

# MAIN EVENT

1968

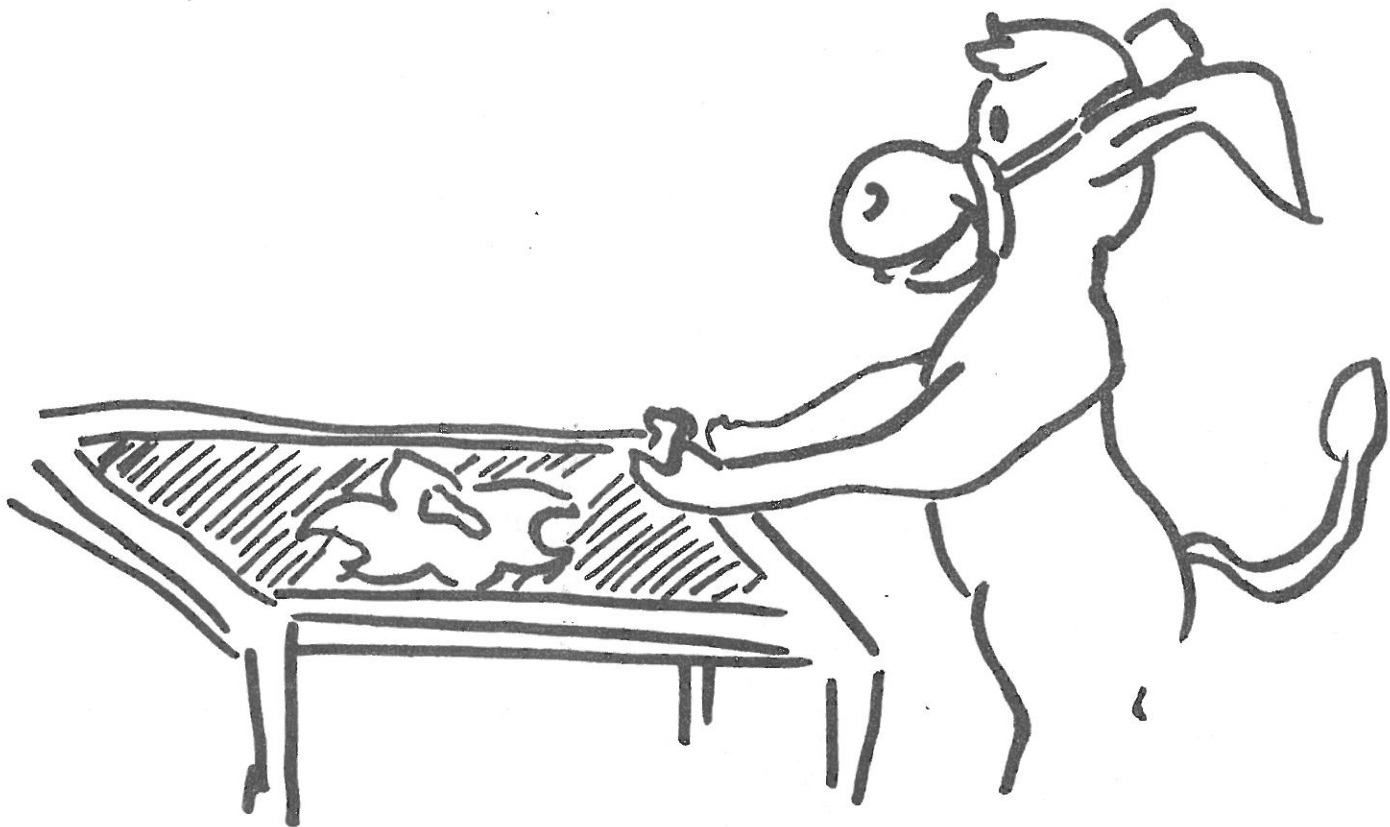
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1987



*Boy Scout Leader  
Resource Book*





# PUTTING IT ALL TOGETHER

GOALS, AIMS, AND THE PURPOSE OF SCOUTING

for more information:

VARSITY SCOUT HANDBOOK	LB7825 A
SCOUTMASTER HANDBOOK	LB6501
CUBSCOUT LEADER BOOK	LB3220

MAIN EVENT - PUTTING IT ALL TOGETHER

- I. WELCOME AND INTRODUCTIONS
- II. GOALS
  - A. Discovery
    - 1. Select participant
    - 2. Shoot "goals"
    - 3. Announce "score"
  - B. How we'll use
    - 1. To improve your program
    - 2. To benefit boys
    - 3. To build on your strengths
    - 4. To implement priorities
  - C. Characteristics
    - 1. Specific
    - 2. Measurable
    - 3. Realistic
    - 4. Result in a PLAN to achieve
      - a. Map and Destination illustration.
      - b. Football game illustration.
    - 5. Have a date associated
- III. TOOLS AND PROJECTS
  - A. Examine various tools
  - B. Examine what tools are used on
  - C. Explore the differences between tools and projects
- IV. PURPOSES
  - A. Develop Character
  - B. Develop Citizenship
  - C. Develop Personal fitness
- V. METHODS

A. The den	Patrol method
B. Uniform	Uniform
C. Ideals	Ideals
D. Home & Neighborhood Centered	Outdoor activities
E. Advancement	Advancement
F. Activity Program	---
G.	Adult Male Association
H.	Leadership Development
I.	Personal Growth
- VI. GOAL SETTING SESSION - 5 Minutes
- VII. GOAL SHARING SESSION
- VIII. CONCLUSION
  - A. Goals motivate us to action.
  - B. There is a difference between a goal and its plan.
  - C. BSA methods are the plans, NOT the goals.  
The tools, not the projects.

## PUTTING IT ALL TOGETHER

### USING THE SCOUTING METHODS AS TOOLS

The Scouting METHODS have been successful in reaching the three purposes of Scouting: developing CHARACTER, CITIZENSHIP, and PERSONAL FITNESS. But, frequently, a particular Boy Scout Troop, or Cub Scout Pack will plan its program based on the leader's wrong perception about the Scouting program. Often, the use of the methods will be unbalanced. More often than not, the unit pursues a method rather than using it.

For example it is understood that the Eagle Progress Award is the highest rank in the Boy Scout Advancement program. It should also be understood that not every Scout has the capabilities of attaining that very difficult award. Possession of the award does not point toward later success, but EARNING it will. So a Boy Scout Troop program designed to "hatch" Eagle Scouts is not using the Advancement Method correctly.

Let's examine the Methods, and see how they can be used as effective tools in YOUR unit's program.

### THE DEN - THE PATROL METHOD

The den and the patrol method aren't exactly the same, but they embody the same principles. They represent nothing more than a STABLE group of boys of roughly similar ages, interests, and neighborhoods. In reality, they are not much different than the group of boys playing outside on your street right now. Those boys are doing something they like, and doing it TOGETHER with other boys they like. That's the central concept of the den and the patrol.

For strength in your overall program, you should try to allow your Scouts to join a den or patrol that includes their friends or neighbors. Try to cluster your dens or patrols around various neighborhood "hubs" to take advantage of the natural tendency of boys to want to be with their friends. Then it will be easier for them to select their leadership (Denner or Patrol Leader) with a fair idea of who will be the best. They will naturally want to go on outings or participate in activities if their friends are around, too.

By arbitrarily assigning boys to a den or a patrol on the basis of which one needs a boy, or which one has room is to use the method of the den or the patrol method incorrectly. Boys should be allowed to form more natural groupings for the most strength.

### SCOUTS

In a Boy Scout Troop, the patrol Method takes on the further dimension of providing the program leadership for the troop. The patrols, through the patrol leaders' council, plan and conduct their own activities. They need a major part in the planning of the things THEY are going to be doing. The planning builds character, and the process of carrying out those plans builds citizenship.

It should be remembered, though, that the patrol leader council does NOT plan in a vacuum of guidance. The Scoutmaster has the ultimate responsibility to be SURE that the program planned is SAFE, APPROPRIATE, and SCOUTING. The leaders NEED your help in LEARNING how to make those kinds of decisions.

### THE UNIFORM

Now, it seems that the uniform would be an obvious item to be included in your unit operation. But, sadly, the uniform seems to be expendable -- especially in the weaker units. Let's think about the uniform for a little bit, and see how it can benefit YOU.

"Scouting is a game". Baden-Powell told us that, and we can understand his meaning. The boys join to have fun, there are certain rules to play by, there are coaches and referees, and, just like soccer and baseball, there is a UNIFORM. The uniform helps the players identify their own team, and it helps the fans know the players from the coaches. The people who wear their uniforms have a deeper bonding to the group it represents. "See me? I'm a ....". This relates back to the previous item concerning the den and the patrol method. The den and the patrol will be stronger if the uniform is an important method in YOUR unit's program.

Now, how does this relate to character, and all that? Well, it is a great responsibility for a boy to see to it that his uniform is clean and being worn properly. It helps his character to be accountable to his den or patrol members for his appearance. It builds his character to be visibly associated with the greatest youth program in the world. Yes, it even builds his character to have his friends give him a hard time because he's a Scout. Remember our goals? Remember our tools? The uniform is a powerful tool for the successful Cub Scout Pack, or Boy Scout Troop.

### THE IDEALS

I've read for a couple of years about the "Mission Statement" of the Boy Scouts of America. It is simply a re-statement of the Purposes we've already mentioned. One part of it says that "those ideals are represented in the Scout Oath, and Scout Law". These ideals, then, are critical to the success of our mission. As a boy holds himself up to the high standard that the Promises, Mottos, Laws, and Slogans represent, he sees his behavior and character through the eyes of a boy reaching for a higher maturity. The ideals are hard to understand - even for many adults - and even harder to follow, so the boys need illustrations, instructions, and encouragements in order to be able to begin to live them.

Be sure you maintain a serious view of the ideals. Include them as a part of your meetings. Find an application (positive, of course) during the meeting. Bring to life the hard-to-understand parts of each ideal. Spend some time pondering this exercise: What activity can you think of that will help your boys understand "Duty to God", or "Duty to Country", or "Help other people"?

If it is hard for you, (it was for me), then think how hard it is for that new boy in your Pack or Troop. By the way, some of the ideas I had included: Including a simple prayer or moment of silent reverence at some time during a meeting. Examining the limits of his "country" whether it is only his block, or his community. Planning at least one "service project" for the unit each month. I'm sure you can think of many more.

The ideals are what we are. To be successful, use them as a central and important part of your operation.

### HOME AND THE OUTDOORS

Each of the Scouting programs takes place in a certain setting - a unique environment. The successful unit will strive to nurture their Scouts in the right place. Just as various plants live and thrive in the proper soils and water conditions, so does each Scouting program thrive in its best environment. So what is it?

The Cub Scout program takes place best when it is home and neighborhood centered. Consider: most 7 year olds have a hard time convincing Mom or Dad that they can cross the street alone, let alone take long trips to a den meeting. The older Cub and Webelos Scouts don't have much better luck. Besides, their friends live near their home, and that's where their den members come from (remember?). AND, one of our purposes is to strengthen understanding within the family, so the family must be a major center of activity for the den and pack program. Anyway, we'll have a better chance of getting "parent involvement", by keeping their boys near-at-home...within the parent's comfort zone.

The Boy Scout program, on the other hand, is dealing with older boys and young men who are all trying to break free in one way or another from their parents influence in their lives. They aren't rebellious, simply seeking more independence. We take advantage of this desire by moving away from the home and into a "rugged" environment, the outdoors. We teach a series of skills to each Scout that only make sense if they go "out" to use them. When was the last time you ever had to read a map and compass in your backyard? The skills are taught for a purpose - so they can be used, and this results in reaching the aims of Scouting.

This means that a Boy Scout Troop needs to plan as much OUTDOOR activities as they can. They need to emphasize the camping and hiking aspects of fun things to do. As you look over your planning materials, you'll notice that the BSA was kind enough to include a suggested outdoor activity nearly every month. Your success may rely on how many of them you include in YOUR plans.

### ADVANCEMENT PLAN

This is easily one of the least understood and most abused methods we have. More packs and troops suffer from improper use of advancement than nearly any of the other methods. Since it is the most visible, and the one that boys are the most eager to pursue, we can quickly lose sight of its use as a TOOL rather than a GOAL. The key phrase to remember is: we are not in the BADGE business, but we're in the CHARACTER business.

To begin with, this tool is sort-of age or ability related. This means that the requirements for Wolf are much too easy for a 16 year old, and the requirements for Eagle are much too hard for a 7 year old. That's obvious. But what isn't so obvious, is that the requirements for the Bear were written for a third or fourth grader, not a second grade boy. The second grader should be working out of the Wolf Book, EVEN if he has completed all the possible activities. (That this should happen in the first place shows a lack of understanding of the plan.) So, too, the younger Boy Scout should not be working on very many merit badges, but should be focusing on the skill awards. The merit badges he would work on should not include most of the required merit badges for Eagle. Some of them are hard enough for adults to truly learn and apply.

Which brings us to the second point, and that is that each and EVERY badge that a Scout receives MUST be earned. He doesn't have to die for it, but he should feel the stretch as he learns and earns it. The Cub Scout motto of "Do Your Best" applies to every phase of the advancement plan. A cheaply earned badge has no lasting value, and if you help a Scout get such a cheap badge, then you are involved in the fraud that says the badge does have value. The other Scouts that really do earn that badge know when another Scout has not, and then you are seen as being unfair. Baden-Powell didn't believe in standardized testing for badges, but he did strongly believe that each badge should be earned.

In the Cub Scout program, the EARNING of each badge is approved by the Cub Scout's parents, not the den leader. The den leader may indicate for the parents which advancements have been worked on, but should not sign the boy's book. One of our purposes is to help strengthen the family, and we can't do that by taking a parent's place in the advancement plan. "But what about the parents that aren't interested? Doesn't Johnny deserve to get the badges?" Of course he does, but our goal is not to earn a badge, but to use the badge to entice Johnny to learn, or experience this certain thing. You'll need to deal with Johnny's parents in some other way.

For the Webelos advancement approval, the Webelos den leader is the person who approves of each phase of the EARNING. He may do this personally, or he may designate someone else to approve, but the Webelos den leader is the final quality control agent for Webelos advancement. This begins to prepare the Webelos Scout for his Boy Scout advancement plan. It is CRITICAL that the Webelos den leader insure his boys EARN the badges, not just give them out. The Arrow of Light should have the same significance to the Scout as an Eagle Award...they just aren't handed out to everyone who's been a good guy. Besides, the Webelos badge and the Arrow of Light contain some very significant Boy Scout knowledge that will be viewed critically by his future Scoutmaster.

Boy Scout advancement follows the same reason, just uses different agents. A Scout LEARNS, he is TESTED, he is REVIEWED, and he RECEIVES the badge. The troop's program should be planned in such a way that the normal advancement skills are not only taught, but used in such a way that the Scout will be at a disadvantage without the skills, thus enticing him to really LEARN these skills. Adults need to be OUT of the advancement loop as much as possible, delegating as needed to the boy leadership of the troop. This does NOT apply to merit badges, however.



Merit badges are a way for Scouts to accomplish several phases of our purposes.

- 1) He will have the opportunity to explore several potential career areas - counselors should be recruited with this in mind.
- 2) The challenge of calling an unfamiliar adult to learn a skill will serve to build character and prepare a scout for the REAL world, right? Let him make the call.
- 3) The pursuit of the merit badges needed for Star, Life and Eagle awards will test the temper of the steel in the Scout's desire. We shouldn't make this pursuit overly easy for him. This is an example of the ultimate character builder - letting the Scout make the effort that we so dearly want to make for him.

FINALLY, you must be VERY, VERY cautious of the urge to change the requirements for ANY badge. I've talked with numerous Scoutmasters who feel justified in making certain stipulations about certain levels of advancement. "A Scout should earn First within 18 months, or he's out". Show that Scout, his parents, and the National Court of Honor where that requirement is written. "We make the Scouts earn citizenship in the community for his Star." Again, show me where that "requirement" is found. These sentiments may seem noble and uplifting, but they are NOT requirements. You can accomplish many of the same objectives in other ways...We'll see this later.

#### ACTIVITY PROGRAM

The watch-word concerning activities is BALANCE. Whatever you choose to do in the way of activities, be sure that there is variety to appeal to all of the boys. You will not be able to please all of the boys all of the time, but, you MUST please each of the boys SOMETIME.

In the Cub Scout program it is convenient to plan a den meeting around a craft, but you could have just as much fun with the boys with a den meeting planned around a skit, or songs, or games. You should not feel required to do a craft each and every week - that's not variety nor is it balance. Feel free to choose something theme-related from this book, or from the Cub Scout Program Helps, or from other sources you might find in the library or your own "idea file". The boys need a varied diet.

The Boy Scout Troop meeting or Campout can fall into the same sameness. Do you always have to play the same games? Learn the same knots in the same way? Go to the same camping spot? Eat the same menu? Follow the same format? Do the same old thing?????

If you are not really satisfied with what's going on in your troop, examine the VARIETY and BALANCE in the monthly program. Beans and weenies can get old - quick. Serve up a fancy program once in a while.

These last few methods are not as pertinent to Cub Scouting, though the use of the concepts would be a plus for any pack. To understand these methods, however, is to sense the REAL power in the Boy Scouts of America as an organization that will have a hand in preserving our future.

## ADULT MALE ASSOCIATION

Without getting into a grave discussion over the political and emotional issue of the sexes, suffice it to say that these boys in Scouting will grow up to be men, not women. Try as hard as we can, we can never change their "Y" chromosomes, and the resulting effects, into an "X". It is our responsibility as leaders to help these young boys mature, in a healthy manner, into healthy men. We do this in Scouting, not by books and lectures, but by putting them in the presence of just such a man. The adult men in your troop should reflect the image of manhood that is compatible with your "community's" definition. The BSA requires that they be men of good character. You need to think about that when selecting leaders, or even choosing dads to go on outings. The role models we select for our Scouts, will affect them positively, negatively, or will cause them to drop out. Make informed choices.

A second issue is simply one of policy. The BSA has a strict policy of no women camping with Scouts on campouts. Like all policies, it has legitimate reasons for existing, and equally valid reasons why one might justify ignoring it. The policy, however, has been implemented to protect you, the Scouts, the BSA, and families of the troop. Consider it one of the rules of the game. Imagine any organized sport with rules, and one of the players or teams using a different set of rules to play. Can't do it and still be playing the proper game. Same goes for the policies of the BSA. No women on campouts with Scouts.

## LEADERSHIP DEVELOPMENT

One of the most important products we produce is a leader. This leader has good character, is a qualified citizen, and has an attitude of personal physical, mental and moral fitness. This is the strength of our Scouting program. Examine the records of leaders in our society, and you'll find a greater proportion of Scouting background than in the general population. We do good work - IF - we use the Leadership Development method in our troop programs. How does it work?

It begins with the premise that leadership can be taught. Research has identified eleven skills - teachable skills - used by leaders to be leaders. I won't list them, they're described in The Official Scoutmaster's Handbook. Just be aware that they work - you can learn them, AND you can teach them.

The next premise is that in order to learn these skills, Scouts must PRACTICE them. You can't practice for them, they have to do it on their own. This is the hardest part. It is so easy to plan and lead the troop activity on your own...then nothing will go wrong, the boys are guaranteed to have fun, advance to Eagle, and live happily ever after. That's not the way it works. We have to allow our junior leaders to fail on their own - fail successfully - fail with a net like a trapeze artist. Content yourself with being the net. You've had your chance to be 12 or 15, let your Scouts have their chance too.

Lastly, as a Scoutmaster, the #1 job you have... the most important item on your agenda... the highest priority task you have before you... is to TRAIN your Junior leaders. TRAIN them how to be leaders. The skill of effective teaching (one of those eleven) is the plan you should use. The plan is easy to use, and it works... if you let it. Besides, didn't you want to be a Scoutmaster because you wouldn't have to do very much? Sure you did.

## PERSONAL GROWTH

This last method is the one that binds up the rest. It is the means by which we gain the commitment of our Scouts to try to live up to the ideals. It is also the method used so sporadically and with no purpose.

Personal growth is the concept of deliberately moving a Scout in a particular direction of growth. It should be one with care, and with an eye to improving the Scout's character. This means that you should have a very good idea of who this Scout is, and what he needs in the way of growth. Most Scouts are more selfish than a good Scout should be, so the largest area of personal growth will be in the area of Service to Others. The daily Good Turn, personal, patrol, and troop service projects should be emphasized with each Scout.

Other areas of growth, are found in the requirements of each of the Progress Awards. These are: Activity, Scout Spirit, Scout Skills as represented by Skill Awards or Merit Badges, Service Projects, and Leadership. The last two are for Star, Life and Eagle. Too many people confuse the meaning of Showing Scout Spirit. It is NOT being an enthusiastic participator in the troop, it is something MUCH different. Turn to the Tenderfoot Progress Award, and read the requirement for Showing Scout Spirit - THAT'S what we mean! A Scout should LIVE the Scout Oath and Law. He may need some counseling in order to do this. This is the way we use Personal Growth. It may take the form of increasing some Scout Skills, and a particular skill award or merit badge will be prescribed. Some other actions or projects may be assigned in order to strengthen certain characteristics. The Scout that has a healthy respect for his Scoutmaster will try to accomplish these tasks, and he will grow. HOWEVER, these Personal Growth projects must NEVER be confused with the Advancement Requirements. A Progress Award is not awarded contingent on the Scout fulfilling each and every whim of the Scoutmaster's Conference goals, but based on the requirements in the book.

We can make powerful changes in the value system, and in the behavior pattern of our Scouts. We don't have to resort to using the Advancement Method or some other method to do this, just use the Personal Growth Method as it should be used - with concern and care.

## SUMMARY

As we proceed to build the lives of the Scouts in our care, we have such a powerful toolbox at our disposal. We should never stop learning how to use each and every one of the tools in our Scouting Programs. Try harder to include balanced use of each one of the Methods we've covered in this article. A carpenter that only used a hammer, or a car mechanic that tried to use a saw would not hold their job for very long. A Scout Leader has a more responsible reason to become familiar with the Methods (tools) of the Boy Scouts of America. They work pretty well - if they are used as they were intended.

Good Building!!!



# RECRUITING & PARENT INVOLVEMENT

for more information:

CUB SCOUT LEADER HANDBOOK  
LB3220

TROOP COMMITTEE GUIDEBOOK  
LB6505

SCOUTMASTER HANDBOOK  
LB6501

BUILDING PARENT AND FAMILY  
PARTICIPATION  
LB7362

## GETTING IN TOUCH WITH PARENTS

Parents are the future leaders of your organization, and the resources for your unit's program. You need to know how to get in TOUCH with them, STAY in touch with them, and help them be EAGER TO HELP YOU. YOU CAN DO IT!! Here is a system you can use.

RULE #1 - The most important person in the world is the other person.

RULE #2 -The other person agrees with RULE #1.

RULE #3 - Find out what the other person wants, and give it to him.

RULE #4 - Practice, Practice, Practice.

So, how do you start? We'll assume that you don't know this parent. Have you had trouble making conversation with strangers? You won't any longer!!! Remember this: You are a very important person. The parents in your unit look up to you as an important person, a person with more courage than they see in themselves. They'll pay attention to you as the leader.

NOW, important person, choose which parents you'd like to start your first conversation with. Walk right up to them, SMILE, hold out your hand for a FIRM handshake, and say "Hi, my name is \_\_\_\_\_. What is yours?" Guess what! They will smile, too - shake your hand - and tell you THEIR NAME! Say it back to them - write it down, later, but DON'T forget it. Maybe you don't like your name, but boy-oh-boy does the other person love his! Be sure to use it now and then in the conversation to follow.

Well, you've already got them going our way, so just keep going. What do you say next? I hope you can memorize a word, because the letters of the word stand for what you need to know for the conversation. The word is: FORM. Memorize it and use it for the next four or five minutes of conversation.

The first letter - F - stands for FAMILY. They have one, and you can begin asking questions about it. Things like: Where did they get married, how many children do they have, their home towns, where did they go to school - things like that. Be interested in the answers, remember them for later, and keep the conversation rolling.

When you've asked enough questions about their family,, you can move on to the second letter - O. This stands for OCCUPATION. Ask where they work, what do they do, how long, etc. Be interested in them and their answers.

Third, is - R - for RECREATION. Ask what they do in their spare time. What are their hobbies, church, clubs, sports, TV programs - what do they do to have fun? Once again, show your genuine interest in them.

Last, is - M - for MESSAGE. You have just spent four or five minutes concentrating on RULES #1 and #2, and you now know a GREAT DEAL more about these people than nearly ANYBODY ELSE DOES. You have found out the kinds of things they can do, and like to do. You are ready to give them what they want.

What's the message?

Only YOU know what the message will be. Based on what you know about them already, you have probably thought about several unit positions they might fill well. Are they candidates for your committee, a special event, a resource person for supplies or services? The list goes on and on, doesn't it! DON'T RECRUIT them now! Tell them you would like to talk some more with them, later, about something important that they would like. Plan a time with them when you can go see them about the program and how they will fit in.

Now, because you have shown an interest in them, and you have shown what a great conversationalist you are, they will be MUCH more receptive to your needs than you could EVER hope for before you began. Their skills and interests should be your guide in finding that job or need for them in your unit. They will be more inclined to help because you have been friendly, interested in THEM, and you have not pressured them.

Will it work every time? I'm afraid not. BUT if you remember RULE #4, and try this over and over, with anybody you meet, you will be more successful than you've ever dreamed possible. Don't be discouraged if your conversation doesn't turn out perfect every time - PRACTICE makes perfect. REMEMBER, the most important thing is getting in touch with the parents.

John Larson

### SOMEBODY ELSE

**T**here's a clever young fellow named  
SOMEBODY ELSE—  
There's nothing this fellow can't do.  
He's busy from morning 'til way late  
at night—  
Just substituting for you.  
You're asked to do this, or asked to do  
that,  
And what is your ready reply?  
"Get SOMEBODY ELSE, Mister  
Chairman—  
He'll do it much better than I."  
There's so much to do in our Scouting,  
So much, and the workers are few,  
And SOMEBODY ELSE is getting  
weary and worn—  
Just substituting for you.  
So, next time you're asked to do some-  
thing worthwhile,  
Just give them this honest reply,  
"If SOMEBODY ELSE can give time  
and support,  
You can bet your last dime, so can I!"  
—Goldsboro, N.C. Trailblazer

## EFFECTIVE RECRUITING

You've got such a lot of work to do, and nobody to help you. The people you've asked say no, they're too busy themselves to be of much help. Sound familiar? There's a way to solve this problem, and it works most of the time -- IF you practice it!

First, this method works best FACE-TO-FACE. It's entirely too easy to say no over the telephone. Second, remember that almost nobody wants to do something to help YOU, but they'll do something to help THEM. However, if you do this right, helping you will be what they see as helping them. People nearly always feel that way with a friend. So step #1 is to become a friend with the other person.

Now becoming a friend doesn't take weeks or years, but just a few minutes of being interested and finding out something about them. The interest you show will start that friendship, and it really doesn't take much more than genuine interest to keep it alive and growing. Find out about their family, their occupation, their recreation and REMEMBER it. Write it down at home, if you have to, but be certain you remember it the next time you see them.

So, the friendship begins or has been growing, and now you need to recruit. It may only be five minutes after you met them, but this WILL work! Follow closely! Before you start, can you clearly explain what you want done? What IS the job? How much time and effort might it need? Do you know? With what you know about them and their skills and interest, do THEY have the skills this job needs? If they don't, DON'T recruit them - not yet, not for this job. Find a different job for them that they CAN do. If you think they can do this job, the next step is easy.

Tell them they seem to be a sharp person, one with talent (it had better be true!). Tell them you appreciate knowing someone with talent. They'll go "Aw shucks". Tell them there's a place in your program for people with talent, and that you would like them to consider playing a part in the success of the unit. THIS IS IMPORTANT!! DON'T let them say ANYTHING until you say "we don't need an answer today, it wouldn't be fair to ask you to make a snap judgement about this important request". NOW ask them to consider doing whatever job it is you had in mind.

Now tell them WHAT they'd be doing, who with, how much and how much time to expect, when they could expect to help and training, where they'd find resource material, etc. If there's a handbook, or some printed material that will help them understand, give it to them. IMPORTANT - say "Why don't you look this over, and give it some serious thought. You'd be a valuable part of our unit, and we'd like to have your help. Why don't I come and see you on \_\_\_\_\_ (a time a couple of days away) and we'll go over any questions you might have?" Get the time confirmed, and say your good byes - that wasn't hard!



When you recruit helpers this way, you aren't begging them to help. You're not pressuring them to help against their will. You're not tricking them into anything. You're letting them feel good about themselves by helping you and your program. People recruited this way are more loyal to you and will work harder and longer for you. They know you're their friend, you recognize their hidden genius, and you have a genuine need for their talents, their abilities. BUT, to make it work BEST, you have to practice, practice, face-to-face. The more you recruit, the better you'll become.

John Larson







# UNIFORM

# UNIFORMS

for more information:

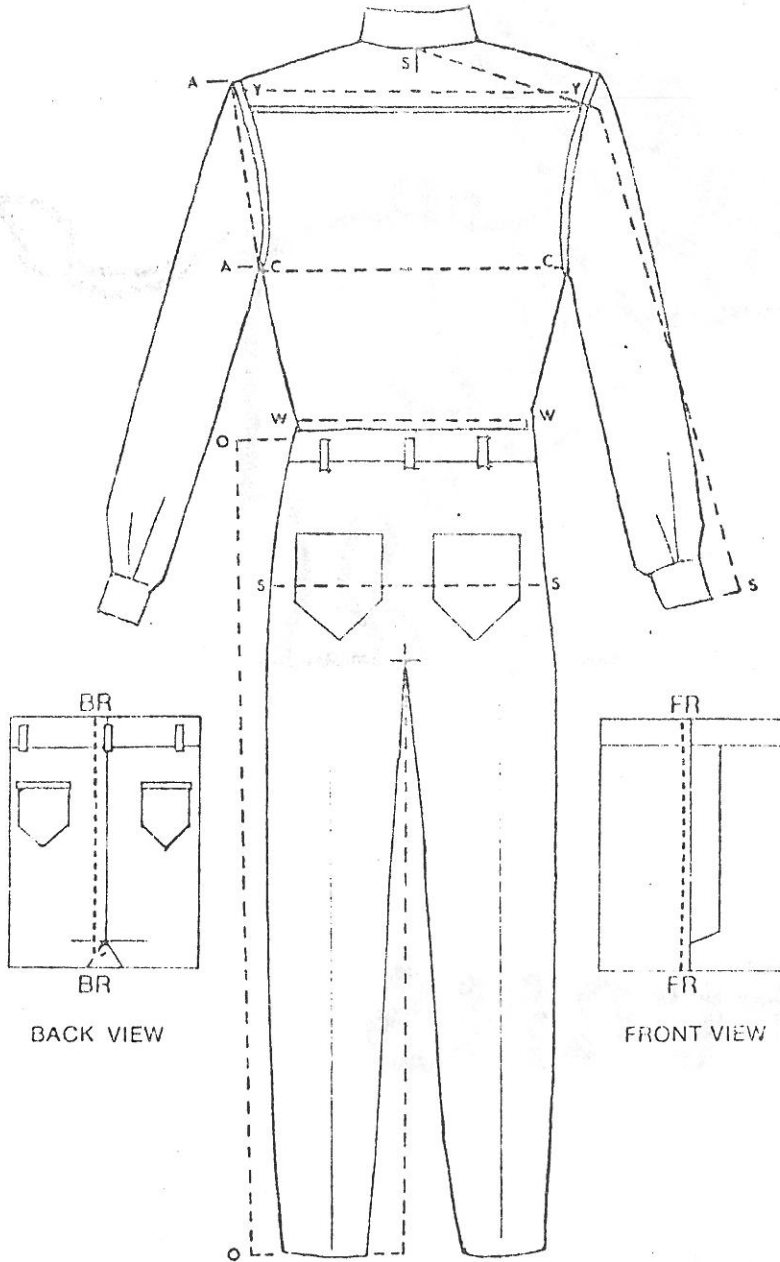
SCOUTMASTER'S HANDBOOK  
CUB SCOUT LEADER BOOK  
INSIGNIA CONTROL GUIDE

LB6501  
LB3220  
LB3064B

# SPECIAL ORDER FOR SHIRTS AND TROUSERS

WE SUGGEST THAT MEASUREMENTS BE TAKEN FROM PRESENT GARMENTS THAT FIT YOU WELL

FOR USE ONLY IF STOCK SIZE WILL NOT PROVIDE REASONABLE FIT.



○ WEIGHT  lbs.

○ HEIGHT  ft.  in.

## FOR SHIRTS

○ NECK SIZE

○ SLEEVE LENGTH (S - S)

○ YOKE (Y - Y)   
From shoulder seam to shoulder seam.

○ CHEST (C - C)   
Draw tape snug around chest over shoulder blades and up into armpit.

○ ARMHOLE (A - A)   
Double the measurement A - A

## FOR TROUSERS

○ WAIST (W - W)   
Draw tape snug above top of trousers around waist.

○ SEAT (S - S)   
Measure around largest part of seat.

○ OUTSEAM (O - O)   
From top of waistband to bottom of trouser leg.

○ INSEAM (I - I)   
From crotch to bottom of trouser leg.

○ FRONT RISE (FR-FR)   
From crotch seam to top of waistband in front

○ BACK RISE (BR-BR)   
From crotch seam to top of waistband in back

"SPECIAL MEASUREMENTS FOR TROUSERS AND SHORTS ARE LIMITED UP TO WAIST SIZE 60".

LIST PARTS WANTED ON OTHER SIDE

# QUOTES FROM B.P. ON UNIFORMING



The uniform, in every detail, was taken from a sketch of myself in the kit which I wore in South Africa, 1887 and 1896, and in Kashmir in 1897-8.

Our badge was taken from the "North Point" used on maps for orientating them with the North; it was sanctioned for use for Trained Scouts in the Army in 1898.

Our motto, "Be Prepared," was the motto of the South African Constabulary, in which I served.

## Uniform for Scout Officials

I HAVE said before now: "I don't care a fig whether a Scout wears uniform or not so long as his heart is in his work and he carries out the Scout Law." But the fact is that there is hardly a Scout who does not wear uniform if he can afford to buy it.

The spirit prompts him to it.

The same rule applies naturally to those who carry on the Scout Movement—the Scoutmasters and Commissioners; there is no obligation on them to wear uniform if they don't like it. At the same time, they have in their positions to think of others rather than of themselves.

Personally, I put on uniform, even if I have only a Patrol to inspect, because I am certain that it raises the moral tone of the boys. It heightens their estimation of their uniform when they see it is not beneath a grown man to wear it; it heightens their estimation of themselves when they find themselves taken seriously by men who also count it of importance to be in the same brotherhood with them.

I have been in the habit of wearing shorts instead of knee-breeches when in Scout uniform, but I do it intentionally, not merely because I am much more comfortable in shorts, but because it puts me more closely on a level with the boys and less on the standing of an "officer," as we understand him in the Army.

A Scout official's line is rather that of an elder brother or a father to his boys than of an officer or a schoolmaster. And the more he assimilates his inward ideas and his outward dress with theirs, the more he is likely to be in sympathy with them and they with him.

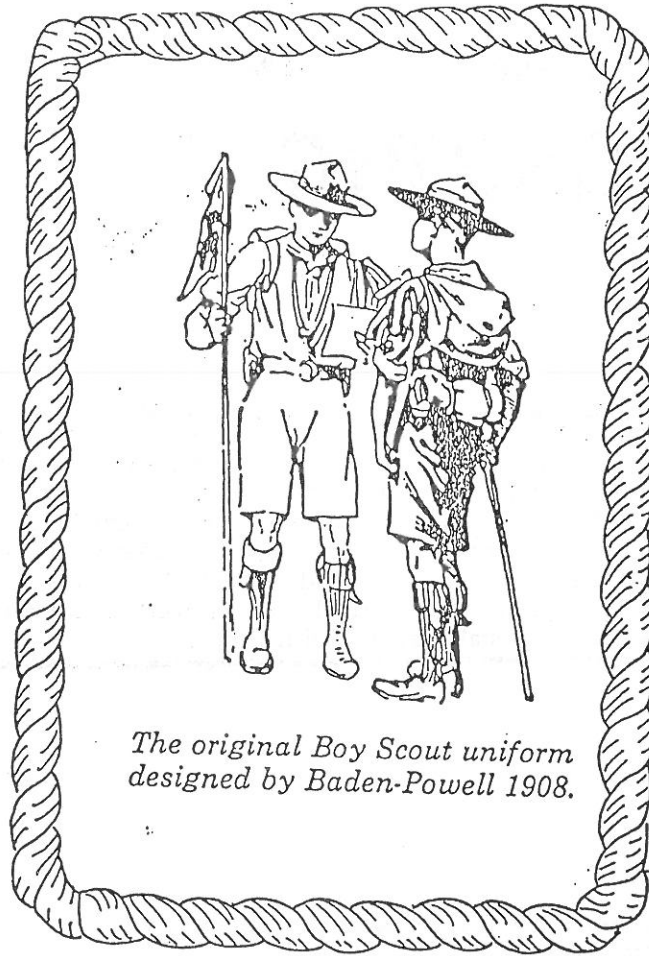
August, 1913.

You will never get good uniforming in your troop unless you insist upon good uniforming. And you can't very well insist upon it unless *you* are correctly uniformed. Again, your example is one of the most important factors—as in everything else connected with the troop.

Smartness in uniform and correctness in detail seems a small matter to fuss about, but has its value in the development of self-respect, and means an immense deal to the reputation of the Movement among outsiders who judge by what they see.

It is largely a matter of example. Show me a slacker-dressed Troop and I can "Sherlock" a slacker-dressed Scoutmaster. Think of it, Scoutmasters, when you are fitting on your uniform or putting that final saucy cock to your hat. You are the model to your boys and your smartness will reflect itself in them.

September, 1918.



*The original Boy Scout uniform  
designed by Baden-Powell 1908.*

SPURRED by Baden-Powell's enthusiasm and personal magnetism, Boy Scout patrols had started to appear in each of the communities in which the General had stopped on his country-wide tour to describe his Boy Scouts scheme. Now, with the publication of *Scouting for Boys*, patrols by the thousand sprang up throughout the British Isles. By the time the sixth and final part of the book had made its appearance at the end of March, Boy Scouting had swept like a tidal wave across the length and breadth of the United Kingdom.

Small bands of boys in broad-brimmed hats, with brightly coloured scarves round their necks, roamed through the countryside. Mothers were pressed into cutting knickers and trousers into shorts, while the boys bravely folded down their long, black stockings to expose their pale knees to the harsh English winter—according to Baden-Powell's drawing of what the well-dressed Scout should wear. Hardware stores had a run on broomsticks to be used as Scout staves. In almost every British town and village, houses and pavements became decorated with long chalk arrows to indicate to stragglers that 'I have gone this way' or chalk circles with a prominent centre to proclaim that 'I have gone home'. Shrill whistle signals broke the silence of practically every English park. The chop-chop of tomahawk-shaped axes resounded in woods throughout the land, and the swirling smoke from thousands of camp fires rose over the tree tops.



### U-n-i-f-o-r-m !!!

And when we say "uniform," we mean "*uniform*." There is only one Boy Scout Uniform and there is only one way of wearing that Uniform.

If you saw a football player with a baseball cap on his head, if you saw a postman in a street cleaner's "white wings" or a West Point cadet wearing a sailor's flaring trousers you would think that he was crazy. Why not then consider a Scout "batty" if he wears a green cap, red sweater, a pair of grey knickers while the rest of his uniform is seemingly correct?

It says in the Handbook for Boys that it is not necessary for a boy to have a uniform in order to carry out the Boy Scout Program. That is true, of course. You have to act like a Scout, *be* a Scout, whether you are in uniform or not. You can't take off and put on the spirit of Scouting as you can a Scout shirt. Off on a hike, you can have just as good a time, build just as good a camp fire, signal just as effectively if you and your boys are just wearing everyday old clothes instead of the Scout uniform, but somehow you'll find after you've tried both ways that the very wearing of the Scout Uniform knits you all more closely together, makes you more of a unit. Moreover you'll also find that old clothes aren't always the best for hiking. The

Scout uniform is tried and tested, durable, comfortable, just right, every way.

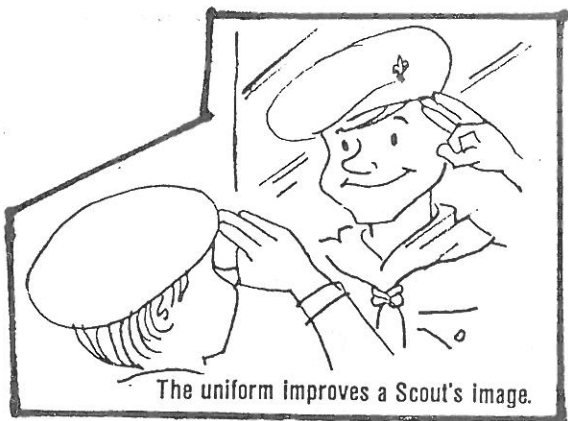
Either—or

But the main point is, either wear the uniform or don't wear it. Don't make any half-way-betweens. It is a case of "to wear or not to wear that is the question," to misquote Shakespeare. Go in your old clothes or in your Scout Uniform. Don't mix the two.

And when the members of your Patrol wear their uniforms, insist on having them wear *them the only correct way*. Make them understand that there is only one (1) way of tying the neckerchief, one (1) way of wearing the Patrol medallion, one (1) color of stockings to wear, and so forth.

If you make them conform strictly to this, your pride in looking at your boys when they line up at Troop meeting will prove to be contagious. Your Scouts will become proud, too, of belonging to the neatest Patrol in the Troop and they will do their best to wear the uniform right and keep it in order.

# Uniforms



The uniform improves a Scout's image.

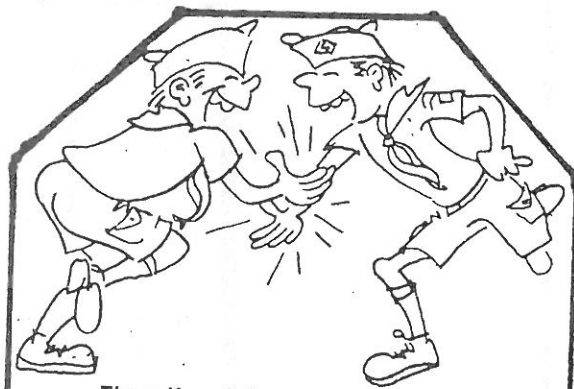


THE Scout uniform will help you achieve the objectives of Scouting. The uniform by itself can't make a good Scout or a good troop, but its use will improve both the Scout and the troop because it is a visible symbol of Scouting.

## Uniform

The uniform makes the Boy Scout troop visible as a force for good and creates a positive youth image in the community. Scouting is an action program, and wearing the uniform is an action that shows each Scout's commitment to the aims of Scouting. The uniform gives the Scout international identity in a world brotherhood of youth who believe in the same ideals. The uniform is practical attire for Scout activities, and provides a way for Scouts to wear the badges that show what they have accomplished.

Just as it identifies the wearer as a Scout, the uniform reminds him that he is a Scout and influences his actions. The Scout uniform is also a leveler. Whatever a boy's background, when he puts on the uniform he shares equally in the program.



The uniform brings strangers together.

## How the Uniform Can Help a Boy

It is not the purpose of the Scout uniform to hide the differences between boys or make them feel that they are all the same. Scouts come from many backgrounds. They have their own religious beliefs and family traditions. Scouting wants boys to take pride in these differences.

There is a way in which Scouts are alike. When he sees another person in a Scout uniform, he knows he is like that person because both have committed themselves to the Scout Oath or Promise and Scout Law. The Scout Oath or Promise and Law bind Scouts together. The Scout uniform is worn to identify openly with these beliefs.

By wearing the uniform Scouts give each other support. Boys need that and they can give it to each other. It's good to discover that others share our beliefs. It means all Scouts are brothers.

By wearing the uniform Scouts declare their faith and commitment to important beliefs that bind them to *all* people. It's a way of making visible their belief in God, their loyalty to our country, their commitment to "help other people at all times."

Young people recognize the importance of taking a stand regarding their beliefs. They say: "If you believe it, be it." At some point in a Scout's experience he openly declared an acceptance of the Scout Oath. But the values of the Scout Oath and Law make a difference in a boy only when he acts upon them.

As Scouts wear the uniform, they are standing for some principles—in the open, where everyone can see. Scouts are standing with each other, not alone, declaring their intent to be "other people" oriented.



The uniform stands for high ideals.





## How the Uniform Can Help the Troop

1. When smartly worn, the uniform can help to build good troop spirit.
2. By investing in a uniform, a Scout and his parents are really making a commitment to take Scouting seriously.
3. The uniform makes the troop visible as a force for good in the community.
4. When properly worn on the correct occasions, it can attract new members.
5. Scouts in uniform create a strong, positive youth image in the neighborhood, thus helping to counteract the negative feelings some adults have about youth.



Field cap



Red beret



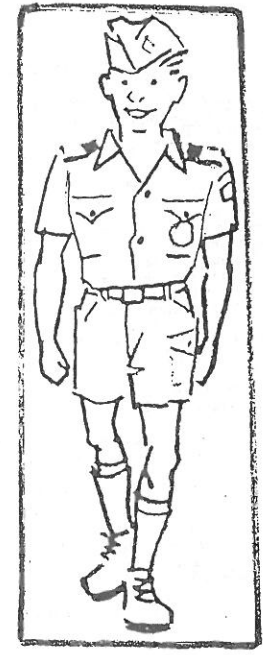
Khaki visored cap with red front panel

Your troop may choose its official uniform from the options shown. When the choice is made, all Scouts wear the selected uniform. The adult leaders and junior assistant Scoutmasters will wear the same official uniform, but it need not be the same as that chosen for wear by the Scouts in your troop.

If the troop votes not to wear neckerchiefs, shirts may be worn with the collars open. Boy Scout bolo ties may be worn, if desired.

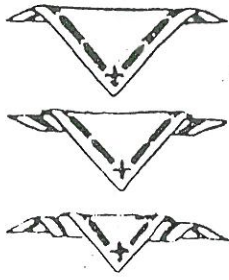


Shoulder epaulets are a part of the official tan shirts introduced in 1980. Red shoulder loops identify Boy Scouting.

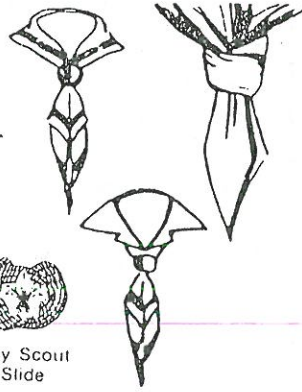


Broad-brim hat

## HOW TO WEAR THE NECKERCHIEF



a. Fold long edge over several flat folds to about 6 inches from tip of neckerchief. A tight fold prevents gathering around the neck and is more efficient than rolling or twirling.



b. Place around neck of V-neck shirt. On shirts with collars, the unit has a choice of wearing the neckerchief over the turned under collar or under the open collar.

c. Draw neckerchief slide over ends and adjust to fit snugly.

d. By vote of troop, ends may be left hanging loose or may be tied in a slipknot.



Cub Scout Slide



Webelos Slide



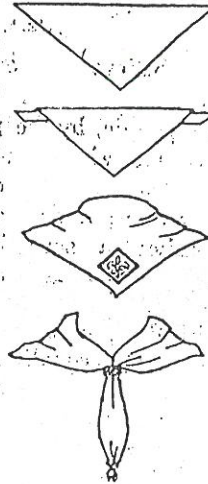
Boy Scout Slide

## The Scout Neckerchief

### THE SCOUT NECKERCHIEF

#### How to Tie the Neckerchief

First, fold the neckerchief diagonally to form a triangle. Turn the long edge over about three inches evenly, once, twice, or even three times, to the size of the boy, to insure the neckerchief's lying smoothly at the back and hanging correctly in front. Place around the neck over the collar of the shirt, insert the slide up over the ends to the point where the knot would be tied as a four-in-hand necktie. Then tie one of the two loose ends around the other in an overhand knot. This lower knot is a constant reminder of the Daily Good Turn. The advantages of the slide are that in hot weather and on the hike the neckerchief can be loosened around the throat, while in a cold wind or snowstorm it can be drawn up closer and serve as a muffler.



### Uses for the Scout Neckerchief

#### SCOUTING

1. Signal Flag on Stick (Morse) (1)
2. Signal Flag Semaphore (2)
3. Life Line (Troop)
4. Rope Ladder (Troop)
5. Bag, Hobo Style (1)
6. Lashing for bundles
7. Caulking for boat
8. Sail for boat (4)
9. Covering for food
10. Belt, emergency (1)
11. Knot tying practice
12. Substitutes for clothing (4)
13. Trunks for bathing (1)
14. Apron for kitchen police
15. Troop identification
16. Good Turn Reminder (1)
17. Guard Rope (Troop)
18. Emergency sock (1)
19. Distress Signal (1)
20. Smoke Signals (1)
21. Flare (1)
22. Torn strips, trail markers
23. Bathing cap to denote classes of swimmers—Red, beginners; blue, fair swimmers; white, Life Savers

#### TRIANGULAR BANDAGE USES

1. Pressure of armpit Artery
2. Arm Sling (10)
3. Collar Bone Fracture (3)
4. Ankle Sprain Dressing (1)
5. Fractured Hip (7 to 9)
6. Kerchief Stretcher (5)
7. Padding for splints (several)
8. Chest Carry (1)
9. Tump Line Carry (1) Pack strap
10. Hand Bandages (1)
11. Head Bandages (1)
12. Foot Bandages (1)
13. Support for Sprained wrist
14. Tourniquet uses (1)
15. Trench Bandage (1)
16. Compress (1)
17. Smoke masks
18. Fireman's drag-free wrists
19. Tied hands carry (1)
20. Tied hands across overturned canoe
21. Tying good ankle as splint to broken one (4)
22. Guide rope to find way out of smoky room (Troop)
23. Sun shelter for injured (1)

#### GENERAL

1. Rope for tying animals
2. Mosquito covering for head
3. Sweat band for games
4. Team identification (games)
5. Tie for three-legged race
6. Swatters for running the gauntlet
7. Red kerchief on projecting poles in transit
8. Padding for carrying load on head
9. Repairing Harness
10. Substitute for hat or cap

### The Neckerchief

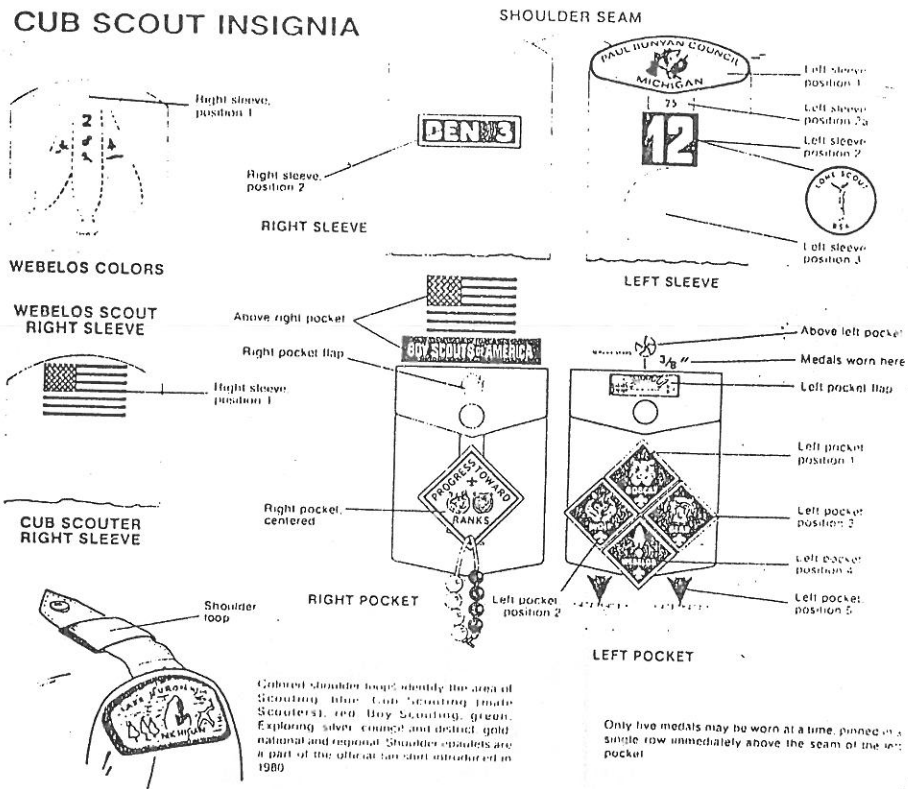
The neckerchief is characteristic of the Scouts the world over.

The pioneers or cowboys wore bright-colored scarfs around their necks for protection against the rays of the sun and against the sand storm. The neckerchief protects a Scout in a similar manner, and its color shows to what group within the great brotherhood he belongs. It may show his Patrol, Troop or his District. A Scout can make a hundred different uses of his neckerchief. In order always to have it easily available the Scout fastens it around his neck with a slide, and ties the ends with one end around the other, in an overhand knot. Since a "Good Turn" is often accomplished through the use of the neckerchief, necessitating the untying of this knot, the knot has become known as the "Good Turn Knot." It is a constant reminder to the Scout of his daily deed of kindness.

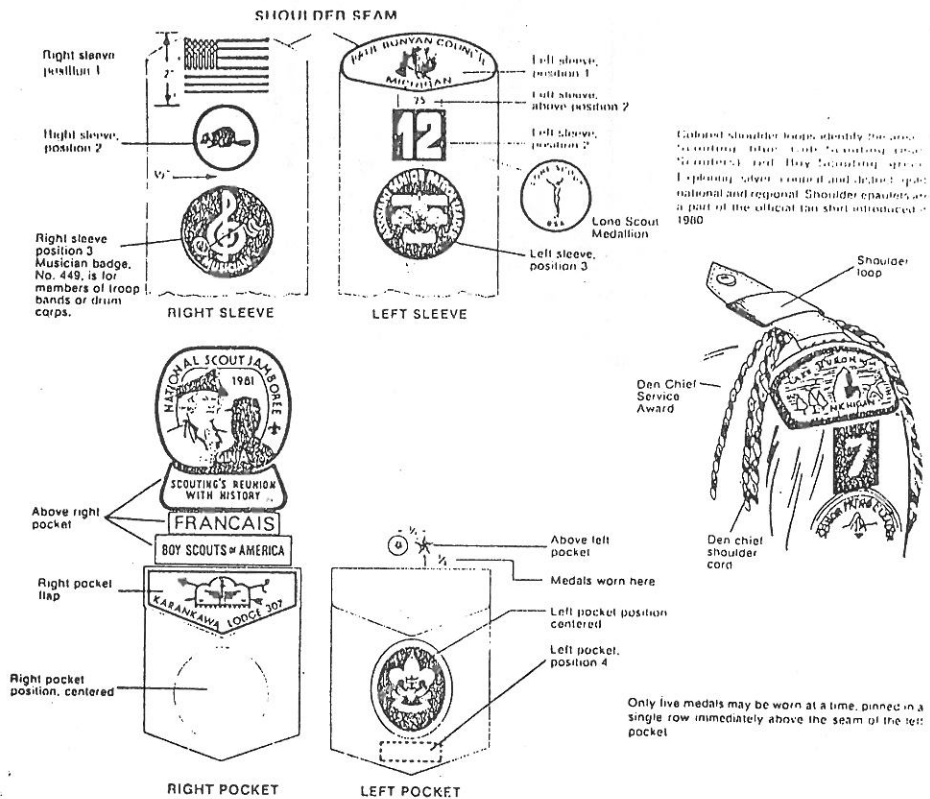


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## CUB SCOUT INSIGNIA



## BOY SCOUT INSIGNIA



## THE OFFICIAL DRESS UNIFORM

The official dress uniform is available by special order from B.S.A. National Supply. It is the official dress uniform for all B.S.A. volunteer and professional Scouters. Additional information can be found in the Exploring catalog available at the Scout Shop.



**8. Men's and Women's Dress Uniform.** For more information concerning the sizes available and the current prices, please write for form 70-134, Dress Uniform Order Form. Write to: Boy Scouts of America, S304, 1325 Walnut Hill Lane, Irving, Texas 75038-3096.

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EX945L			Male Blue Blazer—Long Even Sizes 38–50	82.95	
EX922			Men's Gray Trousers—Regular All Sizes 28–38; Even Sizes 40–46	42.95	
EX921			Female Blue Blazer Even Sizes 4–24	98.00	
EX923			Female Gray Dress Slacks Even Sizes 4–24	45.00	
EX924			Female Gray Dress Skirt Even Sizes 4–24	42.00	
EX724A			Tie—Men's Red/White/Blue	13.50	
EX861A			Tie—Ladies' Red/White/Blue	6.50	
EX251			Detachable Emblem—Boy Scouter	19.00	
EX350			Detachable Emblem—Cub Scouter	19.00	
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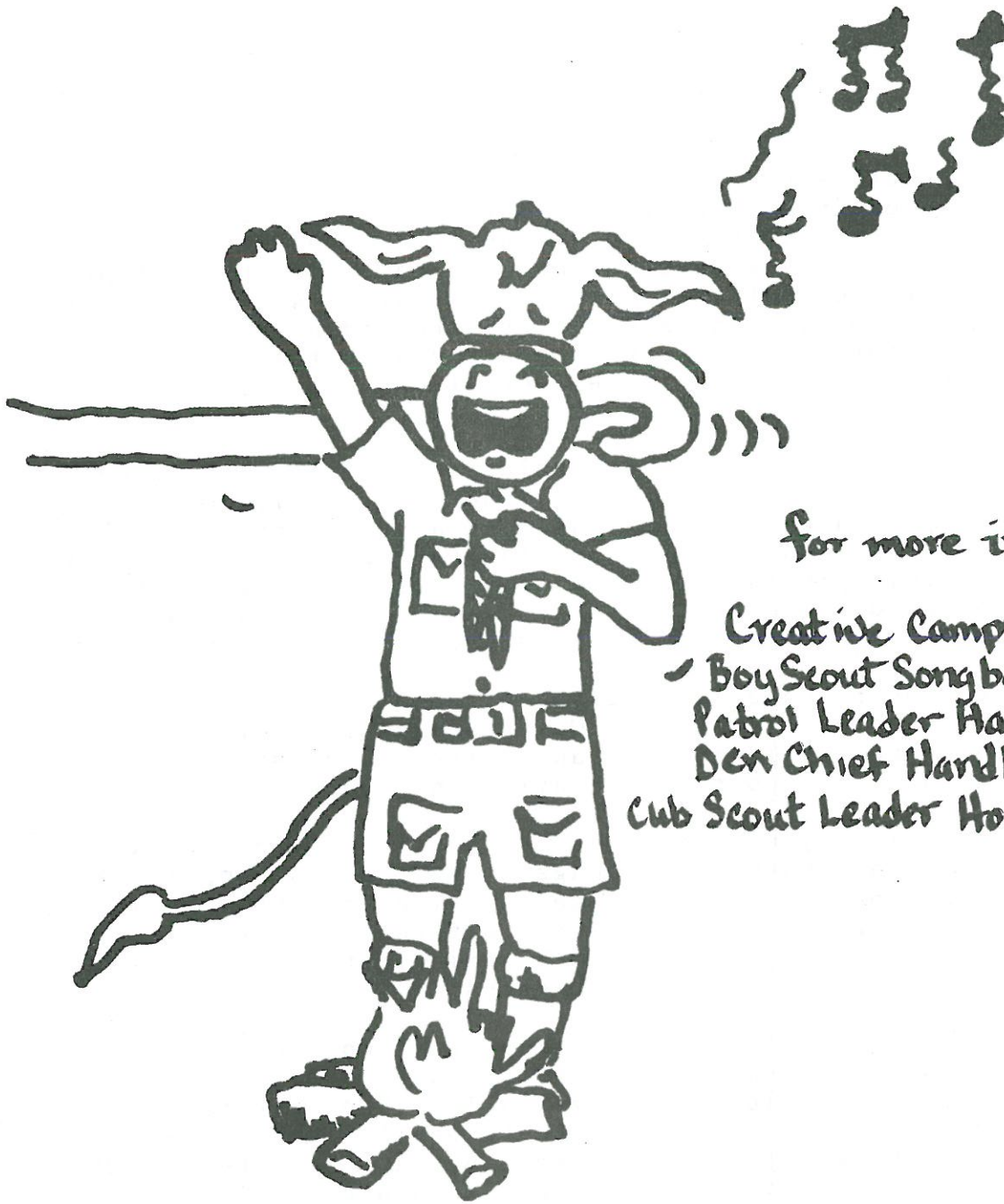
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for more information:

- Creative Campfires
- Boy Scout Songbook LE 32284
- Patrol Leader Handbook LE 32172
- Den Chief Handbook LE 32111
- Cub Scout Leader How-to book LE 32831

# SONGS

-and-

# STUNTS

## PHILOSOPHY OF SONG LEADING

Songs and cheers are a very effective part of Cub Scouting. Both are easily used in a gathering to catch the boys' interest. The opening serves to wake the boys up and burn some of their energy. The closing serves to slow down the tempo of the meeting and wind things up. One of the nicest things about songs and cheers is that they don't require any special or outstanding talents, only a willing voice. Boys enjoy a song that is sung off key as much as they enjoy one that is sung in perfect pitch. So just have fun with them.

At first, you may find boys are reluctant to sing in a group. Smile, be confident and start singing. The attitude you project to singing will be picked up. Gently insist that they try and sing with you, you'll find that they enjoy singing very much. Remember not to keep the boys singing the same song over and over, even if it seems to be going well. Sing it once or twice, then stop, leaving them wanting more, not glad it's over.

Songs and cheers have many purposes. Fast action songs and rousing cheers help let off steam. Quiet songs help calm and restore order. Cheers help develop and maintain den spirit. Patriotic songs are an important steadying influence on boys.

You may sometimes want a song to match a theme, this book helps provide some of those theme songs. Try also to compose your own songs. It is not as hard as it sounds. The easiest method combines a familiar tune with your words altered to express the theme. Your words don't have to be rhythmic masterpieces, just fun for you and the boys. So be courageous; try it.

It is important to display the words of a song not familiar to your group. Use construction paper, butcher paper, poster board, song sheets, or whatever is available. Use lettering that stands out and is large enough to be easily read. When singing a song that uses repetitions, explain that these repetitions are represented by blank lines. Use "Old McDonald Had A Farm" as an example; explain that it is sung in same in all the verses with only a few words different in each succeeding verse.

Cheers and yells help to let off steam at den or pack meetings. Use the imaginations of the boys. Get them to help you invent cheers. Football cheers can be adapted to den yells. Try to make the last line of the cheer easy to shout, keep the lines simple and rhythmic.

When you're leading a song, smile and don't be afraid of being a little silly. Remember the den leader's secret word: "KISMIF" KEEP IT SIMPLE, MAKE IT FUN.

## "SONG LEADING"

Songs have always played a great part in scouting. Every training staff should have someone capable of leading songs. Here are some tips:

An audience expects six things from a good song leader:

1. The name of the song. Announce each song clearly and name the tune if it is not an original song.
2. The pitch of key. Sing a few notes to give the pitch. Be sure the whole group has it--if you're too high or too low--stop and start over again.
3. The tempo--beating time. Start everyone at the same time--shout in rhythm with the time, "Let's Go", or clap the hands or stomp with the foot and start on the next beat. Use simple motions--an up and down, pump handle motion will get you started. Don't try to imitate a symphony conductor.
4. Information about the song. The words--The tune. Be sure your whole group knows the song. If they don't--then teach them. Songbooks are valuable in learning songs, but after the song is learned, have group sing with the book closed--the results will be more satisfactory.
5. Pep--Enthusiasm. Don't insist on volume, at least at the start. Tell the crowd that it's singing you want, not noise or volume. If it doesn't go so well, then no one will know the difference: If it looks promising, say "That was splendid for practice--now let's sing."
6. Leadership--Control. Plan your selections carefully--choose songs that fit the crowd and occasion. Beware of parodies and songs that might offend. Don't ask what songs they want--Tell 'Em.

Formal leadership (Time Beating) is not always necessary. Sing in natural groupings--someone starts the song and everybody just sings. Old favorite songs can be used effectively in this type of singing.

The occasion will dictate the procedure and methods to be followed in conducting group singing. Ordinarily the first song on a program should be a well known song. The crowd can't go wrong and the success of this first song will establish the success of the leader. If the group is used to singing together, there is little necessity for "Ice Breaking".

Use old, familiar songs with new groups. Men usually prefer good harmony. Boys like action songs. Substituting motions for words will help the leader establish control. Don't try difficult, Hard-To-Learn tunes except when conditions are right. KNOW THE SONGS YOU ARE LEADING.

## TEACHING A SONG

Teaching a song is a part of song leading itself, so all the above rules apply. Teaching offers some special problems, which these hints may help to make simpler:

1. Always warm up the crowd with well-known songs before trying out a new one.
2. Provide copies of the words. Use songbooks, mimeographed song sheets, or words on a blackboard or large sheet of paper.
3. Sing the new song through alone or with a small group who already know it.

4. Let the crowd try a verse at a time, slowly at first. When they master it, pick up speed.
5. Musical accompaniment helps —piano, accordion, guitar, harmonica are all good because they can play harmony, not just single melody notes.
6. When they've sung it a time or two, stop — don't make it a music lesson. Go at once into a familiar song.

Use every chance you have to lead and teach songs. Practice on your den, your pack, your family, whenever you can. In song leading, as in most musical accomplishments, it takes "do" to get "know-how."

"Now," said Mr. Barnum, "we're going to do something all Cub Scouts love to do—sing." He held up his hands as if he were allowing them to drip dry. "And remember, men, use those hands to express the words of the song . . ."



## RIDDLES

Why is it that when you are looking for something you always find it in the last place you look?

Because you always stop looking when you find it.

I am something that is lighter than a feather, and yet harder to hold. What am I?  
Your breath.

I am something that can run but can't walk. What am I?  
Water.

I am something that has teeth, but can't eat. What am I?  
A comb.

What did Tennesseee?  
The same thing that Arkansas.

If your uncle's sister is not your aunt, just what relation is she to you?  
She is your mother.

What animal are you when you have a cold.  
Horse.

What has a tail but is not an animal?  
A kite.

What did one salad say to the other salad?  
I'm all mixed up.

What has four legs, eats oats, has a tail, and sees equally well from both ends?  
A blind horse.

What goes up that never comes down?  
Your age.

Why are Cub Scouts so chubby?  
Because Scouting rounds a guy out.

What's the difference between an optimist and a pessimist?  
An optimist sees the doughnut, the pessimist sees the hole.

What do ghosts wear on their feet?  
Boo-ts.

What is the best way to find a tiger?  
Asleep.

What do ghosts call mistakes?  
Boo boos.

What well-known animal drives an automobile?  
Road hog.

TOOTSIE TA  
(Tune: Singing in the Rain)

I'm singing in the rain,  
Just singing in the rain,  
What a glorious feeling I'm happy again,

THUMBS UP - Tootsie Ta, Tootsie Ta, Tootsie Ta Ta (Wiggle a little)

Repeat above chorus

THUMBS UP, ELBOWS IN Tootsie Ta - etc. as above

Repeat above chorus

THUMBS UP, ELBOWS IN, KNEES TOGETHER Tootsie Ta, etc. as above

Repeat above chorus

THUMBS UP, ELBOWS IN, KNEES TOGETHER, CHEST OUT - Tootsie Ta  
etc. as above

Repeat above chorus

THUMBS UP, ELBOWS IN, KNEES TOGETHER, CHEST OUT, BUNS OUT -  
Tootsie Ta, etc. as above

Repeat above chorus

THUMBS UP, ELBOWS IN, KNEES TOGETHER, CHEST OUT, BUNS OUT,  
EYES CLOSED - Tootsie Ta, etc. as above

Repeat above chorus

THUMBS UP, ELBOWS IN, KNEES TOGETHER, CHEST OUT, BUNS OUT,  
EYES CLOSED, TONGUE OUT - Tootsie ta, etc. as above.

Note: on the Tootsie Ta portion wiggle some - it adds much  
to the interpretation of the song.

RAINDROPS  
(Tune: Written below words)

If all of the raindrops were  
(bubblegum) and (gumdrops)  
Oh, what a world this would be  
I'd stand outside with my mouth  
open wide going:  
"Ah-ah-ah-ah-ah-ah-ah!"



LOLLIPOP

(Tune: Harrigan)

L - O - double L - I P - O - P spells Lollipop  
That's the only decent kind of candy, candy  
The guy that made it must have been a dandy, dandy,  
L - O - double L - I P - O - P for me  
It's a lick on a stick guaranteed to make you sick  
That's Lollipop for me.

A PEANUT SAT ON A RAILROAD TRACK

(Tune: Polly Wolly Doodle)

A peanut sat on a railroad track,  
His heart was all a-flutter  
(pat chest rapidly)  
"Round the bend came number ten.  
TOOT! TOOT!  
(Pull imaginary cord)  
Peanut butter!  
SQUISH!!  
(palms together)

CALOMINE LOTION

(done in a sing-song fashion - Leader says each line - Audience repeats same line - Hit knees and clap to keep beat.)

FLEAS,  
FLEAS, FLIES  
FLEAS, FLIES. MOSQUITOS  
COCKROACHES  
CALOMINE, CALOMINE, CALOMINE LOTION  
OH NO MORE CALOMINE LOTION  
ITCHY, ITCHY, SCRATCHY, SCRATCHY,  
OO, I GOT ONE ON MY BACKY  
EEEK GOES THE BUG WHEN YOU SPRAY IT WITH  
THE BUG SPRAY  
SCHHHHHHHHHHHHH (spray the bug motion)

BLESSINGS

(Tune: Edelweis)

"Bless our firends, bless our food,  
Come, oh Lord, be with us;  
May our words glow with peace  
May your love surround us.  
Friendship and love, may it bloom and grow,  
Bloem and grow, forever,  
Bless our friends, bless our food.  
Come, oh Lord, and be with us.

CELERY SONG

(Tune: Auld Lang Syne)

Oh celery raw is hard to chew  
And celery stewed is quietly chewed.  
(Repeat over and over)

THE MEAT'S ALL GONE

(Tune: Hail, hail, the Gang's All Here)

Hail, hail, the meat's all gone  
What'll be the next course?  
What'll be the next course  
Hail, hail, the meat's all gone,  
What'll be the next course now?

Hail, hail, the drink's all gone,  
What'll be the next course?  
What'll be the next course?  
Hail, hail, the drink's all gone,  
What'll be the next course now?

(continue with as many food items as you want)

HURRAY FOR SCOUTING

(Tune: Hey, Look Me Over)

25 is silver, 50 years are gold  
75 is for diamonds of anniversaries, I am told  
Jump up and cheer, folks!  
Shake handsall around,  
I figure after 75, the fun is just begun.

So we'll be up flying higher,  
The games and the fun  
Ever doing craft stuff, and advancing on and on,  
75 years is just brand new for Scouting, more and more  
Get ready for 75 more!



AMERICA, AMERICA

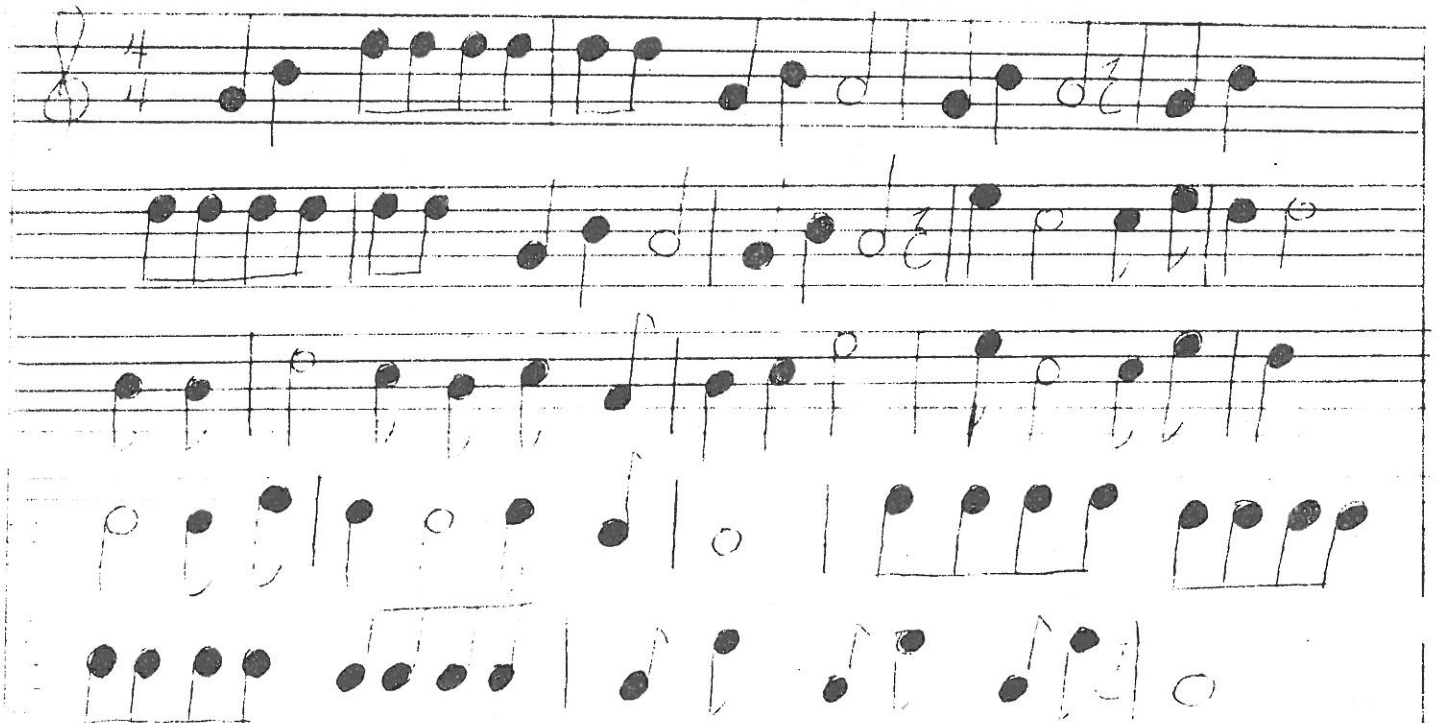
America, America,  
How can I tell you how I feel,  
You have given me many treasures,  
I love you so.

Love, love, love, love  
The only truth on Earth is love,  
Love thy neighbor as thy brother.  
Love, Love, Love.

Peace, peace, peace, peace.  
Peace on Earth good will toward man,  
Peace and harmony with nature,  
Peace, peace, peace.

GING GANG GOOLIE

GingGang Goolie Goolie Gotcha  
Ging Gang Goo,  
Ging Gang Goo  
Ging Gang Goolie Goolie Gotcha  
Ging Gang Goo  
Ging Gang Goo  
Hayla, Hayla Shayla, Hayla Shayla  
Hayla, Ho.  
Hayla, Hayla Shayla, Hayla Shayla  
Hayla, Ho  
Sally Wally, Sally Wally Sally Wally, Sally Wally  
Oompah, oompah, oompah, compah, ooommm!

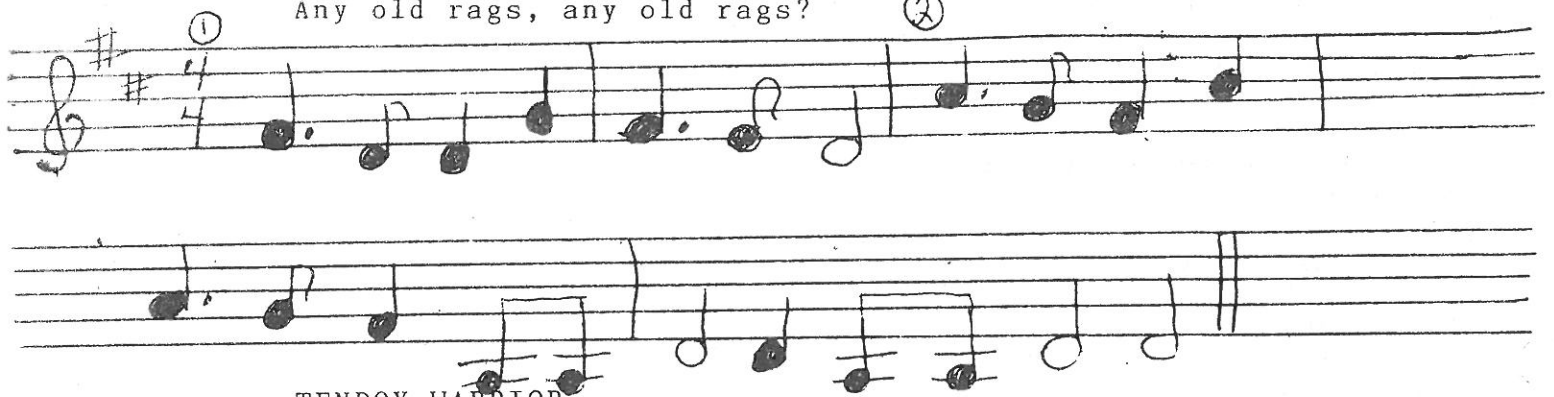


INDIAN TAPS  
(Tune: Taps)

Great Spirit come  
With beat of drum  
Journey now  
With each one  
Great Spirit please,  
Till each one  
of your tribe  
Reach their tepees.

CHAIRS TO MEND  
(Tune: see music below)

Chairs to mend, old chairs to mend,  
Mackerel, fresh mackerel,  
Any old rags, any old rags? ②



TENDROY WARRIOR  
(Tune: Zulu Warrior)

Ay cum a zimbah zimbah zia  
Ay cum a zimbah zimbah zee  
Ay cum a zimbah zimbah zia  
Ay cum a zimbah zimbah zee

See him there, the Tendroy Warrior,  
See him there, the Tendroy Chief. (chief, chief, chief, chant)

TEN IN A BED

(Tune: see music below)

There were ten in a bed and the little one said,  
"Roll over, I'm crowded."

So they all rolled over and one fell out  
and gave a shout.

Please remember to tie a knot in your  
pajamas. Single beds were only made for nine.

2. There were nine in a bed....

3-9. Count one less repetition

10. There was one in the bed and the little one said,  
"I'm lonely, Goodnight."

The image shows four staves of handwritten musical notation. The first staff is in treble clef, 2/4 time, and begins with a treble clef and a 2/4 time signature. The melody consists of quarter and eighth notes. The second staff continues the melody with some rests and a sharp sign. The third staff continues with more notes and a sharp sign. The fourth staff continues with notes, including a flat sign and a sharp sign, and ends with a final note.

SONGS  
&  
SPARKLERS

SPOTTED BEDBUGS  
(Tune: Onward Christian Soldiers)

Onward Spotted bed bugs  
Marching up the sheets,  
Tickle, tickle tickle  
On poor Grandma's feet.  
Grandma gets excited  
Grandpa gets the gun  
Boom, boom, boom, boom,  
Boom, boom, boom, boom  
See those bed bugs run.

Onward spotted bed bugs  
Marching off the sheets,  
Carrying off the wounded  
And poor grandma's feet.

THE LITTLE SKUNK'S HOLE  
(Tune: Turkey in the Straw)

1. Oh, I stuck my head in a little skunk's hole  
And the little skunk said,  
"Well, bless my sould!  
Take it out! Take it out!  
Take it out! Take it out!  
Remove it!"
2. Oh, I didn't take it out,  
And the little skunk said,  
"If you don't take it out,  
You'll wish you had.  
Take it out! Take it out!  
Take it out! Take it out!  
Remove it!"

SPOKEN

PHEEW! I removed it!

TONY CHESTNUT  
(Tune: One little, two little, three little Indians)

Tony Chestnut Knows I love you  
Knows I love you  
Knows I love you  
Tony Chestnut Knows I love you  
That's what Tony Chestnut Knows.

Actions to this song:  
Point to toes, then chest then head, then eye, then fist on  
heart, then a finger outward indicating you. Follow words  
to continue these actions.

TOM THE TOAD

(Tune: Oh Christmas Tree)

Oh Tom the Toad  
Oh Tom the Toad  
Why are you lying in the road.  
Oh Tom the Toad  
Oh Tom the Toad  
Why are you lying in the road.  
You did not see that car ahead  
And on your head are tire treads  
Oh Tom the Toad  
Oh Tom the Toad  
Why are you lying in the road.

ON TO SCOUTING

(Tune: Shell Be Comin' Round the Mountain)

He'll become a little Bobcat when he's eight,  
He'll become a little Bobcat when he's eight,  
He will come to all our meetings, and he'll smile at all our  
greetings,  
He'll be quite a handsome Bobcat when he's eight.

He'll become a fearsome Wolf before he's nine,  
He'll become a fearsome Wolf before he's nine.  
HE will snarl and bark and growl, and he probably will howl,  
He will make us very proud before he's nine.

He'll become a great big Bear before he's ten,  
He'll become a great big Bear before he's ten,  
He will have a fascination for each item in creation,  
HE will have a million questions when he's ten.

He'll become a Webelos when he is ten,  
He'll become a Webelos when he is ten,  
He will learn to give to others and he'll have a den of brothers,  
He's a strong and happy Cub Scout when he's ten.

We will send him on to Scouting at eleven,  
We will send him on to Scouting at eleven,  
We will wish him happy Scouting at a special Cub Scout outing,  
This is pretty close to heaven at eleven.

SONGS  
&  
SPARKLERS

ODE TO AN OLD CUBMASTER  
(Tune: Tie me Kangaroo Down, Sport)

Tie me Tiger Cubs Up, Chuck  
Tie me Tiger Cubs Up,  
Tie me Tiger Cubs Up, Chuck  
Oh, tie me Tiger Cubs Up  
All together now.

Send the Bobcats down the track, Jack  
Send the Bobcats down the track  
Send the Bobcats down the track, Jack.  
Send the Bobcats down the track  
All together now.

Let those wolves be, Lee  
Let those wolves be  
Let those Wolves be, Lee  
Let those Wolves be  
All together now.

Turn the Bears loose, Bruce  
Turn the Bears loose  
Turn the Bears loose, Bruce  
Turn the Bears loose  
All together now.

Let my Webelos go, Bro  
Let my Webelos go,  
Let my Webelos go, Bro  
Let my Webelos go  
All together now.

Tan me hide when I'm dead, Fred  
Tan me hide when I'm dead  
Tan me hide when I'm dead, Fred  
And leave it hanging on the shed.

Well, we tanned his hide when he died , Clyde  
We tanned his hide when he died  
Well, we tanned his hide when he died, Clyde  
And that's it hanging on the shed.



# GAMES

*for more information*

- DEN CHIEF HANDBOOK LB 3211
- CUB SCOUT LEADER BOOK LB 3220
- PATROL LEADER HANDBOOK LB 512
- CUB SCOUT LEADER HOW-TO BOOK LB 3931
- PROGRAM HELPS LB 726

YOU SHOULD ALWAYS TRY TO HAVE "GAMES" AS PART OF A "DEN OR PACK MEETING." THEY ARE NOT HARD TO COME UP WITH EVEN WHEN USING "THEMES." HERE IS AN EXAMPLE OF HOW YOU MIGHT CHANGE A GAME.

### "SWAT THE FLY"

NEED TWO TEAMS, TWO BLINDFOLDS, AND TWO FLY SWATTERS (UNUSED IF POSSIBLE).

THE BOYS COUNT OFF FOR TWO TEAMS, THEN ONE OF EACH TEAM IS CHOSEN TO BE THE SWATTER. HE THEN PUTS ON THE BLINDFOLD AND IS TURNED AROUND THREE TIMES. ON THE WORD GO EACH TEAM WILL SAY LEFT OR RIGHT UNTIL ONE OF THE BOYS SWATS THE OTHER. THEN THEY "SCORE A POINT" AND TWO MORE BOYS TRY IT UNTIL ALL HAVE HAD A CHANCE. THE TEAM WITH THE MOST POINTS IS THE WINNER.

NOW TAKE THIS GAME AND TRY IT FOR THANKSGIVING. USE FEATHERS INSTEAD OF FLY SWATTERS. BOYS GOBBLE ONCE FOR RIGHT TWICE FOR LEFT.

AS YOU CAN SEE IT WILL WORK IN ALMOST ANY TIME OF YEAR.

### "I SPY"

ALL BOYS PLAY AT ONCE. ONE BOY IS CHOSEN AND LOOKS FOR SOMETHING FROM ONE OF THE COLORS OF THE RAINBOW. WHEN HE HAS FOUND IT HE WILL SAY "I SPY SOMETHING THAT IS BLUE" THE REST OF THE BOYS TRY TO GUESS WHAT IT IS. THE WINNER WILL BE THE NEXT ONE TO LOOK FOR SOMETHING.



### "UNTRAINED PUPPY"

NEED SPRAY BOTTLES (SUCH AS FROM "SPRAY & WASH.") ALSO PIECE OF PAPER PINED TO LEFT POCKET. PLAY OUTDOORS!!

ON THE WORD GO EACH BOY TRIES TO "WET ON THE OTHER BOYS PAPER" AFTER A GIVEN AMOUNT OF TIME THE DRYEST PAPER WINS.

### "SWAT THE KNIGHT"

NEED NEWSPAPER, BLINDFOLD, CRACKERS & STRING. TIE THE CRACKER ON THE BOYS HEAD AND BLINDFOLD THEM. EACH BOY IS TO TRY AND CRUSH THE CRACKER ON THE OTHER BOYS HEAD. THE LAST ONE WITH THE MOST CRACKER IS THE WINNER.

### "BALLOON BUST"

NEED BALLOONS & LUNG POWER. ALL BLOW UP BALLOONS AT SAME TIME AND TIE THEM. WHEN YOU SAY NOW! THEY ALL SIT ON THEM, OR STOMP ON THEM, OR PUT THEM UNDER THEIR ARMS, OR SLAP THEM ON THE TABLE WITH THEIR HANDS.

"I LOVE THIS ONE"

"TURKEY RELAY"

NEED FEATHER DUSTERS (ONE FOR EACH TEAM), WAXED PAPER, PAPER PLATES, AND CANDY CORN. PUT THREE OR FOUR PIECES OF CORN ON WAX PAPER OR PLATE. PLAYERS ARE DIVIDED INTO TEAMS OF FIVE OR SIX EACH. ON THE WORD GO EACH ONE IN TURN WILL PUT THE FEATHER DUSTER BEHIND THEIR BACK AND WADDLE UP TO CORN. THEN THEY MUST BEND OVER AND EAT CORN WITH THEIR MOUTH ONLY. EACH MEMBER WILL DO THIS UNTIL ONE TEAM WINS. \*\*\*PLEASE PUT DOWN FRESH WAX PAPER WITH NEW CORN FOR EACH PLAYER WHEN THEY COME UP TO PLAY.

IF LARGE GROUP YOU COULD ALSO HAVE THEM BE DIFFERENT ANIMALS AND THE SOUND THEY MAKE WILL CHANGE. DUCK, CHICKEN, GOOSE, ETC.

"SPOON RELAY"

NEED TWO SPOONS WITH ABOUT FIFTEEN FEET OF STRING TIED TO IT. THE FIRST MEMBER OF THE TEAM WILL START BY UNROLLING THE STRING AND PUTTING THE SPOON DOWN HIS CLOTHES. THE NEXT BOY THEN TAKES THE SPOON AND PUTS IT UP HIS CLOTHES UNTIL THE LAST BOY IN LINE ROLLS IT UP ON THE SPOON AGAIN. THE FIRST TEAM FINISHED IS THE WINNER. THEY CAN PULL IT ALL THE WAY OUT BEFORE GIVING IT TO THE NEXT BOY OR NOT.

### "FLOOR SAIL BOAT RACE"

TAKE WHEELS FROM PINWOOD DERBY CARS AND PUT ON FLAT PIECE OF WOOD. EACH PIECE IS TO BE THE SAME SIZE. DRILL SMALL HOLE IN TOP FOR DOWEL TO FIT IN, FIT WITH PAPER SAIL GRAB PIECE OF NEWSPAPER AND PLAY.

ALL BOYS WILL HAVE THEIR OWN MADE AND RACE IT AT ONE TIME. AT STARTING LINE THEY FAN THE SAIL WITH THE NEWSPAPER TO MAKE IT GO, UNTIL THEY REACH THE FINISH LINE. FIRST ONE ACROSS IS THE WINNER.

### "TELEPHONE"

BOYS WILL LINE UP INTO TEAMS OF FIVE OR SIX. YOU WILL NEED TWO ADULTS TO GIVE THE FIRST BOY IN EACH LINE THE SAME MESSAGE. ON THE WORD GO THE FIRST BOY ON EACH TEAM WILL RUN UP TO THE FINISH LINE, EAT TWO CRACKERS, THEN RUN BACK AND TELL THE NEXT BOY WHAT THE MESSAGE IS. ALL BOYS DO THIS UNTIL THE LAST BOY ON TEAM WILL TELL THE JUDGE, WHO WILL THEN DECIDE IF IT IS THE SAME MESSAGE THAT THEY STARTED WITH. THEN FIRST BOY WILL GO TO BACK OF LINE AND START ALL OVER AGAIN WITH NEW MESSAGE.

## "DOG AND CAT"

NEED ABOUT TEN PIECES OF STRING IN TWO COLORS. SOMEONE WILL HIDE THE STRING AROUND THE AREA. DIVIDE BOYS INTO TWO TEAMS. ONE BOY ON ONE TEAM IS THE CAT, ONE BOY ON OTHER TEAM IS DOG. WHEN YOU SAY GO EACH TEAM MEMBER WILL LOOK FOR THE COLOR OF STRING THAT IS THEIRS. UPON FINDING IT THEY WILL BARK OR MEOW UNTIL THE ANIMAL COMES OVER TO PICK IT UP. THEY CAN NOT POINT TO IT OR PICK IT UP. THE DOG OR CAT ARE THE ONLY ONES THAT CAN DO THAT. THE TEAM THAT FINDS ALL TEN OR HAS THE MOST WHEN THE TIME IS OVER IS THE WINNER.

**DUTY TO  
GOD AND  
COUNTRY**



**CITIZENSHIP**

Resources:

Flag 1. Boy Scout Handbook

2. "The Stars and the Stripes" by Boleslaw and Marie Louise D'Otrange Mastai. (Alfred A. Knopf Co.) It is lavishly and colorfully illustrated with photographs of flags through the years. Costs \$25.00, so borrow from your library.
3. "The Flag Book of the United States" by Dr. Whitney Smith (Morrow Publisher) \$12.95 review of all flags used in this country.
4. Use your encyclopedia.
5. "The Untold Story Behind our Country's Flag" by Lawrence Phelps Tower published by General Mills, Inc.  
400 2nd Ave. So. Dept. 190  
Minneapolis, MN 55440 (not sure about cost)
6. Americanism Dept. Veterans of Foreign Wars. National Headquarters, 34th & Broadway, Kansas City, MO. 64111
7. "Our Flag" Annin & Co. Flag Makers Verona, N.J.
8. Disabled American Veterans.
9. "The Flag of the United States" U. S. Navy Recruiting Service
10. "Our Flag" office of Armed Forces Information & Education.  
Dept. of Defense
11. "How to Respect and Display Our Flag" U. S. Marine Corps.
12. Congressman  
"Staging Den & Pack Ceremonies" book  
1. Use of American Flag pg. 25-31  
2. America pg. 40-42 - pg. 207-208  
3. Promise pg. 44  
4. Flag pg. 51, 54, 60, & 66  
5. Cub Scout pg. 65

Compiled by  
Sandy Condon

## Why That Flag?

Many theories and romantic legends have been put forward to explain why stars and stripes were chosen for the new nation's flag and who first designed it.

Some historians claim the stripes were inspired by the rattlesnake flag flown on the "Alfred" of the newly commissioned continental fleet in January, 1776, by Lt. John Paul Jones. Others claim the striped banner of the Sons of Liberty was the source. Most agree the stars were taken from the military banner of colonial Rhode Island.

The popular story of Betsy Ross sewing the first stars and stripes from George Washington's design is a picturesque legend. There is no proof of the story's truth although there was a Betsy Ross who did make some ships' ensigns for the Philadelphia Navy Board.

The most plausible candidate for the honor is Francis Hopkinson. He was one of the delegates from New Jersey to the Continental Congress, a signer of the Declaration of Independence, a member of the Maritime Committee--and a recognized designer!

One of his bills for \$2700 rendered to Congress included "currency designs, design for the Great Seal of the U.S., a treasury seal, a design for the flag..." etc. There is no record of his bill ever being paid!

From 1777 to 1912, a period of 135 years, the United States Flag was officially changed 24 times. Yet, since its creation the arrangement of the stars in the blue field, the proportion of the flag's hoist to its fly, or the size of the stars and stripes to the overall dimensions had never been officially published.

On June 24, 1912, President William H. Taft, signed an executive order prescribing the official proportions of the flag, the arrangement of the stars and the relative sizes of the stars and the stripes.

Because flags vary in overall size the proportions specified in this order were given in units to the scale of: 1 unit to 1.9 units. (Some exceptions are permitted in the colors carried and used by the military services.)

Non-government flags are close to this scale but not quite as accurate. The most popular sizes used by Scout troops are 3 by 5 feet and  $4 \frac{1}{3}$  by  $5 \frac{1}{2}$  feet, which scale is close to the official government proportions.

Patriotic societies may properly carry and display facsimiles of historic American flags.

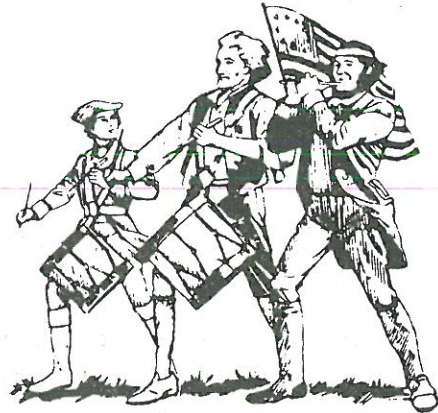
## THE FLAG GOES BY

Hats off!  
Along the street there comes  
A blare of bugles, a ruffle of drums,  
A flash of color beneath the sky:

Hats off!  
The flag is passing by!

Blue and crimson and white it shines,  
Over the steel-tipped, ordered lines.

Hats off!  
The colors before us fly;  
But more than the flag is passing by:



Sea-fights and land-fights, grim and great,  
Fought to make and to save the State;  
Weary marches and sinking ships;  
Cheers of victory on dying lips;

Days of plenty and years of peace;  
March of a strong land's swift increase;  
Equal justice, right and law,  
Stately honor and reverend awe;

Sign of a nation, great and strong  
To ward her people from foreign wrong;  
Pride and glory and honor,—all  
Live in the colors to stand or fall.

Hats off!  
Along the street there comes  
A blare of bugles, a ruffle of drums;  
And loyal hearts are beating high:

Hats off!  
The flag is passing by!

—Henry Holcomb Bennett



## Standard Flag Ceremony

**PERSONNEL:** Flag bearers and color guards for American Flag and Pack flag. (If there is an uneven number of color guards, the American Flag has precedence and should have the most.)

**EQUIPMENT:** American Flag, Pack flag, flag stands, recorded music

**SETTING:** Flag stands are in place at front of room or on stage. Flag bearers and color guards are in position in rear of room. Speaker may be in rear of room or in any convenient place nearby. Cubmaster usually calls the meeting to order and introduces the den who will perform the ceremony. At this time, the speaker advances to the front of the room. (Make certain he can be heard by everyone.)

**SPEAKER:** ATTENTION! WILL THE AUDIENCE PLEASE RISE? COLOR GUARD, PRESENT THE COLORS! (or "COLOR GUARD, ADVANCE") Speaker's command should be loud and clear.

Color guard advances from rear of room with flag bearers in front, followed by guards. The American Flag should always be on the marching right in the procession. As procession begins, speaker gives his next command.

**HAND SALUTE!** (He salutes and audience does likewise.) Speaker's eyes should follow the American Flag until it is in position in front of the room. Flag bearers and color guards take position in front of the room near flag stands. They stand at attention, facing the audience. The flags are held vertically.

**PLEASE REPEAT THE PLEDGE OF ALLEGIANCE WITH ME.** (He begins the pledge with audience joining in.)

At this point, the Pack flag is lowered slightly and full attention is given to the American flag. Take care neither flag touches the floor. Flag bearers and color guards do not salute or repeat pledge. When pledge is finished, the speaker gives the next command which is the signal for all salutes to be dropped. The pack flag is then raised again to a vertical position.

**TWO! COLOR GUARD, POST THE COLORS!** The American Flag is placed in its stand; then flag bearer and color guard salute it and step back into place. The Pack flag is then posted; its bearer and guard salute it and step back into place. (The American Flag is always posted or raised first, and removed or lowered last.)

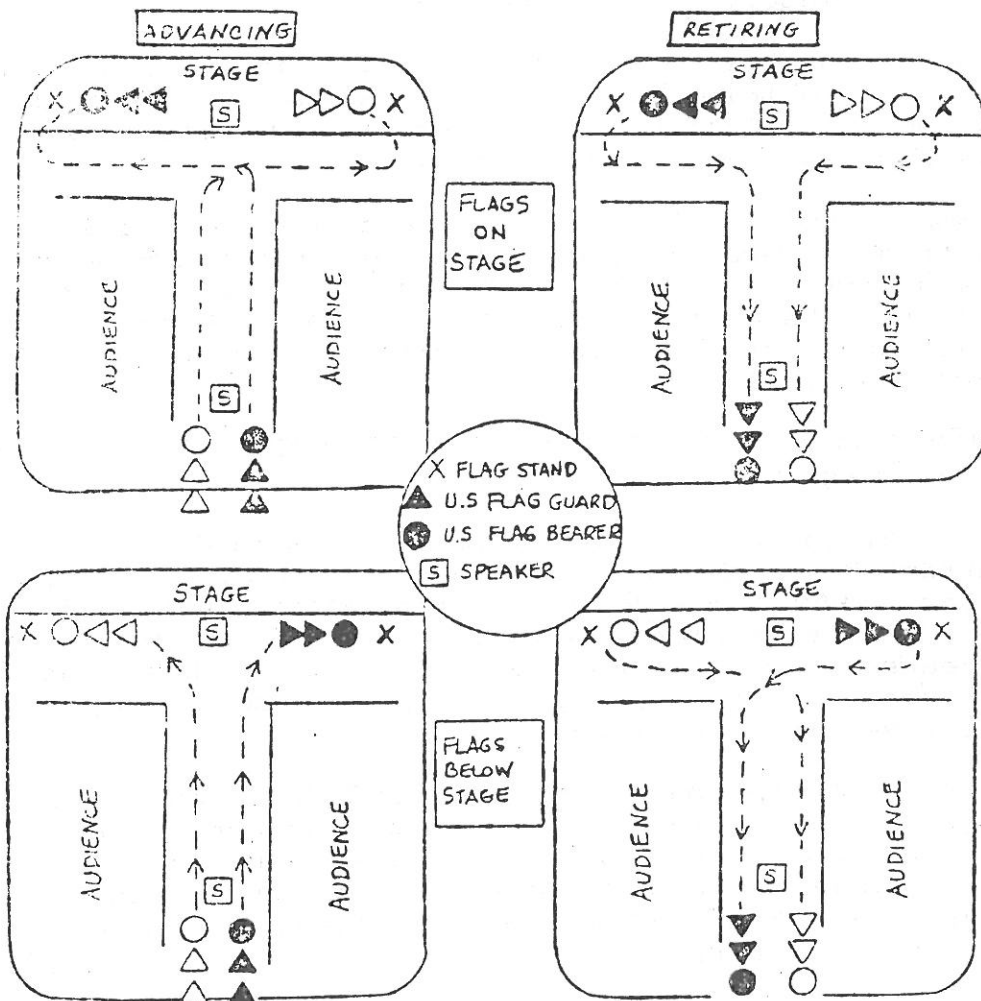
**COLOR GUARD, DISMISSED!** Flag bearers lead procession to back of room, with speaker following last.

## Arrangement for Flag Ceremony

If flags are to be posted on the stage, the American Flag will be posted on the audience's left. Since it should be on the marching right in the procession, it will be necessary for the flags to cross in front of the room. (See diagram below) The American Flag crosses in front of the pack flag.

If flags are posted on audience level, the American Flag will be placed on the audience's right. In this case, the flags do not cross.

When the colors are retired at the end of the meeting, the same positions are used as shown below, except in reverse order.



## BASIC RULES FOR FLAG CEREMONIES

1. The color guard consists of a caller, flag bearers, and honor guards. The honor guards function is to protect the flags. It is recommended that the color guard be in full uniform.
2. Flags are carried with the left arm at the left side and supported by the right arm extended about chest height.
3. The American flag is never dipped in salute to any person or thing. No other flag is carried higher than the American flag.
4. The American flag should be carried in the center and in front of other flags, or it may be carried on the marching right with all other flags to its left.
5. When the American flag is placed on a platform, it goes on the right of the speaker and to the left of the audience. When there is one floor level, it may be placed to the right of the audience and to the left of the speaker.
6. The American flag is always posted last and is removed first.
7. In retiring the colors, the flags do not cross one another.
8. During periods of national mourning, only the American flag is draped for mourning. A black ribbon which measures the combined lengths of the width and height of the flag is tied around the pole at the top of the flag.

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### Opening (commands)

1. Will the audience please rise.
2. Color guard, advance.
3. Present the colors. (American flag bearer takes one step forward)  
Call, 'hand salute!'
4. Pledge allegiance. (Caller leads pledge. Rest of color guard at attention)
5. Post the colors. (as flags are posted all color guard face the American flag. Bearer gives the quiet command, 'Salute' Color guard salute the American flag in unison)
6. Color guard dismissed.

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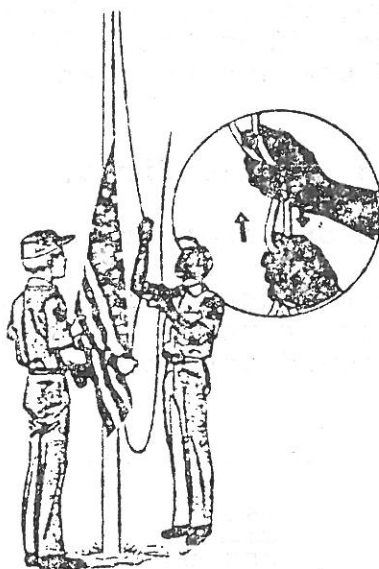
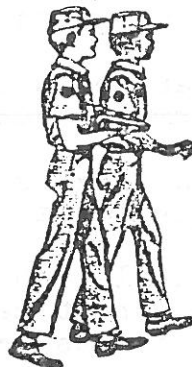
### Closing (commands)

1. Will the audience please rise.
2. Color guard, advance.
3. Retire the colors. (color guard face the American flag. Bearer gives the quiet command, 'salute'. Color guard salute the flag in unison (American flag is removed first then the other flags removed in unison)
4. Color guard dismissed.

## Hoisting the Flag

It takes two to hoist the Flag properly. One to secure the Flag to the halyard and hoist it--the other to hold and keep it from touching the ground.

The two flag-raisers march, in step, to the flagpole. Number 1, on the right, carries the folded Flag. The Flag is always kept folded when stored. (See "Lowering the Flag" for folding instructions.)



At the flagpole, Number 1 continues to hold the folded Flag while Number 2 unfastens the halyard from a cleat on the pole. He quickly tests the halyard to make sure it is running freely. This is very important--particularly when ice or rust may have formed on the pulley at the peak in cold weather or when the pole may not have been used for a number of days.

The Flag is always hoisted from the leeward side of the flagpole

Number 1 then loosens the folded Flag and hands the hoist end to Number 2, union first, being careful to hold his end of the Flag so that no part of it touches the ground...

Number 2 fastens the halyard to both grommets on the Flag's hoist, then starts hoisting the Flag briskly hand over hand without a pause. Number 1 keeps it from touching the ground, until the Flag is floating free. Then he steps back a pace and salutes - which he holds.

Note: Number 2 allows the up halyard to slide through his hands as he hauls on the down halyard to raise the flag. If the breeze is too strong for him to control the flag, Number 1 holds the up halyard until the Flag is at the peak.

As soon as the Flag is raised to the peak, Number 2 secures the halyard to the pole, steps back a pace and joins Number 1 in the salute. Then both drop their salutes in unison and march off.

The Flag should ALWAYS be hoisted unfurled, not rolled up.

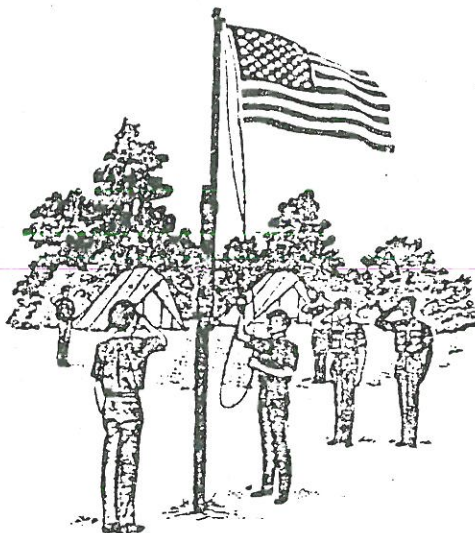
## Lowering The Flag

Hauling down the colors at sundown (retreat), on land or afloat, has its own time-honored procedures.

### Two-Man Flag Detail:

They march to the flagstaff, unfasten the halyard, and while one stands at salute, the other hauls the colors down slowly.

When the flag is down within reaching distance, the saluting man drops his salute and gathers the flag in his arms to prevent its touching the ground. The halyard's ends are clipped or tied together and secured to the flagstaff cleat.



It is very important to fasten the halyard ends back together after removing the flag--or you may find one end of it at the top of the pole the next time the flag is to be raised.

If it is not a formal retreat ceremony, the flag detail shouts "Colors" just before hauling the flag down. All those within 50 yards come to attention and salute until the flag is gathered in.

On being detached from the halyard the flag must be folded immediately!

Note: A person lowering the flag alone need not try to fold it. Gathering it into his arms so that it does not touch the ground is sufficient.

### To Fold the Flag:

1. Bring the striped half up over the blue field.
2. Then fold it in half again.
3. Bring the lower striped corner to the upper edge forming a triangle.
4. Then fold the upper point in to form another triangle, continuing until the entire length is folded.
5. When you get almost to the end with nothing but blue field showing, tuck remaining bit into other folds to secure.
6. The final folded flag resembles a cocked hat with only white stars on blue field showing.



When in Uniform -

Salute with your head covered or uncovered, either indoors or outdoors, stand at attention and salute with your right hand when:

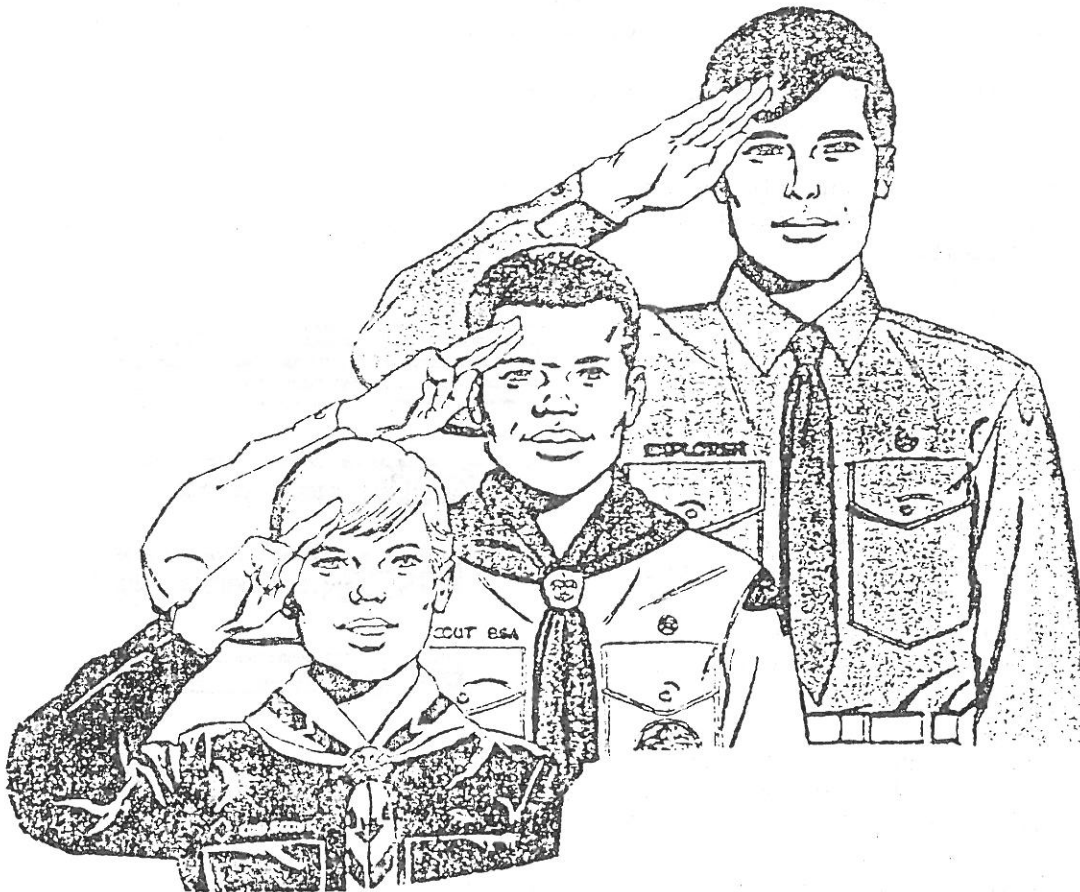
- \* The National Anthem is played
- \* The Colors are raised or lowered
- \* During recitation of the Pledge of Allegiance
- \* As the Flag passes by in a parade or review
- \* A flag-draped coffin is passing
- \* When "Taps" is sounded at a funeral

Note: Explorer blazer is considered a uniform.

When Not in Uniform -

During these ceremonies: stand at attention, place your right hand over your heart. Men, if wearing a hat, remove hat, hold it over your heart.

In athletic costume, uncover your head, stand at attention. Hold hat or helmet in right hand.



## The Salute is to The Flag

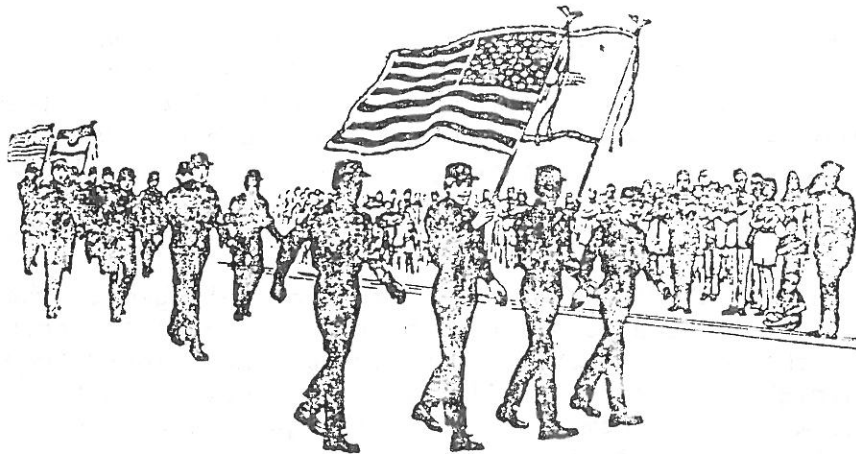
Stand at attention, facing the flag, and salute at the first note of the National Anthem. Hold the salute until the very last note is played.

If there is no flag or you cannot see it from where you are, face the music. If you can't see the band, face straight ahead.

When the National Anthem is sung without accompaniment or is a recording, stand at attention - do not salute.

At parades and reviews: Start your salute when the approaching flag is approximately six paces (12 feet) from you. Drop the salute when the flag is about the same distance past you. This procedure is also followed when the National Ensign is carried past you by the mounted standard bearers, or when it passes you on a vehicle, provided the Flag is flown from a staff, not lying flat, draped, or used only as a decoration.

A flag-draped coffin is the exception to the above rule. It rates the same honor as the flag passing in a parade. It is customary to salute when "Taps" is sounded at a military funeral.



The salute is held during the recitation of the Pledge of Allegiance as you face the Flag.

When colors are raised: stand at attention facing the flagpole. Come to a salute as soon as the Flag is started on its way up and hold the salute until it is at the peak. If the Flag is to be flown at half-mast, hold the salute until it is lowered to half-mast after being hoisted to the peak.

At retreat: Start your salute at the moment the Flag is on its way down and hold the salute until the Flag is gathered at the base of the flagstaff. If the Flag is at half-mast, salute as it is first hoisted to the peak; hold your salute until it is gathered at the base.

HELLO, REMEMBER ME?

- Speaker 1 Some people call me Old Glory, others call me the Star Spangled Banner, but whatever they call me, I am your flag the flag of the United States of America. Something has been bothering me, so I thought I might talk it over with you, because you see it is about you and me.
- Speaker 2 I remember some time ago people lined up on both sides of the street to watch the parade and naturally I was leading every parade, proudly waving in the breeze. When your Daddy saw me coming, he immediately removed his hat and placed it against his left shoulder so that his hat was directly over his heart....remember?
- Speaker 3 And you, I remember you, standing there straight as a soldier. You didn't have a hat, but you were giving the right salute. Remember little sister? Not to be outdone, she was saluting the same as you with her right hand over her heart....remember?
- Speaker 4 What happened? I'm Still the same old flag, oh, I have a few more stars since your dad was a boy. A lot more blood has been shed since those parades of long ago.
- Speaker 5 But now I don't feel so proud as I used to. When I come down your street and you just stand there with your hands in your pockets and I may get a small glance and then you look away. Then I see the children running around and shouting...they don't seem to know who I am....I saw one man take his hat off then look around. He didn't see anybody else with theirs off so he quickly put his back on.
- Speaker 6 And what about that night at the baseball game. When they played the Star Spangled Banner and I waved so proudly in the breeze. Nobody bothered to sing. They stood up alright as a sort of mild patriotic gesture then they talked among themselves about the game, about the weather. But they didn't sing. I felt hurt.
- Speaker 7 Is it a sin to be patriotic anymore? Have you forgotten what I stand for and where I've been? Anzio, Guadalcanal, Korea and Viet Nam. Take a look at the memorial honor rolls sometime, of those who never came back to keep this Republic free...One Nation Under God...When you salute me, you are actually saluting them.
- Speaker 8 I may not be coming down your street for a long time. It seems that patriotic parades are a thing of the past. But when I do...won't you do me a favor? Stand up straight, place your right hand over your heart...and if they play the Star Spangled Banner, sing out loud and clear...and I I'll salute you, by waving back...Show me that you remember.



OPENING

**Colors** are advanced in normal manner. Audience is standing and facing the flag. **Flag** stands alone while voice comes over loud speaker.

**VOICE:** I am your flag. I have a special meaning to the Boy Scouts of America because your Scout Promise emphasizes duty to God and Country.

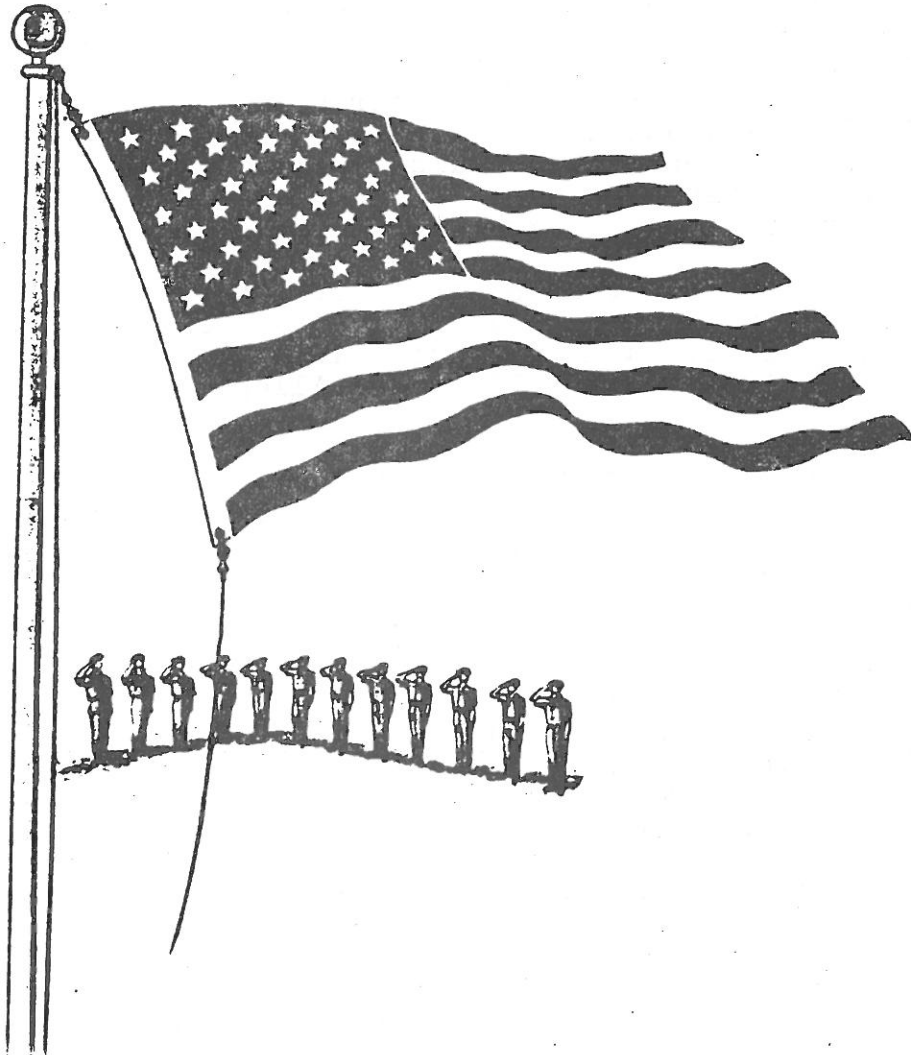
I am a symbol of America. I suppose you might say I am America. I am great corn fields in the Midwest; throbbing industries in great cities; orchards and vineyards in the great valleys of the West. I am mountains, rivers and lakes.

I am the citadel of democracy and the vanguard of freedom in the world where both are being threatened with annihilation.

I am opportunity for any boy to become most anything if he has the skill and the will to scale the heights. I am most things to everyone and everything to most people. As a matter of fact, I guess that is what I am most...people...free people...you! I am your Flag!

**ANOTHER**

**VOICE:** Let us all rededicate ourselves to our duty to keep America great and free. The Pledge of Allegiance.



## CITIZEN

### I AM AN AMERICAN (opening)

Arrangement: Flags are presented in the usual manner. Twelve uniformed Cub Scouts have speaking parts. (Modify the speaking parts as needed.)

1st Scout: My Country gives each one of us the opportunity to advance according to his ambition. Education is for all. I am an American.

2nd Scout: My country means love of freedom, faith in democracy, justice and equality. I am an American.

3rd Scout: My country believes in the moral worth of the common man. I am an American.

4th Scout: My country gives us the privilege of expressing beliefs or opinions without fear of persecution. I am an American.

5th Scout: My country has the best form of government. It is our duty to keep it that way. I am an American.

6th Scout: My country promises life, liberty and the pursuit of happiness. I am an American.

7th Scout: My country gives us a privilege that we shall protect and defend even with our lives. I am an American.

8th Scout: My country is and always shall remain the land of the free and the home of the brave. I am an American.

9th Scout: My country offers a living Americanism which demands an informed, intelligent and active citizenship. I am an American.

10th Scout: My country meets any need or suffering with its abiding love and loyalty. I am an American.

11th Scout: My country is the servant--not the master. I am an American.

12th Scout: My country possesses a Statue of Liberty whose torch shall burn as long as we keep it alight with our devotion to the freedom of the individual. I am an American.

1st Scout: Please join us in the Pledge of Allegiance.

### CITIZENS Ceremony

Arrangement: One cub for each letter. The letters are written, one on each card, with the saying on the reverse. Each Cub reads his saying as he holds the letter in front of him. The leader says the last sentence.

C - - is for our Country

I - - is for being Involved

T - - is for treasuring the great Traditions of our land

I - - is for the Ideals of freedom

Z - - is for the Zeal we put into life

E - - is for the Example we set

N - - is for the Needs of our nation

S - - is for Sharing of ourselves

(Leader) It takes more than letters and words to make good citizens.

What do you think would happen if each and everyone of us would just put one of these thoughts into practice.

# America the Beautiful Fund

219 Shoreham Building Washington, D.C. 20005 Tel. (202) 638-1649

## FREE SEEDS

Dear Friends,

OPERATION GREEN PLANT 1987

I write to you because as a "friend of America the Beautiful Fund," we want to share with your local charitable group a gift of FREE SEEDS! This year, we have been given a supply of 700,000 seed packets of commercial grade ---flowers, herbs and vegetables, for charitable and civic projects to use.

We are offering between 50 and 550 packets for the projects of local groups on the basis of availability and relative need, for volunteer work in: growing food for the needy, growing plants for charitable plant sales, to beautify neighborhoods, grow plants for the elderly, the handicapped and the confined, start new educational programs to show that growing plants can give people and communities new hope as they help to beautify and nourish America. These are 1986 seeds with germination rates of 85% to 90%.

Since the early days of America, part of the democratic spirit on which this country was built took form in the sharing of gardening skills and plants. The first settlers brought with them Europe's fondness for trees as part of urban civilization and blended it with the Indian's practical, organic recycling of nature. Just as the Native Americans shared their plants with hungry Pilgrims, so we now advocate plants as a means to promote charitable good works.

Now you can give a gift of seeds to your local school, church, library, senior citizen center, civic group or hospital for only the cost of postage and handling. Simply fill out the request form below and include \$4.95 for postage and handling for the first 50 packets; \$3.00 per each additional 100 packets (or the equivalent) up to 550. (Limited flower and herb supplies requires a 10% limit on requests for over 50 packets.) Mail it to America the Beautiful Fund, 219 Shoreham Bldg., Washington, D.C. 20005. HURRY AND GET YOUR REQUEST IN THE MAIL TODAY WHILE THE SUPPLY LASTS!

Sincerely,  
*Paul Bruce Dowling*  
Paul Bruce Dowling  
Executive Director

-----

NAME _____	SINGLE SET OF 50 MIXED PACKETS _____
STREET ADDRESS (for UPS Delivery) _____	MULTIPLE SETS IN AMOUNTS LISTED BELOW: (150-550) PACKETS
CITY _____ STATE _____ ZIP _____	(Limit 10% of total)      Vegetables _____
PHONE (____) _____	( " " )                      Flowers _____
	Herbs _____
	TOTAL _____
PROJECT NAME _____	
Requests for more than 50 packets must attach a project description.	Ship./Hnlg AMOUNT ENCLOSED \$ _____

I/We don't have a specific charitable gardening project but here's a contribution of \$ \_\_\_\_\_ for shipping seeds to needy projects in America.

Printed through the support of The J.M. Kaplan Fund

Please reply TODAY!

or pass this on to someone in your community  
to use. You may COPY and DISTRIBUTE  
this announcement in your area!

# FREE SEEDS

- Grow food for the needy
- Increase gardening opportunities for the elderly
- Teach children the joy of caring for plants
- Cheer shut-ins who can watch plants grow
- Create future jobs in the plant industry
- Stimulate citizen involvement in park improvement
- Develop new income sources from growing plants
- Improve neighborhoods with year round gardening

**AMERICA THE BEAUTIFUL FUND**

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Washington, D.C.



YEAR 'ROUND

MEMBERSHIP

YEAR AROUND MEMBERSHIP INVOLVING BOTH

CUB SCOUTS

&

BOY SCOUTS

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## VOICE OF THE PEOPLE

Siskiyou Daily News (Yreka, Calif.) Thurs., June 25, 1987

### To be a scout

To the editor:

As a member of the Boy Scouts of America, a former den leader for the Webelos, and now a district committee member, I have seen a lot of boys both in Scouting and out of Scouting and have asked them why be in Scouting and why aren't you in Scouting?

My parents don't have the time, what with them working and all the other things they like to do in their free time; this was the major reason for those that aren't in Scouting as to why they weren't.

As to the boys that are in Scouting, this is what I received from them as to what Scouting means to them:

Sensitivity to the feelings and needs of others;

Courtesy to others at all times, even when I don't feel like it, 'cause I'm a Scout;

Outstanding helpfulness in the time of need;

Understanding the need of others, even if it means giving up what I want to do;

Trustfulness when doing something for others or home alone;

Ingenuity when things just don't seem to go right and come together;

Never saying yes to drugs or other things that are not right to do;

Giving help and encouragement in times of misfortune;

That's what Scouting means to the boys that are in Scouts. As one boy put it, "these things couldn't happen if my parents didn't let me join."

These boys and many boys after them will learn many things in Scouting and any number of these things can serve to help their parents get over a crisis or a near-crisis; do the readers remember Chris (Denz)? A boy who is in Scouts, who was instrumental in saving his little sister's life after she had inadvertently swallowed a marble and got it lodged in her throat. Where did Chris learn how to do that life-saving method? He learned in one of his den meetings how to save a life! (Still don't have the time, parents?)

Now you say, he could have learned this anywhere, anytime, any place. Sure he could have, but he didn't! He learned it at a Scout meeting for Webelos and he learned it from a couple of parents who took an hour from their time to take a group of boys and show them what to do in the case of an emergency, as well as to have them do things that will help prepare them for the next step, being a Boy Scout and Scouting has been a very important factor in a lot of people's life. Did you know that five of our presidents were Boy Scouts?

But it takes parents, especially dads, uncles, brothers, granddads, moms, aunts, sisters, grandmothers, to make these things happen for the boy and their families.

As the boy progresses in Scouts the male will play the most important role in the boy's den meetings and field activities, but mom can still help at home and in giving the boy and his dad (or male counterpart) encouragement, advise and most important of all understanding in what he is trying to do with his son and other sons.

It sure would be a shame to see some of the Scouting programs bite the dust because there aren't enough parents interested in the youth of our town(s) to give one hour a week of their time so that some boy can have a lifelong memory of being a part of one of the greatest organizations in America today. But the boys need help and his help comes from you parents.

You parents that are involved with the Scouts now know that you aren't out there alone, that there are some other parents with you, but there is always a need for some good parents to say "I want to help" and then do it.

What about the boy that says I want to join the Scouts and mom or dad says, "Don't bother me now, I have too many things to worry about." Instead of that, what about listening to your son and then trying to find out how you can go about joining and/or getting your son in Scouts. If you do, I can promise that you will get as much out of Scouting as your son will. I have gotten more from the boys I had then I have taken to the meetings.

Interested? Check it out!

s/Sam Frodge  
Montague



Henry Bauer

## SHARING IDEAS

Last month in this column I posed the question, "How many Scouts is 'enough' in Columbia Pacific Council?" No one has questioned my thesis that "more is better," and we are going to continue to work hard to increase our numbers.

Our total "census" of Boy Scouts is the product of two factors: the number that join and, just as important, the length of time they stay in. Simply stated, if the average length of tenure in Scouting could be doubled then we would have twice as many boys in Scouting at any given time.

Conscientious self-examination is required to determine what keeps boys in Scouting and why they leave. Some boys stay active well into high school - even to their 18th birthday. But often we see a dozen boys join a troop, only to find that, in less than a year, half or more have dropped out.

In my opinion, there are two strong factors that make the difference.

One of those factors is "program". The more closely you adhere to the Scouting way of doing things, the more likely you are to succeed in retaining interest. Plan your meetings around Scout skills, making sure that boys are advancing in rank and receiving recognition. Regular camping fulfills a need for adventure, the practical application of skills, teamwork, self-reliance and pride of accomplishment, which can best be done through a full outdoor program.

Troop meeting places often lend themselves to playing sports, and given a choice, the boys may even vote on basketball over knot tying. But the fact is that, while catering to the popular vote may make "planning" easy, non-Scouting activities don't hold the interest of boys or their parents, and pretty soon they don't come around anymore. The importance of a sound program will not be argued by many, if at all.

Just as significant a factor in retention is the degree to which a Scout is accepted and made welcome by all of the other boys in the

troop, particularly the leaders. Conversely, a boy is going to quit early if he is horsed around and pushed around.

If you really want most or all of those dozen bright new Scouts to still be around a year two later, here are some important rules which must be followed:

1. Make sure that your Scouts, particularly the troop leaders, greet every new boy and tell him that they are glad he has joined the troop. They should offer to answer questions or give assistance "at any time" the newcomer needs some help.

2. Never allow physical intimidation or contact as a means of achieving compliance. A boy must not be lined up with his patrol by steering him around by his shoulders, or his feet lined up by kicking his heels, his uniform adjusted by tugging on his belt or neckerchief, or his posture improved by poking his tummy. In short, hands off!

3. Misbehavior should never result in physical discipline - send the boy home or to sit in the corner, but never through the "belt line" or similar gauntlet.

4. Never play contact games where there is a physical mismatch between contestants, or a risk of boys getting hurt, particularly little Scouts getting hurt by big Scouts. A playground ball delivered to the head of an 11-year-old by a 16-year-old, at a range of 3 feet, is not a "game" that the 11-year-old wants to play.

5. Snipes are not indigenous to our area, and smoke shifters and left handed knot pullers have never been found. Don't send the boys looking for them. There is nothing in the Handbook that requires an "initiation" into Scouting, other than the prescribed ceremonies. It is repugnant to the Scout program that older boys have fun teaching younger boys how to "take it".

6. Never permit big Scouts to push the little Scouts around. If Big Bill wants to shove Little Larry around, then something needs to be explained to Bill: "Larry came to this meeting (or campout, or summer camp) to have a good time. He paid his dues, bought his equipment and uniform to have fun in Scouting - he isn't here for you to push around. If Little Larry isn't having fun in Scouting, Bill, and it's your fault that he isn't, then you will get a one-way ticket out of this troop. Do you understand?"

In summary, every troop should be able to retain a substantial majority of its members for at least two or three years. Two key factors are important in accomplishing this. First, follow the Scout program - it has worked well for more than 75 years. Second, concentrate on all of those things that will make your new boys feel welcome and want to stay in Scouting - no fears, no doubts, no intimidation or rejection.

That is the Scouting way.



# WELCOME TO SCOUTING!

## NEW MEMBER CHECKLIST

NAME \_\_\_\_\_ COUNCIL \_\_\_\_\_

CUB SCOUTS:  Wolf  Bear -  Webelos Den Number: \_\_\_\_\_ Pack Number: \_\_\_\_\_

BOY SCOUTS: Troop Number: \_\_\_\_\_ Patrol Name: \_\_\_\_\_

Color of Neckerchief: \_\_\_\_\_ Troop Hat Style: \_\_\_\_\_

### CUB SCOUT CHECKLIST

- Shirt—Long Sleeve, No. 845
- Shirt—Short Sleeve, No. 847
- Trousers, No. 829 or 829S (slims)
- Shorts, No. 840
- Cub Scout Belt & Buckle, No. 813
- Webelos Buckle, No. 831
- Socks, No. 811
- Socks, Knee-High, No. 859

#### Neckerchiefs

- Wolf, No. 802
- Bear, No. 843
- Webelos, No. 890

#### Neckerchief Slides

- Cub Scout, No. 800
- Webelos, No. 891

#### Insignia

- Council Shoulder Patch \_\_\_\_\_
- Webelos Colors, No. 451
- United States Flag, No. 103
- Unit Numeral, No. 104 \_\_\_\_\_
- Den Numeral, No. 307 \_\_\_\_\_
- Webelos Den Numerals, No. 454 \_\_\_\_\_
- Immediate Recognition Kit, No. 1804

#### Hat

- Cub Scout Mesh Cap, No. 844
- Cub Scout Visored Cap, No. 806
- Webelos Mesh Cap, No. 855
- Webelos Visored Cap, No. 895

#### Handbooks

- Wolf, No. 3234
- Bear, No. 3228
- Webelos, No. 3232

### BOY SCOUT CHECKLIST

- Shirt—Long Sleeve, No. 595
- Shirt—Short Sleeve, No. 598
- Trousers, No. 588 or 588S (slims)
- Shorts, No. 591
- Boy Scout Belt & Buckle, No. 529
- Socks, No. 525
- Socks, Knee-High, No. 561
- Neckerchief: Style \_\_\_\_\_
- Neckerchief Slide, No. 601

#### Insignia

- Council Shoulder Patch \_\_\_\_\_
- Unit Numeral, No. 104 \_\_\_\_\_
- United States Flag, No. 103
- Patrol Medallion, No. 101 Specify: \_\_\_\_\_
- Shoulder Loops, Red, No. 29A

#### Hat (Troop Style)

- Mesh Cap, No. 596
- Campaign Hat, No. 501
- Field Cap, No. 515
- Red Beret, No. 531

#### Handbooks

- Fieldbook, No. 3200
- Official Boy Scout Handbook, No. 3227

### A SCOUT'S FIRST OUTING CHECKLIST

- Yucca Ranger Pack, No. 1331
- 1½-Qt. Canteen, No. 1199
- Boy Scout Pocketknife, No. 1996
- Trailblazer Sleeping Bag, No. 1490
- Official Cook Kit, No. 1200
- Vitt-L Kit, No. 1387
- Trail Light, No. 1280

**Here's how we are helping meet the challenge**

**of today's families.**

## **AN IMPORTANT MESSAGE TO PARENTS**



It is important that you attend the Cub Scout Pack's School Night, the Boy Scout Troop's Open House, or the Explorer Post's First Nighter with your child to learn more about the programs and activities, and to encourage his or her participation. In today's world, positive influences are more essential than ever. For more than 75 years, Boy Scouts of America has helped to prepare young people for a productive adulthood through emphasis on character building,

citizenship training, and personal fitness. Your interest and cooperation will help your child gain the most from the Scouting experience. Scouting is especially meaningful in the case of single parents. Activities are planned so that every member and every parent can take part.

Some expense is involved in Scouting membership. Most units require small weekly dues, and each member supplies his or her own handbook, uniform, and personal



equipment. In addition, each spring all parents are given the opportunity to make a contribution to the annual operating budget of the local council, if they wish to do so, through the Friends of Scouting campaign.

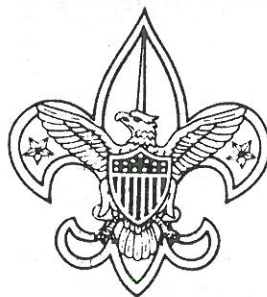
*Single parenting today has its own challenge, and Scouting today can support you in meeting that challenge.*

As family structures have changed during the 75 years since Scouting began, so has the program of the Boy Scouts of America. The BSA has responded to the needs of families today, reflecting our commitment to serve all types of families, especially you, the single parent.

Cub Scouting has always been family supportive. In Cub Scouting, we think of the boy's family as the people he lives with—a single parent, a nuclear, or extended family—the people who give him a sense of "home," those who provide a place where he feels secure and knows he is loved. Activities are structured to encourage maximum family involvement.

Boy Scouting provides an active, outdoor life, with recognition for mastering various skills, and holds before him ideals of a true Scout and encourages him to "help other people at all times."

***We invite your son to join the Boy Scouts of America today. And we invite you to join others who are committed to meeting the challenge of single parenting.***



## MEMBERSHIP INVENTORY AND UNIFORM INSPECTION (Include with Unit Charter Renewal Kit)

### PURPOSE

- Provides a roll call to contact each unit member to determine quality of program received and to follow up absent and inactive members.
- Provides for a contact with all members to assure proper uniforming, general appearance, and correct placement of badges and insignia.
- Invites each member to continue the program for another year and thus increases tenure of members.

The membership inventory and uniform inspection is a part of the unit's charter renewal and will assist the unit in building strength with a quality program. It should be conducted 30 days prior to the unit's charter review meeting.

NOTE: Explorer posts determine their uniform or their distinctive dress identity and set their guidelines and standards.

### Instructions:

1. Appoint membership inventory officer to conduct the inventory and the uniform inspection and establish inspection date for your unit.
2. You will receive a computer printout of all youth and adults registered during the past year. A supply of uniform inspection forms is secured, one for each youth and adult. (Councils with their own computer equipment will provide a computer printout for their units).
3. Set a membership inventory and uniform inspection date and alert all youth and adults.
4. About 3 to 4 weeks before membership inventory date, meet with unit leaders to discuss ways to make best use of this event. Determine how to gather the information on membership inventory, outdoor program, advancement, and other information to be reviewed at the charter review meeting.
5. About 7 to 14 days before the membership inventory, the unit leaders explain the plan and distribute to each youth

and adult, a uniform inspection form. These forms are taken home so members can check all details of uniform and insignia. Inform all members that the inspection forms are to be brought back to the membership inventory and inspection meeting. Invite your commissioner to participate and assist in the uniform inspection. Secure one inspector for every eight members to be inspected.

6. On Membership-Inventory and Uniform Inspection Night:
  - a. Brief the committee on information to look for: youth attendance, outdoor program, and advancement. Decide on the inspection procedures.
  - b. Unit leader assembles unit and introduces inspection team.
  - c. Those individuals who pass the inspection are recognized by the unit inspection team.
  - d. Following the unit meeting, the leaders and committee meet. The **coding information\*** gathered in the membership inventory is **only** placed on the **unit copy** of the computer printouts. A review of the unit record book will supply some information.
  - e. All absent or inactive members are listed and assigned to various persons to be contacted to determine if they are to be reregistered. Unit leaders and committee agree on a plan to recruit new adults and youth as required.
7. On charter review night the unit reports on its current quality unit year and sets commitment goals for the coming quality unit year.

**\*Coding for Information Gathered** (Place next to each youth's name)

Pack, Troop, Team: A-active; I-inactive; O-participants outdoor program (Yes or No); AD-advancement past year (Yes or No); UIS-uniform inspection score.

For Posts/Ships: A-active; I-inactive; SA-superactivity participation (Yes or No); DDI-distinctive dress identity (Yes or No).

## INSURANCE COVERAGE FOR VOLUNTEERS

Listed below are brief outlines of insurance coverages provided by or through the local council:

### Comprehensive General Liability Insurance

This coverage provides protection for the council, all Scouting officials, directors, officers, professional and non-professional employees. It also covers currently registered Scouting units, their chartered organizations, and volunteer Scouters (whether or not registered) with respect to liability claims arising out of negligence in the performance of their duties in Scouting.

Coverage is for \$1,000,000 per occurrence for bodily injury and property damage, plus \$15,000,000 limits of umbrella liability insurance. Boats over 40 horsepower or 26 feet in length must be specifically listed by the council with Risk Management Service at the national office in order to provide proper coverage. There is no automatic coverage for boats 50 feet and over.

This insurance does not take the place of any volunteer's personal liability insurance under a homeowners or automobile liability insurance policy, nor does it provide medical payments for injuries. BSA coverage is excess over other valid and collectible insurance carried by volunteers. Chartered organizations, however, are provided primary coverage as respects liability arising out of their sponsorship of any Scouting activity (as of January 1, 1984).

### Non-owned Aviation Liability Insurance

Coverage extends to the same people as shown under the "General Liability" section above. This policy covers orientation flights in single and dual engine aircraft as well as gliders (soaring planes) and helicopters. Experimental, homebuilt aircraft and hot air balloons are no longer covered. Also, as of March 1, 1985, all powered aircraft pilot training or pleasure flying is no longer recognized as an authorized Scouting activity; therefore coverage will not apply. Pleasure flying is defined by Aviation Exploring.

Limits of coverage under these policies are \$45,000,000. This coverage is excess over other valid and collectible insurance carried by the aircraft owner.

### Automobile Liability Insurance

Every person who drives a car in connection with a Scouting activity should carry (but is not required to carry) a minimum \$50,000/\$100,000/\$25,000 of automobile liability limits on their vehicle. Buses and vans must carry \$100,000/\$300,000/\$100,000 automobile liability. The council's automobile liability insurance is excess of the insurance the owner of the auto carries, but does protect the owner above his limits for the council's \$1,000,000 limit of coverage plus the \$15,000,000 limits of umbrella liability.

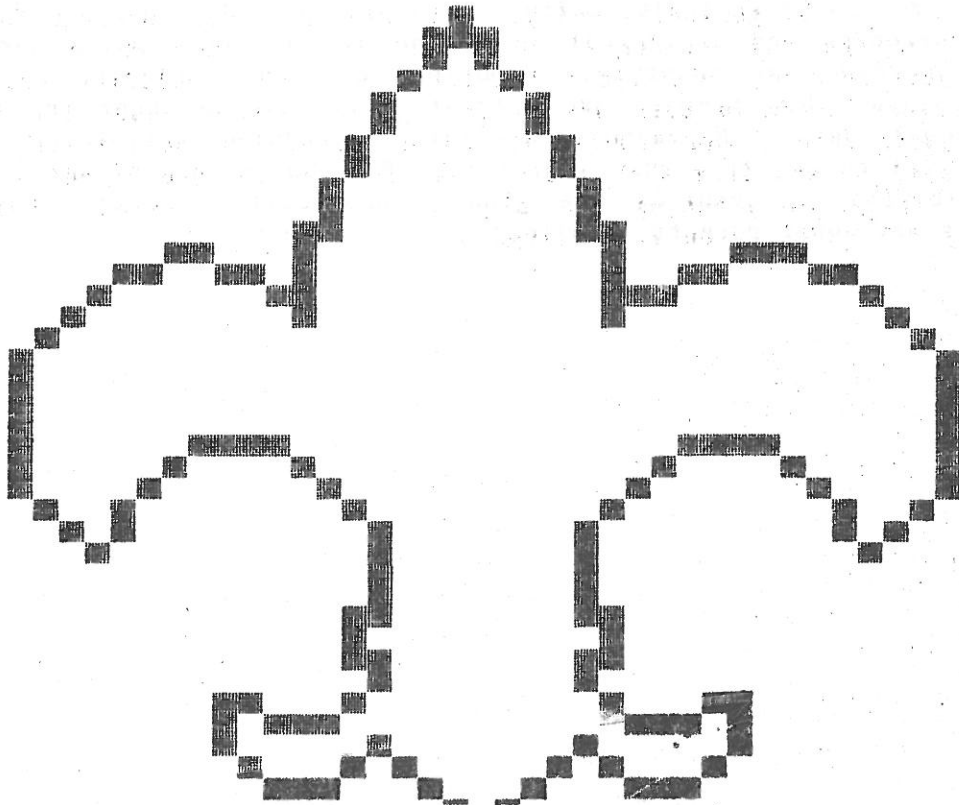
### Automobile Liability Insurance (con't)

A tour permit or a council short-term camping permit is required when units leave their immediate area. National tour permits are required for all trips more than 500 miles. These permits should list the drivers' names and limits of automobile liability insurance carried.

### Unit Accident Insurance (Mutual of Omaha)

Unit accident insurance is available through the council. Information is sent to units each year in their charter renewal kits, and each unit must apply for the coverage individually. This plan provides coverage for accident medical expenses and accidental death and dismemberment while participating in any approved and supervised Scouting activity, including going to and from meetings. New members are automatically covered under the plan until the renewal date. Non-Scouts attending scheduled activities (including group travel to and from such activities) for the purpose of being encouraged to participate in Scouting are also automatically covered. However, the plan does not cover parents, siblings or other guests.

**MEMBERSHIP**



**FOR  
SCOUTING**

BOY SCOUT  
MEMBERSHIP/RECRUITING

Do these problems look familiar???

- \*\* A high percentage of new Webelos scouts dropout
- \*\* Trouble recruiting non program boys
- \*\* Only building troop from Cubs program
- \*\* Lack of adult participation

We invite you to join us while we discuss these and other problems regarding membership and recruiting.

PRESENTER: MARIE EGGERS

Boy Scout  
Membership / Recruiting

Introductory comments

Video

New Boys

    Contacting schools

    Visitation

    Flyers

    Using a video/assembly

    Troop Housewarmin

    Follow up

    Invitation to Troop Meeting

Webelos Scouts

    Housewarmin in January

    One day outing

    Overnight outing

    Webelos Leader

    Webelos Ceremony

    Helping them fit in

        Den Chief

        Help in pack meeting

        Day Camp

Fees: Boys

    Boys Life

    Adults

    Recharter Fee

Adult Recruiting

    Now: Suggestions from audience

        Suggestions from staff

    Sources: Former scouts

        Community of interested adults



# Join Boy Scouts



**Fun  
and  
Adventure**

**BOY  
SCOUTS**  
for boys in  
**SIXTH GRADE  
and BEYOND**  
(Ages 11 to 18)

- An outdoor-centered program of Patrols and Troops
- Uniforms, awards, camping, summer camp, hiking, and more
- Boys meet weekly with adult leadership



**LEADERSHIP IS LEARNED  
THROUGH AN  
ADVANCEMENT PROGRAM**

**THE SCOUT LAW**

**A SCOUT IS:**  
Trustworthy  
Loyal  
Helpful  
Friendly  
Courteous  
Kind  
Obedient  
Cheerful  
Thrifty  
Brave  
Clean  
Reverent



**THE SCOUT OATH  
OR PROMISE**

On my honor  
I will do my best  
To do my duty to God  
and my country and  
To obey the Scout Law;  
To help other people  
at all times;  
To keep myself physically  
strong, mentally  
awake, and  
morally straight.

**THE SCOUT SLOGAN**  
"Do a Good Turn Daily"

**THE SCOUT MOTTO**  
"Be Prepared"



**SIGNS OF A SCOUT**

# TROOP COMMITTEE ORGANIZATION

## GENERAL DUTIES OF TROOP COMMITTEE:

Charged by the chartered organization to carry out the Scouting program consistent with the policies of the partner organization and the Boy Scouts of America; selects a Scoutmaster, and works with him in recruiting assistant Scoutmasters; helps them get training; provides an adequate meeting place; prepares for annual charter review and report to chartered organization; insures permanency of the troop.

- + SCOUTING COORDINATOR:  
\_\_\_\_\_  
Ph. \_\_\_\_\_
- The Scouting Coordinator provides coordination between the chartered organization, the troop, and the council. Is also a voting member of the council and the district. Attends troop committee meetings and meetings of the chartered organization.
- + CHAIRMAN:  
\_\_\_\_\_  
Ph. \_\_\_\_\_
- Calls and conducts monthly committee meetings for which he and the Scoutmaster prepare the agenda. Recruits committeemen and women and assigns responsibilities to them. Works closely with Scoutmaster and Scouting Coordinator.
- + ADVANCEMENT:  
\_\_\_\_\_  
PH. \_\_\_\_\_
- Aids the growth of boys by seeing that regular advancement happens; provides progress reviews, Courts of Honor on a regular schedule; helps develop staff of merit badge counselors.
- + EQUIPMENT & FACILITIES:  
\_\_\_\_\_  
PH. \_\_\_\_\_
- Supervises storage and maintainance of troop equipment and recommends equipment purchase; maintains inventories; checks on troop meeting facilities.
- + FINANCE & RECORDS:  
\_\_\_\_\_  
Ph. \_\_\_\_\_
- Is the troop secretary-treasurer; keeps financial records, pays all approved bills; oversees the troop budget and its adoption; handles all money earning projects, keeps the minutes of troop committee meetings and sends out such notices as are necessary.
- + S.M.E. CHAIRMAN:  
\_\_\_\_\_  
PH. \_\_\_\_\_
- Serves as troop's chairman for the annual Sustaining Membership Enrollment; selects and recruits other members of the committee during January, on the basis of 1 to each 5 families in the troop; directs the enrollment of families to become sustaining members during February. Sustaining Membership is the fund-raising effort of the Columbia Pacific Council.
- + MEMBERSHIP:  
\_\_\_\_\_  
Ph. \_\_\_\_\_
- Supervises the annual charter renewal procedure and charter presentation; promotes the recruiting of new boys, particularly those graduating from Webelos Scout dens; makes use of boy-fact survey and other information gained from schools.
- + OUTDOOR PROGRAM:  
\_\_\_\_\_  
PH. \_\_\_\_\_
- Assists in the planning of a year-round outdoor program to assure a minimum of 10 days and nights in the out-of-doors for each boy in the troop, including summer camp experience; keeps parents informed on outdoor activities; is concerned with conservation projects and promotes medical examination and safety activities.
- + WEBELOS RESOURCE:  
\_\_\_\_\_  
Ph. \_\_\_\_\_
- A liason officer between the troop and Webelos den(s). Visits den meetings, knows the Webelos Den leaders, helps plan joint activities, helps Webelos Scouts feel welcome in the troop and keep the Webelos Scouts informed of the troop program and activities.
- + SCOUTMASTER:  
\_\_\_\_\_  
PH. \_\_\_\_\_
- Plans and conducts weekly troop meetings and monthly campouts or outdoor activities through the senior patrol leader, patrol leaders' council and assistant Scoutmaster. Works closely with committee chairman in planning monthly committee meetings.



## BOY SCOUT MEMBERSHIP INVENTORY AND UNIFORM INSPECTION

(Related to Troop Charter Renewal)

The membership inventory and uniform inspection is a part of the troop's charter renewal and will assist the troop in building strength with a quality program. It should be conducted 30 days prior to the troop's charter review meeting.

1. Appoint membership inventory officer to conduct the inventory and the uniform inspection and establish inspection date for your troop.
2. You will receive computer printouts of all youth and adults registered during the past year. A supply of uniform inspection forms is available from your local council service center.
3. Set a membership inventory and uniform inspection date and alert all youth and adults.
4. About 3 to 4 weeks before membership inventory date, meet with troop leaders to discuss ways to make best use of this event. Determine how to gather the information on membership inventory, outdoor program, advancement, and other information to be reviewed at the charter review meeting.
5. About 7 to 14 days before the membership inventory, the troop leaders explain the plan and distribute to each youth and adult a uniform inspection form. These forms are taken home so members can check all details of uniform and insignia. Inform all members that the inspection forms are to be brought back to the membership inventory and inspection meeting. Invite your troop commissioner to participate and assist in the uniform

inspection. Secure one inspector for every eight members to be inspected.

6. On Membership Inventory Night
  - a. Brief the committee on information to look for: youth attendance, outdoor program, and advancement. Decide on the inspection procedures.
  - b. Troop leader assembles troop and introduces inspection team.
  - c. Those individuals who pass the inspection are recognized by the inspection team.
  - d. Following the troop meeting, the leaders and committee meet. The **coding information\*** gathered in the membership inventory is placed on the **troop copy only** of the computer printouts. A review of the troop record book will supply some information.
  - e. All absent or inactive members are listed and assigned to various persons to be contacted to determine if they are to be reregistered. Troop leaders and committee agree on a plan to recruit new adults and youth as required.
7. On charter review night the troop reports on its current year and sets goals for the coming year.

\***Coding for Information Gathered** (place next to each youth's name): A—active; I—inactive; O—participates outdoor program (Yes or No); AD—advancement past year (Yes or No); UIS—uniform inspection score.



# CONDUCTING A TROOP UNIFORM INSPECTION

An excellent way to encourage proper uniforming is by regular uniform inspections. Formal inspections should be held at least quarterly. It's not a bad idea to have quick, informal inspections once a month. In these informal inspections, the senior patrol leader or each patrol leader inspects the Scouts for general appearance and full uniform. This should take only three to five minutes.

For formal, quarterly inspections, use Uniform Inspection Sheets,\* which are available at your council service center.

Give each Scout a copy of the sheet a week before the inspection. Ask him to use it to check on his uniform, including proper placement of badges and insignia. On inspection night, the Scouts return sheets with names and addresses.

The inspection should be made by the patrol leaders' council, with the senior patrol leader in charge. Patrol leaders join the SPL in his inspection of their patrols. Together they should agree on the score for each Scout, using the guide on the inspection sheet.

When all patrols have been inspected, the SPL and patrol leaders' council add up the scores on each inspection sheet. Finally, the individual scores are added by patrols.

The best uniformed patrol should be commended by the SPL at the end of the meeting. In some troops, the patrol is given a small trophy or patrol flag streamer to keep until the next quarterly inspection. In his comments about the inspection, the SPL may single out exceptional examples of good uniforming, but he must refrain from embarrassing poorly uniformed Scouts.

The results of the inspection might be a topic for the next patrol leaders' council meeting.

If there is any uncertainty about proper placement of badges and insignia, see the booklet, *Insignia Control Guide*, No. 3064A.

\*Uniform Inspection Sheets  
 No. 7283—Boy Scout  
 No. 7284—Male leader  
 No. 7281—Female leader

### MALE LEADER UNIFORM INSPECTION SHEET

## OFFICIAL PLACEMENT OF INSIGNIA

**SHOULDER EPAULETS AND LOOPS**

**RIGHT SLEEVE**

**LEFT SLEEVE**

**RIGHT POCKET**

**LEFT POCKET**

**SHOULDER EPAULETS**

The Scouting Seal is Your Guarantee of Quality, Excellence, and Performance.

No. 7284 BOY SCOUTS OF AMERICA 1964 Printing

### BOY SCOUT VARSITY SCOUT UNIFORM INSPECTION SHEET

- General Appearance
- Headgear
- Jacket
- Shirt
- Belt
- Pants/Shorts
- Socks
- Shoes
- Registration
- Insignia

UNIFORM POINTS

INSIGNIA POINTS

TOTAL POINTS

POSITION DIAGRAM OF INSIGNIA (see above) right on pocket to guide you on proper placement.

**OUR UNIT INSPECTION WILL BE HELD ON**

**BRING THIS FORM WITH YOU**

OVER

## UNIFORM INSPECTION SCORE

Name \_\_\_\_\_ Troop/Team No. \_\_\_\_\_

Address \_\_\_\_\_ District \_\_\_\_\_

Rank \_\_\_\_\_ Office \_\_\_\_\_ Patrol Squad \_\_\_\_\_

CUB SCOUT  
MEMBERSHIP/RECRUITING

We would like to discuss ways to recruit  
Boys and adult leaders for your Unit.

Join us and learn more about the Expanded  
Program for Cub Scouts.

PRESENTER: MARIE EGGERS

Cub Scout  
Membership / Recruiting

Introductory comments

Slide Presentation ( possibly )

Re-explain Expanded Program

Grade emphasis--not age

2 levels of Bear Cubs this year

Video ( possibly )

Tiger Cubs

Explain the program

Tigers are the BACKBONE of a Pack

Using flip chart, application and packet as aids.

Cub Scout and Tiger recruiting

Contacting schools

Visitation

Flyers

Using a video/assembly

School Night

Follow up

Invitation to Pack Meeting

Fees: Tigers / Cubs

Boys Life

Adults

Recharter Fee

Adult Recruiting

Now: Suggestions from audience

Suggestions from staff

Sources: Tigers

Former scouts

Community of interested adults

# Tiger Cubs BSA

(Pre-Cub Scout Program)

**TIGER  
CUBS**  
for boys  
in the  
**FIRST GRADE**

- Preparation for Scouting, oriented to boys and their families
- Part of a Cub Pack
- Leadership rotates among the adults
- No uniform required



WORKING ON  
"BIG IDEAS" TO SEARCH,  
DISCOVER, SHARE

## Search

## Discover

## Share

- It is heavily family oriented with a boy and an adult family member working together on virtually all activities.
- It has the goal of allowing the boy and the adult to build a stronger relationship with each other, with the rest of their family, and with other members of Tiger Cubs.
- It is aimed specifically at the boy and his adult family member, but many if not all of the activities are suitable for participation by the rest of the family as well.
- This is not, strictly speaking, a boy-parent program. Instead, it is a one-on-one boy-adult program. It is organized so that each boy is registered as a Tiger Cub but he must participate with an adult. That adult can be a parent, aunt or uncle, grandparent, older brother or sister, even a neighbor. What is important is that the adult needs to be someone who cares about that boy and is committed to his well-being.
- The program is designed to be operated on a casual, relaxed basis. There are no achievements, and no advancement requirements. The thrust of this program is fun for a boy and adult, pure and simple.



# Catch the *Scouting Spirit*

## JOIN

## CUB SCOUTING



### CUB SCOUTS for boys in SECOND through FIFTH GRADES

Cub Scouts are in the Second, Third, Fourth, and Fifth grades. Cub Scout Dens meet once a week with an adult leader, learning how to make and do interesting things. They earn badges and awards, going up in rank as they master new skills. And they give demonstrations at monthly Pack meetings, in front of parents, friends, and Cubs from other Dens. In the summer, Cub Scouts can attend day camp.

- A family-oriented program of Dens within Packs
- Uniforms, badges, games, songs, fun
- Boys meet weekly with adult leadership



LEARNING IS ACHIEVED  
THROUGH AN  
ADVANCEMENT PROGRAM

**NOW'S YOUR  
CHANCE TO**

**JOIN  
THE**

**CUB  
SCOUTS**

*IT'S THE HAPPIEST STEP A*

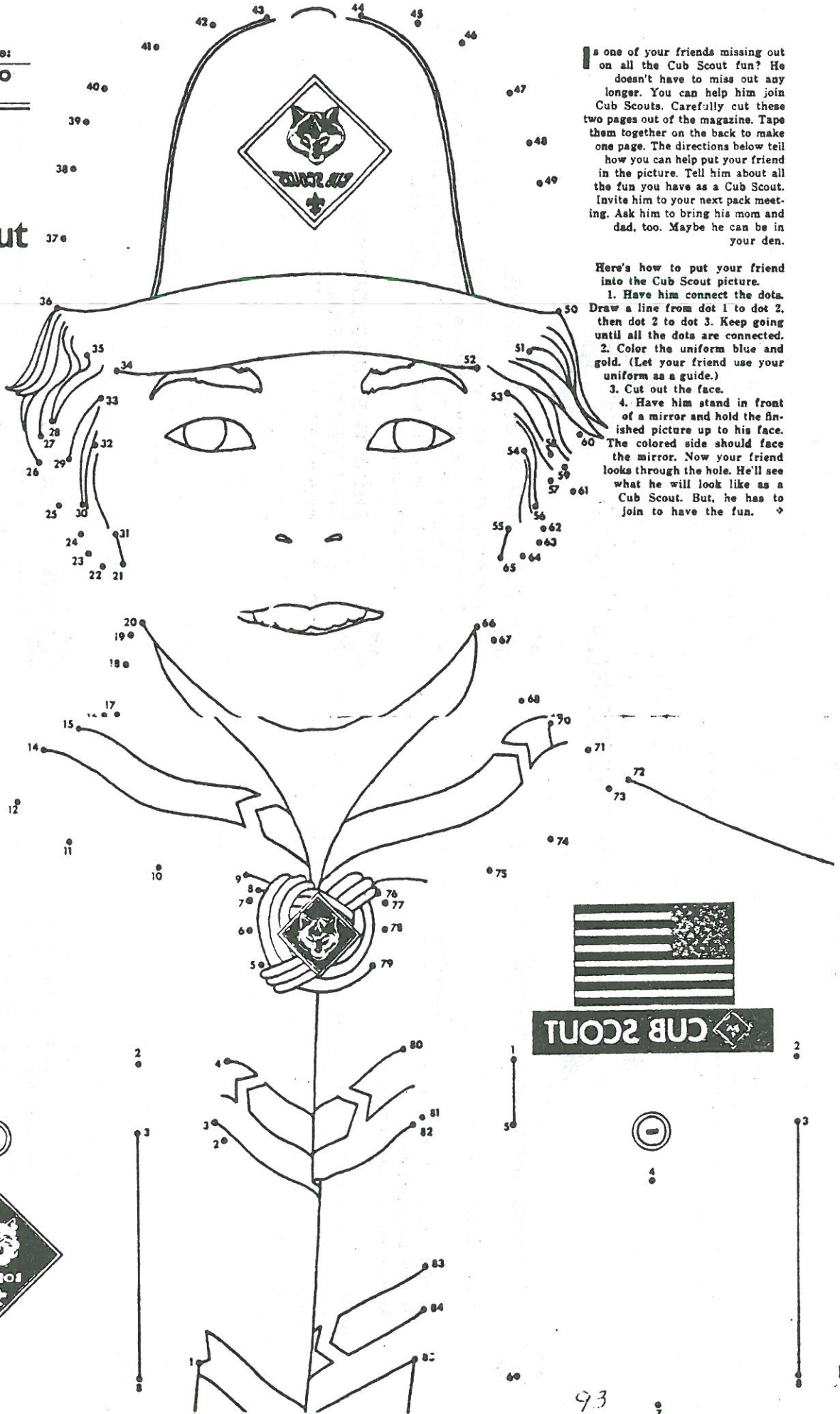
*BOY CAN TAKE!*



**Cub Scout Theme:**  
**DOORWAYS TO ADVENTURE**

**Put a Friend in the Cub Scout Picture**

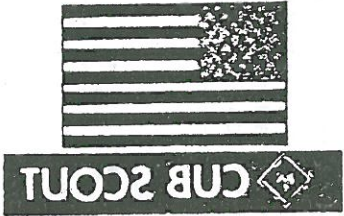
BOYS' LIFE • AUGUST 1977



Is one of your friends missing out on all the Cub Scout fun? He doesn't have to miss out any longer. You can help him join Cub Scouts. Carefully cut these two pages out of the magazine. Tape them together on the back to make one page. The directions below tell how you can help put your friend in the picture. Tell him about all the fun you have as a Cub Scout. Invite him to your next pack meeting. Ask him to bring his mom and dad, too. Maybe he can be in your den.

Here's how to put your friend into the Cub Scout picture.

1. Have him connect the dots. Draw a line from dot 1 to dot 2, then dot 2 to dot 3. Keep going until all the dots are connected.
2. Color the uniform blue and gold. (Let your friend use your uniform as a guide.)
3. Cut out the face.
4. Have him stand in front of a mirror and hold the finished picture up to his face. The colored side should face the mirror. Now your friend looks through the hole. He'll see what he will look like as a Cub Scout. But, he has to join to have the fun. ➤



# HOW YOU CAN BE A CUB SCOUT

Would you like to be a Cub Scout? You can if you are 7 years old. Or you can if you are 7 and have passed second grade. You can be a Webelos Scout if you are 10 or have passed fourth grade. Ask your parents to see if there is a pack near your home. If there is, the Cubmaster will be pleased to meet your parents and will give you an application to join.

**Parents:** Help your son through the Bobcat trail. When he has done that, please sign below. Then have him take this sheet to his den leader. He will receive his Bobcat badge at the next pack meeting.

Parent's signature \_\_\_\_\_



## FOLLOW THE BOBCAT TRAIL



### LEARN AND GIVE THE CUB SCOUT PROMISE.

The Cub Scout Promise is:

- I, \_\_\_\_\_, promise
- To do my best to do my duty to God and my country,
- To help other people, and
- To obey the Law of the Pack.

When you say you will do a thing, that is a promise. In the Cub Scout Promise, you say you will put God first. That you will do what He wants you to do. Duty to my country means you will be loyal. You will be proud you are an American. To help other people means to do things for others. To obey the Law of the Pack means to be a good Cub Scout.



### SAY THE LAW OF THE PACK. TELL WHAT IT MEANS.

- The Law of the Pack is:
- The Cub Scout follows Akela.
- The Cub Scout helps the pack go.
- The pack helps the Cub Scout grow.
- The Cub Scout gives goodwill.

Akela (say Ah-KAY-la) means "good leader" to a Cub Scout. Akela is your mother or your father. So is your Cubmaster or your den leader. In the Law of the Pack, you say you will follow Akela. This means you will walk in the steps of your Cub Scout leaders. And you say you will help the pack go. You will go to your Cub Scout meetings. There you will do what you can to help. When you go, you will be taught new things. You will learn games and tricks and crafts. This is how the Cub Scout grows. The last part of the Law of the Pack says you will give goodwill. This means to smile. Be happy. Help others. Help does not have to be big. Small things help, too.



### SHOW THE CUB SCOUT SIGN. TELL WHAT IT MEANS.

Make the sign with your right hand. Hold your arm straight up. The two raised fingers stand for two parts of the Promise—"to help other people" and "to obey the Law of the Pack." They look like the sharp ears of the wolf listening to Akela.



### SHOW THE CUB SCOUT HANDSHAKE. TELL WHAT IT MEANS.



When you shake hands with another Cub Scout, place the first two fingers of your right hand along the inside of his right wrist.



### GIVE THE CUB SCOUT MOTTO.

A motto is a rule for living. The Cub Scout motto asks you to do your best at all times. You do your best in school and at home. You do your best to help your team win a game. You may not do a thing as well as some other boy. Just do as well as you can. That is what the motto means.



### GIVE THE CUB SCOUT SALUTE. TELL WHAT IT MEANS.

Salute with your right hand. Hold your first two fingers close together. Touch the tips to your cap. Touch your eyebrow if you are not wearing a cap. This is the way to show respect to your leaders. You salute the flag to show respect to our country. And you can greet another Cub Scout this way.



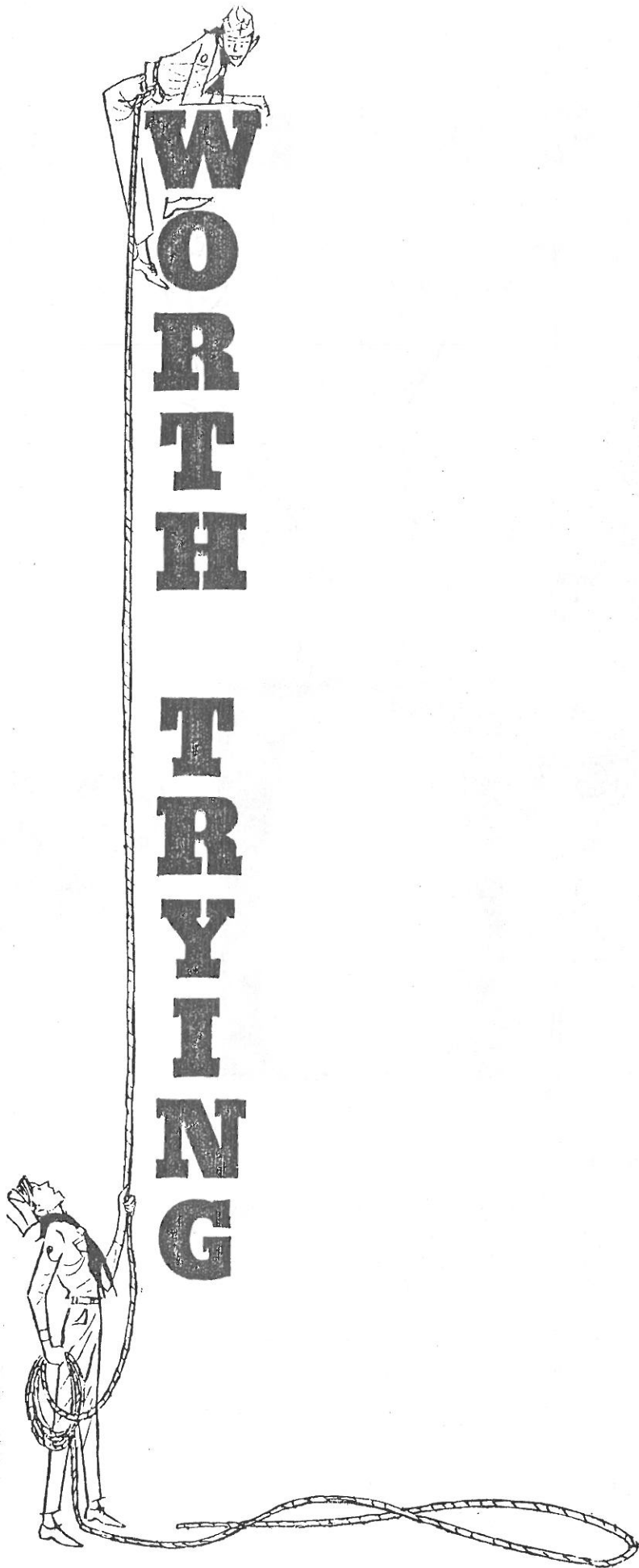
# PACK COMMITTEE ORGANIZATION

## GENERAL DUTIES OF PACK COMMITTEE:

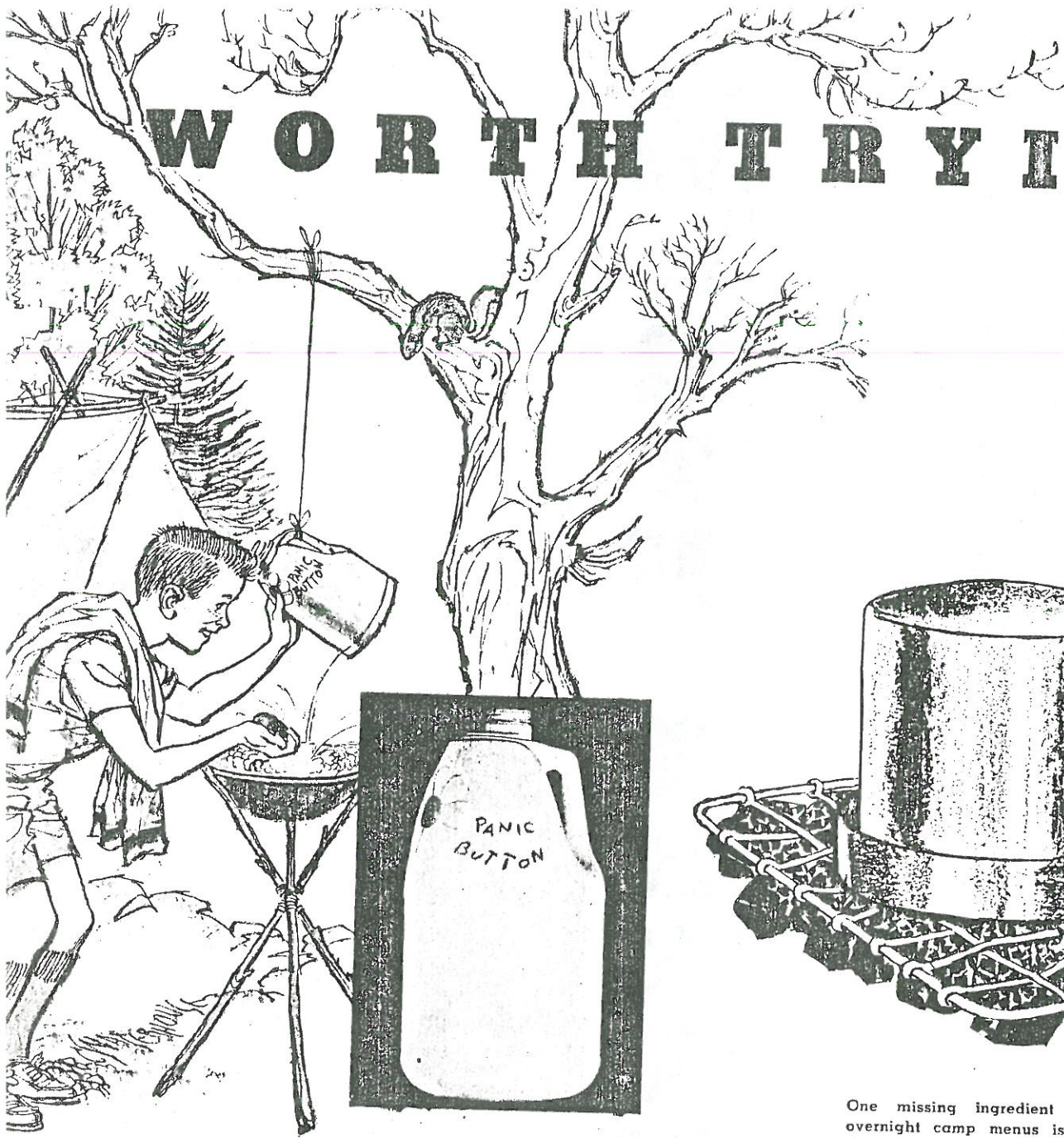
Charged by the chartered organization to carry out the Cub Scouting program consistent with the policies of the partner organization and the Boy Scouts of America; selects a Cubmaster, assistants and den mothers; helps them get trained; prepares for annual charter review and report to the chartered organization, insures permanency of the pack.

- \* SCOUTING COORD:  
\_\_\_\_\_  
Ph. \_\_\_\_\_  
- Provides coordination between the chartered organization, the pack and the Council. Is also a voting member of the Council and the district. Attends pack committee meetings and meetings of the chartered organization.
- \* CHAIRMAN:  
\_\_\_\_\_  
Ph. \_\_\_\_\_  
- Calls and conducts monthly committee meetings for which he and the Cubmaster prepare the agenda. Recruits committeemen and women and assigns responsibilities to them. Works closely with Cubmaster and Scouting Coordinator.
- + SECRETARY/  
TREASURER:  
\_\_\_\_\_  
Ph. \_\_\_\_\_  
- Keeps notes of committee assignments; sends notices; maintains records; registers all new boys and adults promptly. Operates pack on budget plan; receives all funds, pays bills on recommendation of Cubmaster and approval of committee; maintains "Pack Records/Finance Book". Supervises pack fund raising activities such as Scoutcapade tickets, etc.
- \* S.M.E. CHAIRMAN:  
\_\_\_\_\_  
Ph. \_\_\_\_\_  
- Serves as pack's chairman for the annual Sustaining Membership Enrollment; selects and recruits other members of the committee during January, on the basis of 1 to each 5 families in the pack; directs the enrollment of families to become sustaining members during February. Sustaining Membership is the fund-raising effort of the Columbia Pacific Council.
- \* ADVANCEMENT:  
\_\_\_\_\_  
Ph. \_\_\_\_\_  
- Responsible for pack advancement, including securing awards and assisting in the presentation of these awards at well planned ceremonies at pack meetings; discusses with parents their obligation of working with their boys in advancement; receives advancement lists from Den Leaders during pack leader's meetings.
- \* OUTDOORS/  
ACTIVITIES:  
\_\_\_\_\_  
Ph. \_\_\_\_\_  
- Works closely with Den Leaders, Webelos Leaders and Cubmaster to develop a list of places for field trips and other pack activities, such as: Blue & Gold Dinners, summer picnics, pinewood derbys, Goodwill/Goodturn, Scoutcapades, Day Camp.
- \* MEMBERSHIP:  
\_\_\_\_\_  
Ph. \_\_\_\_\_  
- Supervises the annual charter renewal procedure and charter presentation; promotes and conducts recruiting of new boys, School Night and 2nd & 5th Grade Graduation plans; work with Cubmaster and committee to ensure eligible boys and parents are moved into Webelos dens at the appropriate time.
- \* DEN LEADER:  
\_\_\_\_\_  
Ph. \_\_\_\_\_  
- Plans and conducts weekly Den meetings of 4-8 boys in neighborhood. Provides fun and exciting activities, coordinates participation in monthly pack meetings.
- \* CUBMASTER:  
\_\_\_\_\_  
Ph. \_\_\_\_\_  
- Plans and conducts monthly pack meetings; works with pack committee chairman in planning monthly leader's meeting. Coordinates activities in the dens.
- \* TIGER CUB  
COORDINATOR:  
\_\_\_\_\_  
Ph. \_\_\_\_\_  
- Organizes Tiger Cub groups from available 7-year-olds or 2nd grade boys; helps and encourages Tiger Cub group function and keeps parents informed. Helps with activities and encourages participation at Blue & Gold dinners and other pack activities; insures graduation in the spring of Tiger Cub group into the pack.





# WORTH TRYING



## HANDY WASHER

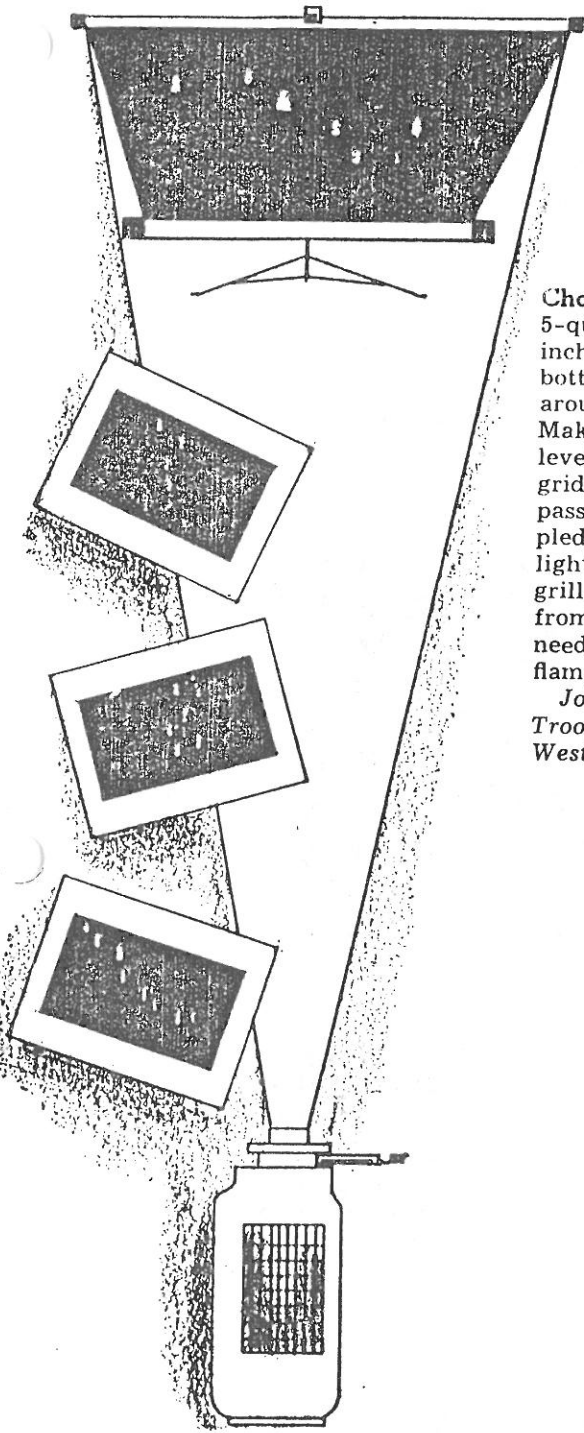
A 2-quart bleach bottle hanging from a tree is ideal for washing hands and face in camp. Here's how you use it:

1. Punch a small hole with a nail 1 inch from the bottom.
2. Fill with water and replace the cap. Water will not run out when the cap is screwed on.
3. Remove cap to allow water to run out for washing hands and face.
4. For a quick rinse, leave cap on and squeeze the side.
5. You may hang a bar of soap from the handle.

One missing ingredient of most overnight camp menus is a good dessert. We've found that, using parts of the Trail Chef kit as an oven, we can produce excellent cakes, pies, caramel nut rolls, and similar tasty pastries. We've found that coals under the pan are all that are needed, but the pan containing the ingredients to be cooked should be placed on an inverted individual mess kit kettle to keep from burning on the bottom.

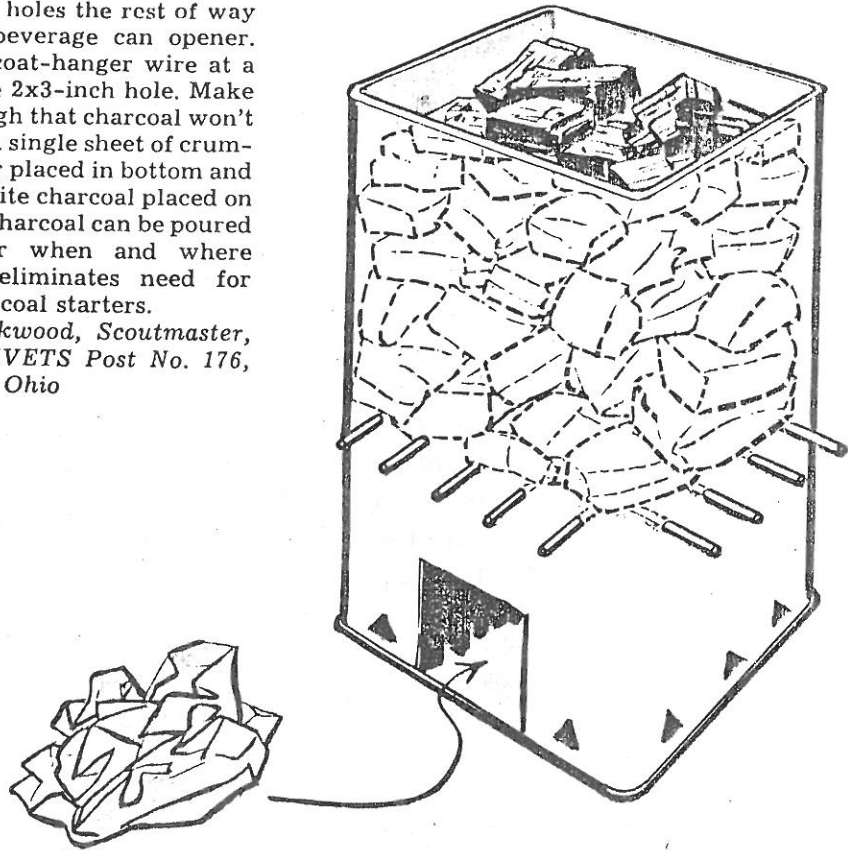
David S. Armstrong  
Troop 5  
Gloversville, New York





**Charcoal firestarter.** Cut out top of a 5-quart or 2-gallon oilcan. Cut 2x3-inch hole in front panel near the bottom. Punch holes the rest of way around with beverage can opener. Make grid of coat-hanger wire at a level above the 2x3-inch hole. Make grid tight enough that charcoal won't pass through. A single sheet of crumpled newspaper placed in bottom and lighted will ignite charcoal placed on grill. Glowing charcoal can be poured from container when and where needed. This eliminates need for flammable charcoal starters.

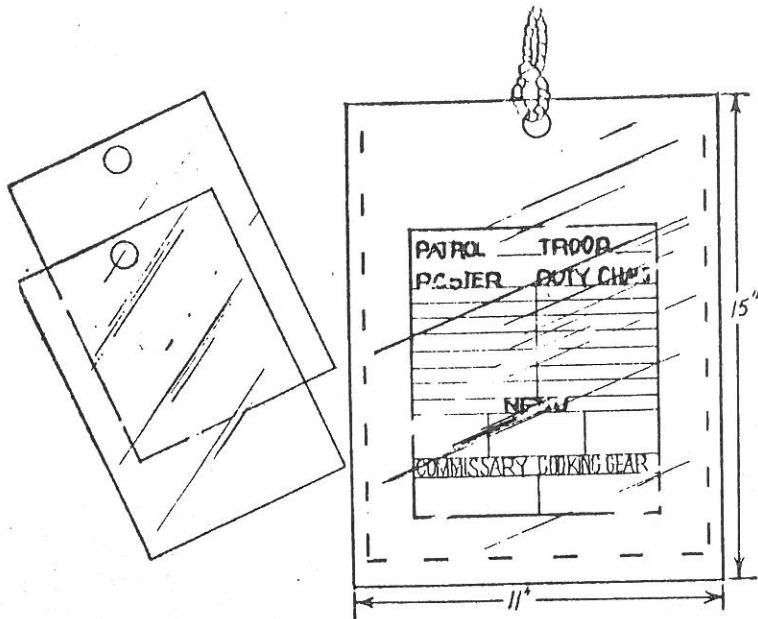
*John J. Rockwood, Scoutmaster,  
Troop 388, AMVETS Post No. 176,  
West Richfield, Ohio*



### Star Slides

Save those blacked-out, unexposed 35 mm. color slides that you get back from the processor. Prick small holes in the black slide with a needle or pin. Use a pattern so the holes make the shape of a constellation. When these are projected on a screen, the small holes show up like individual stars, and boys can readily learn to identify the shapes of the common star constellations.

*Robert Josephsen  
Scoutmaster, Troop 70  
Esrell Manor, New Jersey*



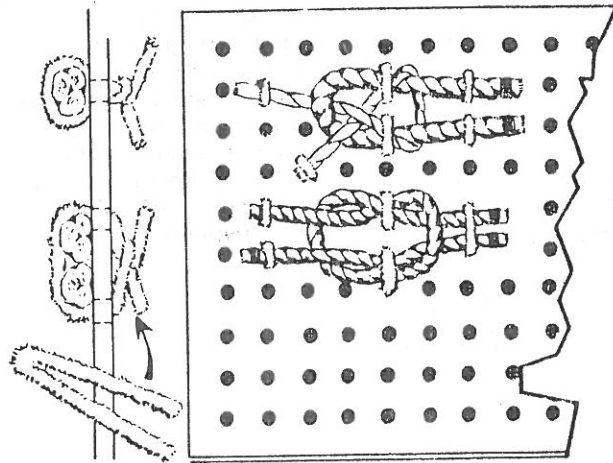
**A Dry Pocket**

Here's a gadget that will keep patrol and troop rosters, schedules, and programs dry when camping in wet weather. Papers are in sight at all times, yet are protected from the elements.

*Wally Spears, Scoutmaster, Troop 580  
Washington, D. C.*

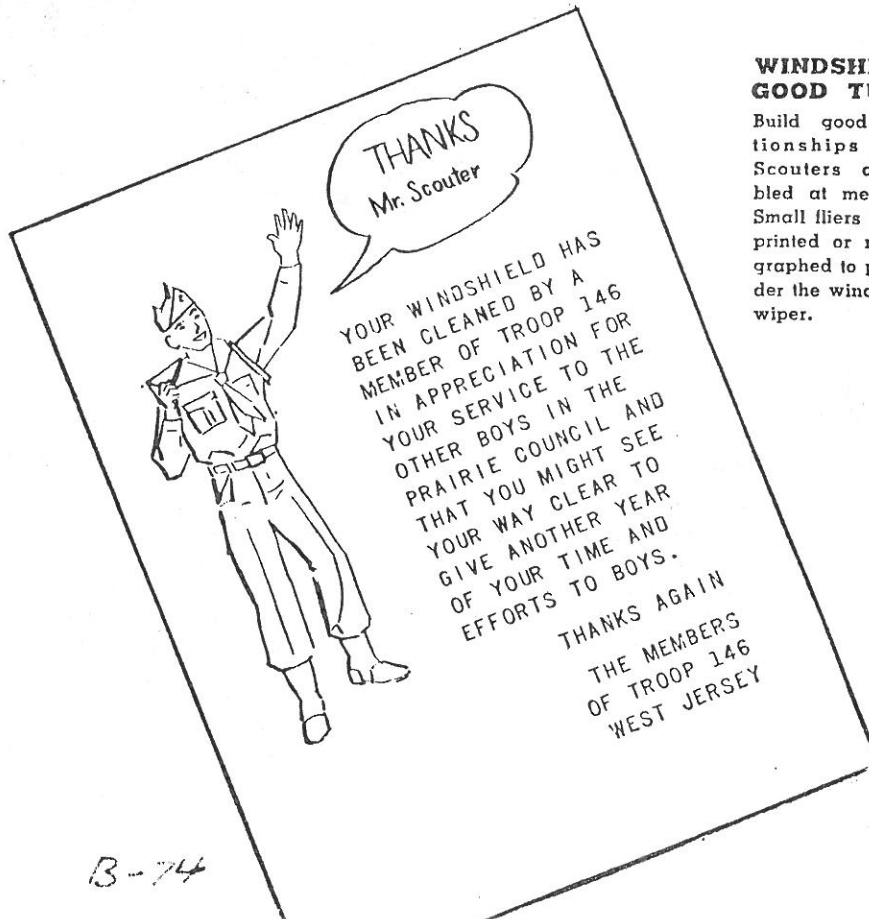
**Pegboard Knotboard**

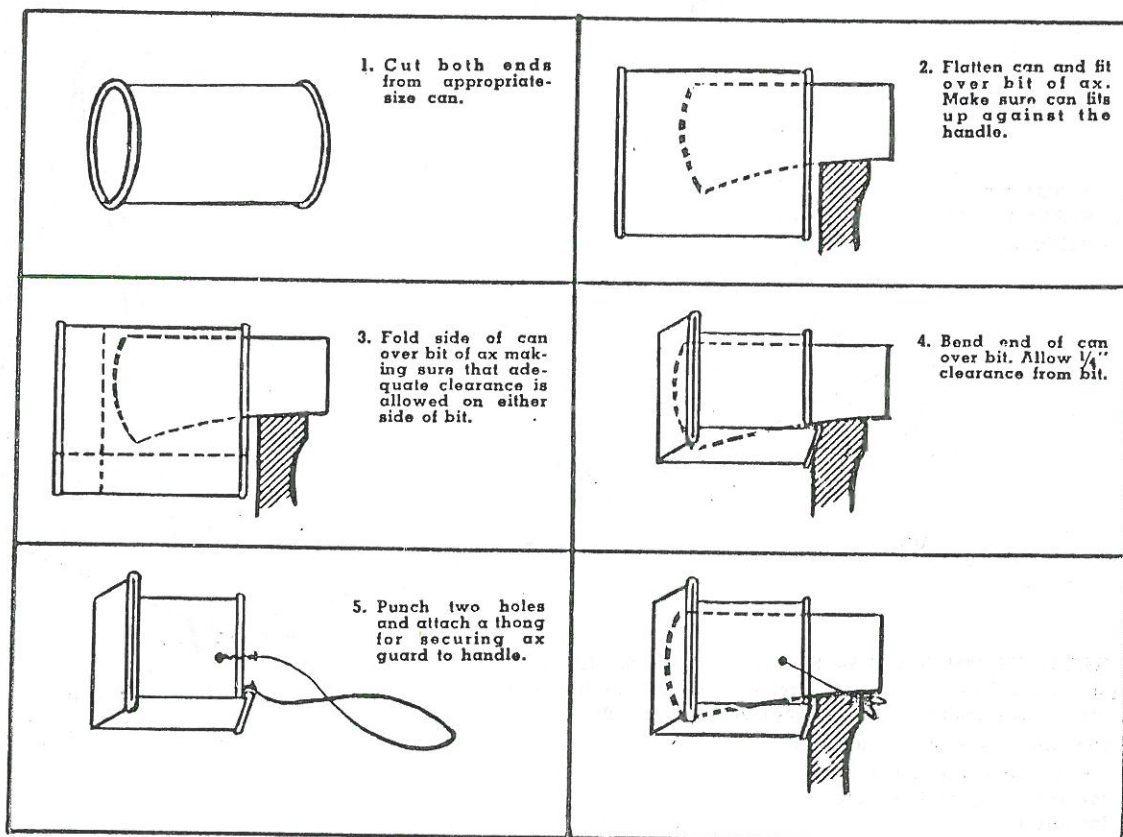
Ordinary pegboard available at your lumber yard is excellent for making knotboards. After the knots are tied, they can be easily fastened to the board with round plant ties or pipe cleaners stuck through holes in the board and twisted in back.



**WINDSHIELD GOOD TURN.**

Build good relationships with Scouters assembled at meetings. Small fliers can be printed or mimeographed to put under the windshield wiper.



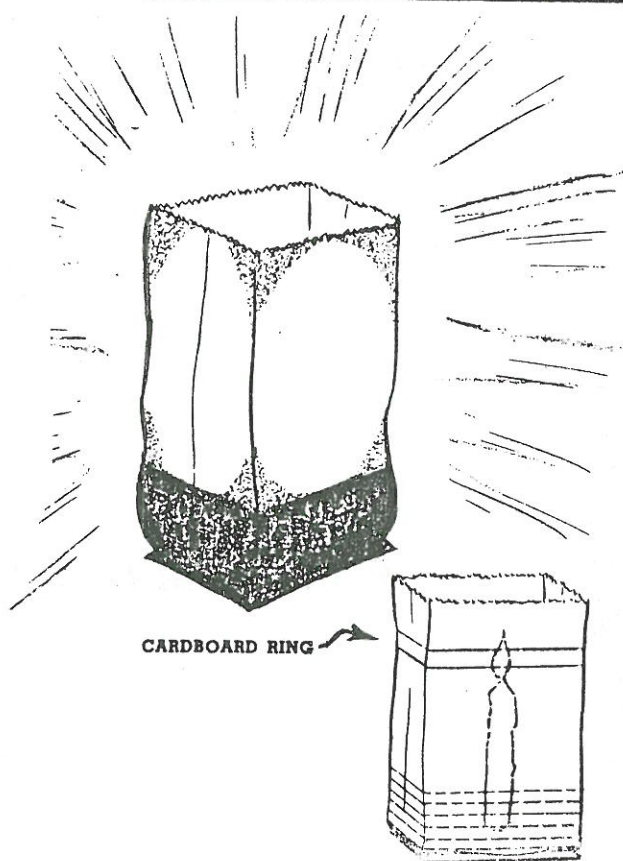


### TIN-CAN AX GUARD

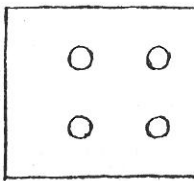
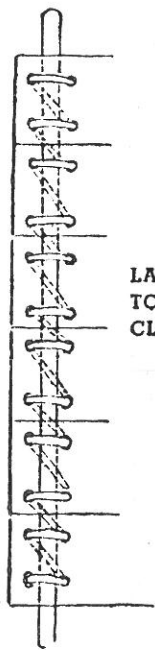
Here is an easy-to-make ax guard suggested by Al Drouillard. Your Scouts will enjoy making them.

### FAROLITO CAMPFIRE

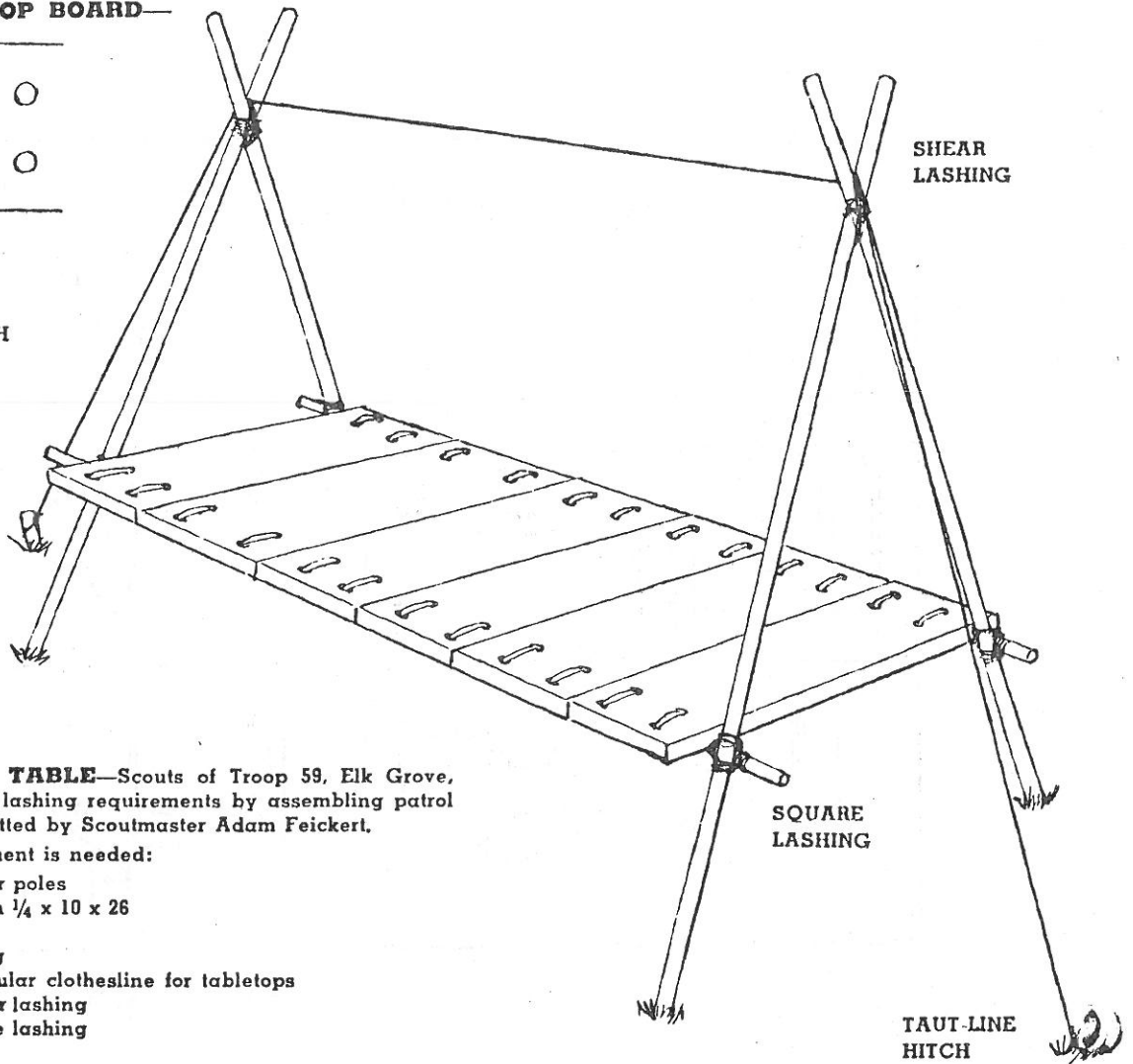
For special occasions and ceremonies, you can make a farolito campfire. Select a paper bag 6 to 8 inches in diameter. Fill the bottom with 3 inches of sand. Insert a candle in the sand. Staple strips of cardboard around the top to keep sack rigid.



**DETAILS OF TOP BOARD—**



LACE BOARDS TO STAVES WITH CLOTHESLINE.



**PORTABLE CAMP TABLE**—Scouts of Troop 59, Elk Grove, Calif., pass First Class lashing requirements by assembling patrol tables. Idea was submitted by Scoutmaster Adam Feickert.

The following equipment is needed:

- 6 official 6-foot staves or poles
- 6 3-ply top boards, each 1/4 x 10 x 26
- 2 pegs for guy rope
- 1 guy rope, 25 feet long
- 2 12-foot lengths of regular clothesline for tabletops
- 2 8 1/2-foot ropes for shear lashing
- 4 7-foot ropes for square lashing

ROCKS

PLASTIC SHEET

DAMP SOIL

**CAMP REFRIGERATOR**

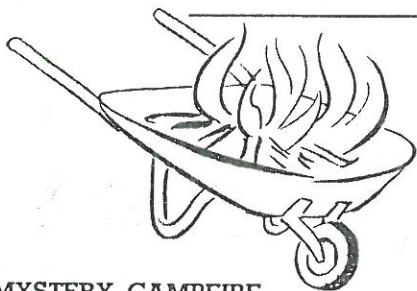
Place this camp refrigerator in a shady spot and wrap food in foil for extra coolness. The plastic sheet will hold the moisture.

# PROGRAM IDEAS FOR

**S**ERVICE PROJECTS, hikes, campfires, community visits, or similar activities may be planned instead of regular troop meetings. But have either an activity or a meeting every week during July and August.

Keep the summer program flexible while preserving

the basic parts of a good meeting at each activity. A preopening activity will bring Scouts out on time and give them something to do until the program starts. There should be an orderly opening and closing (usually ceremonies) and a Scoutmaster's minute.



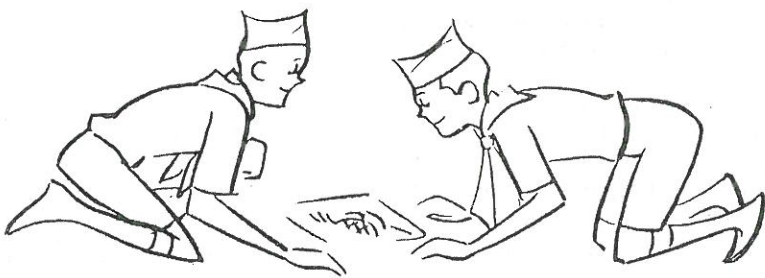
## IDEA 1 — MYSTERY CAMPFIRE

Put a layer of dirt or sand in the bottom of a metal wheelbarrow. Then move it to a city park, vacant lot, backyard, or parking lot and build a fire in it.

The Scouts gather round the campfire and the leader tells several good mystery stories. *Troop Activities*, No. 3501, provides some pointers on storytelling and the *Boys' Life Book of Mystery Stories* (available at \$2 from *Boys' Life*, New Brunswick, N. J. 08903) has some excellent stories.

The program should include patrol stunts, good songs, a Scoutmaster's minute, and a closing ceremony.

Grilled hot dogs and a fruit beverage will complete the evening. Then, put out the fire and take the wheelbarrow back to where you got it.



## IDEA 2 — IMU

Here's a camp feast that everyone likes—and it's fun to prepare.

Dig a hole in the ground 18 inches square and 18 inches deep. Put a platform of split wood across the bottom of the hole. Then crisscross layers of wood. On the third layer of wood, place a layer of stones, each about half the size of a brick. Light, and keep fire

blazing for about 1½ hours, until the stones are almost white hot and have fallen into the hole.

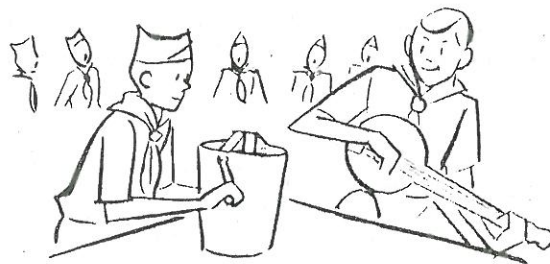
Now, working rapidly, shovel out burning pieces of wood. Then level stones and coals on the bottom of the hole. Throw in about a peck of vegetable tops or sweet leaves (wild grapes, maple, sweet gum, sycamore) moistened with water. Place on the leaves:

- 2½ pounds of chicken for every three campers
- For each camper—1 potato, 1 sweet potato, 1 carrot, 2 ears of corn, 1 green banana, and 1 apple.

Cover with more leaves, then close the hole with a heavy, wet burlap bag. Cover completely with dirt so that no steam can escape.

Now, get the gang together and play your favorite wide games. See *Scoutmaster's Handbook*, pages 458-64.

About 2 hours later, line the troop up, open up your imu carefully, and be prepared to sniff the most tantalizing aroma imaginable. Then watch the food disappear.



## IDEA 3 — ICE CREAM HOOTENANNY

Hold this event in a vacant lot, schoolyard, nearby park, or wooded area. You may wish to invite parents.

There's nothing finer than a heaping plate of homemade ice cream. Select a patrol and a few committeemen to make ice cream. A couple of gallons should suffice for the average-sized troop.

While the ice cream is being made, conduct a songfest with selections from the *Boy Scout Songbook*. To

# JULY AND AUGUST

make it a real hootenanny, invite your Scouts to bring their instruments (harmonicas, guitars, etc.) and give everyone a chance to strut his stuff. A few simple prizes add to the fun.

When the ice cream is ready, serve it up on paper plates.

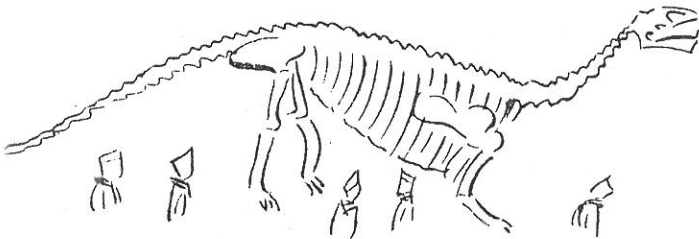


## IDEA 4 — CRAZY HAT AND SWAP NIGHT

Every Scout wears a crazy hat. With a little advance patrol planning your Scouts ought to come up with some real doozies. Award a grand prize for the craziest hat and simple prizes for the biggest, smallest, most decorated, and most unique hats.

In addition to the hat contest, hold a swapping bee with an exchange of tokens of friendship. Discuss this in advance at your patrol leaders' council meeting so your Scouts can prepare. Boys are natural collectors and will enjoy the fun and excitement of trading some of their prize possessions. The Scoutmaster should be prepared to give a few items to boys who are new or don't usually trade.

This activity provides a good opportunity for discussing and demonstrating the proper way to wear the uniform and badges. Select a "Scout of the day"—the best uniformed Scout at the meeting.



## IDEA 5 — TOUR OR FIELD TRIP

There are many places where your troop can learn more about the world of nature and conservation.

The following list of places to visit will help your patrol leaders' council plan a tour: weather station,

city water supply, flood-control area, game refuge (federal, state, and private), natural-history museum, wood-products mill, wildlife laboratory, dairy farm, fishing laboratory, experimental farm, hydroelectrical plant, tree nursery, lumberyard, watershed management area, private hunting preserve, experimental game area, zoo with native wildlife, and aquarium with native fish.



## IDEA 6 — OUTPOST CAMP SURVIVAL

If you are in summer camp, move out of the main area to an outpost campsite for this activity. If you are in town, plan to hold the overnight at a remote campsite.

Scouts are equipped only with clothing, Scout knives, hand axes, and raw foodstuffs for one meal. From the time of arrival until leaving, they go through a series of survival tests designed to check on each Scout's ability to get along in the outdoors.

Here are the things the boy must do:

- Select a good campsite.
- Build a shelter for a patrol.
- Prepare ground bed and covering from native materials.
- Build a fire without matches.
- Collect edible plants.
- Prepare a meal from raw food stuffs and collected edible items, cooking without utensils.  
(Be sure that boys do not eat unidentified plants.)
- If near a lake or stream, make of native materials a fishline, fish lure, and fishhook. Catch a fish using this gear.
- Filter and purify muddy water for drinking.

Leaders move from patrol to patrol, offering suggestions and checking on the ingenuity and ability of patrol members.





**5** Look Here, Men,  
I found this spot to be good campground. There are lots of edible wild plants, berries, and wild animals here. See if you can find and name three or more plants and find evidence of four or more birds or other animals.  
Your friend,  
Yukon Pete

*Material:* This station must be situated where there are edible wild plants and berries. For animal evidence, place bits of rabbit, squirrel, possum, and fox fur about the area. Or better still, place a stuffed rabbit, squirrel, pheasant, or other animals native to the area in the immediate vicinity. They should be half hidden in the brush. Deer and fox tracks can be simulated in soft ground. Items found and named are left undisturbed but are reported to the observer.

**6** Say Scouts,  
I killed a good-sized bear right near here when I came through. I had to raise him up on a tripod to skin him. Let's see if you can make a tripod and raise one of your Scouts to the top.  
Yukon Pete

*Material:* Three 15-foot poles, 3 to 4 inches at the butt; piece of 1/4-inch line, 15 feet long and whipped for lashing; piece of 1-inch line, 24 feet long, for raising patrol member. It would be helpful to have a pulley to attach to the top of the tripod. Be careful when raising patrol member. For safety, make a large knot that will not pass through pulley.

**7** Now hear this! Rush!  
7-15/ 20-15/  
19-23-9-13-13-9-14-7  
1-18-5-1/!  
Yukon Pete

*Material:* The sign is in cryptogram numbers corresponding to letters in the alphabet and reads "Go to swimming area!"

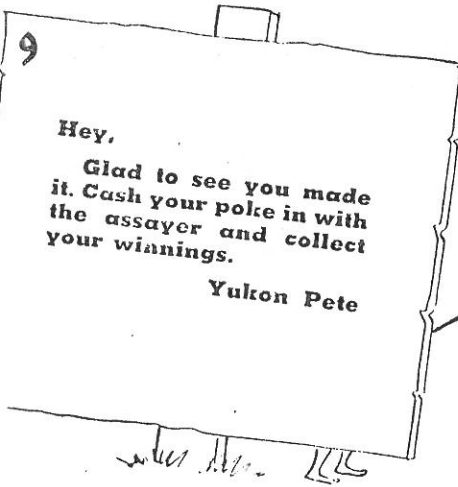
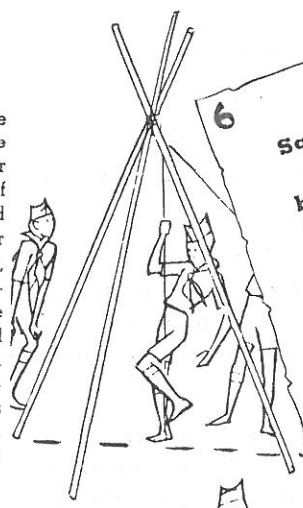
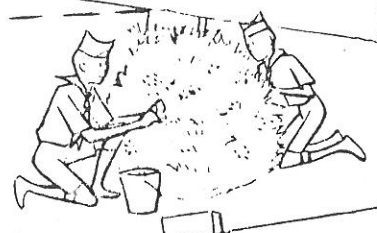
**8** Say Men,  
When I got here I found a prospector who was injured. Look in the envelope and see the message and do what you think you should to fix him up.  
Yukon Pete

**FIRST AID INSTRUCTION**

*Material:* This station is located at the lake, if there is one. An "injured prospector" awaits help there. In an envelope, there is a message which describes the prospector's injury (something simple, such as a cut hand or sprained ankle). The patrol must apply first aid and carry the victim to a shelter. There should be a first aid kit, blanket, two 7-foot poles, and a triangular bandage or neckerchief on hand. Or, if desired, participants may be asked to improvise materials.

**9** Hey,  
Glad to see you made it. Cash your poke in with the assayer and collect your winnings.  
Yukon Pete

**WATER CARNIVAL**  
SEE NEXT PAGE





## IDEA 8 — WATER CARNIVAL

Games, contests, and plenty of individual and patrol competition make the Water Carnival a popular activity with Scouts.

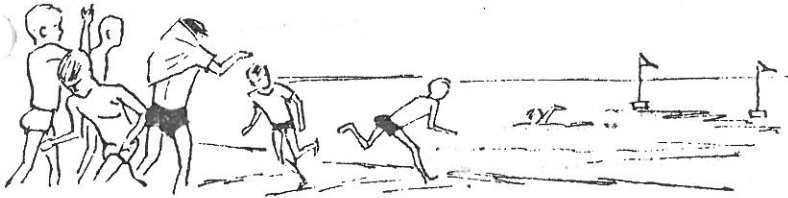
Do some advance preparation with the patrol leaders' council to make sure that the needed equipment has been secured and games and contests will proceed without a hitch.

Hold the carnival at a beach or swimming pool. Make it a family picnic affair with each family bringing its own food. After the picnic hold a father-and-son activity such as softball or volleyball to allow time for the meal to settle before the swimming activities.

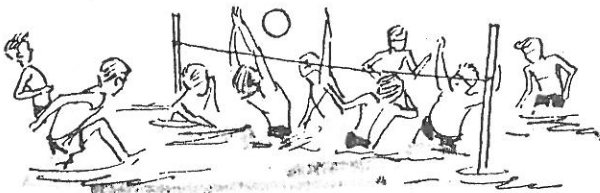
Award simple prizes for each contest held. This will add to the fun. Then hold a court of honor. Present badges and certificates to Scouts who have advanced during the summer.

Conclude the program with songs, patrol stunts, a Scoutmaster's minute, and a closing ceremony from *Troop Activities*.

Here are some games for the carnival:

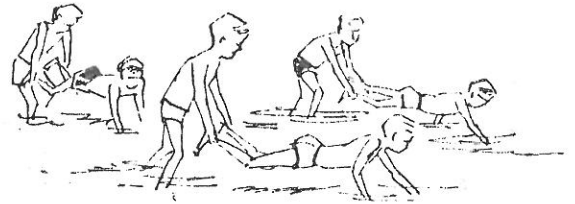


**Sweat-Shirt Relay.** Patrols or dads and sons may compete. Teams line up in relay formation at the water's edge. On signal, the first member of each team puts on a sweat shirt, jumps in the water, swims to a prescribed destination, and returns. He then removes the sweat shirt and gives it to the next member of the team who puts it on and continues the relay. First team finished wins.



**Balloon Volleyball.** Divide the troop into two teams. Erect a volleyball net or rope 3 feet above the water in a section of the pool or lake where the water is only waist deep. Use a balloon for the ball. Follow the regular volleyball rules. The fun comes when a player tries to

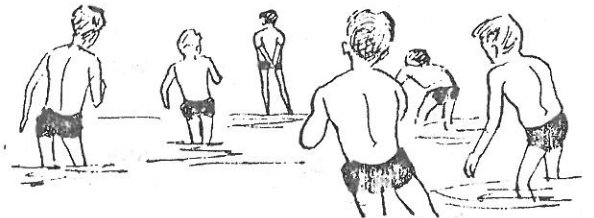
get through the water fast enough to reach the balloon before it touches water. Players may run, jump, swim, or dive.



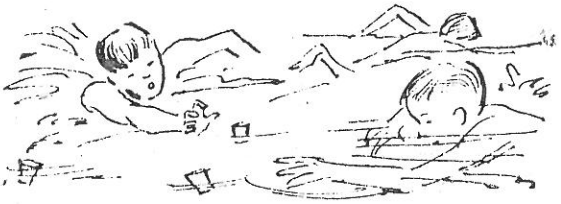
**Wheelbarrow Race.** This race may be run relay style or, if the beach is wide and shallow, all teams can compete at one time. One Scout is the wheelbarrow. He walks on his hands while his partner grasps him by the ankles and directs him through shallow water to the finish line.



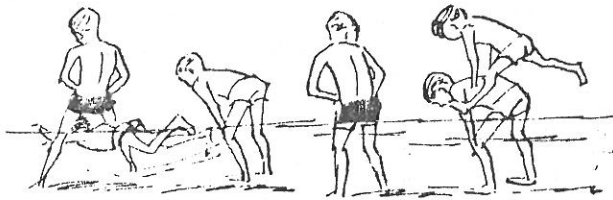
**Water Dodge Ball.** Two even teams play this game in shallow water. One team forms a circle. The other team gets inside the circle. The outside team throws rubber ball at the inside team. Score 1 point for each inside player hit during a 5-minute period. Then change sides. Team with the largest score wins.



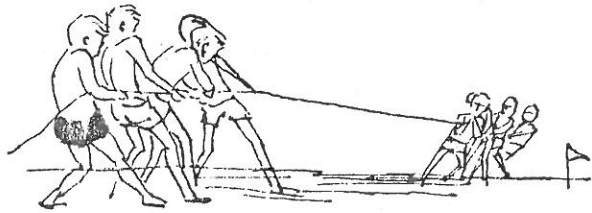
**Red Light.** This game is played in knee-deep water. One person is designated as "it" and stands near the shore or at the end of the pool. Others stand at an equal distance from him and from the finish line, which is some distance away. With his back to the other players, "it" counts to 10 and then turns and shouts "red light." Any player caught in motion by "it" must start over again by coming back to the starting point. Player who reaches finish line first is the winner. Continue game to see who is the last to reach the goal.



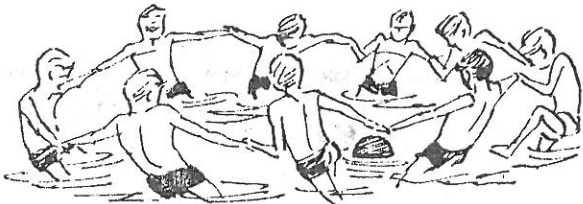
**Cork Scramble.** Players stand at the water's edge, half on one side of the pool and half on the other. Leader throws a number of corks into the pool. On signal, players scramble to see who can get the greatest number of corks. If desired, winner may be eliminated and game continued until only one boy is left.



**Over and Under Relay.** Line up by patrols in water that reaches midway between hips and knees. The last Scout in line leapfrogs over Scout just ahead of him, dives between legs of next Scout, leapfrogs the third, and so on until he comes to the front of the line. As soon as he finishes, the Scout who is now last in line does the same thing. Scouts repeat until the boy who was originally last in line is last again. First patrol finished wins.

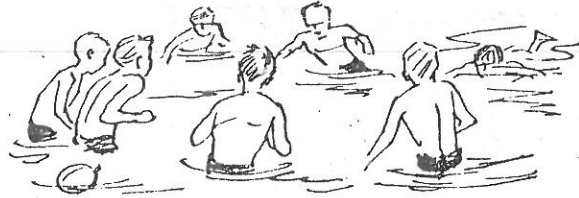


**Water Tug-of-War.** Pit patrol against patrol in this event. You'll need a ½-inch line about 50 feet long. Play in shallow water. Object is to pull opponents across a designated line.

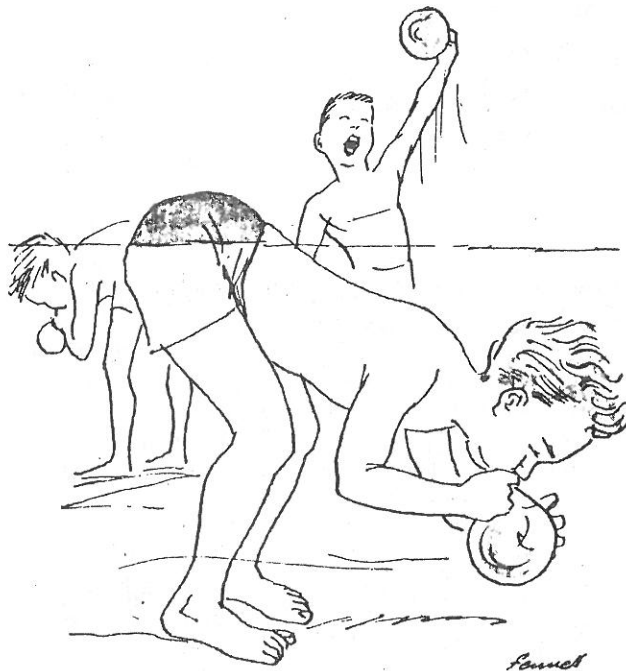


**Poison Ring.** All players join hands in a circle. A large ball is put in the center of the ring to serve as "poison." On signal from the leader, all players try to pull other players into the poison. Anyone touching it must either

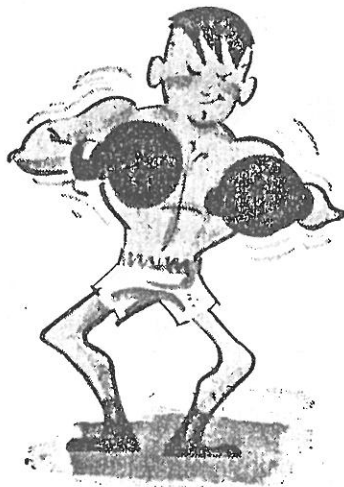
drop out or stay in to serve as "additional poison." Players who break the circle when the poison is about to touch are automatically poisoned. Each time a player is poisoned, the ring is re-formed and the play is continued until there are a designated few (usually six) left in the circle. They are the winners. No ducking is allowed.



**Balloon Ball.** Divide the troop into two equal teams. One team, the defenders, is massed around an inflated balloon in the water. The other, the attackers, is lined up on the sides of the pool. At a given command or signal, the attacking team tries to reach the balloon and break it. The defenders try to protect it. Each team is given a 3-minute period to break the enemy's balloon. The team taking the least time wins.



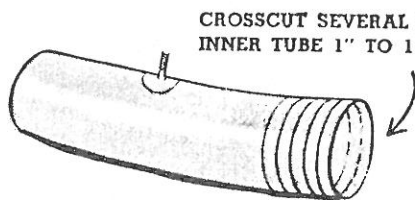
**Balloon-Blowing Contest.** Issue each patrol member a small balloon. Patrols line up in waist-deep water. On signal, Scouts duck and attempt to inflate balloon underwater. The patrol inflating balloons first is the winner.



# TOUGHEN UP

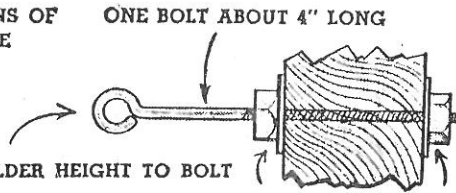
Here are suggestions for gadgets and exercises called for in patrol demonstrations. These are designed for easy construction and will add an element of novelty to exercising. Following patrol demonstrations, have each Scout try the gadgets and exercises and encourage them to use one or more of these regularly at home to build physical fitness.

## MAKE A TIRE-TUBE GYM



CROSSCUT SEVERAL SECTIONS OF INNER TUBE 1" TO 1 1/4" WIDE

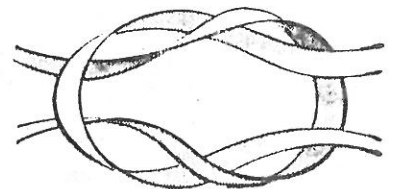
Note: Be sure tube is of good quality.



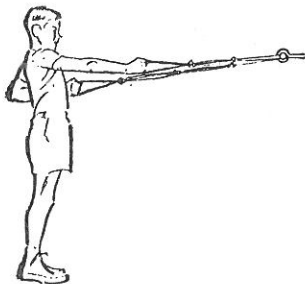
ONE BOLT ABOUT 4" LONG  
SHOULDER HEIGHT TO BOLT

BOLTS AND WASHERS  
2" x 4"

JOIN SEVERAL SECTIONS OF TUBING TOGETHER



## TIRE-TUBE EXERCISES

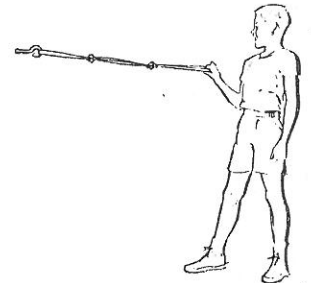


### PUMPER

Stand erect, just far enough back to put tension on the tubing. Use a one-two count and pump arms back and forth in piston motion. Repeat exercise fifteen times and build to a goal of thirty times.

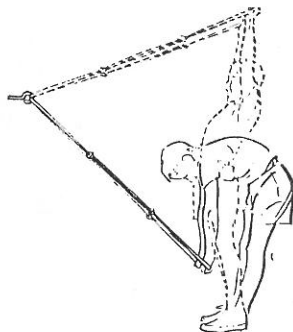
### BICEP BUILDER

Stand erect with tension on inner tube. Upper arm next to body, forearm out. Slowly, in upward motion pull until hand touches shoulder. Hold for count of three and slowly return to start. Repeat five times each arm. Goal of ten.



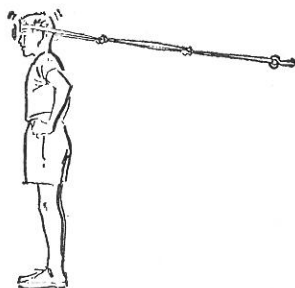
### STOOPER

Stand erect. On count of one, raise arms; on count of two, bend down and touch toes. Do not bend knees. On count of three, return to original position and rest for a few seconds. Repeat ten times. Build to goal of twenty times.



### SIDE SWING

Stand erect with feet slightly apart. Hold rubber band and swing in circular direction—first right, and then left. Swing should be from hips up. Rest a moment on completion of each cycle. Repeat ten times. Build to goal of twenty.

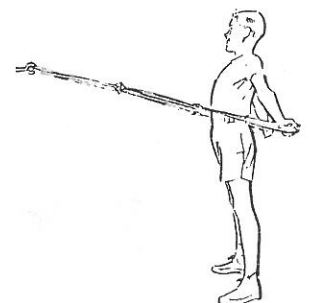


### NECK BUILDER

Stand erect with feet apart, hands on hips, back to wall, with section of tube around forehead. Move out until tension is marked. Move head forward and backward. Increase tension by moving farther from wall. Set own goals.

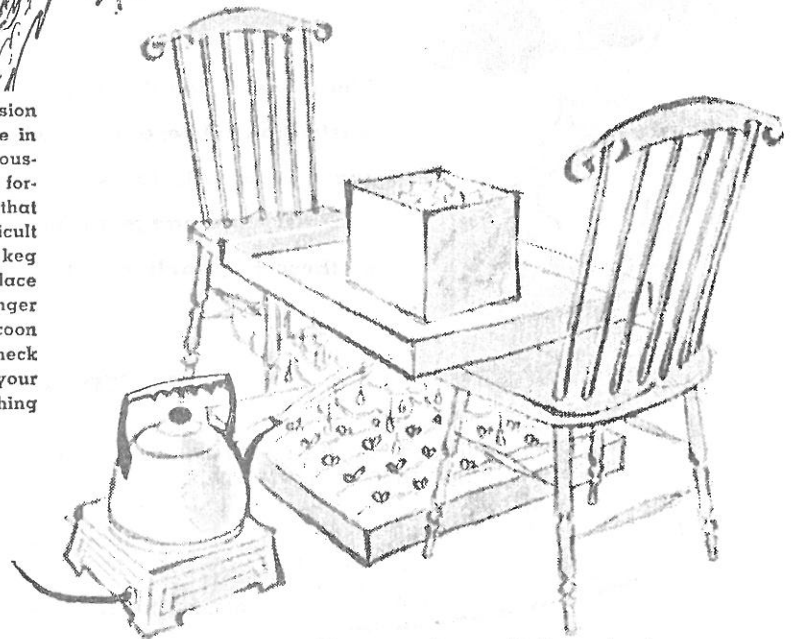
### WING FLAPPER

Stand erect. Swing arms out horizontally and hold for long two count. Return to position at start. Swing arms down by sides and hold. Return to start. Repeat total exercise five times. Build to a goal of ten times.



# CONSERVATION

The population explosion and resulting increase in land taken over by housing has reduced our forests to the point that wildlife finds it difficult to survive. The nail keg in a tree takes the place of a hollow log no longer available to the raccoon family. Why not check wildlife needs in your area and do something about them?



The setup above will show what happens when it rains. The steam from the kettle is directed at the bottom of the tray filled with ice. As it strikes the cool surface, condensation occurs, and droplets fall to the ground underneath. The same thing happens when it rains. Warm air, full of moisture, is cooled forcing out some of the water in the form of rain.

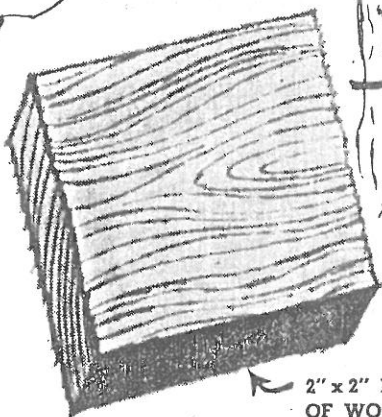


2" x 2" PIECE OF CARDBOARD



Your local lumber dealer can help you develop a wood display. The main conservation aspect of the display is involved in determining the source of supply of each type wood and the means of transportation used to deliver it to your town. An understanding of these factors is important in appreciating the need for wise use of the existing forests in and around your area.

MOUNTED ON PLYWOOD PANEL

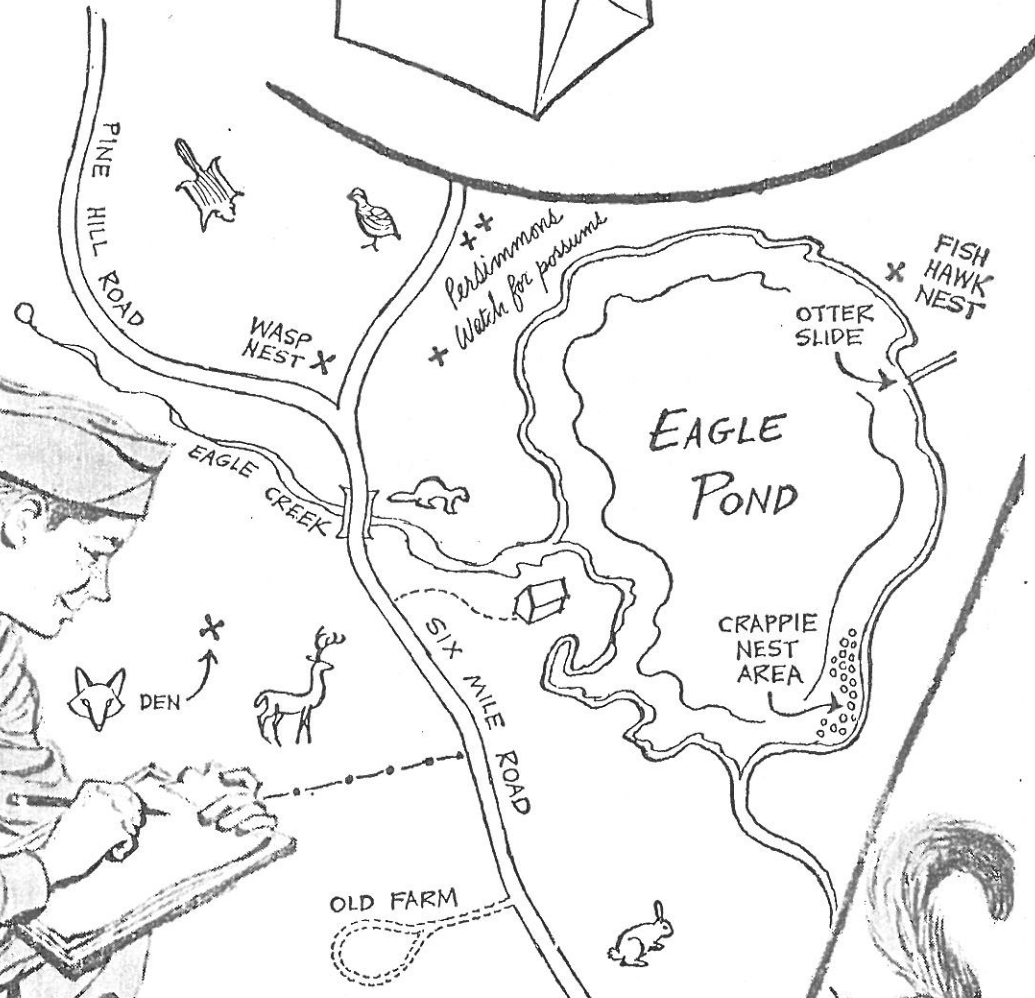
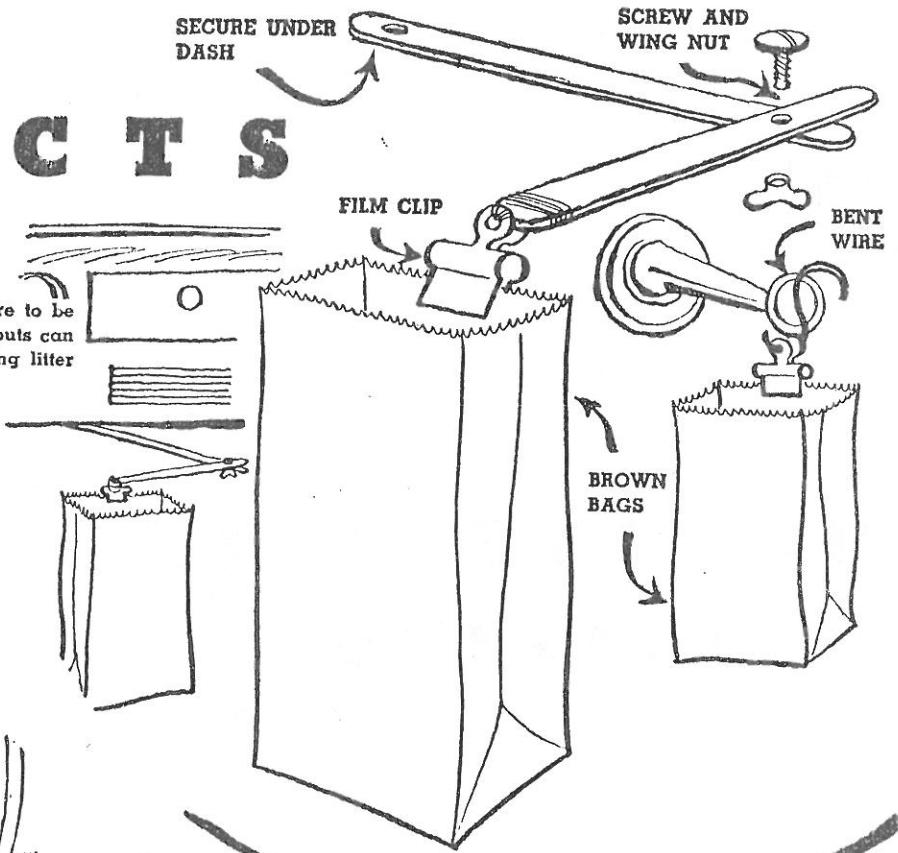


2" x 2" BLOCKS OF WOOD



# PROJECTS

Littering from an automobile is often caused by a desire to be neat and clean—neat and clean inside the car. Your Scouts can help cut this type of littering by making and distributing litter containers for automobiles.



A wildlife map of an area consists of two additions to a normal sketch map—the location of relatively permanent signs of wildlife, such as animal dens and bird nests, and a census count of wildlife spotted in the area at different times of the year.



# CONSERVATION ACTIVITIES

By **Walter Wenzel**, Assistant National Director, Conservation Service, Boy Scouts of America

## PROJECTS

**STREAM-BANK EROSION CONTROL**—Riprap eroding stream banks by piling rocks against the bank from the stream bed upward wherever the bank is washing.

Cut finger-thick willow canes and push them into moist bank areas that are eroding. Willows also supply shade to trout streams.

**WATER FOR WILDLIFE**—Dig out springs and wet spots to store water. Sometimes this water can be run into a trough or other container.

**WILDLIFE SIGNS EXHIBIT**—Find as many evidences of animals that you can find; identify, label, and mount them on a panel. Examples: animal-track plaster casts, bird feathers, partially eaten acorns or nuts, skulls and bones, birds' nests, animal hair, shed snakeskin, shed deer antler, etc. See *Nature* merit badge pamphlet.

**PRUNE AND/OR THIN PINE PLANTATION**—Under supervision, prune (cut off limbs for better timber) or thin (cut down certain trees for better growth of those remaining) in a pine plantation where such projects are necessary. See *Forestry* merit badge pamphlet, pages 28-29.

**HUNTERS SAFETY**—Take the National Rifle Association's Hunter Safety Course. Take a supervised field trip in gun handling in the outdoors.

**HOW TO FISH**—Learn how to use the fishing equipment you have—fly rod, spinning rod, or bait-casting rod. On a lake, a stream, or an ocean, learn how to catch fish—where to fish for what kind and baits or lures to use. See *Fishing* merit badge pamphlet.

**GULLY CONTROL**—Stop active erosion in a gully or eroding path by placing the proper structure in it. This might mean a log diversion above it and/or log-rock-brush step downs or dams in it. See *Soil and Water Conservation* merit badge pamphlet, pages 64-65.

**SQUIRREL OR RACCOON BOXES**—Build squirrel or raccoon boxes according to measurements from the wood duck box in *Wildlife Management* merit badge pamphlet, page 3. Make the opening for raccoons larger.

**ROADSIDE CLEANUP**—Pick a section of roadside for this Good Turn project along a park wooded area or picnic area.

**FOREST-FIRE-PREVENTION CAMPAIGN**—Post fire-prevention signs in wooded or grassland areas where people will see them. Get permission from landowners. Put a forest-fire-prevention display in a prominent place such as a store window to remind people of the dangers of fire. Distribute fire-prevention literature around your neighborhood. See *Forestry* merit badge pamphlet, pages 43-51, and material available from state or U.S. Forest Service offices.

## TRIPS

Take a trip to a—

*Nature center or outdoor trail museum.* Contact a biology teacher or conservation agency for information.

*Wildlife management area* under state, county, federal, or other agency such as habitat restoration areas, waterfowl or other refugees. Contact the local fish and game office or agent for information.

*Watershed-demonstration area.* This could include the local water-reservoir area or special areas under municipal, state, federal, or even university jurisdiction. Contact the local Soil Conservation Service office for information.

*Tree farm or managed forest.* This trip could be to a state or federal forest-management area or a tree farm operated by an industry or an individual. Contact the local forestry office for information.

*A conservation farm.* This trip can be arranged through the local Soil Conservation Service office where information is available.

*A managed trout stream* where various bank-erosion projects, dams, and other devices are illustrated. Contact local fish and game office for information.

# C O N S E R V A T I O N

**C**ONSERVATION IS A VERY IMPORTANT PART of the advancement program because it deals with our natural resources—the material basis of our nation's strength.

Boys should know that their standard of living in our free society is supported by the resources of the earth. We may live in a space age—but our food, clothing, shelter, and fuel come from the earth.

In this article, guidelines are offered to help you choose a conservation project for your troop or to help a Scout develop his own project.

It is, of course, impossible to describe specific conservation activities that are suitable everywhere. What might be a topnotch project in Bangor, Me., might be very harmful in Wichita, Kans. Plans must be tailored to the locality.

Ordinarily, the Scout working on his Star requirement will take part in a conservation project or field trip that has been planned by his troop leaders. When working on Life requirement for conservation, the Scout himself must plan, develop, and carry out a Scoutmaster-approved project.

## Sources of information

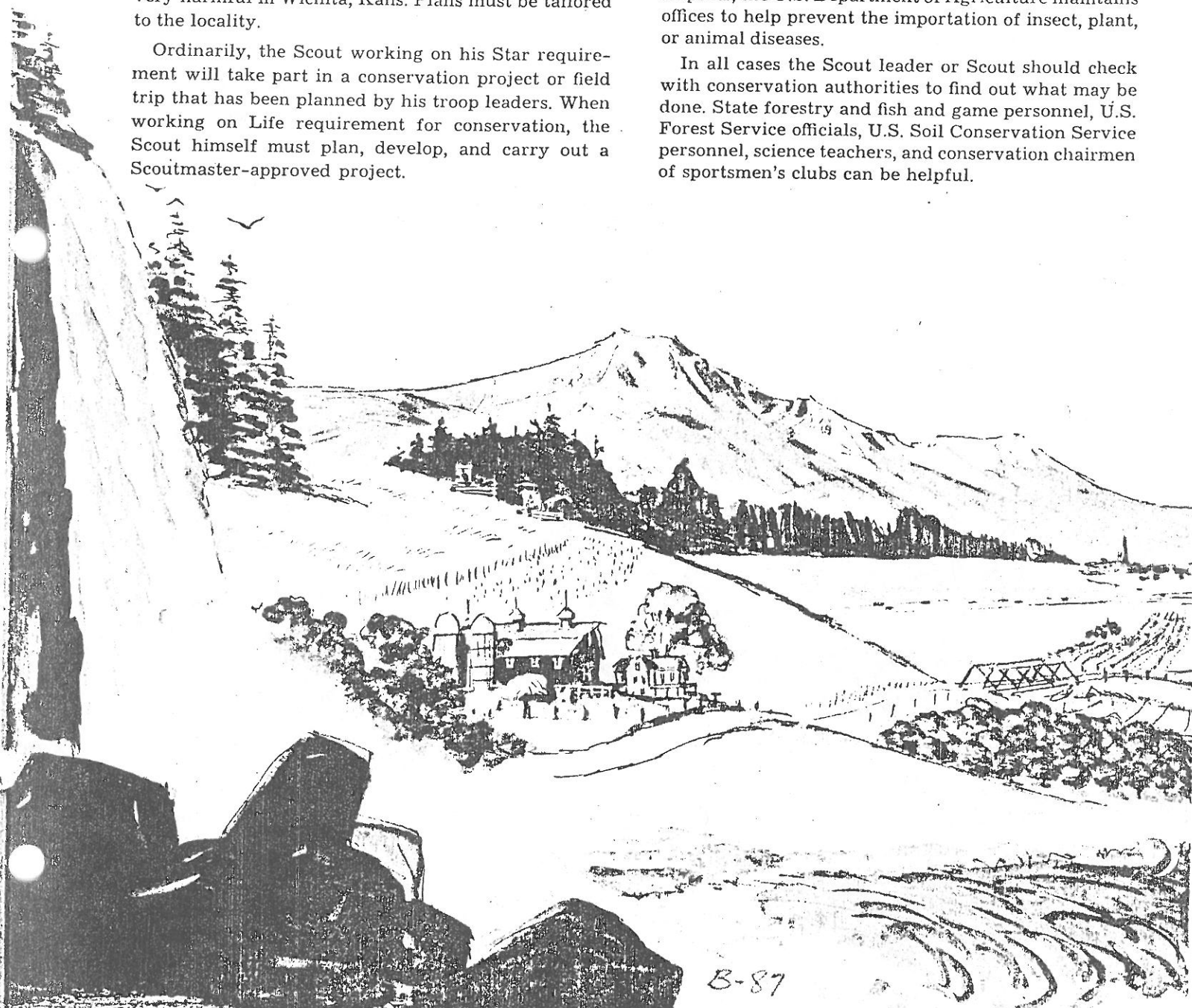
The Scout leader or Scout should check on conservation problems in the community. Among the sources of information are:

*Park authorities*—See what projects may be done in public parks. For example, a search for diseased and dying trees will enable authorities to remove them before the disease spreads.

*Museums*—Often cities and large towns have natural-history museums that feature conservation exhibits. A few hours in the museum will give you many ideas.

*Conservation agencies* — Many federal, state, and private agencies or organizations have facilities in or near cities or large suburban areas. At international airports, the U.S. Department of Agriculture maintains offices to help prevent the importation of insect, plant, or animal diseases.

In all cases the Scout leader or Scout should check with conservation authorities to find out what may be done. State forestry and fish and game personnel, U.S. Forest Service officials, U.S. Soil Conservation Service personnel, science teachers, and conservation chairmen of sportsmen's clubs can be helpful.



B-87

# PROJECTS

BY THEODORE S. PETTIT  
Director of Conservation

## Conservation opportunities

Close to cities, suburban areas, or large towns there is often open land used for agriculture or as a watershed. Field trips may be made to see how conservation is applied on these lands.

Many Scout camps have programs in forestry, wildlife management, and soil conservation.

Moreover, parks, schoolyards, church property, and backyards present opportunities for eliminating soil-erosion problems, for planting shrubs or vines that are attractive to wildlife, and for beautifying the area to make it more attractive.

Some troops or individual Scouts have helped in litter control. They have also placed birdhouses, feeding stations, and birdbaths in open areas.

Other opportunities may be found in these areas:

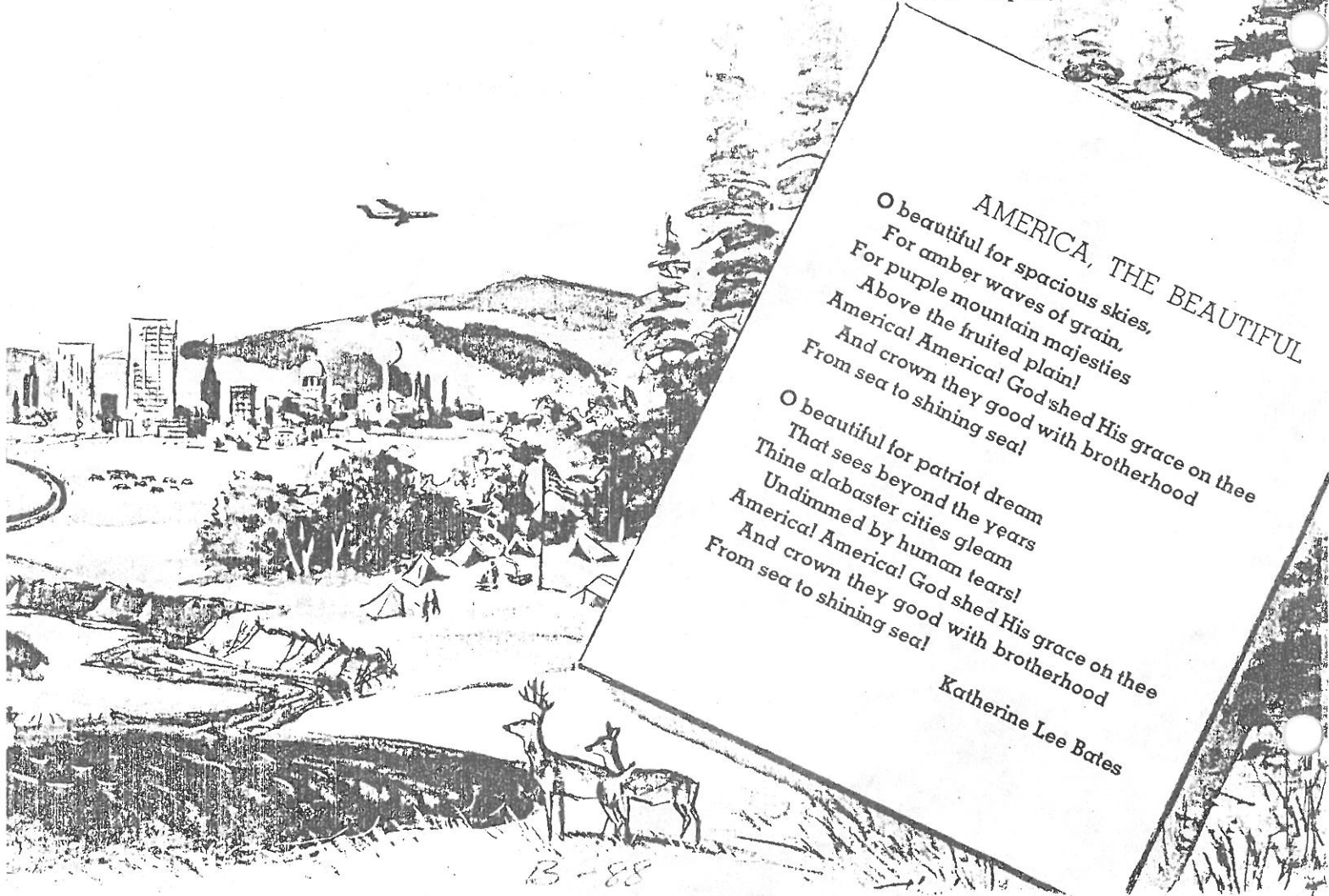
*Water conservation*—Every community must have clean water. A trip to the agency that furnishes water to the area can be a very worthwhile experience. Scouts can check where the water comes from, how much is used, and what must be done to make it fit for drinking.

They may also make a survey of water needs and report this to troop, class, or club. Industries that are helping prevent pollution of rivers and streams should also be checked.

*Air-pollution control* — Air pollution is a national problem. Many localities have commissions or agencies to deal with it.

*Conservation of space*—Another national problem is the need for ensuring living and recreational space for an expanding population. Check with the park department or similar agency to see what your locality is doing.

*Conservation education* — Making people aware of the need for conservation is an essential activity. Posters will alert the public to the danger of forest or brush fires and of the need for eliminating litter. Scouts may make displays or exhibits on water conservation, air pollution, need for recreational lands, importance of preserving historic shrines, and unwise use of pesticides. Articles in school, Scout or church bulletins, or in local newspapers can also be helpful.



AMERICA, THE BEAUTIFUL  
O beautiful for spacious skies,  
For amber waves of grain,  
For purple mountain majesties  
Above the fruited plain!  
America! America! God shed His grace on thee  
And crown they good with brotherhood  
From sea to shining sea!  
O beautiful for patriot dream  
That sees beyond the years  
Thine alabaster cities gleam  
Undimmed by human tears!  
America! America! God shed His grace on thee  
And crown they good with brotherhood  
From sea to shining sea!  
Katherine Lee Bates



# CAMP ACTIVITIES



**B**OYS WILL MEASURE THE SUCCESS of your summer camp by the program of the camp—the memorable activities that brought fun and excitement. In *Troop Activities* you will find hundreds of ideas that can be used in your camp program. Add these to that fine collection.

## 100-mile patrol

Make an award to any patrol that hikes 100 miles while in camp. These must be regular hikes—not just walking around within the camp. To figure the 100 miles, each patrol keeps track of its out-of-camp hikes, the distance traveled, and the number of Scouts involved. For example: three Scouts

hike 5 miles; total credit to the patrol is 15 miles. Patrols keep adding to their hiking total until they reach the 100-mile mark.

## Sign up

Build several cairns at varying distances around the camp. Place a small notebook wrapped in waterproof plastic into each cairn. Spot the exact location of each cairn on a topographic map of the camp area. Challenge Scouts to find the cairns using map and compass. When a Scout finds one, he signs his name in the notebook left in the cairn. Each Scout's objective should be to sign his name in every one of the books.

## Perpetual fire of citizenship

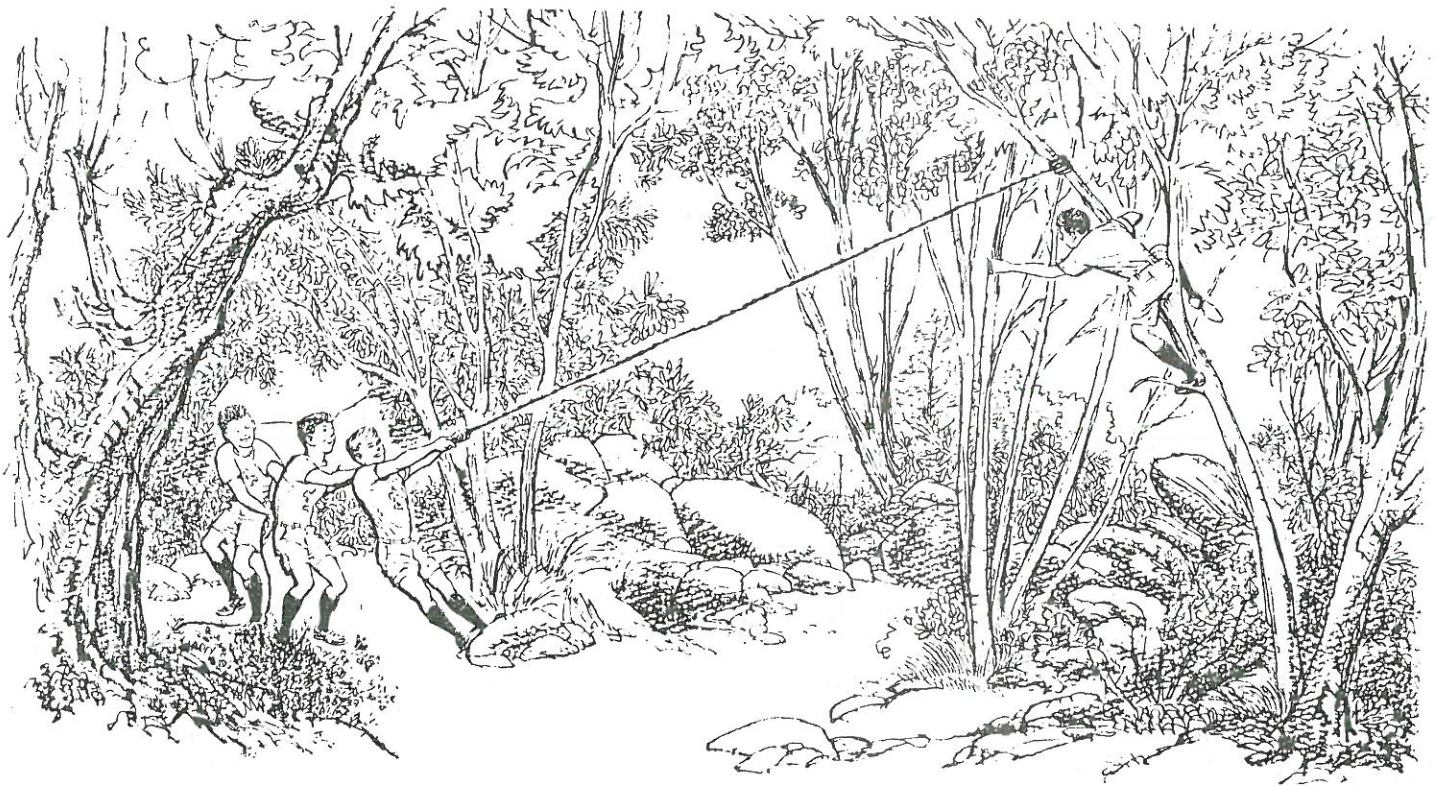
In the vicinity of the camp flagpole, build a small, rock fire altar. At retreat ceremony the first night of camp, light a small fire on top of the rock altar. Tell the campers that this fire represents the spirit of citizenship that must prevail in a camp and in the lives of Scouts. Select an honor Scout to keep the fire burning for the next 24 hours. This Scout doesn't have to live with the fire, but must see that it doesn't go out. At retreat ceremony the next night, change the keeper of the fire. The changing of the guard gives an excellent chance to speak to the boys about the responsibilities of citizenship. Throughout the camp week, Scouts will be reminded of good citizenship as they pass the perpetual fire. Provide a tin hood to protect fire in case of rain.

## Interpatrol smorgasbord

Each patrol is assigned a different part of the evening meal to prepare for the whole troop. When the dinner hour arrives, patrols bring their food to a central point for serving and dining. Try more difficult and unique recipes for this event so that the resulting interpatrol smorgasbord will be a high light of the summer camp.

## Carving rail

Provide a smooth log or plank for initial carvers. Put it in a convenient camp location and invite Scouts to carve to their hearts' content. This will save wear and tear on other areas where initials



might be carved. Incidentally, a good way to discourage carving in unauthorized areas is to advise initial carvers that they will be expected to remove all initials with sandpaper.

### Three's not a crowd

Encourage Scouts to make many out-of-camp hikes during the camp week, but require that there always be at least three Scouts together on every hike. This is a safety precaution. In case of accident to one Scout, a buddy can stay with him while the third goes for help. A hike check-out and check-in system should be set up so you know the names of Scouts out hiking, where they are, and when they expect to return.

### Patrol campfires

Instead of holding a troop campfire every night in camp, let your patrols hold their own private campfires every so often. It will build patrol spirit and give patrols a chance to practice a stunt or demonstration for the troop campfire. Help your patrol leaders in the development of their campfire programs if they haven't had much experience along this line.

### Fish derby

Announce a starting and finishing time. Scouts may fish, using any legal methods, between the hours set. Give awards for the Scout with the most fish, the heaviest fish, the longest fish, the largest variety of species, the lightest legal fish, and the shortest legal fish. Hold a troop fish fry following the event.

### Floating campfire

Anchor a small log raft out in the lake. Cover raft with protective layer of earth. Build campfire on the raft. Scouts row out to the raft in boats or canoes that they tie together in a circle around the floating campfire.

### Up in the air

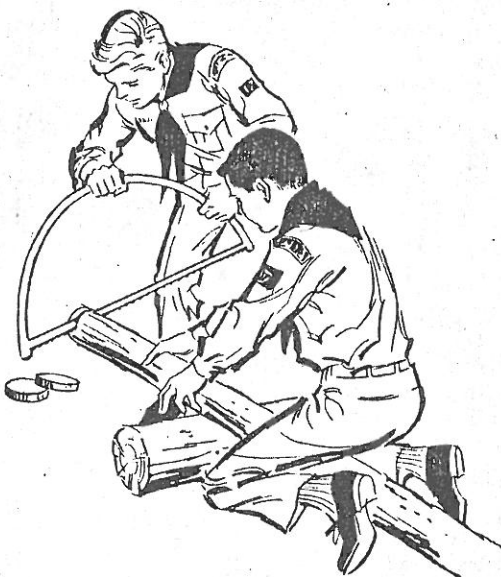
For this event you need a heavily wooded area and some simple pioneering equipment. One member of the patrol gets up into a tree. Using ropes, staves, etc., he must get as far as possible from the original tree in a given amount of time, but without touching the ground. The other patrol members can help from the ground or up in trees as long as they don't actually touch the competitor. Equipment to assist the man in the air can be built on the ground as needed. The representative who travels the longest distance without touching the ground wins for his patrol.

### Straight-line walk

To find out whether you would circle to the right or left if lost in the woods, set up a straight-line field. In a level, open area, set a starting line at one end and a single post or staff upright at the other end. Blindfold one Scout at a time. Face him directly toward the post and tell him to walk straight toward it. All other Scouts should keep quiet as sounds might help orient the Scout being tested. Almost every walker will veer to the right or left after 20 or 30 steps. This test will show each Scout which way he would tend to circle if lost in the woods.

**T**HE LOGGERS' HOEDOWN will bring out patrol spirit and teamwork. Scouts are happiest when they're testing their skills—man for man—in a series of exciting competitive events in the outdoors.

Plan an overnight campout or day hike and make the main feature the Loggers' Hoedown. (See page 22 for campfire stories.) Run the events in the same manner as a Scout rally. You'll need a judge for each patrol in each event. Have the patrol leaders' council set up the area in advance of your contest. The success of the events will depend on having adequate equipment for each patrol.



### Bow Saw Relay

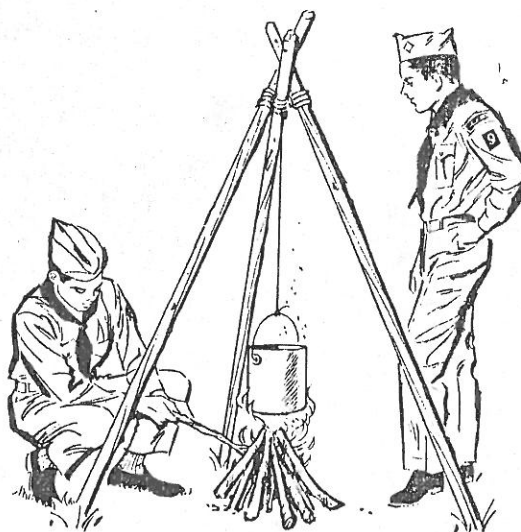
*Material for each patrol:*

- 1 log, 6 feet long with 4-inch butt
- 1 30-inch bow saw
- 1 log, 3 feet long with 6-inch butt (for sawhorse)

*Action:* Patrols line up in relay formation, facing log at a distance of 20 feet. Bow saw is placed at side of log. On signal, two Scouts run up to the log. One Scout supports the log to keep it steady, as the other Scout saws off a disk about 2 inches thick. As soon as the disk drops to the ground, the two Scouts change places—the first Scout saws, and the second Scout supports the log. When the second disk falls to the ground, both Scouts race back to the starting line and touch off the next two Scouts, who repeat the process. This is continued until all patrols have had a chance to saw off a total of eight disks and all members of each patrol have returned to the starting line. The first patrol to finish is the winner.

# LOGGERS'

## H I G H L I G H T



### Tripod Lashing, Fire Building, Water Boiling

*Material for each patrol:*

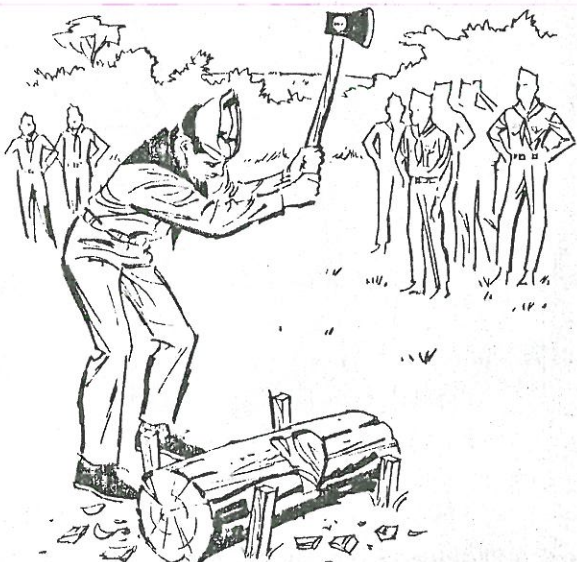
- 3 Scout staves or saplings, 6 feet long
- 1 12-foot length of sash cord or ¼-inch rope
- 1 6-foot length of stovepipe wire
- 1 No. 10 can with wire handle, containing 1 quart of water with 1 tablespoon of powdered soap
- Wood and tinder for building a fire
- 2 stick matches
- 1 12-inch stick for measuring height of can

*Action:* Each patrol is assigned an area for the event and proceeds to lay a fire with the materials provided. They do not light the fire. When all patrols have laid their fires they stand beside them. On signal from judge, each patrol, using the staves or saplings and the sash cord, builds a tripod with lashings. They place the tripod over the firebed. Then, using the stovepipe wire, they suspend the No. 10 can (filled with water and soap powder) from the center of the tripod. They then light the fire with the two matches provided.

*Scoring:* The first patrol to bring the soapy water to a boil so it runs over the can is the winner.

*Rules:* The No. 10 can must be suspended 12 inches from the ground. Once the fire is lighted, more fuel may be added to it to hasten the boiling process. Patrol that is unable to light fire with two matches is disqualified.

# H O E D O W N

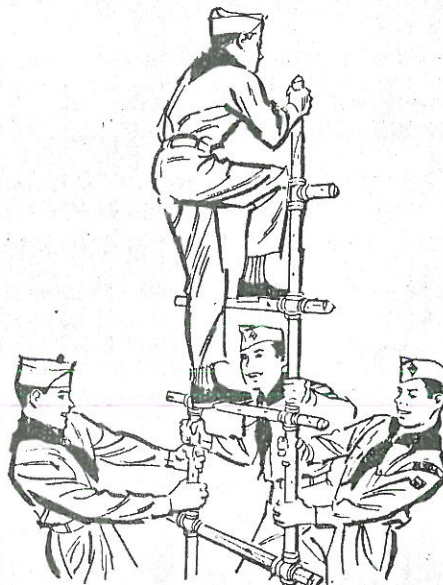


## Wood-Chopping Relay

Material for each patrol:

- 1 log, 3 feet long, 6 inches in diameter
- 4 stakes to hold log in place
- 1 long-handled ax

Action: The object of this relay is to cut the log in half in the fewest number of strokes. Patrols line up in relay formation about 10 feet from where log lies on ground. Log is kept firmly in place with four stakes. On signal the first Scout walks to the log, removes ax stuck in log, takes six strokes, and sticks the ax back in the log. He walks back to touch off the second Scout, who walks, takes six strokes with ax, replaces ax, walks back, and so on. Patrol cutting through log in fewest number of strokes wins. *This is not a speed contest.* Instruct your Scouts to use all safety precautions.



## Ladder Making

Material for each patrol:

- 8 pieces of sash cord or  $\frac{1}{4}$ -inch rope, 4 feet long
- 2 poles, 10 feet long
- 4 poles, 3 feet long and 2 inches thick

Action: At starting signal, patrols lash short poles on long poles, spacing them so there are four ladder rungs. They use square lashings. When the lashings are finished, all patrol members but one hold the ladder upright while the single Scout climbs to the top of the ladder.

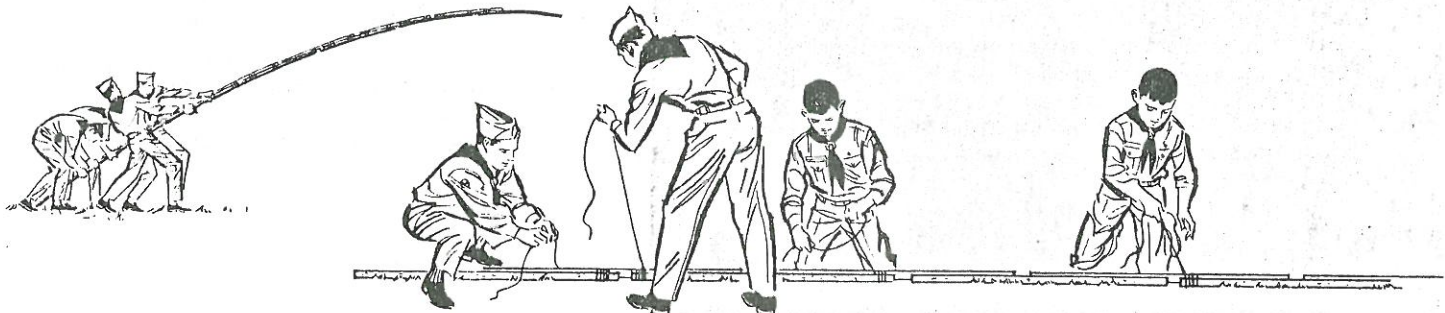
Scoring: The first patrol to finish wins.

## Pole Lashing Contest

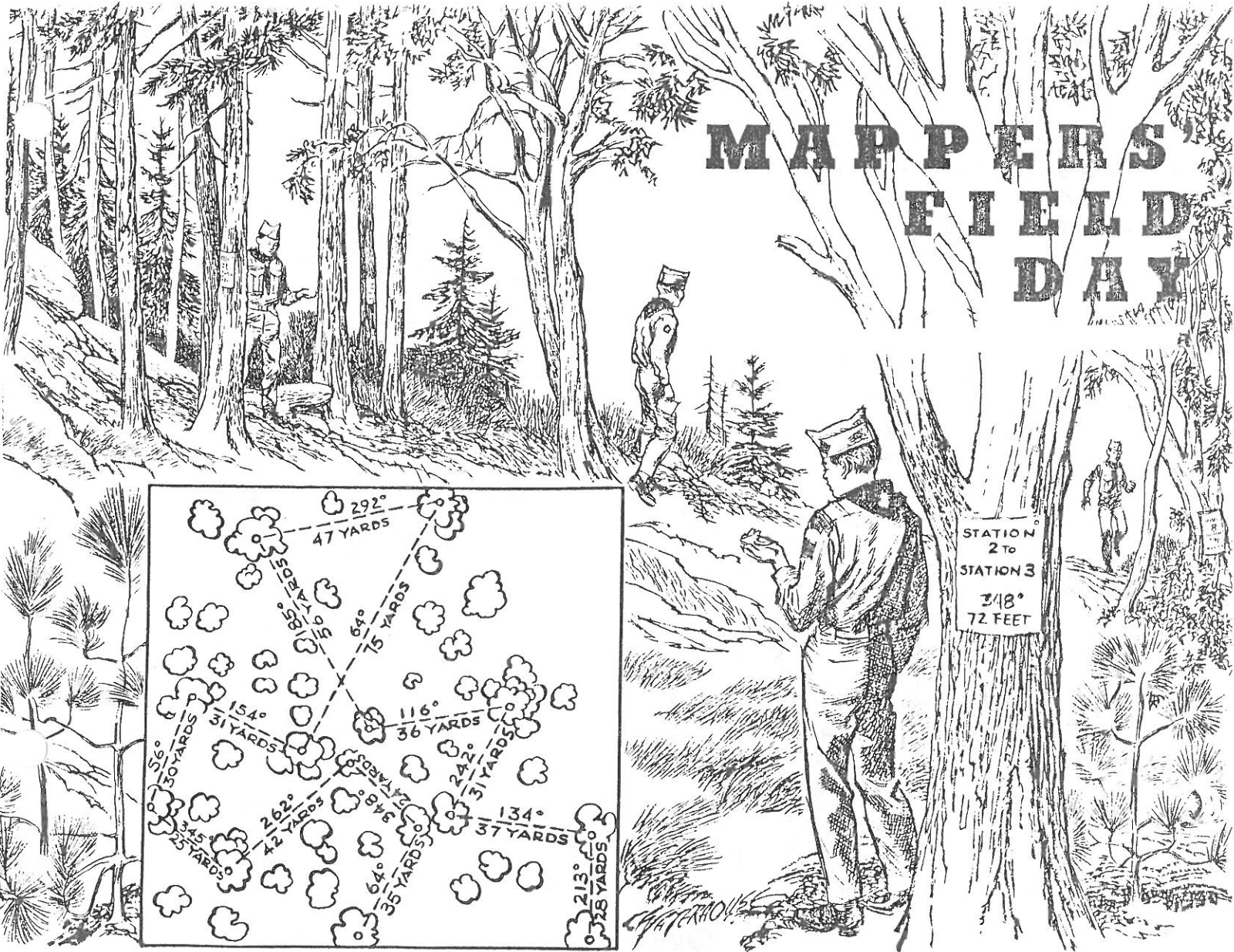
Material for each patrol:

- 2 poles 6 to 10 feet long, 2-inch diameter
- 3 poles 2 to 3 feet long, 2-inch diameter
- 6 lengths of sash cord or  $\frac{1}{4}$ -inch rope

Action: Each patrol, with all members working together as a team, lashes 5 Scout staves or saplings to form one long pole. When lashings are finished, Scouts hold the pole at a 45-degree angle to the ground. They may touch only the bottom stave of the pole. The first patrol to place its pole in position and hold it there for 30 seconds is the winner. No part of the pole except the bottom may touch the ground.



# MAPPERS' FIELD DAY



## CROSS-COUNTRY ORIENTEERING COURSE

This course covers only a few hundred yards but will give excellent training in walking cross-country using a pathfinder or Explorer III compass.

Working together, two men can quickly set up the course. They will need a marking pencil, thumbtacks, compass, and a series of numbered cardboard markers. See illustration.

1. The men tack the No. 1 marker on a tree and decide on a certain compass bearing. They then write the compass bearing on the marker.
2. While one man stays at the first marker, the other walks in the direction indicated by the compass bearing until he reaches a suitable place for station 2. While walking he estimates the distance by counting his footsteps.
3. The second man calls out the distance he has

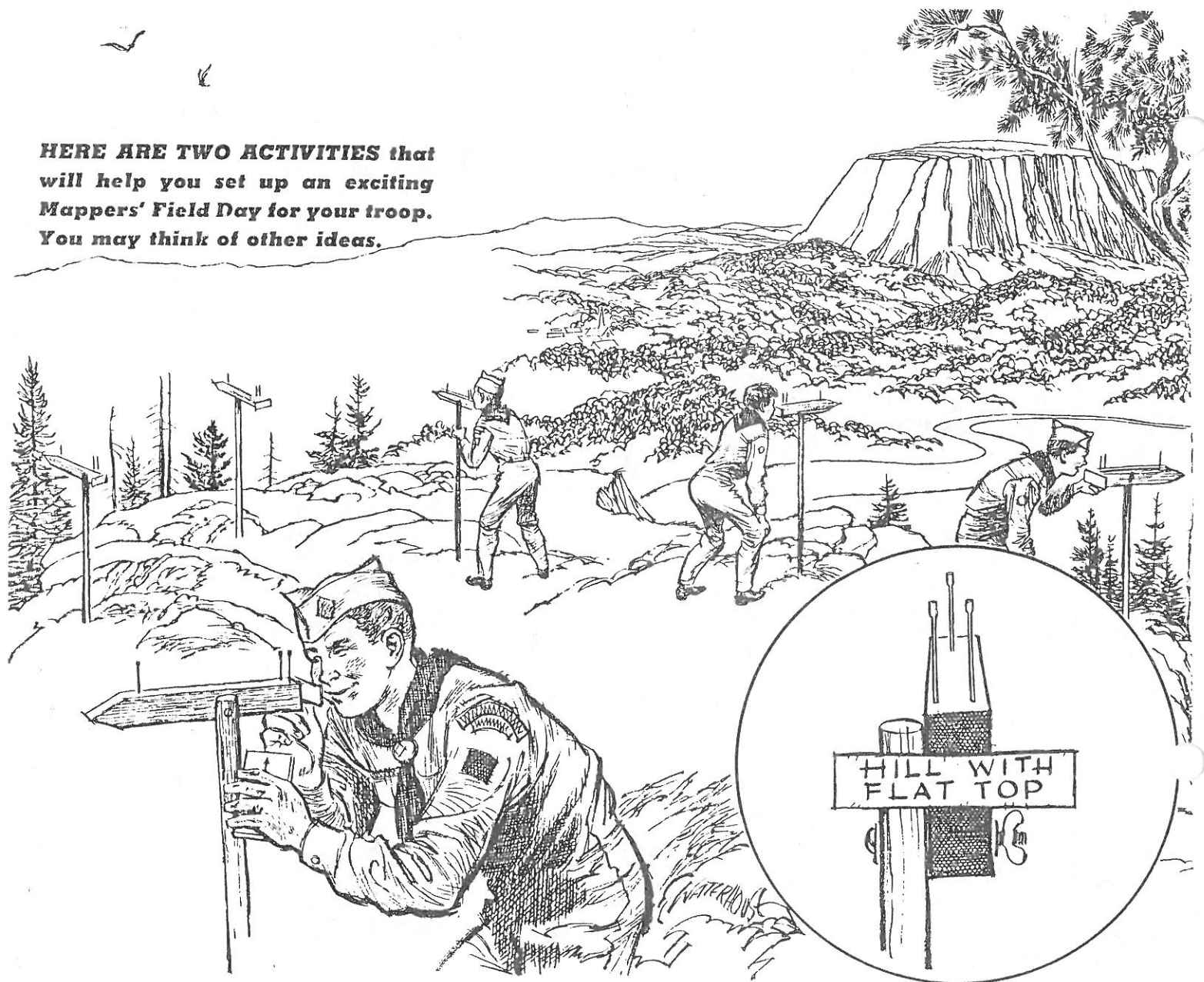
walked from station 1 to station 2. The man at the first station writes the distance on the No. 1 marker and then joins the other man at station 2.

4. They put marker No. 2 on the second tree (preferably on a side of the tree not visible when approached from station 1). They choose a compass bearing and one man walks in the proper direction until he decides on a tree for station 3. They then follow the same procedure already described until they have set up 12 stations.

When the course is set, the leader issues each patrol a compass. The first patrol starts the course at station 1, where they take the first compass bearing. They then try and follow the course. Other patrols start the course at 3-minute intervals.

Patrol around the course in the least time wins the game.

**HERE ARE TWO ACTIVITIES** that will help you set up an exciting **Mappers' Field Day** for your troop. You may think of other ideas.



### TOPO TEASERS

This is a map and compass game that will teach your Scouts how to recognize topographical map symbols quickly. It will also give them practice in taking compass bearings. The game is played by patrol teams.

You will need 8 to 10 stakes, 5 feet long; 8 to 10 pointers (nails are used as sights); 8 to 10 compasses; 1 master topographical map with a copy for each patrol; pencil and paper.

Set up a circle of 8 to 10 numbered pointers on the highest ground available. See illustration. Be sure there is a good view.

Place each pointer so that it is sighted on a place (e.g., church, school, cemetery, crossroad) shown on the topographical map of the area.

At each pointer, the leader takes a compass bearing on the place sighted by the pointer. He records the cor-

rect bearing on a sheet of paper.

Each patrol is given a copy of the topographical map of the area. At the "go" signal, one patrol mans all the pointers. Scout at each pointer tries to sight the place selected, identify it on the map, and take a compass bearing on it. He then circles the feature on his patrol's map and writes down the compass bearing on a piece of paper. The patrol has 5 minutes to complete the game.

The next patrol then does the same thing. When all patrols are finished, the patrol maps are compared with a master map and the compass bearings checked against the leader's list. The patrol with the most correct answers wins.

The game can be prolonged by holding eliminations or "best out of three" competitions that require Scouts to take a different pointer each time.

# COLD-WEATHER CAMP

## FIRE BUILDING BY TORCH

Why try to start a fire by holding a little match under the fire? Use a torch of dry weeds, shavings, or similar flammable material. Light the torch and, when burning well, shove into the tinder under your fire.

BUNCH OF DRY WEEDS FOR TORCH



SNOW IN PAN

## SNOW FOR WATER

To melt snow for drinking water there are two cautions. Stir the snow or it will actually scorch in the pan and boil it to purify before using.

## ICE-FISHING TIP-UP

A favorite winter sport is ice fishing. In most states it is permissible to use more than one line and hole. (Check your state laws.) The simple tip-up shown will help keep track of each line. If the flag is a distinctive color (different for each Scout) there won't be arguments about who's got a fish.



LIGHT BRANCHES

LINE

CLOTH FLAG

LINE WITH HOOK

## HIGH ENERGY FOODS

### Pemmican

This is an old reliable trail food that is easy to carry, keeps well, and is high in energy. It was a staple of the early pioneer and scout.

To make 10 pounds use:

5 pounds of lean beef

4 pounds of fat (suet)

½ pound of raisins

½ pound granulated sugar

Dry the meat thoroughly by cutting in strips and heating in an open oven. Pulverize the dried meat by grinding (in the old days this was done between two stones).

Melt the suet and add the ground dried meat, the raisins, and the sugar. Stir well to mix the ingredients. Allow to cool. Cut the solidified pemmican into meal-size squares and wrap in aluminum foil.

Pemmican can be eaten raw, boiled, or fried.

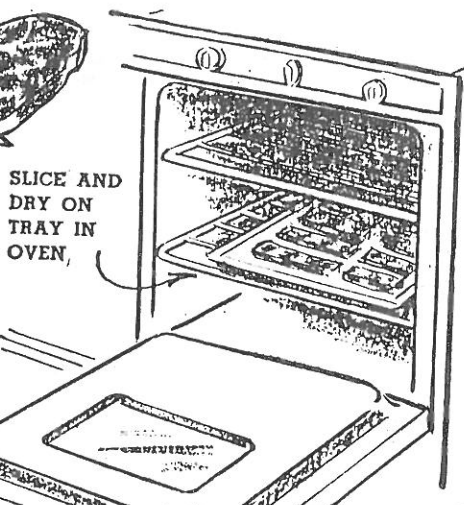
SQUAW WOOD

WEEDS

## TINDER BAG

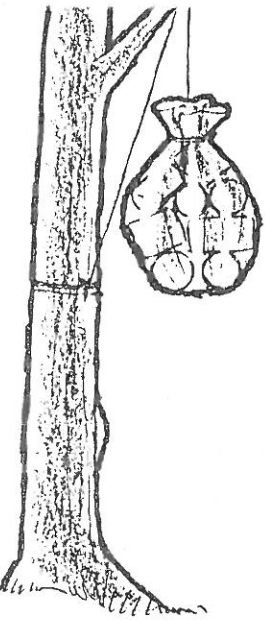
When you wake up on a cold morning in winter camp, the first thing you want is a fire. If you keep a supply of tinder in a waterproof tinder bag and some dry wood under the shelter of your tent, it'll be easy to get started on those cold mornings. Sometimes, in fact, there'll be coals from last night's fire to start your tinder.

SLICE AND DRY ON TRAY IN OVEN



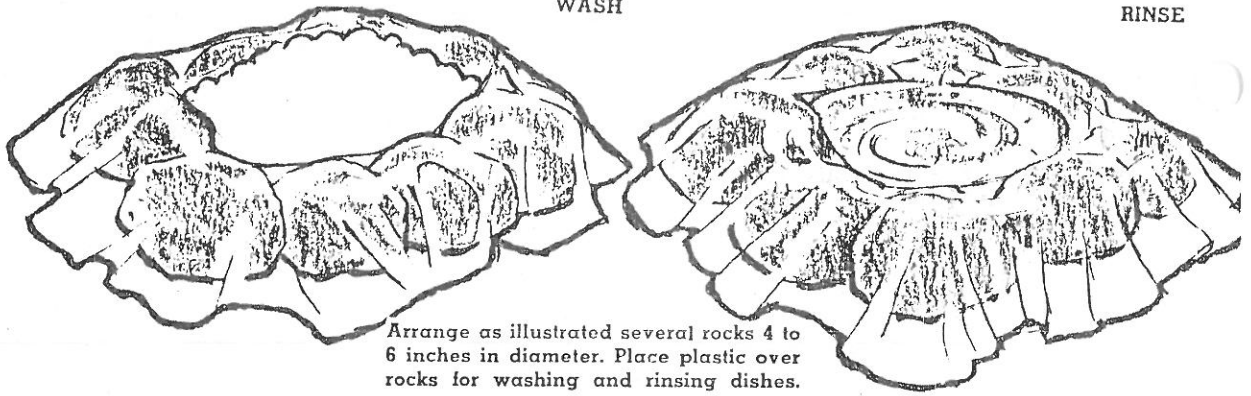
MEAT

Food cache—off the ground and away from insects and animals



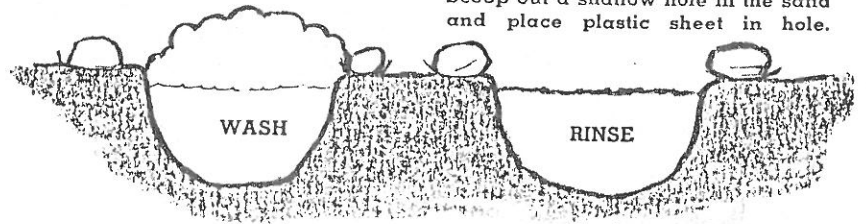
WASH

RINSE



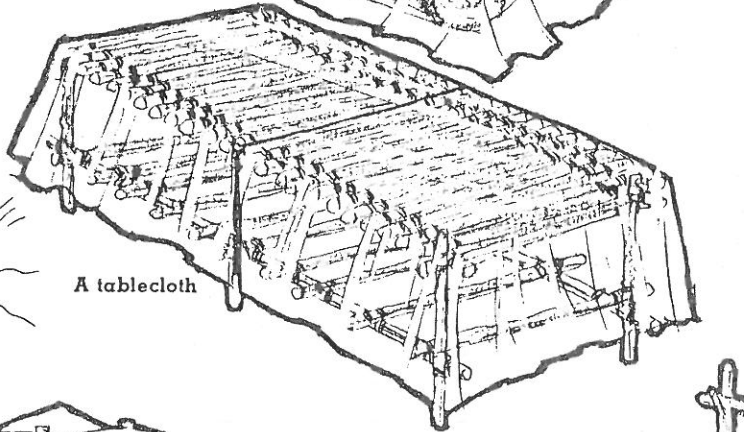
Arrange as illustrated several rocks 4 to 6 inches in diameter. Place plastic over rocks for washing and rinsing dishes.

Scoop out a shallow hole in the sand and place plastic sheet in hole.



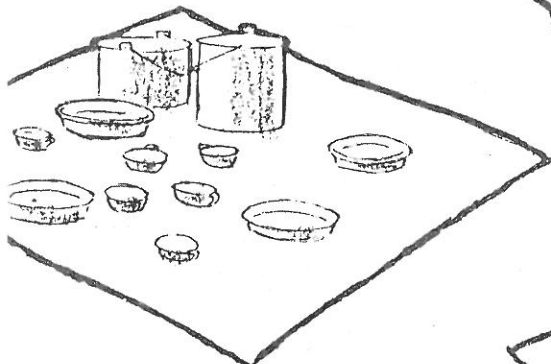
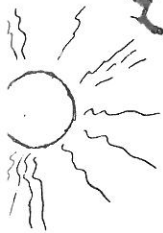
Handy washbasin

Cover for your wood pile

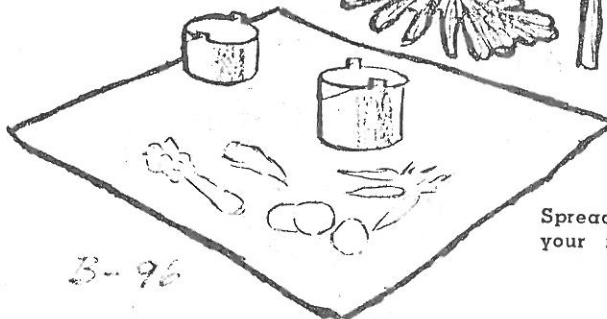
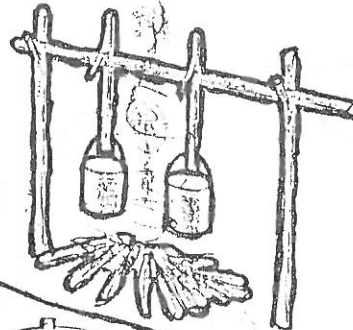


A tablecloth

# I D E A S F O R E A S Y C A M P I N G



A spot for your dishes to dry in the sun



**A** 4-FOOT SQUARE OF PLASTIC sheeting is a handy item for campers. It's light in weight, easy to clean, takes up about as much space in your pack as a man-size handkerchief, and costs little.

Here are a few ideas on how to use one in camp. You can think of many more.

Spread out near the fire for the cooks. It keeps your food clean and within easy reach.



# CAMP PROGRAM SPARKLERS

**O**NE OF THE MOST IMPORTANT INGREDIENTS in the building of a camp program is imagination. It makes the routine the exception and provides activities that will live in the hearts and minds of boys for years after the camp is over. Here are a few more imaginative ideas to add to those that can be found in the *Scoutmaster's Handbook* and *Troop Activities*.

## Buried records

Each year the troop conducts an early-morning breakfast hike to a selected spot outside the general camp territory. Before the hike the Scouts prepare a record of the past year, a list of names of Scouts in camp, plans for the year ahead, and other interesting troop information. This is placed in a can, box, or cask that is carried on the hike. When the destination is reached, the records of the previous year are dug up and read to the troop. Then the records for the current year are buried. These will be dug up the following year.

## Memory leaf

Collect a supply of small leaves directly from the branches of a tree so they are still green. Place them between the pages of a book to press. At the final campfire program put the leaves in a cooking kettle or Dutch oven that has been used during the camp. As part of the closing ceremony have each Scout come forward in silence, take a memory leaf, and leave the campfire area. This leaf when carried in the Scout's billfold is a constant reminder of the days he spent in summer camp.

## Doughnut bake

One patrol takes on the assignment of making doughnuts for the rest of the troop. Use a Dutch oven in which a gallon of cooking oil is heated. It's simple to turn out a supply of doughnuts using doughnut mix. About three pounds of mix should serve the troop. The ingredients are mixed with water, rolled out, and cut with a doughnut cutter. The dough can be dropped into the heated grease four or five at a time. Each doughnut will have to be turned over once in the grease. When done, place on paper to absorb excess grease then roll in a pan of sugar and cinnamon.

## Sundial

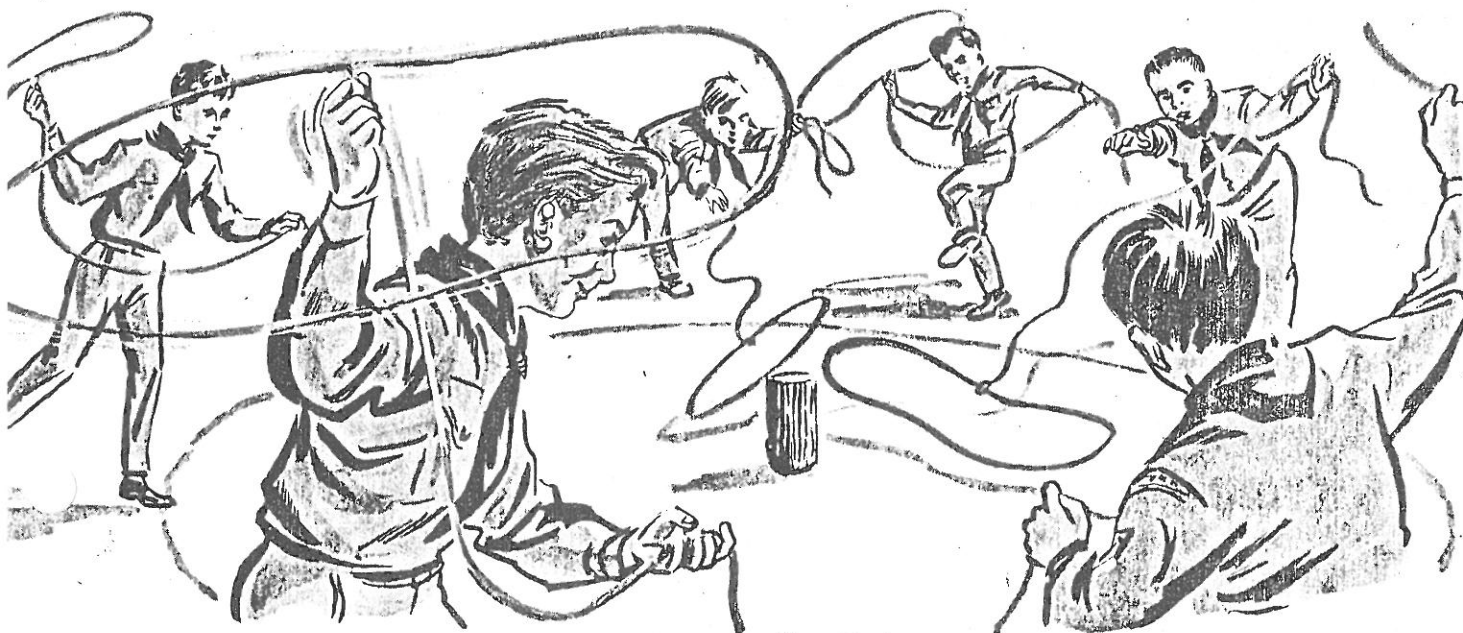
Make your own camp sundial by fastening a stick in the ground so it points directly toward the North Star. The stick can be of any size desired from pencil size up to a 20-foot pole. Throughout the first day after setting up, mark the tip of the shadow each hour. Once done, your sundial will keep time throughout the camp—if the sun shines.

## Calf roping

Provide three or four lariats for free-time activity. A lariat is a piece of  $\frac{3}{8}$ -inch manila rope about 35 feet long. A honda (small loop) is tied into one end and the free end passed through the honda to make the lasso loop. Draw a circle with a radius of about 20 feet. Stand a short log on end in the center of the circle. The cowboys with their lariats stand outside the circle and try to lasso the log and pull it out of the circle.

## Nature bring me

The leader of this activity gives the name of an item of nature. As soon as named, patrols try to locate this item. Each member of the patrol must bring back a representative sample of the item. The first patrol with all members turning in correct items to the leader wins a point. The leader then names another item and the game continues. Patrol members may stay together or scatter as desired. There are advantages to both methods of searching.



# THE RIGHT GEAR FOR THE JOB

**A** JAMBOREE-STYLE PATROL chuck box would look pretty ludicrous sticking up above the gun-wales of a canoe on a wilderness trip. So, too, a tent and sleeping bag might be classed as excess baggage on a day hike. The outdoor experiences in Boy Scouting are many and varied, and like the experiences themselves, the gear required on each varies in size, complexity, and need.

One of the tragic sights in Scouting is the enthusiastic but untrained Scouts struggling to carry poorly roped cardboard cartons containing their camping equipment or, at the other extreme, a heavily loaded truck that drives directly to an overnight camp and disgorges everything but the kitchen sink.

Many troops and patrols take pride in the development of their camping gear. Chuck boxes have been built and equipped, the refrigerator chests are ready to go, and the knockdown latrine boxes are designed for real comfort. This gear is wonderful for use during a week in summer camp or even for the troop to use at a precamp training weekend. It is designed for this purpose.

However, this same equipment is completely out of place at the district pack-in camporee. Sure, the chuck boxes and the like would add to the comfort and convenience of one and all, but they're pretty hard to pack in. They are really out of place at a pack-in camporee—just as out of place as the chuck box on a canoe trip or the sleeping bag on a day hike.

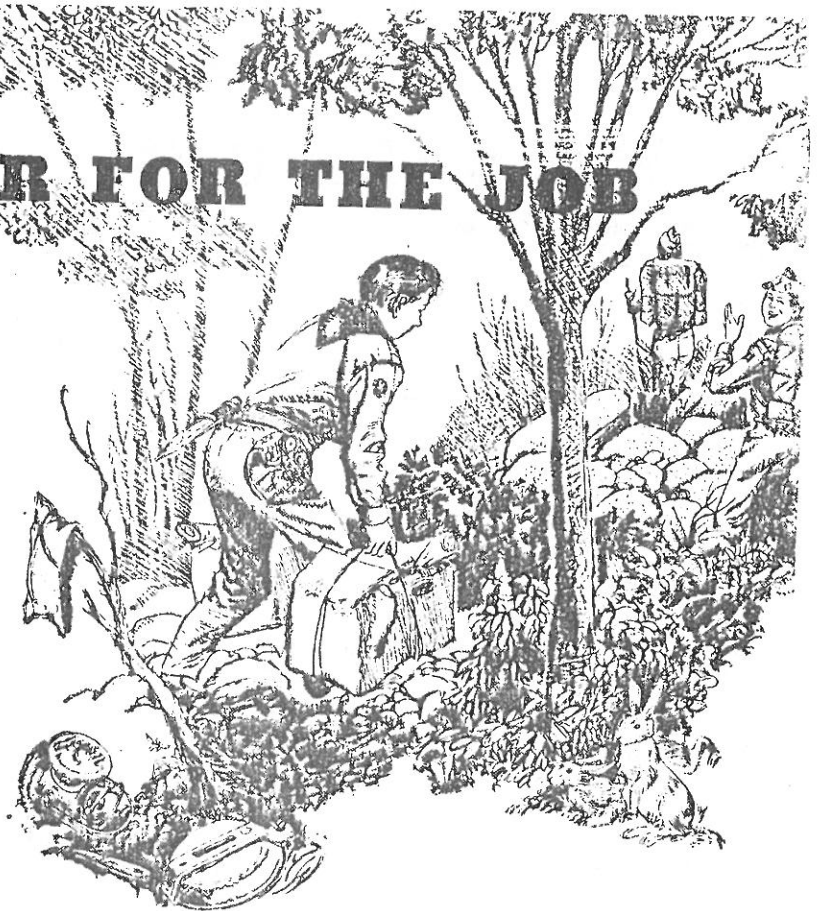
The pack-in camporee is designed to test a troop's ability to move into an area and camp, relying only on shank's mare for transportation. This is a real test of any troop. The only way a troop knows whether or not its Scouts are able to do this, is to do it; and you can't do it by having the boys hike followed by a truck or car carrying all the heavy gear. Your troop either is able to do pack-in camping or it isn't. You can't excuse inability by saying, "We could do it, but we just don't want to." When the pack-in camporee is held, the qualified troops pack in—the unqualified cry about the rules and either don't attend or break the rules by driving to the site.

Most troop equipment needs to be adaptable enough to fit the variety of experiences that make up the program. A large eight-boy tent might conceivably be used at summer camp, but it would be useless in any situation where equipment had to be carried any distance by hand. The chuck box is an example of adaptability in cooking. It is excellent for summer camp. It keeps all of the patrol's cooking equipment in one place in camp, and dur-

ing the rest of the year, too. But it's just too big and heavy for back-packing. So where's the adaptability? Why, you just take some of the cooking gear out of the chuck box, leave the box at home, and tote the gear needed. When the trip is over, put the gear back in the chuck box where it can be stored until needed again.

Enjoyment of hiking and camping can be spoiled by poor or inappropriate equipment or by not knowing how to properly use adequate equipment. Camping gear doesn't have to be elaborate in Scouting, but it does need to be right for the type experience in which it will be used, and Scouts need to be trained in how to use it. The boy struggling with the cardboard box tied with rope is proof of just one thing—somebody failed to show him the right way to pack his gear for an overnight camp. Boys want to do things right, and they will if they know how. It's up to us—you and me—to show them that right way. Here are a few ways of doing this:

1. Assign a Scout or Scouter to train each new Scout in correct packing methods as soon as he joins.
2. Before each camping trip, review packing techniques at a patrol meeting.
3. Require a personal pack inspection for all boys going on their first camping trip with the troop.
4. Give equipment lists to each Scout before each trip. Lists will vary according to the needs of the trip.



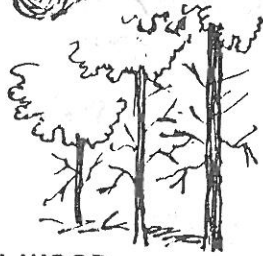
**NATURAL WET-WEATHER  
FIRE STARTERS**

**MAN-MADE FIRE STARTERS  
FOR WET WEATHER**

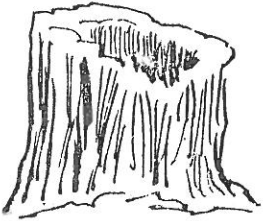
**BIRCH LOG**



**PINE NEEDLES**

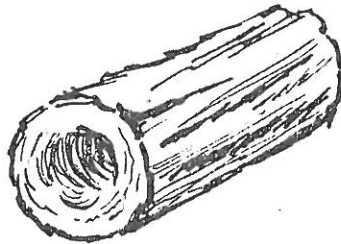


**SQUAW WOOD**



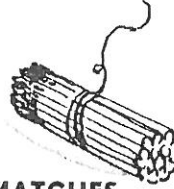
**ROTTED TREE  
TRUNKS**

**ROTTED  
LOGS**



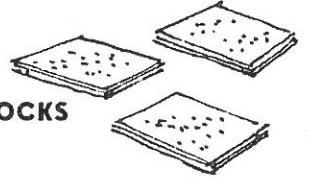
**CANDLE**

**PARAFFIN-SOAKED  
NEWSPAPER**



**BUNDLE OF MATCHES  
SOAKED IN PARAFFIN**

**WALL BLOCKS**



**Fire Building—String Burning Contest**

This is a patrol contest which will test how well each patrol can build a fire under adverse conditions.

*Equipment:* 30-inch stakes, string, wood, and tinder

*Action:* For each patrol, drive two 30-inch stakes at least 2 feet apart into the ground. Tie two strings tautly between them, one string 12 inches and the other 18 inches above the ground. Each patrol should be given ample time to prepare firewood and tinder and to lay a fire between the two stakes. Now, here's

the catch—all of the wood and tinder provided will have been doused with water in order to test each patrol's ability to build a fire with wet wood. No part of the fire lay should touch the string stretched at the 12 inch level. When all fire lays are prepared, each patrol is issued two matches and the signal given to start the fires. No additional fuel may be added after the fires have started. The first patrol to burn through the 18-inch-high string wins the contest.

**NOTE:** To get their fires started, patrols may use fire starters made this month at troop and patrol meetings.

# THE MYSTERY HIKE

## HIGH LIGHT FOR DECEMBER

**E**ACH PATROL IS GIVEN A SERIES of sealed envelopes numbered in sequence. Patrols are instructed to open envelope No. 1 and follow instructions. Each envelope will contain information about when to open the next envelope in the sequence.

The orders in these envelopes will direct Scouts from one location to another until the patrol finally arrives at a central meeting spot where all patrols come together.

In addition to directions for moving from one location to the next, the sealed orders will contain instructions related to a skill of Scouting that must be performed by the patrol before it can move on to the next location.

The directions and the skill assignments will have to be made up in advance by members of the troop's junior leadership *not* including the patrol leaders. These directions will vary according to the possibilities of each location; for example, at one spot the orders might ask the patrol to collect one twig from each of six trees named. Obviously, it would be ascertained in advance that these six species are available at the site.

Other possibilities for skill problems in the sealed orders might be:

Take compass bearings by degrees on several stated landmarks.

Follow trail signs to a specified spot where the next envelope will be opened.

Build a fire and bring at least one cup of water to a boil.

Make an accurate sketch-map covering all the territory in a radius of 100 feet.

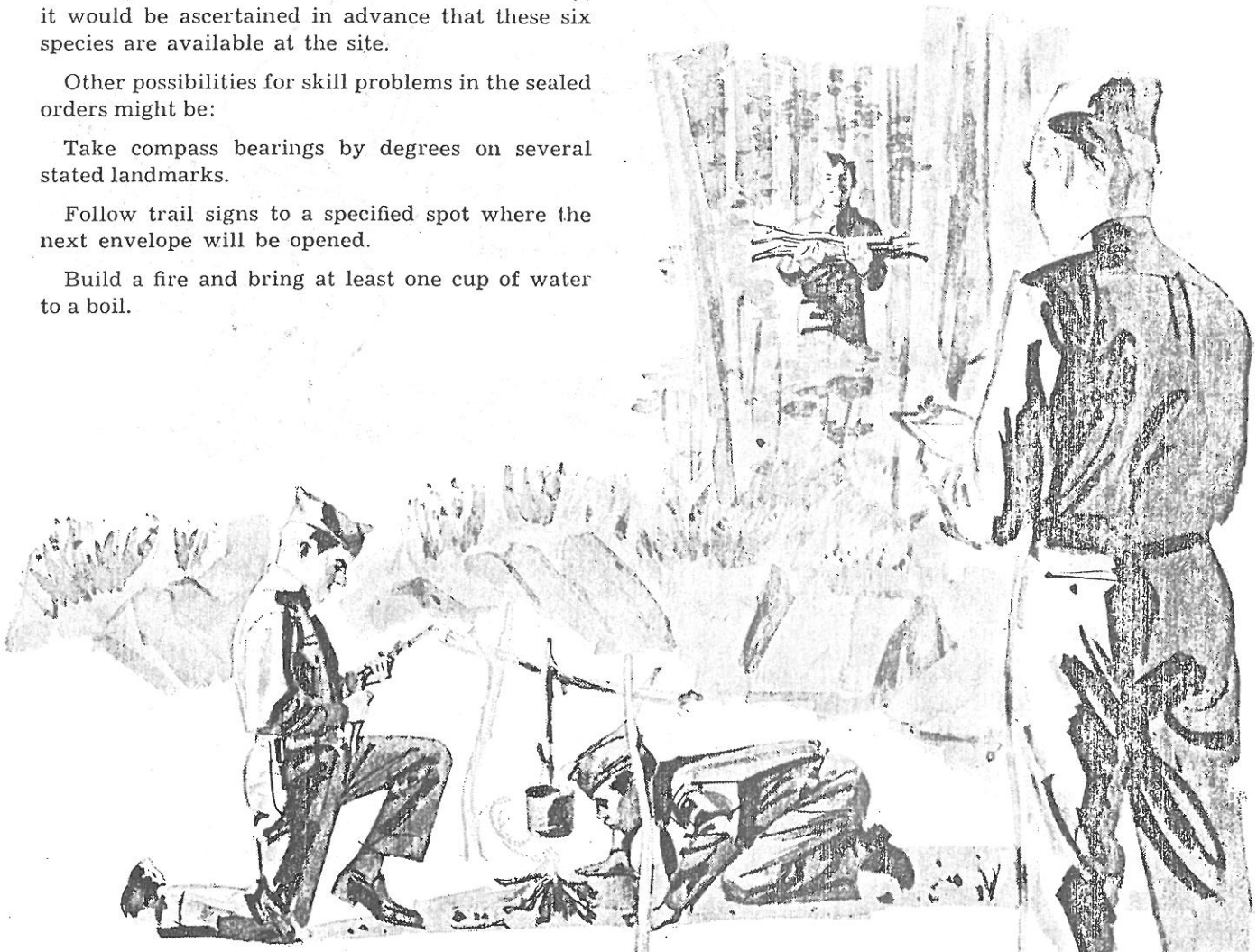
Send by flag a message contained in the next numbered envelope. (Two members move forward a specified distance and send message.)

Solve and treat an emergency first aid problem.

Without using compass for reference, draw a true north-south line on the ground.

Each patrol will be accompanied by a judge. This judge could be a troop junior leader or a member of the troop committee. The judge will rate or time each patrol at each station. The judging will be based on common standards to assure fair judging for all patrols. For example, in the north-south line problem shown earlier, the line would be checked with a compass and a score given on a basis of 5 points to the patrol if the line is within five degrees of true north, and with one point less for each five degrees of error.

When all patrols arrive at the common meeting place, hold a cookout and campfire program including announcement of patrol winners in the hike events.



# FROSTBITE to FRACTURES

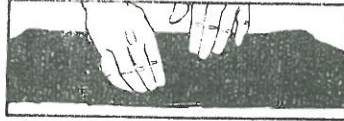
First Aid  
Class



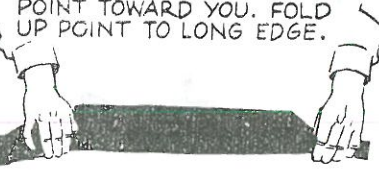
# Neckerchief First Aid

LET'S BRUSH UP ON OUR FIRST AID BY PRACTICING SOME OF THE THINGS WE CAN DO WITH OUR NECKERCHIEF.

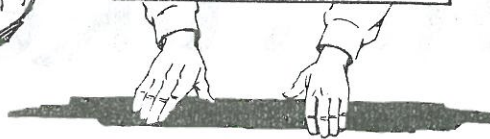
A FEW SIMPLE FOLDS TURN THE NECKERCHIEF INTO A CRAVAT.



LAY NECKERCHIEF WITH POINT TOWARD YOU. FOLD UP POINT TO LONG EDGE.



FOLD BOTTOM EDGE TOWARD TOP TWICE MORE TO MAKE CRAVAT.



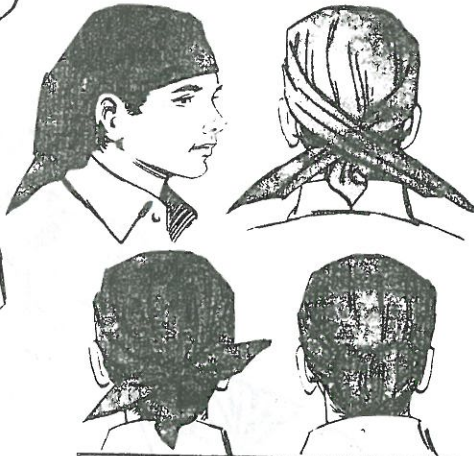
FOR AN ARM WOUND, PLACE THE DRESSING OVER CUT. HOLD WITH ONE HAND AND PUT CRAVAT IN PLACE TO SECURE DRESSING.



WRAP CRAVAT UNTIL ENDS ARE JUST LONG ENOUGH TO TIE A SQUARE KNOT.



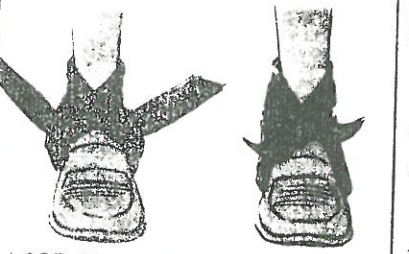
AS A HEAD BANDAGE.



FOR A SPRAINED ANKLE DON'T TAKE SHOE OFF. BRING BANDAGE FROM INSIDE AROUND HEEL.



CROSS ENDS OVER THE ANKLE.

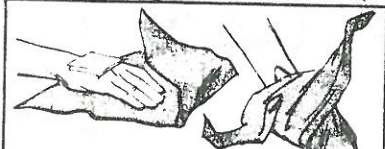
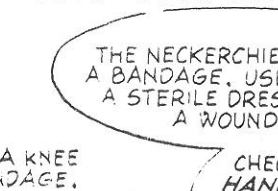


LOOP EACH END THROUGH AND TIE IN A SQUARE KNOT -- CAREFUL, NOT TOO TIGHT.

ARM SLING FOR HAND FRACTURE.



SLING FOR SHOULDER OR COLLAR BONE FRACTURE.



AS A HAND BANDAGE.



THE NECKERCHIEF IS ONLY A BANDAGE. USE IT TO HOLD A STERILE DRESSING OVER A WOUND.

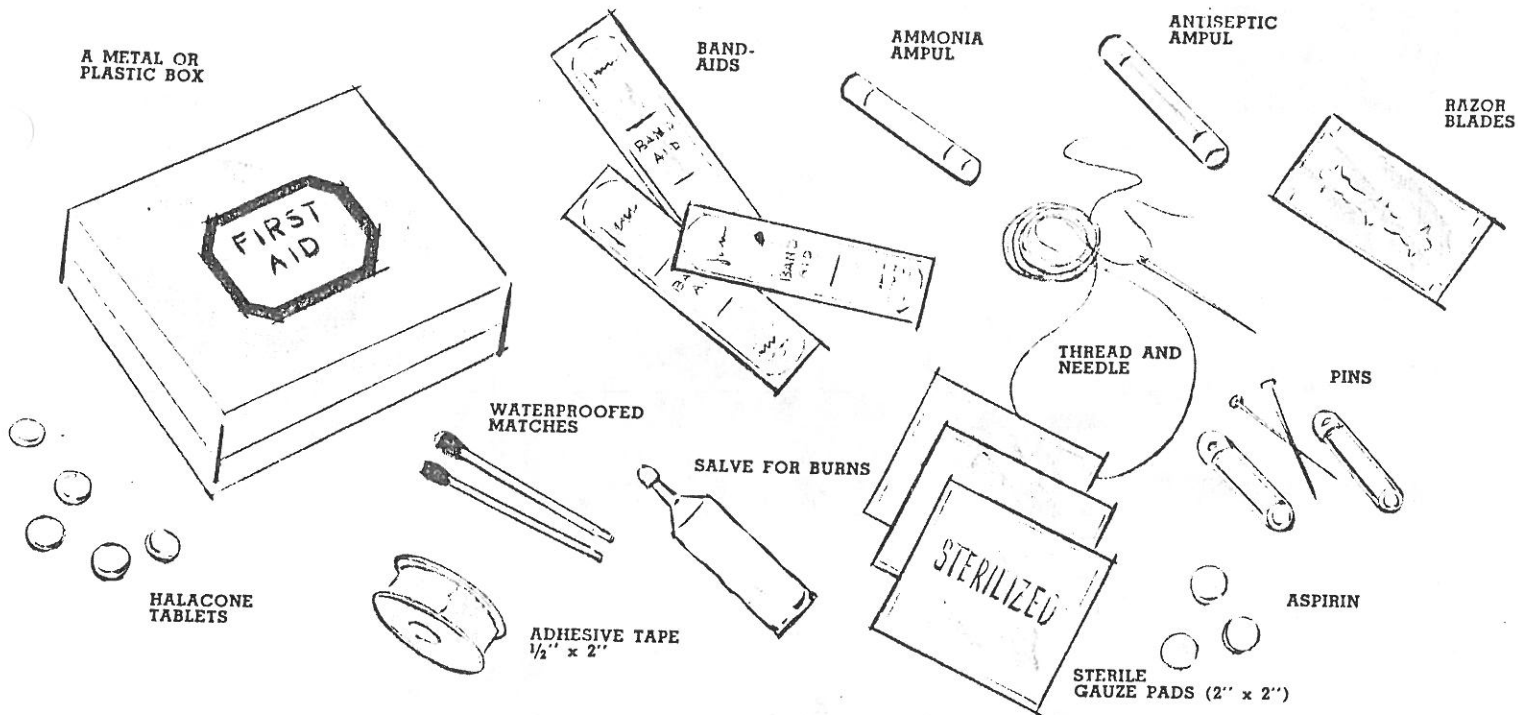


AS A KNEE BANDAGE.

CHECK YOUR HANDBOOK FOR MORE NECKERCHIEF USES.

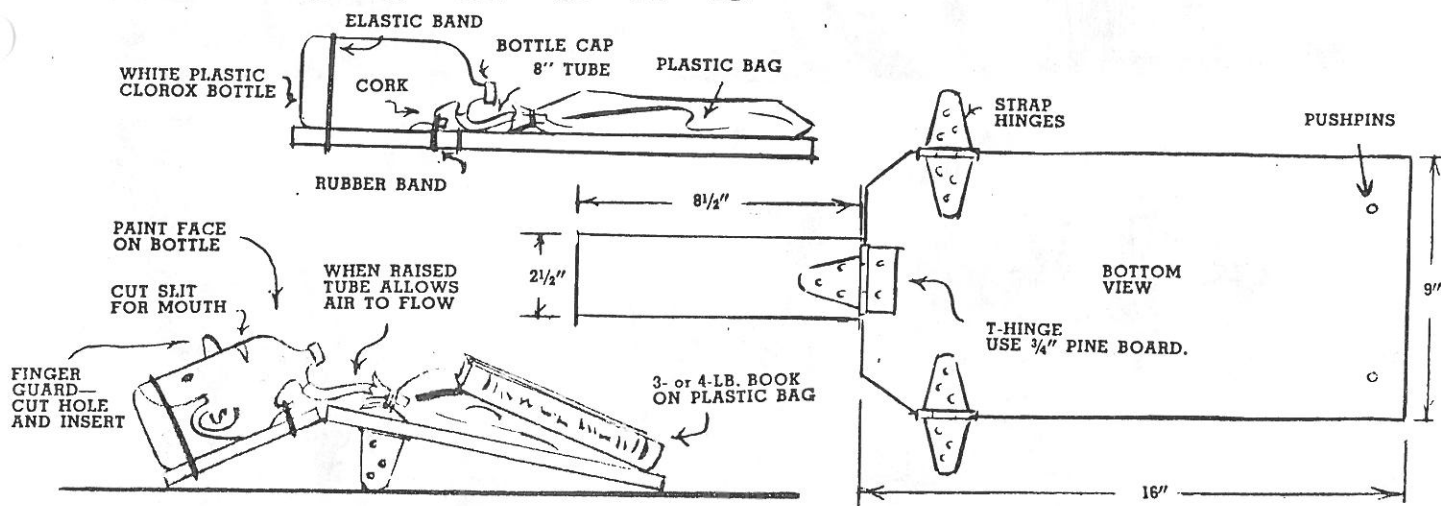


AB0343



# PATROL PROJECTS

Here's a one-man first aid kit that will be mighty handy in an emergency. It can be carried in a boy's pocket. Each Scout will have fun making his own.



## Exhaled Air Resuscitation Gadget

This gadget will prove very useful for demonstrating mouth-to-mouth resuscitation.

The following materials are needed: one plastic bleach bottle approximately 1/2-gallon size; 18" length of 1/2" plastic tubing; rubber band; 2 strap hinges; T-hinge; cork; plastic bag, 8" square; large 3-lb. book; rubber finger guard.

To make the gadget:

1. Cut a slit 1 1/2" x 1/4" in the bottle to represent the open mouth.
2. Punch a hole above mouth and insert a rubber finger guard (glue in) to represent the nose.
3. Cut handle of bottle and plug bottom hole with a cork. Push 1/2" rubber hose over top part of handle and tie other end of hose to plastic bag (lung).

To simulate mouth-to-mouth resuscitation of an adult, place the large book over the plastic bag.

Pinch the "nose." Take a full breath and place mouth over the "mouth" slit of the bottle.

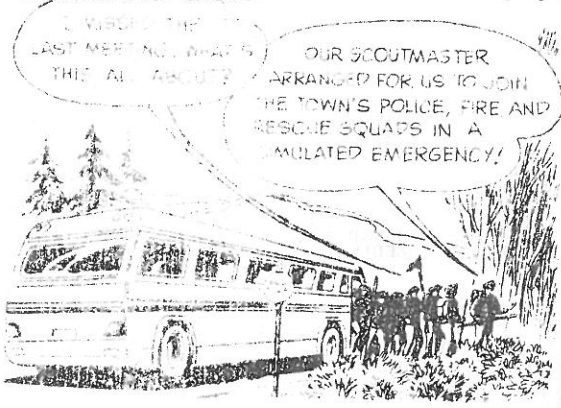
Blow into the bottle until book rises. Then remove mouth from bottle and allow the book to fall (representing air emptying from the lungs). Repeat blowing at the rate of 12 breaths per minute.

To simulate the resuscitation of a small child, fold the plastic bag in half and place the book on it. Place mouth over slit in can (mouth) and rubber finger guard (nose). Take relatively shallow breaths at the rate of about 20 per minute.

Adapted from an article by Captain Stanley Miles written for the Scouter, publication of The Boy Scouts Association of Great Britain.

# THE PEDRO PATROL

## Mobilizes for Preparedness!



"I REMEMBER THE LAST MEETING. WHAT IS THIS ALL ABOUT?"

OUR SCOUTMASTER ARRANGED FOR US TO JOIN THE TOWN'S POLICE, FIRE AND RESCUE SQUADS IN A SIMULATED EMERGENCY!



IT'S TO TEST THE TOWN'S READINESS TO MEET ANY KIND OF DISASTER!

IT'S SO REAL IT'S SCARY!

YEAH! THE PEOPLE ACTING AS VICTIMS LOOK VERY REAL!



EEEK! BLOOD!

RELAX, DUMMY! IT'S ONLY GREASE PAINT!



AFTER A SHORT HIKE INTO THE HILLS, OUR SCOUTMASTER SET TO SEARCH THE AREA FOR A SMALL PLANE THAT CRASHED. REPORT ITS LOCATION AND THE CONDITION OF THE SURVIVORS AND GIVE ANY FIRST AID WE CAN!

LET'S CLIMB THAT HILL FOR A LOOK AROUND!



THERE'S A COLUMN OF SMOKE! THAT COULD BE OUR DOWNED PLANE!

LET'S SET OUR COMPASSES AND CHECK IT OUT!



I SEE TWO BODIES, BUT NO WRECKAGE!

THEY LOOK LIKE THEY'RE IN A BAD WAY!



THE VICTIM HAS NO BREATHING APPARATUS! WE HAVE TO RESPIRE!

RIGHT!



THIS MAN HAS HEAVY WOUNDS AND A BROKEN BACK! DON'T MOVE HIM, BUT TREAT HIM FOR SHOCK AND BLEEDING!

LET'S SEE YOU SCOUTS SPLINT MY BROKEN ARM AND LEG!



LATER... THE TWO VICTIMS SAID WE DID VERY WELL!

THE TWO VICTIMS SAID WE DID VERY WELL!



STILL LATER THE PEDRO PATROL DISCUSSED THEIR ERRORS AND SUGGESTED IMPROVEMENTS.

I WAS NEARLY AT THE POINT OF PASSING OUT FROM BLOOD LOSS!

BEING NERVOUS SHAKY HEATED IS REACH THE CRASH SITE QUICKLY!

YEAH! AND STILL ABLE TO FUNCTION!

I WON'T BE SCARED ABOUT CUTS NEXT TIME!



**TIPS FOR PATROL LEADERS**

**GREEN BAR *Bill* SAYS:**

**Y**ou and the Scouts in your patrol may be perfect whizzes at first-aid demonstrations. But how will you stack up in a real emergency? Will the looks of the injured persons shake you? There is no way to know until it happens. But you'll be better prepared if your first-aid training has included handling cases that look as much as possible like the real thing.

So bring up in the troop leader's council the idea of having a "real-thing" first-aid event for the whole troop. Volunteer your patrol to stage one or more first-aid problems for the other patrols to solve.

When the event day arrives, make up the victims to look real. For a complete job of making up the victims shown on these pages, you'll need:

Grease-paint sticks—carmine to suggest abrasions and burns; palest flesh tint to show shock. Grease-paint liners—light blue for the lips of a person in shock; black for third-degree burns. Small bottle of "plastic skin"—for making blisters. Putty—for making up wounds and indicating swellings. Carmine tempera paint (poster color)—diluted to simulate blood. You can get the first three items in the cosmetics and general sections of your drug store. A paint store will have the putty and paint.

After you have prepared the victims, put each one in a realistic accident setting. Place the victim of a fall at the bottom of a cliff. Have an ax and chopped wood nearby if the case is arterial bleeding from an ax cut. And have the victim wear an old shoe with a pre-split toe. Each victim must act to fit the symptoms of his supposed injury—silent if he is supposed to be unconscious, appropriate moaning if he is conscious. ♣



AS YOUR PATROL PASSES A HOUSE, A BABYSITTER OPENS A WINDOW AND SCREAMS FOR HELP. YOU RUSH INTO THE HOUSE. A CRYING CHILD SITS ON THE FLOOR NEXT TO A BLEACH BOTTLE. WHAT DO YOU DO?



FROM A DISTANCE, A MAN IS CALLING FOR HELP. YOU RUSH TO HIS ASSISTANCE. YOU SEE HIM SITTING ON THE GROUND WITH BLOOD WELLING OUT FROM AN AX SPLIT IN THE TOE OF HIS SHOE. WHAT DO YOU DO?



A BOY COMES RUNNING UP TO YOU. HE TELLS YOU THAT HIS BUDDY HAS FALLEN TO THE FOOT OF A CLIFF. YOU CAREFULLY DESCEND AND LOCATE THE UNCONSCIOUS VICTIM. CAN HE HAVE A BROKEN NECK? WHAT DO YOU DO?



# "PREPARED" FOR EMERGENCIES

**A** PLAN FOR CERTIFYING troops as "Prepared" has recently been announced by the Boy Scouts of America. Troops that conduct prescribed preparedness training will be eligible for a "Prepared" certificate valid for a one-year period. It may be renewed at charter renewal time.

Preparedness training required to become eligible for the certificate is as follows:

1. **FITNESS**—The troop must use the four-part plan outlined on page 5 of *Fit for Tomorrow*, No. 3188. These four parts include:
  - a. Medical checkup for every boy
  - b. Physical testing based on five tests
  - c. Exercise and activities
  - d. Periodic (quarterly) retesting to determine improvement
2. **TRAINING**—The troop must use a preparedness training theme for at least one entire month in the troop program. Such a theme will be printed once each year in your quarterly.
3. **PRACTICE**—The troop must conduct a troop practice mobilization for action in at least one of these three areas of emergency service:
  - a. Communications, collection or distribution services (this includes messenger service)
  - b. Public safety—search, first aid, crowd control
  - c. Emergency living—assistance in housing, feeding, and other services appropriate for boys

When a troop has completed the three steps required for certification, application for a "Prepared" certificate should be made to the local

council. The certificate will apply for the troop's next charter year. To be eligible for renewal, the three steps indicated must be repeated during the year.

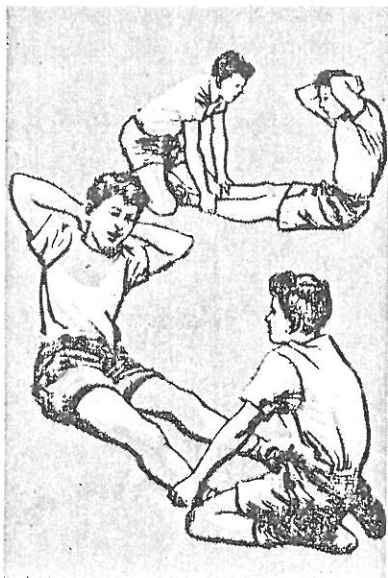
## Troop participation in an emergency

All participation by Boy Scouts in emergency preparedness training and actual disaster work is to be under the supervision of their own adult troop leaders. The leadership structure of the troop is to be maintained with regular troop junior leaders functioning under the direction of the Scoutmaster and his assistants. Patrol leaders will supervise the members of their patrols. This is not to imply that the Scouts will work independently of other community services, but rather that orders and directions will be received by troop leaders from any central control group and carried out by the Scouts within the framework of their own troop leadership.

In training for emergency preparedness, leaders must keep in mind the age of Scouts and the effect of this age on parental consent to serve. Let's face it—in some serious emergencies most parents would insist that their Scout-age sons remain at home. The training given to Scouts must be realistic in light of this. Study the possible emergencies that could happen in your area. Determine in which of these your Scouts could be of service and then concentrate your emergency preparedness training in these areas.

Our motto is "Be Prepared." Is yours a "Prepared" troop?

## FITNESS

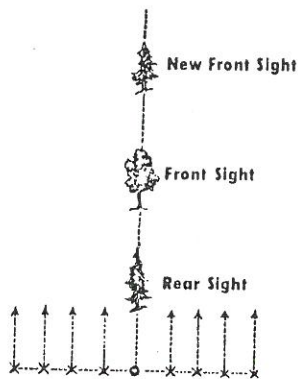


## TRAINING

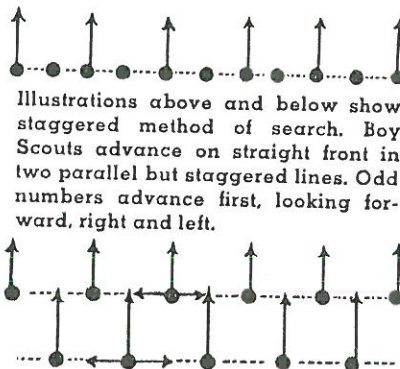


## PRACTICE



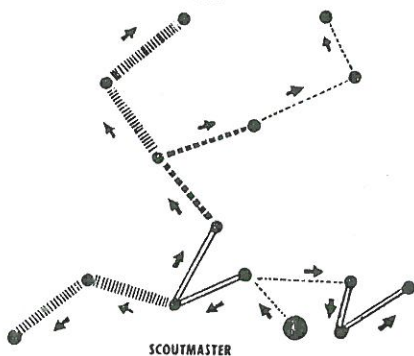


Abreast line method of search is shown above... Instruct Boy Scouts to guide on leader in center. Leader sets course by sighting on landmarks such as trees. First tree is rear sight and second is front sight.

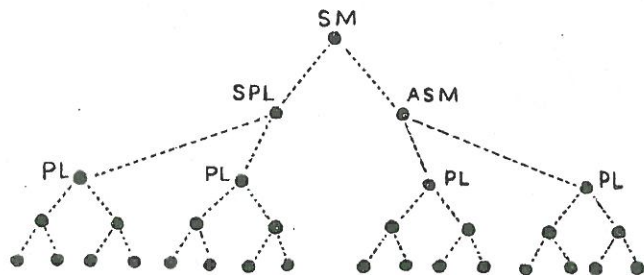


Illustrations above and below show staggered method of search. Boy Scouts advance on straight front in two parallel but staggered lines. Odd numbers advance first, looking forward, right and left.

### MOBILIZATION PLANS



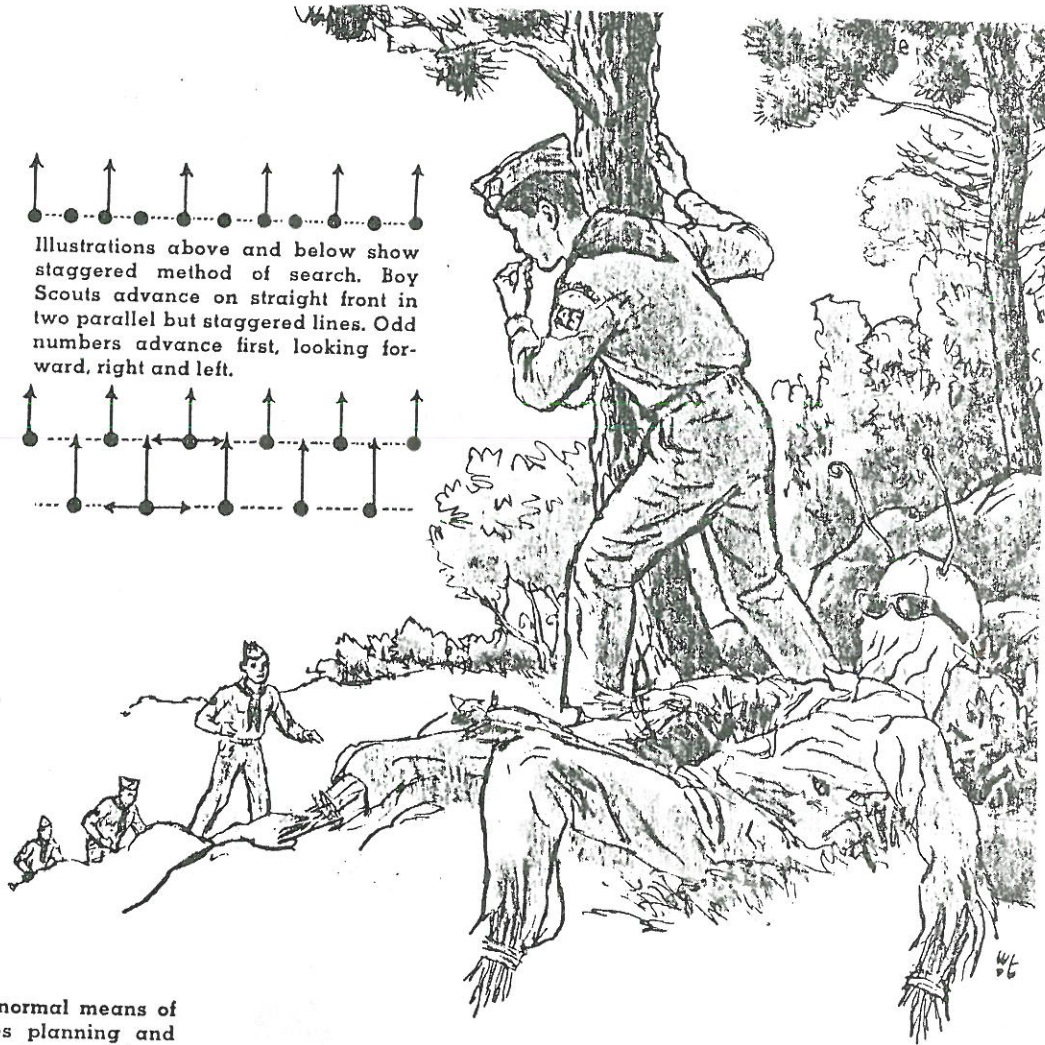
Plan A is used by Boy Scout troops when normal means of communication are unavailable. It involves planning and making contacts based on "proximity." Leaders and boys make personal contacts with members living near them. The first time a Scoutmaster may learn of the need for his troop's services may be when a police or other emergency vehicle drives up to his door with an authorized and approved request for its services. Under this plan the Scoutmaster personally goes to the home of a member in one direction, then to the home of a member in another direction from his own home. Operating in a similar manner, each of the boys fans out and personally contacts two members of the troop until all have been notified of the mobilization call, and the group is en route to the assembly point.



### MOBILIZATION PLANS

Plan B should be used by Boy Scout troops when normal telephone communications are available. In this case, troops mobilize by patrols. Members are contacted by telephone. Sequence is shown in the illustration.

To begin mobilization, the Scoutmaster calls his assistant and one other person—usually the senior patrol leader. They, in turn, each phone two patrol leaders. Patrol leaders phone two patrol members, and this procedure continues in an orderly manner through the entire troop roster. The word is passed from person to person. If a person calling cannot reach someone on his list, he calls those for whom the unreached person is responsible.



# THE REAL THING

**T**HIS ACTIVITY will help prepare your troop for emergencies. Tell Scouts they will be mobilized on a particular weekend for the highlight activity—The Real Thing. Don't tell them exactly when. At the appropriate time during the weekend, set into operation your troop mobilization plan by making two phone calls.

As part of the mobilization, leaders and patrols assemble with emergency packs (equipment, clothing,

*(continued on next page)*

food, etc.). Perhaps you will have to provide transportation from your central mobilization point to the area where you will hold your campout. You may arrange for the boys to be dropped off short of the camp destination so they will have to hike the rest of the way. If so, troop leaders may go ahead of the rest of the gang and set up for each patrol a series of trail signs to be followed to a designated spot.

At the campsite, hold a lost person search, Fire Building-String Burning Contest, and Emergency First Aid Contest.

## Lost Person Search

This activity will teach Scouts how to go about searching for a lost person.

**Equipment:** Several topographic maps, compasses, dummy, whistles

**Action:**

- The lost person is a Martian spaceship pilot. Make up a dummy (trousers and shirt stuffed with straw or paper) and conceal it well. Be sure to leave evidence of the missing Martian. Often clues such as footprints

or bits of torn clothing have been helpful in finding a lost person.

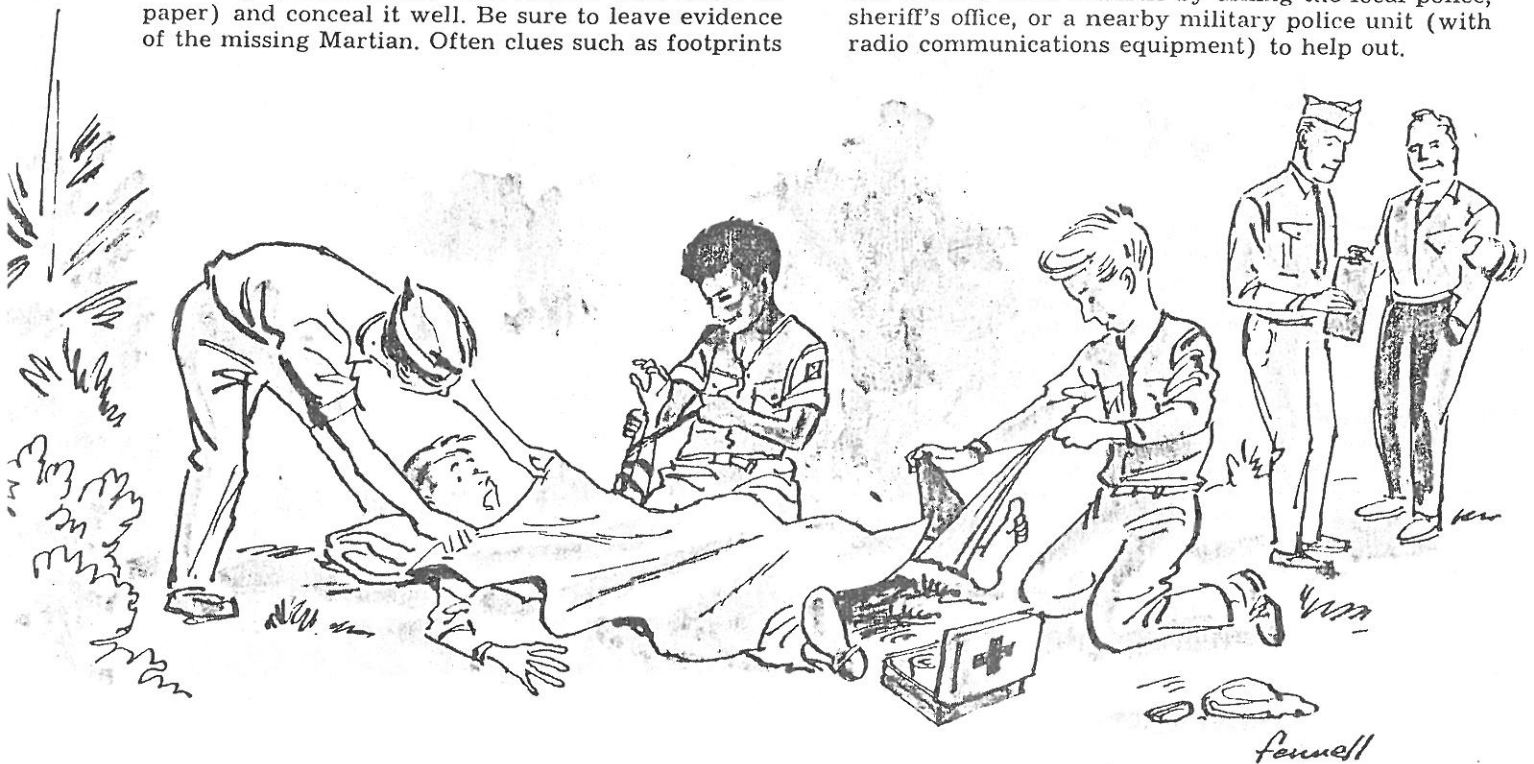
- Secure several topographic maps and mark the area in which the search is to be made.

- Establish a field headquarters with one person in general charge of the search. He divides the patrols into searching teams, assigns the areas to be searched, and briefs the searchers.

- Assemble patrols and announce that a Martian spaceship was abandoned in flight. The Martian pilot is missing and it is the troop's job to find him. Describe the pilot's age, physical appearance, clothing, etc. Issue each patrol leader a compass and a topographic map with the area marked off that they are to search. Point out the destination on the map.

- Establish a signal (three short blasts on a whistle) so all will be notified when the lost person has been found. Give each patrol leader a whistle.

- Use the search method illustrated on page 7. You can make it more realistic by asking the local police, sheriff's office, or a nearby military police unit (with radio communications equipment) to help out.



## Emergency First Aid

This contest combines signaling and first aid.

**Equipment:** Signal flags and first aid equipment for each patrol

**Action:** Two members of each patrol are given signal flags and sent to a prominent spot a long distance from camp. The rest of the patrol members, who have first aid equipment, remain in camp at a spot designated by the leader.

At their destination, the signalers are given a mes-

sage describing symptoms of an accident or disaster victim. They send the message to their fellow patrol members in camp. Upon receipt of the message, patrol members in camp assemble the first aid equipment they will need and carry it to the signalers. One of the signaling team is the "victim" and is treated by the rescuers.

**Scoring:** Score on speed and excellence of treatment. Deduct points for first aid supplies carried but not used and for first aid equipment needed but left behind.

## HIGH LIGHT

# RESCUE REVUE

**P**REPAREDNESS is a basic element of Boy Scouting. Our nation has learned to rely on the preparedness of its Boy Scouts. In the Rescue Revue, your Scouts show parents their readiness to serve in emergencies.

The catchy song "Be Prepared," shown on this page, can be learned by the troop and sung as an introduction to the Rescue Revue program.

Most of the skills of the Tenderfoot through First Class tests can be used in one way or another to demonstrate emergency preparedness. The most dramatic way of proving Scout preparedness is to set up imaginary emergency situations. In this way, members of a patrol can show their ability by solving the problems involved.

The emergencies portrayed can range from simple to complex problems. Too often, the emergencies set up to show Scouting relate to the major disaster type, when in reality *the Scout is much more likely to face simple emergencies in his daily routine.*

In preparing for the Rescue Revue, give your Scouts a chance to think up their own emergencies. Give them a few ideas to stimulate their imagination and then turn them loose in their patrols. Ask them to think about the kinds of emergencies they might face and the skills they might demonstrate

BE PREPARED

Oh Be Prepared Prepared Prepared the mot to of a Boy Scout; Oh  
Be Prepared Prepared Prepared the mot to of a Scout. Pre-  
pared Prepared the mot to of a good Scout, Pre-  
pared Prepared the mot to of a Scout.

to cope with these emergencies.

Here's an example. You are trapped in your room on the third floor of a house. Fire has cut off normal escape. The only exit is a window, but it is 20 feet from the window ledge to the ground. Demonstrate what you would do to save your life without injuring yourself in the process.

This problem would involve some demonstration and some explanation.

Here's another situation to stimulate thinking. You and your buddy are walking along a lake. A small boy breaks through thin ice about 30 feet from shore. Demonstrate what you would do.

For a problem of this type, place a Scout on a square of cardboard representing the hole in the ice. Mark the shoreline on the floor with chalk. The two Scouts would actually demonstrate correct ice-rescue methods, including treatment of the victim after removal from the water.

Other true-to-life emergency situations might include:

- Electrical accident in the home.

- Burn and scald situations.

- Lost-child search and care for victim after location.

- Auto accident.

- Flood and aftermath (including signaling to get necessary supplies when normal

- communication is knocked out).

- Rope rescue of child trapped on rock ledge.

- Treatment for poisoning by mouth.

- Victims of sunstroke and heat exhaustion.

In all demonstrations, carry through the action from start to finish. Include rescue methods, correct first aid, and obtaining competent help. Where possible, add to the dramatic effect by using realistic methods such as fake cuts and burns, face powder to dramatize shock and heat exhaustion, and rouge to redden face to show sunstroke and burns.

Watch timing when putting on the Rescue Revue. This is a show for parents, and like any good show must avoid long dull spots. Plan all presentations so they are dramatic and fast moving. For example, it would be quite boring for people to sit and watch a signaler send a one-hundred word message. They won't understand what is being said. After the first two or three words have been sent, the rest become boring and repetitious. The words "bandages, food, water" can tell of need as well as a message of several lines.

Give parents a chance to ask questions of the Scouts putting on the demonstrations.

## FROSTBITE TO FRACTURES

Presented by: Lyle McAlexander  
6670 Trout Creek Road  
Parkdale, OR, 97041  
(503) 352-6554

- I. First Steps in First Aid
  - A. ABC's
  - B. Bleeding
  - C. Every Second Counts!
  - D. To Move or Not to Move?
  - E. Steps to follow on patient lying down.
  - F. The Phone Call
  - G. Examine Gently
  - H. Reassure
  - I. Fluids?
  - J. Check for cards or emblems.
  
- II. Things to remember for First Aid Preparedness
  - A. First Aid Kits
  - B. Blankets
  - C. Warning Devices
  - D. When and How to Give First Aid
    - 1 Breathing-Pulse
    - 2 Hemorrhage
    - 3 Injuries
    - 4 First Aid Measures
    - 5 Medical Help
  
- III. Advanced Helps
  - A. Snake Bites
  - B. Severe Bleeding
  - C. Breathing Stopped
  - D. Breathing Stopped-No Pulse
  - E. Broken Neck or Back
  - F. Major Burns & Scalds
  - G. Choking-Obstructed Airway
  - H. Diabetic Coma - Insulin Reaction
  - I. Drowning
  - J. Electric Shock
  - K. Head Injury - Fracture - Concussion
  - L. Heart Attack
  - M. Poisoning, by Mouth
  - N. Unconsciousness - Cause Unknown
  - O. Cold - Overexposure, Frostbite
  - P. Heat Stroke - Heat exhaustion
  
- IV. Additional Helps
  - A. Emergency Phone Numbers
  - B. Care of Drugs, Old and New
  - C. First Aid Kit
  - D. Checklist of Supplies

### Bibliography:

- Reader's Digest Handbook of First Aid -Ed. Lois Mattox Miller, Susan W. Thompson  
The Official Scoutmaster's Handbook pages 76-95  
First Aid Meritbadge Pamphlet No. 3276  
The Official Boy Scout Handbook  
Emergency Preparedness - BSA  
Emergency Preparedness Today - R.C. Stoffel  
Introduction to Family Camping - BSA

B 110

# ADVANCEMENT

PRESENTER:  
KEN MATTSO

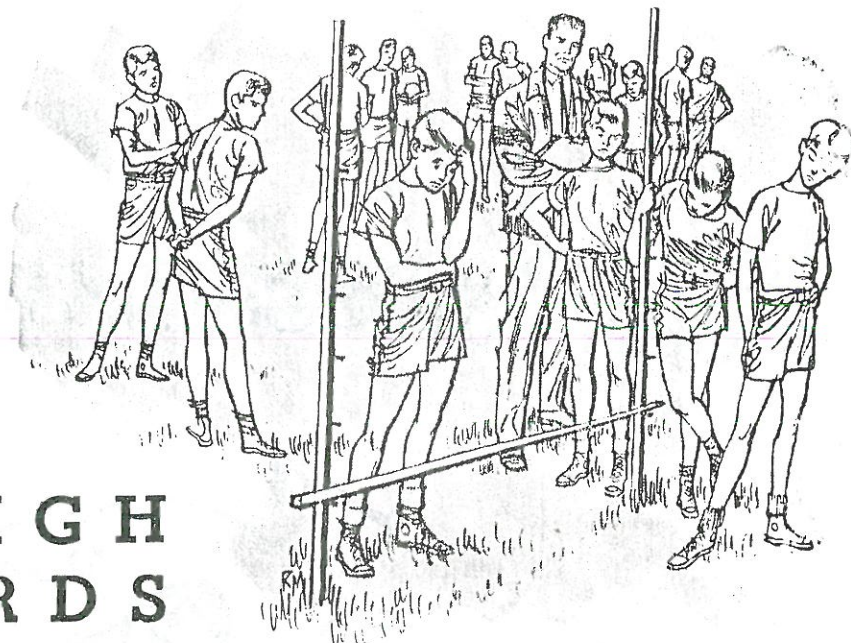
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# BOARDS of REVIEW

Presenter:  
JACK MILLS

# HIGH STANDARDS



**A** PHYSICAL EDUCATION INSTRUCTOR who sets the bar on the high-jump standard at 2 feet doesn't place much of a challenge in front of his class nor is he apt to stimulate much enthusiasm as the students repeatedly jump over this low barrier.

If you like to do jigsaw puzzles, how interested would you be in doing a fifteen-piece puzzle? Would you enjoy a hunting trip if the game stood about like cattle in a field? Or fishing, if you caught a fish every time you threw your hook into the water?

The point, of course, is that activities must be challenging to attract and hold one's interest for any length of time. Scouters are concerned about boys who join Scouting, stick around for a brief period of time, and then drop out before there has been a chance really to influence their development. It is possible that through dilution of standards the program such boys are being offered resembles the 2-foot high jump or the fifteen-piece jigsaw puzzle.

Occasionally, word is received that some troop is waiving or relaxing the requirements for ranks or merit badges because "it will help hold boys in the program." These boys, in the opinion of these "requirement relaxers," will drop out if they are forced to face up to the challenge of the advancement tests as outlined in the *Boy Scout Handbook*. Will we lose more boys from Scouting because standards as established are maintained or because they are relaxed so they can be passed with little effort or challenge? Let's take a lesson from the 2-foot bar on the high-jump standard.

Some merit badge counselors have a reputation for being "cinches." A few Scouts, looking for easy pickings, do move in on these men, but what happens to the challenge of the program in the eyes of hundreds of other Scouts who have been led to believe that advancement in Scouting comes about through effort and knowledge? These boys surely know that badges

are meaningful only when skills have been mastered in earning them. The Eagle Scout who is a poor swimmer isn't *really* an Eagle, in spite of the badge he wears or the card he carries. And, furthermore, his example destroys the challenge and importance of Scouting in the eyes of every Scout who knows him.

If Scouting is to be an effective character-building program, it is essential that all boys who join know that to advance they must meet the standards for each rank exactly as outlined in their handbooks. No one has the right to waive or relax any requirement, except as provided in the substitution plan for the physically handicapped boy. If the book says, "Locate a tent site and pitch a tent, fastening the guy lines with taut-line hitches" (First Class Scoutcraft test No. 3a), then that's exactly what a Scout must do to meet this requirement. He must locate a tent site, not just describe it; he must pitch a tent, not just tell how to do it; and he must tie the guy lines with a taut-line hitch, not with one of the Tenderfoot knots.

When standards in a troop are below the minimums established in the handbook, the troop may be pouring out a lot of advancement and at the same time destroying the very ideals of truth, honor, and doing one's best that the Scouting program is designed to foster.

Our job is to strengthen the moral fiber of the future leaders of America. We defeat our purpose if boys are permitted to sneer at the standards in a program aimed at developing character and teaching good citizenship. It's up to each leader to do his share in seeing that Scouting continues as a challenging program for boys—a program in which even the newest Tenderfoot Scout can take pride in the fact that he "knew his stuff" and proved it when he joined the troop, and who knows that throughout his Scouting career he will be expected to match up to the established standards for every award he will earn.



THE MAIN EVENT

1986

BOY SCOUT ADVANCEMENT

Presenter: Ken Mattson

AREAS TO BE COVERED: PURPOSE OF ADVANCEMENT. PROCEDURES.  
QUALITY CONTROL. TIMING ENRICHING. MERIT BADGE COUNSELORS.

I. PURPOSE OF ADVANCEMENT

"The Boy Scout advancement plan is designed to encourage Scouts to accomplish a progressive series of learning experiences in the areas of citizenship, character, and personal fitness objectives of the Boy Scout program. It provides for measuring and recognizing these experiences."

- Scoutmaster Handbook

A. BUILDS SELF CONFIDENCE

B. SETS STANDARDS

C. PERSONAL GOAL SETTING

D. OFFERS AWARDS

E. FUN

II. PROCEDURE FOR ADVANCEMENT

A. THE SCOUT LEARNS

B. THE SCOUT IS TESTED

C. THE SCOUT IS REVIEWED

D. THE SCOUT RECEIVES HIS BADGE

B-113

III. WHEN AND HOW DO YOU ENCOURAGE ADVANCEMENT?

- A. SCOUTMASTER'S CONFERENCE
- B. PEER PRESSURE
- C. BUILD ADVANCEMENT INTO THE YEAR'S PROGRAM
- D. COURTS OF HONOR
- E. GIVE RESPONSIBILITIES APPROPRIATE TO TALENTS AND MATURITY.

IV. ADVANCEMENT: QUALITY

- A. SCOUTING'S QUALITY CONTROL SYSTEM
- B. SCOUTING'S STANDARDS AND OUR OWN
- C. TIMING : TOO SOON OR NOT SOON ENOUGH
- D. ENRICHMENT ACTIVITIES/PROGRAMS

E. SCOUT SPIRIT

V. MERIT BADGE COUNSELORS

- A. WHO ARE THEY AND WHAT DO THEY REALLY HAVE TO KNOW ?
- B. WHERE DO YOU FIND THEM ?
- C. HOW MANY MERIT BADGES CAN ONE PERSON COUNSEL ?



# SCOUT'S HONOR

A PANELIST on a television show has a hard time selling his associates on the truth of a statement. What is his solution to the problem? He holds up his hand in the Scout sign and says, "Scout's honor." The

studio audience and the other panelists chuckle at this quaint carry-over from the performer's past, but they no longer doubt the truth of what he said. The simple gesture and the words "Scout's honor" have convinced them that this man was absolutely sincere in the statement he made.

The tradition of the reliability of a Scout's honor comes to us from the days of the founding of the Boy Scouts of America. The earliest mention in literature is found in the first printing of the official handbook printed in 1910—"If a Scout says 'On my honor it is so,' that means that *it is so*, just as if he had taken a most solemn oath."

For over fifty years Scouts have been repeating the words "A Scout is trustworthy. . . . If he were to violate his honor by telling a lie or by cheating or by not doing exactly a given task, when trusted on his honor, he may be directed to hand over his Scout badge." Unless a boy really understands the meaning of honor, the phrases in this first point of the Scout Law hold little meaning to him. In *Aids to Scoutmastership*, Baden-Powell states, "The first Law is one on which the whole of a Scout's future behavior and discipline hangs . . . so it should be carefully explained, as a first step, by the Scoutmaster to his boys before taking the Scout Promise."

The idea of honor is a difficult thing to interpret to boys. Webster defines honor as "that which rightly attracts esteem . . . a nice sense of what is right, just, and true . . . excellence of character." A Scout once described honor as "doing the same

things when no one is watching that you would do if you knew someone was watching you."

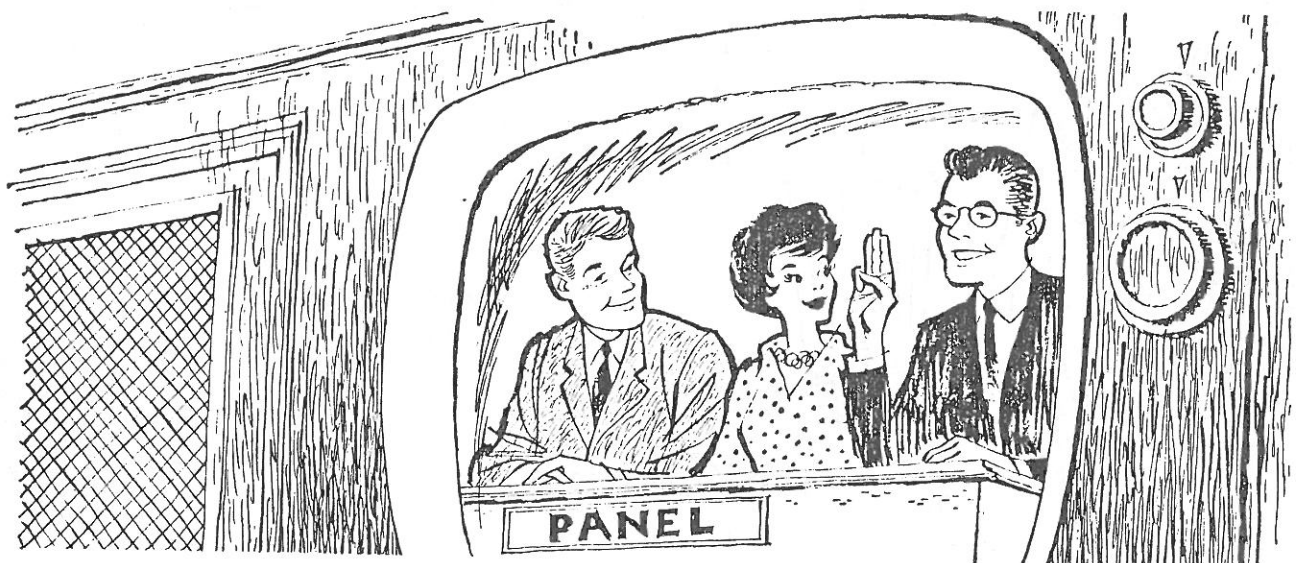
What can you do to get across this traditional idea of a Scout's honor? Well, first of all, emphasize this fundamental of honor with boys before they become Scouts. As they prepare to pass their Tenderfoot tests, make sure they know that honor is expected of all Scouts, and that if they want to join the gang they will, in giving the Scout Oath or Promise, be pledging themselves on their honor.

Next, use a Scout's honor whenever possible to make a point of your belief in it. If you ever have cause to doubt a boy, ask him to make the Scout sign and give his Scout's honor to back up what he has said. If he does, then you should accept his statement. To do less would destroy the meaning of Scout's honor in the eyes of all the Scouts in your troop. When your troop takes on a service project, let boys know they are on their honor to "do exactly a given task"—that a sloppy job is a violation of their Scout's honor.

When a Scout says, "Scout's honor," ask him right then to tell you in his own words what he really meant by Scout's honor.

Use Scout's honor as a subject for Scoutmaster's minutes—not just once in a while, but with regularity. Point out cases involving honor, and show boys its value.

And finally, be honorable yourself. Your personal honor is at stake when you lead boys. They have a right to expect you to back up your words with action. In dealing with boys, you can't just mouth promises of things to come. Your honor makes things happen because you know that if you fail a group of boys you can't very well expect them to live up to, or even understand, the great broad idea of Scout's honor.



# NATURE - CONSERVATION IN ADVANCEMENT

**N**ATURE LORE AND CONSERVATION ACTIVITIES in the outdoors have held an important place in our program since the early days of Scouting. For these activities are ideally suited to teaching certain skills and attitudes (with their practical application) and also certain citizenship traits.



## O U T D O O R C O D E

As an American, I will do my best to —

### Be Clean in My Outdoor Manners

I will treat the outdoors as a heritage to be improved for our greater enjoyment. I will keep my trash and garbage out of America's waters, fields, woods, and roadways.

### Be Careful With Fire

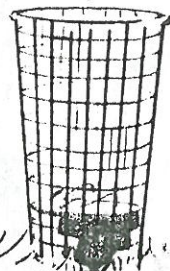
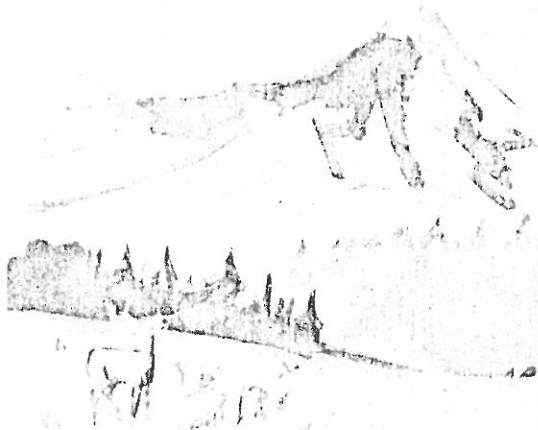
I will prevent wildfire. I will build my fire in a safe place and be sure it is out before I leave.

### Be Considerate in the Outdoors

I will treat public and private property with respect. I will remember that use of the outdoors is a privilege I can lose by abuse.

### Be Conservation-Minded

I will learn how to practice good conservation of soil, waters, forests, minerals, grasslands, and wildlife; and I will urge others to do the same. I will use sportsmen-like methods in all my outdoor activities.



## Objectives

An understanding of nature and how it works is basic to understanding conservation problems and their solution. Keeping this in mind, there are 10 objectives of the nature-conservation requirements for Tenderfoot to Eagle Scout.

1. To teach the skill of observation by training boys to use their five senses to discover more about the natural environment in which they hike or camp, and thus be more at home and at ease in the outdoors.
2. To teach boys to recognize the principal plants and animals in the environment where they hike or camp so that they may use these plants or animals for their own good and become more efficient campers and outdoorsmen.
3. To show boys that the world of nature—whether in a city park or mountain wilderness—operates according to an intricate plan, and that man must fit his ideas to that plan.
4. To teach boys about some of the interrelationships that exist in the world of nature among plants, animals, and their environment.
5. To arouse in boys a sincere appreciation for the aesthetic values of nature and to help them develop certain spiritual concepts through living with and seeing firsthand the wonders of God's creation.
6. To help boys develop a scientific method of thought, showing them how careful observation and sound interpretation of several observations is necessary before coming to a conclusion. Also, to teach them to analyze their observations without sentimentality.
7. To make boys aware of the importance of our natural resources to them personally and to the future welfare of our country.
8. To point out some of the existing conservation problems in the community (or camp), their causes, effects, and methods of prevention and solution.

9. To teach boys a few basic conservation techniques so they may learn by doing.

10. To instill in boys the conviction that conservation is an essential part of good citizenship and that, as active citizens, they have an obligation to protect and preserve our natural resources.

## Scouting method

The Scouting method of teaching skills, techniques, attitudes, and ideals is through a program of activities in which boys learn by doing. There is danger, though, that there may be more doing than learning. Unless a boy learns the *why* of what he sees or does—unless he is taught why and how certain things in nature happen as they do—the program will not achieve its objective, and more harm than good may result. Remember, skills are secondary to attitudes and understanding.

## Tenderfoot test 7

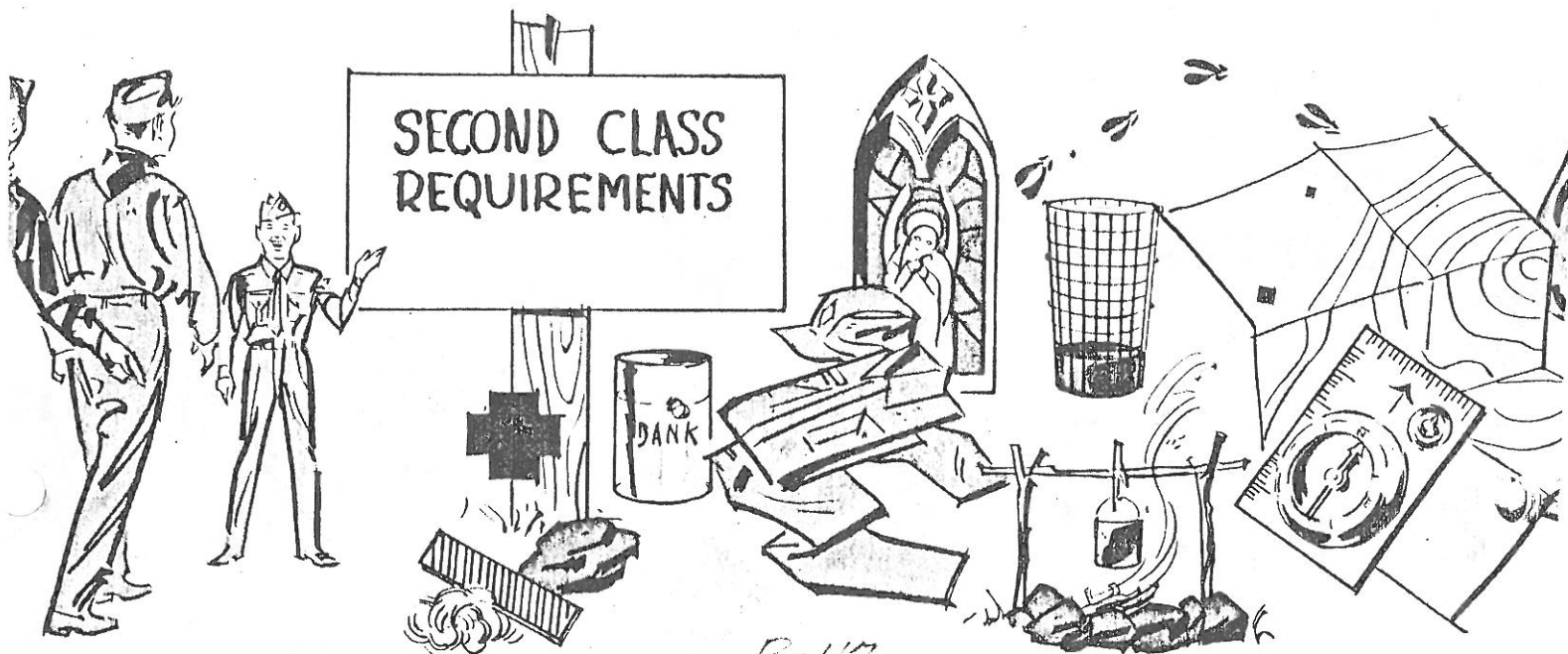
"Read the Outdoor Code. Tell how you will try to use it in the hiking and camping you will do as a Scout.

*"The intent of this test is to introduce the boy to the principles of conservation and the importance of every Scout respecting all of Nature. Emphasis should be placed on care with fire, proper use of knife and ax, problems caused by disturbing sod and topsoil, and general outdoor courtesy."*

## Second Class test 7

"Identify local plants that may cause skin poisoning. Find in the field 10 different kinds of wildlife (mammals, birds, reptiles, amphibians, fish, insects) or evidence of them. Tell what they are, describe the natural surroundings where each was found, and explain how this wildlife depends on plants.

*"Ten distinctly different kinds of evidence must be identified. For example, a crow can be counted only once even though a nest is seen, a feather found, its*



call heard, and the bird actually seen. Furthermore, exact identification must be made from observation or evidence. For example, the nest mentioned earlier must be identified as a crow's nest, and not just a bird's nest."

The last part of this requirement, "describe the natural surroundings where each was found, and explain how this wildlife depends on plants," is important. It was written to make a boy look a little closer, a little longer—above and beyond a mere identification.

We want a boy to know that certain kinds of wildlife live in the woods (tree squirrel, raccoon, woodpecker); others in fields (meadow lark, ground squirrel, field mouse); marshes (heron, muskrat, red-winged blackbird); streams and ponds (beaver, duck, fish, turtle); etc.

We want Scouts to know that all animals depend on plants, either directly or indirectly. Most mammals use plants for cover and shelter—lining their nests or hiding their young. An opossum might make her den under a rotting tree stump; a raccoon in a tree cavity; a squirrel high in treetop branches. A rabbit makes her nest in a grassy field while a doe hides her fawn in a grassy, brushy glade close to a wooded area.

Some mammals eat plants. A few examples are deer, antelope, muskrat, beaver, rabbit, squirrel, and mouse. Other mammals eat smaller animals that feed on plants and store the "plant energy" in their body tissues, e.g., weasel, coyote, badger, fox, and bobcat.

Most birds build nests from plant materials and seek shelter in vegetation. Shore birds do not use plants in building their nests. Some eat seeds, fruit, nuts, buds and other plant parts—for example, sparrows, juncos, quail, pheasant, catbird, and mockingbird. Some eat insects or other small animals that feed upon plants—orioles, swallows, kingbirds, hawks, and owls.

We can find the same relationship to plants for reptiles (snakes, turtles, lizards, alligators); amphibians (frogs, toads, salamanders); fish; and insects.

The important aspect of this requirement is that boys understand that *all animals depend upon plants*, either directly or indirectly, for existence. If certain plants are there, the animals will be there. If the habitat is lacking in plants . . . the animals will be lacking.

### First Class test 6

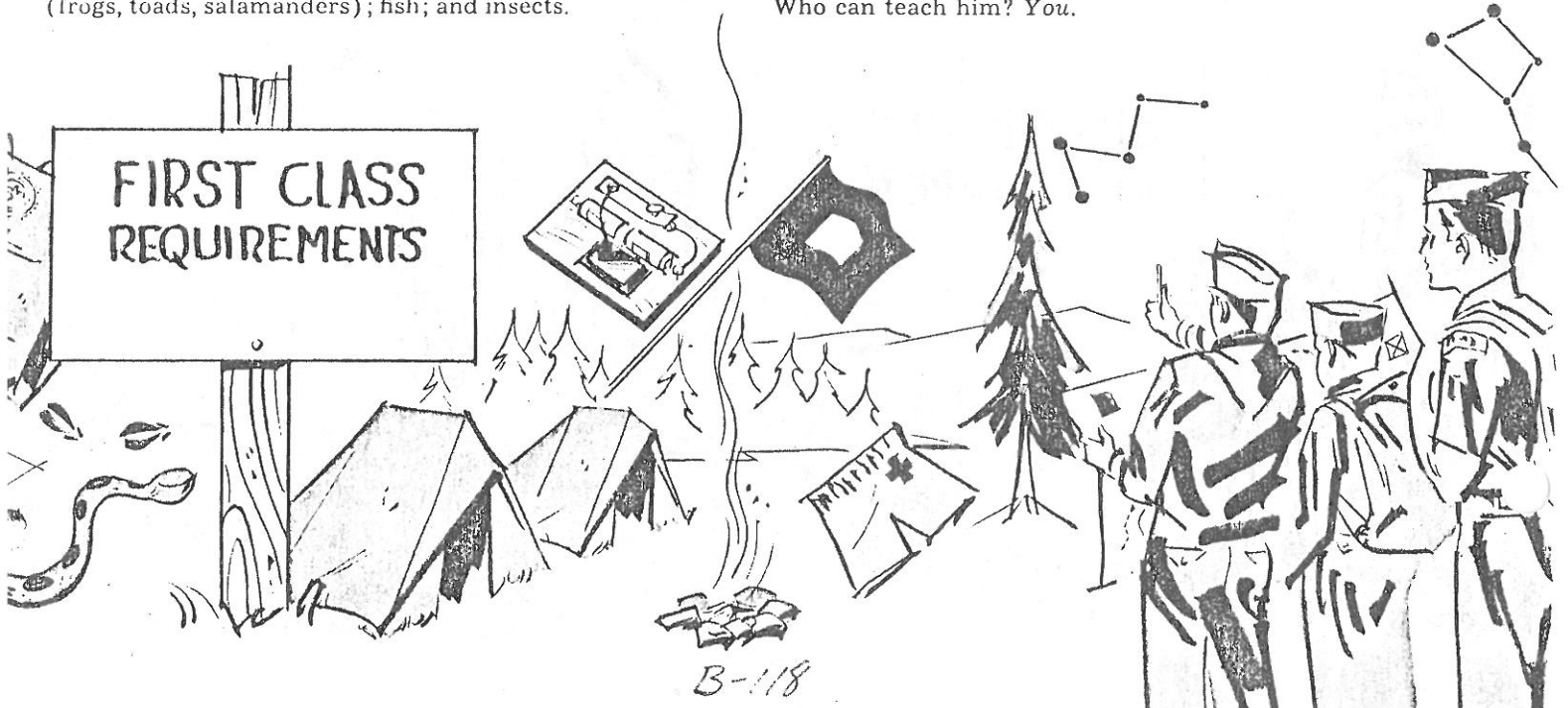
"Identify in the field 10 different kinds of trees or shrubs. Describe the area where each was found and the usefulness of each to its surroundings or to animals or to man."

Identifying 10 trees or shrubs is simple. Everyone (well practically) knows an oak, maple, pine, willow, etc. But really, so what? What good is it to know a tree or shrub unless you know it can be of use to man, animals, or its surroundings? Why do we find tree squirrels where there are acorns, nuts, or pine seed? Where does all the lumber come from to build all our new homes? Why is it important to have vegetation in a watershed?

The important part of this requirement then is describing *where* the woody plants were found and their *usefulness*. For example, we find willows, cottonwoods, and alders near streams or moist areas; white oak, hickory, and sugar maple in upland woods; beech in shade; sumac and blackberries and red cedar in sunlit areas; aspen and birch in young woods. The usefulness of trees and shrubs varies with the kinds. Some supply shade or an overstory for younger trees (e.g., aspen for Douglas fir); all help build up the soil when they die. Some supply food and homes for wildlife while others give us a long list of products: plywood, siding, fuel, food, excelsior, pulp for paper, baskets, poles, posts, furniture . . . and on and on.

Where can a boy see this? *Anywhere*. The city park, a corner lot, the outskirts of town, woods, desert, mountains, seashore, and certainly at summer camp.

Who can teach him? *You*.



## BOARDS OF REVIEW

Presenter: Jack Mills

### I. BOARDS OF REVIEW DISCUSSION

A 20-20 hindsight review of "boards", starting with the Eagle and working back to Tenderfoot. The audience should be prepared to ask questions like they were a participant on the board.

### II. EAGLE BOARD

A look at the responsibilities of those who accept the opportunity to participate. Some guidelines and suggestions on questions.

### III. GUIDELINES FOR ALL BOARDS

Suggestions and questions for Eagle, Star /Life and Tenderfoot, second and first class ranks

### IV. EAGLE SERVICE PROJECTS

The requirements, the how-to-do and some on how to review

### V. MISCELLANEOUS

The spirit of Scouting. Leadership, the overlooked requirement. Scouting skills build character.

Resources: Advancement Guidelines. Boy Scouts of America, No. 3087.

Advancement Policy and Procedures. Columbia Pacific Council

Advancement Ceremonies. Columbia Pacific Council

Eagle Board Guide Book. Columbia Pacific Council.

A GUIDE FOR REVIEWS

## STAR AND LIFE PROGRESS AWARDS

1. ADVANCEMENT IN SCOUTING

An active Scout in an active troop will participate in activities that will qualify him for higher Progress Awards. The Progress Review should determine that the experiences were adequate to qualify the Scout for the Award that he is seeking.

2. REVIEWING GROUP

Not less than three members of the troop committee will comprise the Reviewing Group. A member of the District Advancement Committee may be invited to participate and assist in the review.

3. TIME AND PLACE

Reviews can be scheduled at any time that a Scout believes that he is qualified for advancement. However, it is advisable to schedule reviews at several specified times during a year. The review can be held at any convenient time. It is important to hold it in a location that is free from distractions.

4. REVIEW PROCEDURE

Interview only one Scout at a time. Insist on uniforms, if possible, and a proper entry at the review. Open the conversation with subjects that will put the Scout at ease. An interview conducted in a friendly manner is the best way to check the Scout's qualifications and to give him encouragement.

5. GUIDING QUESTIONS FOR THE INTERVIEW

Some of these and other questions can be used to initiate conversations that will reveal the Scout's qualifications for the Progress Award:

See Sample Questions

6. DECISION AND COMPLETION

The Scout is asked to leave the room after the interview. Discussion is then held regarding his qualifications for the Progress Award. Recall the Scout and inform him of the decision. If the award is denied, specify the required additional performance.

SAMPLE QUESTIONSSCOUT PARTICIPATION

How many troop meetings have you missed since \_\_\_\_\_?

Have you been participating in your troop camp-outs?

Did you go to the last camporee?



### SCOUT LEADERSHIP AND TEAMWORK

What position do you hold in your troop?

What are the duties of a junior leader?

What are the qualities of a good leader?

### SCOUT SPIRIT AND IDEALS

What does the Scout Oath mean to you?

How have various parts of the Scout Law helped you?

Explain the meaning of the Scout Motto.

What are you doing to fulfill the Scout Slogan?

What does "A Scout is \_\_\_\_\_" mean?

What have you done concerning the religious emblem of your church?

### SERVICE PROJECT

What did you do for a service project?

How long did it take?

What did you do in planning the project?

Why do Scouts do service projects?

### MERIT BADGES

Which of the merit badges did you especially enjoy? Why?

Which was most useful to you?

What useful information did you learn in the \_\_\_\_\_ merit badge?

What are your plans to earn the \_\_\_\_\_ merit badge?

At the STAR level, direct questions that emphasize helping others, especially younger Scouts; the need for a more involved service project for the Life Award; continuation of religious participation and urge the earning of the Life Award.

At the LIFE level, emphasize service and the Eagle service project requirements; stress leadership and, of course, encourage further Scouting activities and merit badges to achieve the Eagle Award.

## FIRST CLASS CITATION



MAILED PERMITS AS A  
FIRST CLASS SCOUT



1948 FEB 21 10 AM EST

CITATION

TO  
COUNCIL DISTRICT SECTION

FIRST CLASS SCOUT

### BE PREPARED!

It's your motto, but it's more than that. It's your "trail sign" that you will be ready to meet the needs of each day. In fact, it goes beyond day-to-day preparation and it becomes a part of your preparation for the future.

You have learned the importance of teamwork by doing your share in the patrol and troop, helping younger members and accepting responsibilities.

By doing Scoutcraft skills you have become a good camper and are self-reliant and trustworthy.

You know the meaning of Scout spirit and the importance of living the Scout Oath and Law in your daily life.

WE SALUTE YOU!

This attractive certificate adds dignity to the presentation of First Class rank. With the pocket card, it serves as a reminder of a memorable occasion for the Scout.

## THE BOARD OF REVIEW

**M**ISUNDERSTANDINGS on the function of the board of review have been caused by the phrase "Review, but don't re-examine." These words, which appear in our literature and are used in training courses, have led boards of review to avoid asking any questions about the skills required of a Scout as he advances in rank. The problem is not in the words themselves, but in the interpretation of the exact meaning of "review" and "re-examine."

Bill has just been reviewed for a rank advancement by his troop board of review. He swaggers out of the room to report to his fellow Scouts, "Gee, that was a snap. Those jokers didn't ask anything about what I did."

In another troop, John is a nervous wreck when the board of review finally releases him to rejoin the troop. "You guys better know your stuff," he reports to the gang. "I had to signal and tie band-aids and make a map, and I bet if they'd had a pool handy, I'd have had to do my swimming over again."

Which board of review is properly carrying out its function? Actually, both of them are guilty of extremes—one of ignoring its responsibility to see that standards of the program are maintained; the other of carrying on a true re-examination.

A good board of review falls someplace between these two extremes. The members of the board do spot-check skill accomplishment by asking questions at random. If it is obvious from the boy's answers that he knows his stuff and has met the tests as outlined in his handbook, they then move on to talk with him about the ideals of Scouting, his understanding of them, and his activity in troop and patrol affairs.

If the preliminary questions on skills reveal a lack of knowledge on the part of the boy, then the board of review has a perfect right and, in fact, is expected to explore the area of weakness more deeply by asking additional questions on the related subject.

For example, if a simple question about treatment for shock brings a wrong or an "I don't know" answer, there is certainly an implication that the boy is weak in his knowledge in the whole area of first aid, and so the board of review gets down to cases to find out whether this was just a slipup on the part of the boy, or whether, in fact, he really doesn't know the subject.

Let's assume that he completely flubs on his answers to first aid questions. What should the board of review do about it? Remember, one of the purposes of the board of review is to see that standards are maintained, and it's pretty clear that this can't be done if boys receive badges for which they are unqualified.

It is probably best to have the boy himself admit that he really doesn't know his stuff, and that he wouldn't want to wear a badge he hadn't really earned. Encourage him to set a target date for another appearance before the board of review when he will be ready to complete the review to his own satisfaction.

The Scoutmaster should welcome such action by the board of review, since it strengthens his hand as he works with his junior leaders in encouraging them to see that boys really do know their stuff before they sign score cards.

The maintenance of standards is important to the success of the advancement program in the troop. If boys in one patrol can get by because their patrol leader doesn't ask them to do what it says in the book, then the importance of advancement loses much of its attractiveness to all other Scouts in the troop.

# THE BOARD OF REVIEW

**A** GROUP OF SCOUTMASTERS was shooting the breeze about Scout hiking and camping. Several said they just couldn't go on all the hikes and camps they knew *should* be happening. The implication, obviously, was that these men don't permit boys to hike or camp under boy leaders who are qualified.

These may be the same Scoutmasters who object to the board of review because they believe it is checking up on them. In a very real sense, in their case, it is a check on them because they have been unwilling to permit boys to help with the advancement plan.

The literature and training courses of the Boy Scouts of America all stress the principle that boys can pass boys on the advancement tests of Scouting for Second and First Class ranks. Preferably, the examiner should be the patrol leader of the Scout being tested, but even this isn't a requirement. It could be a troop instructor, senior patrol leader, or junior assistant Scoutmaster.

Where the correct procedure is followed, the board of review is a source of support to the Scoutmaster. The board of review becomes a checker-upper of troop boy leaders—it is the quality-control group that makes sure the end product of the troop is something to be proud of.

The board of review has an obligation to see that standards are maintained—that boys are passing the tests of Scouting as they were intended to be passed. The board also has a responsibility to determine where slipshod practices are being followed and to notify the Scoutmaster of any evidence it may come up with that might indicate that standards are being ignored.

It is then the job of the Scoutmaster to take steps to correct the situation. He does this by personal conference with the junior leader or leaders responsible for permitting their associates to meet the tests with less than minimum standards.

The Scoutmaster who uses his boy leaders doesn't resent the action of a board of review in deferring a boy. He knows that this action by the board is in the best interest of the boy, the troop, and troop leadership.

Let's look at the recommended method for accomplishing Second Class and First Class ranks. The individual tests are passed to qualified personnel. This includes boy leaders who hold the rank for which the applicant is aspiring. For example, a patrol leader who is First Class can pass any boy in his patrol on Second or First Class tests. Similarly, the patrol leader can endorse the



approval of another patrol member who is also First Class.

The Scoutmaster is responsible for certifying as to the applicant's attendance and activity in his troop and patrol, and for his efforts to live according to the spirit of the Scout Oath and Law.

The boy then appears before the troop board of review for final approval, after which the application is sent to the council office for processing.

The badge and certificate are presented to the Scout at a troop court of honor.



# OUT DOOR COOKING

## The GOURMET SCOUT



## OUTDOOR COOKING & THE GOURMET SCOUT

- I. THE WELL-FED HIKER
  - a. Ready mades & freeze dried
  - b. Plan your own light-weights
  - c. Packing
  - d. Fires, stoves, saftey
- II. DUTCHOVEN, FOIL & NON-UTTENSIL FUN
- III. TAILGATE COOKING--BASE CAMP
  - a. Drive in base camp
  - b. Winter lodge
  - c. Troop Work Shop (Leadership Training)

### DISPLAYS & SAMPLES

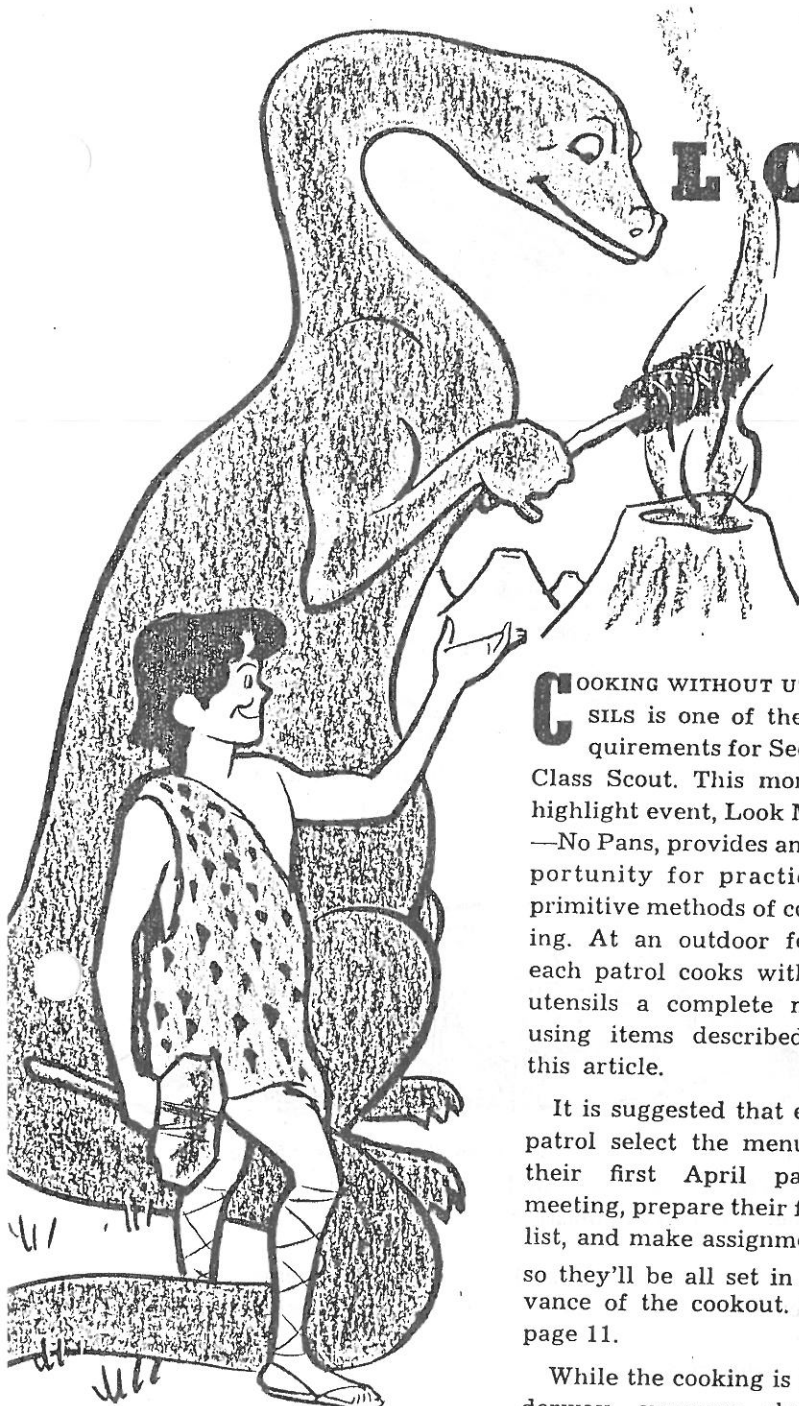
- \*\* Special dishes
- \*\* Sanitation
- \*\* Fires
- \*\* Stoves, lanterns & saftey
- \*\* Gadgets
- \*\* New Ideas
- \*\* Fish (U-KATCHUM)

PRESENTOR: STEVE ESH



B. Steve

# LOOK MOM - NO PANS

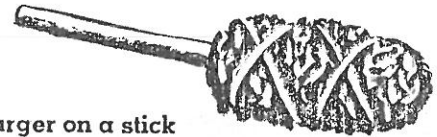
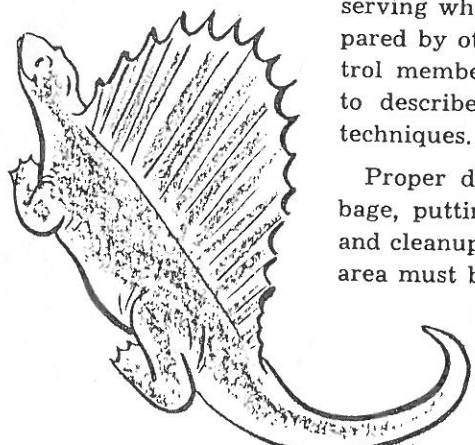


**C**OOKING WITHOUT UTENSILS is one of the requirements for Second Class Scout. This month's highlight event, Look Mom—No Pans, provides an opportunity for practicing primitive methods of cooking. At an outdoor feast, each patrol cooks without utensils a complete meal using items described in this article.

It is suggested that each patrol select the menu at their first April patrol meeting, prepare their food list, and make assignments so they'll be all set in advance of the cookout. See page 11.

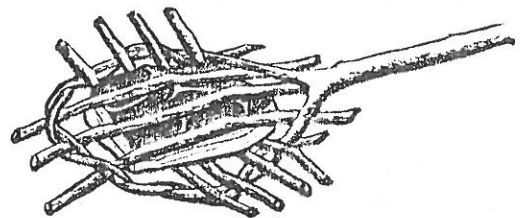
While the cooking is underway, everyone should have the opportunity of making the rounds and observing what is being prepared by others. Alert patrol members to be ready to describe their cooking techniques.

Proper disposal of garbage, putting out of fires, and cleanup of the cooking area must be checked.



**Hamburger on a stick**

Form hamburger around a stick 1½ inches thick. Wrap string around hamburger to hold it on the stick, season with salt and pepper, and bake over hot coals.

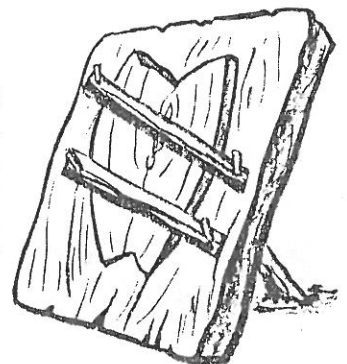


**Tennis-racket broiler**

Select a forked branch and a few thin sticks. Twist prongs as illustrated. Place meat between sticks and broil over coals.

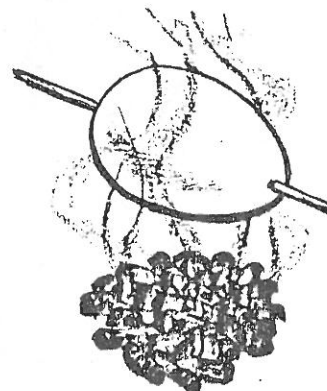
**Fish on a board**

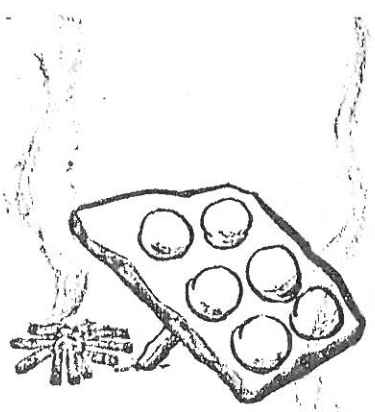
Clean fish, open it along back, remove bones. Fasten it, skin down, to wooden slab with wooden pegs. Peg slices of bacon to fish. Bake in front of fire till sliver of wood goes readily into thickest part of fish.



**Eggs on a spit**

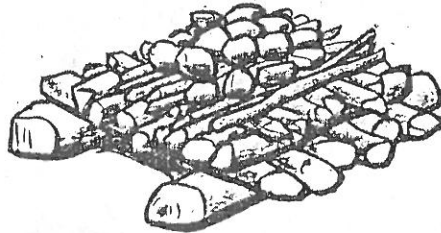
With a knife point, pick a tiny hole in each end of egg. Push a thin green wood sliver through holes. Cook over coals for 10 minutes.





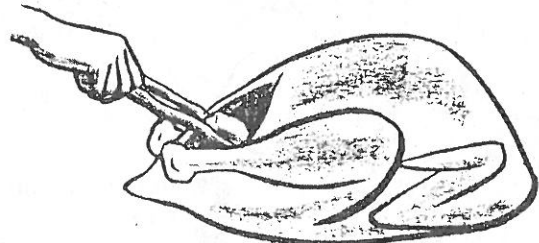
### Hot rock cooking

Select a clean, flat rock, tilt toward the fire, and bake biscuits on it. (Water-filled rocks can explode. Use dry stones only.)

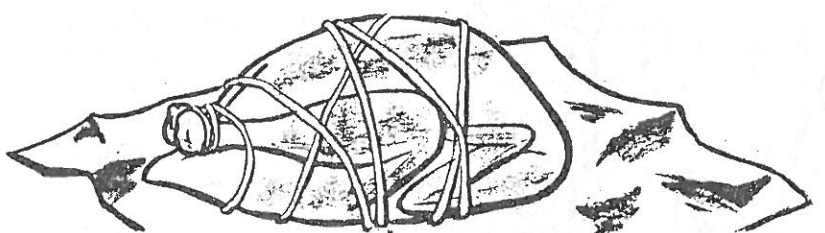


### Chicken in a packsack

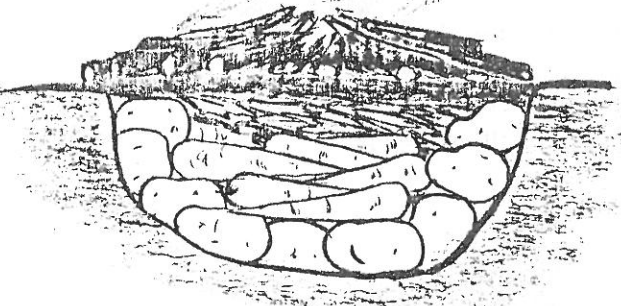
1. Build a crisscross fire lay, place half a-dozen small stones in with the fuel, and light the fire.



2. When stones are red hot, pick them up with two sticks and drop them into the cavity of a cleaned chicken. Add seasoning.

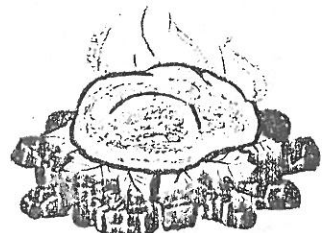


3. Working fast, add seasoning to the outside of the chicken, tie string around bird, wrap in brown paper, and place in plastic bag.
4. Place package in packsack filled with dry leaves, pack leaves firmly around it, and seal the packsack.
5. Let chicken cook for 3 or 4 hours.



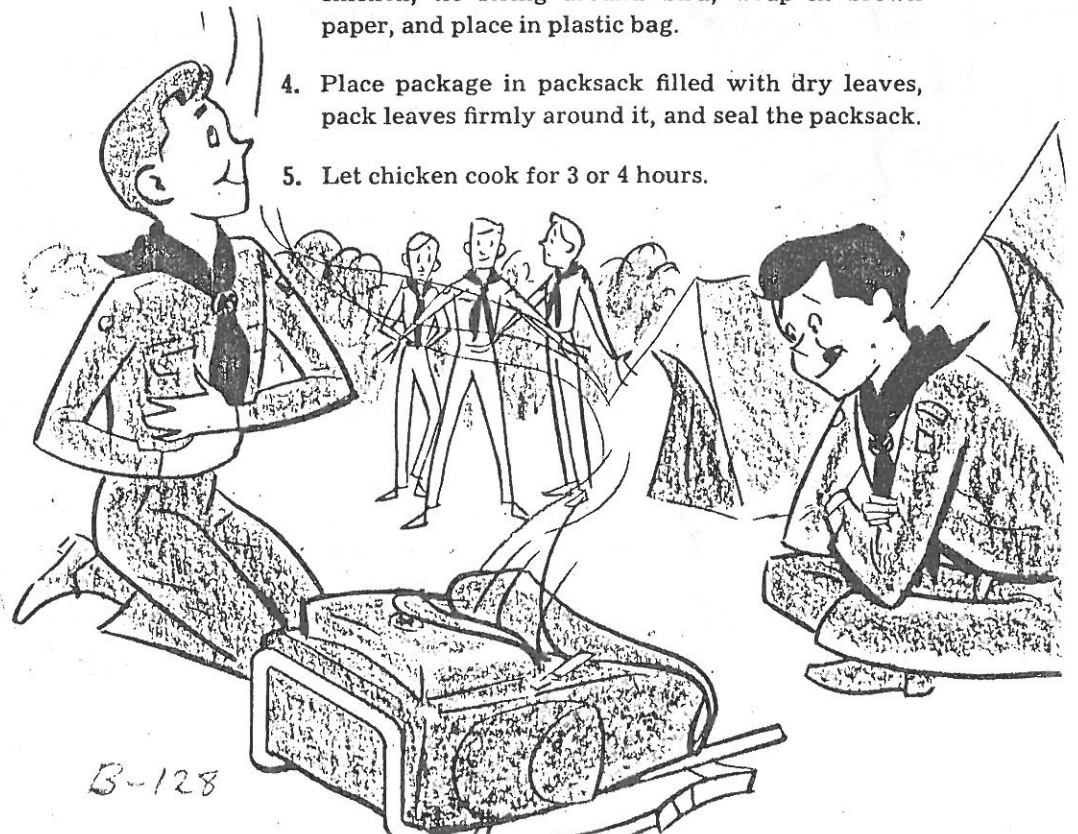
### Roast potatoes and carrots

Scoop out a shallow 6-inch hole and build a fire in it. After the fire has burned down, quickly scrape out the coals. Place potatoes in the hole along with carrots that have been washed and wrapped in leaves. Cover potatoes and carrots with a layer of leaves (wild grape, maple, sweet gum, sycamore), cover with a layer of earth about 2 inches deep, and build a roaring fire. Keep it going for an hour or more.



### Trail biscuits

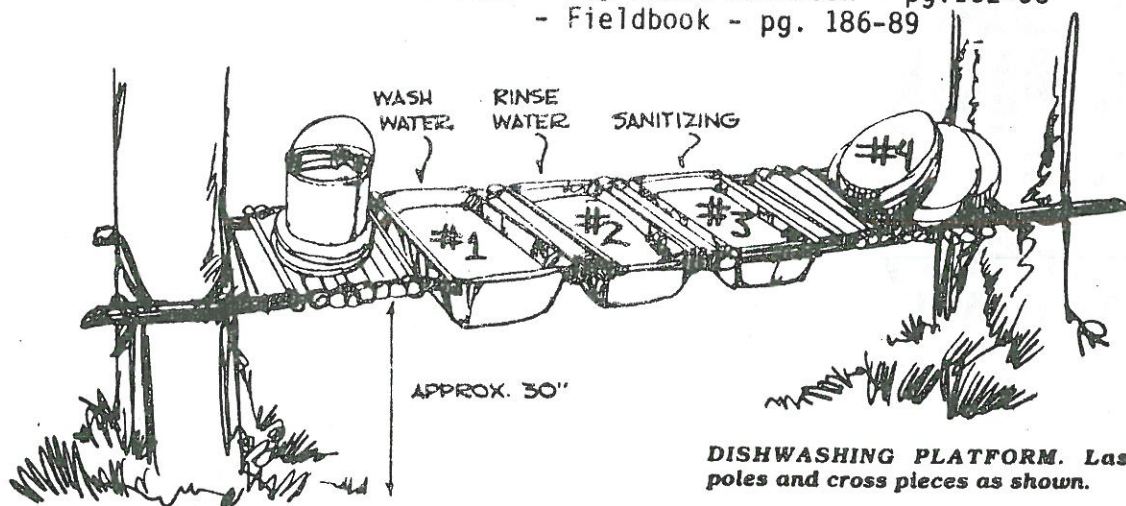
Select 10 large leaves; e.g., maple, sweet gum, sycamore, or wild grape. Stack five leaves and place ball of dough on them. Set directly on the hot coals and let bake. When half baked, turn the biscuit over and place it on second stack of leaves. Bake until done.





## Dishwashing on Scout Outings

Reference - Boy Scout Handbook - pg.132-33  
 - Fieldbook - pg. 186-89



**DISHWASHING PLATFORM.** Lash poles and cross pieces as shown.

<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>
<u>Wash Water</u>	<u>Rinse Water</u>	<u>Sanitizing Water</u>	<u>Air Dry</u>
Hot water with detergent.	Boiling hot clear water. Use tongs or pliers or dunk bag to dip dishes & cooking gear.	Hot to very warm clear water. Add sanitab or one tablespoon bleach per 2 gal. of water. Immerse dishes for 2 minutes.	Do not dry dishes with towels.

Understand the four steps - they apply in all situations and maintain healthy Scouts.

## Additional hints:

1. Wipe/scrape dishes as clean as possible prior to washing, but not into dishwashing water.
2. Wash in an "assembly line." It speeds up the process.
3. Wash the least dirty items first and the dirtiest last.
4. Sanitabs (cat.#001923) can be ordered from the Council Service Center or from your local Scout distributor. It is easier and safer than carrying bleach. Nylon mesh dunk bag - Cat.#001950.

## Dish Water Disposal:

1. In areas that won't see other campers for 2 or more weeks-spread on ground.
2. Shallow pits - 8" deep maximum - one per troop - fill in pit after use - check local regulations.

## Garbage Disposal:

1. Burn paper and scraps of food or carry out.
2. Do not burn plastics, styrofoam, aluminum foil and other metal containers. Carry out - do not bury.
3. Grease from fried foods should be poured into a container, allowed to congeal and be carried out.

# Tips for Patrol Leaders **GREEN BAR BILL**

**SAYS:**

## "Simple or Fancy- Try Them All!"

**C**amp activities and fresh air give your Scouts ravenous appetites. So be prepared with dishes they'll like.

What do you cook for a simple patrol meal? One of Green Bar Bill's "quick stews," that's what. A list of ingredients, designed for a patrol of eight, is on the opposite page. These ingredients can be combined into more than 200 different dishes. Here are a few:

Want a quick *Irish Stew*? Then use ground lamb, peas, and carrots, with the potatoes and onions that go into all the recipes. Prefer *Chili Con Carne*? Then use ground beef, tomatoes, kidney beans, with chili powder added. How about *Frankfurter Stew Creole*? That takes frankfurter chunks, tomatoes, and stringbeans. Indian-style *Salmon Chowder* calls for salmon, corn, lima beans.

Start the preparation by boiling peeled and diced potatoes in enough salt water to cover. In another pot, melt the butter and brown the chopped-up onions. Add the ground meat or fish all broken up, or the frankfurters in 1/2-inch chunks, or ham or luncheon meat in 1/2-inch cubes. When the potatoes are done, drain off the water. Drain off the liquid of the canned vegetables into a cup. Mix potatoes, vegetables, meat, and onions together. Add just enough vegetable liquid to give the stew the right consistency. Heat over a slow fire. Serve, and watch the gang go to it!

After you have tried a couple of these "quick stews," try the recipes in your *Official Boy Scout Handbook*. And after those, tackle the tricky cooking methods in the *Boy Scout Fieldbook*. The pictures and captions on these pages give you an idea of what's involved in such advanced camp cookery. Follow the steps in the *Fieldbook* for complete success.

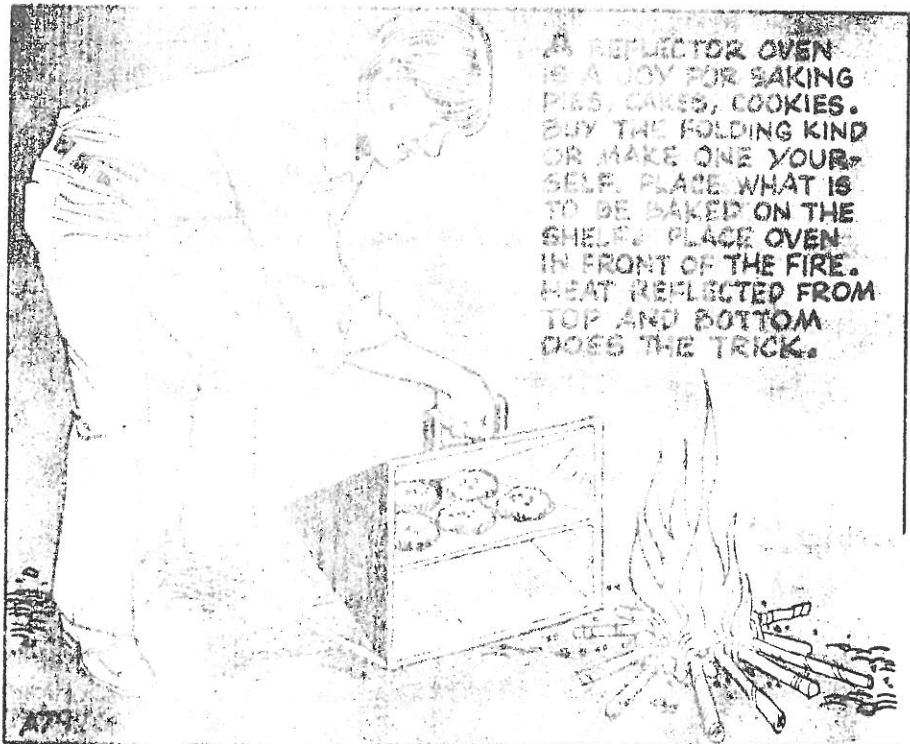
Bon appétit! ♦

# ALL OUT FOR SCOUTING



THE DUTCH OVEN IS THE  
CAMP COOK'S FRIEND FOR  
ROASTING AND BAKING...

PREPARED BY  
GREEN BAR BILL  
THE BOY SCOUTS OF AMERICA  
BOY SCOUTS OF AMERICA  
BOY SCOUTS OF AMERICA  
BOY SCOUTS OF AMERICA  
BOY SCOUTS OF AMERICA

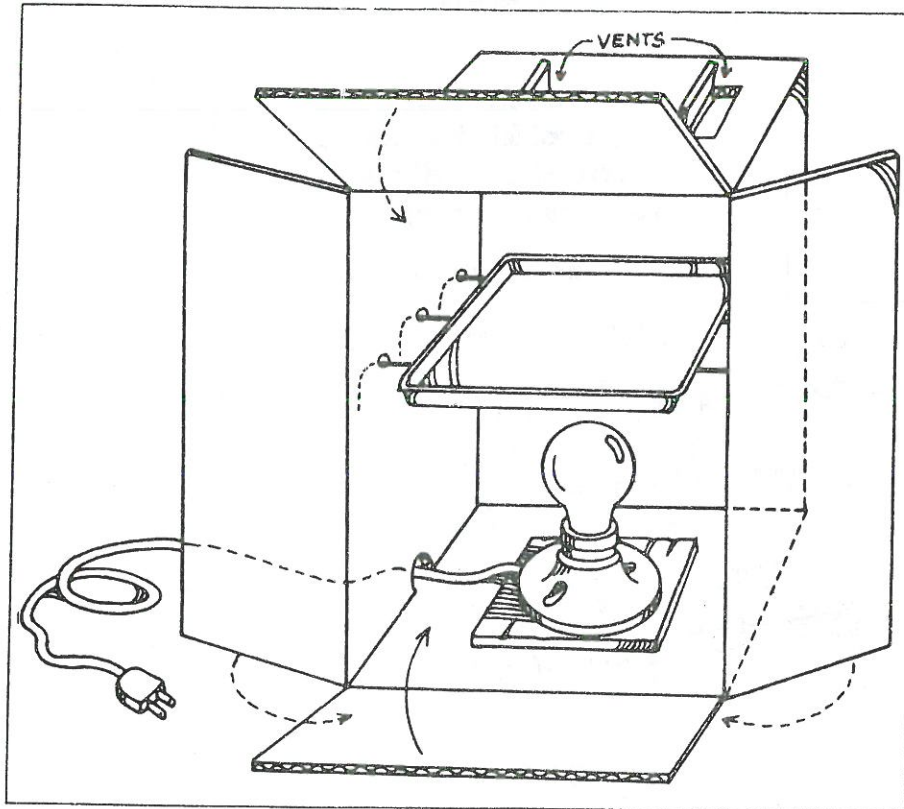


A REFLECTOR OVEN  
IS A JOY FOR BAKING  
PIES, CAKES, COOKIES.  
BUY THE FOLDING KIND  
OR MAKE ONE YOUR-  
SELF. PLACE WHAT IS  
TO BE BAKED ON THE  
SHELF. PLACE OVEN  
IN FRONT OF THE FIRE.  
HEAT REFLECTED FROM  
TOP AND BOTTOM  
DOES THE TRICK.

# A Cardboard Dehydrator

The low-energy oven  
will turn out great-  
tasting trail snacks.

BY BOB JOHNSON



**W**hen you want to make dehydrated trail food like beef jerky, you may have one major problem: Mom and Dad won't want the oven on all day—the length of time usually needed to properly dehydrate food. Here's an inexpensive way to make your own low-energy dehydrator.

You'll need these materials:

- an ordinary cardboard box approximately 14" x 14" x 20"
- aluminum foil to line the inside of the box
- porcelain light socket
- 60-watt lamp cord with plug
- four wire coat hangers
- 5-inch square piece of plywood, Masonite, or cardboard
- cookie pan approximately 10" x 12" x 1"

1. Line the cardboard box (including inside the flaps) with aluminum foil (a staple gun with short staples works great). Cut two small vents on top.

2. Cut apart and straighten three coat hangers with pliers. Punch three holes three inches apart in both sides of the box, at least halfway up. Insert the wires to form a rack. Bend the wire ends down on the outside to hold the

wires in place.

3. Connect the cord to the light socket. Cut a small hole or flap in the box side to pass the plug through. For safety, you can put a plastic insulation nut (hardware store) in the hole before inserting the cord. Cover the socket bottom with wood, Masonite, or other insulating material. Insert a 60-watt bulb.

4. Straighten the remaining coat hanger. Cut it about three inches wider than the box. Bend its ends into tight hooks. When the doors are closed, hook the hanger into two side holes to keep the oven shut.

5. Place the lamp in the oven bottom. Pass its cord through the opening. Place a pan with an oven thermometer in it on the rack, close and secure the box doors, and turn on the light. Let the temperature stabilize for ½ to ¾ hour. Use the vents for temperature observation as well as for slight adjustments. If the temperature is too low, try a 75-watt lamp. A 60-watt bulb should bring the temperature to about 120°F. Once you've got the right temperature, you're ready to go. (For the recipe for beef jerky, see the August '77 *Boys' Life*.) ❖

# A Portable Camp Kitchen

You can move this patrol kitchen like a stretcher or divide it to carry on backpacks.

BY GLENN WAGNER

Scout patrols at the National Scout Jamboree and at other long-term camps this summer will be using camp kitchens like the one shown here.

Designed by Roe Varcoe, unit commissioner of Troop 159, Succasunna, N.J., this model has a neat two-unit feature that makes it practical for packing into out-of-the-way campsites. The two 18" x 16" x 20" units can be carried, stretcher-fashion, or on a backpack, to camp and then are bolted together. The stretcher handles become legs and the box becomes a kitchen.

To make one, you'll need:

- one 4' x 8' sheet of 1/2" plywood for box parts and shelves
- four pieces 3/4" x 1 3/4" x 52" ponderosa pine, ash, or oak for the legs
- eight pieces 3/4" x 3/4" x 12" pine for cleats
- two 18" lengths flat sash chain
- one 30" continuous hinge (piano hinge) cut into two 14" or 15" lengths

- four pieces 3/8" x 3/4" x 2" hardwood for buttons

For fastenings:

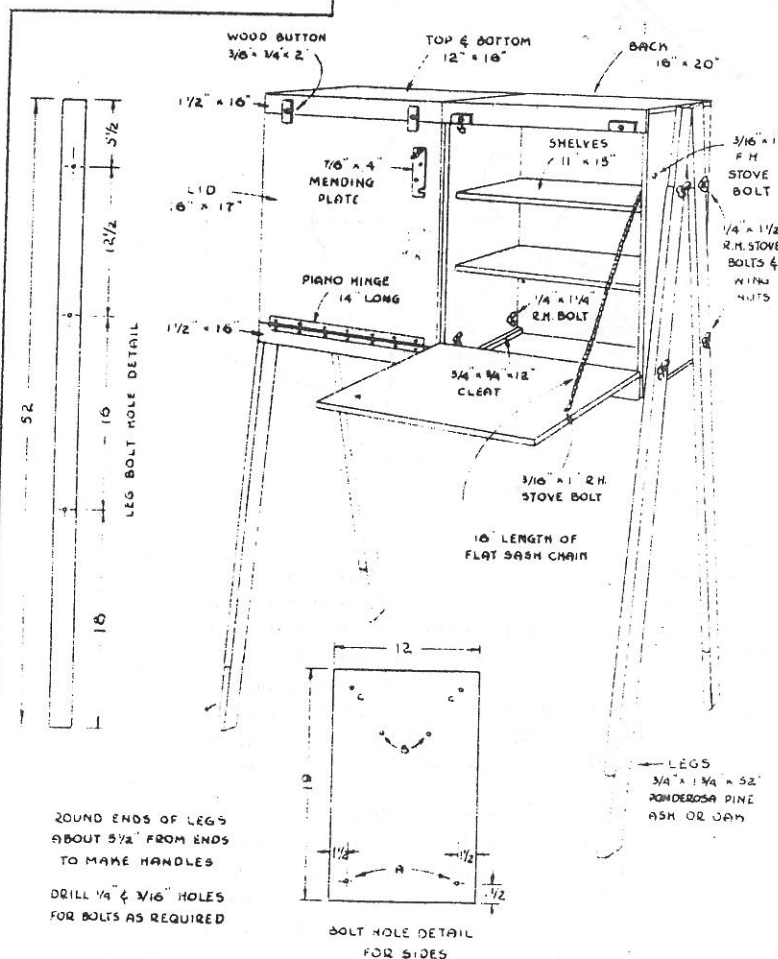
- eight 1/4" x 1 1/2" R.H. stove bolts and wing nuts (legs to boxes)
- four 1/4" x 1" R.H. stove bolts and wing nuts (box to box)
- two 3/16" x 1" F.H. stove bolts (chains to box sides)
- two 3/16" x 1" R.H. stove bolts (chains to lids)
- four 3/4" No. 8 F.H. wood screws (buttons)
- one 7/8" x 4" mending plate and two 3/16" x 1" F.H. stove bolts with wing nuts
- 4d (1 3/8") rosin-coated box nails and white glue (box assembly)

Where bolts with wing nuts are used, you can substitute T-nuts and wing bolts.

If weight is important for backpacking, use 1/4" plywood for the back panels and shelves. Cut the plywood panel lengthwise into three pieces—one 16" wide and two 12" wide. All plywood parts can be cut from these three strips. Use a circular saw equipped with a hollow-ground plywood blade, if you have access to one.

Then, following the photos and dimensions, drill all bolt holes in the sides before assembling the boxes (use a drill press, if available, for accuracy). Drill 1/16" pilot holes in the panels for all nails.

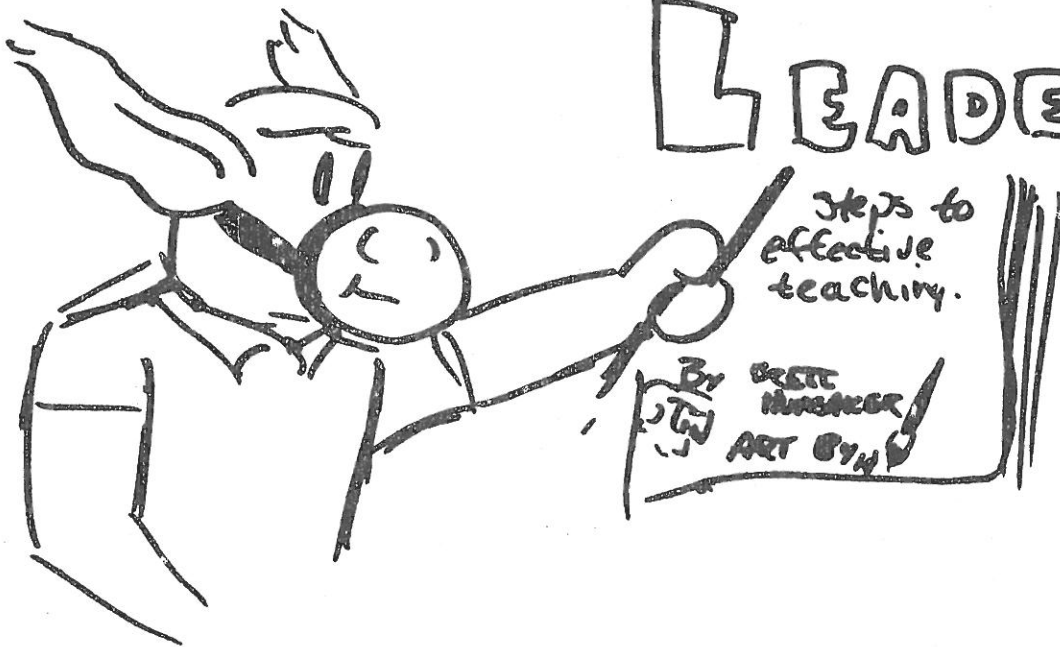
After a final sanding, apply a coat of plywood sanding sealer. Then paint it any color you choose. ❖



# TRAINING

# JUNIOR

# LEADERS



PRESENTER:

GARY SANDFORD

## TRAINING JUNIOR LEADERS

- I. Scoutmaster's responsibilities
- II. Training Vechiles
  - a. Orientation to Junior Leader
  - b. Training conference
  - c. Troop Operation Workshop
- III. Advanced Junior Training
  - a. Brownsea
  - b. Polaris

PRESENTER: GARY SANFORD

INTRODUCTION TO LEADERSHIP  
(Designed for Patrol Leaders)

- Method
  - Personal Coaching
  - At Scoutmaster's home or one of the boy's
- Welcome to Scouting's Toughest Job
- Duties to the Patrol (The Patrol Leader's Code)
- The Promises of Scouting
- Building Patrol Spirit
- Problem solving
- Getting along with others
- The Patrol Leaders' Council
- Successful Patrol Meetings (The 3 C's & 3 P's)
- Closing

## JUNIOR LEADER ORIENTATION WORKSHOP

- One day event
- Put on by the District Training Committee
- Conducted by Key Boy Leaders
- Scoutmaster and troop junior leaders attend
- Explore some functions of leadership
- Meet in small similar groups to discuss duties of their position and how to carry them out effectively.
- Boy leaders meet with their Scoutmaster and plan their Troop Junior Leader Training program.



## TROOP OPERATIONS WORKSHOP

THE JUNIOR LEADER ORIENTATION WORKSHOP WILL GIVE YOUR BOY LEADERS A GOOD OVERVIEW OF THEIR JOBS. NOW IT'S TIME TO GET INTO THE DETAILS OF YOUR OWN TROOP AND HOW TO MAKE IT SUCCEED. THE TROOP OPERATIONS WORKSHOP IS DESIGNED TO GUIDE YOU THROUGH THE TRAINING OF YOUR OWN PATROL LEADERS AND OTHER SELECTED JUNIOR LEADERS.

AS SCOUTMASTER, YOU WILL WANT TO GIVE YOUR PERSONAL LEADERSHIP TO THIS TRAINING. YOUR ASSISTANT SCOUTMASTER, MEMBERS OF THE TROOP COMMITTEE, AND OUTSIDE CONSULTANTS CAN HELP. THIS GIVES THE SCOUTS A CHANCE TO WORK WITH SEVERAL ADULTS AND MAKES THE TRAINING MORE LIVELY AND INTERESTING. BE CAREFUL, HOWEVER, NOT TO OVERPOWER THE JUNIOR LEADERS WITH TOO MANY ADULTS.

## PLANNING THE TRAINING

### SELECT A LOCATION

- 0 MAKE IT A NEW EXPERIENCE FOR JUNIOR LEADERS.
- 0 AWAY FROM THE TROOP'S NORMAL AREA OF ACTIVITY
- 0 VACATION CABIN
- 0 HUNTING LODGE
- 0 YOUTH CAMP
- 0 CABINS AT SCOUT CAMP
- 0 CHURCH CAMP

### SELECT A DATE

- 0 RECOMMEND FRIDAY NIGHT AND SATURDAY

### ADVANCE PLANNING

- 0 SENIOR PATROL LEADER HAS A VITAL ROLE
- 0 ASST. SCOUTMASTERS AND OTHER ADULTS SHOULD BE ASSIGNED TO BACK-UP YOUTH AND TAKE CARE OF MEALS
- 0 CHECK AND DOUBLE-CHECK TO MAKE SURE ALL SUPPLIES ARE READY
- 0 COUNCIL SERVICE CENTER CAN HELP WITH SOME OF THE SUPPLIES

NOTE: OUTDOOR COOKING AND TENT LIVING MAY DETRACT FROM THE REAL PURPOSE OF THE PROGRAM.

FRIDAY EVENING

S E S S I O N 1

THE LEADERSHIP TEAM JOB  
(SCOUTMASTER PRESIDES)

NOTE: IF THE GROUP HAS PARTICIPATED IN THE JUNIOR LEADER TRAINING WORKSHOP, THIS WILL BE A BRIEF REVIEW. IF NOT, A MORE DETAILED COVERAGE WILL BE NEEDED BUT LIMIT IT TO ABOUT 20 MINUTES.

- |                       |   |
|-----------------------|---|
| OPENING CEREMONY      | o SENIOR PATROL LEADER CONDUCTS -<br>Use <u>PATROL LEADER HANDBOOK</u>  |
| WHAT'S MY JOB         | o ASK EACH JUNIOR LEADER TO<br>DESCRIBE HIS JOB IN HIS OWN WORDS.   |
| CONFIRM THEIR OPINION | o REVIEW THEIR DUTIES IN THE<br><u>PATROL LEADER HANDBOOK</u>   |
| THE LEADERSHIP TEAM   | o LIKEN TO A FOOTBALL TEAM:<br>SCOUTMASTER IS THE COACH<br>SENIOR PATROL LEADER - QUARTERBACK<br>PATROL LEADERS' COUNCIL - TEAM |

## SESSION 2

### BRAINSTORM TIME (SENIOR PATROL LEADER PRESIDES)

"IF YOU WERE A MEMBER OF THE GREATEST SCOUT TROOP IN THE WHOLE WORLD, WHAT DO YOU THINK SHOULD BE IN THE TROOP'S PROGRAM?"

- BRAINSTORM
- o EVERYONE'S IDEA COUNTS AND IS IMPORTANT. DON'T EVALUATE IDEAS.
  - o TRIGGER NEW SUBJECTS WITH QUESTIONS.
    - "HOW ABOUT SOME SKILL AWARD THINGS"
    - "WHAT KIND OF HIKE"
    - "WHERE COULD WE GO"
    - "ANY IDEAS ON TROOP GOOD TURN"
- SUMMARY
- o WHEN IT LOOKS LIKE YOU HAVE A GOOD LIST, CALL THE BRAINSTORMING TO A HALT.
  - o POST EASEL PAD SHEETS ON THE WALL
  - o IN THE MORNING YOU WILL GO OVER IDEAS AND PICK SOME FOR TROOP PROGRAM.

## CLOSING PERIOD

(SCOUTMASTER PRESIDES)

- QUIET THE GROUP
- o ASK BEST SONG LEADER TO LEAD SOME QUIET SONGS. (THIS WILL ASSIST IN QUIETING THINGS DOWN FROM THE BRAINSTORMING SESSION.)
- REVIEW
- o THANK THE SENIOR PATROL LEADER FOR HIS EFFORTS AND THE JUNIOR LEADERS FOR THEIR GOOD IDEAS.
- SCOUTMASTER'S MINUTE
- CLOSING CEREMONY
- o ASK THE SENIOR PATROL LEADER TO LEAD THE GROUP USING A CEREMONY FROM THE PATROL LEADER HANDBOOK.
- FELLOWSHIP
- o EVENING SNACK - MAKE IT SPECIAL

SATURDAY MORNING

SESSION 3

YOUR TROOP PROGRAM

(SCOUTMASTER AND SENIOR PATROL LEADER)

- |                                   |  |
|-----------------------------------|--|
| CREATE TROOP PROGRAM FROM         | <input type="checkbox"/> TROOP ACTIVITIES THAT WORKED WELL LAST YEAR         |
|                                   | <input type="checkbox"/> IDEAS FROM BRAINSTORMING                            |
|                                   | <input type="checkbox"/> BOY SCOUT PROGRAM HELPS                             |
| CHECK OTHER RESOURCES             | <input type="checkbox"/> COUNCIL AND DISTRICT CALENDAR                       |
|                                   | <input type="checkbox"/> CHURCH CALENDAR                                     |
|                                   | <input type="checkbox"/> SCHOOL CALENDAR                                     |
|                                   | <input type="checkbox"/> HOLIDAYS  |
| PUT IT ALL DOWN ON TROOP CALENDAR | <input type="checkbox"/> PUT EVERYTHING DOWN ON THE TROOP PLANNING WORKSHEET |

ACTION BREAK

OUTDOOR GAME OUT OF THE PATROL LEADER HANDBOOK CONDUCTED BY THE ASST. SENIOR PATROL LEADER OR PROGRAM PATROL

## SESSION 4

### TRAINING TO GROW

- |                    |   |
|--------------------|---|
| WHERE ARE YOU?     | <input type="checkbox"/> GO OVER WHERE EACH OF THE JUNIOR LEADERS ARE IN ADVANCEMENT  |
| PATROL ADVANCEMENT | <input type="checkbox"/> LEADERS NEED TO SET THE EXAMPLE IN ADVANCEMENT   |
| WHERE DO WE TRAIN? | <input type="checkbox"/> TROOP MEETING<br><input type="checkbox"/> PATROL MEETING<br><input type="checkbox"/> HIKES<br><input type="checkbox"/> CAMP OUTS<br><input type="checkbox"/> PERSONAL COACHING                                     |
| EFFECTIVE TEACHING | <input type="checkbox"/> OBJECTIVE<br><input type="checkbox"/> DISCOVERY<br><input type="checkbox"/> TEACHING - LEARNING<br><input type="checkbox"/> APPLICATION<br><input type="checkbox"/> EVALUATION<br><input type="checkbox"/> RECYCLE |

### LUNCH BREAK

PREPARE LUNCH, CLEAN UP, HAVE A REST PERIOD

### SATURDAY AFTERNOON ACTIVITY

HAVE AN OUTDOOR ACTIVITY USING THE PATROL LEADER HANDBOOK

## SESSION 5

### MAKING IT HAPPEN

- PROGRAMS NEED PLANS
- o ASK THE SCOUTS TO IMAGINE HOW THEY WOULD CARRY A BUCKET FULL OF WATER IF IT DIDN'T HAVE A HANDLE. IT'S AWKWARD, TAKES BOTH HANDS, AND YOU'RE LIKELY TO SPILL SOME OF THE WATER. WITH A HANDLE, IT'S EASY

EXPLAIN THAT GOOD PLANS ARE THE "HANDLE" ON A PROGRAM. WITHOUT GOOD PLANS, A PROGRAM IS AWKWARD AND HARD TO MANAGE, AND LIKE THE WATER IN THE BUCKET, YOU COULD LOSE SOME OF IT.

- PLANNING STEPS
- o TEACH 6 STEPS TO PLANNING

- PRACTICAL PLANNING PROJECT
- o FORM GROUPS OF THE PATROL LEADERSHIP TEAM. GIVE THEM A PROJECT TO PLAN.

- REPORTS
- o HAVE EACH GROUP REPORT ITS PLANS



DISMISS THE LEADERSHIP TEAM FOR FREE TIME ACTIVITY

SCOUTMASTER CONFERENCES - GETTING TO KNOW EACH LEADER  
BETTER.

SPECIAL DINNER - BARBECUE, STEAK FRY, CHILI FEED OR  
ONE OF THE ADULTS FAMOUS DUTCH OVEN  
SPECIALS

SUMMARY

CLEAN-UP AND DEPORT FOR HOME

## S U M M A R Y

- SCOUTMASTER'S MOST IMPORTANT JOB:

**\*\* LEADERSHIP TRAINING \*\***

- INTRODUCTION TO LEADERSHIP

- JUNIOR LEADER ORIENTATION WORKSHOP

- TROOP OPERATIONS WORKSHOP

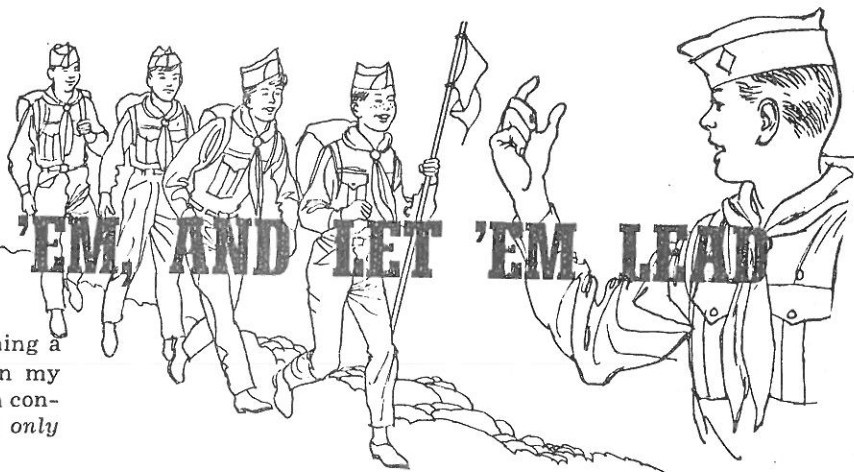
- T R A I N E D

- BROWNSEA DOUBLE-TWO

- POLARIS

**GREEN BAR BILL SAYS:**

# **TRAIN 'EM, TRUST 'EM, AND LET 'EM LEAD**



"The patrol method is not *one* way of running a troop—it is the *right* way!" it says here in my *Scoutmaster's Handbook*. Well, as far as I am concerned, it is not only the *right* way, it's the *only* way!

Baden-Powell himself pointed out that the patrol method is "the one single feature in which Scout training differs from that of all other organizations."

We are not running a school or recreational club or military establishment where some other type of organization and some other form of training may be more effective—we are trying to achieve the specific purpose of Scouting: "to promote . . . the ability of boys to do things for themselves and others, to train them in Scoutcraft, and to teach them patriotism, courage, self-reliance, and kindred virtues . . ." We know positively that that purpose can best be achieved through the patrol method with small, permanent groups of boys working together under the responsible leadership of one of their number—the patrol leader.

The most important responsibility that you have as a Scoutmaster is to make this leadership successful. Other people—experts in various phases of Scoutcraft—may be able to help your patrol leaders become good at axmanship or pioneering or signaling. But only one person—you, their Scoutmaster—can train them for the specific leadership they need to be successful in their specific patrols in their specific troop.

How do you do it? By placing increased emphasis on one of the two functions of the patrol leaders' council.

## **Patrol leaders' council**

As made clear in the *Scoutmaster's Handbook*, the patrol leaders' council has two functions: (1) It is the managing body of the troop and (2) the training ground of the patrol leaders.

To take care of the first function, the patrol leaders meet with the senior patrol leader and other leaders of the troop to plan the program of the troop and to assign leadership responsibilities for carrying it out.

To take care of the second function, the council turns itself into a leaders' patrol—popularly known as the Green Bar Patrol from the fact that the members carry the green bars of patrol leadership on their sleeves.

You, the Scoutmaster, are the patrol leader of this patrol. The senior patrol leader functions as assistant patrol leader, while assistant and junior assistant Scoutmasters take turns as special helpers, getting equipment together and judging games and contests.

## **Training for leadership**

The very first meeting of the patrol leaders' council sets the tone for all subsequent sessions. To establish an effective leaders' patrol, you run this first meeting exactly the way a new patrol leader would want to run his first meeting. You settle on a name; you try out the kind of

tricks and stunts that help create patrol spirit such as sketching the design of a flag, rehearsing a patrol call or a yell or a song; and you organize the gang for patrol efficiency and individual training.

In all of this, go about things with a light touch. Enjoy yourself and get your leaders to enjoy themselves as well. Wind up the session by pointing out how many things have been covered that can be applied directly in each of the patrols.

Where do you go from here? That depends on your patrols and your immediate troop program. If a major project is coming up shortly such as a first aid event, orienteering race, or camporee, you arrange for a leaders' patrol meeting or a hike or a camp that will, as closely as possible, suggest the real thing. With that kind of preliminary training and guidance your patrol leaders will be able to prepare their boys for the big event and make certain that their patrols will make a good showing.

If you want to train your patrol leaders thoroughly in all phases of patrol leadership, you can do it in half a dozen meetings of the Green Bar Patrol plus a hike and an overnight camp. You simply base your training on the *Handbook for Patrol Leaders*.

*First meeting:* Patrol Spirit and Patrol Organization—Chapters 1, 2, 3, 4

*Second meeting:* Patrol Meetings—Chapter 5

*Third meeting:* Patrol Hikes—Chapter 6

*Hike of the leaders' patrol*—using activities planned at third meeting

*Fourth meeting:* Patrol Advancement—Chapter 8

*Fifth meeting:* Patrol Features—Chapters 9 and 10

*Sixth meeting:* Patrol Camps

*Overnight camp of the leaders' patrol*—using activities planned at sixth meeting. Cover Chapters 11 and 12 around campfire.

Keep in mind that the reason for having these training sessions is to provide each boy leader with material he can take home and apply in his own patrol. Introduce new games and stunts, new Scoutcraft tricks, new ways of learning the advancement skills; but, more important than anything else, make the boys realize that the kind of spirit that builds up in a leaders' patrol when everyone pitches in can be built up in each patrol if the leader puts into practice the things he has learned.

Eventually, by turning the leaders' patrol into a model for all the patrols of the troop, you should have a bunch of patrol leaders who really know their job and who are able to say, "my own Scoutmaster trained me!"

And if you don't think that's important . . . well, then you have another think coming!



# INDIAN LORE



PRESENTER:

TRUDY LAWE

## INDIAN LORE

- I. Capote Making
  - a. History of garment
  - b. Construction techniques
- II Leather Stuff
  - a. Tanning
  - b. Where to find
  - c. What to make
- III. Clothing & beadwork
  - a. How to make
  - b. When--Where--Why its Worn

PRESENTOR: Trudy Lane

# HUDSON'S BAY CAPOTE

## INSTRUCTIONS

The Hudson's Bay Capote or Blanket Coat was used extensively by mountaineers and Indians alike. Its ease of construction and truly practical wearing qualities made it a highly desirable possession on the early frontier.

**MATERIALS:** One 72x90 Blanket (preferably 100% wool):  
HUDSON'S BAY 4 point, or PENDLETON PARK type  
slightly smaller blanket m.g. or size for 40-42.  
7 yards of 1" grosgrain ribbon (includes hem)

**SIZE:** This pattern can be used for sizes 40-52

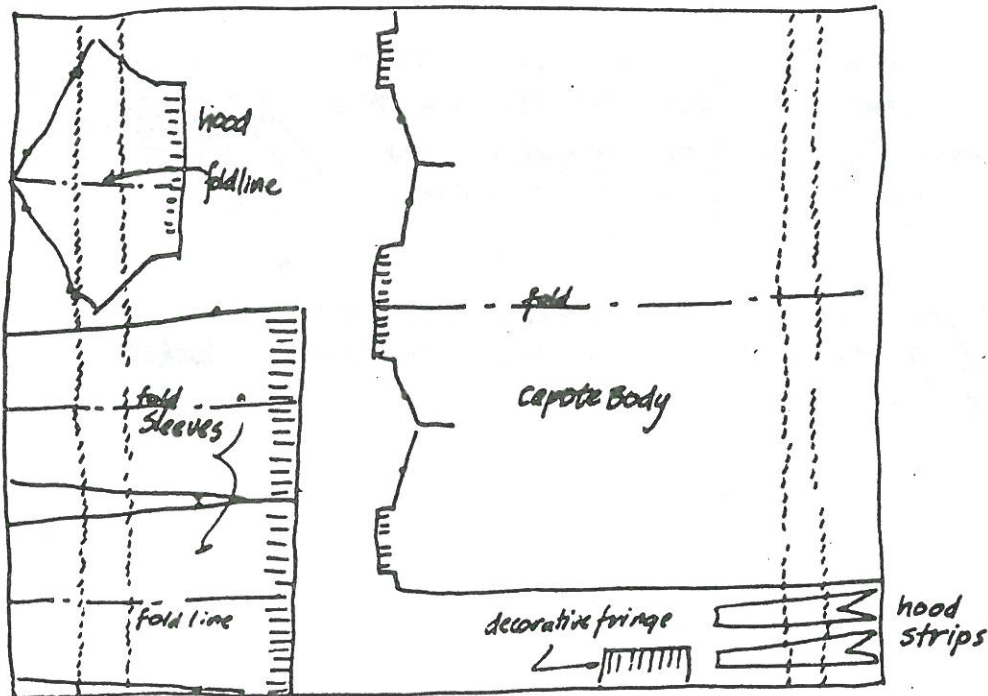
Back length of pattern all sizes 48"

Sleeve length size 40-42: 34" long  
size 44-52: 36" long

This blanket Capote is made from 1 blanket and has self fringe around armhole, neck and face of hood as noted on pattern.

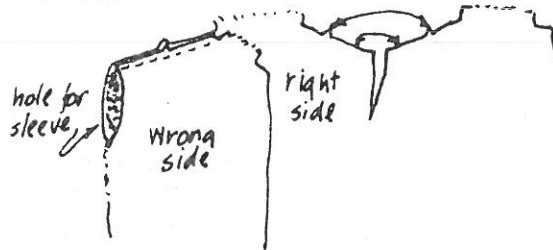
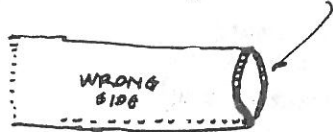
**BEFORE** cutting, check back length (measure from base of neck to hemline) and finished sleeve length (measure from center back to finished sleeve length). Make necessary adjustments **BEFORE** cutting. This is important for correct position of stripes.

**DIRECTIONS:** A suggested layout size 44-48 follows. Note: fringe is cut after capote is finished or as noted.



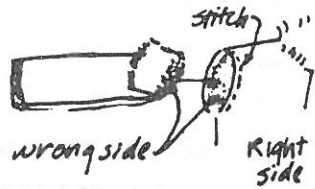
BODY: 1. Right sides together, match notches, sew shoulder seams

SLEEVE: 2. Bind cuff with ribbon



3. With right sides together sew seam, matching notches.

4. Place sleeve in armhole, wrong sides together, fringe extending out of armhole. stitch, cut fringe

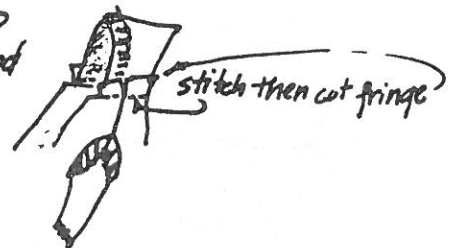


HOOD 5. Match notches on center back and sew.

6. Fold fringe back, right sides together, on fold line. stitch  $\frac{1}{2}$ " from fold line to hold in place. Cut fringe.



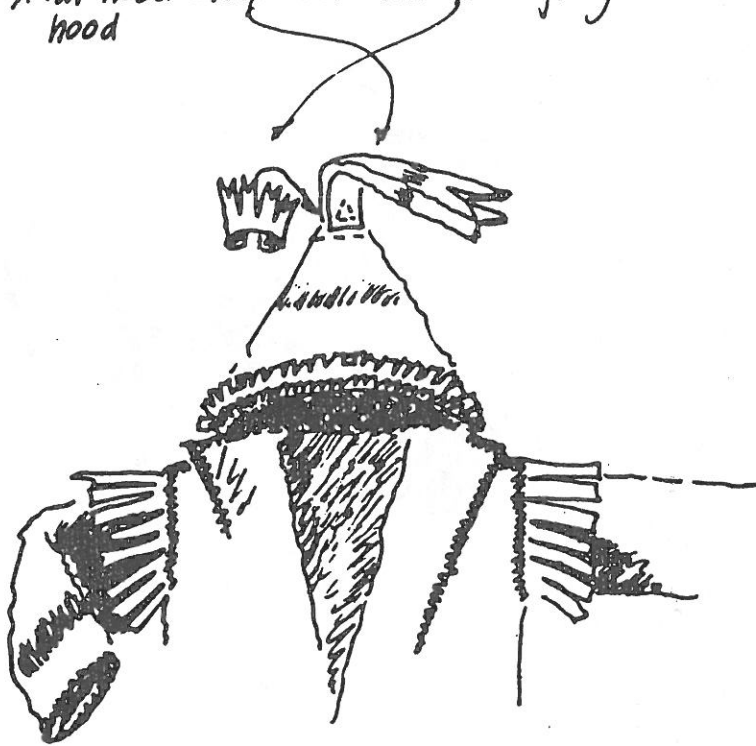
7. To join hood to body, place right side of hood to wrong side of capote matching notch at neck and hood seam to center back. Cut fringe fold back to cover stitching. Hem seam allowance to inside of capote.



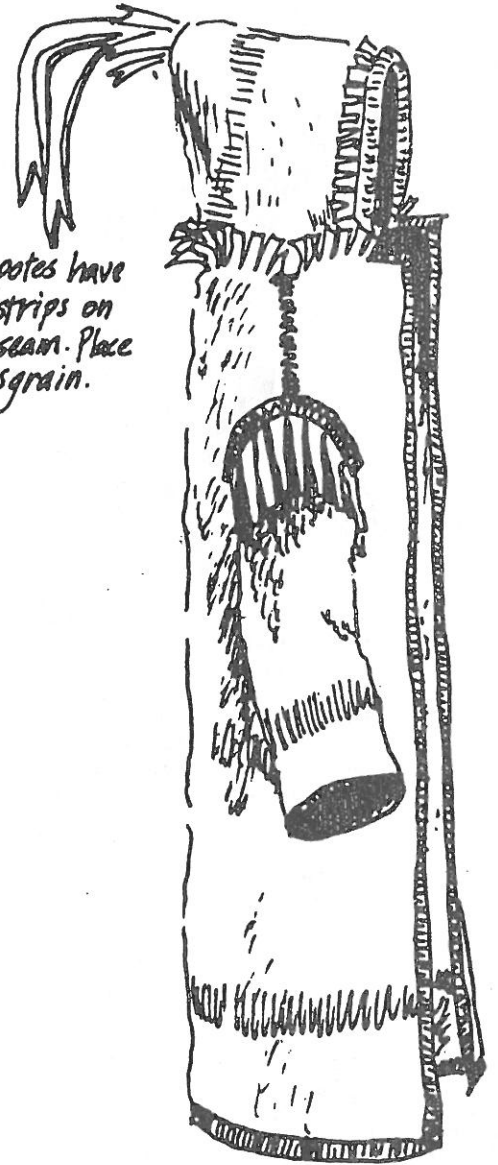
8. On right side bind shoulder and armhole seam with ribbon. Then bind front edge of hood and capote. Bind hem if blanket is not already finished.



9. Put hood strips and decorative fringe on hood



Some capotes have beaded strips on shoulder seam. Place over grain.

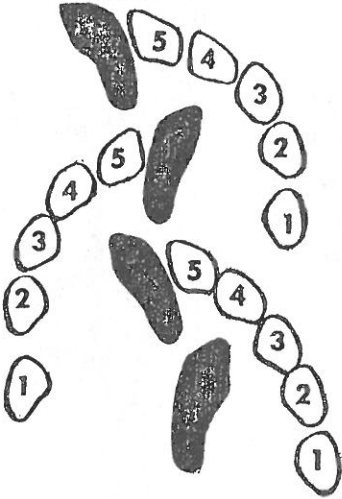


GREEN RIVER FORGE, LTD.

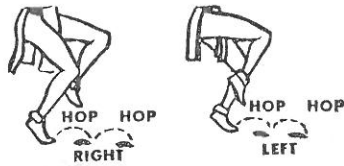
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# INDIAN CRAFTS

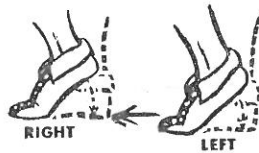
## DANCE STEPS



**STAMP FIVE, TOE STEP**—One foot is brought down with a stamp and the other foot makes light taps, the number depending on the beat. On the loud beat, the tapping foot stamps down, and the other foot becomes the tapper.



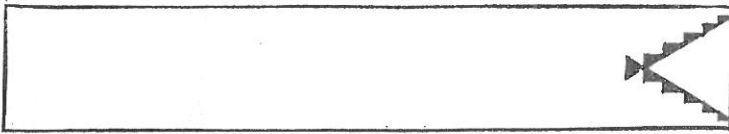
**HOP STEP**—This is a skipping step with a double hop on each foot. All dancing is done on the balls of the feet. The heels do not touch the ground at any time during this dance step. The knees are lifted high.



**TOE-HEEL STEP**—Each foot is advanced so the toe just touches the ground. The heel is then brought down with force. The toe touches on the loud drumbeat, and the heel is brought down on the soft beat. Exaggerated body motions may accompany this step.

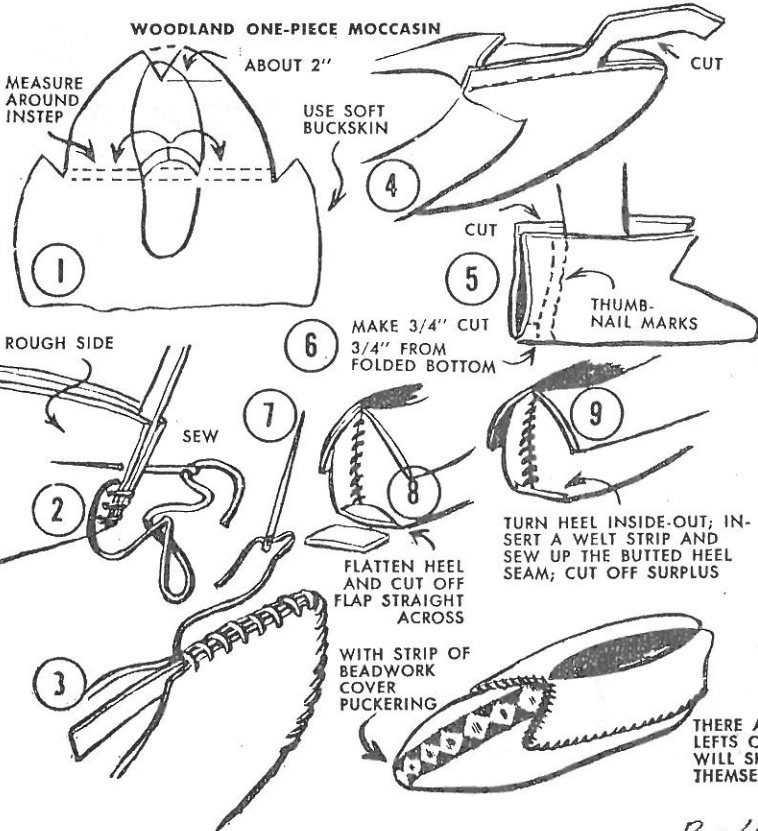


## COSTUME

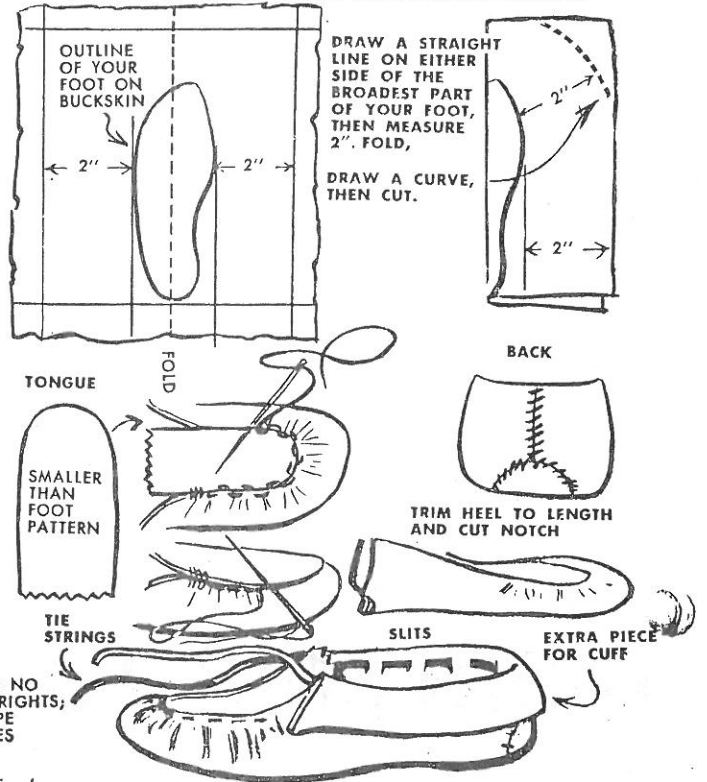


**BREECHCLOTH**—This is a piece of cloth as long as the height of the wearer and about a foot wide. The ends are looped over the belt, front and back.

## WOODLAND ONE-PIECE MOCCASIN



## OJIBWAY MOCCASINS (People of the Puckered Moccasins)



THERE ARE NO LEFTS OR RIGHTS; WILL SHAPE THEMSELVES

# SUPPORT YOUR



LOCAL

# Scoutmaster

## ADULT PARTICIPATION

Scouting is a program for boys and run by boys. Adult leadership and adult involvement are delicate and complex issues. Understanding the Boy Scouts of America methodology is best undertaken by attending training sessions. Councils provide excellent training for adult leaders in Scouting.

Selection of adults to participate in the leadership role with the Scoutmaster can be a very natural process. As a new Scout becomes excited with the program, the parents will also be interested with it and how it affects their son. At this point some adults may actively seek to assist the troop. More often, an adult must be invited to take on certain tasks.

New parents must understand that the program cannot tolerate a "don't have time" attitude. All adults must "make time" for their son's Scouting activities.

The Assistant Scoutmasters must be selected for their ability to deal with both young and old Scouts. Generally, a large number of Assistant Scoutmasters is discouraged. Some Scoutmasters feel that three is about right for most troops of 20 to 30 Scouts. Too many adult overseers can leave the Scouts feeling that the program is like the direct supervision program in Cub Scouting.

The committee members are less visible, but important management resources. Committee assistance is very important in setting troop policies, especially for finances and transportation. Maintaining parents that have older Scouts as committee members is important to keeping a broad base of experience in the committee. Wood Badge training is advisable for committee members, especially new ones. Knowing the Scouting philosophy and how the principles are translated into application assures that all adults are approaching troop issues from the same perspective. The committee members and adult leaders must always be on guard not to make the troop an adult run program.

Adult enthusiasm is an important factor which must be considered in developing and maintaining a quality Scout program. There are no instantaneous rewards for Scout leaders. The most satisfying long-term reward is seeing immature boys develop into mature and responsible young men. Special ways of saying thank you on a short-term basis are necessary. Courts of Honor are good times to show appreciation.

Providing regular sharing experiences between Scouts and parents also helps in developing adult enthusiasm. An annual family camp-out, with organized recreation, can reinforce the support of the Scout program at home. Achieving adult fellowship is just as important as achieving Scout fellowship.

Good communication with parents will also help. Casual communication can often occur if parents bring their son to weekly troop meetings. A more formal method of communication is through the use of monthly newsletters for both Scouts and parents.

When a Scout troop has good adult enthusiasm, it is easier to get volunteers. More volunteers lead to less "burn-out", which in turn leads to better programs. Good programs bolster Scout enthusiasm and the cycle motivates itself and improves.

As a final thought, remember "Scouts will teach Scout leaders how to work with them. Scout leaders must learn to work with adults on their own."

## SUPPORT YOUR LOCAL SCOUTMASTER

Presenter: Vernaun D. Chipman

- I. WHY SUPPORT YOUR LOCAL SCOUTMASTER?
  - A. The boys
  - B. The program
- II. WHO SUPPORTS YOUR LOCAL SCOUTMASTER?
  - A. National, council, district
  - B. Chartering organization - scout coordinator
  - C. Troop committee
    - 1' Parents of Scouts
    - 2' Members of chartered organization
    - 3' Persons interested in youth
- III. HOW DO YOU SUPPORT YOUR LOCAL SCOUTMASTER?
  - A. Committee organization
    - 1' Chairman
    - 2' Program planning and support
    - 3' Advancement
    - 4' Outdoor program support
    - 5' Leadership
    - 6' Finance and records
    - 7' Equipment and supplies
    - 8' Membership
  - B.
- IV. WHAT DO YOU DO TO SUPPORT YOUR LOCAL SCOUTMASTER?
  - A. Committee functions
    - 1' Chairman
    - 2' Program planning and support
    - 3' Advancement
    - 4' Outdoor program support
    - 5' Leadership
    - 6' Finance and records
    - 7' Equipment and supplies
    - 8' Membership
  - B.

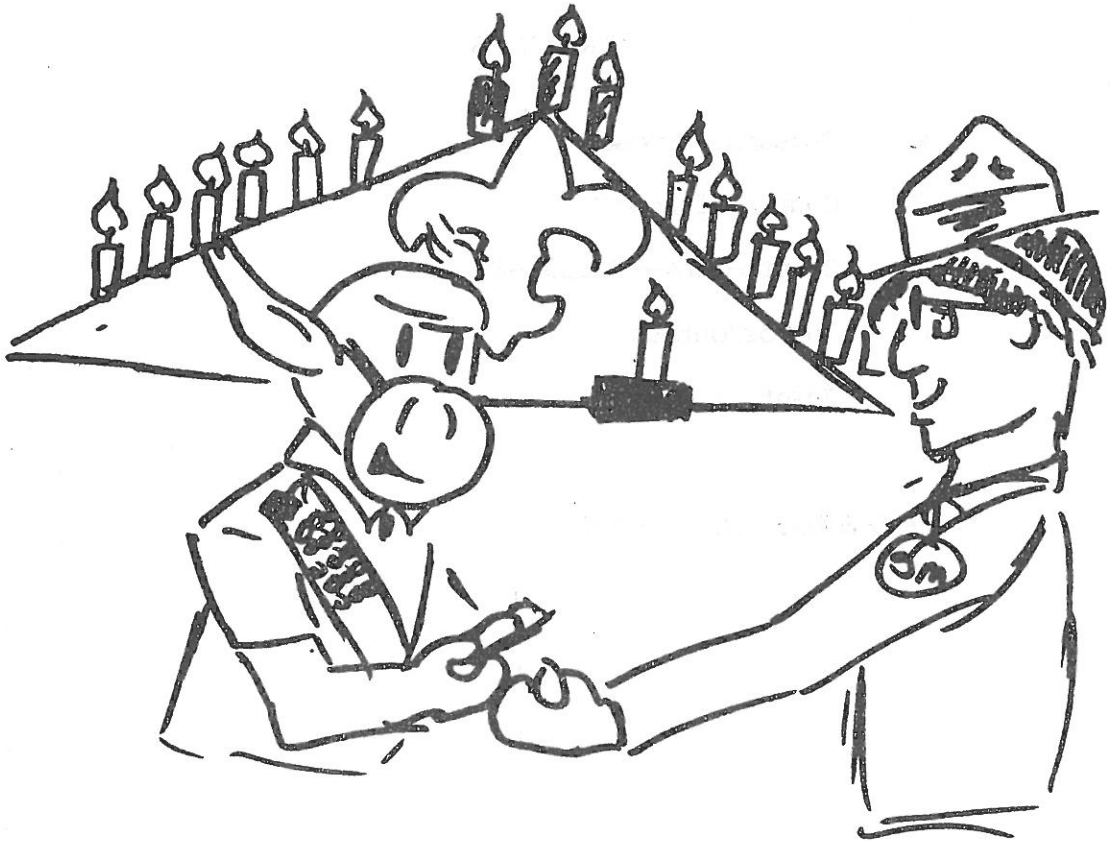
V. WHEN DO YOU SUPPORT YOUR LOCAL SCOUTMASTER?

A. Monthly

B. When requested

C. When needed

# CEREMONIES



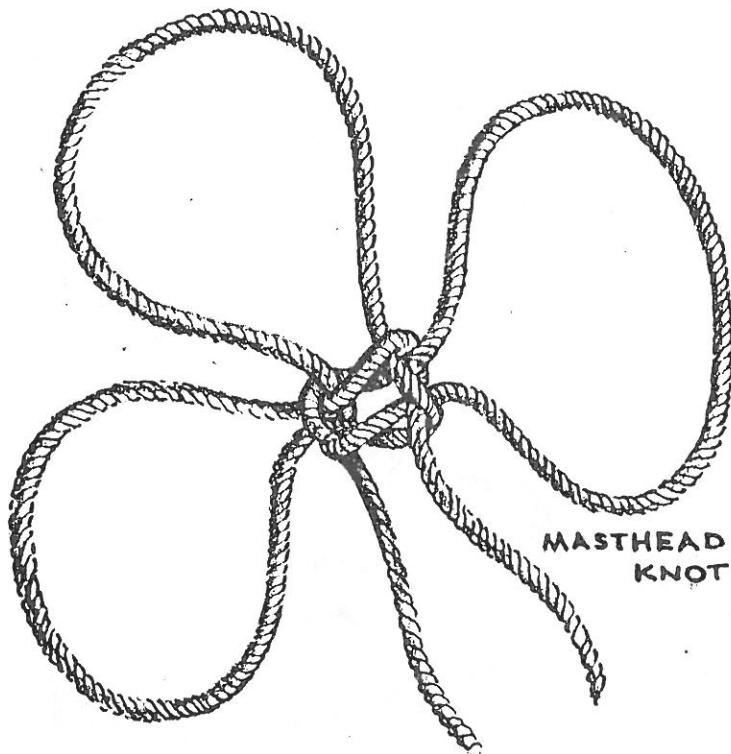
Presents: Stu Wilson

## CEREMONIES

- I. Reasons/Purposes
- II. Courts of honor
- III. Others--Why--When--Props
- IV. Indoor/outdoor
- V. Joint Crossover

PRESENTER: STU WILSON





## START 'EM RIGHT

By **WALTER MacPEEK**

Associate Editor of SCOUTING Magazine

**A ceremony to welcome a prospective Scout, assign him to a patrol, and start him to work.**

**N**OT BY INTENTION but through oversight, the new boy is often ignored, his enthusiasm neglected, and his eagerness overlooked. Sometimes he may be merely curious—not really determined to be a Scout—yet he is usually open to conviction. Sometimes his genuine interest turns to a feeling of hurt disappointment and he is lost to Scouting—before he has ever made a start.

The following ceremony—without candles, darkened room, or blindfold—takes only a few moments and has a practical content which helps in getting the candidate assigned to a patrol and started right. The piece of rope has a symbolism that ties him to his patrol from the start.

**SENIOR PATROL LEADER, JUNIOR ASSISTANT SCOUTMASTER, OR OTHER TROOP LEADER:** We are glad to have you visit us. Are you serious in wanting to join one of the patrols of our troop?

**PROSPECTIVE SCOUT:** (*Answers in his own words.*)

**SENIOR PATROL LEADER OR OTHER:** Why do you want to be a Scout?

**PROSPECTIVE SCOUT:** (*Tells in his own words.*)

**SENIOR PATROL LEADER OR OTHER:** There are many steps up the Scout ladder. They sometimes call for hard work, but they lead the way to real fun and satisfaction. Do you plan to climb—to advance in Scouting—with energy and enthusiasm?

**PROSPECTIVE SCOUT:** (*Answers.*)

**SENIOR PATROL LEADER OR OTHER:** Have you made a choice of which patrol in our troop you'd like to join?

**PROSPECTIVE SCOUT:** (*Expresses his choice.*)

**SENIOR PATROL LEADER OR OTHER** (*turns to patrol leader of chosen patrol and addresses him by name*):

Scout . . . . ., patrol leader of the . . . . . Patrol, (*name*) wants to join your patrol. Have you room for him with the Beavers (*Bears, Coyotes, or whatever*)?

**PATROL LEADER:** We have, but we want to be sure that he will be a good Beaver (*name of patrol*).

**SENIOR PATROL LEADER OR OTHER:** We place this rope over your shoulders to be worn there during this troop meeting except when you are actually using it in knot tying—and until you become a full-fledged Tenderfoot Scout. This rope is a symbol of close friendship—friends who are tied firmly together through common interests and objectives.

We don't think you should wear this rope too long—a couple of weeks at the most. Your patrol leader will take it from you on the night you are invested as a Tenderfoot Scout. It will then be tied in a knot similar to a clover, and presented to you to display in your room at home as your first trophy won in Scouting.

**FIRST MEMBER OF THE PATROL:** Every Scout knows the history and forms of respect due to the American flag (*Scout elaborates on this requirement*).

**SECOND MEMBER OF THE PATROL:** All Scouts know how to make rope work for them. A Scout knows how to tie a knot to fit any need. (*Scout elaborates on this requirement.*)

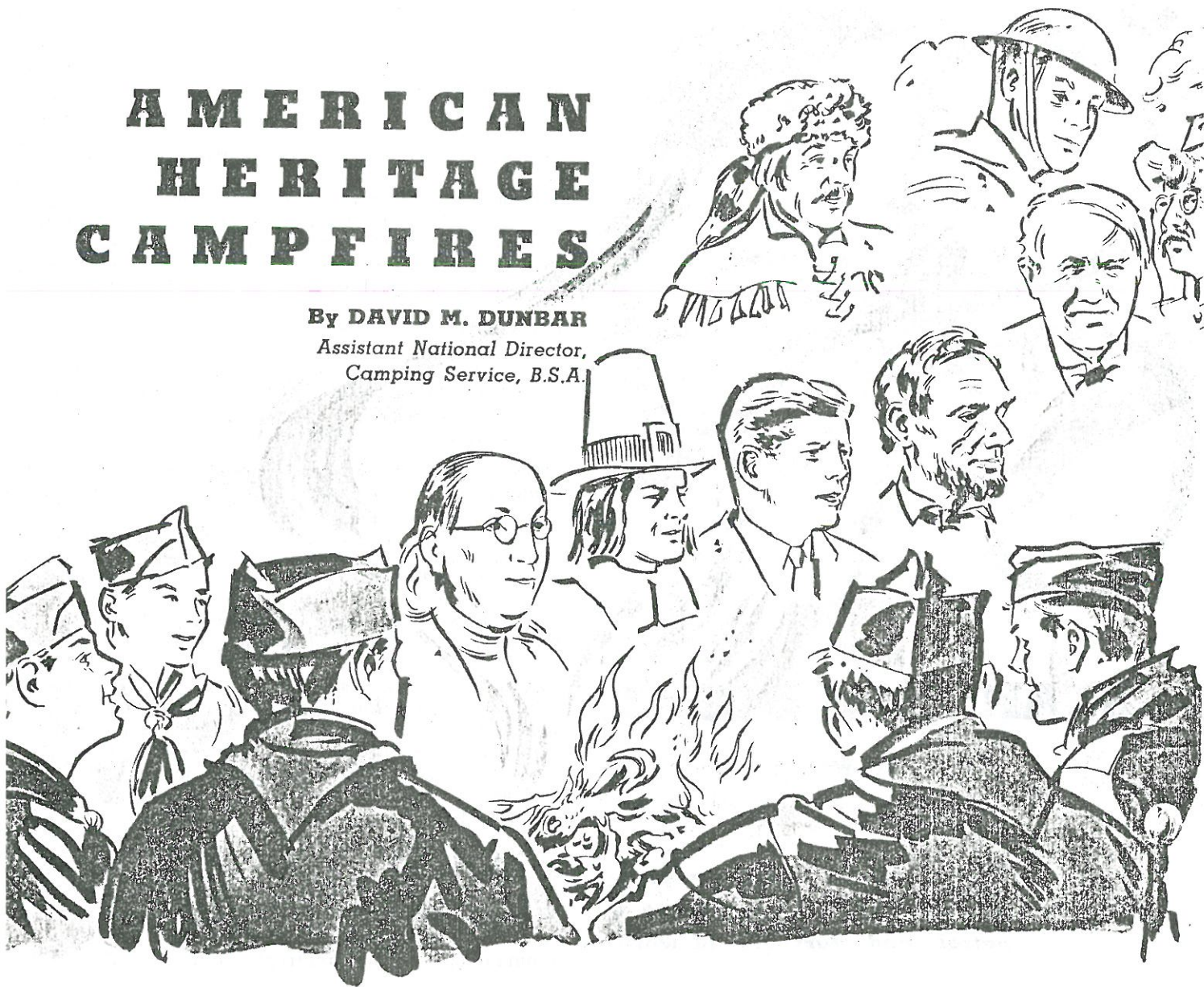
**THIRD MEMBER OF THE PATROL:** Every Scout knows what Scouting is and what it stands for. He knows its history, badges, and so on. (*Scout elaborates on the suggestion that while any boy may adopt the Scout ideals as the pattern for his living, the public taking of the Scout Oath and the added dedication of himself to live by the Scout Law is an honor that is especially reserved for Scouts.*)

**SCOUTMASTER:** You will, therefore, stand in silence while the troop repeats together the Scout Law by which we live. (*Troop repeats the Scout Law.*)—Now we will repeat the Oath which helps us to keep on the Scouting trail. (*Scout Oath renewed.*)

# AMERICAN HERITAGE CAMPFIRES

By **DAVID M. DUNBAR**

Assistant National Director,  
Camping Service, B.S.A.



**O**N SATURDAY EVENING, July 18, a surge of Scouting friendship and Scouting spirit will sweep across America for this is the night for American heritage campfires, coast to coast. At historic Valley Forge, twelve hundred troops at the Sixth National Jamboree will set the pattern with their campfires.

Throughout America, troop campfires will be held on the sandy beaches of the Atlantic; in vacant lots in cities; in nearly a thousand Boy Scout camps in mountains, on the plains, on the rims of canyons, and along the peaceful Pacific coastline.

Each troop and its friends will gather in the firelight to sing, to laugh, to think about the unlimited blessings of our America, and to give sincere thanks to those great Americans who have gone up the trail ahead of us—who have given us the heritage that we must strive to pass on untarnished to those who will come after us.

Every troop leader should make specific plans for these American heritage troop campfires on July 18.

No Boy Scout should be denied this nationwide experience in Scouting brotherhood.

The following suggestions can help make your campfire an enjoyable, profitable, and deeply inspiring occasion:

1. Select now the adult and junior leaders who will develop the campfire program.
2. Choose a suitable campfire site. Be sure that permission to use it is obtained and that the area is safe from all fire hazards.
3. Select a patrol to build and tend the fire.
4. Arrange the exact time of arrival at the fire site. It is good to arrive in silence.

#### Campfire suggestions

As the group assembles, sing some well-known Scouting songs (fire may be unlit at this time). Have an impressive opening ceremony and fire lighting.



opening ceremony might feature American Indians, a colonial soldier in uniform, an American pioneer, a colonial drummer boy, a frontier woodsman, or the 13-starred flag. Your fire could be lighted by flint and steel, bow and drill, matches, or by dramatic means as shown on pages 168-71 of *Troop Activities*.

The opening statement, by one of the above, should be most dramatic and compelling. This depends on your theme. For example:

"Our forefathers at Concord, Massachusetts, laid down the beginning of American freedom when Captain Parker said, 'Stand your ground. Don't fire unless fired upon, but if they mean to have a war, let it begin here.'

"And they were fired upon. They did stand their ground, and the Revolutionary War did begin there."

Or quote from Patrick Henry: "The war has actually begun. Why stand we here idle? Is life so dear or peace so sweet as to be purchased at the price of chains and slavery? Forbid it, Almighty God. I care not what course others may take but as for me, give me liberty or give me death."

Or use other quotations from the Strengthen America's Heritage packet.

Songs can do much to determine the tenor of your campfire. Here are some songs that should be effective. "Yankee Doodle," "America," "Dixie," "Battle Hymn of the Republic," "Home on the Range," "America, the Beautiful," "God Bless America," "Make America Proud of You," "The Marines' Hymn," "Anchors Aweigh," Caisson Song, and "The Air Force Song." For quiet songs, try "Wagon Wheels," "Tell Me Why," "Rock-a My Soul," and "He's Got the Whole World in His Hands."

#### Campfire features (patrol participation)

Tell the story of a great moment in history. *Boys' LIFE* magazine will feature stories and articles that will be appropriate. Dramatize these stories if desired.

Have selected Scouts read their statements written for the Nathan Hale Award competition.

Remind Scouts of the commitments they made when they signed the Strengthen America's Heritage scroll in the spring. Invite Scouts who have met all commitments to come forward for recognition and to lead the troop in repeating the Scout Oath.

#### American heritage ceremony

NARRATOR, near fire. Troop members around closed circle.

NARRATOR (*reads slowly*): We are America today! As we stand here and look back down the road Americans have traveled, we see that many of their dreams have come true. We see the towns they built, the bridges they crossed, the mountains they climbed. We feel the dramatic hardships they endured, we see places where they hammered off the rough edges of their dreams so we would have a better life today.

Early Americans worked out a way of life, a life of personal freedom that embodies the chief hope of the despairing world of tomorrow.

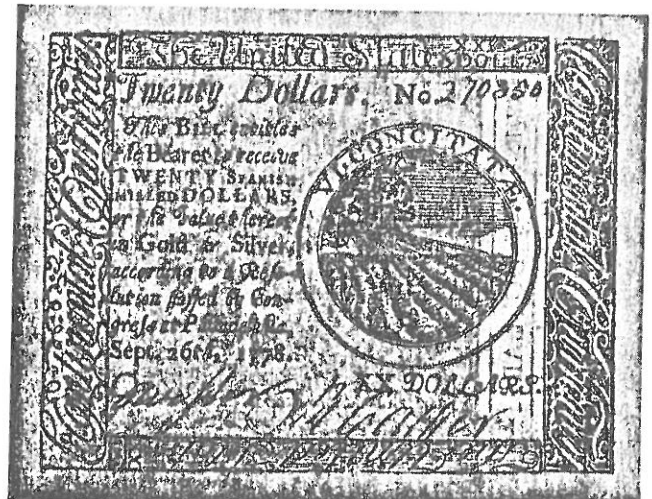
(*Invite Scouts to come forward, present each boy with a replica of Continental currency\* as a billfold reminder of this American heritage campfire, and have them stand behind the campfire while the NARRATOR continues.*) They made history yesterday. We must make it today. This is our land. Here men and women of the past lived and worked and died serving great ideals. These were freedom and democracy and justice.

None of us standing about this heritage campfire can fail to carry his part of this great dream to his children and to his children's children.

Our land is rich—not only in material goods, but in history, in great stories, in living legends of the people who left their mark on America. Our own past now speaks to us and as we listen to the voice of the past, it says to us loud and clear, "Hear me now! America was built by courage, endurance, and faith, and what was built was good. If you build the same way, the future will also be good. I have spoken."

Close with "Taps" and a reading of The American's Creed, *Boy Scout Handbook*, page 398.

\*Replicas of Continental currency to be presented to Scouts are available through your council. They are to be issued only at the America heritage campfire to Scouts in attendance at the program.

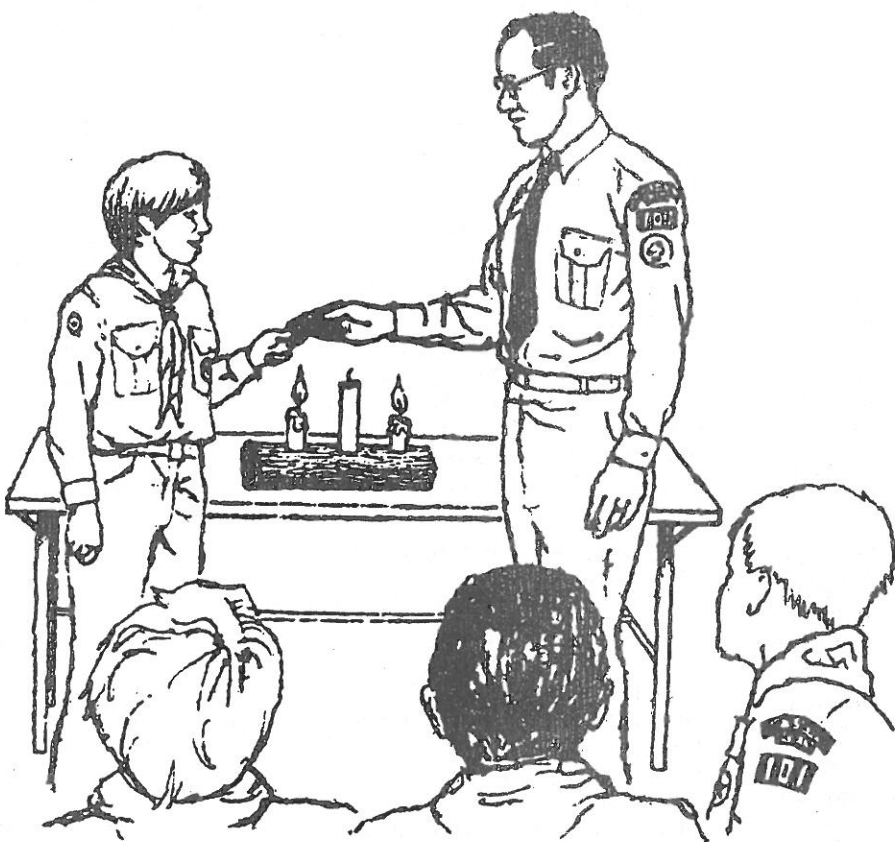


## TROOP MEETING CEREMONIES

It is important that Scouts receive quick recognition for their achievements. For example, no Scout should have to wait for a quarterly court of honor to receive a progress award earned weeks or months before.

Brief but dignified ceremonies should be held at each troop meeting following the earning of an award or the achievement of new office or new status by a Scout. You will note in the program feature outlines that a spot is reserved in the closing ceremony of the second meeting each month for advancement awards. But with new boys constantly joining the troop, others moving into the leadership corps, and others assuming troop offices, it is possible that a short ceremony to recognize them might be held in every meeting.

Suggested ceremonies for troop meeting recognitions are given on these pages. At your periodic courts of honor, more elaborate ceremonies should be held to honor all Scouts who have earned progress awards or joined the troop since the previous court.



**Investiture of New Scout. EQUIPMENT.** Candle, Scout pin or Scout badge, pocket registration card, troop neckerchief (if troop has one).

Patrol leader of the new Scout escorts him to the front of the room. If the boy's parents are present, the Scoutmaster invites them forward to stand with their son.

**SCOUTMASTER (lights candle):**

"\_\_\_\_\_ (name of new Scout), this flame represents the spirit of Scouting. It is a warm brotherly spirit and it is shared by millions of boys and men all over the world. You will find it in this troop and wherever you go in Scouting.

"You learned something about what this spirit means when you and I talked about the meaning of the Scout Oath and Law, the motto, salute, sign and handclasp, what the Scout badge means and what the Outdoor Code means.

"I now ask you to show your desire to share in the Scout spirit by joining me in the Scout Oath. (*Scoutmaster and boy repeat Scout Oath.*)

"As symbols of your membership in this troop—and in the brotherhood of Scouting—I give you your Scout pin (or badge), your registration card and the troop's neckerchief (if the troop has one). (*Scoutmaster pins on pin or badge, ties neckerchief. If the boy's parents are present, have one of them pin on badge or tie neckerchief.*)

"Congratulations, Scout! Now will the \_\_\_\_\_ Patrol give their patrol yell for their newest member."

**Presenting Skill Award. EQUIPMENT.** Skill award belt loop.

Scoutmaster calls forward Scout or Scouts who have earned skill awards recently.

SCOUTMASTER: "Troop, \_\_\_\_\_ (name of Scout) has earned the \_\_\_\_\_ skill award. It's a big step on the road to his next progress award.

*(Here comment briefly about the significance of the skill award or any special projects completed to earn it, as in the following examples.*

*(For Citizenship):* "To earn this Citizenship skill award, \_\_\_\_\_ (name) learned quite a lot about this country's history and traditions. He also spent more than an hour with Deputy Mayor Vecchio and told his patrol what he learned. Patrol Leader \_\_\_\_\_ (name) said the whole patrol was surprised to find out all the things the Mayor's office is responsible for."

*(For Cooking):* "To earn this Cooking skill award, \_\_\_\_\_ (name) learned his lessons so well that he became the best fire-builder and flapjack flipper in the \_\_\_\_\_ Patrol. I'm told that on the campout last week, he produced the best stew the patrol ever had. I know it was all gone by the time I visited the \_\_\_\_\_ Patrol."

*(For Conservation):* "To earn this Conservation skill award, \_\_\_\_\_ (name) did a tremendous job of cleaning up that vacant lot next to Samuelson's grocery store. Of course, he also learned a lot about the importance of our natural resources. But most important, he made our community a better place in working for this skill award."

"So it's a real pleasure to present this skill award belt loop to \_\_\_\_\_ (name)." *(Affix belt loop.)*

**Presenting Tenderfoot Progress Award. EQUIPMENT.** Tenderfoot badge, *Scout Handbook*.

Scoutmaster calls forward Scout who has earned the progress award.

SCOUTMASTER *(holds up Handbook)*: "\_\_\_\_\_ (name) has been getting acquainted with this familiar book during the last few months while he was on the trail to the Tenderfoot progress award he is receiving tonight. I hope all of you are using it as much as he has.

"To earn this award, \_\_\_\_\_ (name) passed the Citizenship and the \_\_\_\_\_ skill awards and the \_\_\_\_\_ merit badge. You fellows who have already made Tenderfoot know that it takes work, and so he has reason to be proud tonight.

"I'm glad to be able to present his

Tenderfoot badge." *(Pin on badge.)*

**Presenting Second Class Progress Award. EQUIPMENT.** Second Class progress award badge, candelabra with three candles, one extra candle.

Scoutmaster calls forward Scout who has earned the progress award.

SCOUTMASTER: "Tonight, \_\_\_\_\_ (name), is taking a big step up the advancement ladder of Scouting. He has earned the Second Class progress award. To do it, \_\_\_\_\_ (name), got the \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ skill awards and the \_\_\_\_\_ and \_\_\_\_\_ merit badges. He's also been a valuable member of the \_\_\_\_\_ Patrol for several months. That's a fine record for a Scout. *(Light spare candle and hand to Scout.)*

"Now as a reminder to \_\_\_\_\_ (name) that he's only part way along the advancement trail, I'll ask him to light two candles. *(Scout does so with extra candle.)* "I hope, \_\_\_\_\_ (name) that you'll be back up here in 3 months or so to light that third candle. Good luck to you!" *(Pin on progress award badge and ask Scout's patrol to give him patrol yell.)*

**Presenting First Class Progress Award. EQUIPMENT.** First Class progress award badge, candelabra with three candles, one extra candle, Eagle progress award badge.

Scoutmaster calls forward Scout who has earned the progress award.

SCOUTMASTER *(lights spare candle and with it lights two candles on the candelabra)*: "Scouts, a few months ago, \_\_\_\_\_ (name) was up here to receive his Second Class progress award. Tonight he takes another step. He gets the First Class award. To earn it, he passed the \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ skill awards and the \_\_\_\_\_ and \_\_\_\_\_ merit badges. He also showed that he shares fully in the Scout spirit that makes this troop what it is. I'm going to ask him to light the third candle, symbolizing his third big step in Scout advancement. *(Scout does so.)*

"But this is not the end. *(Hold up Eagle progress award badge.)* "Now I hope that \_\_\_\_\_ (name) will set his sights on this badge—the Eagle. He'll have to earn Star and Life first, of course, but the road ahead is clear for him to get this greatest award of all in Scouting. With that in mind, I'd like to give \_\_\_\_\_ (name) the badge he has earned. *(Pin on First Class badge.)* Now, as his first act as a First Class Scout, I'm going to ask \_\_\_\_\_ (name) to lead us in the Scout Oath."

**Investiture in Leadership Corps. EQUIPMENT.** Leadership corps emblem.

Scoutmaster calls forward the Scout to be invested.

SCOUTMASTER: "\_\_\_\_\_ (name) is moving from the \_\_\_\_\_ Patrol into our leadership corps tonight. We expect him to make a big contribution to the whole troop as a member of the leadership corps, and we hope he'll have a lot of fun in this gang of our more experienced Scouts. Of course, he'll always have a soft spot in his heart for the \_\_\_\_\_ (patrol name), but now the whole troop will benefit from his skills and leadership. Here, \_\_\_\_\_ (name), is the emblem of the leadership corps. *(Pin insignia over patrol insignia.)* Now I'm going to ask the leadership corps to greet their new member." *(Ask leadership corps members to cheer new member or shake hands with him.)*

**Installation of Senior Patrol Leader. EQUIPMENT.** Senior patrol leader's insignia, one candle.

Scoutmaster calls forward new senior patrol leader, all patrol leaders.

SCOUTMASTER: "The troop has elected \_\_\_\_\_ (name) to be senior patrol leader in a free and open election like the ones by which we choose presidents, mayors and other leaders in this country. As the top elected officer in this troop, Senior Patrol Leader \_\_\_\_\_ deserves—and needs—the support of each patrol leader and each Scout.

"Now I will ask the patrol leaders to join hands while \_\_\_\_\_ (name) lights the candle symbolizing the unity of this troop. *(Patrol leaders join hands while SPL lights candle.)* Senior Patrol Leader \_\_\_\_\_, the patrol leaders have pledged their best efforts to help you lead this troop. Now I charge you to do your best to give them the kind of overall leadership that is necessary for a great Scout program. Do you accept this charge? *(SPL indicates that he does. Scoutmaster pins on insignia.)* As your first act as senior patrol leader, I will ask you to lead us in the Scout Oath and then dismiss the troop."

**Installation of Patrol Leader. EQUIPMENT.** Patrol leader's insignia, patrol's flag.

Scoutmaster calls forward the new patrol leader and all members of his patrol.

SCOUTMASTER: "\_\_\_\_\_ (name) has been elected patrol leader by the \_\_\_\_\_ Patrol in a free and open election. \_\_\_\_\_ (name), I ask you now to repeat

after me the patrol leader's pledge:  
I promise/ to do my best/ to be  
worthy of my office as patrol leader/  
for the sake of my fellow Scouts/ my  
patrol/ and my troop. (*Pin patrol  
leader's insignia on left sleeve.*) Now  
will each patrol member please place  
his left hand on the patrol's flag staff,  
with Patrol Leader \_\_\_\_\_'s hand  
on top. I ask all patrol members, will  
you do everything you can to help  
Patrol Leader \_\_\_\_\_ make the  
\_\_\_\_\_ Patrol the best in this troop?  
(*Scouts indicate assent.*) Good. Let's  
hear your patrol yell for your new  
patrol leader."

**Installation of Den Chief. EQUIP-  
MENT.** Den chief's cord, *Den Chief's  
Denbook.*

Scoutmaster calls forward the new  
den chief and the Cubmaster or  
Webelos den leader, if present.

SCOUTMASTER: " \_\_\_\_\_  
(name) has been appointed by Senior  
Patrol Leader \_\_\_\_\_ to be den  
chief of Den \_\_\_\_\_ (or Webelos Den  
\_\_\_\_\_) in Cub Scout Pack \_\_\_\_\_. This  
is a position of great responsibility  
because as den chief, \_\_\_\_\_  
(name) will be giving leadership to  
a number of Cub (or Webelos) Scouts  
who will one day be members of this  
troop. His example will show them  
what real Scouts are like and what  
fun and adventure awaits them in  
Scouting.

"Although his duty will take him to  
meetings of these younger boys, as  
den chief he holds an important  
troop office. \_\_\_\_\_ (name),  
as a symbol of your new office, here  
is your den chief's cord." (*Fasten  
Cub Scout or Webelos den chief's  
cord. If Cubmaster or Webelos den  
leader is present, ask him to wel-  
come the new den chief into the pack  
or den.*)

**Installation of Other Troop Officer.**  
EQUIPMENT. Insignia of office (as-  
sistant senior patrol leader, scribe,  
librarian, quartermaster, bugler, in-  
structor).

Scoutmaster calls forward troop  
officer to be installed.

SCOUTMASTER: " \_\_\_\_\_  
(name) has been appointed by Sen-  
ior Patrol Leader \_\_\_\_\_ to the of-  
fice of troop \_\_\_\_\_. This is an im-  
portant office in the troop's structure.  
(Itemize several responsibilities of  
the troop office as listed in *Patrol  
and Troop Leadership*, Chapter 6)  
I ask \_\_\_\_\_ (name) to pledge  
that he will do his best to live up  
to the confidence Senior Patrol  
Leader \_\_\_\_\_ has shown in him by  
selecting him for this office." (*Scout  
indicates that he will do his best. Pin  
on insignia.*)

ALL SCOUTERS  
=&  
THE ORDER OF  
THE ARROW



ALL SCOUTERS AND THE ORDER OF THE ARROW

- I. The adult role in the Order of the Arrow
  - a. Support
  - b. Responsibility
- II. Discussion of ways to fullfill the "purposes" of the O.A.
  - a. Maintain camping tradition & spirit.
  - b. Kindle a flame of Brotherhood, leadership, & cheerful service to others.

PRESENTOR: TIM MAYFIELD



The Order of the Arrow is a national service organization which assists Scouting in many areas.

Once each year, Scouts are elected to the OA by their peers. Each candidate must have met specific requirements in order to be eligible. Before becoming a member of the OA, the candidate must first pass the Ordeal.

The Ordeal is a time for the candidate to turn his thoughts inward and try to understand himself, and gain a greater understanding of the Scout Oath and Law. It is a weekend of hard work, little food, and spending the night alone.

There are no ranks to be earned in the OA. There are, however, levels of membership. Once elected by his troop or post and having passed the Ordeal, a candidate becomes an Ordeal Member. Here he is given time to learn of the OA and to determine if he wishes to seal his membership. Upon showing his knowledge of the OA and his willingness to serve he may become a Brotherhood Member.

The OA recognizes those who provide outstanding service with the Vigil Honor. An individual is elected to this honor by his fellow OA members; it is not something which can be earned.

All the OA members within a District are organized into units called Chapters. All the Chapters in the Council make up the Lodge. The leader of each Chapter and the Lodge is called a Chief. This boy is elected by the members. Chapter and Lodge Advisors are adults who assist the officers of the OA and are appointed by the Council and/or District.

The OA is not out to take boys away from the troop program. Indeed, the greatest task for all OA members is to serve their units by supporting a healthy outdoor program. If an OA event should conflict with a unit activity, members are always encouraged to place their unit ahead of the OA.

There are many opportunities within the Order of the Arrow for a Scout to hone his leadership skills. The Lodge Chief is but one post which teaches boys how to campaign and how to deal with politics of a large organization. Positions such as Secretary, Treasurer, Ceremonies Team, etc. all provide good opportunities for a boy to grow in many different areas.



# HELPS ELECT CANDIDATES TO THE ORDER OF THE ARROW



THE ORDER OF THE ARROW IS THE NATIONAL BROTHERHOOD OF SCOUT HONOR CAMPER'S; ITS PURPOSES ARE TO RECOGNIZE SCOUT CAMPER'S WHO BEST EXEMPLIFY THE SCOUT OATH AND LAW; TO PROMOTE SCOUT CAMPING AND MAINTAIN CAMPING TRADITIONS AND SPIRIT; AND TO KINDLE A FLAME OF BROTHERHOOD, LEADERSHIP, AND CHEERFUL SERVICE TO OTHERS.

ONCE A YEAR CANDIDATES ARE ELECTED TO LOCAL O A LODGES BY SCOUT TROOPS AND EXPLORER POSTS UNDER THE LEADERSHIP OF THE ELECTION COMMITTEE OF THE LOCAL O A LODGE. THE O A HANDBOOK GIVES DETAILED INFORMATION ON ELECTION PROCEDURES.



CANDIDATES MUST BE REGISTERED. FIRST CLASS SCOUTS UNDER THE AGE OF 18, OR MALE EXPLORERS UNDER 21. THEY MUST HAVE COMPLETED AT LEAST 15 DAYS AND NIGHTS OF SCOUT OR EXPLORER CAMPING, INCLUDING ONE LONG-TERM CAMP (SIX CONSECUTIVE DAYS AND NIGHTS) WITHIN TWO YEARS PRIOR TO THE ELECTION DATE.

AN ORDER OF THE ARROW ELECTION IS NOT A POPULARITY CONTEST! THE TEST OF A SCOUT'S ELIGIBILITY FOR THE HONOR OF MEMBERSHIP IS HIS LOYALTY TO THE SCOUT PROMISE OR THE EXPLORER CODE.

AT LEAST 50 PERCENT OF THE MEMBERSHIP MUST BE AT THE ELECTION MEETING. ALL MEMBERS OF THE TROOP OR POST ARE ELIGIBLE TO VOTE.



THE TIME AND PLACE OF THE ELECTION AND OTHER O A CEREMONIES ARE ARRANGED BY THE UNIT LEADER AND THE LOCAL O A LODGE.



THE PURPOSE OF THE ORDEAL IS TO HAVE THE CANDIDATE REFLECT ON HIS OWN LIFE AND CHARACTER AND GAIN A DEEPER UNDERSTANDING OF THE SCOUT PROMISE AND THE PRINCIPLES OF THE ORDER.

## THE ORDEAL

CONSISTS OF KEEPING COMPLETE SILENCE, DAYLIGHT HOURS OF HARD LABOR DEVOTED TO THE BENEFIT OF OTHERS; VERY LITTLE FOOD; AND SLEEPING ALONE OUTDOORS.

AFTER 10 MONTHS OF CONTINUED SERVICE IN SCOUTING, THE ORDEAL MEMBER IS ELIGIBLE FOR BROTHERHOOD MEMBERSHIP.



...LIN, TOM AND THREE... FROM... PATROL... ELECTED... OF THE... TROOP...



# WHAT KNOTS & NOT KNOTS



WHAT KNOTS  
&  
NOT KNOTS

Presentors: WYONA WOLFLEY/ R. JAY WOLFLEY

1. BACKGROUND:
  - A. CARE OF ROPE, WHAT ROPE MEANS TO SCOUTING
  - B. RATIONALE FOR STUDYING "PIONEER" SURVIVAL SKILL
  - C. ROPE SAFETY
  
2. BASIC: HOW TO TIE AND USE KNOTS
  - A. TIMBER HITCH
  - B. SHEET BEND
  - C. SQUARE KNOT
  - D. CLOVE HITCH
  - E. TAUT LINE HITCH
  - F. BOWLINE
  
3. ADVANCED KNOTS: HOW TO TIE AND THEIR USES.
  - A. BOWLINE ON A BIGHT
  - B. PIPE HITCH
  - C. SHEEP SHANK
  
4. KNOT TYING GAMES TO INTEREST BOYS
  
5. PIONEERING SKILLS
  - A. BASIC LASHINGS
    1. DIAGONAL
    2. SQUARE
    3. SHEAR
  - B. CAMPCRAFT ITEMS
  - C. DOVETAILING
  - D. USING PIONEERING SKILLS TO FURTHER TROOP PROGRAMS

But people today still need knots. Rock climbers and spelunkers (those who study and explore caves) depend on nylon ropes that have to be knotted. Anglers—like climbers—are concerned with knot strength, but they tie the knots in monofilaments (single plies of man-made fiber). Boating buffs preserve the knots of the old seafarers, but tie them in modern braided ropes. Fishermen continue to make and mend nets.

Some archers still make their own bowstrings. Bookbinders, shoemakers and falconers all use a knot or two in their professions. For firemen, riggers (in the circus and the theater), steeljacks and stevedores, knots are the tools of their trade. Weavers, river workers and sail-makers keep this knowledge about knots alive, and so do scouts and rangers. Truck drivers may use the Waggoner's Hitch, and we all need to tie shoelaces.

Some people find tying complicated knots as fascinating as any other sort of puzzle. Advanced math students may even study "knot theory," a sort of three-dimensional geometry. Designers use knot patterns to sell items as varied as book jackets, paper plates, dress fabrics and bathing suits.

## HOW ROPE IS CONSTRUCTED

Find out for yourself how rope is constructed (Fig. 1).

Examine a short length of 3-strand rope. Hold it vertically. See how the strands move upwards and to the right? That rope is "laid" (twisted) right-handed; 3-strand rope generally is. Left-handed rope is a rarity and, in my experience, usually consists of four strands. Three strands are stronger than four. In addition, using four or more strands (the French have a 6-strand rope) creates an unfilled space that runs like a tunnel through the center of the rope. This space must be filled with a heart (core) of cheap material.

Now uncoil one strand of your piece of rope. The remaining two strands will continue to cling together, held securely by an invisible force, and there will be a clearly defined furrow into which you could replace the absent strand, if you wanted to.

Which way is the separated strand laid up? It's left-handed, spiralling opposite to the whole rope. This is the vital principle of traditional ropemaking. That opposing twist between strands

and rope is what actually holds those other two strands together. To replace the third strand successfully, you must not only lay it neatly into the empty right-handed spiral groove, but also give it a left-handed twist at the same time.

Before you try that, separate out one of the yarns which make up the strand. When you remove it, you'll leave a spiral gap, and because there are many yarns in a strand, it's hard to replace it perfectly. Yarns are, of course, laid up right-handed, opposite to their strands.

Finally, each yarn is loosely spun from thin fibers (or filaments), and these are the basic units of construction of any rope. Monofilaments will run the length of the line and not vary in thickness. Natural vegetable fibers can be only as long as the plant that produced them. Such fibers, graded for size and quality, are known as "staples," and they have the irregularities of any natural product. It is all those projecting staple ends that make a fiber rope "hairy," and the lack of them which makes a synthetic rope smooth. However, if fuzziness is desirable, synthetic filaments can be chopped to staple lengths prior to spinning.

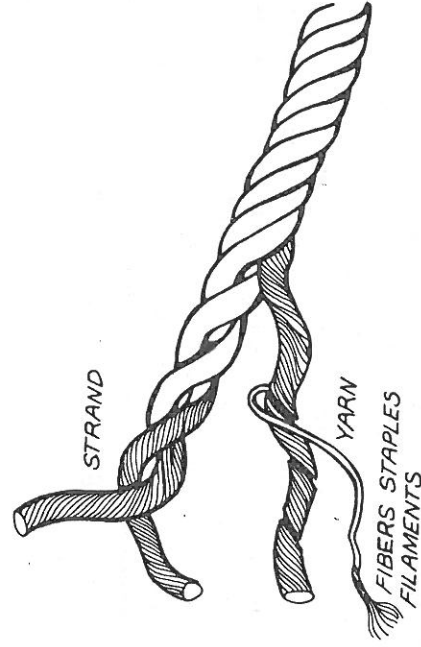


Fig. 1 Rope's construction  
Right hand, hawser-laid 3-strand rope.

### Vegetable (Natural) Fiber Ropes

Primitive peoples twisted crude but very strong rope from roots, sinew or gut. The Vikings used the skin of sea mammals. Ancient Egyptians worked with papyrus—the reed from which they also produced parchment-like paper—for thousands of years to make rope.

Around 1271 Marco Polo wrote that some Persian vessels were tied together by "a kind of yarn made from coconut fibers." And in 1620 the English explorer George Weymouth reported that Indians whaling along the coast of Maine used "a rope which they make great and strong of Bark of Trees."

Rawhide was braided into lassoes and harnesses by cowboys, who even laboriously wove watch chains with the hair from their horses' tails.

Vegetable fiber rope was used until World War II. During all those centuries the most common fibers remained Manila, sisal, coir (made from coconuts) and hemp. Others included jute and raffia, and even wool and silk.

Ropemakers obtained their raw materials from all over the world. Manila came from the Philippines; hemp from Italy and Russia. Sisal (named after a small port on the Yucatan peninsula) came from Java, Tanzania and Kenya; coir came from the Malabar coast and Sri Lanka (Ceylon). There was Egyptian and American cotton, flax from New Zealand, and esparto grass from Spain and North Africa as well as India, China, Japan and the West Indies.

When political upheaval, civil unrest or war interfered with trade, ropemakers were forced to get their materials elsewhere. The Crimean War of the mid-1800's caused the supply of Russian hemp to fail, which compelled the trade to turn from the soft, flexible fibers used exclusively until that time to hard Manila hemp from the Far East.

Manila hemp proved superior in so many ways that it quickly became the most important cordage material—until 1941, when World War II events cut off Manila. Once more ropemakers were driven to seek a new solution. The answer was to make rope from synthetic materials. This was the biggest breakthrough in a thousand years. True, around 1831 iron wire ropes were used in the silver mines of Hungary and Austria. But in 1960 men were still proud that a 2-inch whaleline could withstand the strain of a

few hundred pounds. By 1960 nylon climbing ropes of a similar size could withstand over 4,000 pounds.

Natural fiber ropes always had many disadvantages. They swelled and weakened when wet, jamming the knots tied in them and breaking more easily. They rotted, mildewed, and decayed. They were attacked by sun, weather and chemicals. Their strength-to-weight ratio was low, making them enormously bulky, requiring large storage spaces. While they could be cruel on the hands of sailors at any time, they were especially treacherous when they froze like spiky iron bars.

Nevertheless, there is nostalgia in the feel, smell and the evocative names of the old ropes: Italian tarred hemp (the best there was), Egyptian cotton (immaculate for rich men's yachts), brown and hairy coir from coconut husks, and golden fuzzy sisal. Who knows, as we become increasingly concerned about depleting our world's finite resources, it might make sense one day to return to growing renewable ropemaking crops.

### Synthetic Ropes

These days ropemakers no longer send to exotic ports for plants, but instead to the laboratories for synthetic fibers. Nylon, polyester and polypropylene are today's main rope materials. You can think of their respective strengths in the proportion of 5:4:3.

Most synthetics originate from oil, but nylon—which comes from coal—is the strongest and most elastic. Its ability to absorb shock-loading by stretching makes it ideal for climbing, towing and mooring.

Polyester is strong too, but not as strong as nylon; nor does it have much stretch, and pre-stretching during its manufacture can remove even that. It is particularly suited for standing rigging and similar jobs where slackness could be inconvenient or even disastrous.

Polypropylene is the least strong of the three, but it's cheaper, so you can buy it thicker, and it floats—an advantage when it is used for lifelines and boating.

Polyethylene, another major product, is relatively weak and waxy to the touch. Cheap yet attractive, it has its uses. Many other substances can be shredded, combed and spun: even celluloid film has been made into rope.

Today's man-made ropes are superb. Whether twisted strands or (increasingly) plaited or braided, there is one for every purpose. Massive mooring ropes for supertankers may be made of one giant plaited rope covered by an even larger plaited rope, braid over braid. Climbers' ropes combine strength, flexibility and lightness through a core of elastic filaments tightly enclosed inside a neatly woven sheath. Weavers and other craftsmen can buy a variety of small cords and yarns, while for tough jobs on industrial sites, or in the garden, there are cruder and cheaper products. Ropemakers will make ropes for special purposes, such as a diver's lifeline, which incorporates a telephone cable. They can even create man-made ropes that imitate the old natural fiber ropes in color, texture and handling qualities.

Synthetic ropes have high tensile strength and exceptional sustained load performance. They have an outstanding capacity to absorb shock-loading, immunity to rot, mildew and marine decay. They resist chemical attack, weathering, and can withstand contact with oils, gasoline and common solvents. Because of their low water absorption, their breaking strain remains constant when wet (vegetable fiber strength decreases 30-40 per cent when wet).

Man-made ropes are easy to handle—wet or dry—and their soft texture won't damage highly finished surfaces. They are lightweight, easy to carry and store, and they have a high strength-to-weight ratio. Those that float do so indefinitely, while all have excellent aging properties, durability and long life.

Colors range from white to black, with reds, oranges, blues and greens also available. Color coding of sheets and halyards (ropes and tackle) on yachts and dinghies is now established practice in the sailing world.

Thanks to the ropemakers, macramé hobbyists and other craftworkers can often produce work of outstanding quality, and the backyard mechanic can tuck a towrope and block-and-tackle into one corner of his toolbox.

The big snag with man-made rope and cordage is its smoothness. Some trusted old knots slip undone when they're tied in synthetic rope. This should be kept in mind. Such knots may need an extra Half Hitch or tuck to secure them.

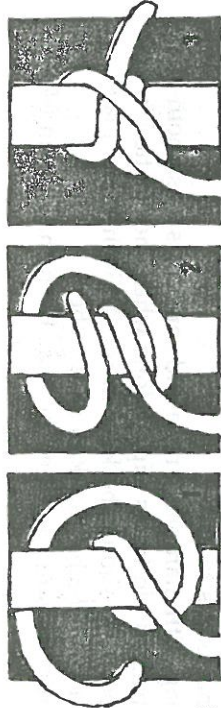
Synthetic ropes also melt when heated. Even the friction of

one part of the rope rubbing across another may heat it so that it weakens and fails. It's important to avoid any sort of sawing action between rope parts or, as the knot tightens up under a load, the binding of one against another. These actions may actually fuse them all together—never again to be untied. This property of synthetic rope does not need to be a great hazard or inconvenience, but it must be taken into account—especially by climbers and spelunkers.

## The Clove Hitch

2

My favorite nearly-all-purpose hitch. Simple to tie, simple to untie, and won't jam under strain. There are better hitches if you're especially concerned about security, and if you're attaching a rope to a square shape—like a piece of lumber—the clove is not appropriate, but for your run-of-the-mill,

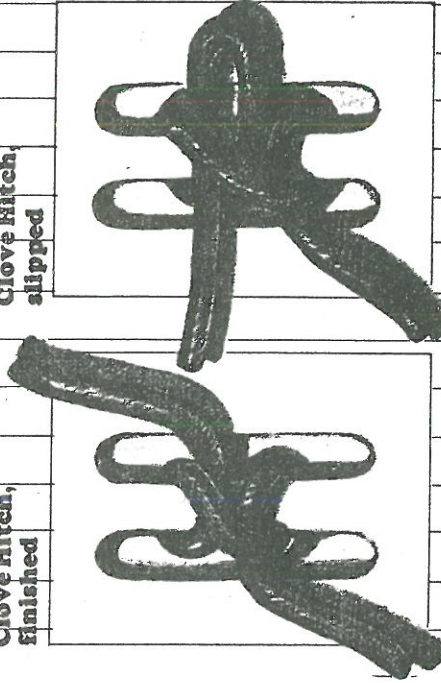


tie-this-thing-to-that-post kind of problem, the clove is your best choice.

Note the slipped variation for quick release.

Clove Hitch, finished

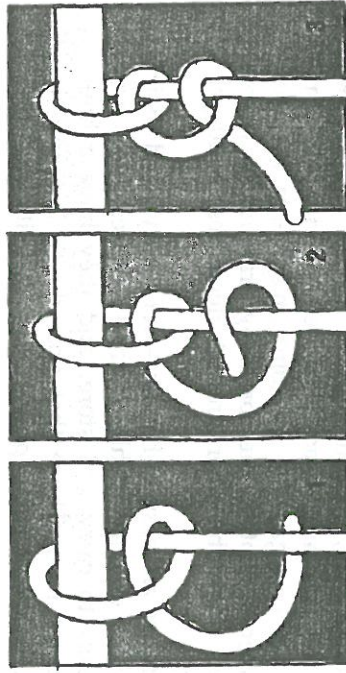
Clove Hitch, slipped



## The Two Half Hitches

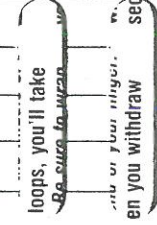
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The only other contender for the title of All-Purpose Hitch. More common than the clove, probably because it seems easier to tie (although it really isn't). Nevertheless, on shapes and in places where the clove won't go, two half hitches is probably the best choice, both for simplicity and security. The slipped variation is particularly important, since this knot can often be tough to untie without it.



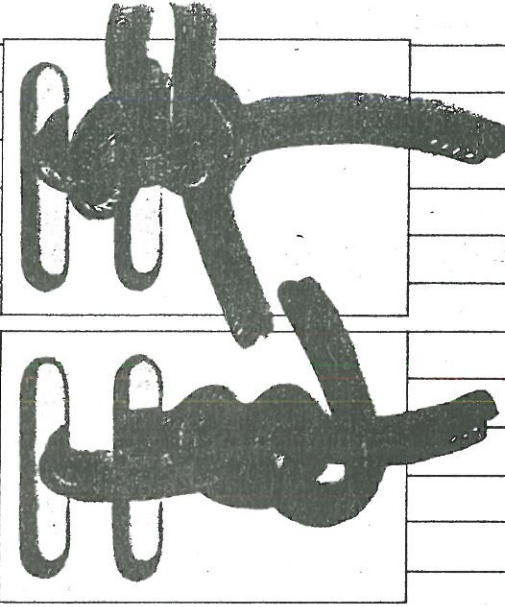
Two Half Hitches, finished

Two Half Hitches, slipped



loops, you'll take  
Be sure to wrap  
end or four rings.  
en you withdraw  
see

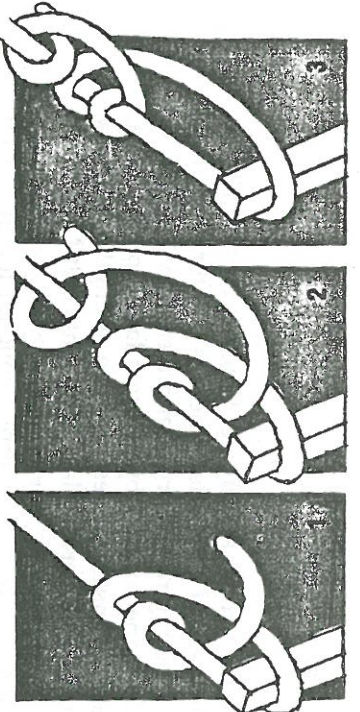
on you  
is it



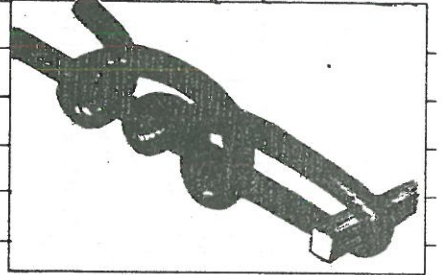
## The Tautline Hitch

4

A specialist, but a particularly good one. The tautline hitch is used mainly when you need to keep a rope tight that tends to sag over time (clotheslines, tent guys, etc.). The tautline holds in one direction, but can be slid in the other, when slack has to be taken out. It's a one-way "ratchet" knot, the best of it.

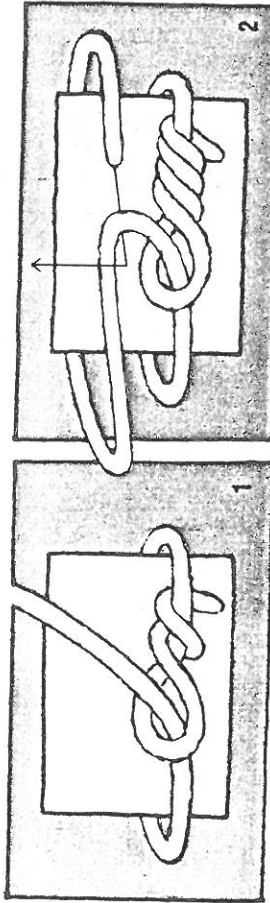


Tautline, Finished



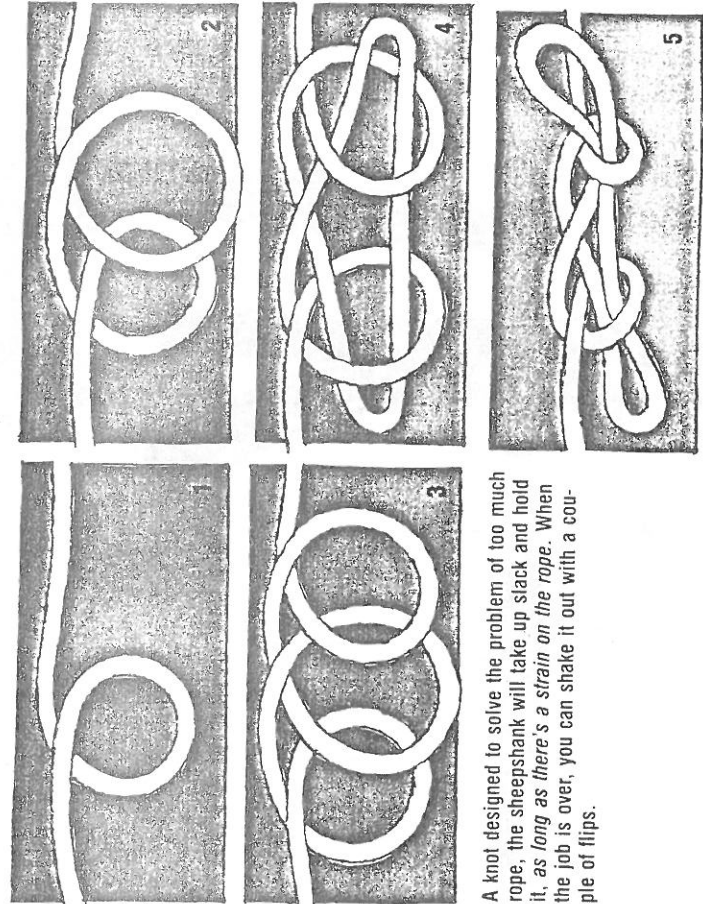


## 16 The Killleg Hitch



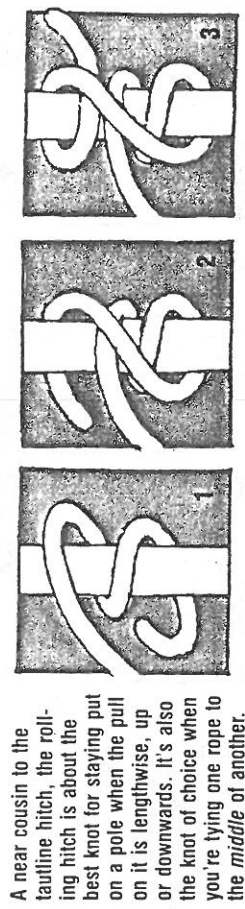
Actually just an application of the timber hitch, the killleg is designed for big messy bundles or odd shapes—a rock for example, or a duffel of some kind. The killleg is the universal tie-on, adaptable to most any shape.

## 17 The Sheep Shank



A knot designed to solve the problem of too much rope, the sheepshank will take up slack and hold it, as long as there's a strain on the rope. When the job is over, you can shake it out with a couple of flips.

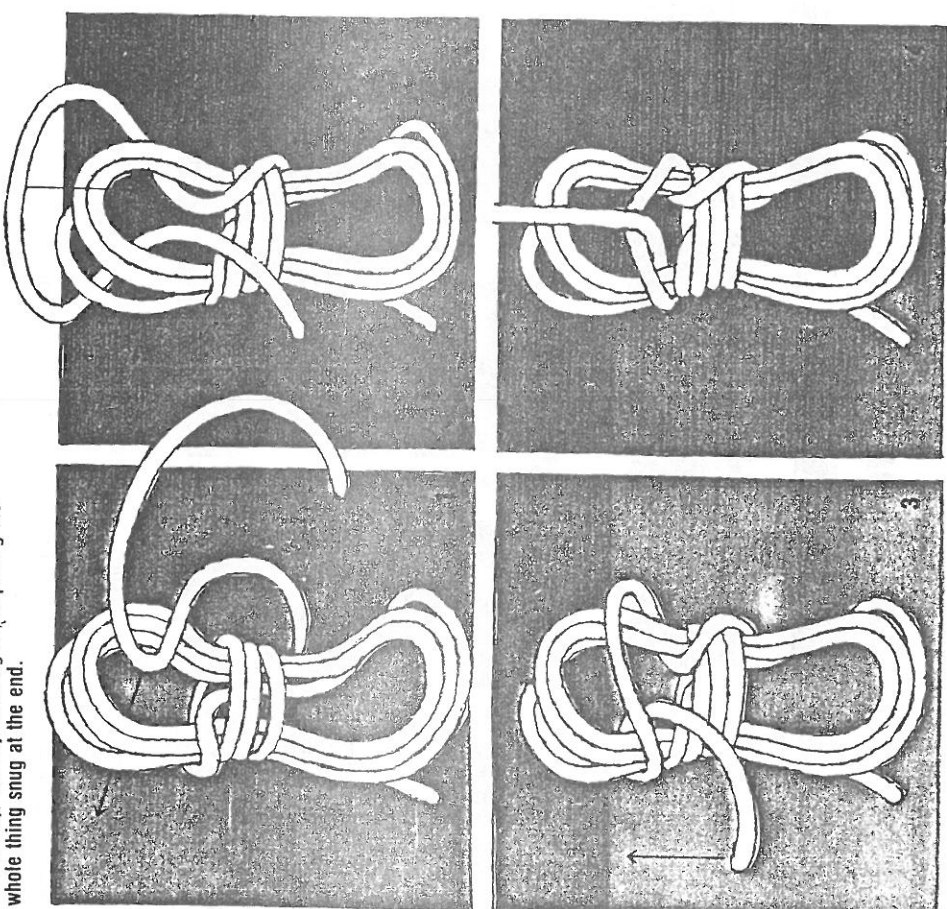
## 18 The Rolling Hitch



A near cousin to the tautline hitch, the rolling hitch is about the best knot for staying put on a pole when the pull on it is lengthwise, up or downwards. It's also the knot of choice when you're tying one rope to the middle of another.

## 19 The Coil

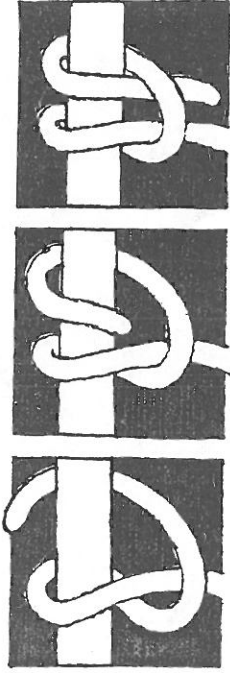
Not really a knot, but a way to keep and arrange rope so it stays tangle-free. It's simple to form, keeps the rope neat, and comes undone in a second when you need it. Incidentally, the key, once again, is pulling the whole thing snug at the end.



# 13

## The Ring Knot

Probably most familiar as the knot you use with a rubber band, the ring knot is the ultimate in security when you're dealing with a closed loop, but it's also used occasionally with a loose end, as it is illustrated here.



# 14

## The Prusik Knot

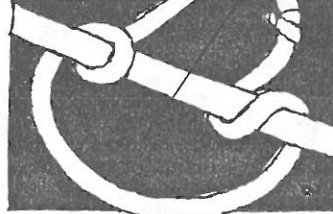
This is a climber's knot, and you'll probably never need it. But on the other hand, if you're ever faced with a vertical rope that you have to climb, the prusik could be a potential lifesaver.

Start with two short pieces of cord, of smaller diameter than the rope you're intending to climb. These will be your "footholds."

Make the two cords into two loops with single sheet bends, as per the illustration. (Or, even better, use the doubled variation.) Take one of the loops and tie what amounts to a twice-through ring knot around the vertical rope (see the illustration). Do the same with the

second loop. If the cord you've tied the prusik in has a smaller diameter than the rope you'll be climbing on, you'll be able to slide this foot-

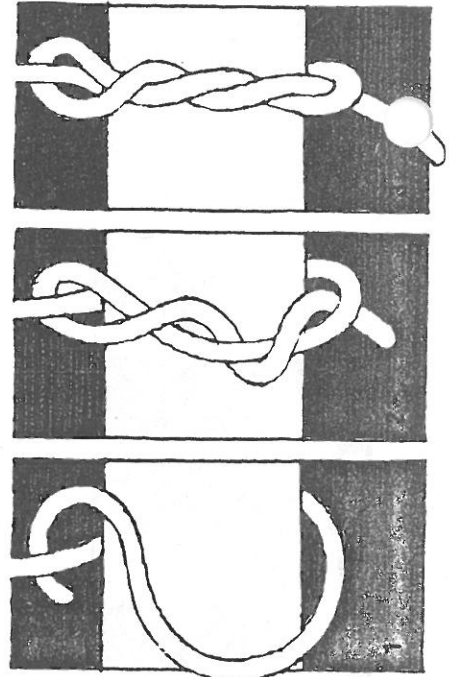
hold up, step in it, and not have to worry about it sliding back down.



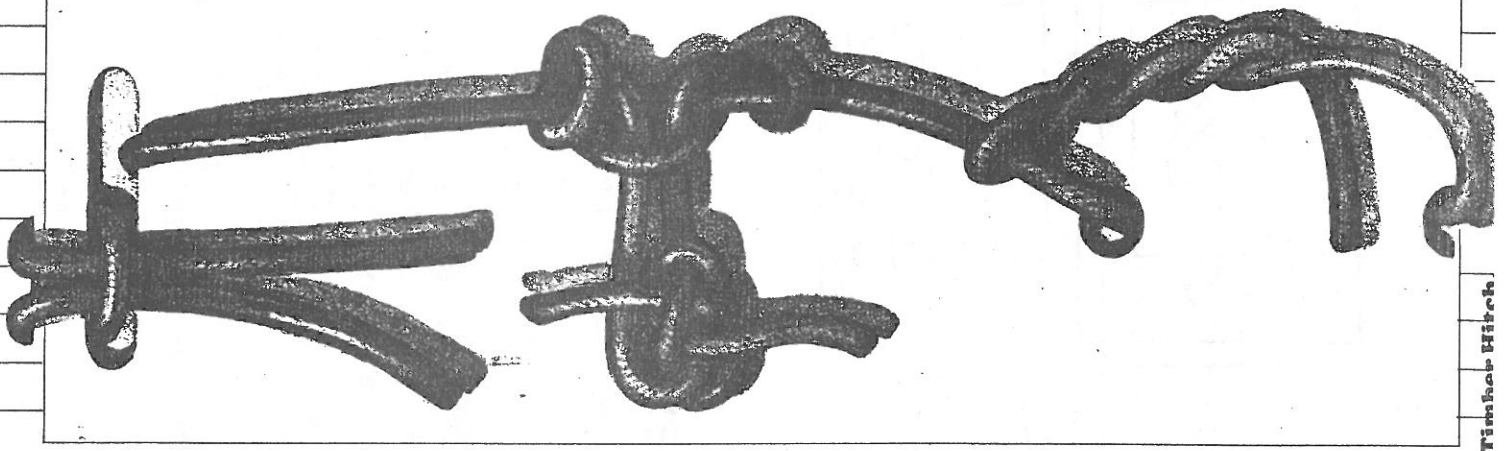
# 15

## The Timber Hitch

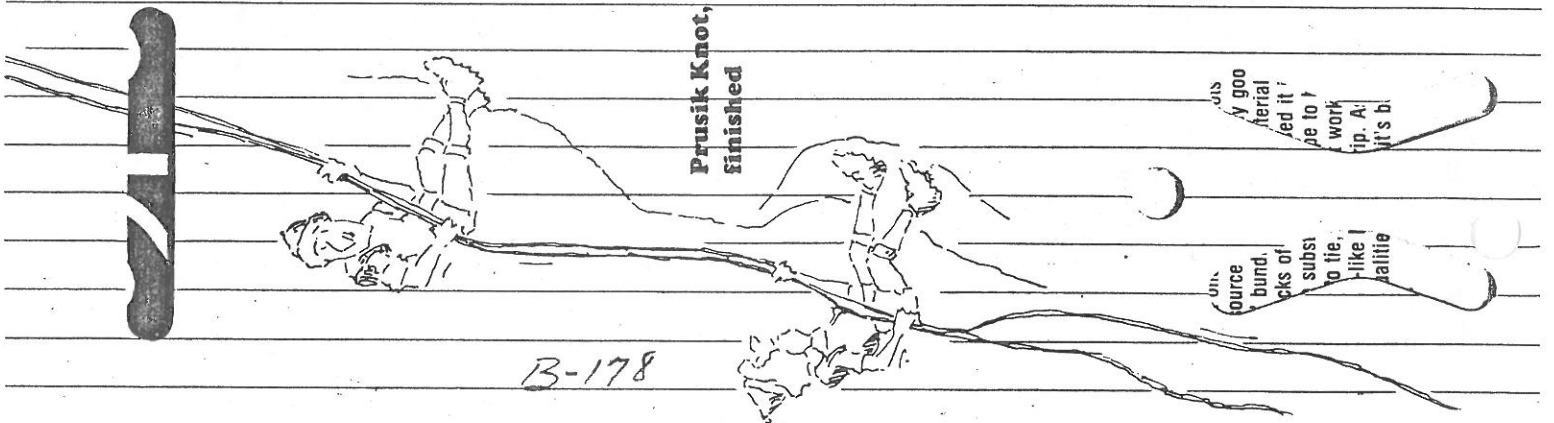
Deceptively secure if you tie it around a rough surface, the timber hitch is childishly easy to tie and never failingly simple to undo. It's particularly appropriate if the rope is going to be under a constant strain. On the other hand, don't use it when security is a high priority, or when the direction of the pull is liable to jump around.



Ring Knot, finished



Prusik Knot, finished



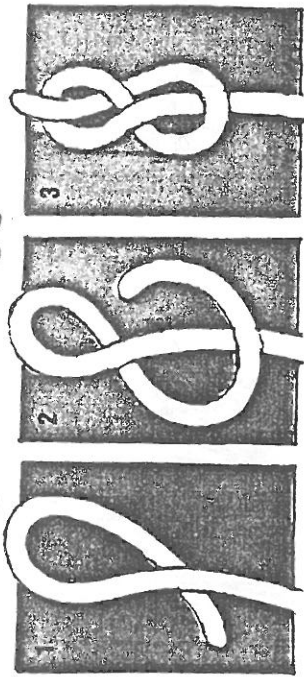
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On source bund, cks of to tie, -like l alitie

his ly goo terial ed it' pe to t work ip. A) it's b.

# The Figure 8 Stopper

Stopper knots are nothing more than lumps in the rope, designed to mark a spot, or to keep the rope from slipping through some kind of tight spot. The simplest is the overhand knot, described on page 2, but just about as simple, and easier to untie after having been really tightened, is the Figure 8 stopper.



# 24 The Incredible Magic Loop

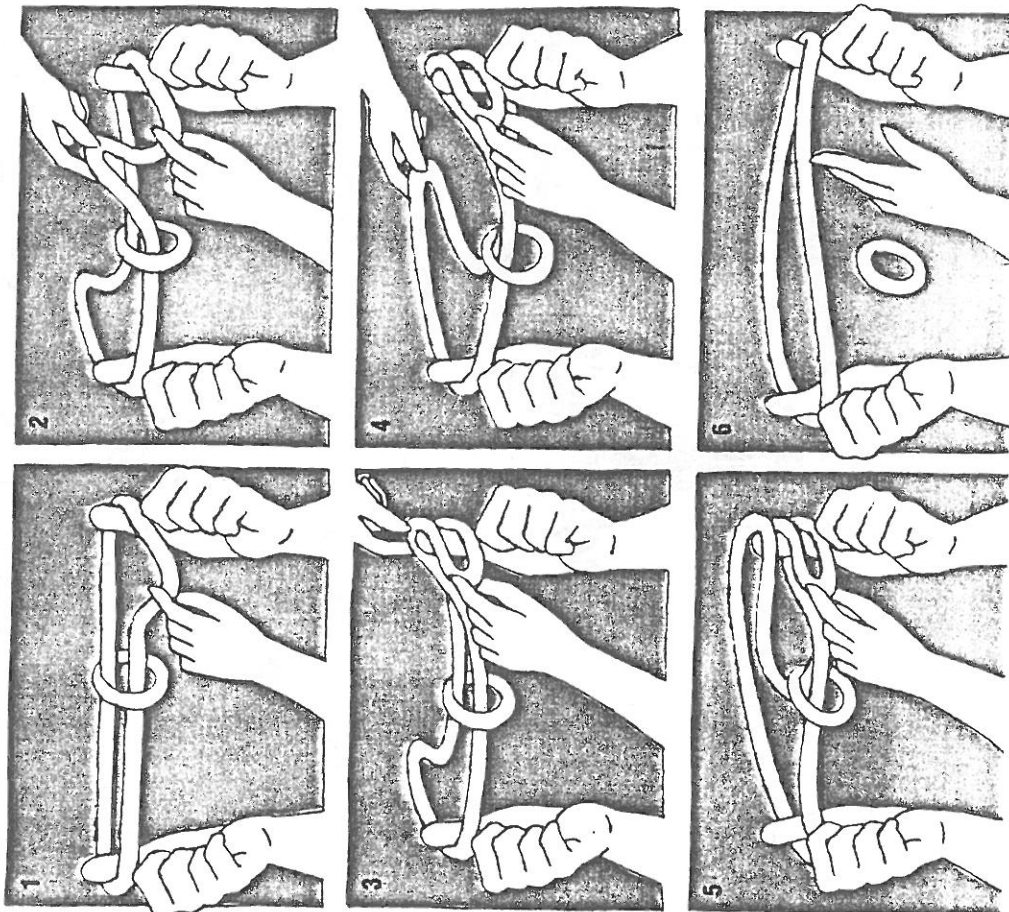
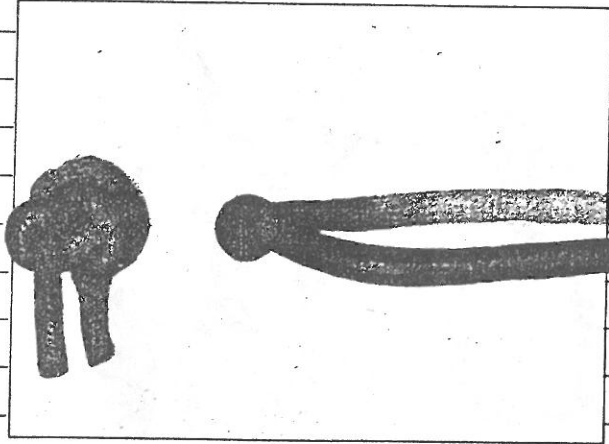
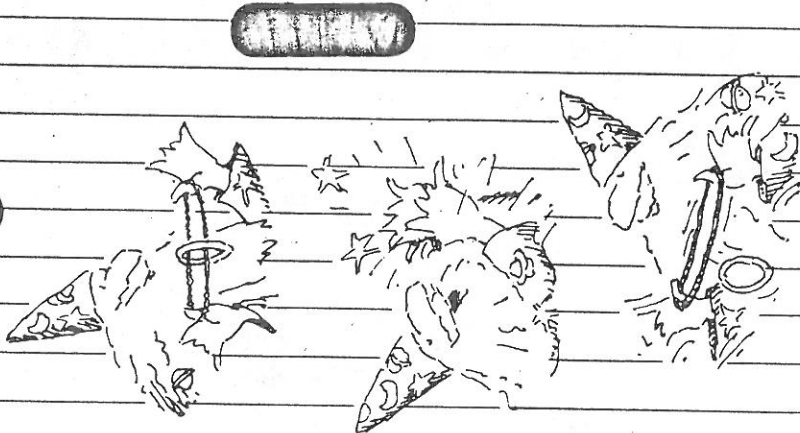


Figure 8 Stopper, finished



## The Incredible Magic Loop

A certifiably great rope trick. Easy to do, but sat-  
isfyingly mysterious.  
Knot together a big loop of cord, pass it through  
the hole in the back cover and hook it over the  
thumbs of your volunteer. Smile.  
With your right hand, pinch the cord at a point  
between the book and his left thumb. Pull the  
cord towards you and hold it. Then with your left  
hand, pinch it again, this time at a point between  
your right hand and the book. Pass the cord over  
the poor fool's left thumb, never letting go of the  
cord you're still holding in your right hand. Re-  
lease with your left.  
Then, without a great deal of delay, pinch the  
cord with your left hand again—but this time on  
the other side of the book, *between it and his  
right hand* (it doesn't matter which cord, as long  
as it's on the other side of the book). Take this  
and pass it over his left thumb again. He'll have  
to move his hands in a bit as you make these  
maneuverings, since you'll be shortening the loop  
quite a bit.

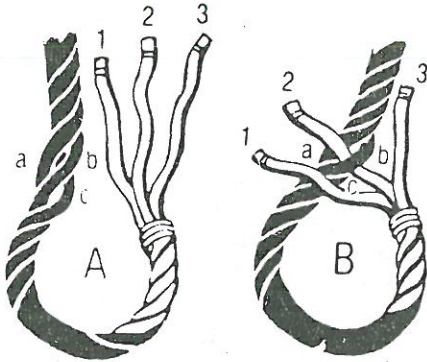


Then stand back and regard him smugly. You're  
still holding on with your right hand to the little  
loop you started with. Release this and ask him  
to spread his hands. The book will drop off.  
Smile again.  
And remember, a good magician never repeats a  
trick.

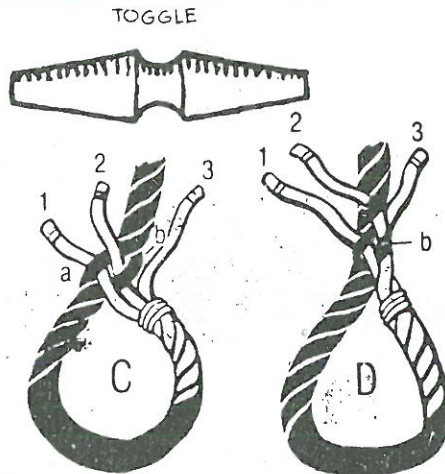
# Fun with Commando Ropes!"



TOGGLE A NUMBER OF COMMANDO ROPES TOGETHER FOR CLIMBING A CLIFF OR ESCAPING FROM A BURNING BUILDING. THE TOGGLES GIVE A FOOTHOLD.



**EYE SPLICE.**  
UNLAY THE ROPE A FEW TURNS (A). THEN BRING STRAND 2 OVER STRAND 1, UNDER STRAND 3, AND OUT BETWEEN STRANDS 1 AND 2 (B).

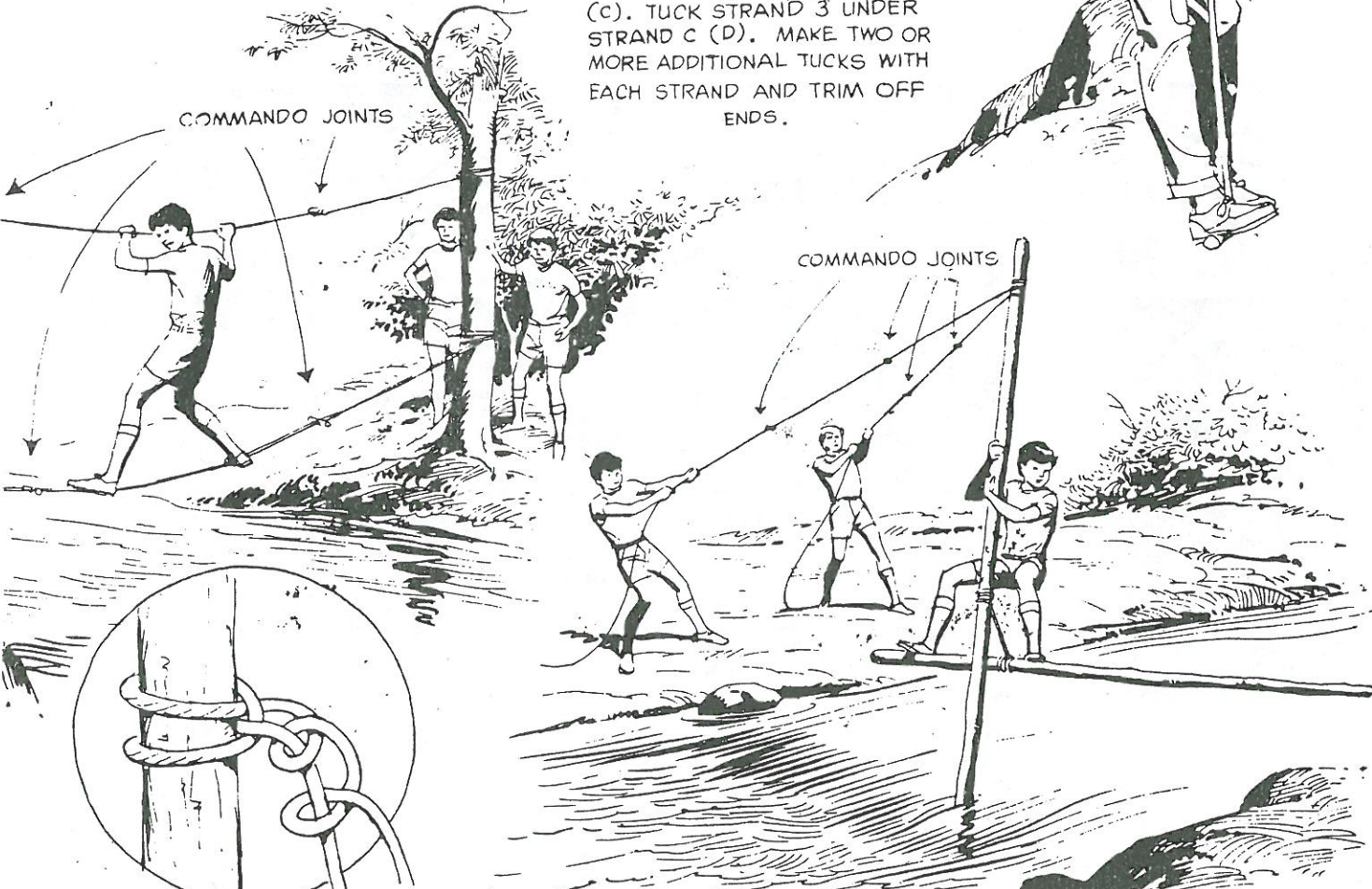


BRING STRAND 1 OVER STRAND 2 AND TUCK IT UNDER STRAND 3 (C). TUCK STRAND 3 UNDER STRAND 1 (D). MAKE TWO OR MORE ADDITIONAL TUCKS WITH EACH STRAND AND TRIM OFF ENDS.



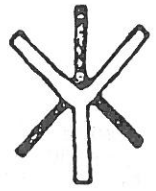
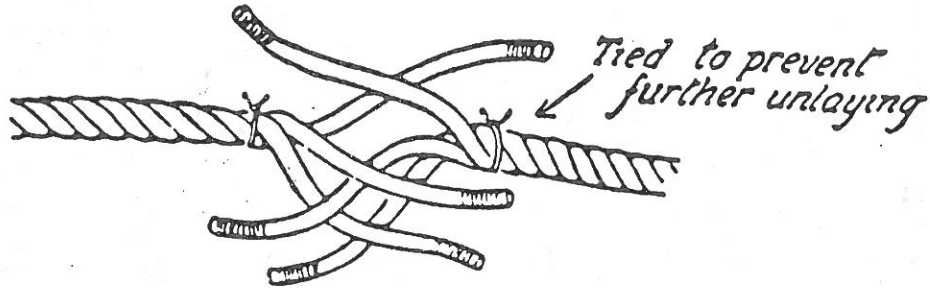
COMMANDO JOINTS

COMMANDO JOINTS

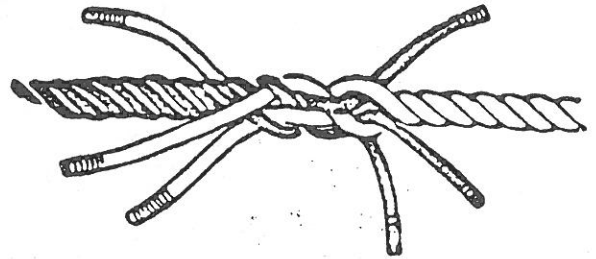
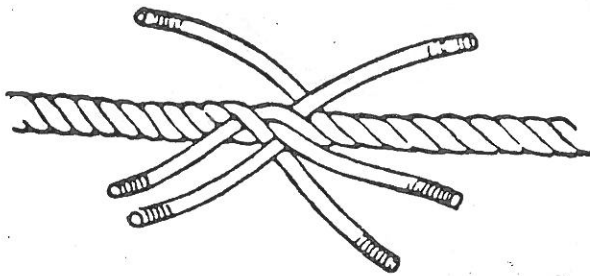


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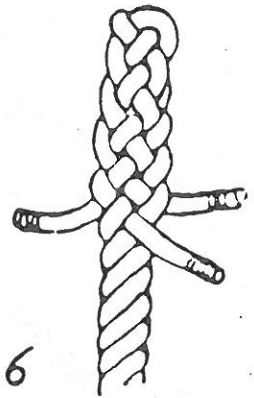
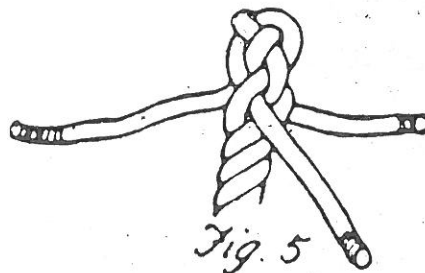
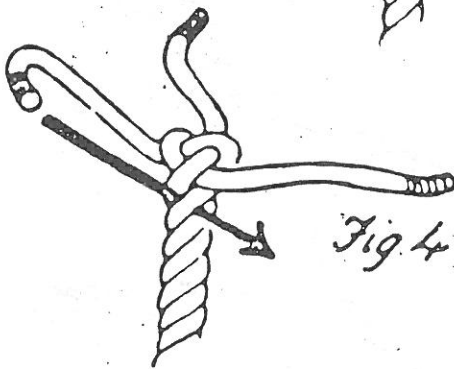
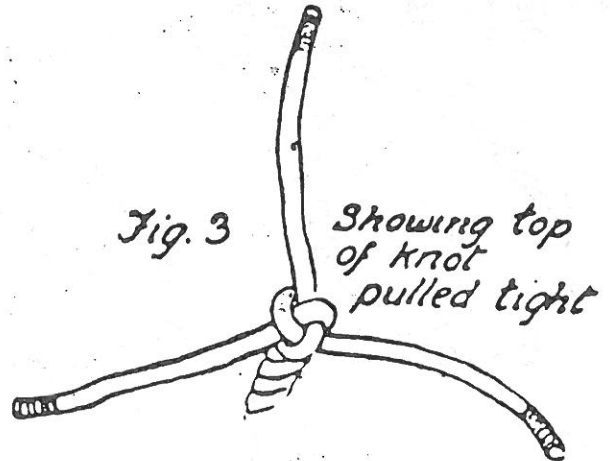
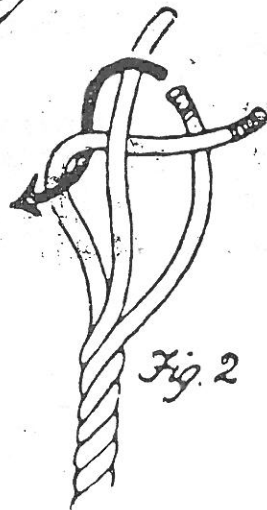
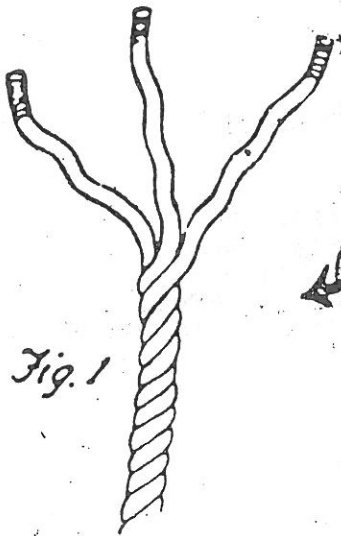
SHORT SPLICE



"Marrying."



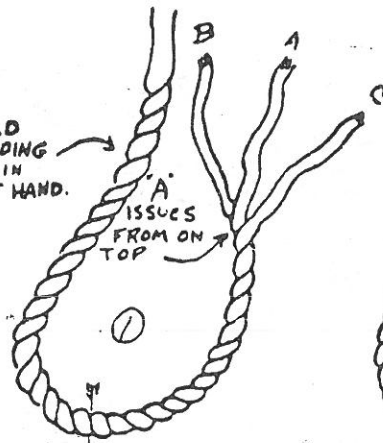
END SPLICE



UNLAY THE  
LINE, BUT  
PRESERVE  
THE LAY OF  
THE  
STRANDS.

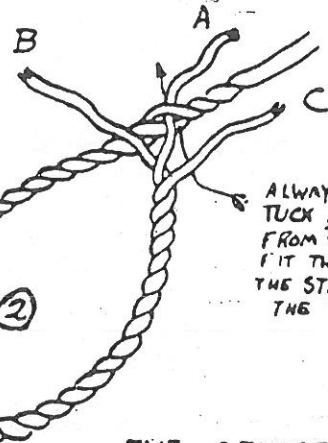


HOLD  
STANDING  
PART IN  
LEFT HAND.



①

A  
ISSUES  
FROM ON  
TOP



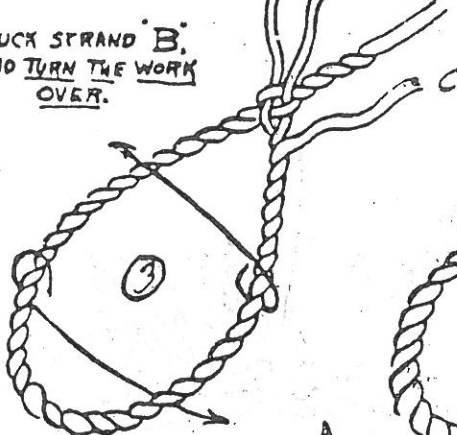
②

ALWAYS  
TUCK AWAY  
FROM YOU, AND  
FIT THE LAY OF  
THE STRAND INTO  
THE TUCK

EYE SPLICE

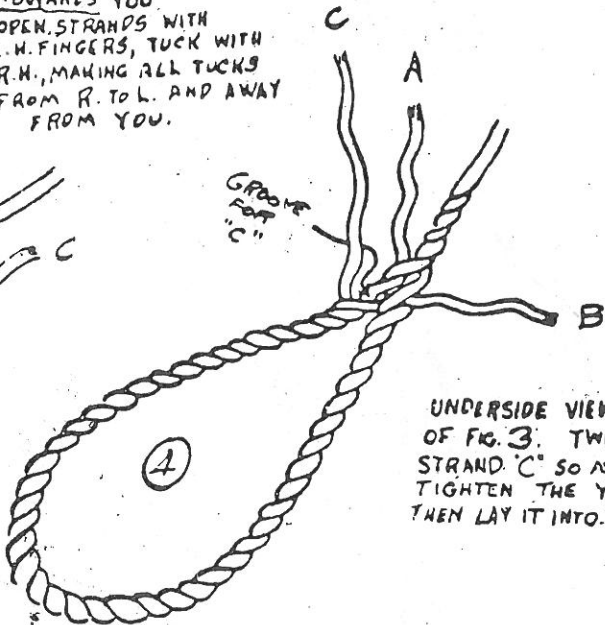
HAVE MIDDLE  
OF THE BIGHT  
TOWARDS YOU  
OPEN STRANDS WITH  
L.H. FINGERS, TUCK WITH  
R.H., MAKING ALL TUCKS  
FROM R. TO L. AND AWAY  
FROM YOU.

TUCK STRAND B,  
AND TURN THE WORK  
OVER.



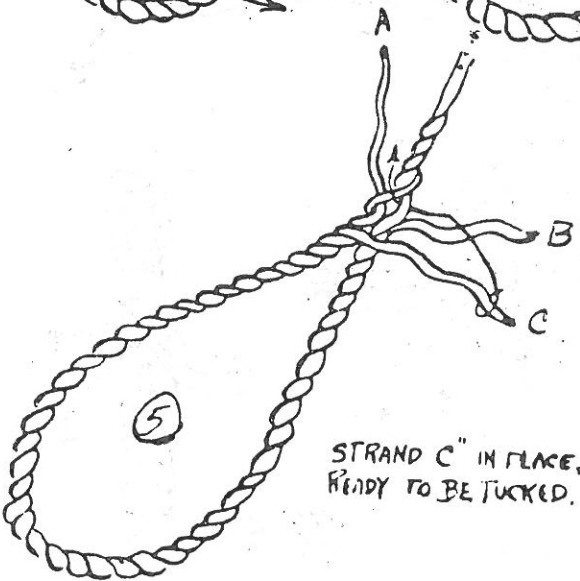
③

GROOVE  
FOR  
"C"



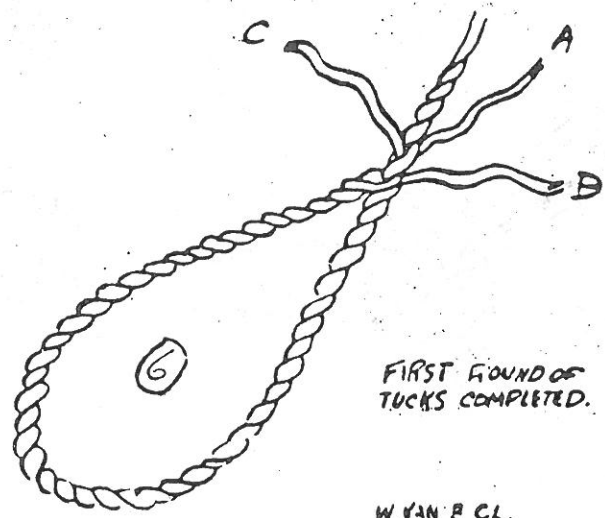
④

UNDERSIDE VIEW  
OF FIG. 3. TWIST  
STRAND "C" SO AS TO  
TIGHTEN THE YARNS,  
THEN LAY IT INTO ITS GROOVE.



⑤

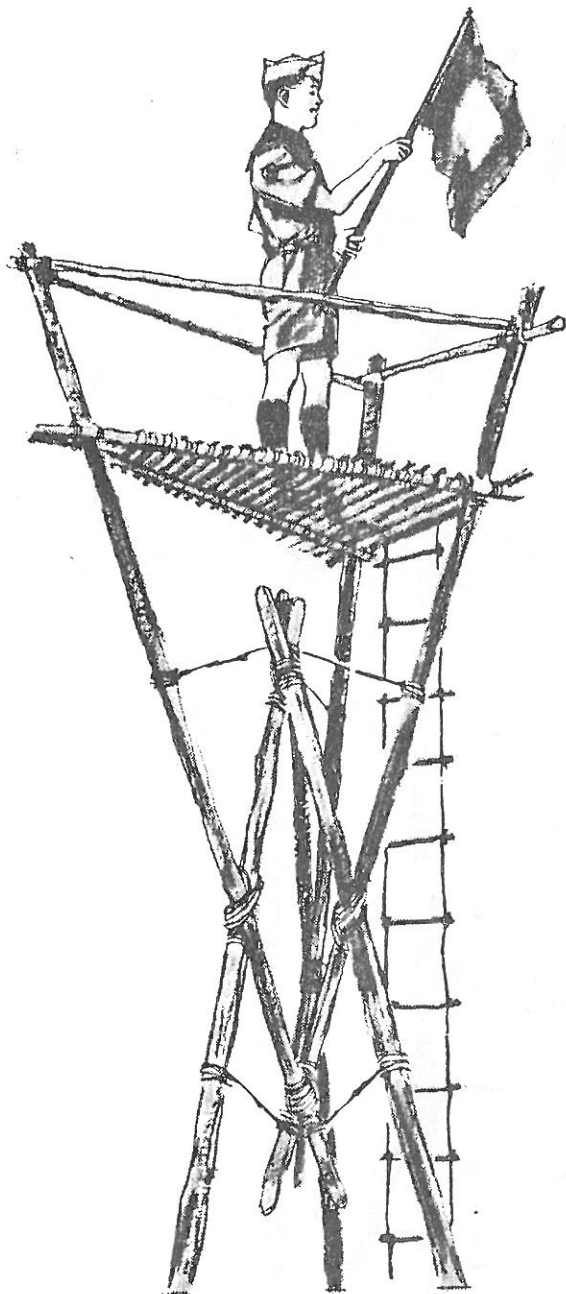
STRAND "C" IN PLACE,  
READY TO BE TUCKED.



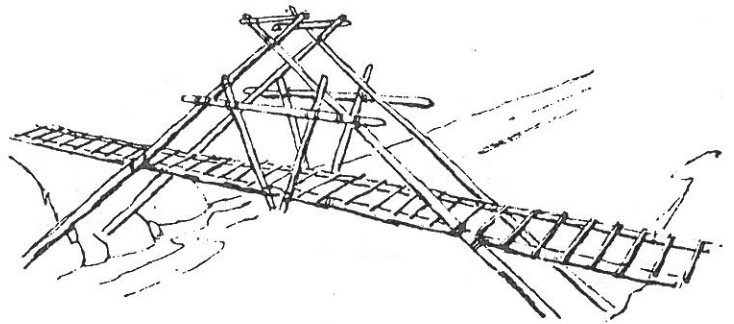
⑥

FIRST ROUND OF  
TUCKS COMPLETED.

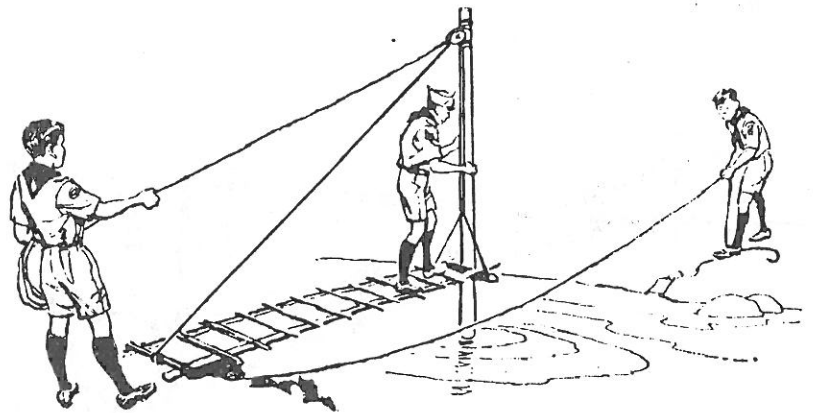
W. VAN P. CL.



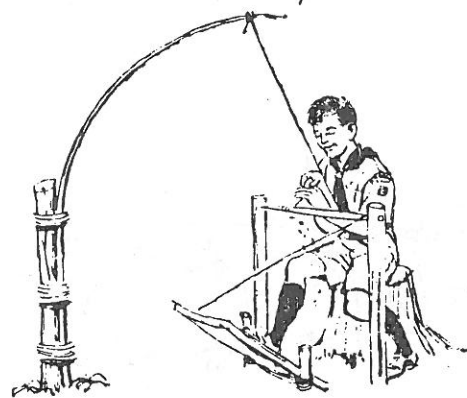
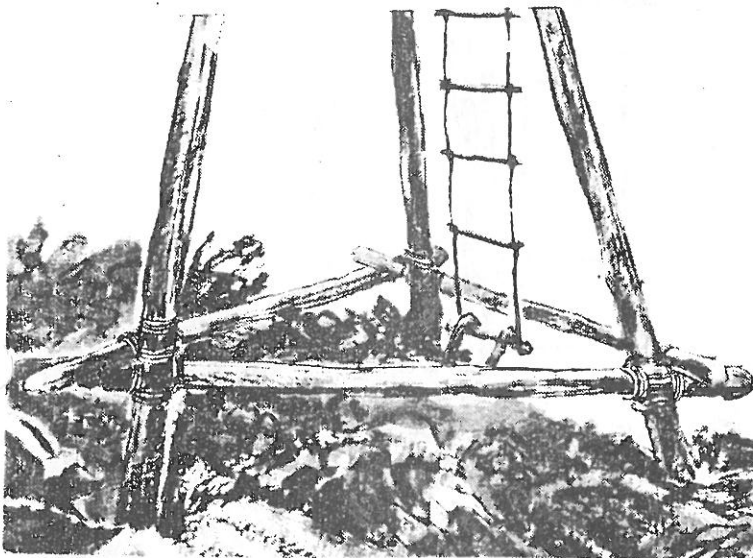
Make bottom tripod on its side. Then build second tripod inside the first. When lashed together, erect with ropes and man power. Sink base of tripod 3 or 4 inches in the ground for stability. Add platform either before or after raising.



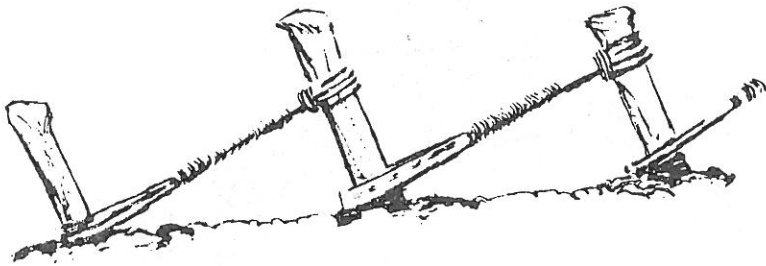
This is a bridge to build where regular crossings are to be made. Be sure to leave plenty of overlap on each end to add rigidity to the whole structure. If this is to be a permanent bridge, it is suggested that it be bolted together after lashing it up.



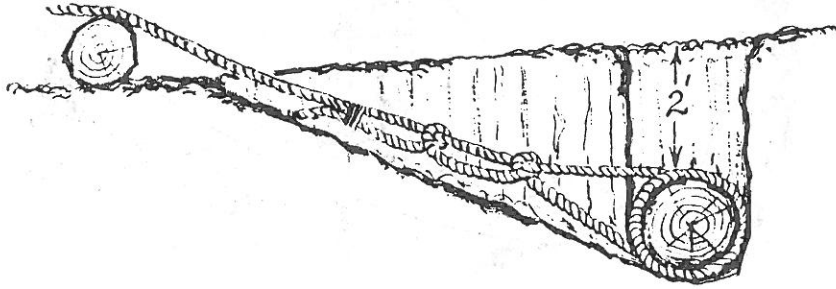
It's fun to build and fun to use this bridge, especially on a hot day when a little cooperation will dump the passenger into the cooling waters of the stream.



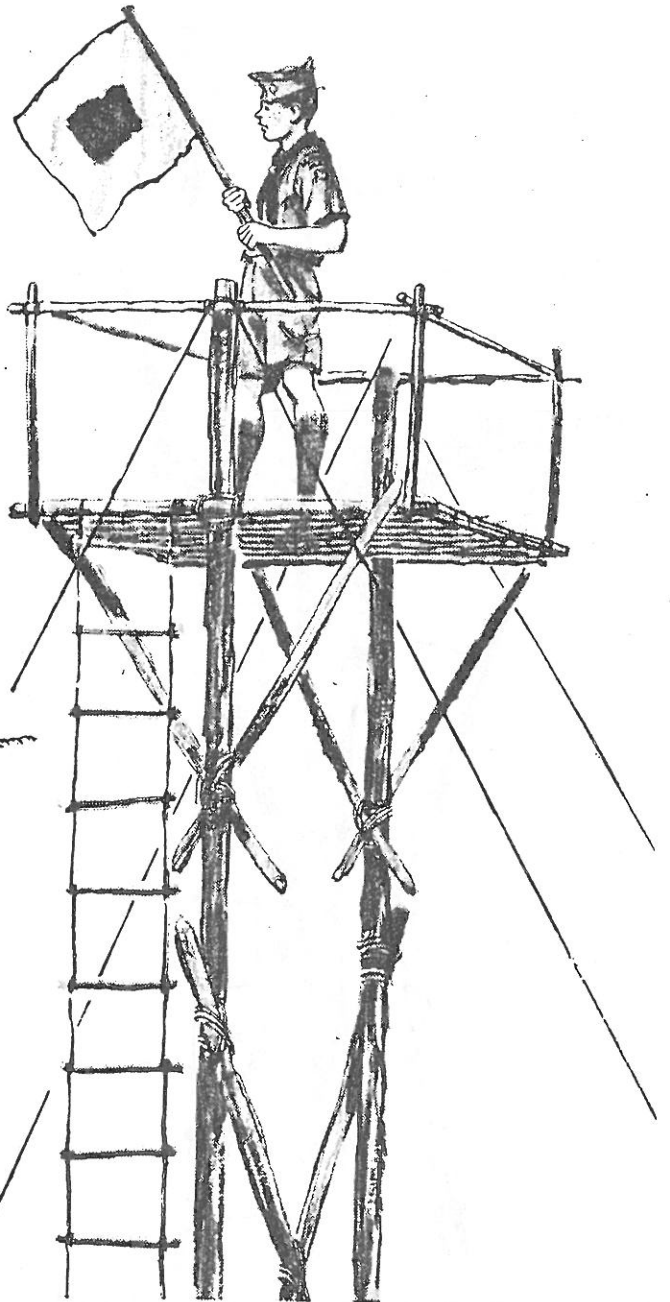
In pioneer days this simple lathe was used by settlers to turn chair and table legs for furniture. It can be used in camp to make simple, camp comfort items.



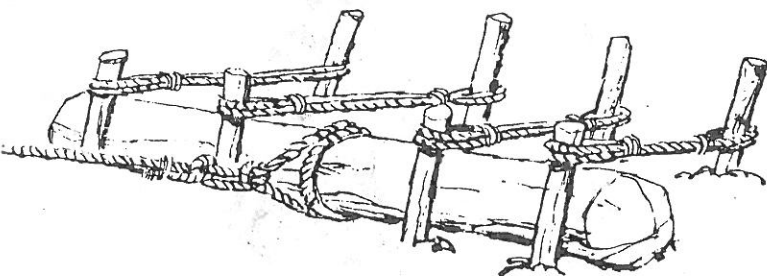
Where guy lines are used to support pioneering structures, every precaution must be taken that they are secure. This holdfast consists of a series of stakes, each fastened to the one behind it to keep the tops from pulling forward and out of the ground.



This holdfast is almost immovable. A log is buried 2 feet underground, and the guy line led at an angle up and across another log on the surface. This puts the pull on the buried log against the firm bank rather than against the soft fill on top.



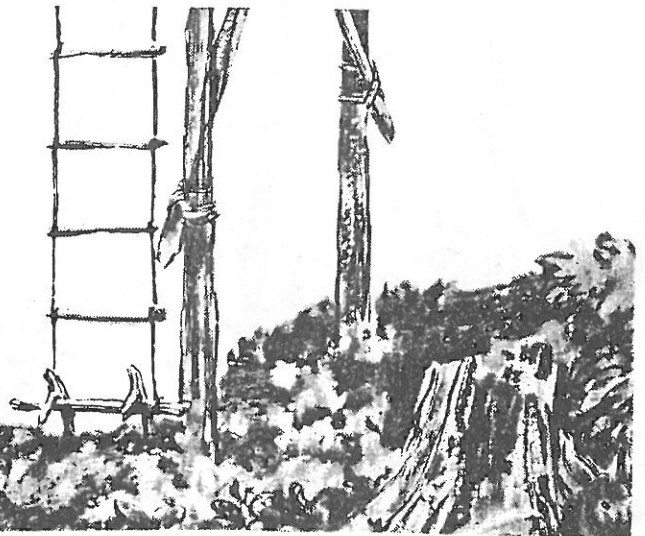
The two main upright spars must be quite stout and buried at their end to a depth of 12 to 18 inches. The rest of the spars can be quite light. Obviously, this tower needs strong guy lines, fastened securely to well-made holdfasts.



In this adaptation, the log is held in place by a series of stakes. Each stake is supported by an additional row of stakes behind the log to keep the tops of the first row from pulling forward. Pressure on the log is distributed evenly across many supports.

Projects from:  
*Fun with Ropes and Spars* by John Thurman  
 By permission of C. Arthur Pearson, London, publisher  
*Pioneering merit badge pamphlet*

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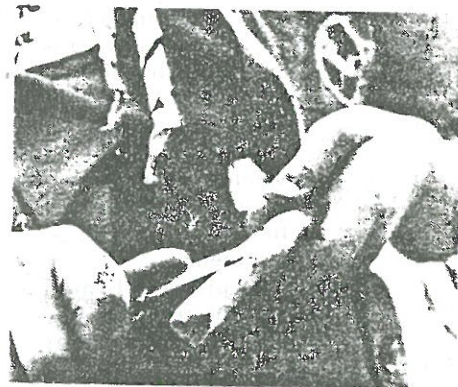
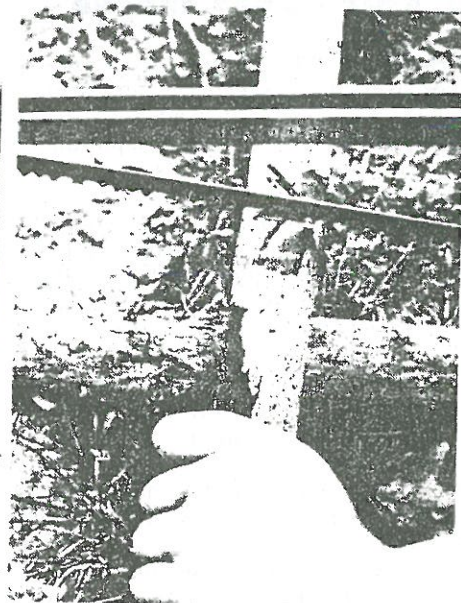
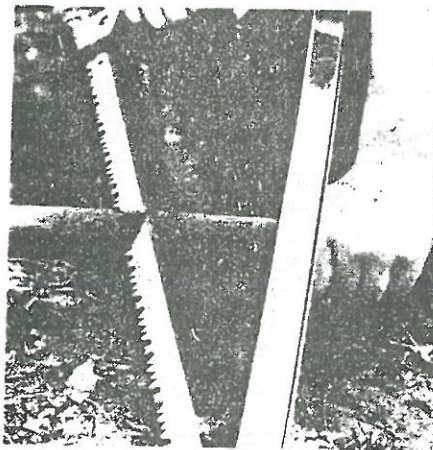




# Make and Use Dovetail Notches

TEXT AND PHOTOGRAPHS  
BY TOM DWYER

Camp tables and racks for tools, fire buckets, and patrol flags, are easy to make with dovetail notches. Craftsmen use dovetail notches to build cabinets and furniture. In camp, the notches can replace lashings that always come loose. They're easy to make. All it takes is a saw, a Scout knife, and some dead wood. Use the saw to cut a notch in the wood, as shown in the pictures. Chip out the center of the notch with your knife. Shape another branch to fit into the notch. Your dovetail is ready to use. It works well in dead wood, so there's no need to cut live trees. If you make the notch several inches from the end of the wood, it shouldn't split. But remember, soft woods, like birch and pine, split more easily than hardwoods. So it often pays to use the harder woods when making dovetail notches. ♣



# GREEN BAR

*Bill*

Says:

## "Take up Pioneering!"

Did you and your patrol ever cross a river on a bridge you built yourselves? Did you ever send a message from a signal tower you helped put up?

No? Then you've got some great thrills coming.

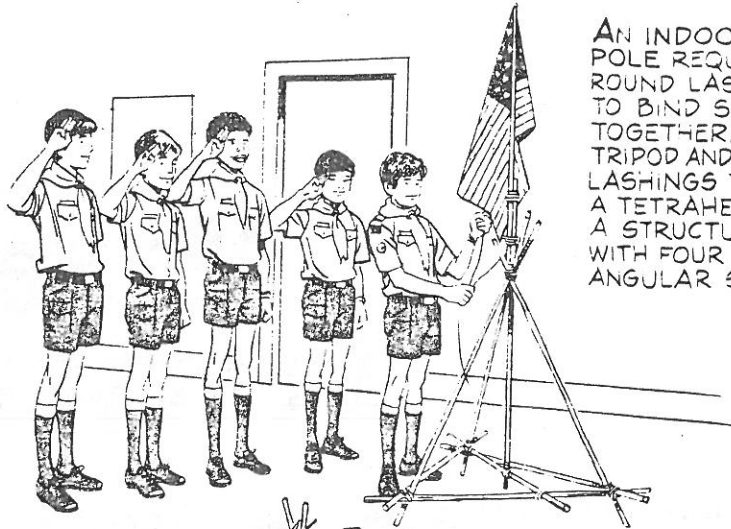
Pioneering is one of the grandest Scouting activities. The really big pioneering projects require a full troop. But you can begin by learning the skills you'll need at your patrol meetings.

For a start, make an indoor flagpole. It uses three of the five lashings on page 99 of your "Boy Scout Handbook": round, tripod and square. After that, learn diagonal lashing and compete by half-patrol teams in the chariot race shown on page 124 in your "Patrol Leader Handbook."

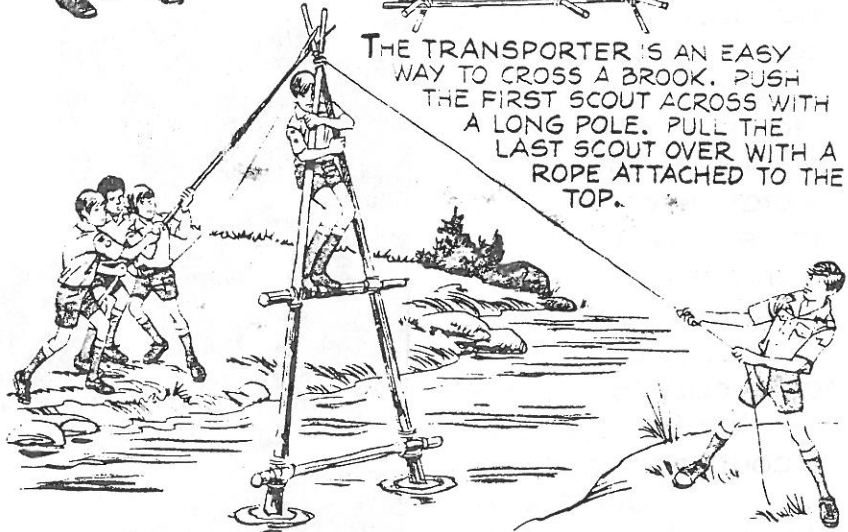
Then get outdoors. Assemble a transporter for getting the whole patrol dry-shod across a brook, learning shear lashing in the process. If a large log is available, make a log raft—but only if you have life preservers on hand.

Pioneering is more than rope work. It also requires the use of axes and saws. So get a farmer's permission to cut timbers in his wood lot in order to build a lock bridge. Put it up first without lashings. Then lash it for permanency.

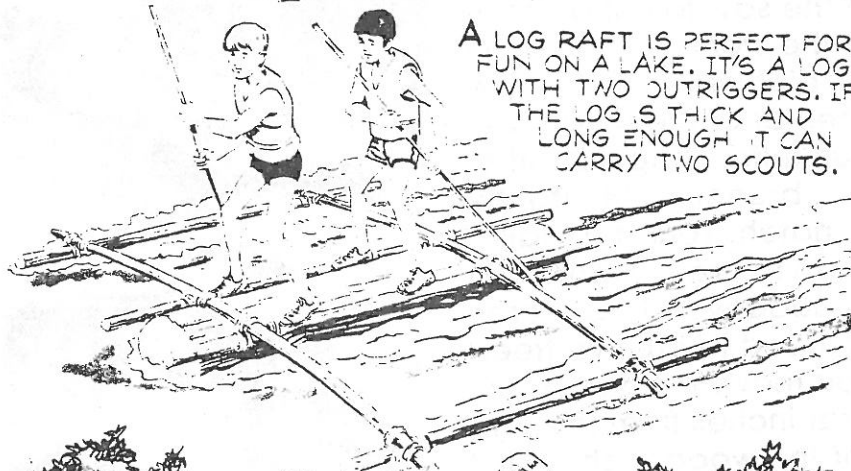
With these patrol projects behind you, your Scouts will be ready for the more ambitious pioneering of your whole troop. ♣



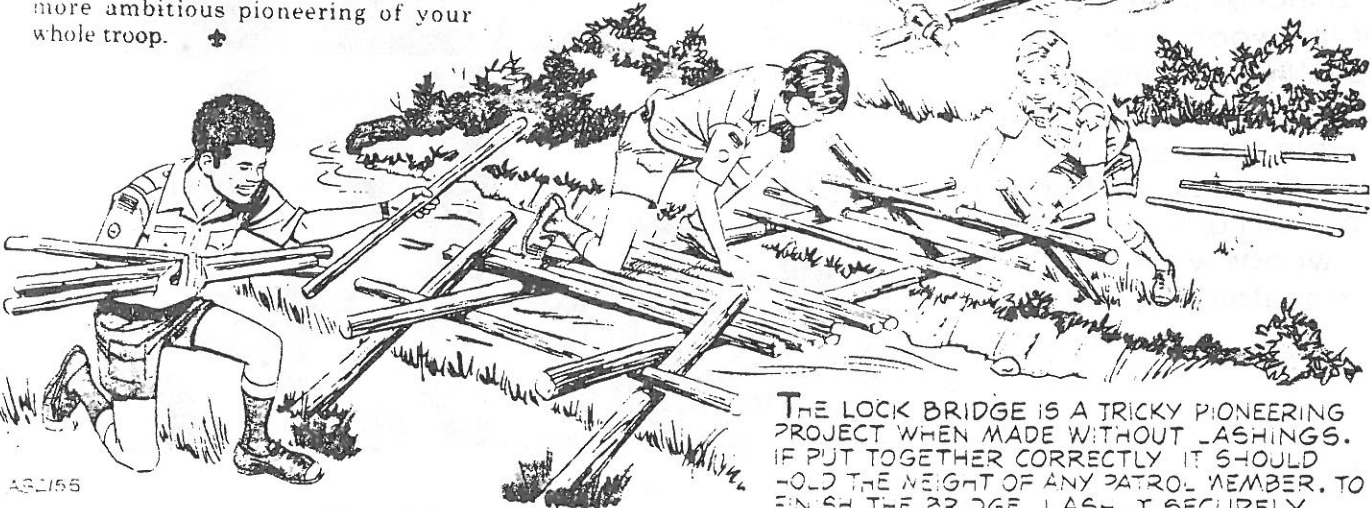
AN INDOOR FLAG-POLE REQUIRES ROUND LASHINGS TO BIND STAVES TOGETHER, AND TRIPOD AND SQUARE LASHINGS TO MAKE A TETRAHEDRON-- A STRUCTURE WITH FOUR TRIANGULAR SIDES.



THE TRANSPORTER IS AN EASY WAY TO CROSS A BROOK. PUSH THE FIRST SCOUT ACROSS WITH A LONG POLE. PULL THE LAST SCOUT OVER WITH A ROPE ATTACHED TO THE TOP.



A LOG RAFT IS PERFECT FOR FUN ON A LAKE. IT'S A LOG WITH TWO OUTRIGGERS. IF THE LOG IS THICK AND LONG ENOUGH IT CAN CARRY TWO SCOUTS.



THE LOCK BRIDGE IS A TRICKY PIONEERING PROJECT WHEN MADE WITHOUT LASHINGS. IF PUT TOGETHER CORRECTLY IT SHOULD HOLD THE WEIGHT OF ANY PATROL MEMBER. TO FINISH THE BRIDGE, LASH IT SECURELY.

AS 2/55

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