What Do YOUNG MEN Want?

WHAT young men want in Senior Scouting cannot be described in terms of the "average young man" because they tend strongly to be individualistic. However, veteran Senior Scouters have learned several things that most young men expect of the program. These are quoted below from the opening chapter of *Hints on Senior Scouting*. You can read this new pamphlet in an hour or two. It contains the latest views on leadership principles and policies for Senior Scouting in general.

Good Times

Of course young men appreciate the ideals and good name of Scouting. But in addition there is a foremost reason they become Senior Scouts — to have fun in their spare time. Because they can spend their leisure pretty much as they please, they will take part in the full program, including its more serious side, as long as they are having a good time at it.

Fellowship

The social nature of young men makes fellowship indispensable to their good times. Generally they choose a smaller circle of close friends than their boyhood gangs. Often only two or three buddies go around together — to movies, fishing, on dates with girls. They do things together because they happen to get along well, or they get along together because they are interested in doing the same things.

The good times and fellowship naturally include the girls. Parties, dances, or other socials are "musts" on a program that will appeal to most young men. Even the girl-shy Senior wants someone to help draw him into a normal social life.

Freedom To Make Decisions

Young men definitely like to manage their own affairs, to have the freedom of making their own decisions. Given the choice of belonging to two groups run *for* young men, they will take the one that is also run *by* young men. Of course they do join organizations headed by well meaning but domineering adults — but because the activities on the program are appealing, or because no other program is available. In line with their desire for independence, young men welcome the type of older leader who confines himself to the role of advisor.

Recognition As a Man

Back of their desire for independence is young men's appreciation of being treated as men. Anyone who sincerely takes a man-to-man attitude toward them gets a sincere response with all the manliness they possess. This recognition respects their keenest desire — to prove they can take a man's place in the world. Once an advisor gains their confidence by a genuine interest in them and an understanding of their ambitions, this confidence becomes a great responsibility of leadership.

Young men want more privileges but are equally willing to assume greater responsibilities. They know that for the first time they have problems all their own, and they are aware of new-found talents within themselves.

This cross-fire of ambitions and abilities drives young men into shifting friendships and groups. They are looking for the group with a man-size program, the one where they can take their places as equals and with no adult domination. They like older men who can see through what may appear as an older boy on the surface and recognize the young man beneath.

Outdoor Adventure

In their leisure hours young men — like many mature ones — look for something different from the ordinary rounds of life. They are brimming with more physical energy than they will have later in life, and it demands outdoor action. They want new experiences. They ask more than mere amusement; they want a few thrills thrown in. In a word, they seek adventure.

Competitive outdoor sports do not fully satisfy this need. Outdoor adventure requires going to strange and far places, living in the wilderness, taking hunting and fishing trips, canoe and pack expeditions, long sailing cruises. Simple hiking and camping close to "civilization" are not enough. Seniors take to the outdoors because it tests their abilities as men and offers them adventure.

Facing Adult Problems

In early manhood, in addition to the physical capacity to "take it," the mental capacity to learn is at its peak. This ability, plus a lack of mature experience, gives young men a burning curiosity about the adult

world they are entering — though to some older folks they may appear to be without a serious thought in their heads. It's a puzzling, fascinating world, but youth eagerly and optimistically accepts its challenge.

Young men know they are facing a wide range of adult problems. For example, they wonder just how atomic energy affects their lives. Can the United Nations Organization keep them from fighting another war? What life work does each one like best, and how can he get started at it? Does he need more education? What does religion mean in his daily conduct? Is having a lot of money important? Why drive a car slowly if one is a good driver? Is a little smoking and drinking really harmful? What are the accepted social observances, particularly in associating with young women?

The answers to these and a thousand and one other questions of human relationships are sought by young men. Although they have a willingness to experiment to gain first-hand experience, they welcome the counsel of older men in whom they have confidence.

Eager for information in so many fields, they are samplers rather than specialists. For instance, they take up one hobby after another and will go around with a group or join an organization that helps them follow their interest for the time being. To hold their enthusiasm, a program must be flexible, readily adjustable to their broad and changing interests.

Young men appreciate information and advice straight from the shoulder. Their questioning attitude helps them see through sham. In their leisure activities, the on-the-job or in-the-field method appeals to them as being closest to the real thing. If they are coached and encouraged in using this method in a Senior Unit, learning will overshadow entertainment on the program.

Practical Ideals

Young men's ideals, such as fair play, are keen and on a practical level, entering into much that they think and do. Although they have an active sense of right and wrong, it is still unrefined by mature judgment and unwarped by many prejudices. They are searching for moral yardsticks, for definitions of conduct acceptable to society, by which they can measure the effect of their actions on others as well as themselves.

Young men, resist, even resent, being preached to, now more than at any other age. They would rather get most of their moral growth the hard way, in the rough and tumble of everyday associations among themselves. Yet, here again, they welcome the understanding advice of an older man who, first of all, sets the example by his own conduct. Whether an advisor sits down with one young man or with several in a "bull session," his sincerity and tact largely determine how practical they consider his counsel.

Opportunity for Service

The interest of young men in good times, fellowship, running their own affairs, being recognized as men, and outdoor adventure, is not a shallow, selfish one. Proof of this lies in their looking to Senior Scouting for help in facing adult problems and acquiring practical ideals, and finally, the opportunity for service to other people. Men of Senior Scout age are sufficiently mature to sense the importance of cooperative effort in their community and to want a part in it. Furthermore, they believe they can be useful to their neighbors and will prove it through service projects on an adult level. In return they hope for recognition of their usefulness by older folks in the community.

These are some of the things young men expect of Senior Scouting. You undoubtedly know of others equally significant. All indicate there is more of the man than the boy in young men.

SENIOR PROGRAM HELPS

Working Models

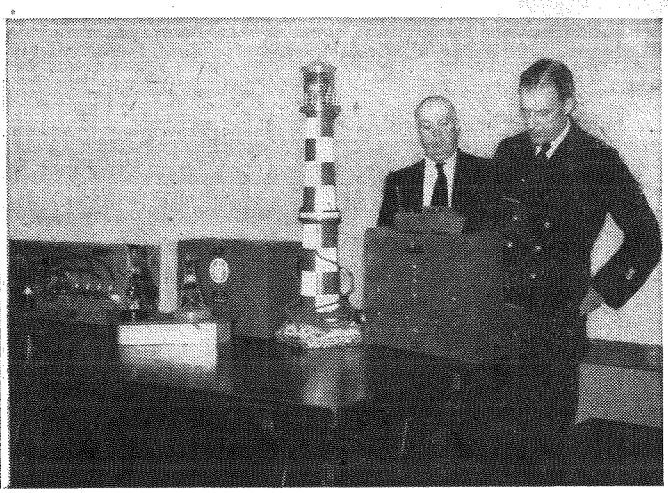
NAVIGATION, piloting, orientation, mechanics, and communications, one or all throw the brain-power of Air, Sea, and Explorer Scouts into high gear. Winter is the time to begin mastering these intricate subjects so you will be ready to use them on cruises, flights, or expeditions.

Because they involve plenty of theory and practice, learning them can be dull. By the same reasons they can be interesting when sparked by your ingenuity. Proof of this is the models shown here by New Jersey Scouters of Watchung Area and Tamarack Councils.

Designers and builders of the models are Mate Charles S. Fairweather, S.S.S. Albatross, Dunellen, and Skipper John B. Eggenberger, S.S.S. Seawolf, Bloomfield. (Photos are by the Albatross' Skipper, Hugh Sutherland, and Explorer Post 12's Advisor, Dudley R. Rowe, Plainfield.)

Inventing and constructing such devices are stimulating projects in themselves, appropriate to the indoor season. They call for keen minds and clever hands — which Senior Scouts will not admit are limited to their adult leaders. Working models may be applied to other subjects than those mentioned. The *why* and *how* of others are the challenge offered by this sort of

Mate Fairweather instructing Sea Scouts of S.S.S. Albatross, in small boat piloting, by use of model lighthouse, buoys, and channel layout.



Skipper Sutherland and Mate Fairweather with ignition mock-up, lighted model buoys, model lighthouse, and model boat with panel to teach light combinations.

activity. Various applications of models also make projects. For example, though the models shown here are over two years old, Senior Scouts are still working out new problems and contests with them.

The Jersey Scouters have set a high quality of design and construction — just as it should be in a young men's program. Someone in your Unit may be able to make a simple or an elaborate device. Start with the aim of making a selected subject more interesting. Go to it, after reading what the Jersey leaders did. Then report your contributions to the 6,500 other Senior Units, via SCOUTING magazine.

Vessel Lights Device

Box with lighted boat model on top, pattern of lights on front panel, and whistle. Demonstrates lights and sound signals for various vessels as required by Rules of the Road and Pilot Rules. Boat carries lights for Class 2 or Class 3 vessel, illustrating running and range lights. It rotates to simulate changes of course. The panel pattern shows all lights of any vessel when anchored, under way, with tow, in trouble, etc. The whistle gives fog and passing signals and may be operated with the illuminated panel. Different combinations of lights are produced by a series of notched cards inserted in a master control box.

Lighthouse Model

Tower 36 inches high, and control box. Demonstrates types of lights in U. S. Buoyage System: flashing, quick flashing, occulting, group flashing, alternate flashing and combinations of these, in red, white, and green. Can duplicate the signals of any lighthouse in the Light List.

Buoy Models

Scale models of all important types used in U. S. waters. Includes 3 lighted models.

Channel Layout

Shows proper stationing of buoys. Small model vessels used on it to work out piloting problems and teach Rules of the Road.

Deviation Device

Model boat with full-size compass from life boat, and model engine containing a bar magnet. Magnet duplicates effect that a vessel's power plant has on the compass. Boat is swung through complete circle. Every 15 degrees it is stopped, engine is removed, and compass is read. After engine is replaced, compass is read again. Thus a deviation table or curve is worked out. Removal of engine substitutes for sailing a range or for other means of correcting deviation.

Ignition Mock-up

Large scale model of typical 4-cycle engine battery ignition system. Distributor is of transparent plastic, and moving parts are of colored plastic. Wiring visible so circuit is easily followed. Standard components such as coil, condensor, and spark plugs are used. Powered by 6-volt dry battery and alternately by a bell-ringing transformer. Switch is turned on and distributor rotated slowly. Trouble shooting methods demonstrated by breaking the circuit or shorting out different parts.

Morse Code Automatic Blinker

Automatically sends a series of messages, changing message and speed every 55 seconds, for 16 minutes, then remaining silent for 6 minutes. Instructor can transmit by hand key or lecture until blinker resumes. By pressing a button, operator can skip or repeat messages. All series consist of mixed characters that cannot be memorized and so need not be changed.