondering if I dared to cross when I noticed the sound of a bicycle bell, another and another. "Oh goodness," I thought, "bicycles as well as cars! Perhaps I was foolish to start out alone."

The bicycles seemed to stop nearby and I heard a boy's voice in a stage whisper say:

"Look, she's carrying a white cane!" "Yeah," I heard another voice agree, "Guess she's blind."

"Maybe we'd better ask if we can help her," still another voice said.

"Hello, boys." I said at this point. "I am a little confused. Could you take me across the street please?"

"Sure ma'am," one answered promptly. "Where are you going?"

"To the Citadel on Peel Street. I want to go to morning services and all my friends are away so I thought I'd take a chance and go alone." I explained.

"But maybe it wasn't such a good idea."

"Don't worry" one lad answered. "We know the place. We'll take you there."

"Oh my goodness, you don't need to go all the way," I cried, "just see me safely on my way on Kent Street. I'll be all right then."

"No we'll take you all the way," they declared stoutly.

One gave me his arm in the approved fashion and we walked along chatting. When I asked if they belonged to a bicycle club, since there seemed to be quite a group of them, they laughed merrily and explained with a chuckle:

"Oh no ma'am. We're just Cubs."

"Yeah, Cubs . . . just out riding around for fun."

The five 'just Cubs' took me to the Citadel, escorted me in, found me a seat and waited to be sure I had a way to get home again safely before they left me. Wanting to repay their kindness I took a quarter from my purse and offered it to them saying:

"It's not much, boys, but maybe you can get a pop-sickle each out of it."

"Oh, no, thank you ma'am!"

"We don't want anything, ma'am!"

"We're CUBS, ma'am!"

"Cubs don't take pay, ma'am."

A whole chorus of whispered protest.

No, Cubs don't take money in exchange for good deeds . . . all they want from us is our appreciation and understanding of what they are trying to do with themselves in the Scout movement.

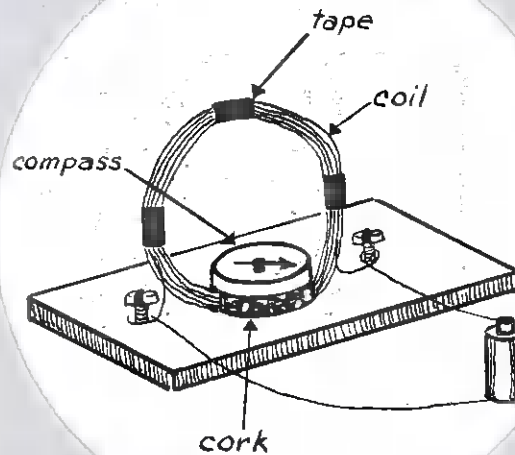
It is the 'just Cubs' and 'just Brownies' of the community who come to my assistance in so many ways, so often. I hope that the telling of this true story may show in some small degree just how much I appreciate them all.

Reprinted from the Lindsay Post

...fun with SCIENCE

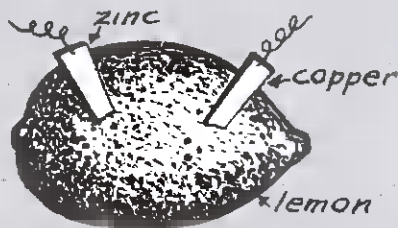
SIMPLE GALVANOMETER

Wind 50-60 turns of covered bell wire around a glass to make a coil big enough so that a compass can fit inside. Leave eight inch lengths at each end of coil to serve as connectors. Slip coil from glass and tape so it will not unravel.



Mount coil upright on a board. Cut a slot in a cork and place over coil. Glue in place. Set compass on cork. Turn coil to line up exactly with compass needle. Touch connectors to battery. What happens? Why? You now have an instrument to show electric current.

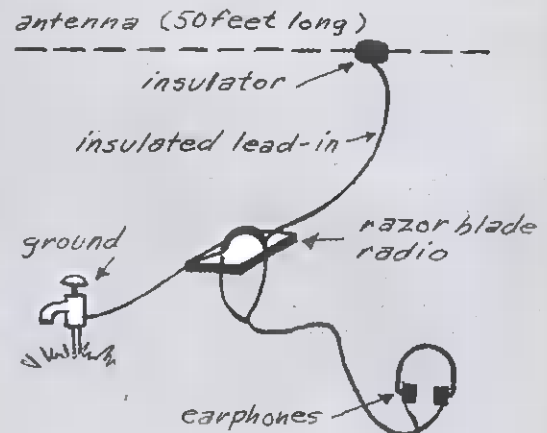
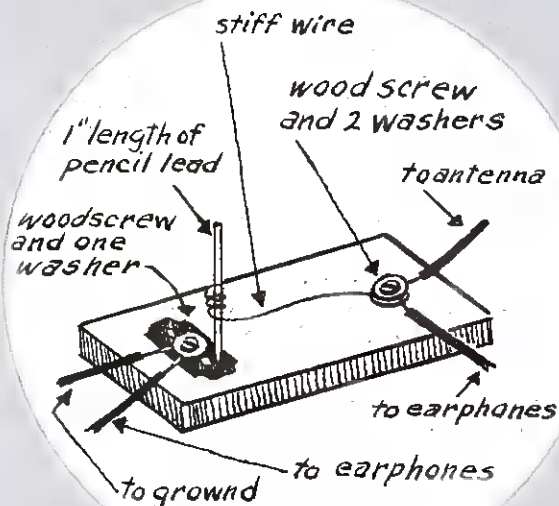
LEMON BATTERY



Make an electric battery from a lemon. Get two strips of metal (3" x 3/4") - one copper and one zinc. Copper is easy to find. Get zinc from can of a used dry cell battery. Roll lemon on table to break up inside tissue.

Clean metal strips and push into lemon about 1/4" apart. Make sure they do not touch. Connect to galvanometer and observe compass needle.

RAZOR BLADE RADIO



Move pencil lead, which should be tight against razor blade, around on blade to find a sensitive part. It may be necessary to scrape a little bluing off blade.

MARCH PROGRAM PLANNING GUIDE FOR SCOUTS

SERVICE THROUGH SCIENCE

Canadians face a new era—the age of exploration. Most of us are familiar with the fascinating developments of space exploration, but what about the exploration taking place in other fields? Think of the advances in medicine. What about the new developments in telecommunications? Look at the many new products available to us. Think of the advances in education and the social sciences. Exploration is taking place in many, many fields and there is opportunity for each of us to “serve through science.”

Scouting is exploration—helping Scouts to explore themselves and their talents in an attempt to determine what they can do best and where, and how to use their talents. The projects which follow will help Scouts explore their interests.

Home Science Lab

Expensive chemicals and equipment are not needed to have fun in a home science lab. In fact, many things can be done with simple items found around the house or purchased at the local hardware, radio repair shop, supermarket and other local shops. Try the projects shown on the opposite page.

Science Experiments

Interested in a variety of science experiments that may be done in homes or your troop hall? Plants, Minerals, Astronomy, Weather, Sound, Magnetism, Electricity, The Human Body—are a few of the chapter headings in *700 Science Experiments For Everyone*; a must for the troop library; published by Doubleday and Co. Inc.

Umbrella Planetarium

It's easy to make and will give Scouts a better working knowledge of the universe.

Since an umbrella has the shape of the inside of a sphere, it can be used to illustrate portions of the heavens. Get a large sized old umbrella and with chalk mark the North Star or Polaris next to the centre in the inside of the umbrella. Use a star chart to mark the positions of stars for various constellations. Use white paint or chalk to make dotted lines joining the stars in a given constellation. An excellent

device for learning of the stars and how to tell time by the Big Dipper!

Weather Station

Have patrols construct weather stations, including a wet and dry hygrometer, an anemometer, wind vane, rain gauge and barometer. Keep accurate weather records over a one month period.

Badges

Arrange for interested Scouts to work toward the Chemist, Electrician, Naturalist, Prospector, Starman and Weatherman badges.

Science Fair

Organize a troop science fair. Encourage individual and patrol entries. Invite other troops to participate. Local teachers and scientists will usually be pleased to assist as resource persons and judges. Here are just a few ideas for projects: Weather station; nature collections; smoking and its effects on the human body; pin hole camera; cells; your teeth and you; the world of insects. For further information write: Canadian Science Fairs Council, 48 Rideau Street, Ottawa, Ontario.

Visits

Encourage patrols to visit a local weather station, broadcasting station, hospital, laboratory, observatory and other locations of scientific interest.

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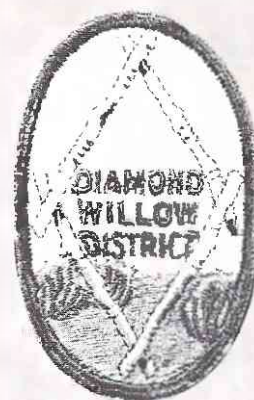
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Canada's colourful district badges part 43

left: Nova Scotia's delightful Digby scallops are famous throughout Canada and it is appropriate that a gold scallop shell appears on its Scout emblem, bordered in red. The red anchor is a tribute to the fishing industry and the green maple leaves symbolize the area's forests.

centre: The old stage coach route between Niagara Falls and Windsor, Ontario was called the Talbot

Trail after the man who pioneered many settlements in the area. The light blue badge of this Western Ontario Scout district is embroidered in grey, green and red with a black border.

right: Maskepetoon region's Diamond Willow District in Alberta has a gold, white and brown badge showing water willow shrubs on green grassland.

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.

14

CRESTS



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MARCH PROGRAM PLANNING GUIDE FOR ROVERS

SERVICE THROUGH SCIENCE

Hobbies

One enjoyable way to gain knowledge is through hobbies. There are many hobbies that may be classed as scientific including rock collecting, astronomy, electronics and meteorology.

Rovers who have gained a high degree of proficiency in their hobbies may be able to give valuable service. What about introducing Cubs and Scouts to new hobbies?

Professions in Science

We are increasingly aware of breakthroughs in scientific discovery and technology. No longer do we rely on the obscure inventor tinkering away in an old cluttered laboratory. Instead, we field scientific research teams whose members pool their knowledge and bring many talents to bear on a problem.

Visit a large industrial plant that has a research laboratory and invite members of the staff to discuss their work with your Crew.

What educational background do these men recommend as being most desirable for those aspiring to enter their ranks?

Man in Science

One cry that is raised from time to time is that man has become so immersed in pursuing new developments in science that he has not been able to keep pace with the new world he is creating.

Debate this matter or invite speakers to a panel discussion on "What is the Role of Man in Science."

Examine and discuss Marshall Fishwick's statement that "the spirit of technology has brought man a larger measure of freedom than he has ever known. Applied science has made it possible to remove unnecessary suffering from a billion human lives. By freeing men from constant attention to daily survival, technology has helped man grow closer to his adulthood, and served as an historical instrument of grace. Science as such will create neither Paradise nor Inferno on earth; technology can create nothing, in fact, except through the human beings who understand and apply it. Let our newly-wrought mythology be wary of abstract goals (like science, democracy, one world) recalling constantly that individuals make any system or society function."

OUTDOOR WINTER FUN

by Lewis Wesley

Here are some ideas for outdoor winter fun. Try them at outdoor meetings or on hikes. Remember to pay special attention to safety measures including the need for warm and dry clothing. The boys will give you plenty of advice on the need for a good lunch!

If you cut along the dotted line around the instructions below and punch a hole in the six circles down the left side, you will have a handy page to place in your leader's pocket record book.

Fox and Goose

In a large flat area make a circle in the snow about 30 yards in diameter. Inside, make criss-crossing paths in any direction; make some of them dead-end. One Cub (the fox) chases the others (the geese) but they must stay on the paths. As Cubs are caught they become foxes and catch more geese.

Snow Exercises

Try cartwheels, skipping, leapfrog, hopping, headstand, forward roll and racing in the snow. Very different than in the gym!

Highway Code

On a flat area in snow make squares representing blocks separated by streets. Place sticks in snow for stop signs and yield signs. Let Cubs practise highway code by pretending they are vehicles such as bus, truck, motorcycle, ambulance, etc.

Tree Identification

During a ramble, tell Cubs about different trees along the way in winter dress. Shape, size, bark and dead leaves give clues. They are more difficult to name in winter, so be sure yourself before attempting this one!

Winter Olympics

A day or an afternoon of active competitions can be great fun and can also provide opportunities for completing badge requirements.

Include events in skiing and skating that test the boys' speed and skill. Don't forget toboggan races, snowshoe races, jam can curling, obstacle races and individual and team challenges.

Winter Baseball

Don't wait for spring, do it now! Play by regular rules but have players on skates.

Straight Answers

When some Cubs were trying the requirements for their Personal Fitness Badge, here are some of the reasons they gave for the importance of good posture: "So that you would be good looking," "to sing *God Save the Queen*," "otherwise you will become all bent over."

One fellow said his four regular exercises were, "bike riding, toe bending, jumping and chewing gum."

Most Cubs associated good diet with weight control while others said that if good diet was not followed a person would "become sick," "look horrible," "end up having false teeth."

Do you have some thought-provoking straight answers that the boys and young men in your group have given? Put them down and send them to Straight Answers c/o the Editor The Scout Leader, Box 3520, Stn C, Ottawa 3, Ontario.

Skating Relays

Obstacle Course: Set out objects that players must go over, under, around, and even open and close.

Single Skate Race: Players wear only one skate.

Push or Pull Race: Players move in pairs with one pushing or pulling the other.

Red Light, Green Light

Cubs on skates line up along one end of rink. One Cub at centre ice turns his back and calls either "Red light" which means skaters must stop moving, or "Green light" which means the skaters may move toward the opposite end of the rink. As soon as he calls out, he turns around. If he sees anyone moving on "red light" that person must return to starting line. First Cub to pass caller (or other finish line) wins and becomes new caller.

Winter Centrepieces

Along the trail pick up pieces of evergreen, cones, nicely shaped twigs, tree roots and dried weeds. Mount these on styrofoam or some other base and spray the assembly with artificial snow or gold paint.

Feed the Birds

Make bird feeding stations from plastic or wood containers and set them out for a Cub or a Six to maintain with a food supply.

Snow Sculpture

Start with conventional snowmen and then try something different. Have each small group make a rough framework over which snow slush is packed and then shaped.

MARCH PROGRAM PLANNING GUIDE FOR VENTURERS

SERVICE THROUGH SCIENCE

A professional definition states that "an engineer is characterized by his ability to apply creatively scientific principles to design or develop structures, machines, apparatus, or manufacturing processes, or works utilizing them singly or in combination; or to construct or operate the same with full cognizance of their design; or to forecast their behaviour under specific operating conditions; all as respects an intended function, economics of operation and safety to life and property."

Encourage Venturers to find what the many branches of engineering are, and to invite a member of each of several branches to a panel on "engineering as a profession."

Industrial Tours

Visiting an industrial plant in full operation is interesting, but think of the potential in following the development of a new factory from blueprint to full operation.

What engineers does one meet at the various stages of development? What is their role and their contribution to the final operation?

Logs, photographs and records of those consulted should be kept.

Men of Science

It is claimed that 90% of the scientific advances have been made by men who are still alive today. It would be impossible to list all the men who have made outstanding contributions to scientific knowledge, however, two fields could usefully be explored.

The first is to find the major contributions that Canadians have made to scientific knowledge. The second is to study the lives of Nobel Prize winners to find who has been recognized and to learn of the discoveries that earned them this recognition.

College Visit

Arrange to tour a nearby college or university. If possible, meet with the deans of various faculties and with the registrar.

In preparing for the visit, assign specific projects or areas of study to various teams. Subjects could include qualifications for admittance, finances, bursaries, scholarships, and courses available.

Prepare a set of slides for use in explaining your visit to other groups.

Venturers of today could be the Men of Science tomorrow!

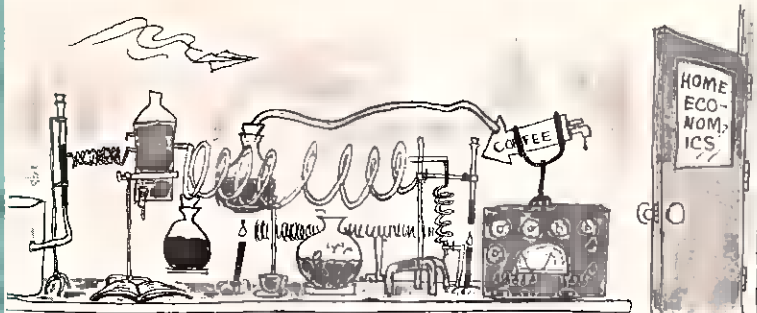
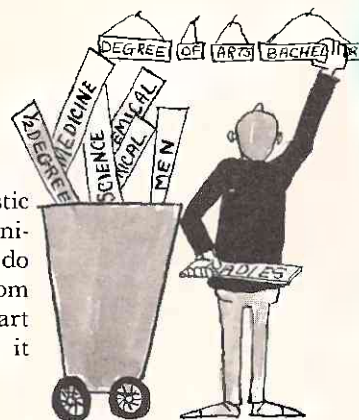
College Venture



"Tinker, tailor, soldier, sailor, doctor, lawyer . . ." So goes the old nursery rhyme. In the space age it is hard to find anyone who even knows what a "tinker" was. Perhaps to Venturers it is more important to know what *they* will be.



It would be completely unrealistic to expect all Venturers to attend university. However, even those who do not plan to attend might benefit from a visit to a university. If this is part of an overall look at vocations it becomes more significant.



Engineers, scientists – These are broad categories today. Usually the word engineer is prefaced by electrical, chemical, civil, etc. What are the basic

courses in science? When does one begin to specialize? Meet with professors and instructors; tour labs and classrooms.

Arts – Explore the countless possible combinations of courses leading to a Bachelor of Arts degree. What vocations does this degree lead to?



Inquiries – Invite adults to participate in a panel discussion on vocations, find out what aspects of education interest your group and make a visit to these places which offer the relevant training. Technical and commercial schools could also be visited.



University – What are the costs involved in attending university? Explore the subject of scholarships and grants.



Medicine – As in other courses, a medical degree offers opportunities for specialized work as well as the once more common general practitioner. What are these fields and what additional training is necessary?

Post-grad course – A Masters degree, a PH. D – what do these mean? What is involved in achieving these degrees? What is a B.S.W or M.S.W? What do these additional degrees mean in terms of a career.



Coming events

Do your boys know about these?

Boy Scout Week	Across Canada	Feb. 20-27, 1966
B.-P. Sunday	Across Canada	Feb. 21, 1966
National Council		
Annual Meeting	Ottawa	May 6 1966
British Columbia- Yukon Provincial		
Jamboree	Penticton, B.C.	July 9-16, 1966
10th Scottish Inter- national Patrol		
Jamborette	Blair Atholl	July 19-29, 1966
Icelandic Jamboree	Iceland	July 25-Aug 1, 1966
6th National Boy		
Scout Sailing		
Regatta	Calgary, Alta.	Aug. 4-11, 1966
5th Canadian		
Rover Moot	Parksville, B.C.	Aug. 24-31, 1966
12th World	Farragut State	
Jamboree	Park, Idaho, U.S.A.	Aug. 1-9, 1967

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.

BROTHER- HOOD FUND \$\$

What is it?

The Canadian Scout Brotherhood Fund assists packs, troops, Venturers and crews in Canada and abroad which sustain serious loss of property or equipment because of flood, fire, hurricane or similar disasters. It also provides equipment and literature for needy Scouts in underdeveloped countries. Donations from individuals and groups may be sent to The Canadian Scout Brotherhood Fund, National Headquarters, Boy Scouts of Canada, Box 3520 Station "C", Ottawa 3, Ontario. Personal donations are exempt from income tax and a receipt for this purpose is provided.

Thank You!

The following donations are acknowledged with thanks:

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Arnold Toynbee

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SCOUTERS BOOKSHELF



Ask for these books at your favourite bookstore or library

New Frontiers in Science by the Editors of the Young People's Science Encyclopedia. 237 pages. General Publishing Co. Ltd. \$5.95.

This is a wonderful volume of more than eighty articles on fourteen different fields of modern science from aeronautics and animal life to weather and the new world of space travel.

Each article, written by a specialist in that particular field, outlines the latest developments and relates them to other on-going work in the scientific field.

Each large 6½" x 10" page is illustrated with full colour photographs and diagrams.

The book is filled with the kind of up-to-date information that boys like to absorb. While it is written in technical terms, the terms are those that boys are familiar with from their school courses and other reading.

Hobby Collections A-Z by Roslyn W. Salny. 245 pages. Ambassador Books Ltd. \$4.95.

Along with old favourites like stamps, coins, postcards and rocks, the author introduces other collections such as cartoons, keys, road maps and toy banks. The book is written primarily for youngsters, giving the background to the hobbies, suggesting how collections should be kept, pointing out where material may be obtained, and listing sources of further information including books, magazines, societies and museums.

The author has thoughtfully included tips that can save the novice collector time and money. She wisely advises the hobbyist to consult the experts before buying rare items.

Water Fun for Everyone by the Council for National Cooperation in Aquatics. 191 pages. G. R. Welch Company Limited. \$6.50.

Everyone responsible for swim meets, waterfront organization, or the production of a water show should have this new book on hand.

There are three main parts: Water Games and Parties, Recreational Synchronized Swimming, and Planning a Water Show. The first part deals with the *why* as well as the *how* of waterfront games. It has a games index with a cross reference chart. Using this index it is easy to find a game that will meet the needs of any group. The games run the gamut from those for beginners to those for advanced swimmers, from those requiring no equipment to others requiring a great deal, from shallow water to deep water.

The section on synchronized swimming is clearly written and well illustrated. While it uses the jargon of the field it explains

or illustrates the meaning of these new words.

Looking back over many summer camps, it is easy to see where the section on planning a water show would have inspired a welcome change for staff and campers. From program to costumes, timing to safety measures, it offers many useful ideas to the would-be producer.

Who Has the Answer? by Dorothy Gordon. 186 pages. Clarke, Irwin & Co. Ltd. \$4.75. "Freedom of discussion is the essence of democracy" is the Youth Forum Alumni (U.S.A.) motto.

Mainly in dialogue style, giving the reader the impression that he is witnessing an actual forum, this book exposes the ideas and opinions of young people, as well as of experts in the various fields relating to youth, as expressed in youth forums.

It is an enquiry into teen-age behaviour, based on the Dorothy Gordon Youth Forums, which are broadcast weekly over American radio and TV. Topics discussed are: violence, hostility, sex, smoking, addiction, alcohol, drop-outs, prejudice, behaviour codes, and religion. Presented in simple language and style, it can be read by both teen-ager and adult.

Young People's Science Dictionary by the Editors of the Young People's Science Encyclopedia. 237 pages. General Publishing Company Limited. \$5.95.

From newspapers, TV and radio programs, school books and even cereal boxes the whole family is exposed today to an increasing number of scientific terms. This colourful, up-to-date book explains eight thousand of them in the simplest possible terms. It also indicates their correct phonetic pronunciations.

Words that are found in medicine, chemistry, physics, biology, electronics, mechanics, geology and astronomy are among those included.

Almost every large 6½" x 10" page has one or more full colour illustrations, charts, diagrams or tables. At the end of the book there is a 14-page section of reference tables on measurement, chemicals, plants and animals.

For anyone, old or young, who enjoys learning more about the world and more about space beyond the Earth, this is a very useful book.

Take an Egg-Box by Richard Slade. 48 pages. Queenswood House \$3.25.

Have you ever thought what to do with an egg box . . . after you've got the eggs out and it looks too good to throw away?

Mr. Slade, a teacher of handicraft, had that problem, and out of it grew 20 ideas

of what to do . . . and a book.

He describes, in a short chapter allotted to each item, how to make things like: a dancing Jack, a totem pole, a boat, and dolls' house furniture, out of these intriguing boxes. He illustrates each with a photograph.

The book will provide hours of entertainment for any child who enjoys using his hands.

Bionics by Vincent Marteka. 157 pages. McClelland & Stewart Limited \$5.25.

A new field of scientific study is introduced here. It combines science and technology in investigating and adapting biological phenomena to man's advantage.

From the "radar" of the bat, man has developed echolocation boxes that help the blind orient themselves; from a study of beetles he has invented a new kind of ground speed indicator for airplanes; and from work with dolphins has come a special rubber coating that will help ships and planes travel faster.

The author is a science writer who can present information to young readers in a clear and interesting style. Boys of Cub and Scout age will recognize many of the features of insect and animal behaviour that the book discusses.

There are numerous photographs, diagrams and drawings used in illustrating the text. The book concludes with a three-page bibliography and a complete index.

Of special interest in the field of human relations and leadership skills, here is a review from the Adult Leader Training Subcommittee.

The Leader and Creativity by Irving R. Weschler. 63 pages. G. R. Welch Co. Ltd. \$2.25.

Reviewed by W. H. Page of Toronto and M.E. McNabb of Saskatoon.

What is originality and creativity? Why are some people and some groups more creative than others? Can creativity be developed in leaders and among followers?

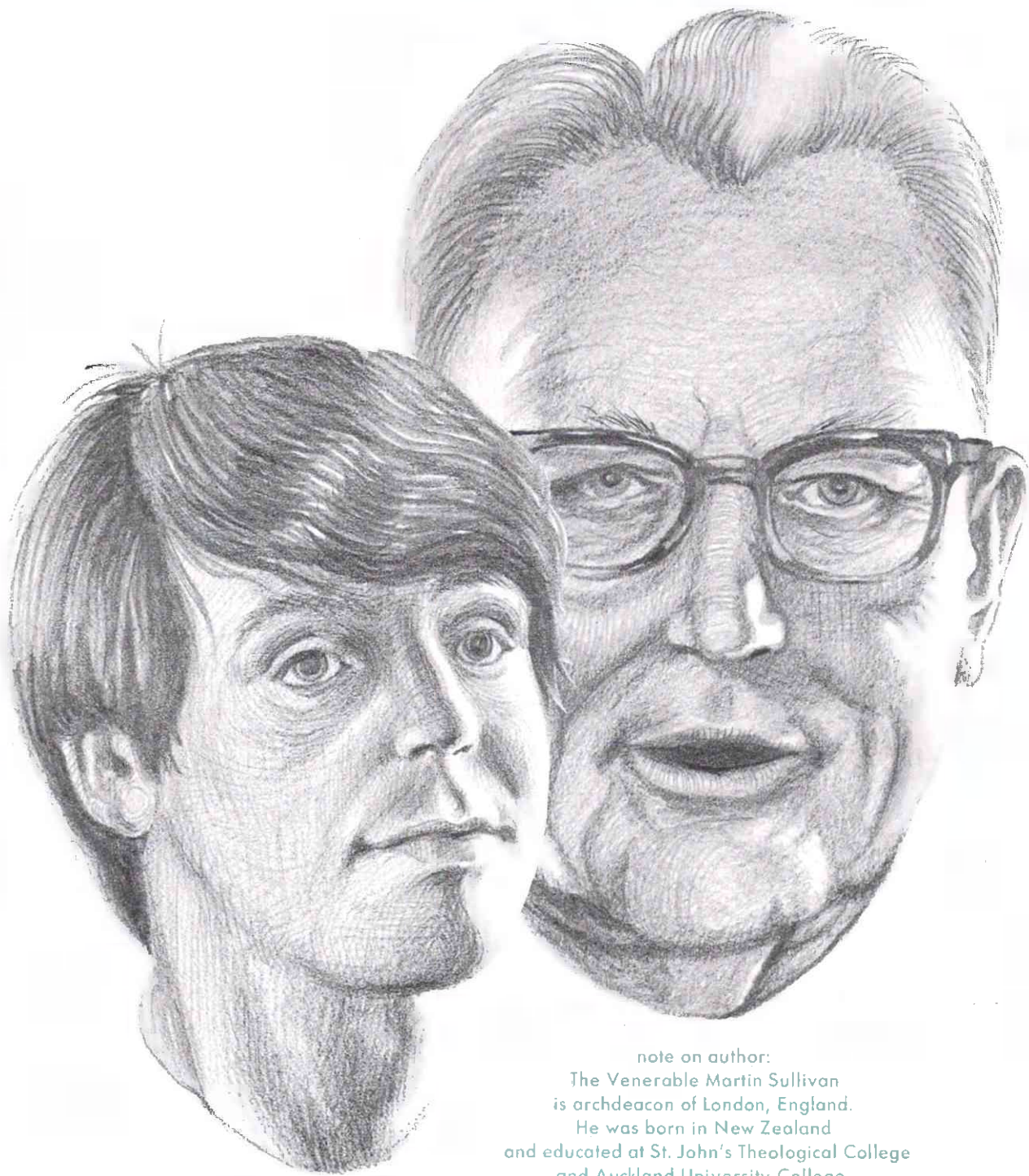
If these questions intrigue you, here is a guide to their answers. It shows the need for creativity, some of the obstacles to its development, and some of the ways in which to train and to test. Its main feature is that an abstract subject is shown in layman's terms to be understandable.

Creative expression is a significant value that becomes more important as our lives become more automated. To be creative, one must reach beyond past experience and must allow his abilities and skills to develop.

Among other things a creative individual must be sensitive to his surroundings, able to adjust to new developments, unafraid to stand alone against pressure to conform, able to accept failure, able to tolerate uncertainty, able to break problems into their parts, and able to look at all problems as a challenge.

This book will be valuable for leaders working with Venturer and Rover sections. The problem of developing inventiveness, initiative, resourcefulness without losing controlling guidance sometimes confuses leaders and this book provides a clear, simple and firm introduction to understanding this problem.

Why can't you be like me?



note on author:

The Venerable Martin Sullivan
is archdeacon of London, England.

He was born in New Zealand
and educated at St. John's Theological College
and Auckland University College.

WE ISOLATE young people. We talk about them as if they were a self-contained section of society; we ought not. The young people are part of us all. We are as deeply affected by them as they are by us. Together we are both conditioned by our environment, and also responsive to it. We do not stand on the banks of the stream of life, watching young people in their progress and struggle. This is a mistake too many of us make. We are in the stream with them, and not necessarily ahead of them; maybe we are behind them.

And simply because we have been there longer does not mean that we are dealing with the stream more successfully or necessarily that we have a more favored position. We must not make the mistake of trying to guide young people by the experience we had when we were their age. Certain basic issues, true, are the same, but many others, both basic and peripheral, have changed.

My youth is not the youth of the modern boy or girl of 16 years of age. And further notice this: the young man of 27 today is a long way removed from his teen-aged brother—almost as far as we older types are. Time is moving so fast that the passing of ten years now is like the passing of 40 years in eras past.

The modern youngster has been born into, and is growing up in, a world which compared with society as we knew it at his age is rather like the wonderland of Alice. Not only has he heard that man has walked out into space and floated there as if in water, but he has seen him do it, as it happened, through the marvel of television. And not only is he not surprised by this phenomenon, but he both understands it and also can speak intelligently about it.

Indeed he knows what is coming next in this fantastic field of experiment and he can talk about that also. He will see men land on the moon, and watch them erect platforms in space for civil and military purposes. He will fly from Seattle to Sydney in about three hours, and around the world in double that time, breaking the back of distance on this planet.

Day by day he is aware of a lurking shadow, always there, at times no bigger than a man's hand, but sometimes black and big and menacing as it was in the 1962 crisis over Cuba. He knows that this is not war but annihilation, and to protect himself, if he can, he may have to become a creature almost other than human.

All this is happening in the context of, and as the result of, tremendous scientific revolutions which are so convulsive that theories go out of date almost overnight. The practical results are seen in weapons of total destruction, on the one hand, and, on the other, in amazing advances in technological progress, in medical skill and techniques, down to laborsaving gadgets found in nearly every home. Modern youth is not bewildered by this, but at home in it all. This is his world, and he expects and wants it to be like this. Remember this background as you watch the growing boy. Such a

climate has a profound effect on him, on everything he thinks and does.

Remember, too, that modern youth is the heir of two shattering world convulsions, two monstrous wars within 20 years of each other. This generation has not actually lived through either; indeed we need to remember that a man of 26 was only born when World War II broke out. But these global conflicts have been like massive earthquakes, almost throwing up earth and sea and sky in one mighty upheaval, and not then resettling them in their former positions, but causing them to emerge into a totally different scene—the scene this generation has known all its short life.

Our young person is also the heir of one major political revolution in Russia and he is living through another in China. Communism is no longer a theory. It is an accepted way of life now for one-third of the world.

Modern youth has come face to face in brutal encounter with race and color. No longer is it a question of slaves, of indolent natives under coconut and palm trees, but rather of nation after emergent nation breaking its bonds asunder. And the colored man is demanding, and fighting for, his place in the sun.

The youth of today who is to be the man of tomorrow has to find some solution to these tremendous issues. You are aware, whether you agree with it or not, that young people are involved already, taking sides with the passion of youth. They march, they protest, they demonstrate. At least they are aware.

In the midst of all this turmoil, and in striking contrast to millions of their contemporaries, the youngsters of Britain and her Commonwealth, of the United States, and of the democratic West generally, now live in the affluent society, the welfare State. Any adult in these countries of 50 years of age and over today knows the meaning of depression, slump, unemployment, hunger marches, depressed towns, and barren fields. Today to our sons and daughters, this is as remote as the American Civil War or the Battle of Waterloo. They have never known any condition except that of increasing prosperity. The old virtues of thrift, the old idea that you have only what you pay for, no longer apply. Don't blame the youngsters for this. They didn't invent this state of affairs. We did. We cannot counsel them to go back to a state of pre-affluence or to the pre-welfare State. We only bore them by telling them how little we had and how well we did. This is meaningless advice to them. What they need are wisdom and knowledge to become mature enough to deal with this new society and to make it their servant and not become its slaves.

WITH the advance of automation, they soon will be working a 20-hour week or less. The most important element in their education ought to be instruction in the use of their leisure time. Are we providing that instruction? We can't train youth to face the new age on the philosophy of the spinning wheel. Perhaps our own immaturity, our own failure, complacency, and carelessness,

is reflected now in their inability to cope. We don't help these youngsters by being angry because they are not like us. To adapt the words of the musical *My Fair Lady*, too many fathers can only say to their sons, "Why can't you be like me?" Why indeed?

This movement and change of attitude and ideas are at the very center of social life. And they are reflected naturally in conduct and behavior.

Our behavior is a total business, of which sex is only a part. It is a question of integrity, ethics in business, of personal relationships, attitudes of husband and wife, and wife to husband. What is the touchstone of modern society? Exploitation or compassion? When a young man looks to his elders for an example, what does he see? We have covered certain evils with respectability and even rewarded men for committing them. A man may climb to the top of the commercial tree and become president of his company or be knighted by his monarch, and he may have achieved all this because he was utterly ruthless. Of course it's not true in every case, but the point is established if it is true in one.

Pride and prejudice, greed and covetousness, jealousy and calculating worldliness, are seldom visible, but they are often more prevalent than sexual immorality, and just as bad, perhaps even worse. Often they represent the very influences in society which poison all behavior. Sexual immorality is presenting us with entirely new problems. I do not say (because statistics are limited and unreliable) that young people, on the whole, are becoming immoral. But I do say they have far more opportunity to be so than previous generations. If we want youngsters to practice chastity, we are obliged to give them reasons sound enough to come alive in their minds. Prohibition, thundering threats, and fear won't do. Example is one of the most important of all factors, but even that is not enough.

WE must face this problem (we haven't done so yet), and be prepared for some revolutionary answer. When a responsible commission in England advocated that homosexuality between consenting adults should no longer be a criminal offense, and when that recommendation was supported by prominent men in church and State, we can see that we are moving into a new moral climate. Fornication is wrong, says the moralist. Why is it wrong? Why should it not be practiced? We shall have to find answers to these questions which will satisfy, convict, and compel our youngsters, or else we shall see immorality on the increase.

As a beginning we ought to sit down with them, listen to them, understand what modern society is doing to them, and how they are coping with it, and try to find effective ways to help them. These boys and girls are honest (far more than we were), frank, intelligent, and fundamentally decent. Let's get alongside them. If they are in a wilderness, let us genuinely and patiently help them to find a way out.

You would expect me to say something about religion at this point, and the part it should play in the life of young people. I have but two brief comments. Whilst I do not believe that religious knowledge alone is what we

need, I am bound to say there is universal, woeful ignorance of what religion is all about. I mentioned the youngster at home in the space world, in his understanding of modern science and mathematics, who can argue philosophically and well. Yet often this same boy is carrying about with him a few scattered elementary bits and pieces of religious information, learned in childhood and scarcely considered soberly since. This is to him religion, but it also is irrelevant mythology which he discards, and so he should.

Religion, in my view, ought to try to show young and old alike the whole pattern of life, fitted into a concept of God as Creator and Sustainer, and not leave them in an impossible and fruitless position whereby they try to put a vast expanding understanding of the universe into a childish and diminishing unworthy concept of God. The average person's God is too small. That's why he dismisses Him. This is tragic beyond words, when the truth is man himself is too small.

I would recount to you the epitaph found on the tombstone of an English Cavalier soldier, who, having sold most of his possessions for the Royalist cause, met his death on the battlefield against the Roundheads. It reads: "He served King Charles with a constant, dangerous, and expensive loyalty." The challenge contained in this epitaph more than anything else would evoke a response in the hearts of modern youth—service with a purpose, service which is costly, service which brings reward in itself.

Already organizations such as Voluntary Service Overseas, the Peace Corps, and others less well known, are calling young men and young women to give of themselves. It is not necessary to look in distant fields to find needs: they are in every community, these needs, among the old, the incapacitated, the lonely, in the fatherless homes—hosts of tasks needing hands and hearts to tackle and to share them. Perhaps Rotary in the local setting may issue a challenge to young people to bind up their loins and go about on errands of mercy. I am convinced that the response would be both exciting and considerable.

Finally, I remind you of the four agencies at hand to help, guide, inspire, yes, and serve our youth.

First there is the home, the beginning of it all. If you are a parent, one thing is needful: love your children for their own sakes, don't use them for yours. Show them the best that you know, stand by them always in success and failure, and you need have no fear for their future.

Secondly, there is the school. Backed by the home, it ought to lead out a child as the word education suggests. The vocation of teacher is one of the highest of all callings, and I hope more of our best young people will respond to it.

Thirdly, there is the State. This is but all of us working together, to give the home and the school the resources they need, and the equipment they must have to reach the standards they know to be the highest.

And, fourthly, there is religion, the handmaid of these three, the supremely loving servant of all men.

We have no greater treasure than our sons and daughters. Let us strive to serve them well.

LETTERS TO THE EDITOR

Smoking Machine

In the October 1964 issue of *The Scout Leader*, the article on page 4 concerning the smoking challenge refers to a smoking machine (that illustrates what enters the lungs) which might be set up by a group of boys.

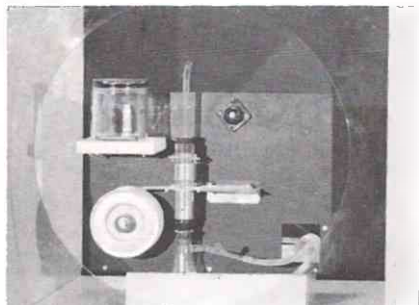
Could you give me any information as to the design of such a machine or any source from which such a design might be obtained?

H. D. Moddle

Scoutmaster

Pointe Claire, Quebec

✦ We don't have a design on hand, however we believe that a group of imaginative science-minded boys would probably come up with something very interesting of their own making. Meanwhile, here is a picture of a machine that invites viewers to test the tar content of their own cigarettes. The smoke filters through a tape



leaving a tar stain—graphic proof of what enters the lungs. The machine is part of a display used by the Department of National Health and Welfare.

There is also a 15-minute British colour film entitled, *The Smoking Machine*, that your boys might like to see. It is available from the Canadian Film Institute, 1762 Carling Avenue, Ottawa, Ed.

New Badgers' Club Representative

The new Canadian representative of the Badgers' Club is Mr. Joe Townsend, 31 Vradenberg Drive, Agincourt, Ontario.

Correspondents should direct their letters to Joe since, due to pressure of other duties, I am unable to deal with club queries.

Denny R. May

Provincial Field Executive

Edmonton, Alberta

Thanks, Quebec Provincial Council

Through the medium of *The Scout Leader*, I would like to thank the Quebec Provincial Council for their invitation asking for an Ontario contingent to attend the 1st Quebec Jamboree; also Scouter Denny Lewis (Green Acres) and Scouter Art Jackson (Niagara) who planned our tour. The

program was excellent, the food terrific; and a real pat on the back to the Q.M. for coming up with the idea of paper plates, cups, and bowls. In keeping this (letter) brief I hope I do not reduce the appreciation of 35 boys and 3 leaders who had a great fun filled week.

Ken Rider

Scoutmaster

Georgetown, Ontario

A game for Cubs

About a year and a half ago I had occasion to need a game on "First Aid". . . . I looked through all my books without success, so invented one. Since then I've had so many Scouters ask me for it that I thought perhaps I could share it with more pack leaders through *The Scout Leader*.

I called the game **Find the Remedy**. Using Second Star Test #10, I made four yellow cards with a question on each and four red cards with the answers on. Boys were lined up in relay formation. On the word go the first boy in each six must run up and pick up a yellow card; turn it over and read the question; then study the red cards and select an answer. Red cards are left turned up, yellow cards turned down. Carry on until all the Cubs in each six have had a turn. Game finishes at the Alert.

Questions

1. If you fall and cut yourself, what should you do?
2. You have just witnessed an accident. What is the most important thing for a Wolf Cub to do?
3. What is the best thing to do for a bad burn until the doctor arrives?
4. Shock almost always follows an accident. What should you do while waiting for the doctor?

Answers

1. Wash the wound in clean water or dab it with mercurochrome and cover it with a small dressing such as a Band-Aid.
2. Summon adult help.
3. Cover with a clean cloth to keep the air from it and never break a blister.
4. Keep the patient warm and keep back the crowd.

Florence Pearce

District Cubmaster

Stouffville, Ontario

* Or, as they say in the 5-Star Scheme, Blue Star requirement number 6. Ed.

Cuborees

In the spring of 1966, we are planning to operate an east division invitational Cuboree.

I am writing on behalf of the Cub Section, to find out if you will be able to supply us with information regarding Cuborees which have been operated in the past. We would like to have some ideas from leaders across the country who have operated such a program.

Frank H. McKenzie

Cubmaster

London, Ontario

✦ Anyone who could supply the information please write Frank McKenzie at: 76 Beattie Ave., London, Ontario—Ed.

From of a new (in Canada) Scouter

Since arriving in Canada last year I have been quite active in Scouting and I must say that I am very impressed with the way Canadian Scouting is looking to the future. It is true to say that Scouting has changed, is still changing and must continue to change if we are going to hold the modern boys' interest. There are however, a few things that still remain the same, and one of these is that Scouting is still a world wide brotherhood. This point I tried to impress upon the boys I worked with in England, but it is not until you travel to other countries that you fully realize the value of the Scouting brotherhood.

This brings me to the reason for writing this letter, and that is to say "thank you" to all the Scouters of the Ottawa District who have made me feel so welcome during my first year in Canada, and also to thank them for showing me that the B-P spirit is very much alive here in Canada.

John D. Lawrence

Assistant Cubmaster

Ottawa, Ontario

Troop Magazine Exchange

Group Scoutmaster V. Smith of the 1st Villiersdorp Troop would like to exchange troop magazines. Contact him direct at 6 Clarendon Road, Mowbray, Cape Province, Republic of South Africa.—Ed.

We welcome letters on any Scouting subject. Please keep them brief—space is limited. The editor reserves the right to edit letters for reasons of space or clarity. We cannot undertake to publish all letters received neither can the editor enter into lengthy correspondence.

Writers should give their rank or position of service (e.g. Cubmaster, Training Committee Chairman, Council member, etc.) to assist readers to better appreciate the writer's viewpoint.

We regret

having to discontinue all NECKERCHIEFS in which PURPLE appears.

We just cannot get the correct shade or material.

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