

1991 POW POW BOOK

Southern New Jersey Council

Boy Scouts of America



Saturday, December 7, 1991

Holly Heights School

Millville, New Jersey

"To Honor Those Who Serve America"

Dear Cub Leader,

Welcome to the 1991 Pow-Wow. It is with much pride and enthusiasm that the staff of this year's event presents THE POW-WOW BOOK. We hope it will prove to be an invaluable resource for you and your pack.

Not all the material that you will receive at the Pow Wow is contained in this book. There will be handouts at many of the sessions that you can add to the book later.

This year's Pow-Wow is full of exciting training experiences. But, your day should prove to be more than just a chance to learn. We hope it's a lot of fun too! It will be an opportunity to meet with friends and other cub leaders. It will also provide some time to make new friends, learn new material, or brush up on things you may have heard about before.

So Happy Learning! HAVE FUN. And, come back next year!

Yours in Scouting,

THE 1991 POW-WOW STAFF

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CHAPTER 1

THE BLUE AND GOLD BANQUET

CUB SCOUT MAGIC



PROGRAM

GREETINGS..... STAFF

INTRODUCTION OF GUESTS..... ROSEMARIE LASPADA

INVOCATION..... JAMES LASPADA

DINNER

ENTERTAINMENT..... JAMES LASPADA

ANNOUNCEMENTS..... KATHRYN PANCOAST

AWARDS

CLOSING..... STAFF

THE CUB SCOUT BLUE AND GOLD

The Blue and Gold is a yearly gathering of Cub Scout, family, friends and other special guests in a celebration marking a year of progress, awards and sharing of one another's thoughts, ideas and talents.

WHO TO INVITE - This depends on the size of your Pack and its finances.

- All Cub Scout Families and Relatives
- Pack Sponsor
- Boy Scout Troop
- Tiger Cub Scouts and Families
- Special Guest(s)
- Brownies, Girl Scouts

Whether your Pack Committee sets up the program or a separate Blue and Gold Committee sees to the details, this program should be special. Depending on your Pack size and finances, the celebration could be as simple as a cake with candles (perhaps each cub could light a candle) to a banquet at a local restaurant. The most popular program meal is a potluck dinner.

SUGGESTED MEAL -

Potluck - request each family bring one meat and one vegetable dish, enough to serve their family

Serve the meal buffet style

Cake - perhaps someone decorates cakes and would be willing to help out in this area

Paper products and Flatware

Beverages, Coffee

When the meal portion of the program is completed, have the Cub Scouts clear the tables.

As mentioned previously, the Blue and Gold is a time for special awards -

Religious Awards

Awards of Recognition - Den Chief Service Cord

Arrow of Light - Have your Committee Chairman preset the Webelos Scout with a real arrow that he may remember his many experience with the Pack!

And remember those special THANK YOU's to those who have helped the Pack grow!

BLUE & GOLD PROGRAM/ENTERTAINMENT -

Guest Speaker from your Community

Den Skits

Magic Show

Slide Show - Someone in your Pack take slides of everything you do all year? Great! Compile some of the best shots, trying to capture as many Cubs as possible, put it to music and you've got a terrific program!

(Don't forget that the element of surprize can create a spark in those that are "relaxing" after a delicious meal. See your "Sparkler" booklet.)

THE TIME ELEMENT -

This program may be held during normal Pack meeting times or perhaps you wish to arrange another time. It's up to you. The length of the Blue and Gold, meal and program included, should not be longer than 2 hours. Everyone gets fidgety, especially little ones. And after all is said and done, as Baden Powell remarked, "leave your site so that no one can tell you were there!"

Most important of all - HAVE FUN - let your imaginations come out - decorate and enjoy!

BLUE AND GOLD OPENING CEREMONY

Equipment: 4 cards each bearing one letter of the word CUBS.

- Scout #1: Friends, we welcome you to our blue and gold banquet.
- Scout #2: C stands for courtesy. A Cub Scout is courteous to his elders, his friends, his teachers, and especially his parents. He is courteous in all that he says and does.
- Scout #3: U stands for unity. When a boy joins a pack, he becomes a member of a den. He works and plays with other boys. He learns to get along with others.
- Scout #4: B stands for bravery. The Cub Scout is courageous enough to stand up for what he thinks is right, honest and fair, thereby making the world a better place in which to live.
- Scout #5: S is for service. When a Cub Scout learns to serve others, God, and his country, he helps spread goodwill.

BLUE AND GOLD CLOSING CEREMONY

Narrator - Tonight we have seen many mysterious feats of magic demonstrated here. The greatest magical feat of all of course is the transforming of a group of boys in the second through the fifth grades who are full of energy, curious, friendly, adventurous and who have a desire to be a Cub Scout.

- M - Methods. Cub Scout methods such as family involvement in all activities and advancement opportunities to recognize growth and achievement.
- A - Activities can help the boy grow strong in mind and body. And help build pride, loyalty, and self-respect.
- G - Games teach the boys how to get along with others, sportsmanship and new skills.
- I - Ideals. The Cub Scout Promise and the Law of the Pack help remind the boys to do their best.
- C - Ceremonies help the boy learn good citizenship, and respect for his flag and country.

Narrator - This is Cub Scout Magic!! Good Night Cub Scouts!

TOP HAT INVITATION

LETTERS
OUTLINED
WITH
GLITTER

CUB
SCOUT
MAGIC

BLACK CONSTRUCTION
PAPER

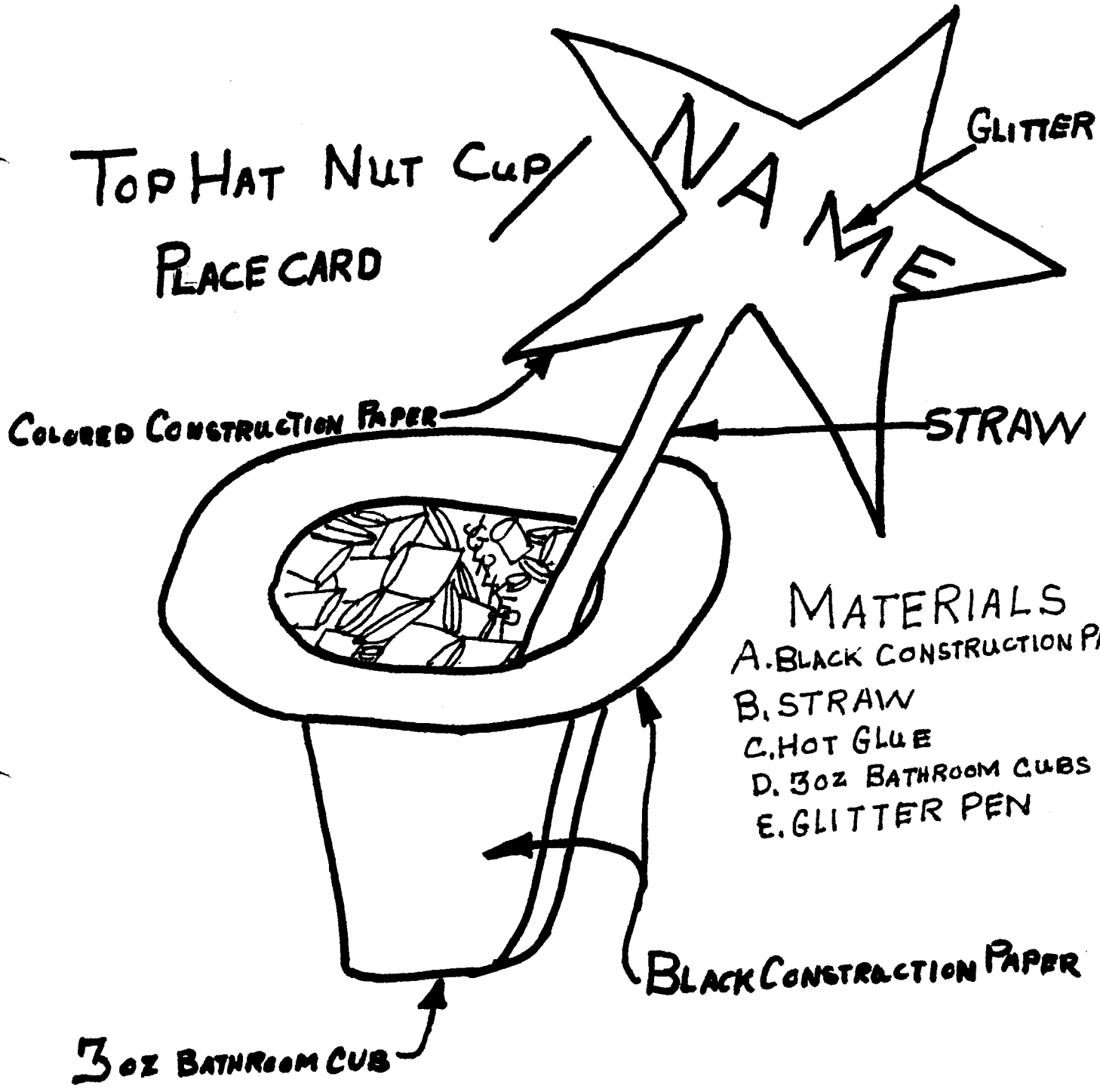
INSIDE

BLUE
AND
GOLD
BANQUET

DATE: DEC 7, 1991

PLACE: HOLLY HEIGHTS
SCHOOL

TIME:



- MATERIALS**
- A. BLACK CONSTRUCTION PAPER
 - B. STRAW
 - C. HOT GLUE
 - D. 3oz BATHROOM CUBS
 - E. GLITTER PEN

CHAPTER 2

CEREMONIES

"Once a scout, always a scout"



"I promise to do my best..."

CEREMONIES

"A hundred years from now it will not matter what my bank account was, the sort of house I live in, or the kind of car I drove. But the world may be different because I was important in the life of a boy."

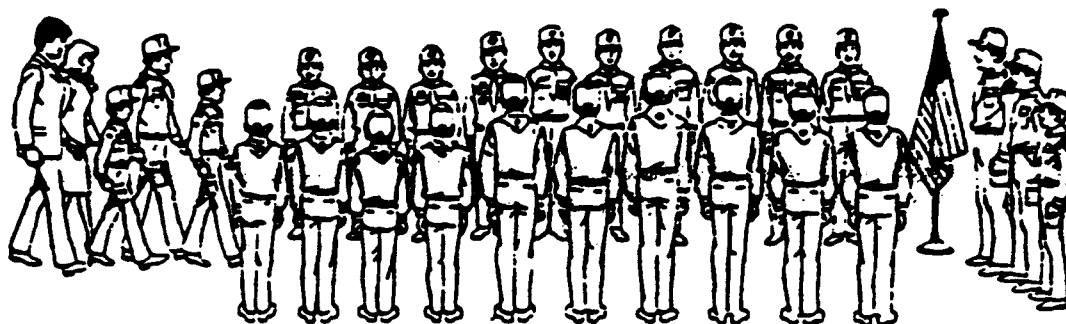
Barbara Watson
and
Robin Kelley

PACK CEREMONIES

Do you remember the best ceremony you ever saw? The worst? Was it the first or the last ceremony you remember? Were you on the receiving or giving end of a ceremony? If you could answer any of these questions you already know the importance of ceremonies. If not, then this section should be a great help when you are called upon to give a ceremony.

Ceremonies have been with us since the early days that man walked this earth. Most important accomplishments or honors have been highlighted with a ceremony. In your own life there must have been ceremonies -- graduation, wedding, religious ceremonies or those special honors you received.

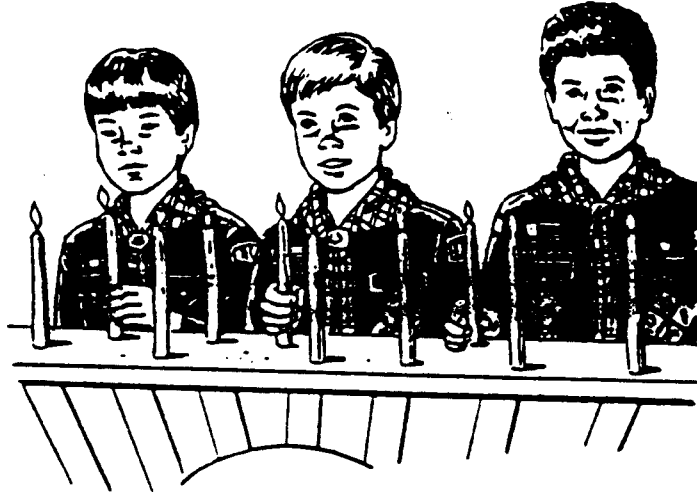
One of the most essential parts of the Cub Scouting Program that marks a successful pack from a so-so pack is the quality of its ceremonies. All highlights, accomplishments and honors should be marked by an appropriate ceremony. Joining the pack, receiving badges, graduating from Cub Scouting into Boy Scouting, induction of new leaders, thanking those that have served...all of these and more are reasons to conduct ceremonies.



Most people take ceremonies in our lives for granted, especially if they are a spectator and not a participant. In Scouting WE CANNOT TAKE CEREMONIES FOR GRANTED. Ceremonies take planning and effort to perform a good one. If they are done badly or not at all an important part of the program is lost.

Imagine how you would feel if you worked hard and long to earn a badge, an honor and it was just given to you with nothing, really nothing else. Now, imagine if that happened to a young Cub Scout, who finally after a great struggle, earned his Wolf Badge, his very first earning of anything. Put your imagination to work again and think how it would look if this Cub Scout and his parents were called up in front of the entire pack and all the

other parents. Imagine the Cubmaster dressed as a King knighting the boy to the Royal Order of Wolves. The Committee Chairman reads aloud the many challenges the boy overcame and calls him "Sir Knight". His parents receive the badge on a ribbon from a satin pillow to pin on his chest. The entire audience stands and gives him a standing ovation. Can you see that smile on that boy's face; the feeling of pride in his chest? Can you now see the importance of recognizing each and every Cub Scout for his accomplishments with an appropriate ceremony?



I can assure you Cub Scouts will remember their awards and how they were recognized for earning them. The presentation ceremonies are important to all, especially to the Cub Scouts. It is their time to shine in their glory. The badge is important to the Cub Scout because it is a symbol to show others what he has done. But a little creative imagination going into how he receives his badge will have long-lasting benefits. Not only will that Cub Scout remember but every Cub Scout in the audience will also. There will be excitement and inspiration for all to work for their next badge because who knows what might happen then?

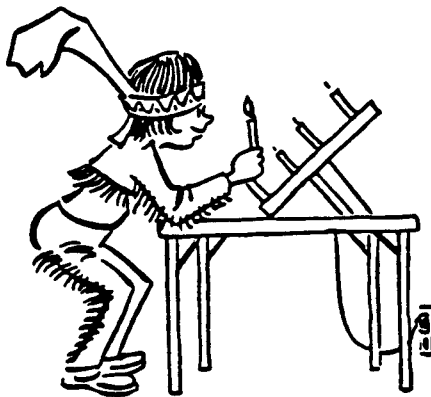
The most important occasion in the life of a Cub Scout is his graduation into Scouting. It symbolizes the end of one era and the beginning of another. One of the main purposes of Cub Scouting is to prepare the boys to become Boy Scouts. This event, above all, should have a lasting impression on all concerned, especially the graduating Cub Scouts. This should be very special, the best you can do. Don't underestimate the importance of ceremonies, especially this one. They are important to the Cub Scouts.

Do we have to have ceremonies? They are a lot of trouble...

A MOST DEFINITE YES!

Some of the reasons for having ceremonies are:

- * To establish a regular plan to present awards promptly, as soon as possible after they are earned.
- * To provide high points in the advancement plan.
- * To focus attention on the accomplishments of Cub Scouts and Webelos Scouts by awarding badges and recognizing parents at the same time.
- * To give special recognition to Cub Scouts and parents for recruiting, service projects and special activities.
- * To honor pack leaders by recognizing Den Chiefs, Den Leaders, Cubmaster, Den Leader Coach, Webelos Leaders, and Pack Committee.
- * To make visitors and guests welcome by including them as a part of the pack program.
- * To provide an opportunity to present the purposes of Cub Scouting in a dramatic and lasting manner.
- * To promote parent participation by helping explain the parents' role in Cub Scouting and creating parent interest.
- * To improve the program by marking a beginning and an end to both den and pack meetings. To provide a change in pace.
- * To help develop the theme of the month.



TYPES OF CEREMONIES

OPENING - The opening ceremony can make or break the entire pack meeting. If it is dull and lifeless, the meeting could be in trouble. The opening ceremony definitely 'sets the stage'. Always include the Pledge of Allegiance or a patriotic song.

ADVANCEMENT - The main goal of Cub Scouting is growth and advancement in a positive direction. Advancement ceremonies are important in creating an incentive to progress. It is so simple to pull a badge out of a boiling witch's cauldron or a pirate's chest - and it means much more to a boy than just receiving it with a handshake. The monthly themes lend themselves to some exciting opportunities for advancement ceremonies.

RECOGNITION - Installation of leaders, recognition of leaders, recognition of den chiefs, recognition or thank-you to boys, leaders, or parents for special service or activities. Adults, as well as boys appreciate recognition.

INDUCTION - Bobcat (new family) induction, Webelos den induction, leaders.

GRADUATION - One of the most important ceremonies of the pack. Make it impressive so it will be an incentive for younger boys and a real 'send-off' for Webelos Scouts moving into a troop.

CHARTER RENEWAL - An impressive charter presentation ceremony strengthens relationships between the pack and the chartered organization. Ask unit commissioner and district executive to also take part.

CLOSING - A sometimes overlooked, but very important part of pack meeting. The last few moments are often the longest remembered. An effective way to cause boys and adults to leave with a positive attitude and motivated to do a good job is to precede the closing ceremony with an inspirational Cubmaster's 'minute' - a few words to inspire enthusiasm and dedication.



INGREDIENTS FOR CEREMONIES

ACTION - Use as many people as possible. Force them to move about by having them use ceremonial props.

ADVENTURE - Relate the ceremony to the theme of the month, if possible. Have the participants identified with the theme through action, narration, and costume.

COORDINATION - Plan ahead, anticipating each step in the ceremony. Anticipate the props and staging which will be needed and start work on them as soon as possible. Take nothing for granted. Explain the WHO, WHAT and WHEN of the ceremony.

DELEGATION OF AUTHORITY - Don't try to do everything yourself. Rely on others to help, but be sure to have a handle on the entire planning.

DIGNITY - Do not permit any horseplay or other action which will detract from the dignity of the occasion if you want to hold the attention of your audience.

IMAGINATION - Get showmanship into the act. If the Cubmaster doesn't have a dramatic flair, rely on someone else to produce the ceremonies.

IMPROVISATION - Use materials easily found, low-cost materials. Recycle some would-be trash items for props.

INSPIRATION & IDEALS - Help the participants and audience understand the spirit of Cub Scouting and the theme by your preparation of the ceremony.

MOOD - Set the stage. Use lighting, make an announcement, music or a prop. Don't spring it on the audience cold.

PARTICIPATION - Get the parents involved with their son; the Den Leaders with their dens; outside persons to compliment the theme. Get as many people as appropriate to participate in the ceremony. It is through participation that boys develop poise, self-reliance and confidence.

SIMPLICITY - "KISMIF" Keep it simple, make it Fun! (But not too simple.)

SYMBOLISM - The proper use of props can provide symbols of deeper meanings and values you want to instill. A lighted candle can represent the ideal, an individual, etc. A paper chain can represent unity, strength, etc.

STAGING - Always face the audience, elevate so everyone can see, and make sure everyone can hear.

CEREMONY INGREDIENTS continued....

VARIETY - Avoid repeating the same ceremony meeting after meeting, either in the den or pack. No matter how well it is received the first time, it may be a bore the second time.

CEREMONIAL PROPS

A few attractive props help set the scene for an impressive ceremony. A little 'showmanship' along this line shows the boys and their parents that your pack really cares that they came to the meeting, and that you are prepared for it.

Many props can be made from scrap materials. They need not be expensive to be impressive. The following are some basic pieces of equipment that your pack may wish to acquire:

Tablecloth - A blue and gold tablecloth will add color to your head table which holds the badges and other ceremonial equipment. Make the tablecloth to fit from yellow fabric, and trim with blue binding. Or sew together old Cub Scout neckerchiefs. Washable fabric is easy to care for.

Electric Candles - Made from discarded electric candle-type Christmas wreaths. Run the wiring through a piece of conduit or heavy cardboard tubing for the candle part. Cover with blue or gold foil gift wrap. Posters of the various ranks can be placed on a small easel between the candles on the head table. Change the posters to correspond with the rank being awarded.

Indian Headdress - Most Cubmasters think the time and effort in making an Indian headdress are worthwhile. With careful storage, a headdress will last for years. Transferring the headdress from the outgoing to the incoming Cubmaster is a beautiful act. The headdress alone, worn with Scout uniform, is adequate, unless you wish to make other Indian costume parts.

Campfire - A log cabin or tepee type fire can be nailed to a plywood base and lined with yellow, orange, or red cellophane. Use a small string of individual blinking Christmas lights underneath. Take care in using flameproof materials.

Bridge - A bridge can be built from scrap lumber, using dowling for poles and white rope to string along the top. Graduating Cub Scouts look forward to crossing the bridge to be met by the Scoutmaster of the troop they have chosen to join. It is a good idea to build the bridge so that the poles can be removed for storage.

Arrow of Light - Cut from scrap plywood, paint yellow, and mount atop another plywood for base. Holes can be drilled for candles.

Costumes - It is impressive for the Cubmaster to wear costumes to fit the theme, not every month but special themes or occasions.

TIPS FOR SUCCESSFUL CEREMONIES

1. **PLAN** - An otherwise excellent ceremony can lose its entire meaning if you have to fumble through it or attempt to read every word in a dark room. Be sure everyone involved knows what is expected. Practice.
2. **USE THE MONTHLY THEME** - Theme-related ceremonies provide continuity and will ensure variety. Ceremonies repeated over and over can become very dull, no matter how impressive they were the first time.
3. **LOCATION** - Consider where the ceremony is to take place. Ceremonies can be changed to fit the location, but often the location cannot be changed.
4. **PROPS** - The effective use of simple props can enhance any ceremony. Let the Cub Scouts help make them.
5. **ATMOSPHERE** - Set the appropriate mood. The use of candle-light, campfires (artificial indoors or real outdoors), Cub Scout emblems, homemade costumes, recordings, all can make a simple ceremony more meaningful.
6. **STAGING** - Keep it simple, but not too simple. A handshake and congratulations means a lot to an adult, but is not long remembered by a boy. Maintain a good balance of dignity and fun. Rule out horseplay. If specific speaking parts are required, have narrator read script out of sight of the audience. Be sure he can be heard. Ceremonies are lifeless if the speaker can't be heard.
7. **CUB SCOUT IDEALS** - Ceremonies should directly or symbolically reflect the Cub Scout Promise, Law of the Pack, Cub Scout motto, etc.
8. **RESOURCES** - Books, props, atmosphere are all important, but don't forget your number one resource - people. Draw on the imaginations of pack leaders and parents, and use Cub Scouts, as appropriate.
9. **PRESENTATIONS** - Pronounce names distinctly and correctly. Have awards readily available and in proper order. Pin on the pin-type awards. Present badges. Hold up plaques so audience can see, while you read the individual the inscription. Avoid mass presentations of awards. If a den is receiving the award, announce the name of each member.

CEREMONY PROPS

ILLUMINATED COUNCIL FIRE

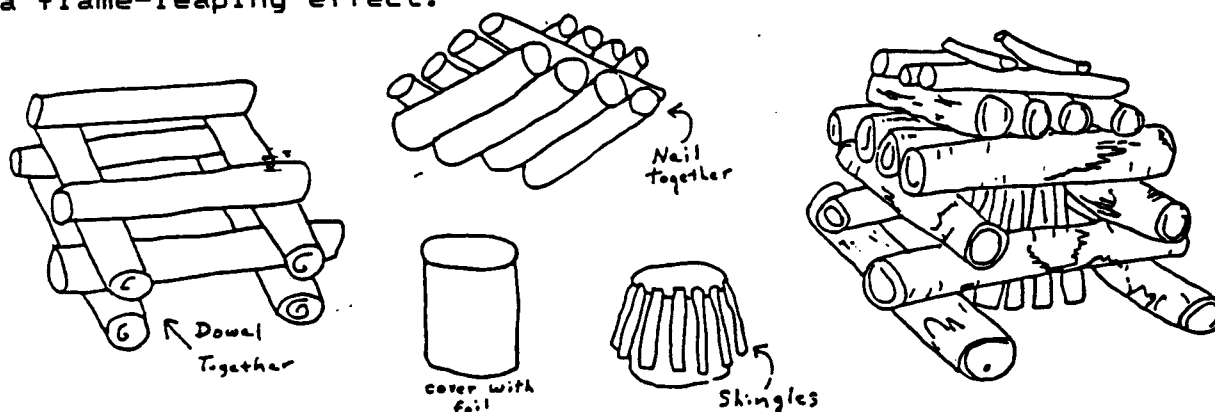
Cub Scout ceremonies are more dramatic when centered around an illuminated council fire in a darkened room. The effect can be very realistic. Your den might want to under-take this job.

Materials needed: Birch logs
A few wood dowels
8" diameter cardboard carton
(3 gal. ice cream carton)
3/4" x 7 3/4" diameter wood disk
A surface outlet
10" length of lamp cord and plug
2 1/2" and 3" finishing nails
2" x 16" shingle pieces
Aluminum foil

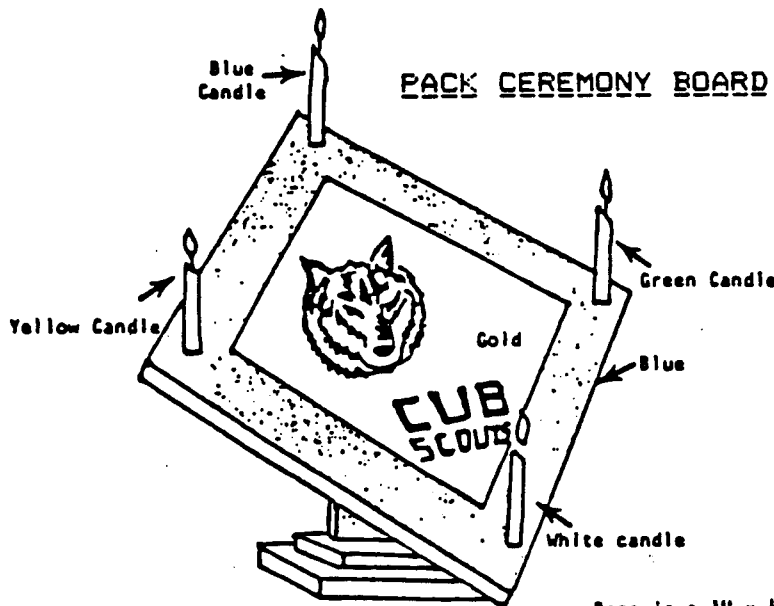
Log lengths and diameters are not critical, but the pile should taper in thickness and length. Build the fire so the logs can be dismantled for storage. The bottom four layers are doweled together. The top three layers are nailed together with finishing nails. The shingles used for the tinder effect are not fastened in place permanently but placed tepee fashion around the container.

Assemble and wire the lamp base. Insert it in the cardboard container which has been covered with aluminum foil. Build the log pile, doweling the joints. To locate dowel centers, drive a small brad in the lower log, then press the upper log over the brad to mark the center in it, then bore holes.

Use a 60 to 100-watt red or orange bulb for illumination. A white bulb can be painted red or orange. The light will filter through the slots in the shingles. Add a few short lengths of 1/4" wide red and white crinkled ribbon to top of pile to create a flame-leaping effect.



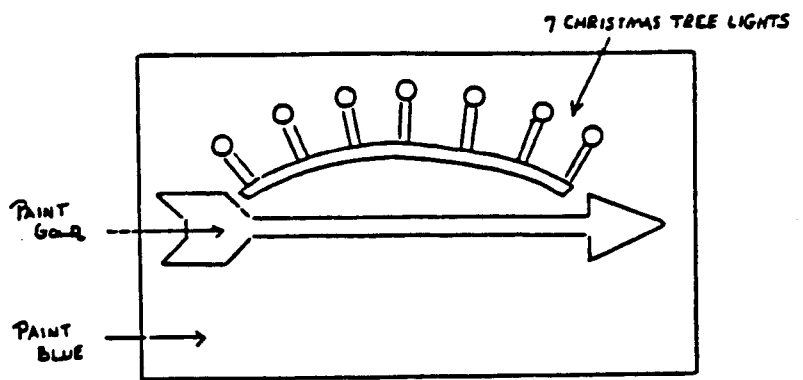
(FOR ADDITIONAL CEREMONIES, SEE VARIOUS THEME SECTIONS.)



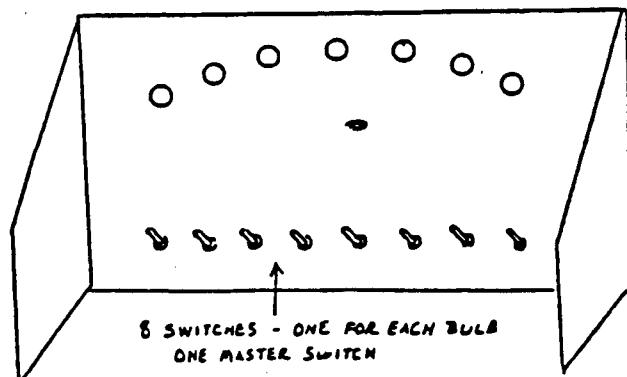
Board is about 18" square
One candle represents each of 4 ranks

Base is a 1" x 4" x 6"
mounted on a 1" x 6" x 10".
The support is hinged to
the center of the back.

ARROW OF LIGHT CEREMONY BOARD



3/4" PLYWOOD OR
CARDBOARD BOX



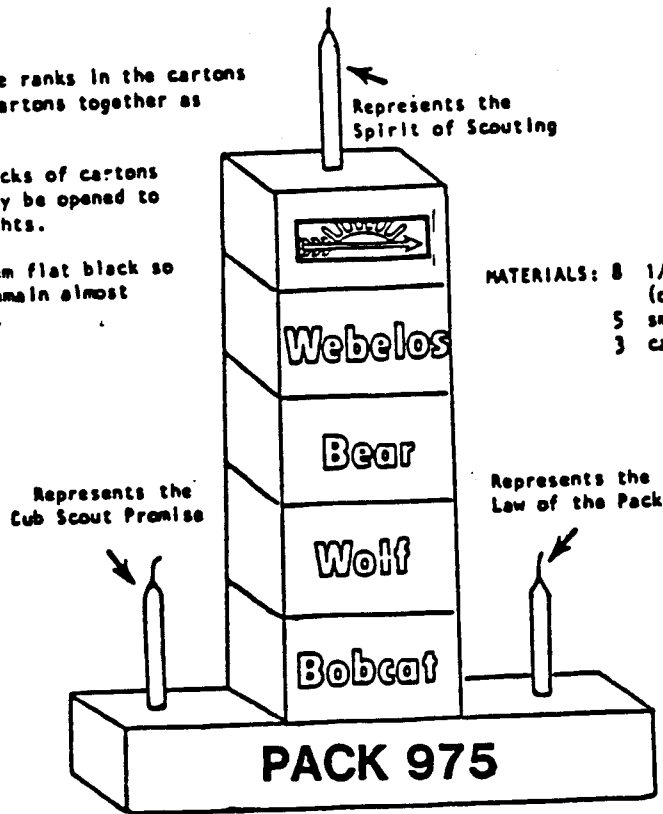
BACK VIEW

PACK CEREMONY TOTEM

Cut out the ranks in the cartons and glue cartons together as shown.

Cut out backs of cartons so they may be opened to insert lights.

Paint totem flat black so it will remain almost invisible.

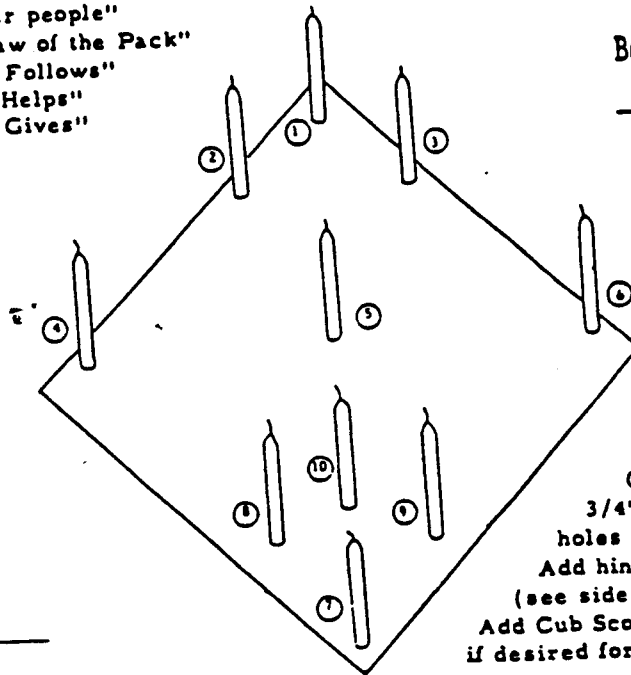
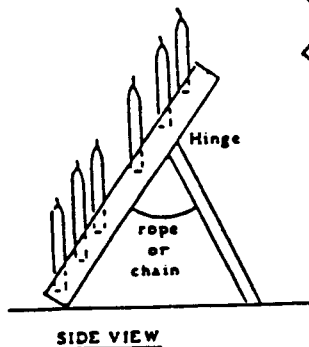


MATERIALS: 8 1/2 gal. or 1 gal. milk cartons (or cardboard boxes)
5 small flashlights
3 candles

CANDLES

1. White - "I promise to do my best"
2. Red - "To help other people"
3. Blue - "Obey the Law of the Pack"
4. White - "Cub Scout Follows"
5. White - "Cub Scout Helps"
6. White - "Cub Scout Gives"
7. Yellow - Bobcat
8. Yellow - Wolf
9. Yellow - Bear
10. Yellow - Webeles

BOBCAT INVESTITURE BOARD



Cut board from 3/4" plywood. Drill holes to fit candles. Add hinged leg on back (see side view) Paint blue. Add Cub Scout insignia stickers if desired for decoration.

Four Freedoms

This can be used as an opening, a closing, or for inspiration.

PERSONNEL

Five Cub Scouts (one, a good reader, will narrate); someone to work the room lights.

EQUIPMENT

U.S. flag, four candles, matches.

ARRANGEMENT

In a dimly lit room, each of four Cub Scouts holds a corner of the United States flag in one hand and a candle in the other. The flag is tilted so that the audience can see it. The narrator stands behind the flag with his head and shoulders showing. Solemnly, he lights each candle, then returns to his position and reads the following.

Narrator: What you see here represents the past, the present, and the future. The stripes of Old Glory stand for the original 13 colonies. The stars represent the present states. The Cub Scouts represent the men of tomorrow. The light and warmth of these four candles remind us of the four great freedoms: freedom of speech, freedom of worship, freedom from want, and freedom from fear. Eliminate any one of these freedoms and our world becomes darker and colder.

(At this point the candles are blown out by the Cub Scouts, one by one. As each is blown out, the narrator says in turn:) "Freedom of speech . . . freedom of worship . . . freedom from want . . . freedom from fear." (Turn room lights off as the fourth candle is being blown out. In the darkness, have Cub Scouts quickly shift their positions so that when the lights come on, two Cub Scouts are holding the flag high and the other two are saluting it.)

Narrator: In a world where the four freedoms struggle to stay alive, there is a country in which they flourish. Let us all stand and salute that country by singing "God Bless America."

Red, White, and Blue over Blue and Gold

PERSONNEL

Two Cub Scouts.

EQUIPMENT

U.S. flag, table, tablecloth that reaches the floor.

ARRANGEMENT

Stand the flag on the table. One Cub Scout, the flag's "voice," is under the table concealed by the tablecloth. (Or post the flag near a screen concealing the "voice.") The other Cub Scout walks by and stops when the flag starts to speak.

Flag: Hey, Cub Scout!

Cub Scout: Who's that?

Flag: Me, your flag.

Cub Scout: What's the matter?

Flag: Well, I'm taken lots of places, but why am I here?

Cub Scout: We take you everywhere with us. We carry you proudly even in our hearts. Cub Scouting has taught me to respect the flag and to love my country.

Flag: But what's all the festivity? Why did you bring me here?

Cub Scout: This is our blue and gold banquet. All the Cub Scouts get together once a year with their families to recognize another anniversary of Scouting.

Flag: Scouting! Yes, that's a good program. But why am I here?

Cub Scout: Don't you know? Why, you're the guest of honor! Without you and what you represent, we couldn't have Cub Scouting at all.

Flag: Thank you, Cub Scout!

Cub Scout: *(Salutes.) Any time! (Walks offstage.)*

Explanation of the Pledge of Allegiance—Opening

PERSONNEL

Narrator and 13 Cub Scouts (or let the boys do more than one line each).

EQUIPMENT

A flag.

ARRANGEMENT

The Cub Scouts stand in a row or semicircle.

Narrator: We often recite the Pledge of Allegiance without really listening to or understanding the words we are saying. We will recite it and try to explain the meaning of each word.

1st Cub Scout: I . . .

Narrator: I, an individual, a committee of one.

2d Cub Scout: Pledge . . .

Narrator: Dedicate all my worldly goods to give without self-pity.

3d Cub Scout: Allegiance . . .

Narrator: My love and devotion.

4th Cub Scout: To the flag . . .

Narrator: Our standard, Old Glory, a symbol of freedom, dignity, respect, and loyalty.

5th Cub Scout: Of the United . . .

Narrator: United means that we are one.

6th Cub Scout: States of America . . .

Narrator: States—individual communities that have united into 50 great states—50 individual communities, with pride and dignity and purpose; all separated by imaginary boundaries, yet united in a common bond, love for country.

7th Cub Scout: And to the Republic . . .

Narrator: Republic—a state in which sovereign power is invested in representatives chosen by the people to govern, and the government is the people; and it's from the people to the leaders, not from the leaders to the people.

8th Cub Scout: For which it stands . . .

9th Cub Scout: One Nation under God . . .

Narrator: Blessed by God.

10th Cub Scout: Indivisible . . .

Narrator: Incapable of being divided.

11th Cub Scout: With liberty . . .

Narrator: Which is freedom, the right to live one's own life without threats, or fear of some sort of revenge.

12th Cub Scout: And justice . . .

Narrator: The principle or qualities of dealing fairly with others.

13th Cub Scout: For all.

Narrator: For all, which means boys and girls, ladies and gentlemen, it's your country as much as it is mine.

Will you all please stand and repeat with me the Pledge of Allegiance.

Make America Proud of You

PERSONNEL

Narrator, song leader, pianist or operator of record or tape player.

EQUIPMENT

Phonograph or tape recorder and music to "Make America Proud of You," or sheet music and piano; U.S. flag; badges; arrow points.

ARRANGEMENT

Narrator: As Americans, we are fortunate to have many historical symbols that represent freedom. Tonight I would like to tell you a little about some of these symbols as we honor those boys who are advancing along the Cub Scouting trail.

The Statue of Liberty towers 305 feet above Liberty Island in New York Harbor, welcoming people of other lands to become citizens of our democracy. The statue was given to the United States by France as a token of friendship. Each year, about 2 million people visit Miss Liberty. The inscription at the base of the statue was written by Emma Lazarus, and reads in part:

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tossed to me.
I lift my lamp beside the golden door.

There is a golden door to Scouting that is open to all boys. By walking through that door, a boy has an opportunity to grow in many ways and learn about citizenship, character, and physical fitness. The boys who wish to walk through that door to Scouting tonight are [names]. Will you and your parents please come forward. (*Continues with regular Bobcat induction.*)

Our American flag is much more than the red, white, and blue cloth of which it is made. It is the symbol of America. It stands for the past, the present, and the future of our country. When we show respect for the

flag, we are showing respect for all that is America—our land, our people, our way of life. When the 13 original colonies set out to become a free country more than 200 years ago, their men and women needed a rallying point, a flag.

"We will take the stars and blue union from heaven," George Washington is reported to have said, "red from our mother country, separating it by white stripes to emphasize our new independence. The white stripes shall represent liberty."

Respect for the flag is one of the requirements for the Wolf rank. Tonight we have some boys who have completed all of these requirements. (*Calls boys and parents forward and presents badges.*)

The Declaration of Independence is the document that called for a free America. It was on July 4, 1776, that the Continental Congress met in Philadelphia and announced the separation of the 13 colonies from England. In America, we have a government of the people, by the people, and for the people—not for just some of them, but for all people—the people to whom the Declaration of Independence refers when it says, "all men are created equal," not equally talented or equally rich, but equal under the law and under God. All Scouts have an equal opportunity to advance in rank and earn badges. The following boys have earned arrow points to wear under the Wolf badge. (*Calls boys and parents forward to receive awards.*)

One of the most beloved of our freedom symbols is the Liberty Bell. The Liberty Bell was rung in 1776 to announce the adoption of the Declaration of Independence. During the British occupation of Philadelphia, the bell was hidden beneath the floor of the Zion Reformed Church in Allentown, Pennsylvania. Sixty years later, as the bell was rung during the funeral of Chief Justice John Marshall, it cracked. Since that time, it has been on display in or close to Independence Hall, Philadelphia, for all Americans to see. The bell is old, but the crack is plain to see, along with this inscription: "Proclaim Liberty throughout all the land . . ." "What Makes America Special" is one of the 24 achievements from which a boy may choose to earn the Bear badge. The following boys will receive this badge tonight. (*Calls boys and parents forward to receive badges and cards.*)

The log cabin is a freedom symbol, not only because it represents the many colonists who helped settle this country, but because it is associated with one of the most famous Americans of all time, Abraham Lincoln. Lincoln had less than 1 year of formal schooling. He taught himself by reading borrowed books. Many peo-

ple do not know that Lincoln was a powerful wrestler, runner, and weightlifter. This tall, lanky man worked as a store clerk, a postmaster, a surveyor, and lawyer. Lincoln believed in freedom. His famous Gettysburg Address began: "Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal . . ." We would like to honor now the boys who have earned arrow points to wear under their Bear badges. (*Calls names.*)

Uncle Sam was originated as a cartoon character many years ago and has become one of the best-known symbols of the United States. Imagine how many thousands of schoolboys have portrayed the part of Uncle Sam in school plays. Think of how many millions of young men have answered Uncle Sam's recruiting call, "I want you," and have helped defend the freedom of America in time of war. The following boys have earned these Webelos activity badges and/or the Webelos badge. (*Calls names and presents awards.*)

Another symbol of American freedom is the eagle, with wings outspread in protection of our birthright of freedom. The eagle has been the national bird since George Washington took the oath of office for the presidency in 1789. Many years ago, Indians climbed high mountains to reach the peaks where coveted eagle feathers could be found. Indians used these eagle feathers as badges of rank. Today Scouts work hard and long to reach the highest rank of Scouting, the Eagle. It is never easy to reach those high peaks. It takes time, and effort, and sacrifice. But when you finally reach the top, you'll find it was worth the effort. The following boys have reached the top in Cub Scouting by earning the Arrow of Light Award. (*Calls names and presents awards.*)

We are proud of all our freedom symbols, and we are very proud of all the boys who received awards tonight. They are on their way to becoming worthwhile citizens of tomorrow. As President John F. Kennedy said, "Ask not what your country can do for you; ask what you can do for your country." (*Starts record of "Make America Proud of You" softly.*)

Do you boys ever wonder what you can do for your country? Do you care? Well, if you do, I'll tell you where to start.

Whatever game you choose to play . . . play fair!

Whatever you are or hope to be . . . be true!

Whatever road you choose to take . . . take care!

Be proud you're an American . . . and show it!

And make America proud of you!

(*Music volume increases briefly, then fades out.*)

Bear to Webelos Graduation

PERSONNEL

Cubmaster, Webelos leader, Bear Cub Scouts.

EQUIPMENT

Indian headbands; Webelos neckerchiefs, slides, and caps; council fire; bridge; copies of *Webelos Scout Book*.

ARRANGEMENT

The Bear Cub Scouts are sitting at the council fire.

Cubmaster: Bears, you have in the past worked on the Wolf trail and your most recent adventures have been on the Bear trail. You have proven yourselves to be good Scouts. You have now earned the honor of joining our Webelos council fire.

(*The Bears are called up and cross over the bridge. They are given a Webelos neckerchief, neckerchief slide, book, and Webelos cap.*)

Cubmaster: Congratulations, young braves. You will find lots of fun and adventures ahead of you.

A Bear's Welcome

PERSONNEL

Cubmaster and Bear Cub Scout, seven Webelos Scouts; Webelos den leader.

EQUIPMENT

Large cards, each printed with a letter of WE-B-E-L-O-S.

ARRANGEMENT

The Webelos Scouts, holding their letters, form a semicircle with their backs toward the audience. The Cubmaster and the Webelos den leader (and any other Webelos Scouts) stand. The Cubmaster invites the Bear Cub Scout who is entering the Webelos den to come forward; he introduces him to each Webelos Scout and the Webelos den leader, and each gives him the Cub Scout handshake.

One by one, each boy in the semicircle turns to face the audience, holds his letter shoulder-high, and recites his line.

1st Scout: We'll be loyal Scouts.

2d Scout: Each Scout earns his own activity badges.

3d Scout: Boys are in the fourth and fifth grades.

4th Scout: Every Scout can earn the Webelos badge and Arrow of Light Award.

5th Scout: Love of God and country we will show.

6th Scout: On our honor, we will do our best.

7th Scout: Scouts are friendly and helpful, at home, at school, and in the community.

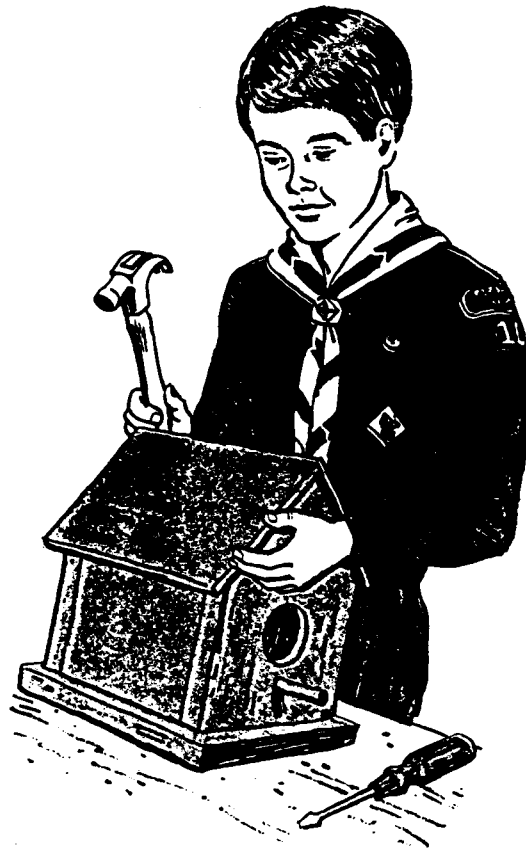
(In succession, the boys repeat their letters.)

All: Webelos—we'll be loyal Scouts!

CHAPTER 3

CRAFTS

Knots and Ropes
Leather Crafts
Wood Crafts



MAKING ROPE

You can make your own rope if you put together the machine that is diagramed here.

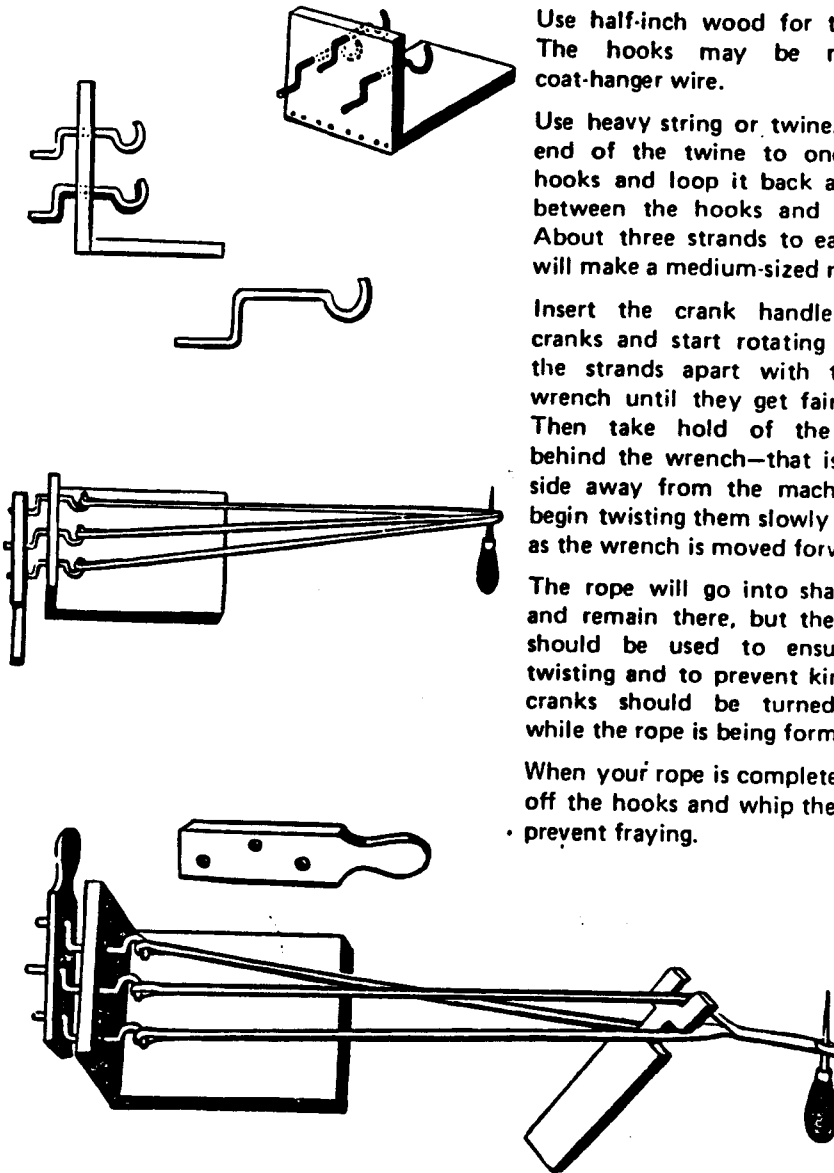
Use half-inch wood for the parts. The hooks may be made of coat-hanger wire.

Use heavy string or twine. Tie the end of the twine to one of the hooks and loop it back and forth between the hooks and the awl. About three strands to each hook will make a medium-sized rope.

Insert the crank handle in the cranks and start rotating it. Hold the strands apart with the rope wrench until they get fairly tight. Then take hold of the strands behind the wrench—that is, on the side away from the machine—and begin twisting them slowly together as the wrench is moved forward.

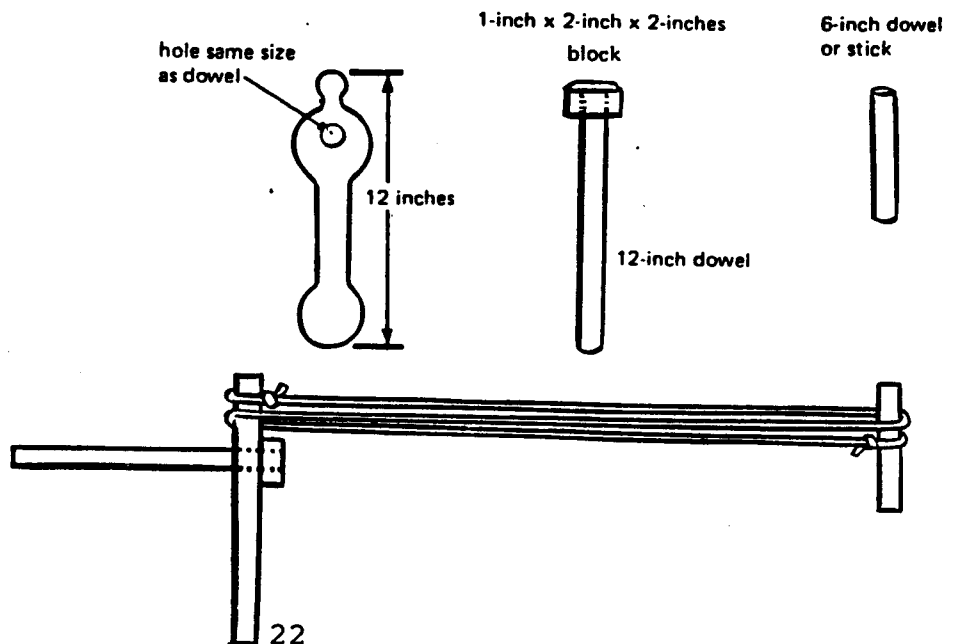
The rope will go into shape itself and remain there, but the wrench should be used to ensure even twisting and to prevent kinks. The cranks should be turned slowly while the rope is being formed.

When your rope is complete, take it off the hooks and whip the ends to prevent fraying.



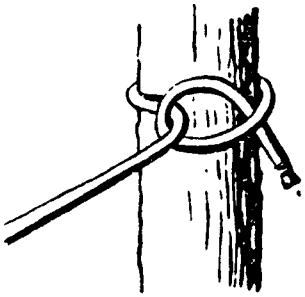
ROPE SPINNER

Tie a loop on each end of a long piece of binder twine or heavy cord. Attach the twine to the spinner as shown in the diagram so that you have three strands. Spin the spinner in a clockwise direction. When the twine is wound tight triple it again. A third person should do this so that the line can be held stretched out, otherwise it will kink badly. Spin the spinner counterclockwise until rope is wound tight. Take rope off the spinner, whip the ends, and it's ready to use.



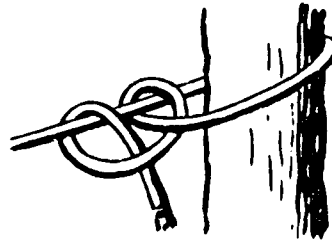
TYING ROPES TO OBJECTS

Knots that are used for attaching ropes to things like poles or rings are called hitches. They are important in camping and all types of pioneering work.



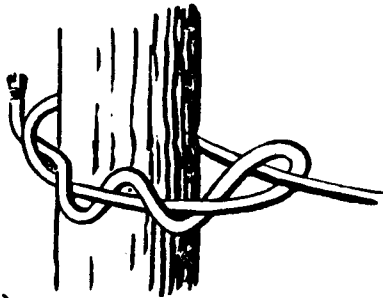
HALF HITCH

The half hitch is the start of a number of other hitches and is useful all by itself as a temporary attaching knot. It will hold against a steady pull on the standing part, especially if a stopper knot like the stevedore's knot or figure eight is put in the end.



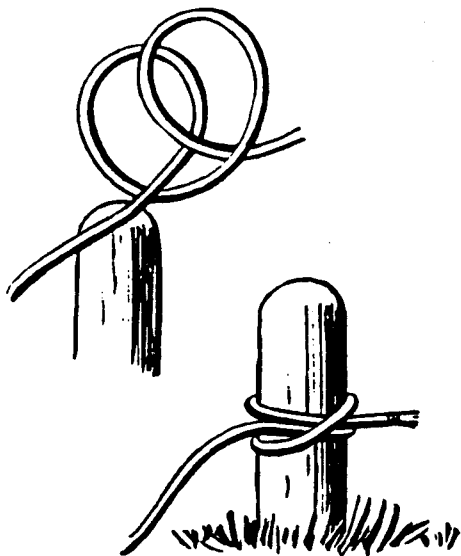
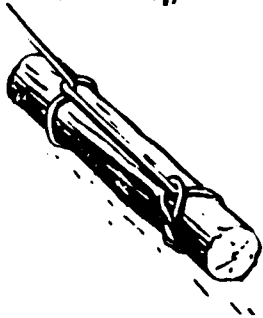
TWO HALF HITCHES

This is a reliable and useful knot for attaching a rope to a pole or boat mooring. As its name suggests, it is two half hitches, one after the other. To finish, push them together and snug them by pulling on the standing part.



TIMBER HITCH

This is an important hitch, especially for dragging a heavy object like a log. It will hold firmly so long as there is a steady pull; slacking and jerking may loosen it. The timber hitch is also useful in pioneering when two timbers are "sprung" together. When it is used for dragging, a simple hitch should be added near the front end of the object to guide it.

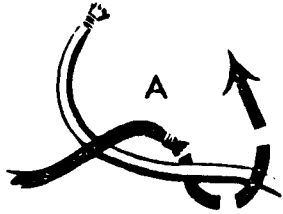


CLOVE HITCH

This is one of the most widely used knots. Because it passes around an object in only one direction, it puts very little strain on the rope fibers. Tying it over an object that is open at one end is done by dropping one overhand and one underhand loop over the post and drawing them together.

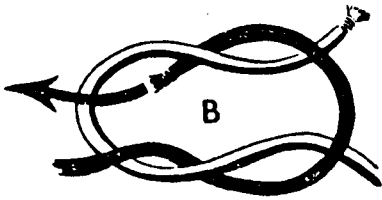
KNOTS FOR JOINING

These knots are used for tying two rope ends together: sometimes the ends of the same rope; sometimes the ends of different ropes.

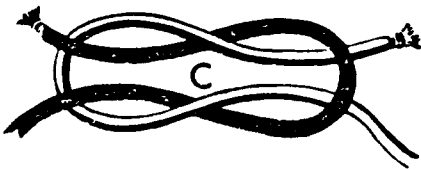


SQUARE KNOT

A. Put the two rope ends together, left over right, and twist the left one behind and around in front of the right end of the rope.



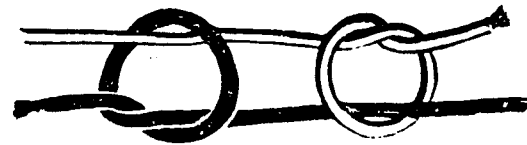
B. Now put the end in your right hand over the other and twist it behind and down through the bight.



C. Pull both ends to tighten. You can loosen the square knot easily by either pushing the ends toward the knot or by "upsetting" the knot by pulling back on one end and pulling the other through the loops.

FISHERMAN'S KNOT

The fisherman's knot is used for joining two fine lines such as fishing leaders. It is simply two overhand knots, one holding the right-hand line and the other the left-hand line. Pull each of the two overhand knots taut separately. Then make the whole knot taut so that the two overhand knots come together by pulling on the standing parts of each line.

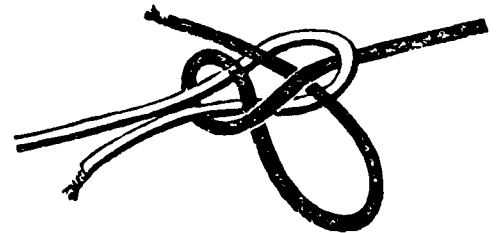


SLIPPERY SHEET BEND

The slippery sheet bend is simply an ordinary sheet bend with a bight left in the smaller rope. This bight makes it "slippery" because it can be untied quickly, merely by a tug on the free end of the rope. It is a valuable knot for use when you expect to tie and untie it often.

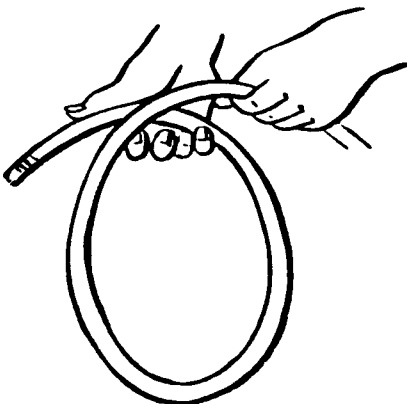
SURGEON'S KNOT

The surgeon's knot is a square knot with an extra twist in the first "left over right." The purpose of the extra twist is to give added friction to hold until the second crossing is made. Surgeons find it useful while performing operations.



COILING ROPE

To coil rope, first shake it out in a straight line so there will be no kinks. Hold the end with one hand. With your other hand pull in enough rope to make a loop about 18 inches long. As you place the loop in your hand, roll the rope a half-turn with your thumb and forefinger. This will counteract the twist you put in the rope as you made the loop and will help to eliminate kinks.



END KNOTS

Knots in this group are most often used to prevent slipping. They may be tied in either the end or standing part of the rope to check it from sliding through a block, hole, or part of another knot. They may be used temporarily to stop fraying when a rope is not whipped.

OVERHAND KNOT

This is one of three basic turns in knotting and also the simplest of the end knots.

CARING FOR ROPE

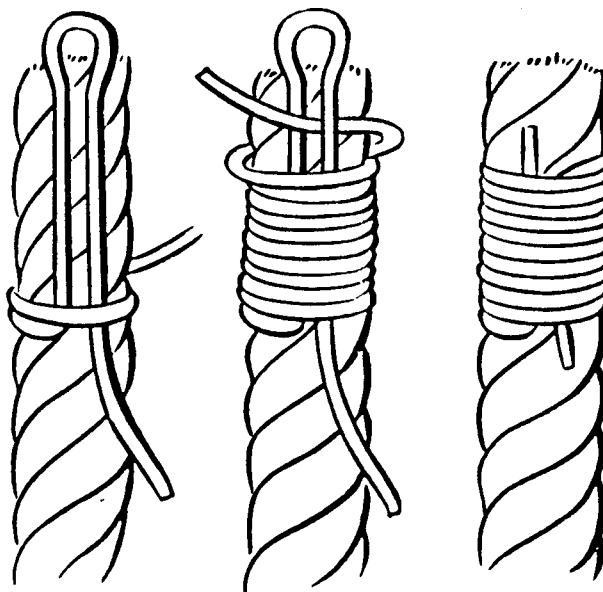
A good rope is expensive and should not be handled carelessly. Keep it clean and free of mud or grease. If it is damp, do not coil or store it until it is thoroughly dried out. Always keep it in a dry place. It should never be thrown into a corner to tangle and kink. When a job is finished, the rope should be placed where it will be available instantly, if necessary, and should be coiled so that it will pay out smoothly when needed.

FIGURE-EIGHT KNOT

Often used in such places as the end of a string when tying a package with a slipknot or in the end of a rope forming a lariat loop.

STEVEDORE'S KNOT

This is the same as the figure eight, except that it has an extra loop. This makes it larger and more chainlike in appearance.



ENGLISH WHIPPING

To whip the ends of a rope, use a piece of twine about 6 inches long. Make it into a loop and place it at the end of the rope. A quarter of an inch from the end begin to wrap the twine tightly around the rope. When whipping is as wide as the rope is thick, slip the end through the loop, pull the end of the loop

hard and trim off the twine. Then whip other end of rope.

Synthetic-fiber rope (nylon or dacron) can be prevented from unraveling by fusing the ends with a flame or a hot iron. In an emergency, an overhand knot in a line will keep it from unraveling.

LEATHER WORKING

HISTORY

MAN HAS KNOWN FOR THOUSANDS OF YEARS HOW TO DRESS THE SKINS OF ANIMALS. TO PRESERVE THEM AND MAKE THEM SOFT AND FLIABLE.

THE EARLY CAVE MAN LEARNED THAT THE SKINS FROM THE ANIMALS THEY KILLED COULD BE USED FOR FOOT COVERINGS AND CLOTHING.

EGYPTIANS USED AND PRESERVED LEATHER THREE THOUSAND YEARS AGO. INDIANS OF NORTH AMERICA MADE LEATHER FROM DEER SKINS, THIS BUCK SKIN WAS NAMED. ALL ANIMAL SKINS AND HIDES CAN BE MADE INTO LEATHER. CATTLE HIDES ARE MOST IMPORTANT. SKINS COME FROM CALVES, SHEEP, HOGS, GOATS, FISH (SHARK AND WOLF FISH), SNAKES, LIZARDS AND ALLIGATORS.

IMPORTANT PRODUCTS THAT COME FROM THE SKINS ARE SHOES, BELTING FOR MACHINERY, HARNESSSES, GLOVES, JACKETS, CLOTHING, LUGGAGE, UPHOLSTERY, SPORTS EQUIPMENT AND HIGH QUALITY BOOK COVERS.

THE UNITED STATES IS THE LEADING PRODUCER OF LEATHER.

PREPARING LEATHER

HIDES ARE RECEIVED AT THE TANNERY IN A CURED FORM. THIS MEANS THEY HAVE BEEN TREATED TO PREVENT ROTTING. THE TANNERY MUST SOAK THEM FROM TWO TO FORTY-EIGHT HOURS TO REMOVE THE CURING AGENTS, CHEMICALS AND DIRT THAT MAY STICK TO THE HIDES.

THE LEATHER NEXT GOES THROUGH A FLESHING PROCESS TO REMOVE FLESH AND TISSUE FROM THE SKINS.

THE NEXT PROCESS IS DE-HAIRING. THIS IS DONE BY SOAKING IN A LIME SOLUTION. THIS TAKES THREE TO SEVEN DAYS.

THE NEXT PROCESS IS BATING. THIS REMOVES THE LIME FROM THE SKINS (WASHING WITH COLD WATER). THE BATING OPERATION NOT ONLY REMOVES THE LIME, IT ALSO GIVES THE LEATHER A SILKY FEEL.

THE NEXT OPERATION IS VEGETABLE OR MINERAL TANNING. DEPENDING ON WHAT THE LEATHER WILL BE USED FOR.

THE LEADING SOURCE OF TANNING IS LEAVES, NUTS, BARK, AND WOODS OF THE HEMLOCK, OAK, CHESTNUT, SUMAC, QUEBRACHO, MANGROVE, DIVI, WATTLE AND OTHERS.

INTRODUCTION

THE PURPOSE OF THIS DEMONSTRATION IS TO SHOW YOU, THE CUB SCOUT LEADER, WHAT CAN BE DONE AND HOW YOU CAN SHOW YOUR CUB SCOUTS WHAT TO DO.

SOME ITEMS IN THIS DISPLAY WILL INVOLVE A GREAT NUMBER OF TOOLS AND SPECIAL SKILLS. THEREFORE, IT IS OUR RECOMMENDATION THAT YOU AS THE INSTRUCTOR USE ITEMS THAT REQUIRE THE LEAST NUMBER OF TOOLS.

THE ITEMS I AM REFERRING TO ARE THOSE THAT DO NOT REQUIRE CUTTING TOOLS, PUNCHES, RIVET AND SNAP SETTING TOOLS. MANY ITEMS ARE AVAILABLE THAT ARE PRE-CUT, PRE-PUNCHED AND SNAPS INSTALLED BY A FACTORY. SOME OF THESE ITEMS NEED ONLY TO BE LACED OR SEWED, AND COLORED AND/OR DYED, OR JUST A PRESERVATIVE AS A FINISH.

WE HAVE TRIED TO PRESENT SOME ITEMS AS THEY ARE SOLD, AND A LIKE ITEM WHICH HAS BEEN COMPLETED. MOST ARE AVAILABLE FROM TANDY LEATHER COMPANY LOCATED AT THE KIRKWOOD SHOPPING CENTER, ROUTE 2, (KIRKWOOD HIGHWAY), WILMINGTON, DELAWARE. THE PHONE NUMBER IS IN THE CATALOGUE.

THE ADVANTAGES OF BUYING THERE IS THAT THIS IS AN AREA DISTRIBUTION CENTER AND RARELY OUT OF STOCK. THERE IS NO SALES TAX TO BOTHER WITH. YOU CAN ORDER BY PHONE AND IT WILL BE SHIPPED THE DAY YOUR ORDER IS RECEIVED. THE MANAGER OF THE STORE IS A LEATHER CRAFTER AND KNOWS THE ANSWER TO YOUR QUESTIONS.

OFTEN THERE ARE IN-STORE SPECIALS YOU MAY TAKE ADVANTAGE OF. HIS STOCK IS FRESH AND NOT OLD AND DRIED AS I HAVE HEARD OF OTHER RETAILERS.

THE LEATHER FACTORY IS ANOTHER GOOD SUPPLIER AND A BIT MORE REASONABLE. THEY ARE LOCATED ON CAMERON STREET IN HARRISBURG, PA. I HAVE BEEN THERE AND LIKE WHAT I SAW.

I AM ADVISED THAT THERE IS ANOTHER DISTRIBUTOR ON SECOND OR THIRD STREET IN PHILADELPHIA. KLEIN-SAVAGE IS HIS NAME AND I AM TOLD HE IS A SADDLEMAKER.

NOTES

PROBLEM: DO NOT LET YOUR LEATHER COME IN CONTACT WITH STEEL OR IRON FILINGS. DO NOT LET THE WET LEATHER COME IN CONTACT WITH METALS. THESE WILL CAUSE BLACK MARKS.

REMEDY: A SOLUTION OF 2 TEASPOONS OF OXOLIC ACID TO 1 PINT OF WARM WATER.

PROBLEM: RUBBER CEMENT AND CONTACT CEMENT ACCIDENTLY DROPPED OR SMEARED ON YOUR LEATHER SURFACE.

REMEDY: LET DRY AND REMOVE WITH A GOOD ERASER.

PROBLEM: LIQUID ACRYLICS HAVE A TENDENCY TO BECOME THICK IF NOT USED IN A REASONABLE TIME.

REMEDY: THIN WITH CLEAR AMMONIA (NOT SOAPY).

PROBLEM: LEATHER THAT HAS BEEN CASED (WET TOO MUCH).

REMEDY: LET IT AIR DRY FACE DOWN ON MARBLE. IT MAY TAKE ALL DAY.

PROBLEM: IF YOU CANNOT COMPLETE YOUR PROJECT IN ONE SETTING, PLACE IT IN A PLASTIC BAG AND STORE IT IN THE REFRIGERATOR, IT WILL KEEP SEVERAL DAYS. BE CAREFUL IF LEFT FOR LONG PERIODS, MOLD WILL FORM.

REMEDY: WIPE WITH OXOLIC SOLUTION FOLLOWED BY CLEAR WARM WATER.

LEATHER THAT HAS BEEN SATURATED AND LEFT TO DRY USUALLY BECOMES HARD AND STILL AND USELESS FOR MOST CRAFT WORK.

SUGGESTIONS: SAVE YOUR BOTTLE CAPS. THEY MAKE EXCELLENT CONTAINERS FOR MIXING YOUR ACRYLICS. YOU MAY USE ONE DROP OF COLOR AND 20 OR MORE OF WATER. IT IS BEST TO USE SEVERAL COATS OF THIN ACRYLIC RATHER THAN ONE HEAVY COAT OF PAINT. YOU LOSE LEATHER GRAIN TEXTURE. KEEP THE MAIN COLOR CONTAINER COVERED WHEN NOT IN USE. IT MAKES A BIG MESS WHEN SPILLED.

PROBLEMS? GIVE ME A CALL AND SET UP A CONVENIENT TIME FOR US TO GET TOGETHER. I WILL BE GLAD TO HELP YOU. MY RESIDENCE PHONE IS 845-5681.

SOME PRESERVATIVES

NEETS FOOT OIL
MINK OIL, LIQUID AND PASTE
CANAUBA CREAM

SOME FINISHES

NEET SHENE	AN ACRYLIC BASE FINISH
SADDLE LAC	A LACQUER BASE FINISH
SHOE POLISH	TAN AND NATURAL
TAN COAT	A WATER RESISTING FINISH

ADHESIVES

RUBBER CEMENT	A TEMPORARY ADHESIVE WHILE WORKING
CONTACT CEMENT	A PERMANENT BOND
LEATHER WELD	A PERMANENT CEMENT FOR THE SKINS AND FABRICS

DYES AND COLOR MATERIALS

LIQUIATEX: COLORS COME IN TUBES, IN PASTE FORM. TANDY
AND FEIBING ARE LIQUID ACRYLICS, ALL OF THESE ARE MOST DURABLE.
SPIRIT DYES ARE ALCOHOL AND WILL FADE.

LEATHER TOOLS

SQUARE
KNIFE, UTILITY
KNIFE, HEAD
KNIFE, SWIVEL
SKIFE
STONE & OIL (SHARPENING)
ROUGE (JEWELERS FOR HONING)
PUNCH SET
FID
AWL
SPOON WITH BENT STYLUS #8035
PUNCH, FOUR HOLE
PUNCH, LACING FOUR PRONG 1/8 & 1/16
STYLUS
MALLET
NEEDLES, LIFE EYE FOR BUCK STITCHING
NEEDLES, HARNESS FOR HAND SEWING
FLIERS, LACING
GROOVER, STITCHING AID FOR HAND SEWING
THREAD, WAXED THREE CORD
WAX, BEES FOR SEWING THREAD
DIVIDERS, FOR SPACING
PROTECTO BOARD FOR CUTTING AND STAMPING
MARBLE FOR STAMPING
CRAFT AIDS
MASKING TAPE, TO HOLD THE PATTERNS IN PLACE
STAMPS AS NEEDED
STAMPS, CUB AND SCOUT
CUTTER, BELT END
EDGER, CIRCLE BELT (SLICKER)
PUNCH, BELT (OVAL)
TAPE MEASURE
WATER PAN, ENAMEL, CHINA, PORCELAIN (NO METAL)
SPONGES
NYLON CREASER

COATINGS & PRESERVATIVES

SADDLE LAC, LACQUER COATING
SUPER SHEEN A CLEAR ACRYLIC
NEAT SHEEN A CLEAR ACRYLIC
TAN COAT WATER RESISTING COATING
CANAUBA CREAM WAX BASE FINISH
SHOE POLISH OF YOUR COLOR CHOICE
MINK OIL LIQUID
MINK OIL PASTE
NEATS FOOT OIL ORIGINAL TYPE
NEATS FOOT OIL COMPOUND, GREASE LESS
SPIRIT DYE ALCOHOL BASE
COVA DYE, TANDY OR FIBINGS (ACRYLIC BASE)
LIQUITEX, PASTE TYPE IN TUBES

PENS, FELT TIP
BRUSHES, SABLE ASSORTED, POINTED AND FLAT
BARGE CEMENT, A CONTACT TYPE
RUBBER CEMENT
TRACING FILM FOR TRANSFER OF PATTERNS
DAUBERS, ASSORTED FOR APPLYING DYES & STAINS

BOOKS

LADING
SCOUT MERIT BADGE
CATALOGS
OTHERS AS NEEDED

SOME BASIC TOOLS NEEDED TO WORK WITH LEATHER ASIDE FROM
A FEW HOME MADE TOOLS ARE AS FOLLOWS:

WATER CONTAINER. NO METAL
SMALL SPONGE
#8003 SWIVEL KNIFE
7059 STYLUS
S 705 SEEDER
V 407 VEINER
C 431 CAMOUFLAGE
P 206 PEAR SHADER
B198 BEVELER AND OR B 203
B031 A SPOON
A 104 BACKGROUND
F 898 FIGURE CARVING BACKGROUND
#1766 MINI PUNCH SET

HUNDREDS OF OTHER TOOLS ARE AVAILABLE

TO HOLD YOUR PATTERNS IN PLACE YOU CAN USE MASKING TAPE, PAPER CLIPS (CAREFUL, IT MAY MAKE MARKS IN YOUR PROJECT). DO NOT USE SCOTCH TAPE. IT PULLS. DO NOT USE CARBON PAPER. IT SMEARS.

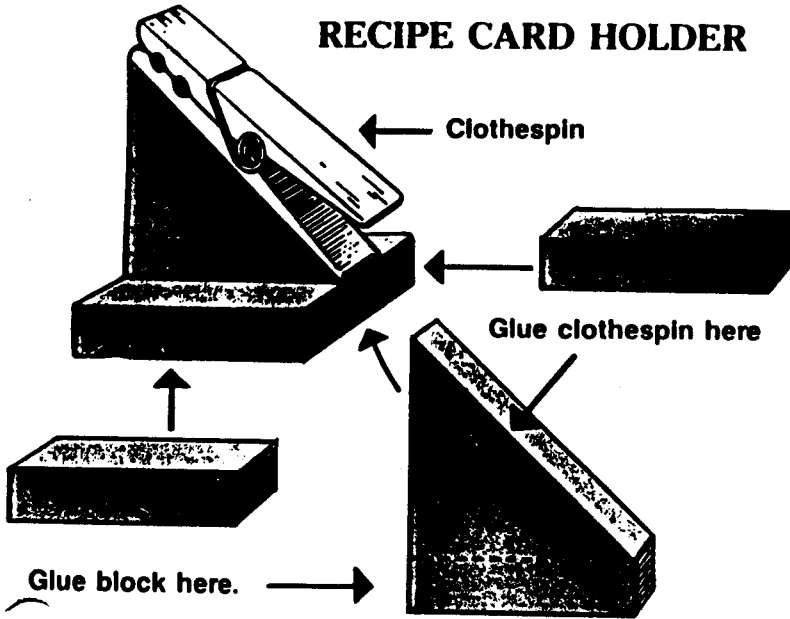
TRANSFER YOUR PATTERNS WITH TRACING FILM OR TRACING PAPER.

Make It Yourself

Watch carpenters and craftsmen at work. Learn how to handle tools; then pick a project and do it.

Make something useful for your home, church, or school.

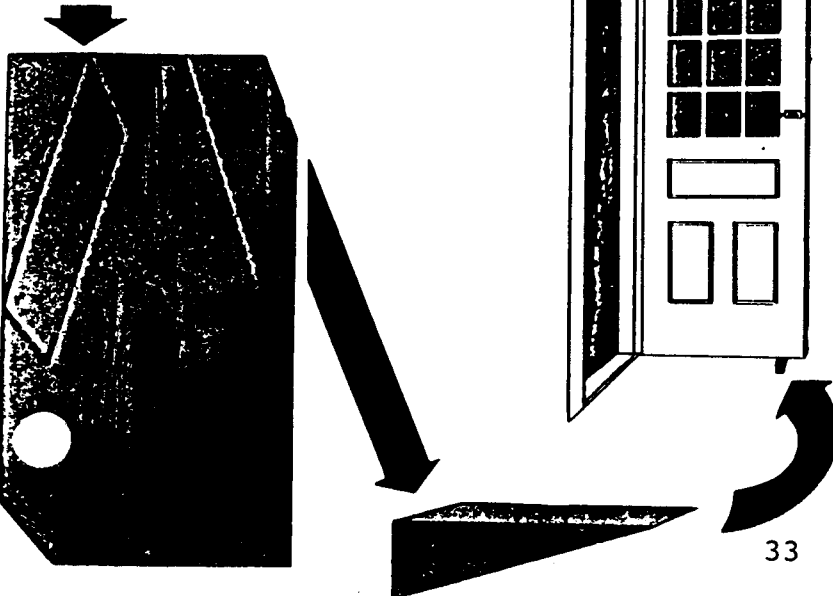
RECIPE CARD HOLDER



Sand the pieces smooth with sandpaper or steel wool before you put them together.

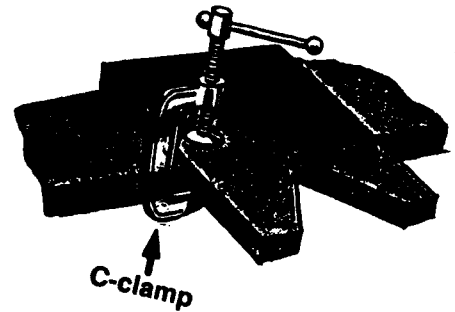
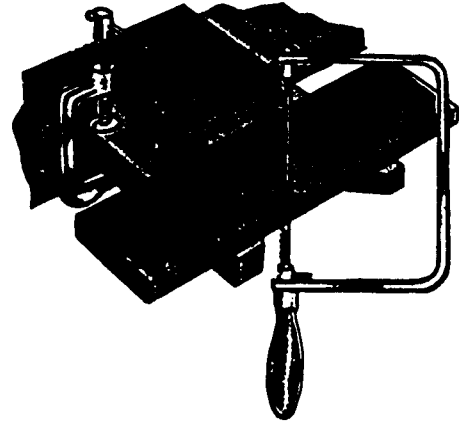
A DOOR STOP

Saw a wedge-shaped piece of wood from the end of a board. Sand it smooth. Paint or stain it.



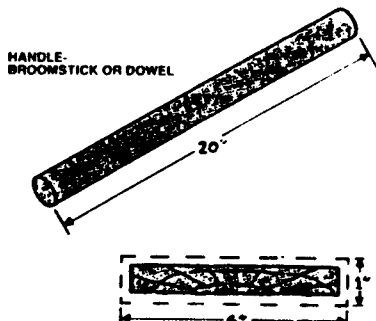
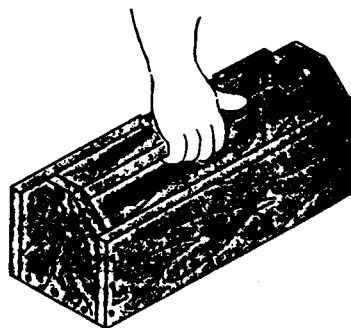
A BENCH FORK

Hold the piece on the fork and cut straight up and down with a coping saw. The fork lets you move the pieces around to cut curves.



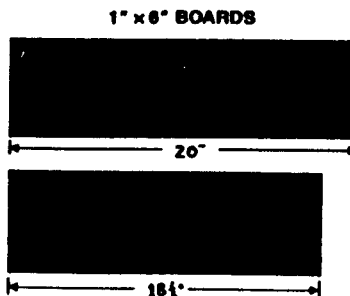
Build your own tool box.

You will need three pieces of wood 1 by 6 inches. Two side pieces are 20 inches long. The bottom is 18½ inches long.

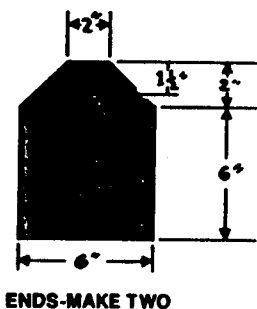


The ends are made of the same 1-by-6-inch wood and are 8 inches long. Corners are cut off and a hole drilled large enough for the broomstick handle. Parts can also be cut from ¾-inch plywood.

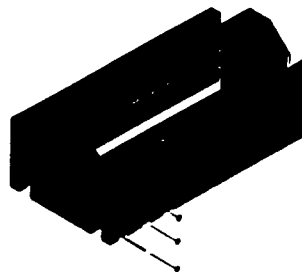
Did you know—wood sizes are measured when boards are still rough? When the rough edges are cut off, the board really measures smaller. Your 1-inch board is really ¾ inch thick.



MAKE TWO 20" LONG FOR SIDES AND ONE 18½" LONG FOR BOTTOM



ENDS-MAKE TWO



____ Bear credit
 ____ Date and signature for
 ____ Arrow point credit

c. Use at least two tools listed in requirement a to fix something.

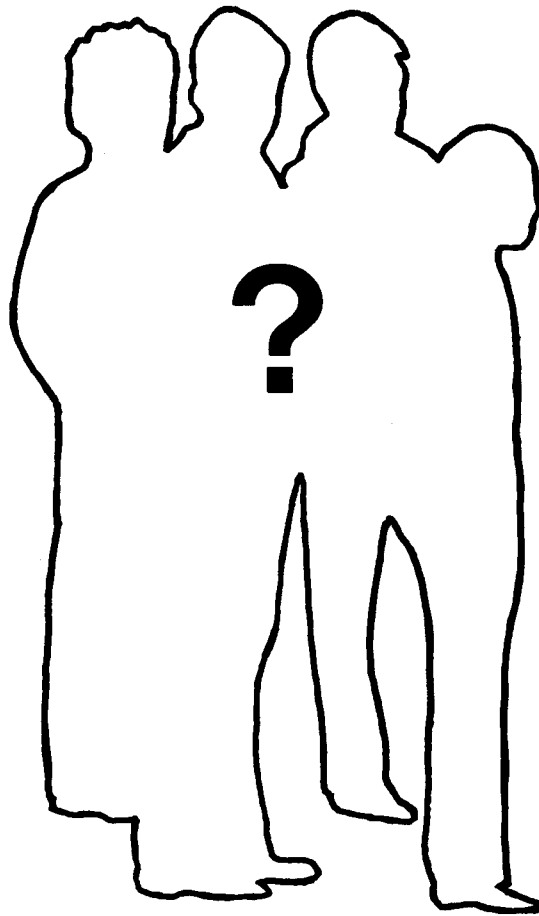
____ Bear credit
 ____ Date and signature for
 ____ Arrow point credit

CUB SCOUT LEADER BALOO SAYS: When you have completed all three requirements, have a parent or an adult sign here.



CHAPTER 4

ETHICS IN ACTION





Cub Scout Ethics in Action Launch Plan

Ethics in Action, one of the most significant additions to Cub Scouting in many years, is being introduced to packs this fall. It will provide a systematic plan for reinforcement of Scouting's long tradition of values education.

Ethics in Action was originally developed in response to the requests of Scouters and parents of Scouts in the Minneapolis area for help in strengthening the values part of their sons' education, as expressed in the mission statement of the Boy Scouts of America. As a result, the Viking Council, in cooperation with the Center for Youth Development and Research at the University of Minnesota, developed and implemented the Ethics in Action program. In 1990, the program was expanded to include most of the councils of the North Central Region.

Values education is, of course, nothing new in Cub Scouting. Scouting ideals are embodied in the Cub Scout Promise and Law of the Pack, and many Cub Scout activities reinforce ethical behavior. Ethics in Action now gives us an opportunity to apply the most current knowledge about youth development, including their moral development, to our traditional Cub Scouting methods.

We teach Cub Scouts physical skills and mental skills through practice. Learning by doing is a typical Cub Scouting method. As a part of a den and pack, the Cub Scout also, with our help, polishes social skills through practice. Moral development happens through experience and practice just as surely as do social, mental, and physical skills development. Ethics in Action provides leaders with the tools to not only provide that experience, but to help their boys learn the most from it.

Ethics in Action for Cub Scouts is a series of fourteen opportunities for learning values through activities related to issues that are a part of the daily lives of most boys. Through sharing and talking about the activities, Cub Scouts and Webelos Scouts are encouraged to think a little deeper about what they do and how it affects themselves and other people.

The activities do not take long and are easily incorporated into a normal den meeting. Each den can do several during their program year. But it is the process—an activity followed by an opportunity for group reflection on the lesson learned—that is important, not any individual activity alone. The leader, after a little experience, can apply the process to all sorts of activities and experiences.

The Ethics in Action activities are described in detail, along with information on youth development and a detailed explanation of the "reflecting" process, in a new booklet, *Ethics in Action for Cub Scouts*, No. 3015. The same information is now included in the *Cub Scout Leader How-To Book*. Den leaders can use either one in implementing the program.

Resources

Ethics in Action for Cub Scouts, No. 3015

Ethics in Action: A Course for Cub Scout Leaders, No. 13-701

Ages and Stages and Reflecting, Ethics in Action videotape, AV- 01V003

Cub Scout Roundtable Planning Guide, 1991-92, No. 7249-92

Cub Scout and Webelos Scout Program Helps, 1991-92, No. 7259-92

1991 Spotlight on New and Special Cub Scout Program Elements, No. 13-604

Cub Scout Leader How-To Book, No. 3831A, 1991 printing

Ethics in Action is Cub Scouting at its finest. It helps us keep our promise to make a difference in the values education and ethical development of kids. Ethics in Action is character building and citizenship training and, yes, personal fitness. It is what we are all about.

Ethics in Action

By Bill Sloan
Illustration by Joe Iacono

WE ALL KNOW what ethics are, don't we? The principles of what's right and wrong. And we also know the Boy Scouts of America has always stood for principled, ethical behavior, the kind that builds character and a sense of social responsibility in young people.

That knowledge, however, hasn't always helped a Scout leader explain the difference between ethical and unethical behavior to an 8-year-old Cub Scout, a 12-year-old Boy Scout, or a 16-year-old Explorer. Or try to provide a foolproof system for making daily decisions of right and wrong in a complex world.

To make the task easier, the BSA is incorporating a process called "Ethics in Action" throughout its programs and especially in junior and adult leader training. Designed by behavioral scientists at the University of Minnesota, Ethics in Action is the result of intensive research and development.

The project began in 1985, when Clarence Hammitt, then Scout executive of the Viking Council in Minneapolis, approached the university in response to a local United Way inquiry.

"The United Way wanted specific information about the ethical training provided by Scouting," BSA National Program Director Mike Hoover explains. "They were asking, in effect, 'How do you prove that you build character in the youth you serve?'"

"We knew that something we did

was working, and that we did, indeed, build character and promote ethical behavior. But it was hard to pin down what we were doing that made the difference, and it was even harder to prove.

"In a time when the whole nation was questioning its ethical values—in politics, business, education, ethnic relations, and every other area of society—we felt it was important to help our leaders identify the thing they were doing right but taking for granted."

At the time, the BSA had just taken a major step toward addressing the problem of ethical behavior with the publication of a manual entitled *Youth's Frontier—Making Ethical Decisions*. The manual was a striking statement of basic beliefs about ethics, says Beth Emshoff, one of the researchers at the University of Minnesota's Center for Youth Development and Research who took on the Viking Council project.

"But," she adds, "it offered no real solutions or direction on how to teach ethical values."

Emshoff and fellow researcher Dr. Judith Erickson spent a year developing a practical, easy-to-use teaching approach for Scouting programs. Then, after three years of effective use in the Viking Council, Ethics in Action was adopted by the BSA national organization. The program was then successfully tested in 42 councils throughout

the North Central Region.

The process is now being integrated into training programs for Cub Scout, Boy Scout, and Explorer leaders.

"We didn't want to have another stand-alone program, but a process that could be fully integrated into our existing program," explains Mike Hoover. "Actually, Ethics in Action is more of a reinforcement of basic Scout precepts than something new and different. It simply gives us a set of highly effective tools to help accomplish the same goals we've always had—and adds a lot of excitement to our program in the bargain."

The intent is not to overhaul or revamp the Scouting program, Beth Emshoff emphasizes, but to improve the *methods* for character building and ethics training. "Our intent was never to change what the BSA is doing," she says.

Ethics in Action emphasizes two themes: (1) showing adults how to help young people

make ethical, responsible choices in difficult situations, and (2) giving youth more responsibility in how their den, troop, or post operates. Training packages, all making extensive use of videos, have been developed for every level.

Videos play a big part, Emshoff says, "because today's children, adolescents, and adults just aren't receptive to reading lots of written material." The videos (continued on page 61)

A practical system to help leaders teach boys decision-making is the latest in a long BSA tradition of building character in youth.

Ethics in Action (from page 28)

feature stories, games, and activities, and an intriguing process called "reflecting."

Successful "reflecting" begins, Emshoff explains, when adult leaders know how to ask the right questions instead of just supplying a "right" answer to a problem or dilemma. A group of young people learns to consider a problem from all points of view before making a decision.

BSA officials at every program level are enthusiastic about employing Ethics in Action. Cub Scouting, for example, introduced its new Ethics in Action training package in May.

"We've always said we teach ethical behavior, and we do," explains Ernest R. "Tommy" Thomas, associate national director of Cub Scouting. "But this gives us a system to work with, and that's something we haven't had before. People seem to be literally leaping to get started with it, and we're very excited about it."

Developed by Dr. Erickson, the Cub Scout Ethics in Action program features 14 activity modules and two instructional videos. The first video, *Ages and Stages*, explains youth development and helps adult leaders understand that, as Thomas says, "a 7-year-old isn't just a short adult, but a person whose mind functions very differently from a mature person's." The second video, *Reflecting*, is an overview of the Ethics in Action process.

"Each activity teaches a valuable lesson," says Thomas. A game called "Lost in Space," for instance, shows Cub Scouts what it's like to be blind. "The important thing, though," Thomas adds, "is that, once you understand the overall process, you can apply it to virtually any activity."

Cub Scout use of Ethics in Action will be explained at November district Cub Scout leader's roundtables; each subsequent roundtable will feature an Ethics in Action activity. Councils will also offer a one-hour training course for Cub Scout leaders.

The booklet, *Ethics in Action for Cub Scouts*, Supply No. 3015, published in May, helps introduce the process, as does a new chapter in the 1991 printing of the *Cub Scout Leaders How-To Book*.

The Boy Scout Division, meanwhile, is incorporating the concepts of Ethics in Action in its literature and training programs. A new junior leader training package helps adult and junior

leaders develop team spirit and shared leadership in the process of promoting ethical decision-making. (See "A Fresh Perspective on Training Junior Leaders" in the May-June 1991 issue of *Scouting*.)

"This concept has always been part of Boy Scouting," says Norman Burkhalter, director of the Boy Scout Program Development Service, "but Ethics in Action gives us two vital keys for implementing it: an efficient problem-solving model and the all-important process of reflecting. The emphasis it places on service to mankind and the idea that Scouts should dedicate themselves to a greater purpose is excellent."

Over the past two years, Emshoff has developed a program for Explorers, which wasn't included in the original Viking Council project. It will be introduced nationally by early 1992.

In some ways, Emshoff points out, the Exploring portion is the most challenging. "The problems of adolescents are extremely difficult and complex," she says, "but I think Exploring probably has the best chance of having a positive influence on American youth of any program today."

"Explorers want a rewarding relationship with adults as well as with their peers, and they are living through a time of rapid physical change, sudden emotional swings, numerous conflicts, and high-risk choices. At that age, it's not only dangerous to do drugs; it may also be dangerous to make friends."

Conflict resolution receives major emphasis in Ethics in Action for Explorers, "It's one of the things I like best, because there are so many conflicts in adolescence," says National Exploring Director Dave Baur.

"This new process gives us a structure for discussion on ethical decisions and it helps us to do some things we've always done even better. We're learning more about how young people act and interact with adults in problem solving, and our volunteer committees and staff are all very enthused about it."

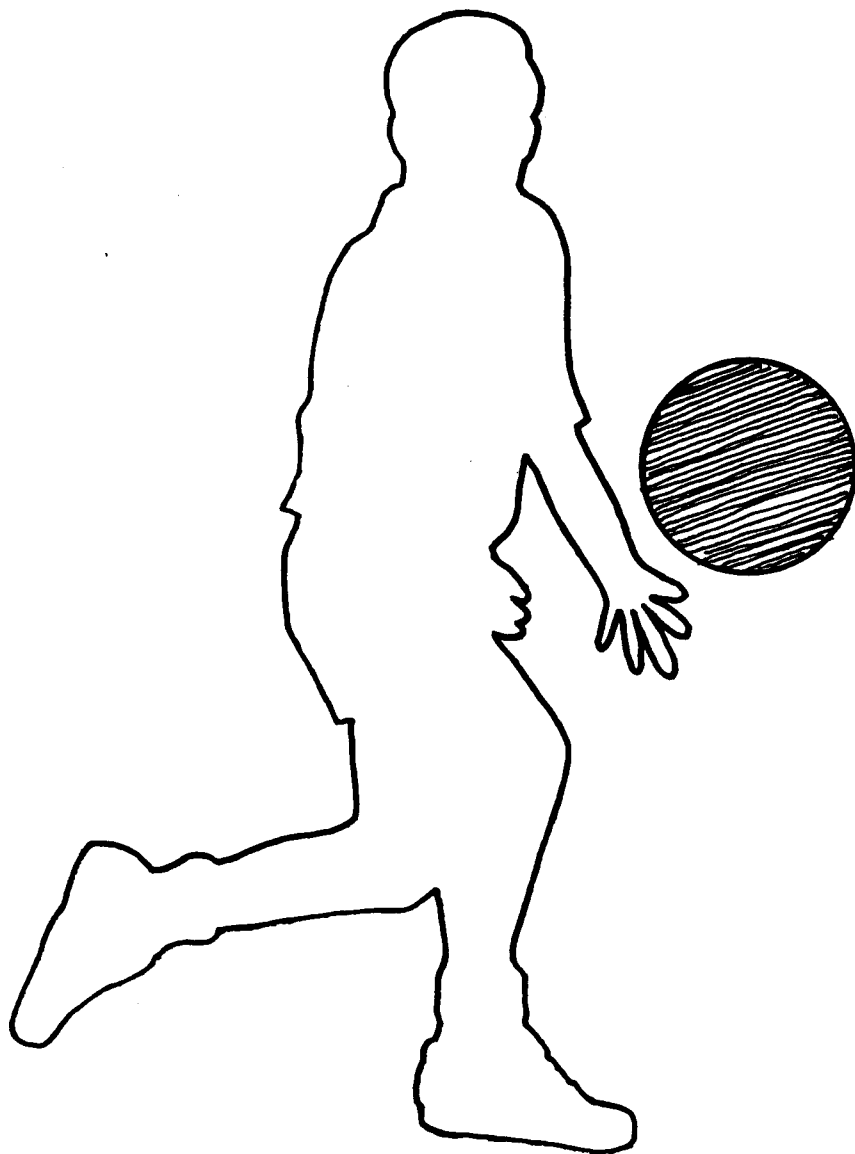
Ultimately, Ethics in Action will no longer be viewed as a separate program element. "It will take years to fully incorporate the philosophy," Emshoff says, "but when that happens, it will just be another part of the program of the Boy Scouts of America."

A vital part, however, because the need to stress ethics and social responsibility is more important than ever. "We must remember," Emshoff emphasizes, "that helping kids make Eagle Scout, taking them on trips, and going to summer camp are not the real business of Scouting, but merely vehicles to a much greater end."

"What we're doing in this time-consuming process," Mike Hoover concludes, "is learning important new ways of emphasizing beliefs that make up the very roots of Scouting. The results could not only be extremely beneficial for the BSA, but also the future of America." ■

CHAPTER 5

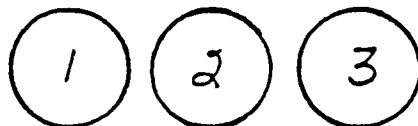
GAMES



V I K I N G D I S C O V E R Y

PRE-OPENING

How can you get coin number 2 out of the center without touching it. (Move number one to other side of three)



MAGIC NUMBER: Think of a number. Double it, add 10 and divide by 2. Then subtract the number first thought of. The answer will always be 5.

THE SIX SHIPS OF SCOUTING

ARRANGEMENT: 6 Cub Scouts hold large cardboard cutouts of ships, on which have been printed the following: SCHOLAR-SHIP, FELLOW-SHIP, FRIEND-SHIP, SPORTSMAN-SHIP, WORKMAN-SHIP, STATESMAN-SHIP.

CUBMASTER: Almost a thousand years ago the vikings set sail in long boats in search of distant lands. Their long boats were some of the greatest ships of their day. Cub Scouts also launch ships. We may not ride the waves of the north sea, but our ships make America strong and mighty, and they will last forever.

1st Cub: SCHOLAR-SHIP. This ship is very important on the Sea of Education. On her back stands such officers as Ambition, Determination, Intelligence and Application. Her flag bears symbols of the letter "A" and the plus sign.

2nd Cub: FELLOW-SHIP. This ship stand for good spirit, fine cooperation and never-failing unity. Its flag floats high-he flag of Scouting.

3rd Cub: FRIEND-SHIP. This is the most important ship of all. It is true blue and its flag is golden-since friendship, itself...is golden.

4th Cub: SPORTSMAN-SHIP. This is the ship that's fair and fun. It never veers from its course. Its flag is never at half mast.

5th Cub: WORKSMAN-SHIP. This ship's even line, every part every mast, represents the best that a person can give. Its flag gears a laurel wreath.

6th Cub: STATESMAN-SHIP. This ship represents wise guidance, constant counsel, unselfish interest and sincere endeavor. Its flag is white for purity.

CUBMASTER: And there you have six strong and sturdy ships to brave the sea. Three cheers for the Scouting ships!!!

GAMES

Games are an important part of Cub Scouting. They not only help to accomplish Cub Scouting's overall objectives of citizenship training, physical fitness, and character development, they have educational benefits, too.

Games teach a Cub Scout to follow rules, to take turns, to respect the rights of others, to give and take, and to play fair. Some games help to develop skills, body control, and coordination. Some teach self-confidence and consideration for others.

Gathering time or word games can be used at the beginning of a meeting to keep the boys quiet and occupied while you prepare for other parts of the meeting. When the boys need to get out some of their wiggles, have them play an active game. If your meeting has been very active or the boys are feeling very frisky, then choose a quiet game to calm them down.

Consider these factors when selecting games: purpose (physical, mental, educational); space available; number of players; equipment available; skills and abilities of players. Remember, for sign-offs in the Wolf and Bear book, the boys need to bring, set up or lead a game in the den. (Be sure to check with the boy in advance to make sure he has the game. And have an alternative game ready in case he does not make the meeting, or the game is not ready.)

Try to have the materials available for at least one or two active and quiet games. They'll come in handy if you have a last minute change of plans such as a change in the weather, change of location for the meeting, or if your meeting is running shorter than intended.

It is not essential for games played at den and pack meetings to fit the monthly theme, but theme games help tie the whole month's program together. Sometimes all that is necessary to fit a game to a particular theme is to change the name of the game. For example, The Cowboy Relay could become Bareback Rider Relay to fit a circus theme.

Boys will like most games if leaders have fun leading them. Anyone can be a successful games leader by following these simple suggestions.

- Know the rules of the game and have the necessary equipment on hand. Plan not only what you are going to do, but how you are going to do it.
- Remove potential hazards from the play area. Follow health and safety rules.

- Get the full attention of the group, then explain the rules of the game simply, briefly, and in proper order. Be enthusiastic.
- For team games and relay races, you must have equal numbers on each team. If the teams are unequal, have a Den Chief or extra adult play.
- Teach the game by steps or demonstration.
- Ask questions to make sure everyone understands.
- Be sure the rules are followed. Insist on good sportsmanship and fair play.
- Have enough leaders to handle the group.
- Enlist the aid of your Den Chief or Denners to help you run the games.

There are many ways to select a boy who will be the leader for any game. Here are some suggestions, but make up others that work with your group.

- If you have a boy who tends to be disruptive, let him lead the game.
- The Denners and Assistant Denners often should be the team leaders. This gives them one more reason to strive to hold that position.
- By birthday, beginning with January 1.
- By alphabet, using first or last names.

When selecting teams, try one of these ideas.

- First half of the alphabet against the last half.
- Line the boys up, number them 1, 2, 1, 2, etc. Ones on one team, twos on the other.

If prizes are awarded, they need not always be of a material nature. Often the winner can be the one who gets to help run the next game or song. Frequently have games that have no prize or clear award for the winner. Some games are played just for fun.

REMEMBER: Quit while everyone is still having fun, and
KISMIF - Keep it simple, make it fun!

RESOURCES

Cub Scout Magic
How-To Book
Cub Scout Program Helps
Den Chief Handbook
Pow Wow Books
Roundtable

Cub Scout Activities
Cub Scout Fun Book
Games for Cub Scouts
Boy's Life Magazine
Group Meeting Sparklers
Library

GATHERING TIME ACTIVITIES

DEFINITIONS AND WORDS

A number of words are written on one set of cards, one word to a card, and their definitions on another set. The cards are distributed and matched for partners, as in Split Pairs.

RIDDLE PARTNERS

Riddles are written on one set of cards and their answers on another set. The riddles and answers are distributed between the players. Each player must find the riddle or answer that corresponds to his own.

STATE CAPITALS

Names of states and capitals are distributed amongst the players. If preferred, outlines of the states may be used pairing them with either the names of the states or the capitals. Players must find their partners.

MATCH THE CUT

A set of figures, identical in size, shape and color, is cut from paper or cardboard. Circles or squares may be used but designs suitable to the occasion are often better. Each figure is cut into two parts, the cut for any figure being different from that for any other; the cut should, of course, be irregular, resembling those in a jigsaw puzzle. Each player obtains his partner by finding the person with the piece that matches his own.

AUTOGRAPH MIXER

Each player is given a pencil and paper. He is directed to obtain the autographs of all others present - perhaps also their addresses, occupations, or other information appropriate to the occasion.

PAPER BAG INTRODUCTION

Each guest has a paper bag tied to his right hand, with the hand inside and the bag tied about his wrist. They are instructed to shake hands until they wear out the bag.

RELAY GAMES

KNOCK-KNEED RELAY

Line up teams in single file. Give the first person an inflated balloon to place between his knees. Have him race to the end of the line without dropping it. He hands it to the last person in line who then runs to the front of the line. The team finishing first wins.

BALLOON-SWEEPING RELAY

Arrange the teams in parallel lines. Place a balloon and a broom on the floor in front of each team. On signal, have the first player of each team sweep the balloon to the turning line and back, giving the broom to the second player, who repeats this action. The team finishing first wins.

MARSHMALLOW RELAY

Arrange the dens in parallel lines for the relay race. On signal, the first person from each line runs to the opposite end of the room where a dish of marshmallows has been placed. He takes one marshmallow, eats it while standing there, and then returns to the end of his line. Not until he has eaten his marshmallow and returned to his place does the next man run. The first line to finish wins the game.

BEAN RELAY

Provide a cup of beans and a table knife for each team. Taking turns, each member of the team carries as many beans on the knife as he can to a given point and deposits them in another cup. He then returns and hands the knife to the next man in line. The team transporting the largest number of beans wins the relay. This is not a speed event.

CLOTHESPIN RELAY

Seat the teams in rows of chairs. Give the first player of each team five clothespins. At the signal, the first player attaches a clothespin to the end of each finger of the second player's left hand. When all five pins are on, the second player takes the pins off one at a time and puts them on the fingers of the third player's left hand. This continues until the last player has the five pins on his hand. The team finishing first wins.

CUB SCOUT RELAY

Provide two sets of words used in the Cub Scout Promise and the Law of the Pack. Scatter each set on the floor in front of each team. The first Cub Scout of each team runs to the words, selects the first word of the Cub Scout Promise, sets it aside, and returns to his team where he tags the second Cub Scout. He runs forward to find the second word and adds it to the first. The game continues until the teams have spelled out the entire Cub Scout Promise and Law of the Pack. The first team to finish wins.

WAITER

Line up the boys for a relay. The leading player of each team holds a pie plate (bottom up) and a ball. On signal, he runs forward around an obstacle and back to the starting line, holding the upturned plate in one hand with the ball balanced on top. If the ball falls off the plate or is touched in any way during the journey, that player must go back and start again. The team to finish first wins.

PICK UP

With straws the racers pick up puffed rice and carry it from one dish to another. Or they can race with beans in a spoon, water in a spoon, or a ball on a board.

PAPER-PLATE BALANCE RELAY

The first player in each relay line puts a paper plate on his head with a marble in it. On signal, he advances to the turning line and back and passes the plate to the next boy in line. The team finishing first wins.

PAIL RACE

Have the Cub Scouts stand with each foot in a bucket and hold the handles while running. The boy who finishes the race first and has not taken his feet out of the buckets nor let go of the handles is declared the winner.

COTTON BALLS

Line the boys up for a relay. For each team, put two bowls beside each other on the floor at the opposite end of the room. Fill one bowl for each team with equal amounts of cotton balls. The first player of each team is given a spatula. On signal, that player runs to the bowls and using only the spatula, transfers the cotton balls to the empty bowl. He then races back, handing the spatula to the next boy in line. The team finishing first wins.

KICK THE STICK RELAY

Indian children love active games with sticks or balls. Here is one of their favorites. Teams line up at starting line with a crooked stick about a foot long in front of each line. First player kicks stick along ground to goal and back. Players continue in relay style.

SEED PLANTING RELAY

In turn, each boy follows a line drawn on the floor by placing the heel of one foot against the toe of the other. About every three feet he must stop and place a seed in a small mouthed jar set about one and a half feet on each side of the line. When he reaches the end, he runs back and touches off the next person, who plants his seeds in the same manner.

BAREFOOT MARBLE RACE

The Cub Scouts remove their shoes and socks (PHEW!). Place two marbles on the starting line in front of each team. On signal, the first player on each team grasps a marble with the toes of each foot and walks to the finish line. When he reaches the other end of the room, he picks up the marbles and runs back to give them to the next player in line, who repeats the action. The first team to finish wins.

PEANUT RACE

Have the Cub Scouts roll a peanut with their noses on the floor for a short distance. They must not touch the peanut with their hands. The one who rolls his peanut across the finish line first is the winner.

CIRCLE GAMES

BROTHERS

Divide the Cub Scouts into groups. Group A forms the inner circle facing outward and Group B the outer circle facing inward. Have the players facing each other hold hands to pair off the "brothers." They drop hands and on signal, the circles march in opposite directions. When you shout "Brothers!" the pairs find each other, hold hands, and kneel down. The last pair to kneel drops out of the game. Continue until two brothers are left.

CAT AND MOUSE

Have the boys form a circle and select one player to be the "mouse" and take his place inside the circle. Select another player to be the "cat" and take his place outside the circle. The object of the game is for the cat to catch the mouse. The boys forming the circle can assist the mouse by letting it out or in the circle at any time, but the progress of the cat should be hindered. The introduction of another cat makes it more interesting. When a mouse is caught, he becomes the cat and then chooses another mouse from the circle.

CIRCLE TREAT

Arrange the Cub Scouts in a circle, facing inward. Then start a plate of candy around the circle. At frequent intervals call "Stop!" The boy holding the plate should try to answer a question about Cub Scouting. If he gives the right answer, give him a piece of candy. Then continue the plate around the circle.

Variation: Instead of candy on the plate, you can use coins or small prizes; then question the boys on the requirements for Bobcat. Have them name one, then explain it.

SORRY YOU MISSED

Have the boys stand in a small circle while each in turn tries to toss a bean bag into a small container in the center. If he misses, he must drop out. Each time around the boys move back a step.

PASS THE BAG

Form a circle with an even number of players. Every other person is on the same team. Give one bean bag to a player on one side of the circle and the second bean bag to a player on the other team on the opposite side of the circle. On signal, the bags should be passed from one team member to the next in the same direction around the circle. The first team to have its bag overtake the other wins the game. (This is good Pack game. Use parents on one team and Cub Scouts on the other.)

SQUIRREL IN THE TREES

Form small circles of three or four Cub Scouts. They hold hands to form "trees with hollow trunks." A Cub Scout representing a squirrel stands in each tree. (Have one more squirrel than there are trees.) On signal, the squirrels must change trees. The one left out becomes "It" for the next game.

BALLOON BATTLE ROYAL

Arrange Cub Scouts in a large circle, each with an inflated balloon hanging from a string tied to his ankle. On signal, have each player try to break all other balloons by stamping on them. When a balloon is broken, its owner leaves the circle, and the game continues until only one player is left.

HOPTOAD

Cub Scouts form a circle, standing about three feet apart. On signal, they place their hands on their hips and stoop down until they're almost sitting on their heels. Then they start hopping around the circle clockwise, clapping their hands first in front of them and then behind them. The Cub Scouts continue to stoop while they hop. Anyone who tips over must leave the circle. The last one to continue hopping without falling over is the winner.

ANIMAL TRAINER

Arrange Cub Scouts in a circle. Stand in the center and name a stunt or movement to be performed by everyone. For example: "Bark like a dog; walk like an elephant; hop like a kangaroo..."

QUIET GAMES

AN ALPHABET GAME

Give each player seated at a table a sheet of colored paper, a toothpick, and two tablespoons of macaroni letters. The toothpicks are used to push the white letters quickly in place on the colored paper. On signal, the players are to begin making three-letter words. The one who makes the most words in a given time is the winner. (Sort the letters in advance so that the word possibilities are the same for all.)

Variation: Have boys spell the Cub Scout Motto "DO YOUR BEST" or spell their names.

WHAT'S GONE?

Arrange a set of flash cards, on which are numbers from one to twenty in miscellaneous order across the front of the room. Ask the players to stand and face the rear of the room. Then remove one of the cards and suddenly call, "Look!" The one who first calls out the missing number scores one point. At the end, the player with the most points is the winner.

PARENTS PIE PLATE CONTEST

At a Pack gathering, have the parents try to balance a pie plate on their head while their son places three marbles in it. The first team to do it wins.

BEANBAG PICK

Arrange the players around a table or kneeling in a circle on the floor. Give each a saucer with two toothpicks and twelve beans. On signal, the contest is on to see who can be the first to lift out five beans.

FINDING WORDS

From the word "Cubmaster," have the Cub Scouts write down as many complete words as they can.

FIVE DOTS

Give one Cub Scout a piece of paper and have him place five dots on it wherever he pleases. He should then give it to another player, who tries to fit in a drawing of a person with a head at one of the dots, the hands at two of the dots, and the feet at the other two dots.

NOISE MAKER

One player is the noise maker. He collects ten things that make different noises. The other players each have a pencil and some paper. They sit in a room, close to a slightly open door. The noise maker stands behind the door. He shouts "Number 1" and then makes his first noise by, perhaps dropping a marble in a can. The players write down what they think the noise is. The noise maker then shouts "Number 2" and makes his next noise, perhaps wrinkling tin foil. The players write down what they think it is. The player who has guessed the most noises correctly after the noise maker has made his ten noises wins.

STATE RING TOSS

Tack a state map on a board. Put cup hook at locations of cities. Have the Cub Scouts try to ring the cities with rubber jar rings or large washers from a distance of 5'. Score two points for the largest cities, one for small cities.

CALENDAR PITCH

Place one page from a large calendar on the floor as the target. Each player tosses three checkers or bottle caps from a distance of five to six feet and totals his score according to the numbers on which his checkers land. Markers on a line don't count. Winning score may be seventy-five points or more. For added excitement, score double points for holidays, such as fifty points for December 25, or twenty-eight points for February 14.

WIGGLES

Give each Cub Scout a piece of paper and pencil and ask him to draw a wavy or zigzag line. They exchange papers and make the line into a picture. The one with the funniest or best picture is the winner.

ACTIVE GAMES

HOT DOG EATING CONTEST

Tie hot dogs to a string and spread them apart so that the Cub Scouts will have enough room to move around and eat them. The boys must have their hands behind their backs while eating. The first Cub Scout who eats the hot dog is the winner.

Variation: Use apples, bananas, small bunch of grapes, etc.

TREASURE HUNTS

Arrange the treasure hunt before the boys arrive. Try not to hide any clues in dangerous places and make sure that even the smallest player can reach them. Players can either hunt by themselves, in pairs, or teams. In a clue-by-clue hunt, try not to let anyone know that you have found a clue. When you have read it make sure you put it back where you found it. Each player gets a list of the hidden things and a pencil and starts looking. When he finds one he writes down its hiding place. The first player to write down the hiding places of all the things on the list wins.

CHICKENS AND ROOSTERS

Place beans in inconspicuous places about the room before the boys arrive. Make sure they are visible. When the boys arrive, divide them into two groups, one of roosters and one of chickens and have them go to opposite sides of the rooms and have them practice crowing and clucking. While they are doing this, pick one from each team who is not joining in as much as the others, and have them be the collectors. Give each collector a container. Next have everyone put their hands behind their backs because... "chickens and roosters do not have hands, they have wings." Then point out one of the beans and explain the others are scattered about the room. They are to look for them and when they see one, they are not to pick it up because they have wings and not hands... and they are not to talk because... "chickens and roosters do not talk... they crow and cluck."

They are to stand over the bean and cluck and crow until their collector comes to pick up the bean. After the hunt begins to slow down, call a halt and count the beans collected for each side. The one with the greatest number of beans is the winner.

SHOE JUMBLE

Have boys remove shoes and place them in one big pile in the middle of the room. Separate pairs and mix them up. Cover pile with a sheet. On signal, boys must reach under the sheet and without looking, try to find their own shoes by pulling one shoe out at a time. If its not theirs, they return it and try again. The first boy to get his own shoes back on wins.

WASH ON THE LINE

Stretch a clothes line twenty feet from the starting line. Give each boy three or four garments or pieces of cloth and five or six clothes pins in a big shopping bag. The first in each line races to the clothes line and, using only one hand, pins up the garments and then runs back to the starting line. Then the second runner races up and takes them down and then the third pins them on again, and so on. The first team through wins the race.

CIRCLE RACE

Instruct each team to hold hands to form a circle with all boys facing out except the "driver." On signal, the teams race to the distance line and back, keeping their circles intact. All the players on the team must cross the distance line. The driver gives directions and orders. When the circle breaks, it must be reformed before a team can continue on. The first team to get all its boys across the starting line is the winner.

DO THIS AND MORE

One player begins the game by doing something, such as putting the thumbs to the ears and wiggling the fingers. He points to another player who must repeat that action and add one of his own, such as putting his hand under his chin and wiggling his fingers. The next player may add sticking out his tongue. Each successive player must repeat, in order, all of the actions of the other players and add another. No player may be called on more than once unless he requests it.

JAPANESE TAG

The tagger is required to hold one hand on the spot touched when he was tagged when he tags another person. It is just too bad if he was tagged on the heel!

TEAM GAMES

FAST-MOVING GHOST TRAIN

Line up all dens with the first Cub Scout wearing a sheet over his head. Each Cub Scout grasps the waist of the boy in front of him. On signal, all start walking quickly straight ahead, around a chair (placed in front of each den), and back. The second boy in each line guides his ghost who can't see. The first den to return to its original position wins. If a group breaks into a run, they are disqualified.

SMILE

Divide the group into two teams and line them up, facing each other, about ten feet apart. Name one team "Heads" and the other "Tails." Then flip a coin and call out the side that turned up. If it comes up heads, the Heads laugh and smile while the Tails try to keep sober faces. The Heads, of course, try to make the Tails laugh. Any who do laugh must join the other team. Then flip the coin again.

TISSUE SQUARES

Cut out as many squares of tissue paper as there are players. Put two pillows at one end of the room and two plates at the other. Lie half the number of tissue squares on one pillow and half on the other. Players split into two teams. Each team stands next to a plate. The first player in each team has a spoon. He runs to the pillow, scoops up a tissue square with the spoon, without touching it, and carries it back to his plate. If he drops it, he must scoop it up again without touching it. Once it is on the plate, the next player starts. The first team to get all its squares onto its plate wins.

BALLOON VOLLEYBALL

Stretch a string across the room to represent the net. Divide players into two groups - one on either side of the string. Throw an inflated balloon into play. Each side bats the ball in the air, trying to keep the balloon from touching the floor on their side. They bat it back and forth over the string with their hands. Each time the balloon hits the floor the opposing team scores one point. The game is ten points.

CHAIN SOCCER

Divide group into two teams and line them up in the center of a play area, facing each other about two feet apart. Have the players hook elbows with those on either side to form a chain. Establish a goal line for each team on opposite ends of the play area. Start the game by rolling a soccer ball between the two teams. By using their feet, the teams try to advance the ball toward their goal line without breaking the chain. The first team to kick the ball over the goal line wins the game or earns one point, depending on the time allotted for play.

BLIND TRAIN

Mark two curving "train tracks" on the ground or floor, approximately four feet apart. Divide the group into two teams. Each team lines up single file at the start of one track, with each player grasping the belt of the one in front of him. All players except the last in each line are blindfolded. Place various obstacles, such as tin cans, on either side of the twisting lines. The player at the end of the line must direct his team through the hazards. Score five points for completing the course; subtract one point each time the train touches an obstacle or crosses the opposing team's line. Team with the most points wins.

OWLS AND CROWS

Divide groups into two equal teams - one are the Owls and the other the Crows. The teams line up, facing each other, about two feet apart. About fifteen feet behind each team is their home base line. The leader makes a statement. (This could be related to the monthly theme or nature items.) If the statement is true, the Owls chase the Crows toward their base line. If it is false, the Crows chase the Owls. Anyone caught must join the other team.

GRAB IT

Divide group into teams. Call one the Defenders and the other the Destroyers. Toss an inflated balloon between them. The Destroyers try to break the balloon by grabbing it, clapping their hands on it, or stepping on it. The Defenders try to protect it by batting it out of reach. Keep track of the time required by the Destroyers to break the balloon. When it is broken, the Defenders become the Destroyers. Give each team three turns as Destroyers, then add their times. Team with the least total times wins.

OUTDOOR GAMES

EAT THE FISH TAIL

Cub Scouts line up in a single file, holding each other around the waist. The first Cub Scout is the fish Head; the last one is the Tail. On signal, the Head tries to catch the Tail while the Tail tries to avoid being caught. All must continue to hold onto each other. The longer the fish the better.

Variation: Put a neckerchief or bandana in the belt of the Tail. The Head must snatch the neckerchief from the Tail.

BACK TO BACK

Arrange all Cub Scouts except one in pairs, standing back to back with their elbows locked. They are scattered at random over the play area. When It calls, "All change!" each Cub Scout must find a new partner and hook elbows with him. At the same time, It tries to find a partner. The Cub Scout left without a partner becomes the next It.

GIVEAWAY TAG

One Cub Scout is It. The others are scattered around the play area. One of them holds an object, such as a ball, rolled newspaper, or hat. It tries to tag the Cub Scout holding the object. The boy with the object may run with it or pass it to another Cub Scout. The player tagged becomes It.

CHAIN TAG

The Cub Scouts are scattered over the play area. One player is It and tries to tag any other player. The first Cub Scout he tags joins hands with him and helps in tagging others. Both may use only their free hands to tag. Each player tagged joins hands with the one tagging him. The line grows longer as more players are tagged, but only the players at the two ends of the chain may do the tagging. Tagging is not fair if the chain is broken. The game continues until all Cub Scouts have been tagged.

ALPHABET SCAVENGER HUNT

Give each Cub Scout a pencil and paper that has the alphabet listed vertically. Ask them to look in a designated area for nature items which begin with each letter of the alphabet and write the names of the items they see, but they must leave the items where they are. Examples: A-acorn, B-bark, C-cone, D-dandelion, etc.

DUPLICATION

This is a good game for getting boys interested in nature. In advance, gather from the area about ten common nature objects, such as rocks, seeds, pinecones, leaves, etc. Lay the objects out on a neckerchief and cover them with another neckerchief. Tell the Cub Scouts that under the neckerchief are ten natural objects that can be found nearby. Lift the neckerchief and let them look for about 30 seconds. Tell them to try to remember what they see. Then ask the players to hunt for identical items. Allow 10 to 15 minutes for the search. Then hold up each object one at a time, telling something about it, and ask if anyone found one like it. Be careful not to use scarce items. Conserve nature!

COWBOYS AND INDIANS

The players are divided into two even sides. The Cowboys are supposed to be in the woods. They fall fast asleep with one Cowboy to stand guard. The Indians are hidden in the bushes, behind trees, etc. They come from their hiding places and approach the Cowboy. If they can tag a Cowboy before he gets up he is captured. However, they are not likely to be able to do this, for the watchman sounds the alarm. At his call the Cowboys get up and rush after the Indians before they can get back to their "wigwams." Every Indian captured becomes a Cowboy. The Indians may then be allowed to go to sleep while the Cowboys slip up on them.

TIRE SPRINT

Racers line up at starting line with tires ready to roll. On signal, they roll tires to finish line by propelling them by hand.

WORD GAMES

KNOW YOUR ALPHABET?

Tell us what letter is:

1. A vegetable? P.
2. A drink? T.
3. A body of water? C.
4. A command to a horse? G.
5. Part of the head? I.
6. An exclamation? O.
7. A female sheep? U.
8. An insect? B.
9. Part of a house? L.
10. A bird? J.
11. A unit of measure in printing? M.
12. Half the width of an em? N.
13. An actor's signal? Q.
14. A question? Y.

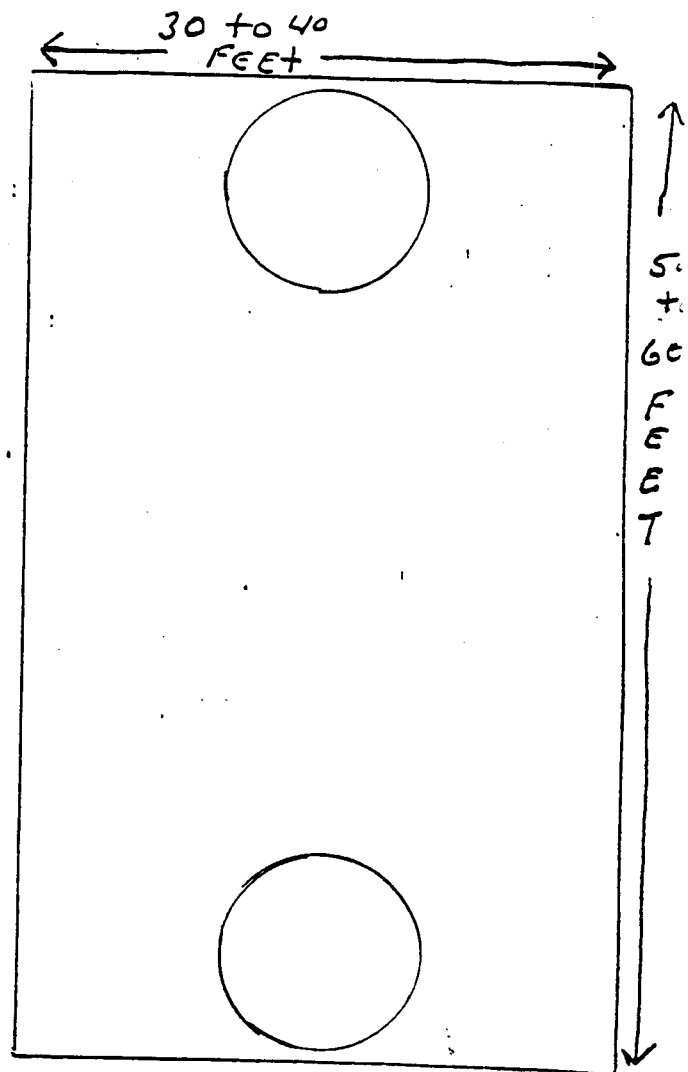
What two letters:

1. Are a number? A-T.
2. Describe a snakes eyes. B-D.
3. Mean poorly dressed. C-D.
4. Mean to rot. D-K.
5. Mean not difficult. E-Z.
6. Mean results. F-X.
7. Mean cold. I-C.
8. Are a vine. I-V.
9. Are a kind of pepper. K-N.
10. Are a girls name. K-T.
11. Mean vacant. M-T.
12. Mean jealousy. N-V.
13. Are a kind of cloth. P-K.
14. Mean an attractive girl. C-T.
15. Are a written composition. S-A.
16. Are a county in England. S-X.
17. Are a tent used by American Indians. T-P.
18. Mean to surpass others. X-L.
19. Mean superfluous. X-S.

DEN GAME BUCKETBALL

PLACE TWO BUSHEL BASKETS OR LARGE METAL BUCKETS 50 TO 60 FEET APART. ESTABLISH SIDELINES 30 TO 40 FEET APART. USE A BASKETBALL OR SIMILAR BALL. PLAY REGULAR BASKETBALL RULES, BUT WITH ANY NUMBER OF PLAYERS ON A SIDE. NO SCORE IS MADE IF THE BALL BOUNCES OUT OF THE BUCKET OR KNOCKS IT OVER.

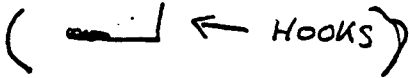
BUCKETBALL



RING TOSS GAME

FOR CONSTRUCTION USE $\frac{1}{2}$ " CARDBOARD OR PLYWOOD

USE CANTAIN ROD HOOKS TO CATCH RINGS



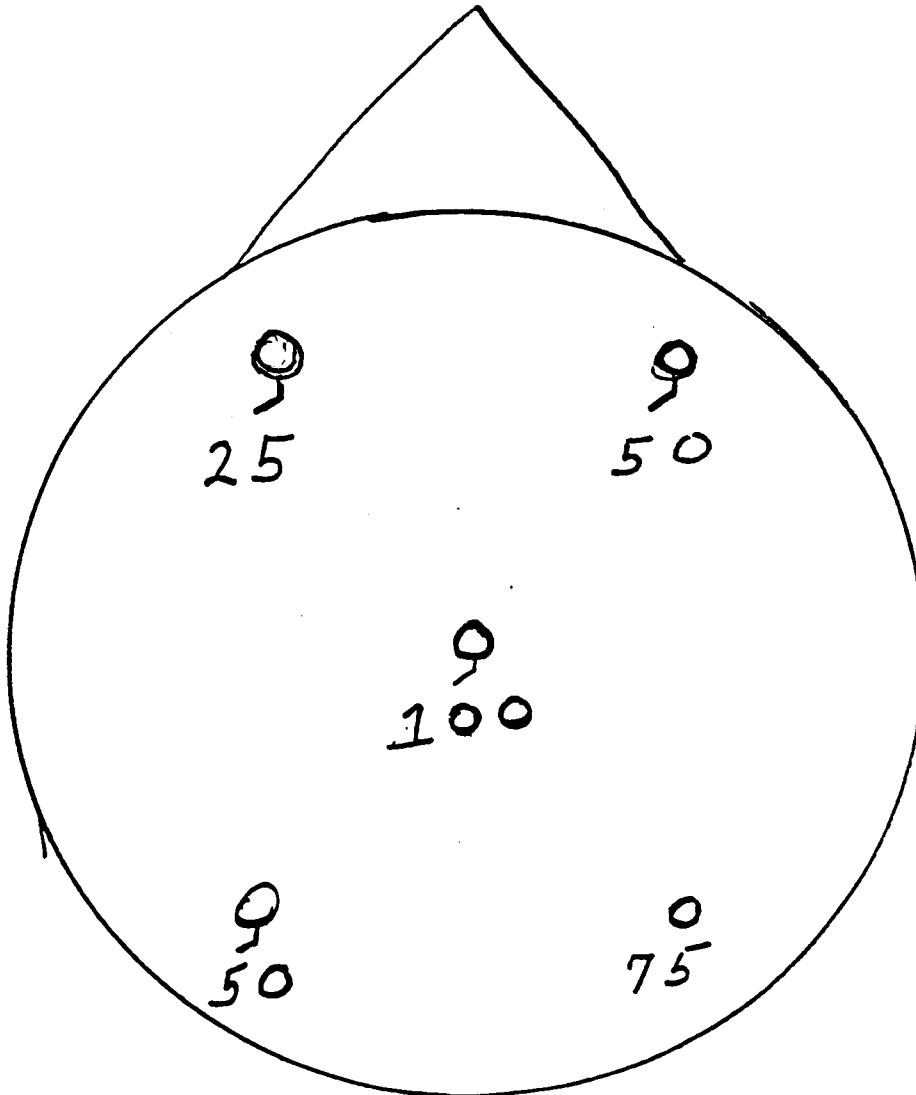
DECORATE WITH CUB DECALS.

BOBCAT, WOLF, BERA, WEBELGS, ARROW OF LIGHT:

RINGS ARE MADE FROM MASON JAR RUBBER RINGS:

HANG ON WALL OR A POLE.

MAKE CIRCLE 3' FEET IN DIAMETER.

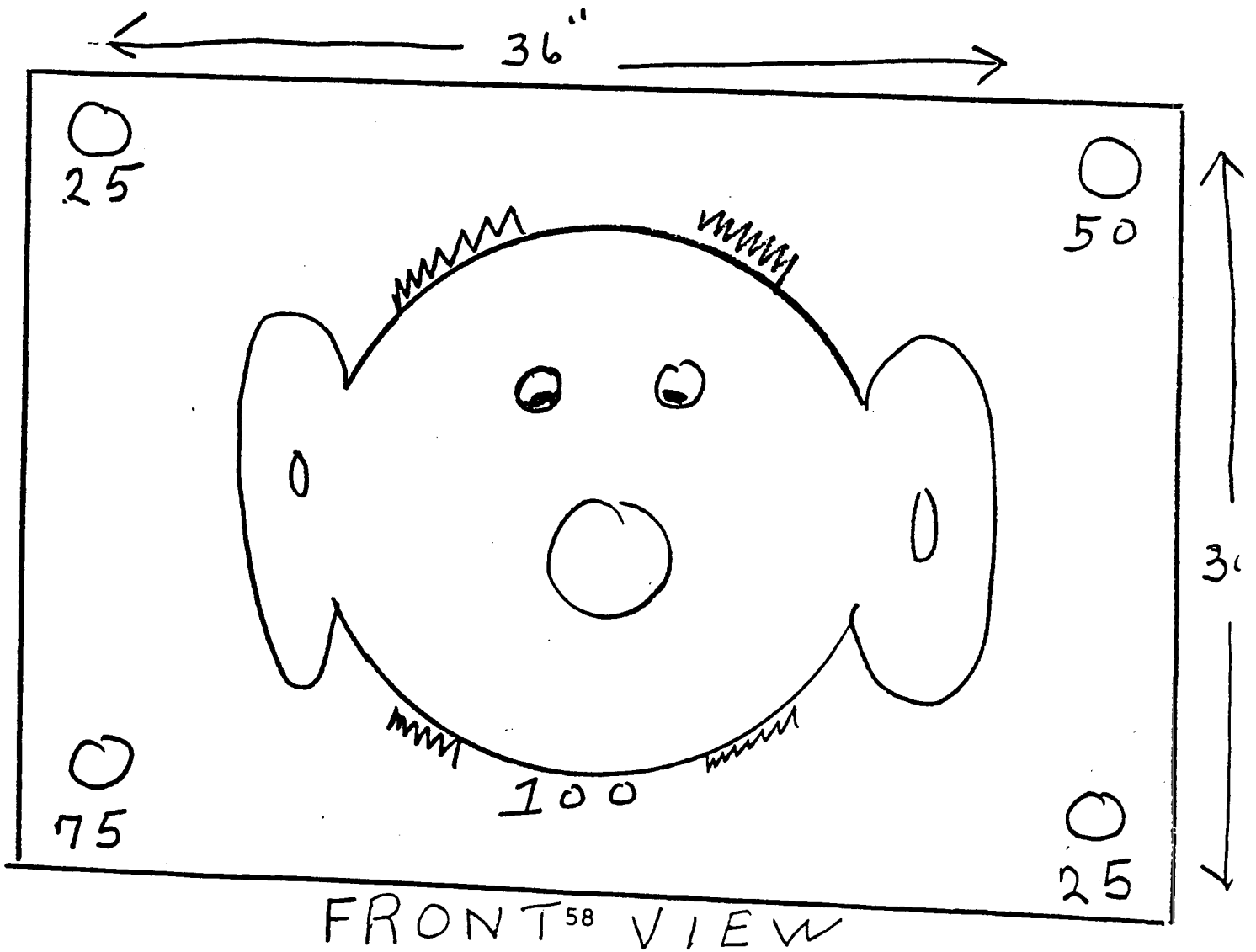
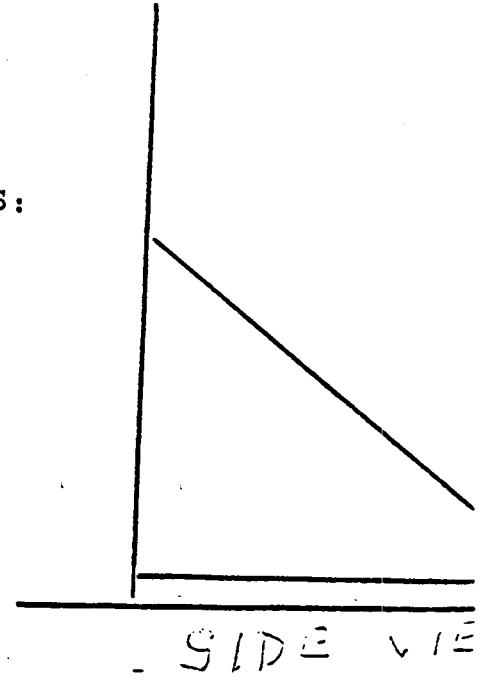


CLOWN BALL TOSS.

USE $\frac{1}{2}$ " CARDBOARD OR PLYWOOD FOR CONSTRUCTION.

FRONT AND SIDES ARE SUPPORTED BY L - BRACES:

USE RUBBER BALL TO BOUNCE IN HOLES..



GAMES OF NORTH AMERICAN INDIANS:

TOSS AND CATCH

Favorite of the Eskimos of Labrador. Made from ivory most of the time, it was also played by the Sioux and Cheyenne Indians and theirs were made out of wood. The object is to catch the turtle (ring) on the pointed stick or on the horns of the buffalo.

DUEL CONTEST: SKUNK

Woodland Indians used pelts of skunks and tried to get their opponent to touch the pelt by pushing or pulling inside of a circle. The hands touch each others shoulders and are used to move an opponent. You can make the pelt out of fake fur or felt.

RATTLER

Played by Indians wherever snakes are found. Two boys are blindfolded, and placed inside a circle formed by those not playing. One boy is given a rattle or box with rocks or seeds in it, the other boy must try to catch him. The snake must rattle his box two or three times, counting quietly to himself up to 10 slowly between each series of rattles. Both contestants are told they must stop whenever the Chief yells stop, this is to protect the players or contestants when the chief thinks it is needed.

SHIELD ON SHIELD

Two shields are used, one is placed on the ground and players stand about 12 to 20 feet away. They toss the second shield, held flat, with one hand, in the way which came easiest to them. The object is to land the thrown shield directly on top of the other shield and remain there.

SECRET MESSAGE

PROPS::5 pieces of paper and cut up straws

Two teams of six each. Write message on paper, tear into four or six pieces (2 sets-one for each team with same message). Place small pieces of message into cut up straws and place in 2 separate piles on floor.

OBJECT: One player at a time (from each team) goes to his pile and returns to teammates with section of straw. Bits of message are removed from tiny containers and fitted together to be deciphered. First team to successfully carry out instructions on message wins. Message can read...Howl like a coyote; sit in a row, on heel, and meow like a cat; everybody get on hands and knees and bark like a dog, etc., etc.

PAPAGO--(AMERICAN INDIAN GAME)

Divide the boys into two teams. Give 1 player from the first team four cups and one marble. This player then conceals the marble in 1 cup and pours sand in all the cups. Then he gives the cups to the opposing team. They hand the cups 1 at a time back to the player. He dumps out the sand to find the marble. If it's in the first cup he scores 10 points, second cup 6 points, third cup 4, fourth cup no points. Now the play goes to the next team. The play continues until everyone has had a turn. Then add the points for each team. Highest score wins.

KICK THE STICK

(This game is based on a game played by the American Indians):

- FORMATION:** Teams line up in files behind a starting line, facing a goal line about 30 feet away.
- EQUIPMENT:** A crooked stick about 12 inches long in front of each team.
- ACTION:** At the signal the first player of each team kicks the stick to the goal line and back, leaving it in front of player number two. Player number two does the same, and so on until every player on the team has kicked and returned the stick. The first team to finish and be in position is the winner. (Sticks must be pushed, not lifted into the air).

For a slower but amusing game a milk bottle, dumbbell, or a bowling pin can be guided with a stick or the foot. The irregular shape will make it go off course. This variation is called Driving the Pigs to Market.

FEATHER RACE

Give each contestant a feather and a paper plate. Each player stands behind the starting line with the feather on his plate. At the signal, players must race toward the goal, trying to cross the finish line without losing the feather off his plate. If the feather falls off, that player must stop and pick it up before continuing. Hands cannot be used to keep the feathers on his plate. The first person to cross the finish line with the feather on his plate is the winner.

INDIAN CHIEF

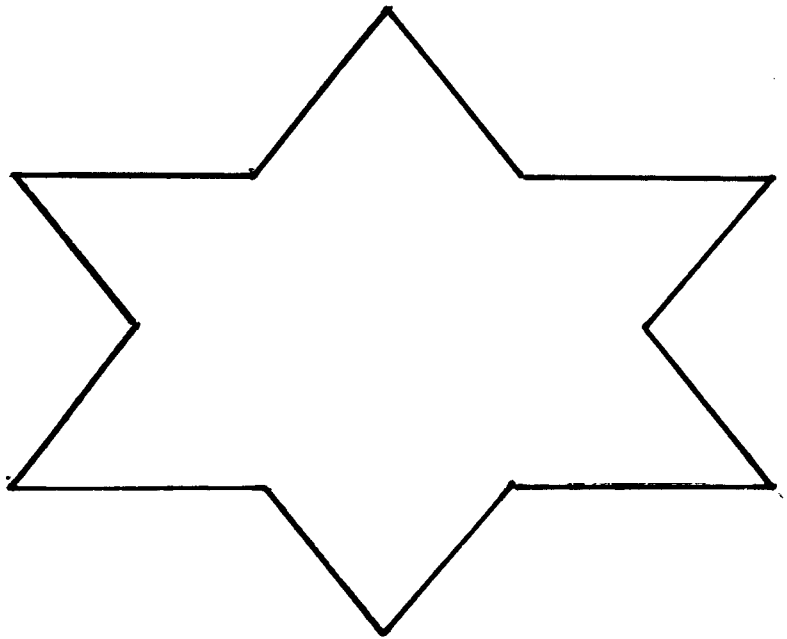
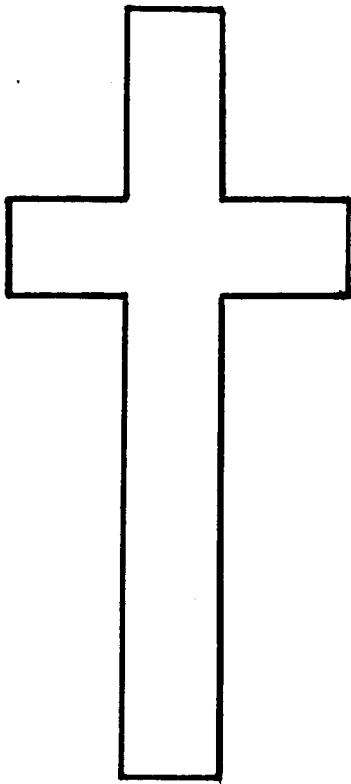
One of the players is chosen as Indian Chief. He must be very fast. The other boys form a big circle. In the middle are placed five plastic bottles. The chief stands in the middle. His job is to keep the bottles upright while the other players try to knock them down with a football. Whoever manages to keep the bottles standing for a given time, is quick enough to be the Indian Chief.

INDIAN PEBBLE GAME

Have cubs paint small juice cans with Indian designs. Each cub needs a can. He collects 10 flat pebbles which he puts in the can after marking one side of each pebble with a design. In turn, each boy empties his can on the ground and counts those pebbles which fall with the painted side up. Scores are tallied after each boy had three turns. Highest score wins.

CHAPTER 6

**GOD AND COUNTRY
AND
RELIGIOUS EMBLEMS**



THE FOUR BASIC AREAS
OF INFLUENCE
ON YOUTH

CHURCH

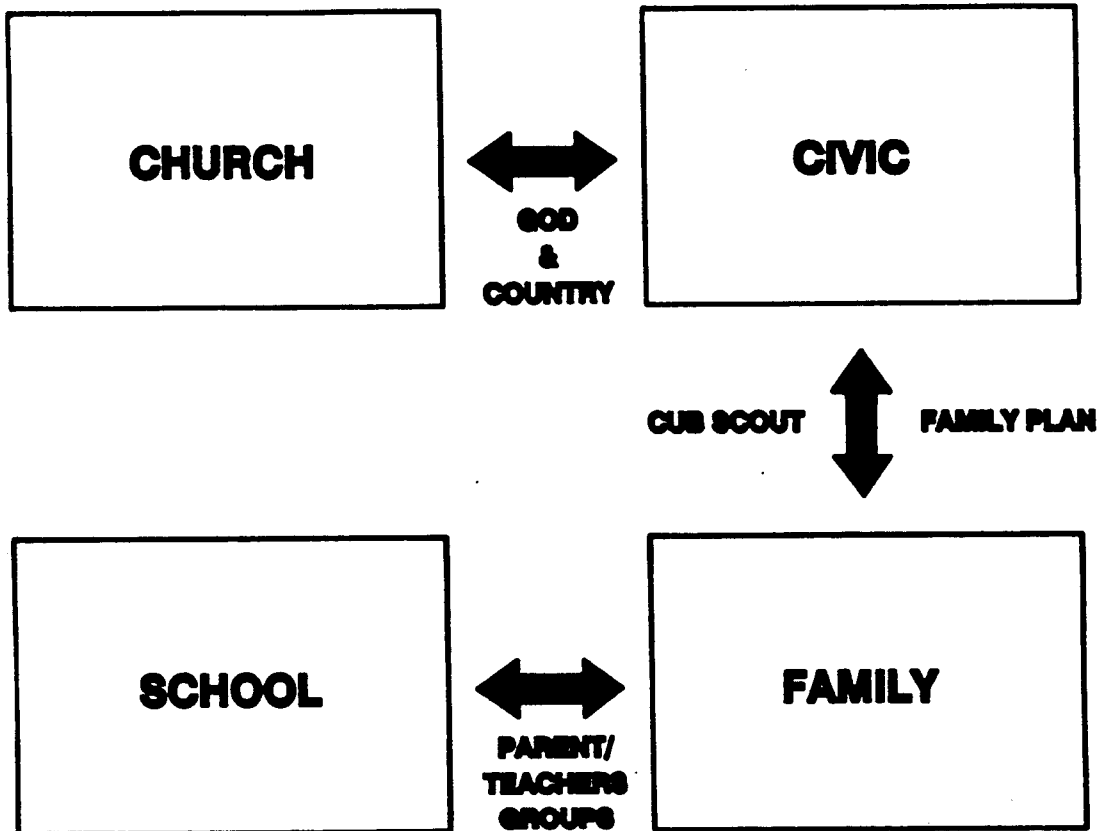
CIVIC

SCHOOL

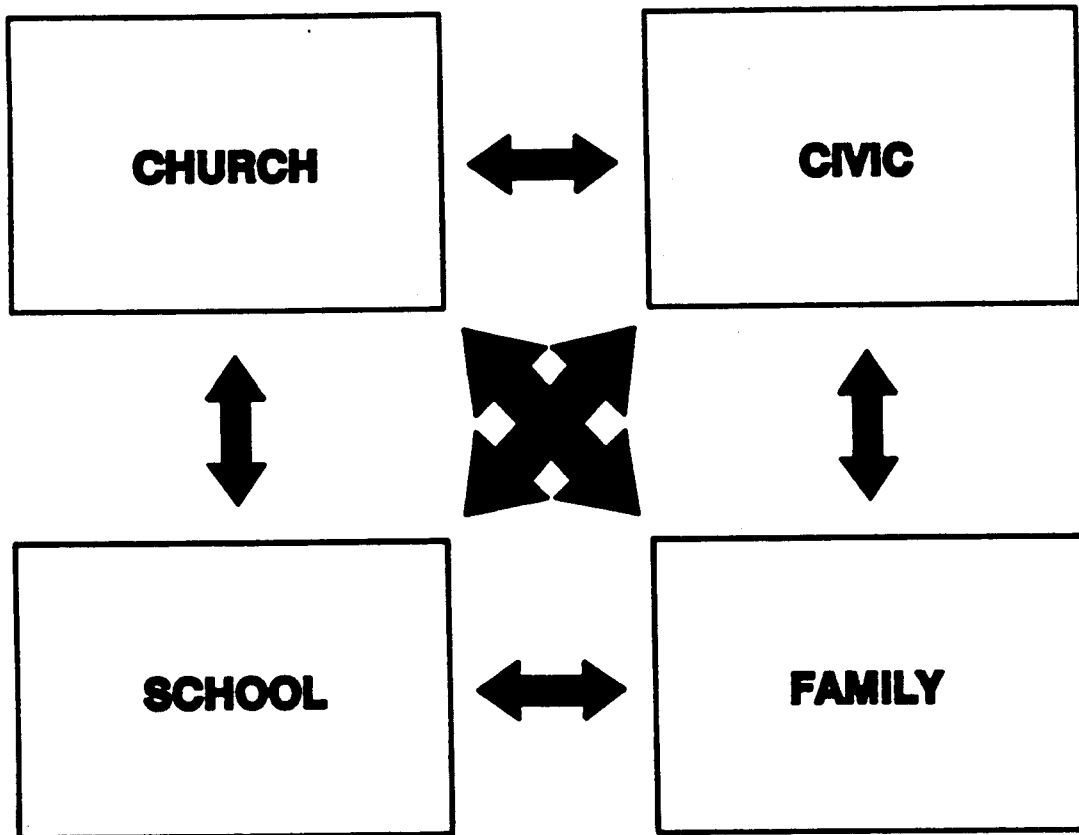
FAMILY

***WE NEED TO BUILD
BRIDGES***

EXAMPLES ARE:



BUT WE NEED MORE !!!



GOD AND COUNTRY WORK SHEET

CUB SCOUT PROMISE

I, (name), 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.



DUTY TO GOD

Where can I find the religious principles?



PROVIDING THE RIGHT OPPORTUNITIES

What are the opportunities I can provide to teach boys about duty to God and country?

What is the Boy Scouts of America's position on religion?

DUTY TO COUNTRY

What advancement requirements are related to duty to country?

What is the religious emblems program?

How can I help boys fulfill their duty to country?

Which advancement requirements relate to duty to God?

THE TROUBLED JOURNEY

by SEARCH Institute

- THIS REPORT CONCERNS STUDIES OF YOUTH IN 6th TO 12th GRADES. BOTH CHURCH AND NON-CHURCH GOING
- THE REPORT IDENTIFIES 20 "AT RISK" BEHAVIORS. THE MORE OF THESE DEMONSTRATED BY A YOUTH - THE MORE AT RISK HE/ SHE IS.
- BASED ON SURVEY -
IF ALL FOUR BLOCKS ARE GOOD - AVG 1.2
IF NONE OF THE FOUR ARE GOOD - AVG 5.7
OF THE "AT RISK" BEHAVIORS DEMONSTRATED
- CHURCH AND NON-CHURCH -
THE SAME RESULTS
- CONCLUSION -
YOUTH CAN BE CHANGED
IF ADULTS CARE

GOD & COUNTRY MENTOR PROGRAM

- **WHY?**

SEARCH INSTITUTE STUDY OF CHURCH
GOING YOUTHS 16 TO 18 -

- 38% - NEVER SPEAK TO MOM ABOUT GOD
- 56% - NEVER SPEAK TO DAD ABOUT GOD
- 64% - NEVER SPEAK TO RELATIVES OR
ADULTS OUTSIDE CHURCH ABOUT GOD
- 54% - DO NOT HAVE FAMILY DEVOTIONS

- **MENTOR PROGRAM**

- ✓ INVOLVES PARENTS IN DISCUSSION
- ✓ ENCOURAGES FAMILY DEVOTIONS
- ✓ ENCOURAGES FAMILY PROJECTS
- ✓ ADULTS BECOME ACTIVE LEARNERS
(& RECEIVE RECOGNITION)

- **HOW IT WORKS -**

- ✓ MENTOR REFLECTS ON EXPERIENCES
- ✓ MENTOR & CUB SCOUT WORK TOGETHER
 - TO COMPLETE THE WORKBOOK
 - TO DO THE PROJECTS
- ✓ TOGETHER THEY MEET WITH ADVISOR
TO REVIEW THEIR WORK.

Reaffirmation of the Position of the Boy Scouts of America on Duty to God

Be it resolved that the following reaffirmation of the position of the Boy Scouts of America relating to duty to God be, and hereby is, enacted and that the bylaws, rules and regulations, and literature of the Corporation reflect this reaffirmation accordingly.

In 1985, America celebrated the seventy-fifth anniversary of the Boy Scouts of America. Since 1910, eighty million Americans have subscribed to the Scout Oath and the Scout Law, which have stood the test of time.

The National Executive Board of the BSA proudly states, through its mission statement, that the values which the organization strives to instill in young people are those based upon the Scout Oath and the Scout Law. A Scout pledges: "On my honor I will do my best to do my duty to God and my country and to obey the Scout Law. . . ."

The first Boy Scouts of America *Handbook for Boys*, published in August 1911, declares that ". . . no boy can grow into the best kind of citizen without recognizing an obligation to God." (page 215)

The latest edition of the *Boy Scout Handbook*, published in 1990, reads: "A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others." (page 561)

While not intending to define what constitutes belief in God, the Boy Scouts of America is proud to reaffirm the Scout Oath and its declaration of duty to God.

The following statements are additional information on the BSA position:

The Boy Scouts of America has always been committed to the moral, ethical, and spiritual development of our youth. Scouting is not a religion, but duty to God is a basic tenet of the Scout Oath and Law.

Scouting does not seek to impose its beliefs upon others who do not share them. Virtually every religion is represented in Scouting, and the BSA does not define or interpret God. That is the role of the Scout's family and religious advisers.

Scouting respects those who do not share its beliefs and it would not ask others to alter their faith in any fashion in order to become Scouts. They too are free to follow their own beliefs. Rather, the BSA membership believes that the principles set forth in the Scout Oath and Law are central to the BSA goal of teaching the values of self-reliance, courage, integrity, and consideration to others. Scouting may not be for everyone, but for eight decades, Scouting has provided meaningful programs and adventure to more than eighty million young people in the United States.

Approved, BSA National Executive Board, June 12, 1991

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"On my honor . . .

I will do my best to do my duty
to God and my country"

So begins the familiar Scout Oath recited by 70 million Americans since the advent of the Scouting movement in this country in 1910.

Consider this:

- Of all Scouting units, over 50 percent are chartered to churches and religious organizations.
- For every 100 youth in Scouting today:
 - ... perhaps a dozen had their first contact with the church through Scouting.
 - ... maybe five will earn a religious emblem.
 - ... one might enter a full time religious vocation because of Scouting influence.
 - ... many will become Scouting leaders as adults, sharing time and God given talents with others.
- All Scouting leaders must subscribe to the "duty to God" principle.
- Scouting offers program resources for outreach, nurture, and service among youth and families in the church and community.





Philosophy

PURPOSE OF THE BOY SCOUTS OF AMERICA AS IT RELATES TO RELIGIOUS GROUPS

The history of the Scouting movement gives the key to its purpose and success. There was Scouting in America before there was a "Boy Scouts of America." Many religious groups were using the Scouting program as a part of their ministry to the youth and families in their neighborhoods. Scouting developed as a movement and became a part of religious groups' youth ministry.

Today, many churches, synagogues, mosques, and temples and their leaders, with other community organizations, use the Boy Scouts of America program. The BSA exists to give unity to the program and to provide support services for groups desiring to use the program.

During the first 6 years (1910-16), the Scouting movement became so popular throughout America that the Congress of the United States recognized Scouting's potential as an educational resource for religious organizations and other groups interested in a positive program for youth. In 1916, Congress, representing the people of the United States, granted a charter to the Boy Scouts of America to make the program available through community organizations.

Under the authority of its congressional mandate, the Boy Scouts of America issues two kinds of charters in each local council area: One type of charter is issued to a community organization such as a church or religious institution or one of its affiliate groups to use the Scouting program (one or more parts) under its own leadership to serve the youth and families for which it has concern and which will help it accomplish its own objectives.

The other type of charter is issued to a local Scouting council: (1) To provide service to help the chartered organization be continuously successful in their use of the Scouting program and (2) To extend an invitation to other organizations to use the program—interpreting how it will help them.

A council is divided into districts that have these same two responsibilities in that geographical area of the council which they serve. The district is the structure closest to the religious group, the families, and the youth who benefit from the program; therefore, it is a most important part of the total Scouting structure. A district must help make Scouting happen.

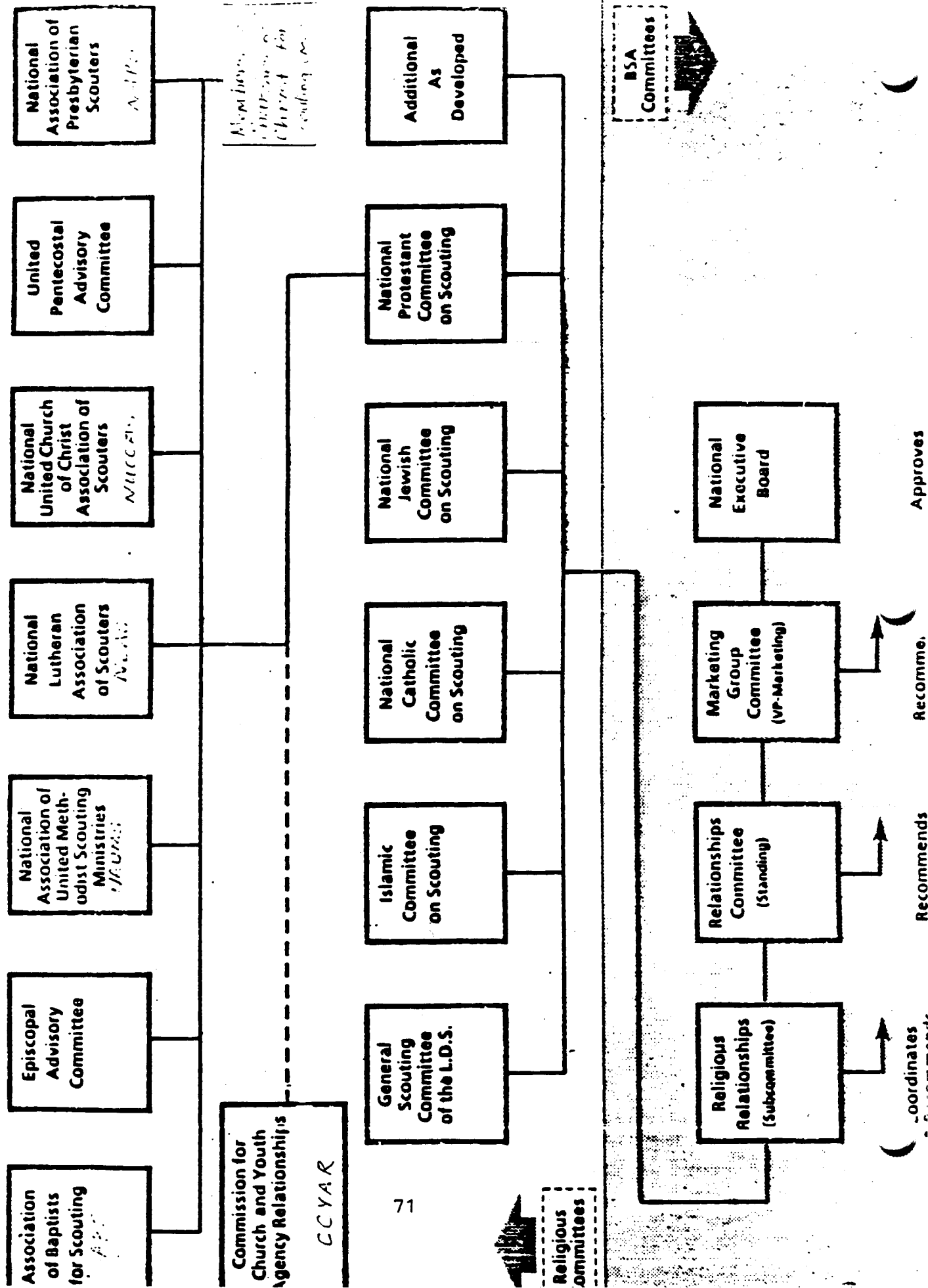
It may be helpful to consider Scouting in two ways: (1) The program of the Boy Scouts of America—Tiger Cubs, BSA, Cub Scouting, Boy Scouting, Varsity Scouting, and Exploring—is designed to implant in youth desirable qualities of character, to train them in the responsibilities of participating citizenship, and to develop in them personal fitness, and (2) The support service system of the Boy Scouts of America—district, council, area, region, and national—all aimed at assisting religious groups and other organizations using the program.

This time-tested program has really worked. More than 75 million lives have been directly touched by community organizations (mostly religious groups) of the United States through their use of the Scouting program, supported by the BSA.

Scouting is not something that a religious group "sponsors" for the Boy Scouts of America. Scouting is a resource, a way to help with youth outreach. A religious organization provides the Scouting program according to its own principles, and follows the recognized ideals and practices of Scouting.

To achieve its ultimate effectiveness, therefore, the BSA makes a total commitment of its resources to help religious groups serve youth.

AND THE BSA ORGANIZATIONAL STRUCTURE



THE MINISTRY OF SCOUTERS

One of the foremost doctrines of the Lutheran Church, the "universal priesthood of all believers," is drawn from a passage in 1 Peter, Chapter 2. In verse 9 we read: "You are a chosen generation, a royal priesthood...that you should show forth the praises of Him who has called you out of darkness into His marvelous light." Also, in Revelation, Chapter 5, verses 9 and 10 we read of the believers who, in the vision of the Apostle John, fell down before the Lamb saying: "You were slain and have redeemed us to God by Your blood...and have made us unto our God kings and priests."

Every person who has been led by the spirit to know and confess Christ as Savior is set apart to serve God -- anointed as a priest before God. Not only the pastor of a congregation, or a teacher in a parish school, or a deaconess called for special service -- not only the professional workers in the church are priests, but every believer.

In a very special way teachers in Sunday School, and Vacation Bible School, leaders of youth groups, and other volunteer workers in the church share in the public ministry of a congregation. Leaders of Scout units sponsored by a Christian congregation share also in that ministry. Even Christian leaders of Scout units that are not related to a church are ministers -- members of the priesthood, in the same sense that all Christian people are priests "unto God."

As priests, or ministers, leaders of the youth are God's ambassadors. They hold positions of great privilege, opportunity, and responsibility. It is a part of God's plan for those whom He adopts as His children and calls to His service as ministers that they "show forth His praises." That is another way of saying that every Christian is called to be an example to those around him.

Our ministry as Scouters consists largely of such a ministry of example -- being examples of Christian adults to the youth whom we serve. It is a great privilege to have been placed into such a position of leadership; it presents us with an exceptional opportunity to let our "light so shine" before those young men and women entrusted to us "that they may...give glory to our Father in heaven." But it does carry with it awesome responsibility.

It is to be assumed that any leader of youth will conduct himself in the presence of the youth in such a way that he will make a positive contribution to the youth's growth toward mature, responsible citizenship. It should be assumed, then, that a Christian leader of youth -- a Scout leader who is motivated by his love for Christ and carrying

out his responsibility as a minister of God, a royal priest -- will be even more concerned that the image he presents to the youth in his care is one that inspires them to live as redeemed children of God, show love and consideration for their fellow men, be drawn into a closer relationship with God, and give glory and honor to Him.

In addition to the example a Christian leader of Scouts should be expected to give, leadership in Scouting presents the Christian adult with other opportunities for ministry. One of those is the opportunity to serve others. Being a leader of a program that provides youth with experiences they would not otherwise have is a kind of service that can well qualify as Christian ministry. Scouting is such a program.

Then, too, the adult Scouter serves members of his unit by showing them kindness motivated by his response to God's great love for him in sending His son Jesus to be his savior from sin. The adult Scouter, then, will let his love show itself in the language he uses with the boys; in his respect for them as God's redeemed children; his understanding of their inabilities, their shortcomings, their forgetfulness; his willingness to forgive them for failing to live up to the Scout Promise, Law, Motto, and Slogan, as well as failing to obey God's Law, or rules the leaders or the members of the unit may have laid down.

As a minister to an important segment of God's people -- the youth entrusted to his care -- the adult Scouter who is also Christian will take opportunities that arise naturally out of his association with these budding members of society and the church to share his own faith, hopes, attitudes, and values. Although a leader of a Scout unit (Pack, Troop, or Post) must at all times respect the convictions of others in matters of custom and religion, he should be expected to share his own convictions and listen to those of others.

Respecting the convictions of others in matters of religion is not the same as accepting those convictions as true. A leader should be expected to share his love and respect for America and his convictions re: its institutions, thus fostering in the young high ideals of citizenship. Even more should a Christian leader be expected to share his love for God and his religious convictions, thus leading the youth to a wholesome relationship with God.

Another aspect of the ministry of the Scouter who is Lutheran is in his role as counselor of the youth. In counseling with the Lutheran boys, he can feel free to share the faith he has in common with them and its relationship to their lives. He can speak freely about their attendance at Church and Sunday School. Included in his counseling, will be his encouraging the Lutheran boys to register to earn

appropriate God and country Religious Emblem (1) as soon as they become eligible and carry the program to completion.

In counseling with youth who are not Lutheran, the scouter will want to encourage them to establish a strong relationship with their own church and pastor. It is never out of place for a leader to share personally his own Christian faith with individual boys, although they may be of another faith. He will avoid "forcing" his own beliefs on others, but he can share his joy in believing.

Christian Scouters who sincerely believe that boys need religion in their lives to grow into complete and truly worthwhile persons will make it possible for them to worship God and give reverence to Him in the various experiences he provides his unit. He will make sure that table prayers are said on campouts, that reverence is shown to God at every meeting of the unit, that a worship experience is provided on Sunday mornings when the unit is camping out. The Scouter who regards himself as God's minister (and that should be every Scouter who is Christian) will initiate or support (whichever is necessary) efforts to provide effective Christ-centered worship services at all district or council camporees and other functions. As God's minister he will feel obliged to initiate and/or strongly support efforts to provide a full-time Protestant chaplain at the council summer camps.

A Scouter who is Lutheran is not one who tries to make Lutherans of every boy with whom he works or comes into contact. Neither is he one who tries to make all religious services held at district or council functions distinctively Lutheran. He is one, however, who regards religion in the life of a boy as essential to his growth into a mature individual and will do all he can to make sure that the religious emphasis of the Scouting program is not overlooked or "soft-pedaled." In working with boys directly entrusted to his care, he will want to share the faith that gives him joy and confidence, in the hope that his joy and confidence can be experienced also by those boys.

The Scout Troop, Cub Pack, or Explorer Post is not a Sunday School; but it presents a situation in which a Christian man can let his faith influence the way he works with boys and fellow leaders. the Scout council or district is not a church, and "preaching" at a roundtable would be frowned upon (as well it should); but a Christian man has a responsibility to the boys to make sure that adequate provision for their Christian growth is made, and that a climate conducive to providing opportunities for worship and counseling is provided.

The Scouter is not a preacher, but the Scouter who is Christian is a minister -- one who builds up those around

him by his example, by sharing his personal faith, by counseling with youth and adults with whom he works, encouraging boys to grow in their own faith by participating in the religious emblem program of their denominations, and by being an influence in the district and council so that proper emphasis on the religious aspects of Scouting is given, adequate opportunities for worship are provided at weekend functions, and an effective chaplaincy program is provided at summer camps.

The scouter who is Christian is a minister -- a priest -- just as all Christian are. But the Scouter has special responsibility to discharge his ministry with dedication, since he is helping tender young "saplings" grow into strong sturdy trees whose roots are grounded well in a rich faith in God. All of us who are such Scouters, will want to ask God to give us the grace to discharge our responsibilities to the best of our abilities.

NOTE (1):

<u>EMBLEM</u>	<u>GRADE</u>	<u>GROUPINGS</u>
God and Me	1,2,3	Tiger, Wolf, Bear
God and Family	4,5	Webelo
God and Church	6,7,8	Age 11,12,13
Living Faith	9-12	Age 14-18

TO DO MY DUTY TO GOD

By John Thurman,
Camp Chief

AT THE BEGINNING of organized World Scouting, the international conference in 1924 said: "The Scout movement has no tendency to weaken but on the contrary to strengthen individual religious beliefs. The Scout Law requires that a Scout shall truly and sincerely practice his religion."

In 1957 the 16th International Conference passed a resolution that reaffirmed its faith in the fundamental principles of Scouting, putting duty to God as the first of these principles.

Entry into Scouting is entirely voluntary but the making of the Scout Oath or Promise is a condition to membership for each individual boy or man.

If we believe and accept all that has gone before in the development of Scouting, then it seems obvious that we can admit and use only those adults who are prepared to accept the principles, including the religious principles, upon which Scouting is based. Every leader has to exhibit a faith himself, encourage the carrying out of religious obligations on the part of the boy, and guide the boy who has no religious training or opportunity from any other quarter.

It is hypocrisy to encourage boys to accept and fulfill obligations if the adult is not prepared to accept and fulfill his own. It is impossible to instill a faith into others unless you have a faith to instill.

I have sympathy and understanding for the young man who believes in Scouting but in his personal religion is still growing. I have always welcomed the spiritually active seeker who in the process of helping to run a Scout troop finds the right spiritual road for himself. The genuine seeker I know we can use, and I believe we should use him, but deliberately to allow into contact with boys the militant agnostic, the declared atheist, or the middle-aged spiritual lay-about is unwarranted, unfair to boys and to their parents, and a betrayal to Scout principles.

Religious belief is our foremost rule, and if you cannot accept it then you are not eligible to take part. We are a voluntary movement, but if by voluntary we mean freedom to do and to believe according to our personal selfish desires then I want no part of it. Surely though, that is not what is meant, but freedom to join and freedom to leave; freedom to accept the principles and come in; freedom to reject them and stay out.

What can we do to train the boy? I am going to give you some suggestions, but first consider the heartfelt prayer of the small girl who said, "O God, make the nice people good and the good people nice". The thinking behind this prayer is tremendously important because unless boys see in their leaders good people who are nice (and the boy's definition of nice will not necessarily compare with your own) we are not likely to get boys to follow them.

1. Give the boy a leader who genuinely accepts the principles of Scouting.
2. Train that leader so that he has the courage of his convictions -- religious and others. Advise him in the ways he can help the boy in his troop to achieve a growing understanding of his religious obligations.
3. Respect the authority of the religions of the world.
4. Use the Scout Law in the way it is designed -- as a positive call to action.
5. Imbue through training a missionary spirit in our leaders that will support them in their efforts to carry Scouting to the boys who need it most. Half the boys at the Brownsea Island Camp came out of the slums and the backstreets of London.
6. Show that we support them when they fail as well as applaud them when they succeed. My overriding fear is that Scouting will die of respectability, having lost the urge to attempt the difficult and ending as a rather nice middle-class movement. It is more important to be proud of what Scouting does for boyhood than to be proud of Scouting.
7. Try to show Scouters how to relate the program to the Scout Oath. Do you teach first and in order that a boy can gain a badge, or do you teach so that a boy may be equipped to serve other people and, through that service to others, fulfill part of his religious obligation? Every badge a boy wears should indicate that he is better able to fulfill his promise and should not indicate how clever he is or how clever we are to have helped him gain the badge.
8. Is the Good Turn a reality or part of a legend, and is it undertaken from a religious motive or a secular one?
9. Use the patrol leaders' council as the custodian of standards in all things, including the spiritual honor of the troop.
10. Try to bring boys into contact with the best that is in life, and at the same time, protect the boys from unnecessary temptation and contact with evil.
11. Use camping, woodcraft, and nature -- and the out-of-doors generally -- as a lead to an understanding of the wonders of the Creator.
12. Be prepared and willing to discuss with Scouts their attitude and problems in relation to God.
13. Be ready to help the seeker to find and the doubter to resolve his doubts.
14. Where it is appropriate to use prayers at troop meetings and in camp, carefully choose prayers that are capable of being understood by boys.

15. If it is appropriate, use a "Scouts' own" service as a bridge between spiritual ignorance and ultimate conviction.
16. Make positive efforts to relate Scouting activities to the Scout Oath.
17. Bring into the life of the troop such men (Scouters and others) who are genuinely religious and who, by their actions and presence, will draw a response from the boys.
18. Keep the Scout Oath as the basis of all practical Scouting and keep it progressive, commensurate with the age and development of each boy. The boy promises "to do his best", not "to do", making the promise a reasonable undertaking and also a considerable challenge to try to do better today than he managed to do yesterday.

There remains one other thing that needs to be worked into everything else. This is to show a boy how to enjoy his religion, how to enjoy his relationship with God. Don't let him regard duty to God as a sort of pill that adults insist he take in order to be in Scouting. We can lead a boy to enjoyment of his religion if we show that we enjoy ours.

I have said that we must strengthen our beliefs, but I want to appeal, too, that we strengthen our tolerance toward other faiths. "None has a monopoly on truth". Tolerance does not mean weakness or a weakening of your own faith, for it says in effect, "This is what I believe, but I respect your right to be spiritually lazy or to believe nothing".

There is not a poverty of spirituality possibly greater than at any previous time in Scouting's history. No nation can afford to live on the spiritual capital garnered by its forebears.

Our founder gave us a promise couched in no uncertain terms and presented in an order of descending loyalties: God, country, other people. That order remains vital. Our efforts should be aimed at its maintenance.

Reprinted from "Scouting"
The Scout Association, London, England

TEN COMMANDMENTS FOR CHRISTIAN SCOUT LEADERS

1. Thou shalt never forget that infinitely more is caught than taught.
2. Thou shalt be just as prepared when thou teachest Scripture as you are for other scout activities.
3. Thou shalt always ask and answer the question, "so what?" when thou teachest.
4. Thou shalt not use the short-comings of a boy for lesson illustrations.
5. Thou shalt never be afraid to laugh at thyself; for he who laughs at himself shall never run out of material.
6. Thou shalt lovingly confront a boy in private when he preforms a rebellious act in public.
7. Thou shalt love thy scouts as thou would have wanted thy leader to love thee.
8. Thou shalt use thy troop as an evangelistic bridge; and then utilize that bridge with wisdom and love.
9. Thou shalt be careful not to manipulate thy students into making commitments, spiritual or otherwise, that they do not understand nor are ready for.
10. Thou shalt never take thy ministry in scouting for granted.

GENUINE CHRISTIANITY PERMEATES SCOUT UNITS THROUGH:

1. Scout Leaders who:

- a. Are personally committed to Christ as both Savior and Lord.
- b. Verbalize Christian truth and godly living with boys.
- c. Understand each boy's spiritual condition.
- d. Consistently model the spiritual disciplines (quiet times, prayer, church commitment and service).
- f. Understand and articulate the purpose and mission of the church to boys.

2. Church Leaders Who:

- a. Care enough about boys to understand scouting.
- b. Regularly enter the world of scouts to meet boys and leaders on common ground.
- c. Carefully select godly men and women to not only volunteer to work in scouting, but who also work on the God and Country program.
- d. Affirm and encourage the boys and adults who participate in scouting programs.

3. Boys Who:

- a. Know Christ as Savior and Lord.
- b. Model Christian values to other boys (evidenced by their language, choice of friends, usage of time, etc.)
- c. Have been trained to articulate their faith with their peers and have a burden to do so.
- d. Can relate to adults regarding spiritual concepts and concerns.
- e. Have developed spiritual disciplines (like quiet times, personal prayer, church involvement and service).
- f. Can do all of the above without sacrificing any of the scouting skills or fun.

Overriding Goal:

For every boy

***to become a multiplying disciple of the Lord Jesus Christ,
able to minister to others ~~on~~ within the context of scouting.***

This can happen quickly, If it does the boys will be the most effective ministers in the troop!

**TEN WAYS
TO INSURE ANIMOSITY BETWEEN A SPONSORING CHURCH
AND A SCOUT UNIT**

1. The church should establish the Board of Trustees as the entity in the church responsible for scouting thereby insuring that the only link between the church and the troop be financial and/or legal.
2. The church should treat the troop as an island unto itself by neglecting its activities and ignoring its needs.
3. The church should remain ignorant of the identities of the troop leaders; furthermore they should "rubber stamp" the appointment of new committee members.
4. Both church youth workers and troop leaders should see to it that the calendars of the youth ministries and the scouting unit are never coordinated.
5. The troop should make every effort to minimize the purpose of scouting by communicating to all involved that "Scouting is Outing" . . . nothing more . . . nothing less.
6. Church leaders should complain that scouting is not a very spiritual program, but at the same time they should ignore the God and Country program.
7. The troop should fail to disclose its financial statement to the church.
8. When a problem surfaces, both the church and the troop should blame one another, and by all means should not attempt to understand where the other is coming from.
9. Troop leaders should neither inform nor invite their boys to church functions; nor should they ever invite church leaders to enter into scout activities.
10. Above all, both the church and the troop should make every effort to avoid praying for the strategic relationships between church, the troop and the people involved.

RELIGIOUS EMBLEMS: WHO OWNS THEM?

"How can I earn the religious emblem of my faith?" is a question often asked by adults. The answer is that you can't earn it. The religious emblems for adults belong exclusively to religious organizations who are chartered organizations using the Boy Scouts of America program. They are awarded to deserving adults whom the respective organizations consider worthy of such recognition. In other words, the individual does not seek the award, but the award seeks the individual. Most often the recipients are unaware that they are under consideration for the award.

A question we sometimes hear from boys is, "Although I am of (name) faith, I'd like to learn about other faiths and earn their awards. Where can I get the requirements?" Here again, the reply is specific. The religious emblems literally are the property of the different religious bodies, and they have determined that only the youth of their faith group may earn the appropriate emblems. The Boy Scouts of America per se has no religious emblems.

For more detailed information, refer to Religious Emblems Programs, No. 5-206A, which provides comprehensive information on the religious emblems programs.

Reprinted from BSA TODAY, Summer 1987.

CHAPTER 7

PACK ADMINISTRATION



IT DOESN'T HAVE TO BE A BEAR!

HOW GOOD IS YOUR PACK?

- | | | |
|---|------------|----------|
| 1. Do the Cub Scouts, Webelos Scouts, and parents in you pack have fun? | Yes | No |
| 2. Is your pack administered by the pack committee?
Is the work shared by all leaders? | Yes
Yes | No
No |
| 3. Do your pack leaders hold a monthly pack leaders' planning meeting?
An annual planning conference? | Yes
Yes | No
No |
| 4. Do all the dens in your pack meet weekly? | Yes | No |
| 5. Do parents attend the monthly pack meetings and other pack events? Are there things that involve them? | Yes | No |
| 6. Does your pack have a plan to transfer Cub Scouts into Webelos dens when they become 10 years old?
Do the Webelos Scouts graduate into the Boy Scout program at 11? | Yes
Yes | No
No |
| 7. Does at least one of your pack leaders or committee members interview parents of prospective Cub Scouts before they join the pack? | Yes | No |
| 8. Do your pack leaders attend monthly roundtables?
The annual pow wow? | Yes
Yes | No
No |
| 9. Do most of the boys entering the Cub Scouting at 7 or 8 continue in your pack until their 11th birthday? | Yes | No |
| 10. Did your pack carry out at least one service project for your chartered or community organization last year? | Yes | No |
| 11. Do your dens have assistant den leaders? | Yes | No |
| 12. Do your dens have den chiefs? | Yes | No |
| 13. Have at least 50 percent of your registered boys advanced according to the ranks of their ages? | Yes | No |
| 14. Are the Cubmaster, committee members, den leader coach, den leaders, and Webelos den leaders trained? | Yes | No |
| 15. Does your pack have a 12-month program? | Yes | No |
| 16. Will your pack reregister next year with at least 50 percent of it members? | Yes | No |

WEBELOS DEN CHIEF SELF-EVALUATION

Use this checklist with Webelos den leaders and den chiefs.

- 1. Do I meet with the Webelos den leader before each den meeting in plenty of time to plan my part in it?
- 2. Do I always arrive on time for Webelos den meetings?
- 3. Do I always wear my uniform to all den and pack meetings?
- 4. Do I find ways to make the Webelos denner feel important by using him as my right-hand man?
- 5. Do I make the Webelos den fun by using different games and ceremonies each week flavored with the skills and terms related to the Webelos activity badges and program?
- 6. Do I help lead my Webelos den at pack meetings?
- 7. Do I make sure that my Webelos den activities lead up to but do not include Scout activities?
- 8. Do I cooperate with my Webelos den leader in every possible way?
- 9. Do I use my Scout skills to help the den leader and Webelos Scouts on hikes, overnight camp-outs with dads, and other outdoor activities?
- 10. Do I encourage my Webelos Scouts to advance by earning activity badges and help them learn the Webelos award and Arrow of Light requirements?
- 11. Do I consult with the Webelos den leader regarding disciplinary problems?
- 12. Do I carry my share of responsibility for the Webelos den activities?
- 13. Do I conduct myself in such a way that the Webelos Scouts will like me and will want to become Scouts?
- 14. Do I tell the Webelos Scouts about Scout activities so they will be eager to join a troop?
- 15. Do I realize that the Webelos den leader is the person most responsible for the Webelos den?
- 16. Do I help graduating Webelos Scouts join a troop by inviting them to visit troop meetings with their fathers?
- 17. Do I always treat my Webelos den leader with respect?
- 18. Do I build up the Webelos den leader in front of the Webelos Scouts?

LAUGHTER IS THE SHORTEST
DISTANCE BETWEEN TWO PEOPLE.

PURPOSE OF THE CUB SCOUT PROGRAM

CUB SCOUTING IS A PROGRAM OF THE BOY SCOUTS OF AMERICA FOR PARENTS LEADERS AND INSTITUTIONS TO USE WITH BOYS 8,9, AND 10YEARS OF AGE FOR THE PURPOSE OF :

- INFLUENCING THE DEVELOPING OF CHARACTER AND ENCOURAGING SPIRITUAL
- DEVELOPING HABITS AND ATTITUDES OF GOOD CITIZENSHIP
- ENCOURAGING GOOD SPORTSMANSHIP AND PRIDE IN GROWING STRONG IN MIND AND BODY
- IMPROVING UNDERSTANDING WITH THE FAMILY
- THE ABILITY TO GET ALONG WITH OTHER BOYS AND RESPECT OTHER PEOPLE
- SENSE OF PERSONAL ACHIEVEMENT BY DEVELOPING NEW INTERESTS AND SKILLS
- SHOWING HOW TO BE HELPFUL AND DO ONE' S BEST
- PROVIDING FUN AND EXCITING NEW THINGS TO DO
- PREPARING THEM TO BECOME SCOUTS

PLANNING YOUR CUB SCOUT PROGRAM

- A. THE PACK MEETING CAN BE THE GREATEST SHOW ON EARTH IF YOU KNOW HOW TO PLAN.
- B. THE THEME IS A SIMPLE IDEA WHICH EACH MONTH'S DEN AND PACK MEETINGS ARE BUILT. THEME IDEAS ARE FOUND IN CUB SCOUT PROGRAM HELPS.
- C. THE FOUR PLANNING STEPS ARE:
 1. ANNUAL PROGRAM PLANNING CONFERENCE.
 - a. USUALLY HELD IN APRIL EVERY YEAR.
 - b. PREPARING FOR DEN MEETINGS, DEN LEADERS TALK TO THE BOYS ABOUT WHICH ACTIVITIES THEY WOULD LIKE TO REPEAT AND GET NEW IDEAS FROM THEM.
 - c. ALL ADULT DEN AND PACK LEADERS ATTEND. CUBMASTER IS IN CHARGE.
 - d. PACK PROGRAM PLANNING CHART AND CUB SCOUT PROGRAM HELPS ARE USED.
 - e. PACK COMMITTEE BUSINESS IS CONDUCTED.
 - f. DURING THE ANNUAL PROGRAM PLANNING CONFERENCE, LEADERS CHART THE PACK'S COURSE FOR THE ENTIRE YEAR.

THEMES FOR THE COMING YEAR ARE SELECTED.
IDEAS ARE LISTED UNDER EACH THEME.
WEBELOS DEN PLANS ARE LISTED FOR EACH MONTH.
SPECIAL PROJECTS AND EVENTS FOR EACH MONTH.

2. MONTHLY PACK LEADERS PLANNING MEETING
 - a. HELD EVERY MONTH, USUALLY ABOUT FIVE WEEKS BEFORE NEXT MEETING OF THE PACK.
 - b. PLANS ARE MADE FOR NEXT MONTH'S PACK MEETING AND FINAL DETAILS.
 - c. ALL ADULT PACK LEADERS ATTEND. PACK COMMITTEE CHAIRMAN IS IN CHARGE.
 1. IN, SOME PACKS, THE DEN LEADER COACH REPRESENTS DEN LEADERS AT THIS MEETING.
 - d. USUALLY HELD IN A HOME.
 - e. CUBMASTER AND DEN LEADER COACH MAKE GENERAL PLANS FOR DEN.
 - f. WEBELOS LEADER EXPLAINS HIS PLAN FOR THE WEBELOS DEN ACTIVITIES.
 - g. PACK COMMITTEE BUSINESS IS CONDUCTED.

THE PACK COMMITTEE'S JOB

SUCCESSFUL PACK OPERATION MAY BE COMPARED TO THE SUCCESSFUL OPERATION OF A COMPANY. YOU, THE PACK COMMITTEE ARE LIKE THE BOARD OF DIRECTORS. YOUR SUPERINTENDENT OR PRESIDENT IS THE CUBMASTER. THE DEN LEADERS AND THE WEBELOS DEN LEADERS WITH THEIR DEN CHIEF HELPERS DELIVER THE GOODS TO THE BOYS AND THEIR PARENTS- THE CONSUMERS.

every pack, REGARDLESS OF ITS SIZE, MUST HAVE CERTAIN SERVICES PERFORMED IF ITS TO HELP THE BOYS. WHETHER YOUR COMMITTEE CONSISTE OF THREE OR A DOZEN PERSONS, SPECIFIC JOBS MUST BE PERFORMED IF CUB SCOUTS ARE TO HAVE THE FUN! THEY EXPECT AND THE BENEFITS YOU HOPE FOR.

EACH MEMBERS SHARES THESE GENERAL RESPONSIBILITIES:

- * RECRUIT THE BEST PERSON AVAILABLE FOR CUBMASTER AND ONE OR MORE ASSISTANT CUBMASTERS.
- * PROVIDE ADEQUATE AND SAFE FACILITIES FOR PACK MEETINGS.
- * COORDINATE PROGRAM OF PACK WITH THAT OF THE CHARTERED INSTITUTION.
- * ASSIST WITH PACK CHAREER RENEWAL.
- * STIMULATE INTEREST OF PARENTS THROUGH PROPER PROGRAMMING.
- * SUPERVISE FINANCES AND EQUIPMENT.
- * WORK WITH CUBMASTER. HELP HIM PLAN AND MAKE THE PACK PROGRAM SUCCESSFUL AND EFFECTIVE SO BOYS ADVANCE IN RANK.
- * ENSURE YEAR-ROUND CUB SCOUT PROGRAM, INCLUDING SUMMER ACTIVITIES.
- * ENCOURAGE LEADERS TO PARTICIPATE IN ROUNDTABLES AND OTHER TRAINING SESSIONS.
- * CONDUCT, WITH CUBMASTER, PERIODIC TRAINING FOR PARENTS.
- * ESTABLISH WORKING RELATIONSHIPS WITH NEIGHBORHOOD SCOUT TROOPS.

the chairman, WORKING WITH THE CUBMASTER, MAKE ANY ADDITIONAL SPECIFIC ASSIGNMENTS.

think ABOUT THIS.....PEOPLE DON'T PLAN TO FAIL ___ THEY JUST FAIL TO PLAN.

PACK COMMITTEE MEMBERS

EVERY CUB SCOUT PACK BELONGS TO A SPONSORING ORGANIZATION, SUCH AS A RELIGIOUS GROUP, PTA, SERVICE CLUB, FRATERNAL OR PATRIOTIC ORGANIZATION OR A SIMILIAR GROUP CHAREEED BY THE BOY SCOUTS OF AMERICA TO USE THE CUB SCOUT PROGRAM.

THE SPONSORING ORGANIZATION APPOINTS A SCOUTING COORDINATOR AND SELECTS THREE OR MORE QUALIFIED MEN OR WOMEN, OR BOTH TO SERVE AS A PACK COMMITTEE. SINCE THERE ARE JOBS FOR THE COMMITTEE TO DO A GROUP OF SEVEN OR EIGHT IS PREFERABLE.

the pack committee is responsible to the CHARTERED INSTITUTION FOR SOUND OPERATION OF THE PACK.

CHAIRMAN- CALLS TO ORDER AND PRESIDES AT REGULAR MONTHLY MEETINGS OF PACK COMMITTEE. WORKS CLOSELY WITH SCOUTING COORDINATOR.

CON'T PACK COMMITTEE JOBS

SECRETARY- KEEPS RECORDS OF ALL COMMITTEE MEETINGS. SEND OUT NOTICES. ANSWERS CORRESPONDENCE.

TREASURER- MAINTAINS PACK FINANCIAL RECORD AND PAYS ALL PACK BILLS.

ADVANCEMENT- SENDS MONTHLY ADVANCEMENT REPORTS TO THE COUNCIL OFFICE AND SECURES AWARDS FOR PRESENTATION AT NEXT PACK MEETING

TRAINING PROMOTES ATTENDANCE AT DISTRICT TRAINING COURSES. SECURES SPECIAL INSTRUCTORS AND SPEAKERS WHEN NEEDED.

MEMBERSHIP- DETERMINE THE NEEDS FOR NEW BOYS AND NEW DENS. HELP ARRANGE GRADUATION CEREMONY.

SCOUTING COORDINATOR- HEADS UP THE SCOUT PROGRAM OF THE SPONSORING ORGANIZATION. THE S. C. IS THE VOTING POWER MEMBER OF THE DISTRICT AND COUNCIL COMMITTEES. HE SERVES AS A LIASON.

TYPICAL PACK LEADERS MEETING

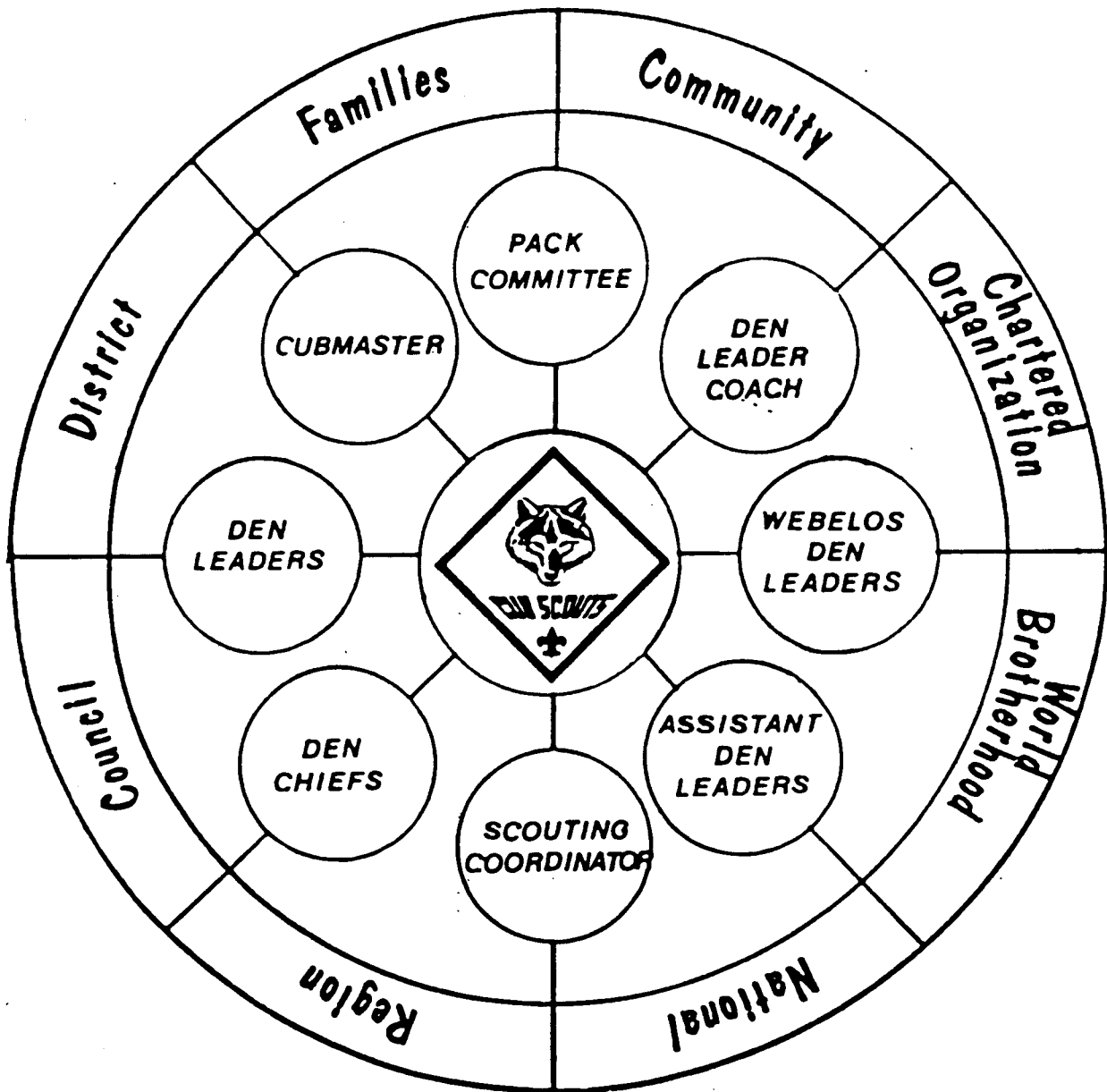
ROLL CALL OF MEMBERS, CUBMASTER AND ASSISTANTS
READING AND ACTION ON MINUTES OF LAST MEETING
REPORTS BY COMMITTEE PEOPLE
PERSONAL NEEDS AND CHANGES- BOYS AND ADULTS
TRAINING: FORMAL COURSES, ROUNDTABLES, PARENTS MEETINGS
ADVANCEMENTS: ADEQUATE RECORDING, RECOGNITION AND REPORTING
FINANCES: BUDGET PLAN AND OPERATION
OTHER COMMITTEE REPORTS
CUBMASTER'S REPORT
SCOUTING COORDINATOR'S REPORT
ADJOURN

SETTING PACK GOALS

THERE ARE A FEW THINGS TO KEEP IN MIND WHEN YOU SET PACK GOALS. GOALS SHOULD BE:

CONSISTENT.....THINK OF EACH GOAL AS ONE OF A
JIGSAW PUZZLE. CONSTRUCTIVE.....IMPROVEMENTS IN YOUR PRESENT PACK AND
DEN OPERATION. CHALLENGING..... SHOULD BE HIGH ENOUGH TO EXCITE AND
STIMULATE YOUR PACK. CLEARLY DEFINED..... READILY UNDERSTOOD BY OTHERS
WRITE DOWN YOUR GOALS. PRECISE..... FLEXIBLE TO TAKE INTO ACCOUNT
REASONABLE DEGREES OF VARIABILITY.

The Wheel of Cub Scouting



PACK ADMINISTRATION

Leadership and Records

Budget and Finance
Charter
Pack Committee
Pack Records

Program Planing

Monthly Committee meetings
Monthly pack leader meetings
Annual program planing conference

Parents

New parents
Keeping parents interest
Advancement
Parent attendance
Parent help

Activities

Party
Derby
Races
Banquet
Picnic
Trips
Summertime

Leadership:

1. Dependability
2. Good Character
3. Patience
4. Someone who enjoys working with boy's
5. An ability ot work with other people

A leader must be 21 years of age. An assistant maybe 18.
They should be citizens of good character.

Some of the people who we look forward to being leaders are:

1. Parents of Cub Scouts
2. Grandparents or other relatives
3. Members of the chartered organization
4. Former leaders

Leadership Training:

There are various training programs that will help new Cuber's.

1. Cub Scout parent/leader orientation
2. Basic training
3. Round Tables
4. Pow Wow
5. Den leader workshops

Support your new Leaders:

1. Training keeps Leaders informed
2. Keep the lines of communication open
3. Provide the necessary resources so leaders can do a good job
4. Provide recognition for leaders
5. Develope pack loyalty and teamwork
6. Use meetings to good advantage
7. An enthusiastic attitude is contagious

Pack Budgets is to provide the funds for essential materials such as badges, insignia, literature, craft materials, and equipment. The budget is based on the needs of the pack's program.

Most of the pack income is from den dues. The amount of den dues is set to fit the estimated expenses.

The Budget Worksheets are in chapter 10 of the Cub Scout Leader Book.

Charter

The chartered organization holds a Charter from the Boy Scout of America, authorizing it to operate a pack for the period of one year. The charter is renewable each year through the local council.

The chartered organization provides a suitable meeting place and facilities for pack meetings, adult leadership, supervision, and opportunities for a healthy scouting life for the boys under its care.

Pack Committee

Every pack is under the supervision of a pack committee consisting of a minimum of these qualified U.S. Citizen of good character 21 years of age or older selected by the chartered organization and registered as a adult leader of the B.S.A.

One of these is designated as Pack Committee Chairman.

There are 12 responsibilities that must be carried out they are.

1. Approves leader's membership in the pack
2. Recruit Cubmaster and one or more asst. cubmaster.
3. Provide adequate and safe facilities for pack meetings
4. Coordinate the pack program with the program of the chartered organ. through the Scouting Coordinator.
5. Assist with pack charter renewal.
6. Help to stimulate the interest of parents through proper programming.
7. Supervise finances and equipment.
8. Work closely with Cubmaster.
9. Assure Cub & Webelos of a year round quality program.
10. Attend Cub Scout leader basic training. Attend monthly roundtables.
11. Conduct with the help of the Cubmaster periodic training for parents.
12. Cooperate with other Scouting units.

A strong pack committee will have individual members assigned to such areas as

1. Recordkeeping and correspondence
2. Finance
3. Advancement
4. Training
5. Public relations
6. Membership
7. Reregistration

Pack Records:

Records must be kept for the Pack so you know at all times where the Pack stands. How is your attendance? Your financial picture, your advancement, are the boys paying dues regularly?

There is a Pack Record Book at your fingertips no. 3819.

Program Planning :

Monthly Committee meetings are a must so that you have a good understanding of what the Pack is doing and going to do. And to iron out any problems there may be.

Monthly Pack Leader:

A monthly meeting to plan in detail one of the themes already established at the annual planning conf. to plan the next monthly Den and Pack meetings and to finalize plans for the months Pack meeting, attended by all adult Den and Pack leaders. The Unit Comm. may also be invited. It's held about one week before current month's pack meeting and five weeks before next month's pack meeting.

The Pack leaders meeting should have three parts:

1. Den Plans
2. Pack Plans
3. Social

Annual Program Planing Conference:

An annual meeting of all Pack leaders designed to establish the years program based on 12 monthly themes and Webelows activity badges.

The annual meeting should be planned 12 months in advance, in July or August.

All Den and Pack leaders, Den Chiefs, Unit Comm. and interested parents should be invited.

Parents:

New Parents-

Review the procedures for joining a Pack, helping when asked in Den activities, dues, the Cub Scout Advancement plan, and the parent agreement on the Cub Scout application.

#1 Do you have the wrong person in a particular position?

Occasionally some one volunteers for a position on the committee who turns out to be unsuitable for the work. This can become a situation calling for a considerable amount of tact, especially on the part of the Chairman upon whose shoulders falls the task of removing this person from the position. Before doing so, though, the Chairman must have a discussion with the other committeeman to get their opinions, thus making sure that it isn't a case of more support or training that is needed. Secondly, the Chairman should be sure that he has a competent replacement. Also, he should have another job on the Committee that better fits the talents of the person to be replaced. Usually someone that is doing a poor job is aware of it and will gladly accept an alternate offer.

Another volunteer you might run into is the "joiner". This is a person who belongs to many organizations and although they might be highly competent in ability, their time is spread so thin that they cannot be depended upon when needed. The joiner should be asked to be fair to the Committee and be urged to either arrange their activities so that he can devote the time necessary to the Pack or else step down and act as an Assistant to a particular Committee or leaders.

The needs of the Pack must come first even when feelings may be hurt, but with tact this can be kept to a minimum.

12 LAWS FOR PACK LEADERS

1. A Pack Leader is **RESOURCEFUL**. He is a leader with imagination, initiative, and fresh ideas. Because of his many plans, projects, and creative imagination he feels a kinship with Victor Hugo, who said, "I need a thousand years to do what I have in mind." A Pack Leader is ever conscious of the Biblical warning: "Where there is no vision, the people perish." Likewise, he is fully confident that where there is vision, originality, and resourcefulness on the part of Pack Leaders, the pack will surely prosper and progress.
2. A Pack Leader is **PERSISTENT**. He takes heart in the words of Thomas Buxton: "With ordinary talent and extraordinary perseverance, all things are attainable." He knows that persistence is the forerunner of success, the father of victory, and the ancestor of accomplishment. A Pack Leader is constantly aware of the truth that "failure comes from following the line of least persistence." When he is tempted to give up, a Pack Leader gets his second wind; he "keeps on keeping on."
3. A Pack Leader is **DEPENDABLE**. His word is his bond, his duty is a sacred trust, and his acceptance of a position is always a forerunner of a job well done. When he accepts a Scouting job, he is more concerned with shouldering responsibility than with receiving honors, more interested in serving than in seeking. He can always be counted on, never counted out. He is consistently a man of his word.
4. A Pack Leader is **PATIENT**. He reflects the sage advice of William James: "The art of being wise is the art of knowing what to overlook." He realizes that "A reaper is never hitched onto a plow," that patience is not only a virtue but a daily necessity; not an elective but a required course in the school of Scouting. He is patient with others because he is first patient with himself. He remembers that the mushroom appears overnight; the giant redwood requires the strength and patience of centuries.
5. A Pack Leader is **MATURE**. He takes his Scouting job seriously, but he is able to laugh at himself, his foibles, his mistakes, and his shortcomings. A Pack Leader knows that a sense of humor is the pole that adds balance to his steps as he walks the tightrope of life. He has learned to react maturely to the immature actions of others. He measures up favorably to Dr. Menninger's six criteria for the emotionally mature person. He...
 - a. Finds greater satisfaction in giving than receiving.
 - b. Finds satisfying and permanent loyalties in give-and-take relationships.
 - c. Uses his leisure creatively.
 - d. Contributes to the improvement of home life and to community activities like church, school and other organizations.
 - e. Learns to profit from his mistakes and successes.
 - f. Is relatively free from fears, tensions and anxieties.
6. A Pack Leader is **ENCOURAGING**. He is generous with well-deserved praise, prompt with well-earned commendation, and ever alert to recognize and appreciate the best efforts of everyone. He knows that an ounce of sincere praise is worth a pound of fault-finding. He remembers the advice of Goethe: "Correction does much, but encouragement does more...encour-

agement after censure is as the sun after the shower." He inspires others to rise up to new heights of achievement, to outdo themselves, to stretch, to stand on tiptoe, to break new records of advancement.

7. A Pack Leader is ADAPTABLE. He has a plan and works his plan, but he is always wise enough to change his course or adjust his sights when necessary. He is unafraid of difficulties and detours that may delay him but cannot discourage him. He frequently uses blueprints and booklets as guideposts, but he never lets them use him. He is guided by the lessons of experience, but he is not a slave of tradition. He has learned that to bend with the breeze is not always the same as compromise, and even that compromise can often be the first step toward understanding and cooperation.
8. A Pack Leader is GRATEFUL. He never takes for granted the responsibilities and opportunities that have been given to him; rather, he is grateful for the privilege of influencing the personality and character of those who will be the citizens of tomorrow. Like Cicero, a Pack Leader recognizes the fact that "A thankful heart is not only the greatest virtue, but the parent of all other virtues." He is grateful to his God for the gift of life; to his fellow Scouters for the blessings of friendship; to the boys for the challenge and joys of leadership.
9. A Pack Leader is OPTIMISTIC. He has a reason for every success, not an excuse for every failure. He goes out and rings the bell, never gives up and wrings his hands. He turns the impossible into the possible, never the possible into the impossible. He pleasantly ponders how high his kite will fly, never woefully wonders how soon his kite will fall. He is confident that opportunity is now here, not afraid that opportunity is nowhere.
10. A Pack Leader is DEDICATED. He throws himself wholeheartedly and unreservedly into his Scouting responsibilities, and can say with Nicholas Murray Butler, "The 40-hour week has no charm for me. I'm looking for a 40-hour day." He is conscientious but never contentious; determined but not dictatorial; dedicated but not demanding.
11. A Pack Leader is ENTHUSIASTIC. He employs the magic of enthusiasm to inspire others to believe in him, to work with him, and to follow him. He walks with a spring in his step, he works with a sparkle in his eye, and he speaks with a note of confidence in his voice. He knows that Scouts and Scouters are in the same boat with Emerson, who wrote: "What I need most is something to make me do what I can." The "something" that can cause most boys to do what they can and ought to do is a Pack Leader with the most contagious quality in the world - enthusiasm!
12. A Pack Leader is COURAGEOUS. He stands for what he believes to be right, even in the midst of conflict and criticism. His physical, mental and moral courage is contagious. He dares to be an individual whose honor and integrity are respected and admired by all who know him. He represents strength to the weak, faith to the faint of heart and confidence to the fearful. He believes in and personifies the words of Andrew Jackson: "One man with courage makes a majority."

During money earning projects are the Dens receiving sufficient support? Remember that you are dealing with 8, 9 and 10 year olds: some of them are not too skilled in handling money so a Den Leader does not need any extra complications with which to cope.

Are your leaders getting the literature and program materials that they require, or is all that coming out of their own pocket?

Do you have an Annual Planning Conference in which everyone, Cubmaster, Assistant Cubmasters, Den Leaders and their Assistants, the Den Leader Coach and Den Chiefs, as well as the entire committee takes an active part in mapping out the year's program.

Is the Advancement man on the job? It does not make a Den Leader very happy when boys in their den do not receive recognition they deserve at the Pack meeting. Then parents are unhappy and they turn on the Cubmaster, which in turn, aggravates him. To prevent the same from happening again, he will probably take on an added task - the Advancement Committeeman's job.

So you can see that the failure of committee persons to do their duty in almost any position can sow the seeds of discontent which will result in leaders resigning.

Take a good look at your committee. Try to analyze why certain personnel are not performing as they should. Sometimes the problem may be somewhere else. Does everyone know their job and what tools and resources are available? Are your meetings being conducted properly? Is your planning adequate? Is more help needed in an area?

While you must be critical do not expect perfection. Events will not always go right but no one will fault you if you apply the Cub Scout Motto

DO YOUR BEST!

BOY BEHAVIOR

To a boy, Scouting is a game--a magnificent game--full of play and full of laughter, keeping him busy, keeping him happy.

One of the first things a den leader learns is that all boys are alike--and yet each one is very different. It would take volumes and volumes to cover all the behavior situations involved with 8 and 9 year old boys--and then, probably everything wouldn't be covered.

It helps to remember that each boy in your den is an individual. Sometimes he may go along with the crowd and be perfectly happy with your plans for den meeting. But the time may come when he will rebel or lose interest in a particular activity. When this happens, don't feel that you have failed. That boy is simply showing his individuality, and that's a good sign. That's a sign of democracy--encouraging individuals to have convictions and act upon them in a manner that will not interfere with the rights of others. It is important for Cub Scouts to have the opportunity to experiment with this principle of democracy and test it in the den. It is important for den leaders to help boys learn where to draw the line between individual and group loyalties and responsibilities.

Rebellion in a boy may simply be a sign that you are helping him grow. It may be a sign that the activities are not challenging enough for that boy. Balance is important. Knowing where to draw the line is important. For out of it all, a Cub Scout must learn that sometimes it is necessary to assert himself, and sometimes he must give in for the welfare of his fellow Cub Scouts. We certainly don't want him to think that Cub Scouting is a place where he can never "do his own thing." Hard? Perhaps. But there is nothing so satisfying as finding the right balance point in your den. And that's up to you.

Generally, boys 8, 9 and 10 years of age:

- want recognition
- like competition
- like crafts
- want friends
- want adventure
- want to achieve something
- want to be self-reliant
- dislike nagging
- are sensitive to right and wrong
- rebel against authority
- are turned off by criticism
- want acceptance of others
- like active games
- have vivid imaginations
- dislike being made fun of
- want to improve their abilities
- believe in fair play

Boys need FUN, NEW SKILLS, BELONGING, RECOGNITION.

So the characteristics and needs of Cub Scout age boys are very similar. It's up to us to keep these things in mind when planning den and pack activities.

1. Prepare for the meeting by having all materials at hand, songs and games already selected, page numbers written down, enough supplies laid out, etc. By doing all this beforehand you won't have boys standing around idle while you scurry about looking for whatever. Boys won't "stand" idle for long!
2. Here is where those extra hands help. Several activities can be going on at one time.
3. This is the definite start to the meeting and the boys know that serious business is to begin.
4. We repeat. Keep brief!
5. Keep the fun aspect uppermost in planning. Keep the attention span of your boys in mind in judging length of activities. Stop the project when interest is at its peak so that the boys will be anxious to finish projects at home.
6. This should be solemn. It also denotes a definite end to the meeting. Work on boys natural love of ceremony and ritual.
7. Hold a discussion to discover if any mistakes were made in order to try and never repeat the same again.

Have an alternate rainy day or "Cabin Fever" plan. When boys have been cooped up for several days perhaps your prepared den plan doesn't offer enough physical activity. Offer instead Wolf achievement #1, Feats of Skill or Elective #11, Songs; or the Bear achievement #8, Cub Scout Fitness or Elective #17, Backyard Gym, or the Webelos Athlete Badge work.

Expand parts 1 and 5 of the den meeting, i.e., game time. Cub Scout Games, Pow-Wow series are indexed according to the type of activity, like active indoor and active outdoor games.

- #5 The boys in my Den don't attend regularly and they complain and fool around when they are here.

Ask yourself these questions. Have you been trained? Do you use the Program Helps for the seven parts of a den meeting? Do you go to the monthly Roundtable for fresh ideas?

Are your craft activities geared towards boys using "hammer and saw" or are they "pretties" that the Blue Bird leader recommended? Do they repeat themes that the boys are already doing in school?

Leadership Responsibilities

A pack is made up of many people, it starts with an organization such as a church, school or local youth service organization to own & operate a cub pack.

The key people & their responsibilities in successfully operating the cub pack are:

SCOUTING COORDINATOR - the go between the chartering organization & the cub pack, a district member & a voting voice at the annual election of the executive board in the local council.

PACK COMMITTEE CHAIRMAN - works hand in hand with the scouting coordinator & the cubmaster. He helps out at the monthly pack meeting & keeps the den leaders & Webelos leaders informed about up-coming training sessions.

PACK COMMITTEE - consists of the chairman, cubmaster, den leaders, treasurer, advancement chairman, Webelos leader & his assistant. The Scouting Coordinator may also attend the monthly committee meeting. Your pack committee meeting should be a time of sharing ideas & making plans for up-coming activities & pack meetings.

CUBMASTER - conducts the monthly pack meeting, works with the Pack Committee Chairman to help recruit, train, & motivate committee members, pack leaders & parents in Cub Scouting.

WEBELOS LEADER - serve as a good male role model for Webelos Scouts, attend Cub Scout Leader Basic Training, monthly roundtables & Pow Wow. The Webelos leader helps to establish a close working relationship with the assistant Webelos leader & Webelos den chief, functioning with them as a den leadership TEAM. He also works with the Cubmaster & pack committee in recruiting new Webelos Scouts. The Webelos leader should keep the Cubmaster & pack committee informed on the status & needs of the Webelos den.

DEN LEADER - may be a parent of one of the boys in the den. Recommended by Cubmaster & pack committee after consultation with the parents of the cub scouts involved. They must be a registered adult leader with the BSA. He or she gives leadership by carrying out the pack program in the den, and lead the den in its participation at the monthly pack meetings. They also serve as host or hostess for den parents at pack meetings & works in harmony with other den & pack leaders and MUST maintain a FRIENDLY relationship with the cub scouts.

All leaders must be 21 years of age & a U.S. Citizen. The assistant Webelos leader should be 18 years old or older, & should be interested in and enjoy working with the boys.

You can have alot of fun as a leader if you remember that YOU are working with the 8-9 & 10 year old boy. We ALL should remember that boys DO NOT like to do PRETTIES. Keep in mind the OLD CUB SCOUT PROVERB " K I S M I F " then you're bound to have fun.

Reregistering With No Change. Do nothing.
Dropped From Unit. Draw line through all information for dropped individual.
Position Code. Use the following codes to indicate a change in position:

CR Chartered organization representative	DA Assistant den leader
CC Chairman	DC Den leader coach
MC Member of committee	SM Scoutmaster
TO Tiger Cub group coach	SA Assistant Scoutmaster
CM Cubmaster	VC Varsity Scout Coach
CA Assistant Cubmaster	VA Assistant Varsity Scout Coach
WL Webelos den leader	EA Advisor
WA Assistant Webelos den leader	AA Associate Advisor
DL Den leader	SK Skipper
	MT Mate

New Member. Do not add the names of new members to the charter renewal form. Have each new member (youth or adult) complete an individual application. Attach the national office and local council copies to the charter renewal form.

Fee Paid in Another Position/Unit. An adult who paid a registration fee as an adult in another unit does not pay a registration fee in this unit. Circle the two-letter position code. When a youth is registering as "MULTIPLE," paying the registration fee in another unit, circle that individual's ID number.

Training Record. An adult has completed the Fast Start (F), Basic Training (B), or both courses (T). Indicate the proper code in the column marked "training."

Line 13. YOUTH MEMBER LISTING

A youth member number is assigned by the computer for identification purposes.

A. Use the following codes to indicate changes in rank:

PACK	TROOP/TEAM
C Bobcat	N Boy Scout
W Wolf	T Tenderfoot
B Bear	2 Second Class
R Webelos	1 First Class
A Arrow of Light	S Star
	L Life
	E Eagle

B. Membership Inventory

Note this information on the unit copy of the charter renewal by using the following codes:

- A/I**—A for active member, I for inactive member
- O**—Yes or no for participation in outdoor programs
- AD**—Yes or no for advancement during past year
- UIS**—Actual uniform inspection score

Registered But Not Listed. An individual is registered in this unit now, but his name is not on the renewal application. Print all information in the proper space on the first available line.

For post/ship youth indicate sex by using the letter M for male and F for female.

Boys' Life. A youth member wants to get *Boys' Life*. Mark a "Y" in the *Boys' Life* column.

Follow the same steps as for adults regarding individuals with no change, dropped individuals, and new members.

Line 14. Unit Leader Certification. The unit leader certifies that each member meets the age requirements as follows:

- Tiger Cub Groups** The Tiger Cub group coach certifies that each boy is in the first grade or is 7 years of age and has parental consent.
- Packs** The Cubmaster certifies that each boy is in the second grade or is 8 years of age and has parental consent.
- Troops** The Scoutmaster certifies that each boy is 11 years of age or has completed the fifth grade or has earned the Arrow of Light Award, has parental consent, and is not yet 18.
- Teams** The Varsity Scout Coach certifies that each boy has completed the eighth grade or is 14 years of age, has parental consent, and is not yet 18.
- Posts/Ships** The Advisor/Skipper certifies that each post or ship youth member has completed the eighth grade and is at least 14 or is 15 years of age but not yet 21. The youth in these units may be male or female.

DECLARATION OF RELIGIOUS PRINCIPLE

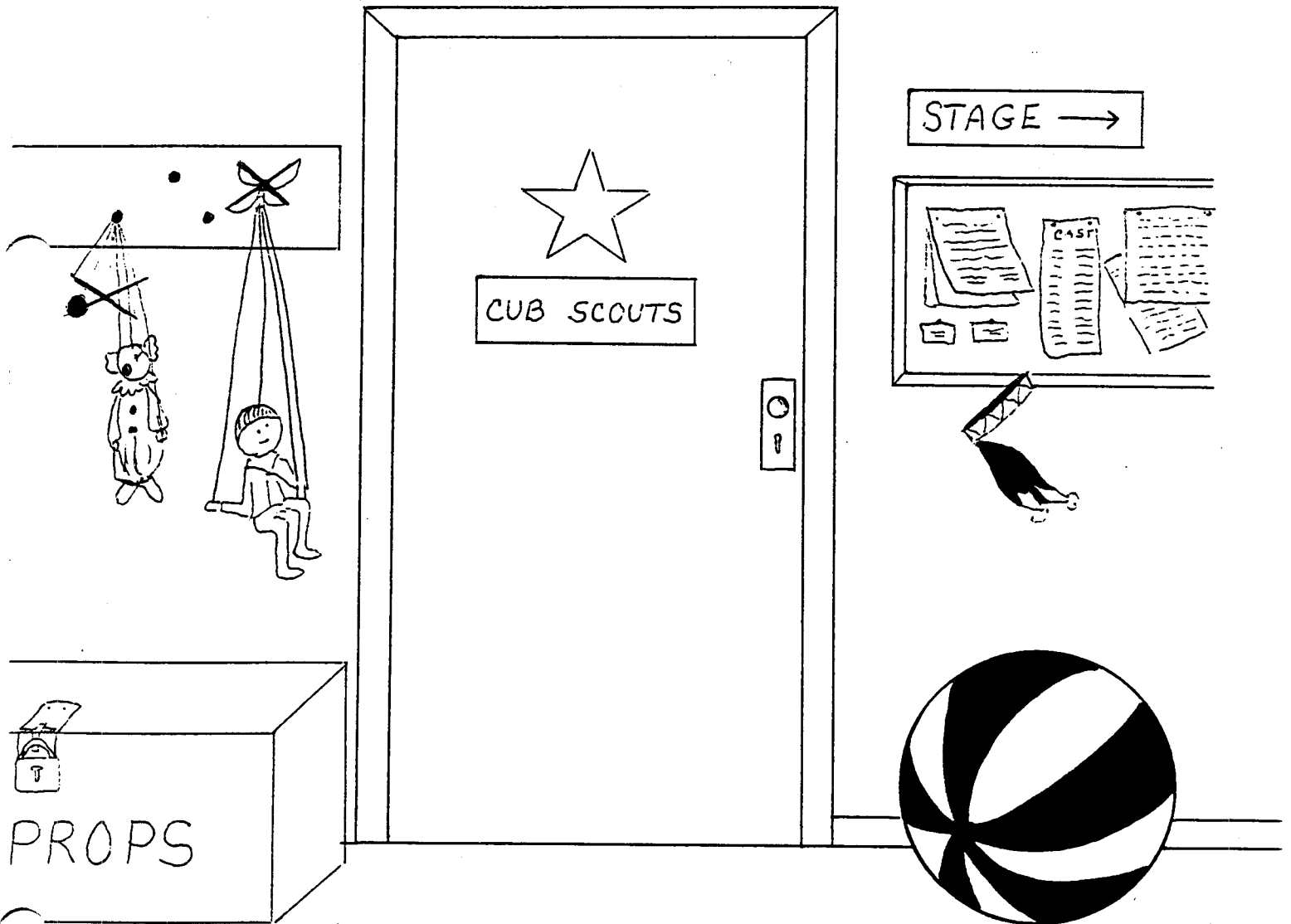
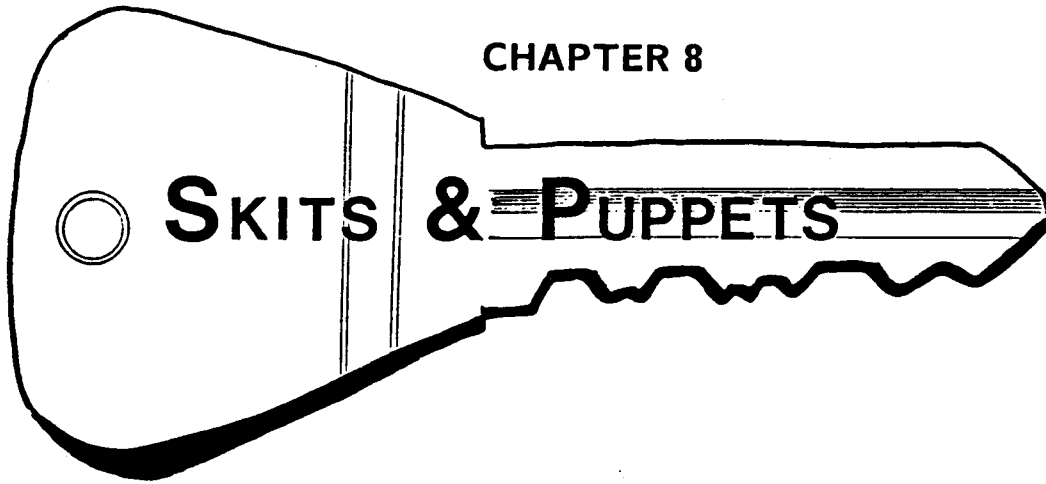
The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God and, therefore, recognizes the religious element in the training of the member, but it is absolutely nonsectarian in its attitude toward that religious training. Its policy is that the home and the organization or group with which the member is connected shall give definite attention to religious life. Only persons willing to subscribe to this Declaration of Religious Principle and to the Bylaws of the Boy Scouts of America shall be entitled to certificates of leadership.

POLICY OF NONDISCRIMINATION

Youth membership in the Boy Scouts of America is open to all boys and young adults who meet the joining requirements.

Membership in Scouting, advancement, and achievement or leadership in Scouting units are open to all youths without regard to race or ethnic background and are based entirely upon individual merit.

CHAPTER 8



SKITS FOR CUB SCOUTS

SKITS ARE APPEALING TO BOYS OF CUB SCOUT AGE. THEY HELP CHANNEL A BOY'S IMAGINATION. HE DOESN'T JUST PLAY HE'S A PIRATE. HE IS A BUCCANEER SAILING UNDER THE JOLLY ROGER. DRAMATICS ARE IMPORTANT IN THE GROWTH OF BOYS, BECAUSE IT GIVES THEM AN OUTLET FOR THE "LET'S PRETEND" PART OF THEIR CHARACTER. IT GIVES BOYS A CHANCE FOR CREATIVE EXPRESSION, RATHER THAN IMITATIONS.

SKITS HELP BOYS EXPRESS THEIR CHOICE OF CHARACTERS AND DEVELOP THEIR POWERS OF OBSERVATION BY HELPING THEM RECOGNIZE THE DESIRABLE CHARACTERISTICS IN PEOPLE THEY SEE. THEY LET BOYS PLAY PARTS THEY HAVE ALWAYS DREAMED OF. SKITS CREATE SELF-CONFIDENCE AND HELPS ELIMINATE SELFCONSCIOUSNESS.

THINGS TO REMEMBER

FUN MAKES GOOD SKITS. WHETHER THE THEME IS SERIOUS OR HUMOROUS, SKITS SHOULD BE FUN FOR THE BOYS AND FOR THE AUDIENCE.

1. KEEP IT SIMPLE.
2. KEEP IT SHORT. (3-5 MINUTES AT THE MOST.)
3. AVOID LONG MEMORIZED DIALOGUE. PANTOMINES ARE GREAT FOR CUB SCOUTS.
4. USE SIMPLE SCENERY, PROPS, COSTUMES - IF ANY.
5. LET EVERY BOY TAKE PART IN SOMEWAY.
6. USE STAGE DIRECTIONS LIBERALLY - TELL WHO GOES WHERE AND DOES WHAT.
7. BE SURE THE AUDIENCE CAN HEAR. BOYS SHOULD BE COACHED TO SPEAK SLOWLY, CLEARLY, LOUDLY. IF THE AUDIENCE LAUGHS OR APPLAUDS, ACTORS SHOULD PAUSE BEFORE CONTINUING THEIR LINES.

THINGS TO AVOID

1. DRAMATIZATION OF UNDESIRABLE CHARACTERS.
2. ASKING A CUB SCOUT TO ATTEMPT TO PORTRAY A CHARACTER THAT IS TOO DIFFICULT FOR HIM. FIT EACH BOY TO HIS PART.
3. THE TENDENCY TO LET THE MORE CAPABLE BOYS DO ALL THE WORK.

HOW TO WRITE A SKIT

SOMETIMES IT'S HARD TO FIND A SKIT THAT FITS THE MONTHLY THEME AND YOUR DEN OF BOYS. THE THING TO DO THEN IS WRITE YOUR OWN OR ADAPT ONE SO IT WILL FIT. FOLLOW THESE SIMPLE STEPS:

1. BOY WANTS SOMETHING...FRIENDSHIP, A GOLD MINE, A PRIZE, TO FIND A LOST PLANET, ETC.
2. BOY STARTS TO GET IT...BY HORSEBACK, CANOE, PLANE, FOOT,, OR SOME OTHER WAY.
3. OBSTACLES STOP BOY...CROCODILE, A SECRET ENEMY, FALSE FRIEND, WEATHER, ETC.
4. BOY ACHIEVES GOAL...THROUGH AN ACT OF KINDNESS, BRAVERY, WISDOM, MAGIC, UNEXPECTED HELP OR SOME OTHER WAY.

CONSIDER THE TYPE OF STAGE, LIGHTING, SOUND SYSTEM, NUMBER OF CHARACTERS AVAILABLE. CONSIDER USING PROPS, SCENERY, COSTUMES TO ADD REALISM. USE A WRITTEN SKIT, ADAPT IT TO FIT YOUR OWN SITUATION OR WRITE ONE OF YOUR OWN.

SCENERY FOR CUB SCOUT SKITS

Simple scenery is fun for Cub Scouts to make. It is a good den project. It adds to the mood of the skit and makes the skit more believable. Keep these things in mind:

1. Scenery should be simple. It should provide an idea or suggestion of what is to come.
2. It can be made from large pieces of corrugated cardboard. Check with furniture stores, appliance stores, grocery stores, or warehouses for large furniture and appliance cartons. Take care in cutting cardboard.
3. Wooden lathes can be nailed to the back of the scenery to make it more sturdy or to help it stand up, and keep painted cardboard from curling.
4. Let the boys do the painting. Guidelines can be drawn with heavy pencil to show what colors go where. Latex or tempera paint are best on cardboard, and it washes off the boys as well. It is best to paint on the blank side of the cardboard rather than on the printed side, so printing will not bleed through.
5. Felt tip markers can be used on cardboard that has been painted a light color, to put in detail work or the whole design, if you wish.
6. When using latex to cover large areas, apply it with a roller. Latex paint is inexpensive. Sometimes the boys can bring leftover latex paint from home. It washes off hands and clothes with soap and water.
7. Tempera can also be used to tint latex when the desired shade is not available. Use tempera or wide-line marking pens for trim and detail work on top of latex.
8. Always keep in mind that audiences will see the scenery from a distance. Be sure it is distinctive enough.
9. Boys should use old clothes or dad's old shirt for paint smocks. Den Leaders should stand back and let the boys do the work.
10. Create a good mood with scenery. Paint in grays if skit is spooky or sad bright colors if skit is happy or funny.

The following are suggestions for scenery which can be cut from cardboard:

Mountain range	Bushes, trees
Lamppost	Skyline of city
Forest outline	Picket fence
Houses, tents, cabins	Archways, columns
Sun, moon, stars, (suspended overhead)	

When creating a skyline, cut the pieces low - waist or shoulder height - to give the effect of distance.

Children's coloring books are good sources for backdrops.

COSTUMES

It is important to find the right costumes, and this isn't as hard as you think. There are enough everyday things around your house to clothe any number of actors. A nimble imagination helps even more than nimble fingers. You can find some real costuming treasures if you know what to look for.

Old clothing is very valuable for costuming. Extra material or crepe paper added to it can change its whole appearance. One costume can be made over in different ways and can be used again and again in a variety of skits. But usually Cubs will perform their skit only once, so costumes should be easy, inexpensive and colorful.

Men's pajamas can be made into many different outfits. Long underwear provides tights needed with some costumes. Small pieces of cloth or pieces of crepe paper can be cut into capes, scarves, sashes, etc. Vinyl upholstery can be used for "leather" trimmings. Long, heavy stockings are good to wear with costumes which need knee pants. Small pillows are just right for that extra bit of padding which some costumes and some characters need.

Don't overlook the possibilities of costuming with brown wrapping paper or paper bags. For a leather-like appearance, crush and re-crush the paper with your hands until it is soft and wrinkled. Then spread out the paper and press with a lukewarm iron. This lends itself to easy decoration with crayons, felt markers or tempera paints, and works well for Indian and western costumes.

Most any costume that is intended to be cut from fabric and sewn, can just as easily be cut from crepe paper and either glued or stapled together. The boys can do this themselves. Rick-rack and bias tape or braid make good trim to glue on costumes. Bias tape also works well for ties. Use foil for covering buckles, swords, shields, etc.

If you are going to involve the mothers in costume-making, choose a basic line pattern, which can be adapted to various themes. A fabric costume of this type can be used repeatedly with only minor changes.

Large cardboard boxes make good animal costumes, and can be used for other unusual costumes such as vegetables, cars, trains, insects, etc. Use your imagination.

Den Leaders should not try to make all the costumes themselves. Let the boys help, involve the parents. They will enjoy the involvement. And they will probably have some good ideas to supplement those of the Den Leader. Take a look around the house, use your imagination, and you'll find lots of everyday materials which can be used for costumes.

SOUND EFFECTS

- THUNDER** A piece of tin or galvanized iron 3' to 4' long and 1' wide is suspended. Shake it to produce rolling thunder. For a single crashes, strike the tin in the center with a rubber hammer or a rubber-heeled shoe.
- LIGHTNING** Flash white light on and off. A photo flash can also be used.
- BREAKING GLASS** Use an old piece of window glass in a sack and drop it to the floor.
- CRASHES** Fill a wooden box with broken glass and a few stones, then nail the top shut. Drop or tip box on end for various types of crashes.
- HORSES** Two half coconut shells clapped on a wooden board gives the sound of horses walking or galloping on a hard road. For hoofbeats on a soft road or turf, use wallboard.
- RUNNING WATER** A wooden box 1" x 2" x 2" is fitted with tin on the bottom and ends in a 1" diamond pattern. Place a small amount of lead in the box. Tilt box and the sound of running water results.
- TRAINS** Place small wire nails or shot inside a flat tobacco tin; move it back and forth and it sounds like a train chugging along. Sandpaper or wire brushes on metal will also give this effect, when done in the right rhythm.
- GONG CHIMES** A Chinese gong is a 4½' to 5' length of water pipe suspended by a rope. Tubes from an old brass bed or water pipe can be cut in various lengths for chimes. Cut off ½" at a time and test for tone. Strike with rubber-soled shoe.
- WIND** A cylindrical drum made of two circular wooden ends about 2; in diameter joined by slats set 2" apart is mounted on a frame. Also heavy canvas is stretched tightly against the drum which, when rotated by the handle, produces the sound of wind. A wind whistle can also be purchased from novelty or toy shops, and is adequate for some shows.
- RAIN** Fill a tin biscuit or cookie tin one third full of dried peas or beans. Rotate slowly. Rain machines are also made from a large tin can with cleats placed inside at intervals. After the peas or beans are put in it, the top is soldered on, and a handle is run through the center, and the can is mounted on a stand.
- If you must be realistic, try drilling small holes in a pipe about ½" apart, but be careful and arrange a trough to catch the water, since it is easy to have a flood.

SOUND EFFECTS - (cont.)

- RAIN (cont.) Fine cellophane strips with a small fan blowing on them can be used to resemble dripping rain. A slight agitation of the strips will look like gentle rain. Tiny cellophane or tissue paper pieces can be used for snow.
- ROARS OR
CREAKING
DOOR Make a hole in the bottom of a large tin can, put a cord through it and knot it securely. Fasten the can to a board. Powdered resin is put on a piece of cloth or canvas glove and worn by operator. Pull up tightly on the cord. The pitch is varied by the tautness of the cord.
- GUN SHOT Snap a yardstick or thin board on a hard, flat surface. Or fire a cap pistol.
- SMOKE
MACHINE Cigarette smoke may be blown through a rubber tube with a good effect. Incense may be used in some cases or melting dry ice. A bulb with powder in it, when squeezed will produce a small amount of smoke.
- VOLCANO A cigar or cigarette butt placed in a metal container in a tin can, will simulate a smoking volcano, chimney or locomotive.
- SNOW Small pieces of white paper fanned off a flat box top will give a snow effect. Moth flakes or Christmas snow can be dropped from above. Soap flakes may also be used.
- SAWING
WOOD Rub a piece of sandpaper across 6" area on rim of large foil pan.
- FIRE Crumple cellophane into a ball. Then released in front of microphone, it will crackle like flame.
- TRAIN
WHISTLE Place a sheet of paper over top of 8" pie pan. Place your partly open mouth against paper and utter a shriek without moving your lips. If train is far away, make small shriek.
- CRICKET
CHIRP Run a finger over a small piece of fine-toothed comb.

PUPPETS

Types Of Puppets:

There are many types of puppets; however, those best suited to Cub's are:

1. Simple and unjointed or simply jointed puppets, used primarily to cast shadows or silhouettes. These are operated on long sticks, dowels, or stiff wires.

2. Cloth puppets of woven or knitted material, commonly called sock puppets.

3. Paper-bag or box puppets.

4. Puppets made from novelty articles (brushes, mops, balls, or spoons).

5. Puppets made of balsa wood, papier-mache, or a sawdust and paste mixture. These lend themselves to finer facial detail but take longer to make and paint. They are especially enjoyable however, for older Cub Scouts.

Except for the first mentioned, all the above types are hand puppets. They are manipulated by the boy's hand, with one finger guiding the head, and two fingers guiding the puppets hands. There are no feet, as the costume is made long enough to cover the arm down to the elbow.

Jointed puppets - worked by strings attached to the arms, legs, and head - are called marionettes. They require much more detailed construction and operation and will not be considered on these pages. There are many fine references in your public library.

Suggestions for Handling

A puppetry Project

Have the boys discuss and decide on the play they wish to present before they start their puppets. Keep it simple. Choose a nursery rhyme or favorite fairy tale.

Let the boys plan the dialogue themselves and have them say their lines in an informal manner, even if it does come out a little different every time. It is almost impossible for boys to manipulate a puppet and recite memorized lines at the same time. Occasionally it is better to have a reader backstage.

Avoid complicated projects. They should not last over a month for greatest enjoyment. (This, of course, does not eliminate repeat performances)

Plan to make use of a stage crew if everyone cannot be in the play.

Keep the theater and the puppets in proper scale. Small puppets on a big stage lose their appeal.

Most Cub Scouts are more adept at molding and painting. Cub mothers can help furnish materials and assist in sewing costumes. Dads can assist in building the theater.

About Puppet Stages & Theaters

The degree of simplicity of your puppet theater will depend upon the time and materials you wish to use. The simplest stage is a curtain that is stretched across the room high enough to allow Cub Scouts to hide behind it and handle their puppets. If it is a den meeting production, the back edge of a davenport or the back of a table, draped to the floor, will serve.

Drape one sheet over the top of a doorway on the puppeteer's side and a second sheet over the bottom of the door on the audience side. Use the space between for the stage. This makes a simple, but acceptable, theater.

A large cardboard box (cereal or paper-towel cartons are a good size) can be made into a good-looking theater. Cut out a rectangle from the upper front for the stage and the lower half of the back for the puppeteer's arms to operate.

A large, permanent puppet theater can be built by the Cubs with the help of fathers in the pack and can become the property of the entire group. This project is worthwhile.

Simple backdrops can be done boy-style in crayon or watercolor. Scenery may be painted on a light window shade or on a stiff sheet of cardboard. Attach supports on the upper corners to be secured in the theater wings.

HAND PUPPETS

One of the simplest and most fascinating of all the puppets is the hand puppet. Boys of Cub Scout age find these easy to make. They provide an outlet for the boy's most vivid imaginations.

Many skills and achievements are developed through making the characters and presenting the play.

Construction tips on hand puppets

Almost all hand puppets consist of these parts; a head made of a sock, sawdust, balsa wood or papier-mache; a rigid neckband of cardboard or rubber to which the head and costume are securely fastened; and some sort of covering for the arm of the operator. This cover may fit tightly for a snake or the like, or it may be full and ruffy.

Hands or paws add to the attractiveness and workability of the puppet. They are little more than short sleeves in the costume. Leave them plain or attach hands or paws of leather, felt, wood, or heavy cardboard. Two fingers placed in these extensions work the puppet's hands.

In making facial features and hair, there is almost no limit to the materials you may use. Try colored buttons, felt, colored paper, crayons, notebook eyelets, leather, wool yarn, pieces of fur, rickrack, buckles, and fringe. Rummage sales are excellent sources of inexpensive bits of material. Facial features should be large and somewhat exaggerated. Make them and the costumes colorful.

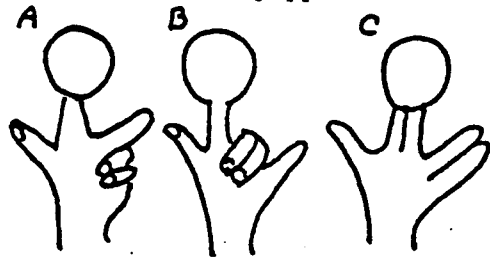
BASIC PUPPET POINTERS

Puppetry is an art that appeals to boys of all ages, probably more to boys of Cub Scout age than any other. Furthermore, simple puppetry can be put to definite use in the Cub Scout program. Puppets can be used in connection with most achievements, as well as with many of the monthly themes and several of the electives and the Webelos Showman activity badge.

No one knows who invented puppets or when or where they first appeared. They have been found in Egyptian tombs, in China, and in India, in very early history. They were in wide use throughout the Middle Ages for teaching the Bible. Puppets have acted before royalty and have been enjoyed by scholars, poets, and artists. Famous music has been written for them.

SOME DO'S AND DONT'S

1. Make sure audience can see eyes of puppet - keep it's chin down. If puppet is a moving mouth puppet, your hand will seem almost cramped if you're doing it right. In other words, if your hand feels nice and comfortable, your puppets eyes are probably pointing at the ceiling. Follow these examples for solid head puppets:



2. To make your puppet speak...move wrist slightly forward as your fingers open, then pull back slightly as fingers close. Try to have mouth open when saying important word, closed when not.
3. Freeze when another puppet is talking. Make sure the audience can tell which puppet is doing the talking. Jiggle the talking puppet as he talks, nod his head or move slightly forward.
4. Try to keep puppet upright, and at the same height all the time when working behind stage. Do not let it lean one way or the other unless for a particular purpose.

BASIC MOVEMENT CHART



CLAPPING



LOOKING



HIDING EYES



POINTING



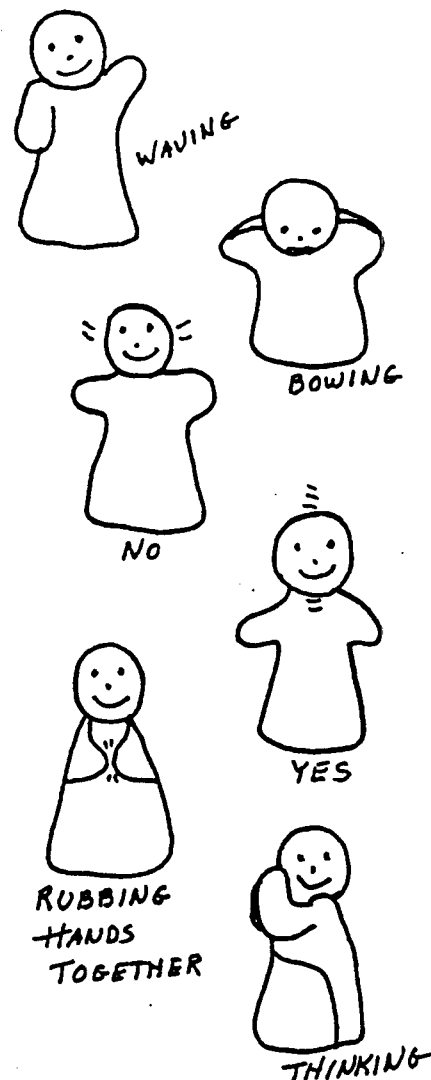
CRYING OR SNEEZING



HOLDING HEAD

Basic Puppet Pointers - (cont.)

5. If your puppet is going to have a voice, spend some time discovering a voice that fits it's character. Then maintain it tone and accent. Make sure it's consistent, recognizable, and clear.
6. Avoid wordiness. No long speeches. Speak clearly. Helpful hint: learn script, then prerecord it. Caution when recording, allow time for puppets to move on stage.
7. Make sure your puppet's movements and actions fit it's character. An old puppet will most likely move more slowly and haltingly, a young puppet will bounce or skip in its step. Let them walk off stage, not sink out of sight - likewise with their entrance. Do not hide one puppet behind the other.
8. Puppets are most effective when in action. Let the puppet exaggerate both feelings and actions. In some cases it is a good idea to have the puppet speak aloud to himself as he goes about his act. For example, he might say while looking - "I'll look under this tree for a rock".
9. It's good for puppets to have a message, a purpose, a point - it's vital - but have it come across thru action - not preaching.
10. Keep story development simple and clear cut..... with beginning, middle, and end.



HINTS ON BRINGING YOUR PUPPET TO LIFE

- WALKING** Move the wrist back and forth. Shouldn't pop in and out - should enter stage from side.
- TALKING** If the mouth is moveable, it is simple to indicate talking. If not, move the head up and down rhythmically on phrases or groups of words.
- LISTENING** A puppet should not move while another is speaking. It can turn and face the pupet speaking.
- SITTING** Lower the puppet gently and insert the index finger of the opposite hand under the grment to make a knee. Gradually remove the finger as the puppet sits.
- CLIMBING** Lower the paper mache tree or beanstalk or fence or ladder, etc. It's only movement is grasping the brances or stalk at intervals.

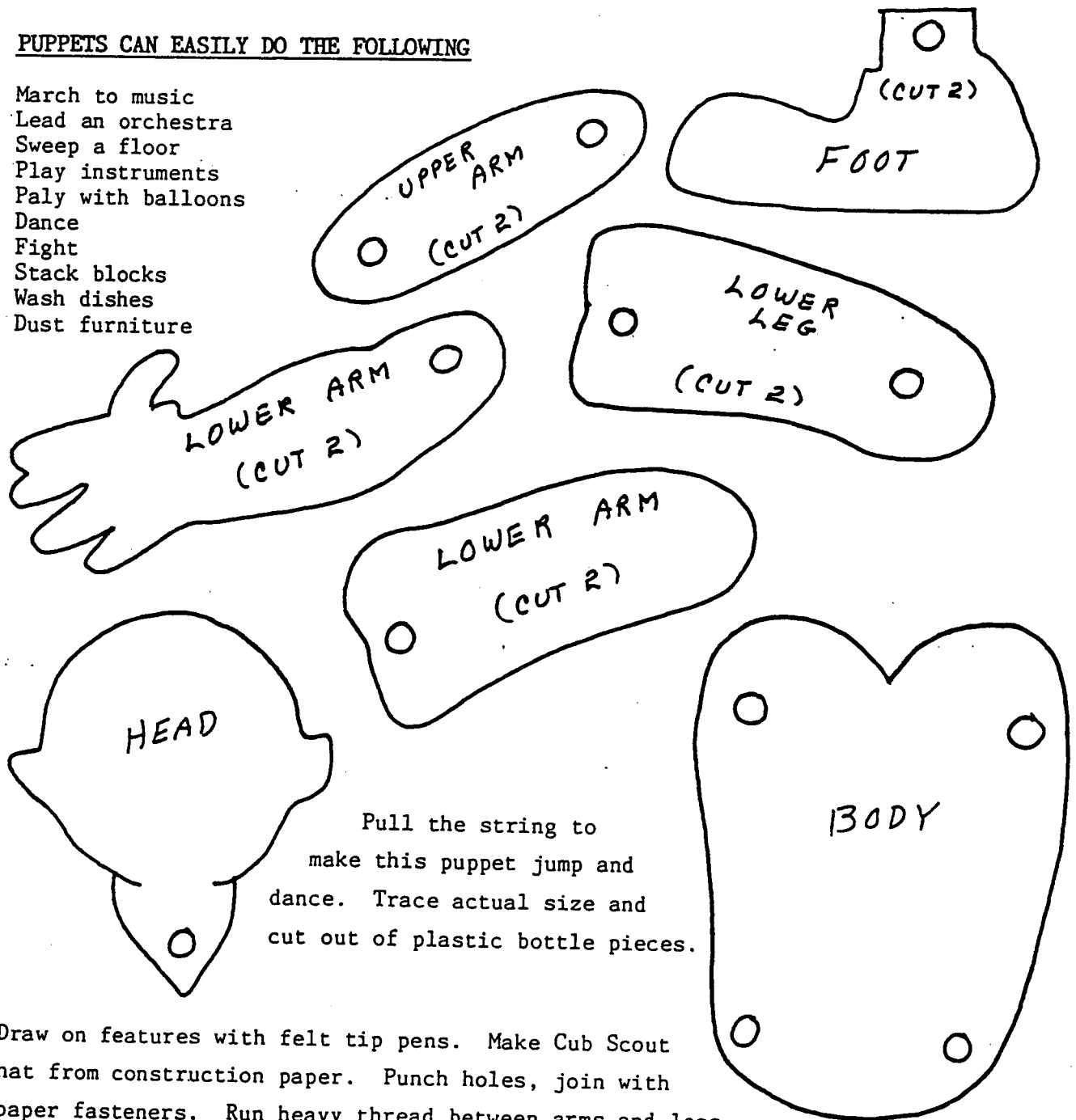
Hints On Bringing Your Puppet To Life - (cont.)

PIANO PLAYING Use a toy piano that has been muffled so that no sound is heard when the keys are struck. Puppet performs as a recording or tape of a short piano selection is played.

DANCING Two puppets may dance together or indicate kicking movements by using the pointer finger of the opposite hand to make kicks underneath a full skirt.

PUPPETS CAN EASILY DO THE FOLLOWING

- March to music
- Lead an orchestra
- Sweep a floor
- Play instruments
- Play with balloons
- Dance
- Fight
- Stack blocks
- Wash dishes
- Dust furniture



Pull the string to make this puppet jump and dance. Trace actual size and cut out of plastic bottle pieces.

Draw on features with felt tip pens. Make Cub Scout hat from construction paper. Punch holes, join with paper fasteners. Run heavy thread between arms and legs and tie. Tie 12" thread between arms and legs. Leave loop for pulling to work arms and legs.

PATRIOTIC PUPPETS

BEN FRANKLIN,
BETSY ROSS
AND
GEORGE
WASHINGTON
PARADE ON
THE FOURTH!



Life-size puppets, made on mops and brooms, have bed sheet bodies stuffed with newspapers and crepe paper clothing. Although specific characters are shown, you can adapt the instructions to make any character you want.

The puppets can also be the cast of characters for the skit on page 35. Or, just stick them in the ground for tions at your 4th of July picnic.

Basic Puppet

You can make three puppets from one double-size bed sheet.

Make a newspaper pattern of the body, following the shape and dimensions shown. Cut out two body pieces for each puppet, placing the straight edge of the pattern on the fold.

To make the body, sew two body pieces together at the sides, as shown by the dotted line, leaving an opening at the top of the head and the bottom of

the torso. The body may be stuffed as it is, or you may clip the seams at the curves and turn it inside out for a more finished look.

To assemble the puppets, insert the handle of the mop down through the top of the head.

To stuff the arms, roll newspapers and insert through the top of the head and down into each arm, all the way to the end of the "fingers."

Stuff head, shoulders and body with newspapers. Sew the bottom of torso closed. Paste on paper facial features.

George Washington

His beautifully curled wig is really the end of a mop! For the puppet pictured, a "yacht style wet mop" (the type without a metal bar) was used.

Insert the handle of the mop down through the top of the head. Stuff the

arms. Then, glue the fabric at the top of the head to the handle of the mop, close to the "hair." Stuff the head.

Arrange the strands of the mop to distribute them evenly on each side of the face and to cover the back of the head. To make the side curls, roll 4, 5 or 6 strands together; put a bobby pin into the curl from each end to hold.

You may wish to touch up the bobby pins with white paint, after all the curls are made, to make them less conspicuous. Make about five or six curls on each side.

Spot glue the strands of hair at the back of the head; then tie a little pony tail with a strip of crepe paper. Make a large crepe paper bow, and glue it across the bottom of the straight strands that aren't caught in the pony tail. Glue paper features to the face. Stuff the rest of the body.

For the neck ruffle, cut four pieces of crepe paper, 15" wide, in the following lengths: 4", 7", 10", 12". Stack, as shown, and stitch across the top, gathering to 3" wide. For a neckband, fold a strip of crepe paper to 3" wide. Glue the ruffles to the neckband, and glue around the neck.

To make his coat, cut newspaper patterns for the back, front and sleeves, as shown. Cut two sleeves from crepe paper or brown wrapping paper, and glue the underarm seam, leaving 8" open for the armhole. To glue the shoulder seam, overlap and glue the edges for a neater finish. Place the sleeves on the arms, pinning to the figure at the armhole. Glue on straight pieces for cuffs.

Using the newspaper patterns, cut the front and back of the coat from crepe paper or brown wrapping paper. Glue the front pieces to the back piece at the shoulders (A); then place the coat on the torso, and glue the side seams. Turn back the lapels, as indicated on the pattern. Pin the coat to the figure at the waist only.

PAUL REVERE
AND
DAVY CROCKETT
JOIN IN
ON THE FUN!



Betsy Ross

Use an old straw broom for Betsy!

Fold down the head on the body pattern before cutting it out. Make and stuff torso as you did for George Washington, but make larger seams so Betsy will be slimmer. Wrap yarn around head, for hair.

To make her dust bonnet, cut a 20" circle of crepe paper. With needle and thread, stitch around the circle, 1" from the edge. Gather the edge of the bonnet to fit around the head. Stuff with newspapers. Glue the bonnet to the sides of the head. Glue on paper features.

For Betsy's dress, cut 2½" yds. of crepe paper, 10" wide. Turn up 11" at each end, and glue, as shown. With your fingers, gently stretch the folded ends to "pouf" for the skirt. Place the crepe paper strip (dress) around her shoulders, and cross at the waist in front; pin to hold. Tie a sash around her waist, tying figure at the waist only.

in a bow at the back. Glue a paper ruffle to the front of her neck.

Make the flag from colored paper, omitting a few of the 13 stars. Bend Betsy's arms at the elbows and pin her hands together at her waist. Pin the flag to her hands, as pictured.

Tape a piece of coat hanger wire and yarn (for a giant needle and thread) to one hand and to a star.

Benjamin Franklin

This distinguished gentleman is made on a dust mop shaped like an "M".

Make the basic puppet, but when you put it on the mop, pull the top of the head up over the center of the mop to give the appearance of a balding head; overlap and glue to hold securely.

Brush a few streaks of black paint in his hair to resemble graying. Add features. Shape wire eyeglasses, and wrap the ends to the mop wire under the hair.

For a simple ruffled collar, softly pleat 12" x 15" crepe paper to about 4" wide, and attach to a 3" wide neckband. Glue in place.

Roll a paper scroll. Bend one arm at the elbow; pin the hand to his waist. Glue the scroll to his hand. Use crepe paper for his coat; make it as you did for George Washington.

Paul Revere

Make this famous rider from an old straw broom!

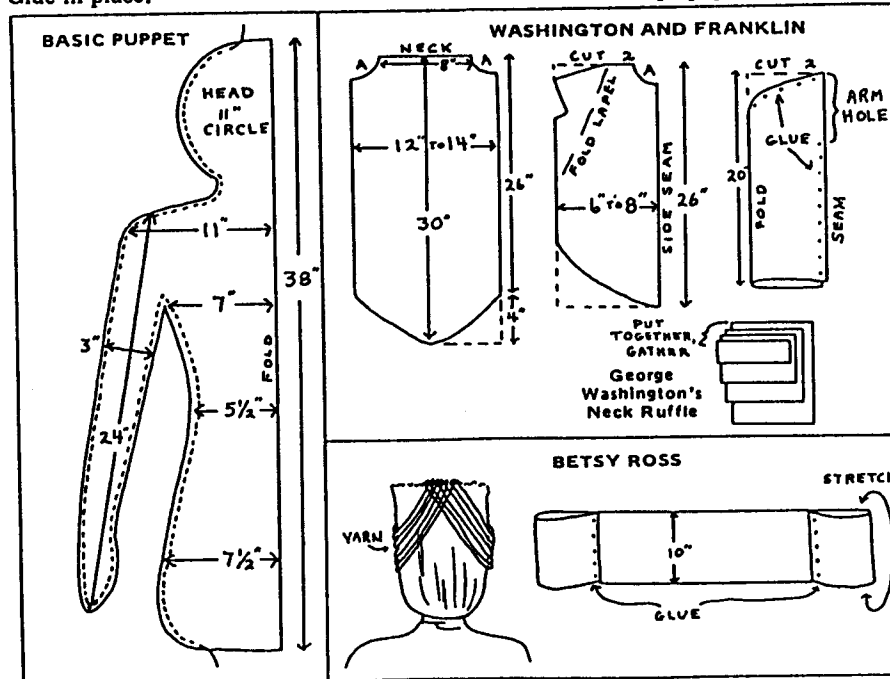
For his hat, roll a strip of colored paper into a tube and crease, as pictured.

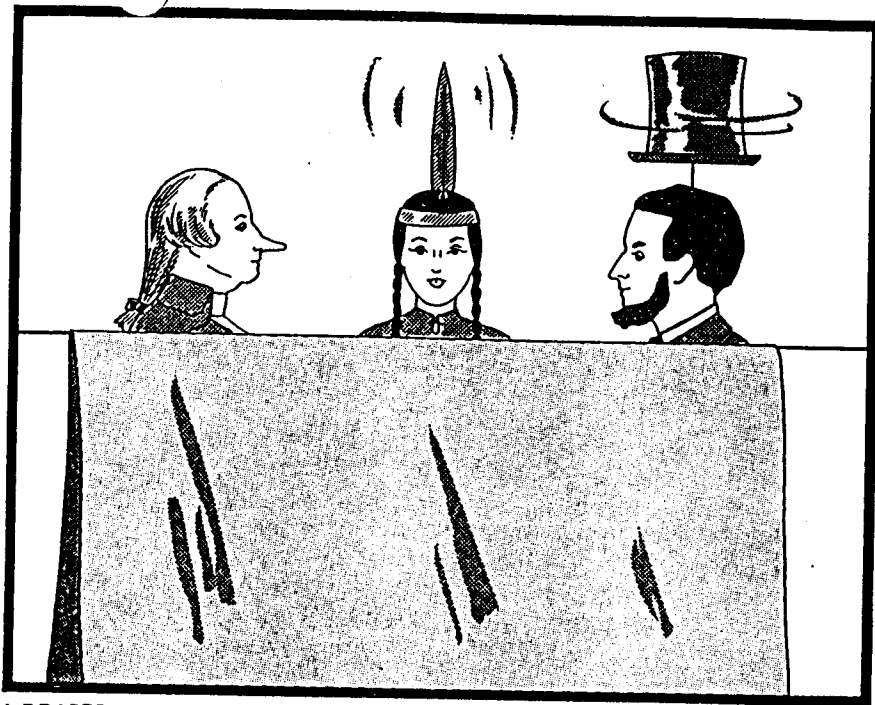
Make the body as for Betsy Ross, and his coat as for George Washington. Add yarn hair and paper features.

Davy Crockett

The well-known frontiersman wears a typical coonskin cap, made from crepe paper. Fringe several strips of crepe paper, and twist together for the tail of the hat.

Make his body as you did for Betsy Ross. For his shirt, make sleeves as for George Washington's coat, omitting cuffs. Cut a shirt from crepe paper, making the front and the back the same. Tie on a crepe paper belt.





A DRAPED BLANKET provides a quick stage for these ridiculous puppets. The puppet operators crouch down behind the blanket to present their show.

Famous American Puppets

You can have a lot of fun with these silly puppets, all caricatures of famous people in American history. Their moving parts will make you laugh, whether you use them just for fun, or use them with the verse skit on page 41.

For a quick stage, drape a blanket over a clothesline to the floor. The puppet operators must be able to crouch down behind the blanket.

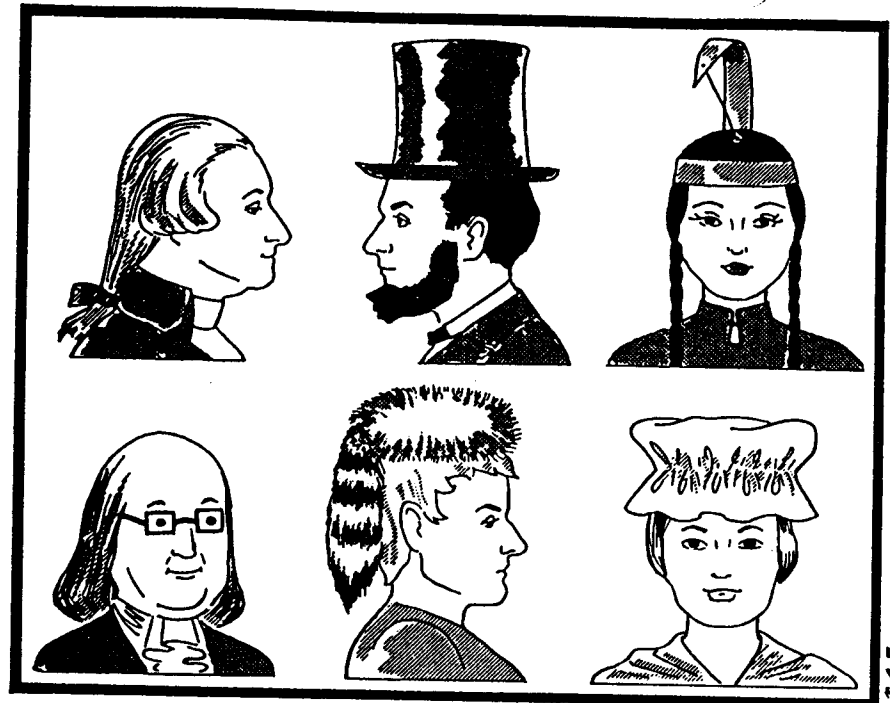
General Instructions

The puppets are easy to make from cardboard with the moving parts (cut separately from cardboard) attached at

the back of the head (see page 40). To make each puppet, cut the outline shape of the head, neck and shoulders with an overall height of about 11" (the head portion is about 7"). You can make the puppets larger, just be sure to change all other measurements.

Draw on features and paint the puppets as you wish, except be sure to give Ben Franklin square eyes. You don't have to be an artist — the outlines will make the puppets identifiable.

After making the head, add the moving parts for each individual puppet as specified. When taping, use masking tape. To operate each puppet, hold the bottom of the head with one hand and move the wire or string with the other.



SIX FAMOUS AMERICANS are portrayed in caricature. Top Row: George Washington, Abraham Lincoln, Pocahontas. Bottom Row: Ben Franklin, Daniel Boone, Betsy Ross.

George Washington

Would you believe — his nose grows! Cut George's famous profile from cardboard, and then cut a piece for his nose, about 6½" long. To the back end of the nose, tape a piece of coat hanger wire, 12" long. Place the nose on the back of the head and glue or tape a strip of cardboard over it near the front edge, as shown. Move the wire back and forth to shorten or lengthen his nose.

Abraham Lincoln

His hat pops up and twirls around! Cut Lincoln's profile from cardboard. Also, cut two stovepipe hats from cardboard. About 2" from the bottom of the back of one hat, tape or glue one end of a piece of coat hanger wire, about 23" long. Glue the second hat over the first, leaving the bottom of the

hat and brim unglued so the head will fit between. Bend both brims out.

Tape or glue cardboard strips over the wire on the back of the head, as shown. Move the wire up and down to raise the hat; spin the bottom to twirl the hat.

Pocahontas

Her appeal is in her beckoning feather. Cut out her head, facing full front. Before cutting her feather, test the cardboard to see which way it rolls easier. Then, cut the feather, about 10" long, in this direction.

Tape the bottom of the feather to the back of the head, as shown. Punch a hole through the bottom of the feather and the head, and another hole at the top of the feather. Tie a piece of string, about 2½ feet long, through the top hole. Bring the string down the front of

the feather, through the hole in the head, and out the back of the feather. Pull the string to curl the feather.

Betsy Ross

Betsy's ruffled cap falls down over her eyes. Cut Betsy's head, profile or full front, from cardboard. Then, cut a piece, about 5" high and 9½" wide, for her cap; bend the ruffle out. Tape one end of coat hanger wire, about 18" long, to the back of her cap near the top. Place the wire on the back of her head and cover it with a cardboard strip, as shown. Move the wire up and down.

Daniel Boone

The tail on his coonskin cap raises up! Cut Daniel's profile with his cap (except the tail) from cardboard. Then, cut the tail, about 9" long. The tail is attached to the back of the cap with a paper fastener, loose enough to allow the tail to move freely.

Make a cardboard "pocket" for the underside of the tail. To make the pocket, cut a piece of cardboard, 1½" x 2½". Tape three sides of the cardboard to the tail, as shown. Place one end of a coat hanger wire, about 13" long, in the pocket. With the wire at an angle, glue or tape a cardboard strip over the wire at the neck. Slide the wire up and down carefully so the wire will not come out of the pocket.

Benjamin Franklin

Ben's glasses swing out, revealing — square eyes! Cut Ben's head, ¾ view, from cardboard. Cut his square eye-glasses from cardboard, adding a strip, about ¾" x 2½", to one side. Cut a slit in his head to slide the strip through.

Tape one end of coat hanger wire, about 15" long, to the strip, as shown. Move the wire back and forth so the glasses swing open like a gate, revealing his square eyes.

Famous American Puppet Skit

Simple verses to use with the puppets in the preceding article.

The cast includes a Narrator and six Operators. The Narrator reads the verses; the Operators make the puppets "perform." On the last verse, all perform together.

NARRATOR: We thought that you would like to see
Some folks from out of history,
And see them in a different light.
Now, don't go 'way — you just sit tight!

(George Washington): We bet you've always wondered why,
George never, ever told a lie.
Well, he was proud and did it so
He'd not look like Pinocchio.
(The Operator lengthens George's nose.)

(Abraham Lincoln): Here's Honest Abe, so calm and cool,
So poised, serene, nobody's fool!
That's why, upon election night,
The crowds were startled at this sight!
(The Operator raises Lincoln's hat and twirls it.)

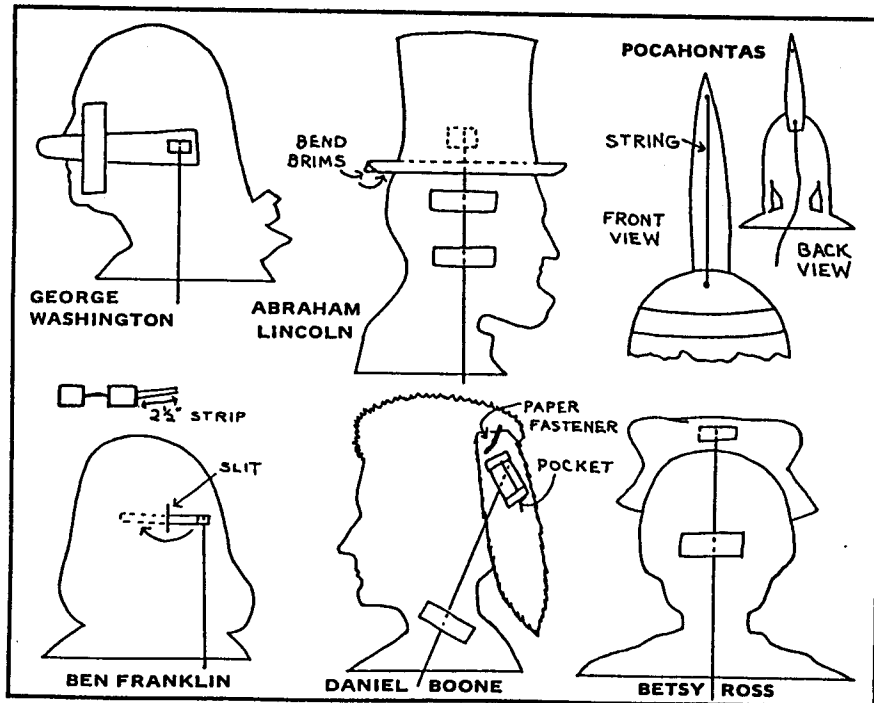
(Pocahontas): Fair Pocahontas, Indian maid,
Entranced John Rolfe, a planter staid.
Although they had no common ground,
She found this way to bring John 'round.
(The Operator curls and uncurls Pocahontas' feather.)

(Daniel Boone): Daniel Boone, a fearless man,
Afraid of none was good old Dan.
Or, so most thought, but those who knew
Could tell when Dan was scared clear through!
(The Operator raises the tail on the coonskin cap.)

(Benjamin Franklin): Ben Franklin who, the books all tell,
Did many things and did them well.
But here's a piece of data rare,
Here's why his glasses were so square!
(The Operator swings the glasses open.)

(Betsy Ross): Now, Betsy Ross, the legend goes,
Made the first flag, but no one knows.
We doubt she did, 'cause here's a blow —
This happened when she'd start to sew.
(The Operator lowers Betsy's hat over her face.)

We hope you liked these glimpses of
Americans you've grown to love.
It's all in fun, we hope you won't
Mind what we've said — we know they don't!



Presidential Puppet Party

A puppet skit for banquet fun

Here's a special skit to use with the "Presidential Puppets" on page 30. To perform the skit, you need five actors (four Operators for the puppets and a Narrator). If you want, the Operators with the puppets can be in full view of the audience. Or, you can cover a long table with a tablecloth or sheet that drapes to the floor. The Operators can kneel or sit behind the table, out of view of the audience, and reach up to place the puppets on the table. In any event, make sure the Operators speak the lines loud and clear. No other props or scenery are necessary to put on the skit.

You could also have the audience participate in the skit and add to the fun. To do this, have the Narrator divide the audience into four sections — one for each President — before the skit begins. Each section will make a sound at the mention of its President's name. Have the Narrator rehearse the sounds with the audience beforehand. The Presidents' sounds are as follows:

George Washington — Clap	Theodore Roosevelt — Stamp feet
Abraham Lincoln — Cheer	Ulysses S. Grant — Whistle

Be sure the Operators pause after the mention of each name (underlined in the script) to give the audience time to respond.

As the skit opens, the Narrator stands to one side of the stage and the puppets (except for T. Roosevelt) are in the center.

NARRATOR: You all know that the United States will be celebrating its 200th birthday next year. Various groups are already planning celebrations for this special occasion. But I bet you didn't know that a group of former presidents — George Washington, Abraham Lincoln, Ulysses S. Grant, and Theodore Roosevelt — are also planning a celebration. Let's listen as they make their plans for a gigantic birthday party for all the presidents.

LINCOLN: Nine score and nineteen years ago, our fathers brought forth on this continent a new nation

GRANT: Cut the dramatics, Abe. We know about the 200th birthday of our country. We're here to do something about it.

WASHINGTON: Let's see if everyone on the planning committee is here. I'm in charge of refreshments. Abe, you're the chairman of the hall and decorations committee. Ulysses, you're supposed to take care of the music. The invitations will be handled by Teddy — say, where is he?

ROOSEVELT (*appears on stage, sounds tired and out of breath*): Here I am, George. Sorry I'm late.

LINCOLN: We're just starting. You look awfully worn out and tired, Teddy.

ROOSEVELT: I sure am. I had a rough ride here. Say, I haven't seen all of you for a long time. You know, Abe, with both you and Ulysses wearing beards, you look a lot alike.

LINCOLN: Yes, I know. Everyone is always taking me for Grant — Ted.

GRANT: That's enough visiting for now. We've got work to do. Teddy, there'll be

38 invitations. Abe, where should we have the celebration?

LINCOLN: We'll need a lot of room. A big hall . . . maybe I can find a jumbo log cabin that's available.

WASHINGTON: How about having it at the White House?

LINCOLN: You never did get to see it finished, did you, George?

WASHINGTON: That's right. The East Room should be a perfect place for our party, if I remember the plans correctly. After all, I have such a great memory!

ROOSEVELT: What makes you think so?

WASHINGTON: Well, wasn't a monument erected to my memory?

ROOSEVELT: Ahem, well, yes. I guess so.

GRANT: Now that we know where the party will be, what will we eat?

WASHINGTON: As chairman of refreshments, I would like to suggest my all-time favorite — cherry pie!

GRANT: Sure, George, and then we'd have to cut it with a hatchet!

LINCOLN: Well, Ulysses, we could have chocolate Lincoln Logs . . .

ROOSEVELT: Preposterous! Remember, gentlemen, that this is a birthday party. No birthday is complete without a birthday cake!

WASHINGTON: Yes, Teddy, I suppose you're right. We could ask the Poppin' Fresh Doughboy, Duncan Hines, and Betty Crocker to help us out with the cake and other refreshments. How does that sound, Ulysses?

GRANT: Delicious, George. Now if any of you are entertaining any ideas I'd like to hear about them, since I'm on the entertainment committee.

LINCOLN: We need some real all-American entertainment

ROOSEVELT: Why not invite John Phillip Sousa and his band? You can't get any more patriotic than him — he's got "U-S-A" in his last name!

WASHINGTON: Personally, Teddy, I think it's an excellent idea. After all, he did write the "Washington Post March"!

LINCOLN: That settles about everything now. I'm checking on the place. Teddy will send out invitations. George is ordering the birthday cake. Ulysses will get Sousa and his band.

GRANT: What a party! Abe, we'll have the finest of everything!

ROOSEVELT: It'll be a grand celebration!

WASHINGTON: Hold it! (*Pause.*) How are we going to pay for all of this? The money's got to come from somewhere

LINCOLN: We could ask for a donation at the door

GRANT: Or sell raffle tickets and candy bars

ROOSEVELT: Or sell cookies

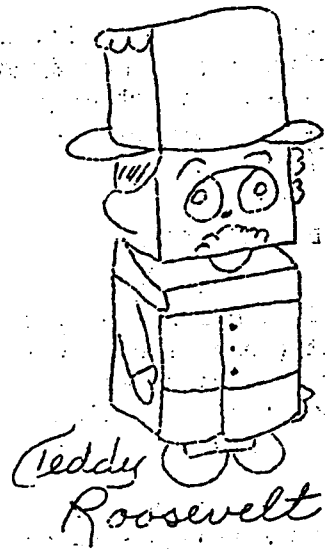
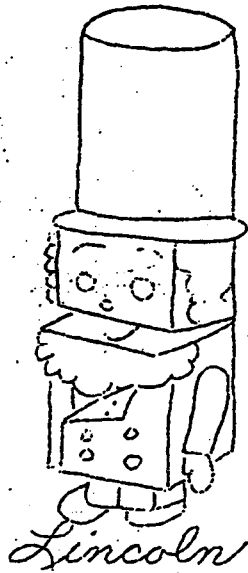
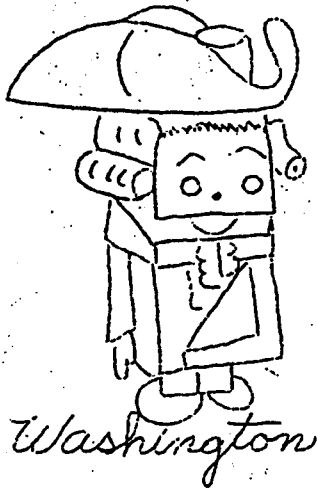
WASHINGTON: There must be a better way to pay for our party. Let's think a little harder.

(All the puppets huddle together and continue to mumble, as if in discussion, as the Narrator speaks.)

NARRATOR: And so, Abe, George, Ulysses and Teddy tried to think of a way to pay for the wonderful party they had planned. They thought and thought. How would they pay for it? How could they pay for it? Finally, Teddy Roosevelt came up with the perfect answer. What could be more American! He told the other Presidents how they could pay for their expensive birthday party when he uttered his immortal word

ROOSEVELT (*opening his mouth wide and shouting*): CHARGE!

PRESIDENTIAL PUPPETS - from milk cartons



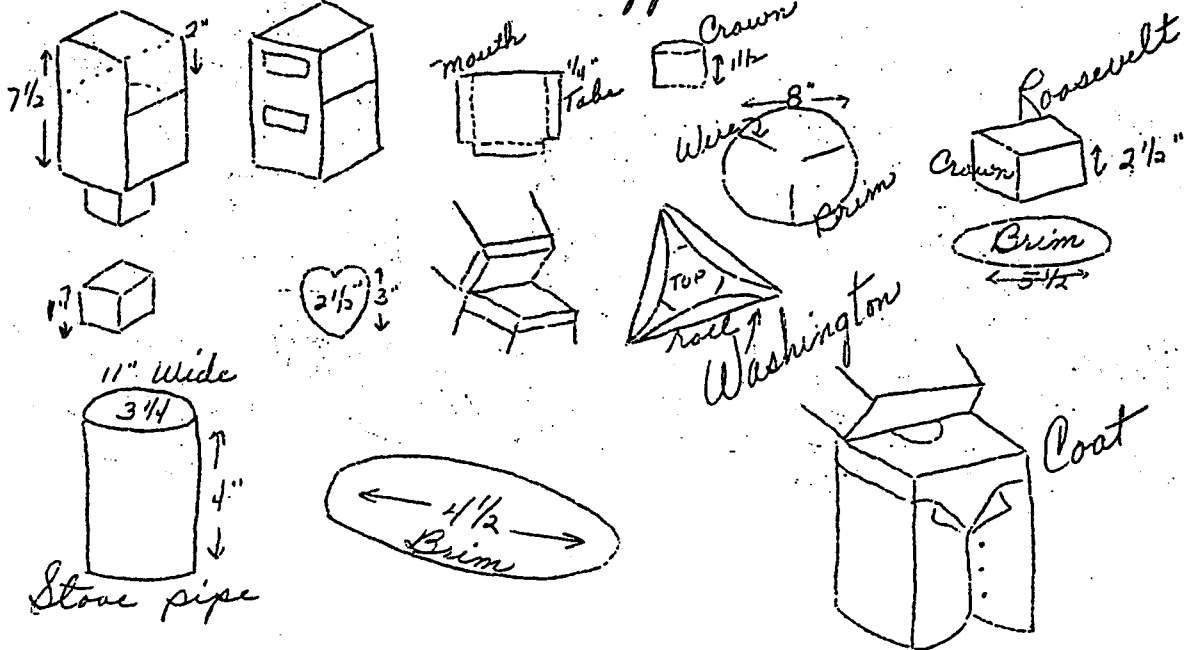
In addition to a quart-size milk carton, you will need cardboard, colored paper, glue, facial tissue, 18 gauge wire and yarn.

BASIC PUPPET - cut down a quart milk carton to 7½" high and invert it. To make the puppet's mouth, slit three sides of the carton, 2" from the top. Lightly score the uncut side of the carton and fold to make hinge. Cut two openings for your fingers, 1" x 2" in the back of the carton above and below the mouth as shown. Cut a piece of cardboard to fit the bottom of the body and glue. Cut feet.

For the head, paint or cover with paper the top 3¼ of the carton. Make upper and lower mouth linings and lips from red paper or outline with magic marker. Cut tabs to fit inside the mouth both top and bottom, glue. Decorate as desired to fit the character.



Basic Puppet



SKITS

THE MAKING OF A FLAG

- Personnel:** 7 Cub Scouts
- Equipment:** 6 Flags made out of cardboard or construction paper.
- Arrangement:** Have Scouts off stage holding a flag he made.
- Cub Scout #1:** This evening, Den ___ will display the flags they made and give you a brief history of our flag.
- Cub Scout #2:** (Walking in holding his flag and showing it to the audience.) This is the Grand Union Flag. At the beginning of the American Revolution the colonists hoped not so much to gain independence as to correct the wrongs done them under the rule of George III. They kept the British Jack out of loyalty to the crown but added the 13 stripes to show their own unity. It was raised the first day of Jan. 1776, over George Washington's Headquarters.
- Cub Scout #3:** This is Old Glory, the first official flag of the United States of America. It was created by a resolution of the Continental Congress, passed June 14, 1777—a date we celebrate as flag day.
- Cub Scout #4:** This is the Star-Spangled Banner. When two more states joined the original 3, stars and stripes in the flag were increased to 15. This flag of 15 stars and stripes flew over Fort McHenry the night of its bombardment in 1814 and inspired Francis Scott Key to write the verses of our National Anthem.
- Cub Scout #5:** This is the Flag of 1818. As more states joined the union, the flag would become an awkward shape if more and more stripes were added. Therefore, on April 4, 1818, Congress passed a law that restored the design of the flag to the original 13 stripes and provided that a star should be added for each new state.
- Cub Scout #6:** This is the 48-Star Flag that came into being in 1912, when Arizona became a state. President Taft ordered the stars be placed in six rows of eight stars each. This flag served us through two world wars and the Korean conflict.
- Cub Scout #7:** This is the 50-Star Flag. The flag of the United States of America today. The stripes remind us of the 13 original colonies that gained us our Liberty. The stars represent the states bound together into one country. When you salute our country's flag, think of all the things for which it stands: Our history, our liberty, our traditions, our American way of life. Then pledge yourself to honor them as a boy and to uphold them as a man.

(Note: The number of flags may be increased according to the number of boys in the den. Two dens may combine if desired.)

THE SPIRIT OF CUB SCOUTING

The narrator represents "the spirit of Lord Baden-Powell" and is a Den Chief in full uniform, wearing a campaign hat. He reads the entire script from a lectern.

"I represent the spirit of Lord Baden-Powell, the founder of Boy Scouting. I am also the spirit of Scouting past and present. Here is our future - Cub Scouts of America."

(As the narrator reads, boys enter and pass across the stage as directed and stand on the other side until the end of the skit.)

(First boy enters carrying a toy church or Bible)

"We take turns praying in our dens. I like to wear my uniform to church on Scout Sunday. Nearly half of all Cub Scout Packs in America are sponsored by Churches."

(Second boy enters in complete Cub Scout uniform.)

"The two colors in the Cub Scout uniform have meaning. Blue stands for truth and loyalty; gold for good cheer and happiness."

(Third boy enters carrying the Wolf Cub Scout book and Kipling's "The Jungle Book".)

"Early Cub Scout ceremonies were based on Kipling's jungle tales. When Cub Scouting was organized in America in 1929, Indian themes were used."

(Forth boy enters with a craft project of wood.)

"Cub Scouting means fun. We have lots of fun. But I like making things - real boy projects - things we can play with or that follow our theme."

(Fifth boy carries a nature collection in.)

"I like to go on hikes and collect things for my nature collection or den museum."

(Sixth boy enters with a buddy burner.)

"I like to go on picnics. We Cub Scouts sure like to eat! This is the cook stove that I made."

(Seventh boy enters, the smallest Cub Scout, with the U.S. flag.)

"I am proud to be an American, so that I can salute the flag. I also like to see our Pack flag, because then I know I am part of the — years of scouting. I belong!!"

"Yes, I represent the past and the present. These boys, Cub Scouts now, are the men of tomorrow. They will be the preservers of the American Heritage. Please stand and join us in singing God Bless America."

"HERITAGE LOST"
(An Audience Participation Skit)

Narrator: Our American Heritage is filled with heroes. Everyone here has heard of Paul Revere and the story of his heroic ride to warn the people of Lexington and Concord, Massachusetts about the approach of the British army. His famous ride took place during the revolutionary war, on April 18th, 1775. Paul was able to make his ride because he was signaled by a sentry, who watched for the soldiers from the tower of the old North Church in Boston. Paul and the sentry worked out a simple set of signals: the sentry would light lanterns; one lantern if the soldiers were approaching by land and two lanterns if they were arriving by sea. Paul, mounted on his horse would be watching for the signal, and ready to ride and warn the people of Lexington and Concord to be ready for all the soldiers when they arrived.

Have you ever thought what a hard time Paul and his sentry would have had today? Just think of all the ways those British soldiers could come! Let's rewrite a little American history and you can help me and you'll see just how confusing it would be today. I want you to stomp the floor with your feet when I say the following words: Stamp once everytime I say the word land, stamp twice when I say sea, three times for airplane, four times for train, five times for submarine and six times for rocket.

Now we are ready to take another look at history:-

In a steeple of the old North Church in Boston, a sentry looked out over the Sea. His eyes strained as he looked across the Land. All was very still. It was late at night. Next to him was a lantern, he took a sheet of paper that a Boston Citizen has given him from his pocket. It read, "Signal with your lantern when you see the British army approaching.. The signals are: 1 if by Land, 2 if by Sea, 3 if by Airplane, 4 if by Train, 5 if by Submarine and 6 if by Rocket." After reading it, the sentry began to put it in his pocket, just as a gust of wind blew the paper out of his hand. Out across the Land and into the Sea it went. The sentry thought, I'm sure I can remember it. Just then he saw a Submarine surface a short distance from the Land. He grabbed his lantern to wave it 4 times. "OH, NO!", he thought. "4 times is for Rocket, or is it for Land?" "No, it's 1 for Land, so it must be 2 for Submarine. No, no, 2 is for Airplane. It must be 3." As he started to raise his lantern, "Let's see, Submarine comes after Train but what's Rocket? Oh, now I remember! Rocket is a 6 and Train is a 4 so Submarine must be 5."

While the sentry was trying to remember his signals, the British Submarine has loaded its passengers into launches and hundreds of British soldiers were now on Land. "Oh my", thought the sentry, "they are not in Submarine anymore, they are on Land. I'll have to signal that." But he couldn't remember what the signal was for Land. He desperately tried to remember. I figured out what Submarine was because I remembered Rocket and Train. That leaves Sea, Airplane, and Land. Oh, now which is it?" He sat there hopelessly confused. He just couldn't remember any signals, He couldn't unscramble Rocket, Airplane, land, Submarine, Sea, and Train. The British marched into Lexington and Concord and since all the people were sound asleep the soldiers had no trouble in capturing them.

The only person they met was a man sitting on a horse. Who he was or why he was there, no one seemed to know.

THE STORY OF SCOUTING

A pantomime skit with three scenes. Narration follows each scene.

SCENE 1: Makeshift campsite ... artificial campfire ... boys in camp clothes ... one man wearing uniform and campaign hat. Boys move around, getting settled in campsite, with man pantomiming directions. (Curtain closes)

NARRATOR: The date: July 29, 1907. The place: Brownsea Island, off England's southern coast. 21 boys and two men set up a makeshift camp which will be their home for the next two history-making weeks. One man was Lord Baden-Powell. The boys were from every part of England. They were the first Boy Scouts, but they didn't know it. Baden-Powell was testing his idea for a new organization for youth.

SCENE 2: Street scene in London ... lamp posts ... foggy night. Man is walking down street, glancing at a paper in his hand ... looking for the right address. He shakes his head, discouraged. A boy appears out of the fog ... pantomimes questioning man ... he leads man down the street, points out house. Man offers him money. Boy shakes head ... explains Man inquires about Scouting ... (Curtain closes)

NARRATOR: The date: Two years later. The place: a London street. The man: William D. Boyce, an American publisher in London on business. He is lost in the fog. A boy appeared out of nowhere and offered his help. After directing the man to his destination, the boy refused the offer of a tip, saying "Scouts do not accept tips for doing a good turn." Boyce inquired more about Scouting and his interest was aroused.

SCENE 3: Steamship in background ... man is boarding ... he carries suitcase ... sign nearby points to America. (Curtain closes)

NARRATOR: When Boyce boarded the transatlantic steamer for home, he was afire with enthusiasm to establish Scouting in America. He had interviewed Baden-Powell and had a suitcase full of ideas. On February 8, 1910, Boyce incorporated the Boy Scouts of America in Washington D.C.

This was the beginning of a movement which has grown and grown over — years to a world force of more than — million members. And YOU WERE THERE!



BIRD'S EYE-VIEW

Bird: I want to tell you a story about three Cub Scouts.
(Scouts 2 & 3 are sitting in a corner at a Scout meeting)
(Scout 1 helping old man across the street)

Man: Thank you son. (starts trying to pay)

Scout #1: No thank you sir. Scouts don't accept money for doing good deeds.
(runs to the rest of the Scouts)

Scout #2: Why were you late? We've been waiting for you.

Scout #1: I just helped a man across a very busy street.

Bird: An old man from America was visiting England. He was so impressed with this boy and the Scouting program, he brought it back here.
(Scouts in corner whittling)

Scout #3: Hey, who will be the cook on our next camping trip? (discussion)
(two or three Cub Scouts peek in window)

Cub #1: Where are you going?

Cub #2: Did I hear camping?

Cub #3: We want to go!

Bird: Those little brothers never got to do anything their big brothers did.

Cub #1: That's not fair!

Cub #2: We want some fun too.

Enter Mom: Hey guys, while your big brothers are going camping this weekend let's get together at our house. We'll have all kinds of fun.

Cubs: Yeah, let's go!

Scouts: Terrific.

Bird: Yep, it was back in 1930; the beginning of Cub Scouting. That's how it all started. Now that you have heard the story, if any one asks you, you can tell them that a little bird told you. Tweet-tweet.

THE MAGIC KITE

CHARACTERS: 6 boys

PROPS: Outside scene, ball of string and a kite tail.

SETTING: Boy holding a ball of string with a kite tail on one end. Five other boys gathered around.

1st BOY: What's that?

2nd BOY: Don't you know what a kite looks like?

1st BOY: Sure I do, but if that's a kite, then it sure won't fly.

2nd BOY: It'll fly, it's magic!

3rd BOY: Kites can't be magic!

2nd BOY: This one is. All I have to do is say, "Dad, look at the kite I've made."

4th BOY: Then what!

2nd BOY: He shows me how to make one.

5th BOY: That kite still won't be magic!

2nd BOY: UN huh! Then he shows me how to fly it.

6th BOY: Wow! It's magic if it can do all that. Come on, guys, let's make one.

(All boys going off stage saying "Yeah", "Wow", "It Is Magic", "Let's Go".)

NOTE: If you have more boys in your den, these boys could be just standing with the others or you could add more speaking parts.

★ Star-Spangled Banter ★

A humorous look at modern America by famous Americans of the past!

This skit, written to be used with the broomstick puppets on page 32, calls for six characters: MC and puppeteers for Betsy Ross, George Washington, Ben Franklin, Davy Crockett and Paul Revere. Double-up on parts, or have the kids themselves portray the characters if the puppets don't suit you.

No scenery is required. Props are: the puppets themselves and a kite for Ben Franklin's second entrance. As the scene opens, MC is alone on stage.

MASTER OF CEREMONIES: To help us celebrate Independence Day, we have arranged for the return visit of five of history's most famous Americans. Our first guest from early America is Betsy Ross. *(Betsy Ross enters.)* What have you found most interesting about life in America today, Miss Ross?

BETSY ROSS: Ms. Ross, if you please.

M.C.: Sorry, Ms. Ross.

ROSS: As a seamstress, I'm always interested in fashions. Today there are so many different styles to choose from, and no two people dress alike. That's quite a change from colonial times!

M.C.: Do you like today's styles, Ms. Ross?

ROSS: I certainly do! Now, if you'll excuse me, I must get back to my sewing.

M.C.: Are you working on an updated version of your original American flag?

ROSS: Goodness, no! I'm whipping up a fabulous sweatshirt for myself. *(She demonstrates with hands as she describes shirt.)* The front has a stream of purple sequins in an enormous question mark. There are epaulets of metal studs at each shoulder, and the entire back is an appliqued picture of The Pointer Sisters on stage in Vegas. Totally awesome!

M.C.: Sounds awesome for sure, Miss Ross...er, Ms. Ross. *(Shakes head and clears throat.)* And now, America's first president, George Washington. *(Washington enters.)*

WASHINGTON: Thank you. I've been listening from offstage, and what most impresses me in today's America is stamps. One of the main reasons for the Revolutionary War was the Stamp Act. We colonists refused to pay a stamp tax for letters and newspapers and such. Today, stamps are not only used, they're collected!

M.C.: Does this mean you're displeased, Mr. President?

WASHINGTON: Oh, no! I love the stamps! Especially your 5 cent stamp. A handsome stamp...a very handsome stamp indeed. Of course, the one dollar bill does highlight my dimples more. But the 5 cent picture isn't bad. Not bad at all. *(Exits.)*

M.C.: Next, one of the authors of the Declaration of Independence, the inventor of the bifocals, the discoverer of electricity, Mr. Ben Franklin! *(Franklin enters.)*

BEN FRANKLIN: Little strokes fell great oaks.

M.C.: Ben, how do you like the changes in America since colonial days?

FRANKLIN: We must all hang together, or assuredly we shall hang separately.

M.C. (confused): I can't disagree with you there, Ben, but what has been the most exciting part of your visit to 20th century America?

FRANKLIN: In this world, nothing is certain but death and taxes.

M.C. (very confused): Mr. Franklin, I just want to know how you like 1987!

FRANKLIN: Early to bed and early to rise makes a man healthy, wealthy and wise.

M.C. (calling to someone offstage): Can someone please find a kite for Ben?

FRANKLIN: Great haste makes great waste. A penny saved is...*(Ben's voice fades as M.C. gently pushes him offstage.)*

M.C.: Now you go fly a kite, Mr. Franklin. That's right, Mr. Franklin. Fine, Mr. Franklin. Thank you, Mr. Franklin. *(Wipes hand with hanky and pulls himself together.)* Next, that famous frontiersman, Davy Crockett. *(Crockett enters.)* Mr. Crockett, you're known as a man with real frontier spirit. Is there evidence in present day America of that same fighting spirit?

CROCKETT: Yup, thar is. And I hope that fighting spirit is applied to something really worthwhile, something really menacing, something terribly threatening. I want to wage a full campaign against one of the worst phenomenons in the world: Hiccups! Hiccups are tough. Muskets don't stop 'em. Cannons can't hurt 'em. What we got to do is organize against those hiccups. Each and every one of us must pledge to stomp out hiccups whenever and wherever they rear their ugly heads. *(His voice gets louder and louder as his anger and enthusiasm increase.)* Let the battle cry be heard across America: Remember the Alamo and go out and destroy a hiccup! Never forget that the only good hiccup is a dead...*(here he pauses because he can tell he's about to hiccup)* hiccup. Dang nabbit! *(Walks offstage hiccupping.)* It's all out *(hiccup)* WAR!

M.C.: Our last guest is that famous messenger of the Revolution, Paul Revere. *(Revere enters.)* Mr. Revere, what is most outstanding about America today?

REVERE: Your transportation! In my day, a trip from New York City to Philadelphia took two days in a stagecoach. The same trip by water took three days. Today you can drive an auto-MO-bile between those two cities in just over one hour, and a speed boat takes you there in about two hours. *(Pauses. Then continues absent-mindedly.)* Or is it the other way around: two hours by car and one hour by boat? No, I believe it's one if by land and two if by sea.

M.C.: Then you're most impressed with our cars and boats?

REVERE: Cars and boats, yes. And your buses, your go carts, your skate boards, and your electronic ignition, super blown head, dual exhaust, custom deluxe motorcycles with sissy bars. *(Makes cycle "brrm-brrm" noises as he exits.)*

M.C.: I'd like to thank our famous guests. *(All enter. Franklin holds a kite.)* We're so glad you returned to America for our 4th of July celebration. Now I know you must step back into history.

HISTORICAL CHARACTERS (in unison): We will miss you. We will miss you.

M.C.: Thank you for joining us.

HISTORICAL CHARACTERS (in unison): We had a wonderful time. We had a wonderful time.

M.C.: I'm sure you did but you must go back to your places in history. In fact, you people ARE history.

HISTORICAL CHARACTERS (in unison): We are history. We are history.

M.C.: Before you leave, I'd like to ask you just one more question.

HISTORICAL CHARACTERS (in unison): Go right ahead. Go right ahead.

M.C.: Why are you saying everything two times?

HISTORICAL CHARACTERS (in unison): Because history always repeats itself. History always repeats itself!

CHAPTER 9

WEATHER EMERGENCIES



**GET TO
HIGH
GROUND!**

THE NATIONAL WEATHER SERVICE SAYS:

FLASH FLOOD WATCH

MEANS THERE MAY BE FLOODING. STAY ALERT. WATCH FOR THUNDERSTORMS. KEEP AN EYE ON RIVERS AND STREAMS. IF THEY RISE - DON'T WAIT, GET TO HIGH GROUND FAST.

FLASH FLOOD WARNING

MEANS THERE IS FLOODING. ACT AT ONCE. MOVE OUT. GO TO A SAFE AREA ON HIGH GROUND.



Hurricane Awareness

Federal Emergency Management Agency / National Oceanic and Atmospheric Administration - U.S. Department of Commerce

Entering the Hurricane Season

June to November

Being prepared for the Hurricane Season can make a significant difference in your ability to cope with these violent storms. Each community in a hurricane region may have overall plans to combat this menace, but individuals, too, need to be cautious and prepare for threats to their safety. Remember, because hurricanes are so unpredictable in their destructive capabilities, you might have to rely on yourself for a period of time during one of these storms.

A hurricane begins as a tropical storm somewhere over the ocean. Rotating in a circular pattern, the storm quickly picks up speed and momentum, reaching wind-speeds of 74mph and is thus labeled a full-force hurricane. While the strong winds and heavy rains of a hurricane can pose a threat to human life and property, the most dangerous element of a hurricane is the storm surge. As the storm moves across coastal areas, tides of three to ten feet above normal are common occurrences. In some cases, surging tides may rise over 20 feet and flood low-lying inland areas.

It is never too early to set aside the supplies you would need during a hurricane emergency. People traditionally stock supplies such as extra medication or an extra pair of glasses for emergency situations. A hurricane emergency is no less important, and special precautions or preparations should be made for your protection.

The Federal Emergency Management Agency and the National Weather Service suggest that a list of hurricane preparation supplies should include several days supply of drinking water and non-perishable food, a first-aid kit, a fire extinguisher, a battery-powered radio, flashlights, and extra batteries.

If you live in a coastal area, have a safe evacuation route planned. Your community's hurricane preparedness plan should include designated safe areas, areas to be evacuated during a hurricane emergency, and safe evacuation routes to shelter. Information on evacuation planning in your area can be obtained by contacting your local civil defense or emergency services office.

YOU CAN SURVIVE A TORNADO: SAFETY TIPS

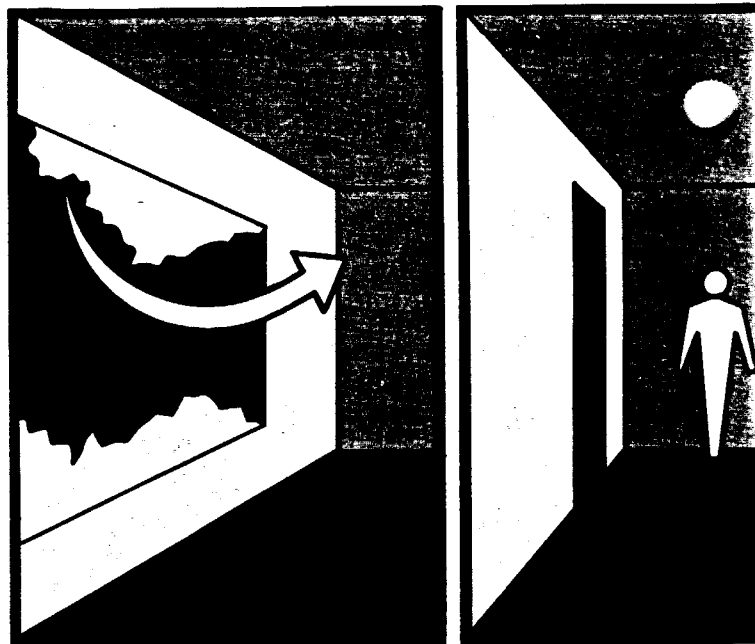
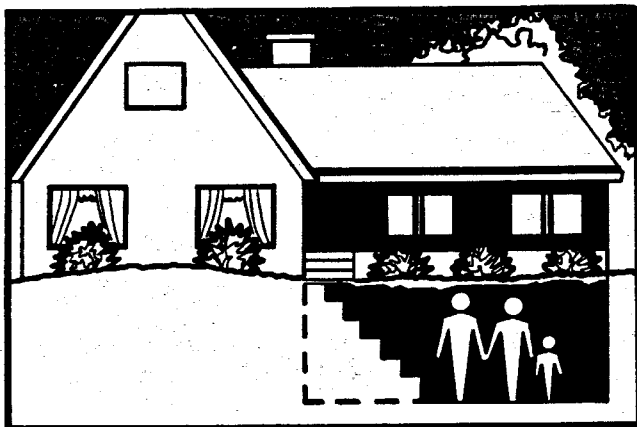
Although most tornadoes strike during the spring and summer, it is important to realize that they can occur anywhere, at any time. The winds of the tornado can reach speeds of 300 mph, and at these speeds, neither man nor nature make many things that can hold together. The one thing to remember about tornadoes is that they will go where they want. **GET TO SHELTER IMMEDIATELY!** With this in mind, the best place to go is *underground*, or as underground as possible to avoid the winds and flying debris that can kill.

FEDERAL EMERGENCY MANAGEMENT AGENCY / NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION — U.S. DEPARTMENT OF COMMERCE

Tornado Safety Campaign



Remember, there is no guaranteed safe place during a tornado. However, there are some locations that are better than others. By following these suggested safety rules and by using common sense, survival is possible.



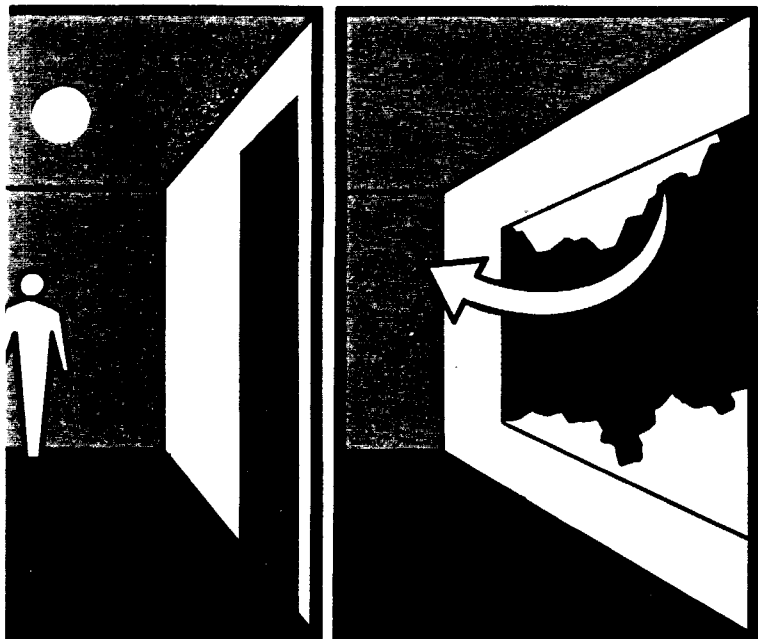
THE HOUSE

- The safest place in the home is the basement and the safest place in the basement is in a corner. If no corner is available, an outside wall is the next best location.
- One basic rule that should be followed is to **AVOID WINDOWS**. If flying debris does most of the killing, the worst kind of flying debris is broken glass.
- For added protection, get under something strong, such as a workbench or heavy table. If possible, cover your body with a blanket or sleeping bag. Protect your head with anything that is available.
- Another safe place in the basement is underneath the basement stairway. Stairways are structurally sound and are usually a safe place to be, especially if they are along an inside wall. No matter where you seek shelter, you should avoid being underneath heavy objects such as refrigerators, washing machines, or pianos.
- Avoid rock or brick walls and chimneys. Instead of blowing over in the high winds, they have a tendency to collapse straight down.
- If the house has no basement, or if there is not enough time to get to the basement, the next best location in the home is in the innermost hallway on the lowest floor. Because the walls are closely tied together, they will hold together better in the high winds.
- An interior closet is a good place to go. The closet has four walls closely tied together and there are no windows. An interior bathroom is even better. Not only does it have four walls closely tied together, but the plumbing helps hold things together. In addition, the bathtub, sink and toilet help support debris in case the house collapses.



MOBILE HOMES

- During a tornado, one of the least desirable places to be is in a mobile home. The tornadic winds knock the mobile home from its foundation, rolling it along the ground and breaking it apart. If you are in a mobile home when a tornado approaches, seek other shelter immediately.
- Seek shelter on foot if possible. **DO NOT DRIVE YOUR CAR!** Do not get under a mobile home!
- Plan ahead if you live in a mobile home. Make arrangements with friends or neighbors that have basements. When the weather looks threatening, go there. Encourage your mobile home group to develop its own shelter.



APARTMENTS (The safety rules for the apartment are the same as for the house.)

- Avoid windows.
- Get into the innermost portions of the building on the lowest floor.
- If a basement is available, get into it.



MOTOR VEHICLES

- The least desirable place to be during a tornado is in a motor vehicle. Cars, buses and trucks easily become flying missiles as a result of tornadic winds.
- Never try to outrun a tornado in your car.
- Stop your vehicle and get out. Seek shelter someplace else. Try to get into someone else's basement. Do not get under or next to your vehicle; it may roll over on you.

BE PREPARED!

- No matter where your shelter is, you should have a few basic supplies there. Since most tornadoes occur at night, you should have spare clothing; pants, shirts, underwear and shoes. Sleeping bags and blankets are also necessary. A portable radio and/or weather radio and a flashlight are a must. Fresh drinking water and some food are helpful, as well as a few tools to help you dig out in case of collapse.
- Once you determine where your shelter is going to be, you should practice getting there. Practice sessions should be held by the entire family at least once before the tornado season begins and then again during the summer. The more you practice, the faster and more safely you will get to shelter. Since most tornadoes occur at night and usually take out power lines, more than likely your home will be dark. You are less likely to get hurt if you are going someplace you have been before.

REMEMBER...KEEPING ALIVE DURING A TORNADO DOES NOT HAPPEN BY CHANCE.



OUTDOORS

- If you are trapped outside and there is no basement or building to get into, get as far underground as possible. Remember, your best chance for survival is to get away from the killing winds. Do not stand up and watch the tornado.
- Seek shelter in a ditch, gully, ravine, or culvert. Even just a low spot in the ground is going to give you some protection.
- Do not get into a grove of trees. Remember to *protect your head*.

LONG SPAN BUILDINGS

- Long span buildings are especially dangerous because the entire roof structure is usually supported solely by the outside walls. The inside walls are usually false or non-load bearing walls. When the tornado approaches, the strong winds knock out the supporting walls and the roof collapses. Some examples of these types of buildings are: civic centers, arenas, memorial buildings, theaters, shopping centers, grocery stores, swimming pools and gymnasiums.

- If there is not enough time to get to another building for safety, the next best place is in the bathroom. In larger buildings, the bathrooms are usually made from concrete block. Besides having the four walls and plumbing holding things together, the metal partitions help support any falling debris.
- If the building is coming apart and there is no time to go anywhere, seek shelter right where you are. Try to get up against something that will support or deflect the falling debris. For instance, in a department store, get up against heavy shelving or counters. In a theater, go under the seats. Do not panic and remember to protect your head.
- If a tornado is approaching and there is sufficient time, get out of long span buildings. Try to get to a building that has a basement. Seek shelter on foot, and if no building is available, remember to get out of the winds and into a ditch, gully, or ravine. **DO NOT DRIVE AWAY FROM LONG SPAN BUILDINGS.**
- Do not use elevators; the power may go off and you could become stuck on the upper floors.
- Do not open windows; time is too valuable and flying glass is dangerous.
- Students and patients should be moved from the upper floors first.
- Get into the inside hallways and close the doors to the outside rooms. This will keep flying glass and debris to a minimum. Get everyone against the hallway walls, facing the wall.
- Protect your head and make yourself as small a target as possible by crouching down.
- Keep away from the ends of the hallways.

SCHOOLS, HOSPITALS, NURSING HOMES AND OFFICE BUILDINGS

- Special attention must be given to these structures. Not only is there a large concentration of people in a small area, but these buildings are well known for the large amounts of glass used on the outside walls.
- Get into the innermost portions of the building with the shortest span.
- Avoid windows and glass doorways.
- Get into the basement if possible.

THERE IS NO GUARANTEED SAFE PLACE DURING A TORNADO. DO NOT WATCH THE TORNADO. WHEN THE SIRENS GO OFF, DO NOT RUN OUTSIDE TO SEE WHAT IS HAPPENING. THE SIREN MEANS THAT YOU ARE IN IMMEDIATE DANGER. SEEK SHELTER IMMEDIATELY. YOUR LIFE AND THE LIVES OF THOSE AROUND YOU MAY DEPEND UPON YOUR ACTIONS.

Adapted from *An Introduction to Meteorology for Severe Weather Safety* by Karl Silverman, Disaster Preparedness Specialist for the National Weather Service, NOAA, 1980.

CHAPTER 10

WEBLOS TRAINING



WEBELOS LEADER OUTDOOR QUIZ

1. How many Webelos father-son overnight camp-outs are permitted in a year?
2. Who is responsible for the Webelos Scouts on an overnight?
3. Who is responsible for planning, organizing, and leading the overnight?
4. What do you do if all dads can't go?
5. How do you get tentage and other equipment?
6. Who cooks the meals?
7. What kind of meals should be planned?
8. What should be done with empty bottles before leaving the campground?
9. What about empty tin cans?
10. What do you do with garbage? With trash?
11. What is the easiest way of handling dishwashing?
12. What is a slit trench latrine?
13. What do you do if drinking water isn't available at the campsite?
14. How can transportation best be handled?
15. List some good Webelos camp activities.
16. The first step to a successful Webelos den overnigher is a meeting of _____.
17. Webelos den overnighers away from home can use a good guide to safe practices by securing a _____ from the local council.
18. If your overnight camp is located where swimming and boating are possible, you should use the _____ for help in conducting your swimming program.
19. All overnighers should be conducted with the _____ and _____ of the boys in mind.
20. What things should be avoided on hikes?

HOW DO I RATE AS AN EFFECTIVE LEADER?

- 1. Do I understand my responsibilities as a leader and the responsibilities of those with whom I work?
- 2. As a leader, do I involve others, or do I like to run the show and try to do it all myself?
- 3. Do I really listen to other people when they are speaking, or am I just waiting for the opportunity to get in my two cents worth?
- 4. Do I willingly accept the advice of others?
- 5. Do I have a good relationship with other leaders and parents?
- 6. How do boys and adults respond to my leadership?
- 7. Do I encourage free expression of ideas and feelings from the boys and other adults?
- 8. When I am criticized or found to be wrong, do I honestly admit my failing or do I attempt to cover up by making excuses?
- 9. Can I accept others just as they are or do I judge them according to a set of standards that suits me?
- 10. Am I calm, confident, and clear thinking, or do I overreact to situations, become overwhelmed, nervous, or insecure?
- 11. Do I have a positive image about my own abilities and talents and am I humble in using those gifts? Do I have my act together?
- 12. Things are changing more rapidly today than ever before. How do I react to change? Am I flexible about new ideas and methods in Scouting?
- 13. Do I have real trust and confidence in the people with whom I work?
- 14. Am I really sensitive to the needs and thoughts of the boys with whom I work?
- 15. Am I willing to study and take further training to help me better understand myself as a leader and to understand those with whom I work?
- 16. Do I plan all meetings with others, or do I do it alone without asking for comment from the boys and other adults?
- 17. Do I appreciate and understand the thinking of today's young people?
- 18. Do I make effective use of the skills and talents of other leaders, parents, boys, and others in the community?
- 19. Do I make good use of all available resources in planning a program that meets the needs and interests of the boys? Do I put the boys first?
- 20. Do I believe in the objectives of Scouting and work hard to meet those objectives?
- 21. Does my example before others lead them toward the three aims of Scouting—citizenship training, character development, and personal fitness? Do I really believe my example should be followed by others?
- 22. Where I am weak in some of these things, do I resolve to do my best to correct them?

OUTDOOR CODE

BOY SCOUTS OF AMERICA

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

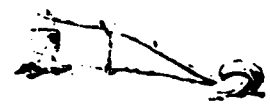
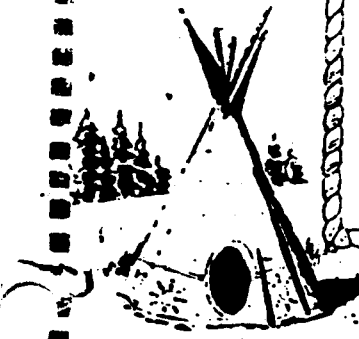
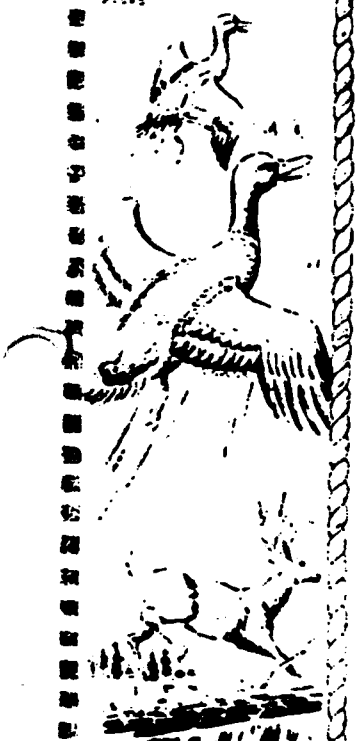
I WILL PREVENT WILD FIRE. I WILL BUILD MY FIRE IN A SAFE PLACE, AND BE SURE IT IS DEAD OUT BEFORE I LEAVE.

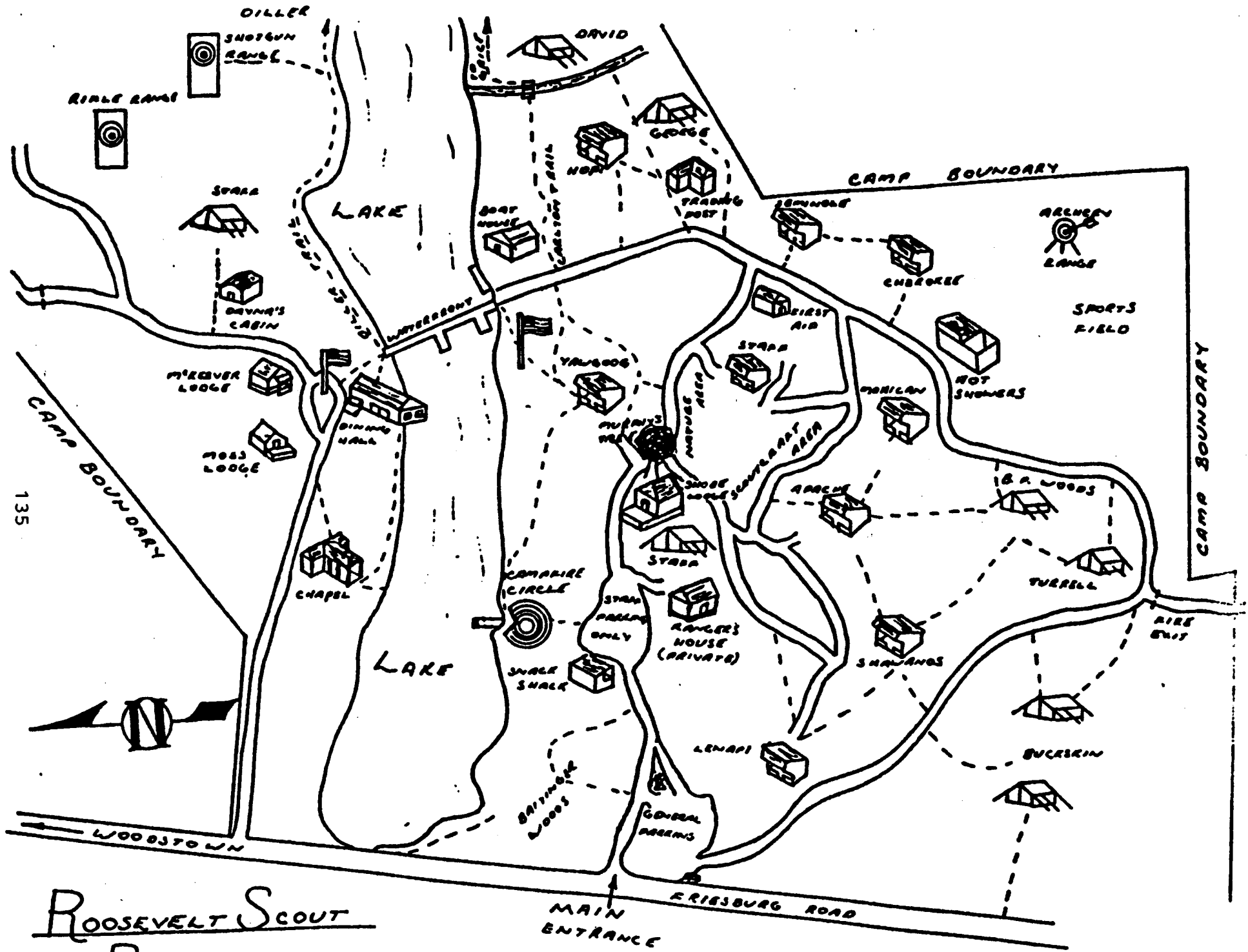
BE CONSIDERATE IN THE OUTDOORS

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

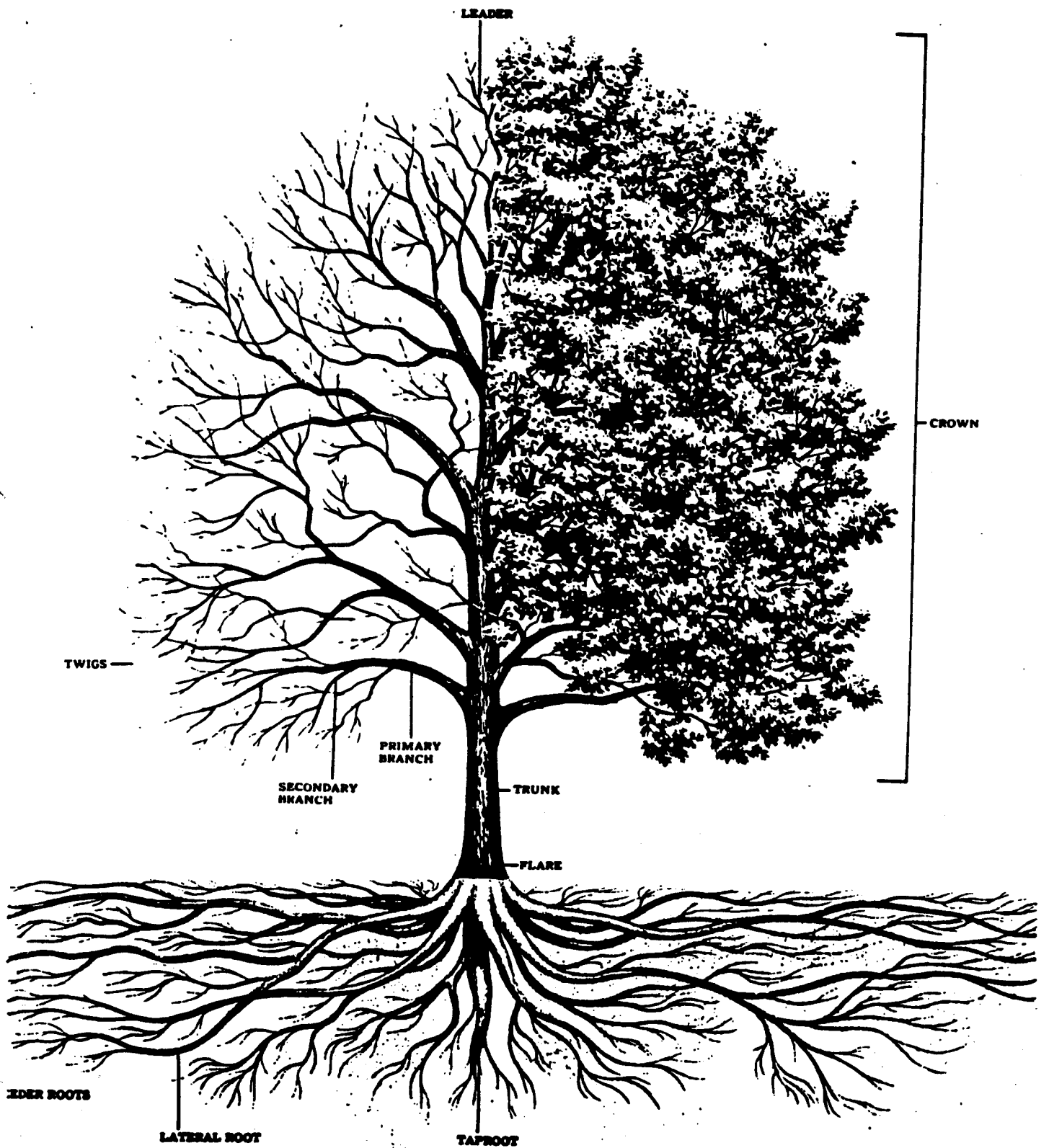
I WILL LEARN HOW TO PRACTICE GOOD CONSERVATION OF SOIL, WATERS, FORESTS, MINERALS, GRASSLANDS, AND WILD LIFE; AND I WILL URGE OTHERS TO DO THE SAME. I WILL USE SPORTSMAN-LIKE METHODS IN ALL MY OUTDOOR ACTIVITIES.

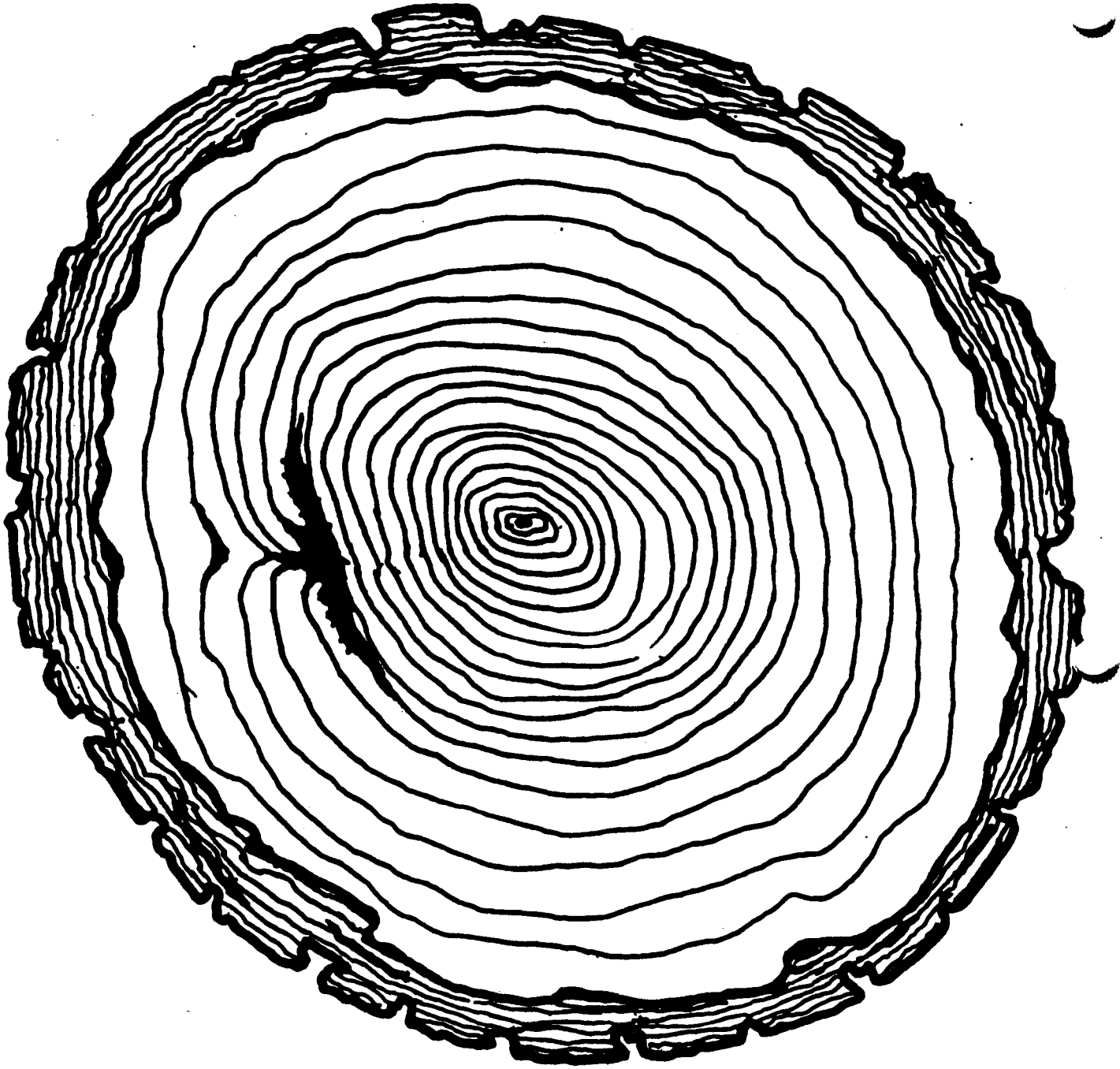




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ROOSEVELT SCOUT
RESERVATION



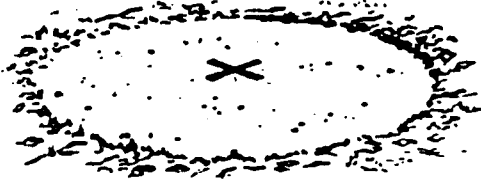


FIRE BUILDING...

THERE ARE FOUR SIMPLE STEPS IN BUILDING ANY FIRE FOR SAFETY AND EASY STARTING.

1. CLEAR A SPACE 10 FEET IN DIAMETER TO MINERAL SOIL OF ALL BURNABLE MATERIAL, AWAY FROM TREES, BRUSH, OVERHANGING BRANCHES.

BUILD YOUR FIRE IN THE CENTER OF THIS SPACE.



2. COLLECT PLENTY OF TINDER, KINDLING AND FUEL. LAY THEM WITHIN EASY REACH BEFORE YOU LIGHT YOUR FIRE.

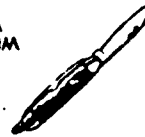
3. LIGHT A HANDFUL OF TINDER, THEN STUFF FLAMING TORCH INTO THE KINDLING OR UNDER A CRISSCROSS OF KINDLING. LIGHT IT FROM WINDWARD SIDE.

4. PLACE MORE KINDLING, THEN FUEL (LARGER PIECES OF WOOD) ON DOWN WIND SIDE.

FOR A SMALL FIRE ALL YOU NEED ARE YOUR HANDS.



FOR A MEDIUM FIRE YOUR KNIFE.



FOR A LARGE FIRE YOUR AX.



FIRE PURPOSES...

EXPERIENCED CAMPERS BUILD DIFFERENT FIRES FOR DIFFERENT JOBS.

COUNCIL



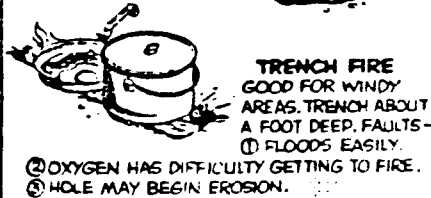
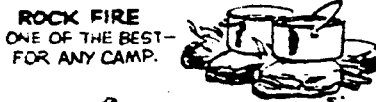
FOR A SMALLER GROUP BUILD A **BACKLOG FIRE**. USE BIG, SEASONED LOG FOR BACK.

FOR A LARGER GROUP - COUNCIL, FELLOWSHIP, STORYTELLING AND SING-AROUND, BUILD A GOOD-SIZED **CRISSCROSS FIRE**, START IT BURNING WITH **TIPPI FIRE** ON TOP.



COOKING

COLLECT ALL WOOD YOU NEED TO COMPLETE YOUR MEAL BEFORE YOU START COOKING. STACK A SUPPLY IN YOUR TENT AT NIGHT IN CASE OF RAIN OR HEAVY DEW. KEEP YOUR FIRE SMALL - JUST BIG ENOUGH TO COOK WITH.



COMFORT

USE DEAD DOWNWOOD (LYING ON GROUND) OR "SQUAW WOOD" (DEAD BRANCHES STILL ON TREES WITHIN REACH).

SPLIT WOOD BURNS EASIER THAN ROUND STICKS



ROCK REFLECTOR
AN EXCELLENT HEATING FIRE, ROCKS CONTINUE TO RADIATE HEAT AFTER FIRE DIES DOWN. AVOID POROUS ROCK.

LOG REFLECTOR
A GOOD WINDBREAK.



REMEMBER:

AN OLD ENGLISH PROVERB (JOHN RAY) "BETTER A LITTLE FIRE THAT WARMS THAN A BIG ONE THAT BURNS." AND THOREAU WROTE: "FIRE IS THE MOST TOLERABLE THIRD PARTY."

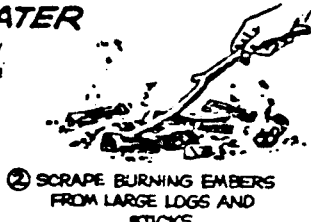
FIRE EXTINGUISHING...

LEARN THESE SIMPLE OUTDOOR FIRE-PREVENTION STEPS SO THAT YOU DO THEM AUTOMATICALLY WHEN YOU LEAVE YOUR FIRE:

ONLY YOU CAN PREVENT FOREST FIRES!



WITHOUT WATER



WITH WATER

- ① SPRINKLE WITH BACKS OF FINGERS.



- ② SPREAD STICKS AND COALS.



- ③ SPRINKLE AGAIN. DON'T LEAVE IT UNTIL COALS ARE COOL ENOUGH TO PUT YOUR HANDS ON.

- ④ COVER ALL WITH DIRT.



FOIL COOKERY

Use two layers of lightweight or one layer of heavy-duty aluminum foil. Foil should be large enough to go around food and allow for crimping of edges in a tight seal. This will help keep the steam and juices in.

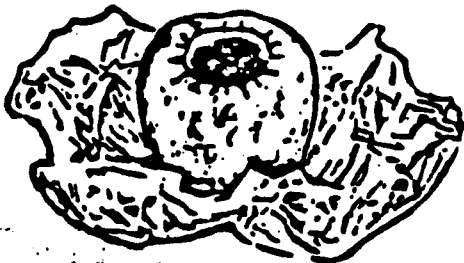
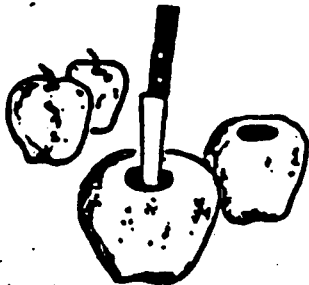
You will need a shallow bed of glowing coals that will last the length of time necessary for cooking.

Foil Cooking Times

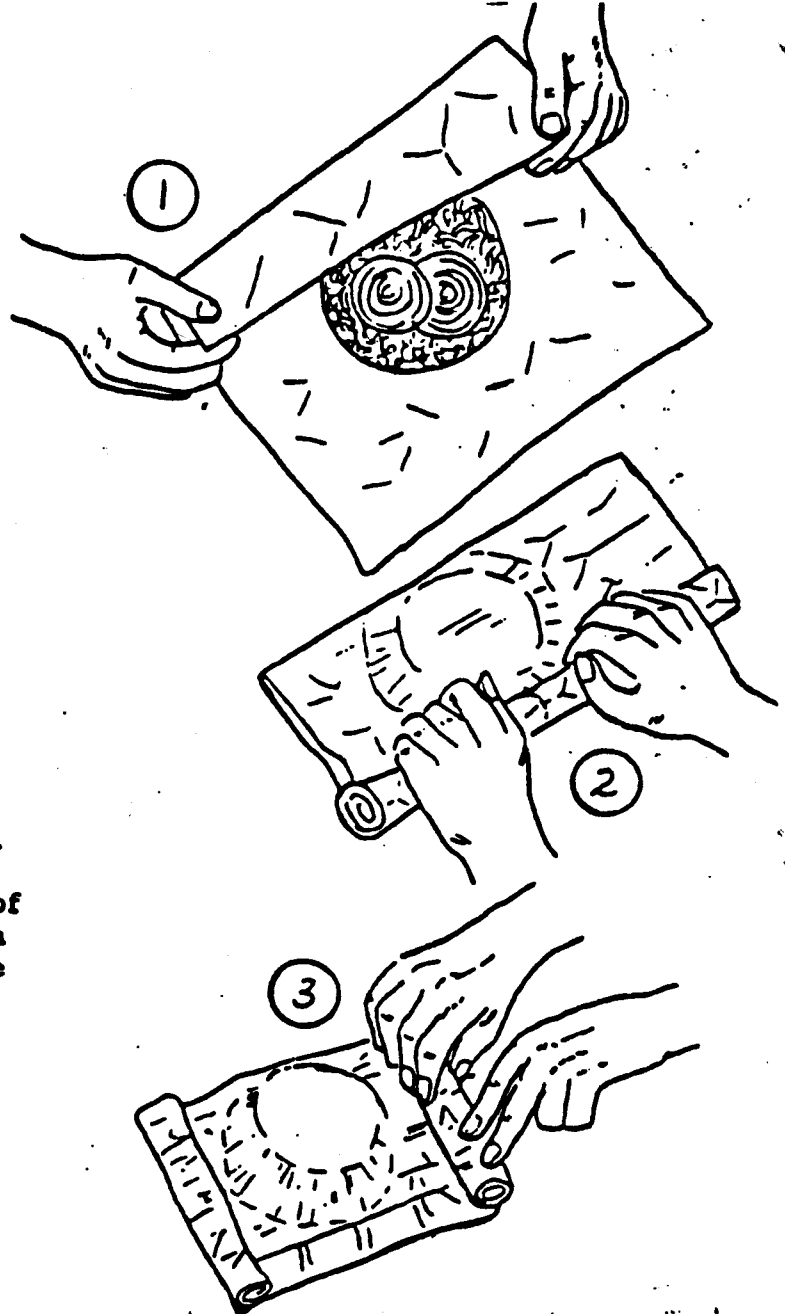
Hamburger	8-12 minutes
Chicken pieces	20-30 minutes
Weiners	5-10 minutes
Pork chops	30-40 minutes
Carrots	15-20 minutes
Ears of corn	6-10 minutes
Whole potatoes	45-60 minutes
Potato slices	10-15 minutes
Whole apples	20-30 minutes

Baked Apple

Core apple. Place on square of foil. Fill hole with 1 tablespoon raisins, 1 tablespoon brown sugar and a dash of cinnamon. Candy red hots also make a good filling. Wrap foil around apple and bake in coals for 20 minutes.



DRUGSTORE WRAP



Foil Dinner

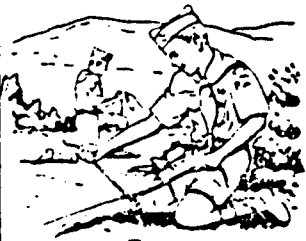
Lay a hamburger patty or pork chop on sheet of heavy-duty foil. Cover with slices of potato, onion, and carrots. Season with butter, salt, and pepper.

Wrap with "drugstore" fold. Cook 20-30 minutes over hot coals, turning twice during cooking.

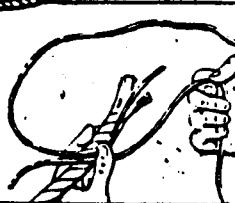
KNOW YOUR KNOTS

AND HOW TO USE THEM

YOU CAN TELL AN OUTDOORSMAN BY HIS ABILITY TO TIE THE RIGHT KNOT AT THE RIGHT TIME. A SCOUT KNOWS SEVERAL KNOTS AND THE PURPOSE OF EACH. HE CAN TIE THEM IN THE DARK OR IN THE DAYLIGHT...HERE ARE THE TESTS OF A GOOD KNOT: 1. SERVES ITS PURPOSE. 2. HOLDS UNTIL UNTIED. 3. EASILY TIED. 4. EASILY UNTIED...TIPS ON KNOT-TYING: USE A SIX-FOOT PIECE OF 1/4 OR 1/2 INCH ROPE--NOT TWINE OR STRING! PRACTICE TYING EACH KNOT IN THE SITUATION IN WHICH IT WILL BE USED.



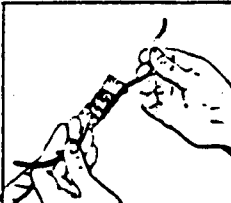
BEFORE TYING KNOTS
LEARN HOW TO
WHIP
A ROPE TO KEEP IT
FROM UNRAVELING



MAKE A LOOP OF TWINE AND PLACE AT END OF ROPE.



WRAP TWINE TIGHTLY AROUND ROPE STARTING 7/8 INCH FROM ROPE END.



WHEN WHIPPING IS AS WIDE AS ROPE IS THICK, PULL OUT ENDS AND TRIM OFF TWINE CLOSE TO WHIPPING.



TAUTLINE HITCH
FORMS A LOOP WHICH WILL NOT SLIP WHEN ROPE IS TIGHT.

THESE ARE SOME USEFUL KNOTS

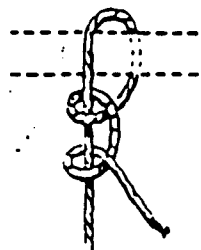
FOR OTHERS, SEE THE SCOUT FIELD BOOK AND HANDBOOK FOR BOYS



SQUARE KNOT
FOR TYING ROPES OF EQUAL THICKNESS. VERY USEFUL IN FIRST AID.



SHEET BEND
FOR JOINING TWO ROPES TOGETHER OF DIFFERENT THICKNESS.



TWO HALF HITCHES
FOR TYING A ROPE TO A POLE OR RING.

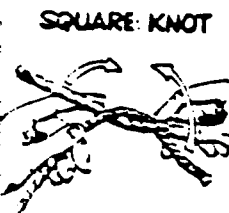


CLOVE HITCH
FOR SECURING BOATS - FOR LASHINGS.



BOWLINE
FOR FORMING A LOOP THAT WON'T SLIP UNDER STRAIN. EASILY UNTIED.

HERE'S HOW TO TIE THEM



TWIST LEFT-HAND ROPE END OVER, BEHIND, UNDER RIGHT HAND ROPE.



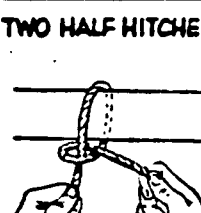
AGAIN TWIST SAME END AS BEFORE... OVER, BEHIND, UNDER, LEFT OVER, RIGHT UNDER, RIGHT OVER, LEFT!



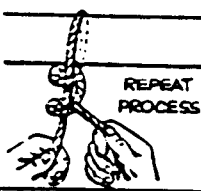
FORM A BIGHT (LOOP) ON THE HEAVIER ROPE. BRING OTHER LINE END THROUGH LOOP, TWIST IT OVER AND UNDER LOOP.



THEN BRING SMALL LINE IN UNDER ITSELF.



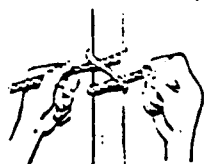
PASS ROPE AROUND POLE. CARRY ROPE END OVER AND UNDER AND THROUGH LOOP THUS FORMED.



REPEAT PROCESS



BRING ROPE END AROUND POLE, LAY IT OVER THE ROPE ITSELF.



BRING END ONCE MORE AROUND POLE. CARRY END UNDER THE ROPE ITSELF.



HOLDING ROPE WITH FINGERS ON TOP, PLACE END ON STANDING PART. TWIST YOUR HAND, CARRYING END AROUND TO FORM LOOP.



BRING END AROUND ROPE DOWN THROUGH LOOP.



PASS ROPE THROUGH RING.

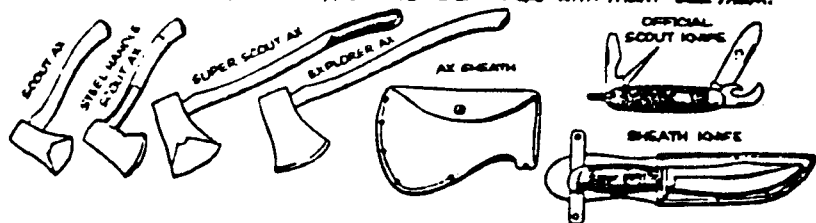
CARRY ROPE END AROUND STANDING PART TWICE AND THROUGH LOOP THUS FORMED.



REPEAT PROCESS ONCE AND PULL TIGHT.

THE CARE and USE OF YOUR AX and KNIFE

THE WAY YOU USE YOUR AX AND KNIFE AND THE WAY YOU TAKE CARE OF THEM SHOW HOW GOOD A WOODSMAN AND CRAFTSMAN YOU ARE. IT'S IMPORTANT TO KEEP THEM SHARP. A DULL TOOL IS ALWAYS DANGEROUS. KEEP YOUR AX HANDLE TIGHT... KEEP YOUR AX AND KNIFE OFF THE GROUND TO PREVENT RUSTING... DON'T USE YOUR AX FOR A HAMMER OR A WEDGE... KEEP YOUR KNIFE AWAY FROM FIRE (HEAT WILL SOFTEN THE STEEL.) REMEMBER, YOUR AX AND KNIFE ARE TOOLS, NOT TOYS—DON'T PLAY WITH THEM—USE THEM!



CARRYING YOUR AX

CARRY AN AX IN A SHEATH IN YOUR PACK OR LASHED TO THE OUTSIDE.

CARRY AN UNSHEATHED AX AT YOUR SIDE WITH THE EDGE TURNED OUTWARD.

WHEN YOU PASS YOUR AX TO ANOTHER PERSON, PROSS IT BY THE HANDLE, WITH THE HEAD DOWN AND THE EDGE OUTWARD.

SHARPENING YOUR AX

FOR FILING, PLACE THE AXHEAD AGAINST A BLOCK ON A WORKBENCH, WHILE SOMEONE HOLDS THE HANDLE STEADY. PLACE THE FILE ON THE BLADE AND PUSH THE FILE OVER THE CUTTING EDGE OF THE BLADE. THE FILE CUTS INTO THE STEEL ON FORWARD STROKES MAKING A BRIGHT MARK ON THE BLADE. HIT THE FILE TO SEE IF IT IS CUTTING INTO THE BLADE AT THE PROPER ANGLE.

FOR HONING HOLD THE HEAD OF THE AX IN ONE HAND IN SUCH A WAY THAT THE HANDLE POINTS UP AND AWAY FROM YOU AND RUB THE OXY STONE OVER THE BLADE FROM ONE END TO THE OTHER.

USING YOUR AX FOR FIRE MAKING

WHEN SPLITTING DEAD BRANCHES OR DRY BOARD, USE THE CONTACT METHOD. PLACE THE EDGE OF THE AX AGAINST THE END OF THE WOOD PARALLEL TO THE GRAIN. SLICE THE WOOD AND AX AND BRING THEM DOWN TOGETHER ON THE BLOCK.

IN CHOPPING ACROSS A STICK, SET THE BLADE ON A SWANT TO THE GRAIN. RANGE STICK AND AX AND BRING THEM DOWN TOGETHER ON THE BLOCK.

HOLD THE AX WITH A FIRM BUT NOT A TENSE GRIP. CONTROLLED STROKES WILL DO THE JOB EASIER AND MORE SAFELY THAN BRUTE STRENGTH.

DO NOT CUT MORE WOOD THAN YOU NEED. DON'T CUT LIVE WOOD... USE ONLY DEAD WOOD OR DOWNED TREES. SQUAW WOOD (LEAD BRANCHES) MAKES A GOOD FIRE AND IS EASY TO COLLECT, REQUIRES LITTLE CHOPPING.

USING YOUR KNIFE

ALWAYS WHITTLE AWAY FROM YOURSELF TO PREVENT BLUING. THIS APPLIES TO HEAVY CUTTING. WHEN DOING INTRICATE WHITTLING YOU'LL USE A VARIETY OF CUTS.

RULE: STICK CUTTING IS GOOD. WHITTLING PRACTICE LEAVE LONG, THIN SLIVERS ATTACHED TO THE STICK. FLIZ STICKS ARE FINE FOR STARTING CAMPFIRES.

AS YOU ADVANCE IN WHITTLING SKILL YOU'LL BE ABLE TO FASHION MANY INTRICATE WOODEN THINGS.

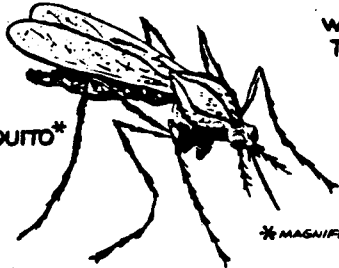
SHARPENING YOUR KNIFE

A SMALL RECTANGULAR SHARPENING STONE ABOUT FOUR INCHES LONG WITH A ROUGH AND FINE SIDE IS BEST. PUT A FEW DROPS OF OIL OR WATER ON IT FIRST.

TILT THE BLADE ON THE ROUGH SIDE OF THE STONE. DRAW THE EDGE OF THE BLADE ON THE STONE TOWARD YOU WITH THE BACK SLIGHTLY RANDED. AFTER A FEW STROKES TURN THE BLADE OVER AND PUSH EDGE AWAY FROM YOU A FEW STROKES AS THE BLADE BEGINS TO BE SHARP. TURN THE STONE OVER AND USE THE FINE SIDE—ONE STRIKE TOWARD YOU, ONE AWAY FROM YOU. FINISH BY STROKING THE BLADE ON A PIECE OF LEATHER OR SOFTWOOD.

OUTDOOR HAZARDS

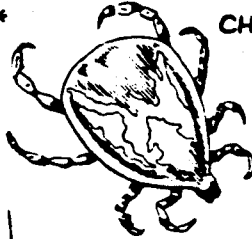
MOSQUITO*



*MAGNIFIED

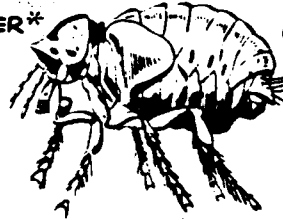
IF IT'S ANY CONSOLATION TO YOU WHEN YOU'RE SLAPPING AT THESE PESTS - REMEMBER, WHEN YOU BOP ONE ITS BOUND TO BE A FEMALE BECAUSE ONLY "LADY" MOSQUITOES BUZZ AND BITE... SO FOR EACH ONE SOCKED, YOU'RE CUTTING DOWN THEIR UNWELCOME POPULATION.

WOOD*
TICK



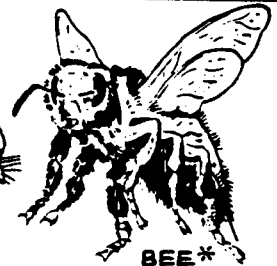
WATCH YOU DON'T CARRY A FEW BACK HOME AFTER A HIKE IN THE WOODS OR FIELDS.

CHIGGER*



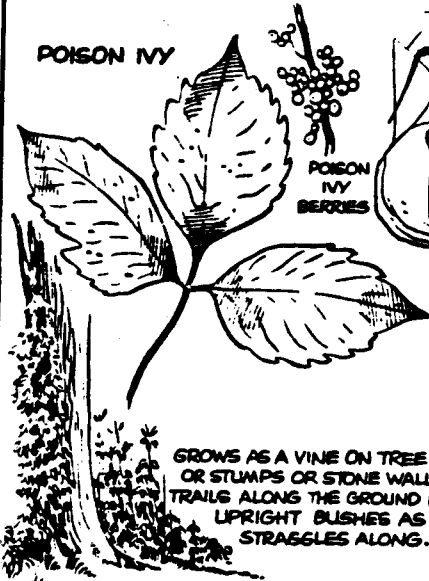
ALSO CALLED A JIGGER, HARVEST MITE OR CHIGOE. BUT, BY WHATEVER NAME IT'S CALLED, IT'S A FLEA AND A PEST!

BEE*



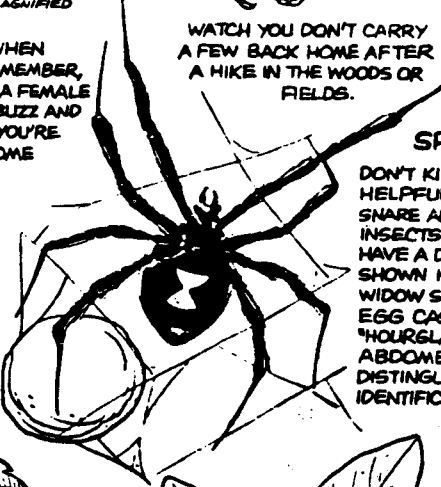
A HARD WORKING, BUSY, LITTLE WORKER WHO DOESN'T LIKE TO BE DISTURBED OR ROBBED OF HIS PRODUCT. HONEY BEE OR BUMBLE BEE... LET 'EM ALONE AND THEY'LL LET YOU ALONE.

POISON IVY



POISON IVY BERRIES

GROWS AS A VINE ON TREE TRUNKS OR STUMPS OR STONE WALLS, ALSO TRAILS ALONG THE GROUND FORMING UPRIGHT BUSHES AS IT STRAGGLES ALONG.



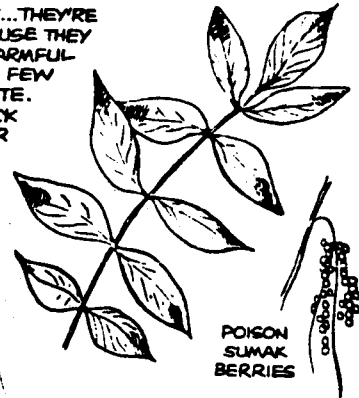
SPIDER

DON'T KILL ALL SPIDERS... THEY'RE HELPFUL TO MAN BECAUSE THEY SNARE AND EAT MANY HARMFUL INSECTS. ONLY A VERY FEW HAVE A DANGEROUS BITE. SHOWN HERE IS A BLACK WIDOW SPIDER WITH HER EGG CASE. NOTE THE "HOURGLASS" ON HER ABDOMEN - HER DISTINGUISHING IDENTIFICATION.



POISON OAK BERRIES

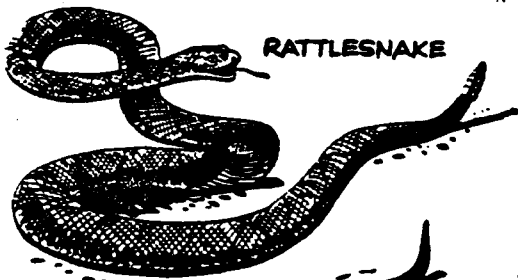
POISON OAK USUALLY FORM UPRIGHT BUSHES IN THE SOUTHERN AND PACIFIC COAST AREAS.



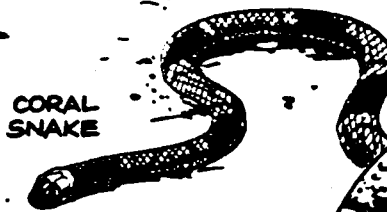
POISON SUMAC BERRIES

POISON SUMAC IS A COARSE, SCRUBBY TREE FIVE TO TWENTY FEET TALL

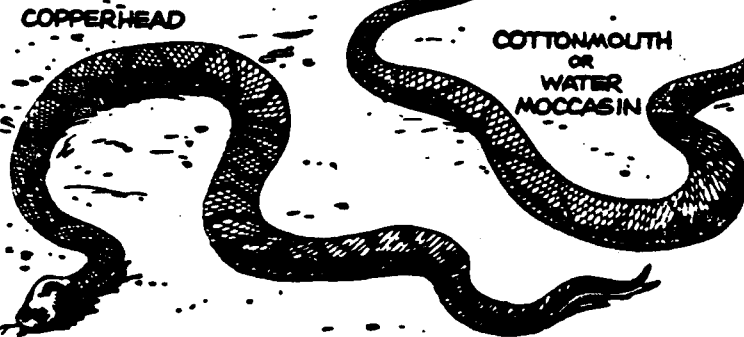
"LEAFLETS THREE, LET IT BE"



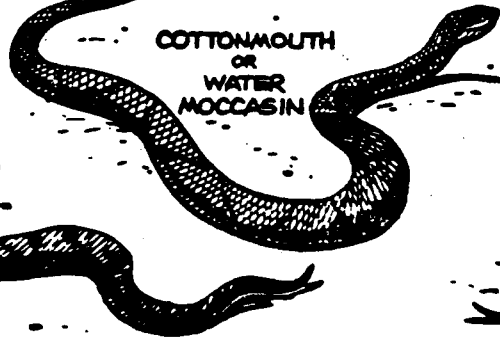
RATTLESNAKE



CORAL SNAKE



COPPERHEAD



COTTONMOUTH OR WATER MOCCASIN

LEAVING FOOD OR CANDY BARS UNCOVERED AT CAMP NIGHT WILL ATTRACT UNUSUAL VISITORS...



ORGANIZED TRAINING

- 1) **TRAINING SESSIONS** - Leader's training sessions are held several times a year at different locations in the council and district.
- 2) **POW WOW** - Council POW WOW is held yearly.
- 3) **Roundtable** - This is a monthly meeting where you find out what is happening in the district. You attend a special session to show you how to plan your den meetings and activities around the upcoming activity pins. This is the place to get your questions answered, and to meet with other Webelos leaders. I can't stress enough the importance of attending the monthly roundtable.
- 4) **Brainpicking** - A great deal can be learned by talking to other Webelos leaders about how they run their program. Most are very willing to help you. Roundtable, POW WOW, and district and council training sessions are good places to meet a variety of people with similar interests, and problems, to your own.



You are a Webelos Leader and have one of the most rewarding jobs in the pack. It is a fun job. Working with 10-year-old boys can be trying at times; their maturity and eagerness to learn make them a joy to be around. If you have planned your activities and get parental cooperation, you and your den will have a good year together.



Webelos is a transitional stage between Cub Scouts and Boy Scouts. Its' main function is to prepare boys in the den to join Scout troops.

A lot of what a boy will do in Scouting in the future will be your responsibility. If he has a good experience in Webelos, he will probably go on to Boy Scouts. The primary goal of the Webelos leader is to try to graduate 100 percent of his boys into a Boy Scout troop. It is then the job of the Scoutmaster to keep them there. How do you accomplish this goal? The first thing you need to do is to get training. How can you do this? There are organized training sessions and books that will help you. Let's start with books. You will need the following to start with:

1. Webelos Scout Book
2. Webelos Den Leader's Book
3. Webelos Programs Helps Book

PLEASE READ THEM! They will give you a basic understanding of the Webelos program. There are many other books and pamphlets available; these will be a great source of ideas and activities for you. You will go crazy if you try to follow these books word for word. You will find it necessary to adapt this material to your particular group. Don't be afraid to use you own ideas or suggestions of the boys. Some of their ideas will not be usable, but others will be good.

INSIDE TIPS FROM AN EXPERIENCED WEBELOS LEADER

The following ideas will help you get your den started on the right path. They have worked for me as a Webelos Leader over the Past Three Years.

1. In August, sit down with your assistant and plan what you want to do for the coming year. I have found that using a pack programming chart is a great help. Write down all the major items (field trips, camping trips, etc.,) in the months you think you want to do them. Always try to plan your den meetings a month in advance. This saves a lot of last minute tearing around, I divided the year into two halves; the first half ran from September to Christmas vacation, the second from January through August. If you can plan all your den meetings for the first half in advance (not an impossible dream,) then at your monthly planning session you only have to confirm your plans. During the Christmas vacation, you plan the second half. Advance planning is the key to a successful program. REPEAT..... Advance planning is the key to a successful program.

2. Try to think like a 10-year-old boy. What would you as a 10-year-old like to do? where would you like to go? I have found that boys today pretty much like to do what I did when I was 10.

3. Remember, they are only 10 years old, so don't expect adult behavior from them. A reasonable amount of discipline and order is to be expected. It should also be understood that you are the Webelos Den Leader and in Charge.

4. Establish close contact with the fathers of the boys in your group. Your first den meeting serves two purposes; it gets everyone introduced to each other, and gives you an opportunity to explain what you expect of them. Try to enlist an assistant at this time if you don't already have one. Make it clear in a nice way that there will be no program without their help. A Webelos den with cooperative fathers helping is like being in Reno with unlimited funds.

5. Keep the fathers informed about den activities. Every four to six weeks I send a "W-GRAM" home with the boys. I list pack and den activities, what activity badge we are working on and other information I want to pass on to the fathers. This eliminates a lot of "I didn't know about this activity" problems. All I have to figure out is how to make sure that the boys take them home.

6. Try to establish "esprit de corps" in your group. This can be done by having a den yell, used when your boys get awards or win a pack event. 100 percent uniforms; and having your den flag on a taller pole than the rest of the dens. Never let them forget that they have the best den in the pack. If it is the best den, you won't have to remind them.

7. Introduce your boys to the Boy Scout Program.

a) Have each boy get a Scout Handbook, (they will also use it in the troop) Work on Scout crafts, such as knots, at your meetings. Use the Scout Oath, Law, Motto, and Slogan (Arrow of Light requirements,) in your openings and closings. Other Arrow of Light requirements will fit into your meetings throughout the year. Remember, the activity badge is only a part of your den meetings.

b) Establish a close relationship with one or more Scout troops in your area. Visit their troop meeting. If a boy knows the guys in a troop, he won't be reluctant to join it. If possible, plan a joint activity with a troop.

c) Visit Scout camp, especially in the summer, when a troop in your area is at summer camp. This gives the boy and his father a chance to see Scouting in action.

d) Visit the district camporee..

e) Invite your Den Chief or the Scoutmaster of local troops to give a 15 to 20 minute presentation on their troop activities. Most will have slides or movies which will really get the boys excited about Scouting.

f) Select a good Den Chief (preferably an older boy who has achieved at least First Class.) the boys will be influenced by his example as a Scout. He will be like another assistant den leader.

HAVE A GOOD YEAR.....

WEBELOS DEN QUIZ-OUTDOOR PROGRAM

Directions: Write in the number of the page on which you found your answer.

1. How many Webelos den overnights are permitted in a year?.....
2. Who is responsible for the Webelos Scouts on an overnight?.....
3. Who is responsible for planning, organizing, and leading the overnight?.....
4. What do you do if all dads can't go?.....
5. How do you get tentage and other equipment?.....
6. Who cooks the meals?.....
7. What kind of meals should be planned?.....
8. What should be done with empty bottles before leaving the camp-ground?.....
9. How about empty tin cans?.....
10. What do you do with garbage-wet and dry?.....
11. What is the easiest way of handling dishwashing?.....
12. What is a slit trench latrine?.....
13. What do you do if drinking water isn't available at the campsite?.....
14. How can transportation best be handled?.....
15. List some good Webelos camp activities.
16. How does your program differ if there are other Webelos dens camping on nearby campsites?.....

"TWENTY QUESTIONS" - CUB SCOUTING INTO BOY SCOUTING

YES or NO:

1. ___ Do Cubmaster and Scoutmaster know each other?
2. ___ Do Scouts from this Troop act as Den Chiefs for this pack?
3. ___ Does the Cubmaster notify the Scoutmaster of Pack meetings?
4. ___ Does the Scoutmaster, or Assistant, attend a Pack meeting at least once each three months?
5. ___ Does the Cubmaster include the Scoutmaster in the Cub graduation ceremony?
6. ___ Does the Scoutmaster encourage Cubs and parents to visit Troop meetings within the last three months of Cubbing?
7. ___ Does the Troop Leaders Council determine whether Patrol Cub graduates will join in advance of graduation?
8. ___ Does P.L. of designated Patrol welcome him into the Patrol as part of the graduation ceremony?
9. ___ Does Scoutmaster present candidate with Troop neckerchief at graduation ceremony?
10. ___ Are the Cub and his parents escorted to 1st meeting by P.L. or member?
11. ___ Is a new candidate given impressive Troop Investiture Ceremony within a month of joining?
12. ___ Is the office of Den Chief treated as any other important office in the Scout Troop?
13. ___ Is presentation of Den Chief cord to new Den Chiefs made impressive and worthwhile?
14. ___ Do Cub Pack and Scout Troop hold at least one major activity together each year? (Birthday; Christmas party; Anniversary Week potluck etc.)
15. ___ Are Dads and Mothers of graduating Cubs recruited into Troop Committee and Troop Mothers' Club at time of graduation?
16. ___ Does the Pack have a Webelos Den under the leadership of a man?
17. ___ Are the Webelos Den Leader and the Scoutmaster acquainted?
18. ___ Does the Webelos Den visit the Troop at least twice before Cubs graduate?
19. ___ Are parents from time to time given the story of the whole Scout program, Cubbing, Scouting, and Exploring?
20. ___ Do Cubmaster and Scoutmaster realize that a "yes" to the majority of the above questions will almost guarantee continuation of Cub into Boy Scouts?

LET'S GIVE EVERY BOY A CHANCE FOR THE WHOLE PROGRAM!!!

..... Some Good Floks Get Discovered--- Others Get 'Found Out'.....