



A Message from the LTC Committee Chairman- Jim Katherman

Here is the Resource Book for the Leader Training Conference of 1996! **Congratulations** and **Thanks** for choosing to obtain this information and showing your Scout Spirit!

The LTC Resource Book is here this year for you- New Cub Scout Leaders, New Scout Leaders, and Experienced Leaders. We aim to provide ideas for fun and valuable resource ideas and information for unit activities which feature great hands-on fun for the boys and the leaders alike.

We know that today's boys have tons of alternatives for their time- many good, and some not good. We also know that Scouting, (in all of its programs), offers Fun and Learning together, with character and leadership-building opportunities. This is **Fun With A Purpose**, as originally conceived by Baden-Powell.

So, thanks for deciding to come along and *catch the wave of scouting fun with a purpose*. We of the Committee sincerely hope these books will allow you to come away with great new ideas, resources, information, and inspiration to ride the crest of exciting, fun Pack, Troop and Post programs and activities for the boys.

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B-P & THE HISTORY OF SCOUTING



Preface

These modules are dedicated to Scouters seeking a basic understanding of Scouting's origination, growth, and subsequent development, to aid in preparation of presentations on the History of Scouting. Scouting has been an effective means of stirring the interest of Scouters (and capturing the imaginations of the Boys as well) through the story of how Scouting (as we know it today) came into being, its growth in the United States, and the unique cast of characters that makes Scouting what it is. Interested Scouters should be able, by following one or a combination of these modules, to make such a presentation (e.g., Pack and Troop meetings, Courts of Honor, Blue and Golds, etc.).

These outlines are based heavily on personal research conducted over the past seven years and must not be construed as all-encompassing. They provide merely an outline for further research. As a minimum, a review of the recommended readings, and other sources, should be undertaken prior to any presentation to better familiarize the presenter with the subject matter. Also, any one module does not necessarily stand alone. A combination of two or more of them will be necessary to adequately cover the topic desired.

The use of visual aids is strongly recommended. Several techniques are available, including "chalk" talks, overhead viewgraphs and slides. The degree of preparation should be commensurate with your desire to present the History of Scouting in its most favorable light. Your audience deserves the best. Practice, practice, then practice some more. It will show.



MODULE ONE - "The Phenomena called Scouting"

This bare-bones outline covers the nature of society at the turn of the 20th century which provided the fertile environment for the inception and subsequent explosive growth of the world-wide Scouting movement.

The Early Beginnings

Discuss society in Europe (Great Britain in particular) and the United States- at the turn of the 20th Century.

Conditions in London (circa 1903), e.g.:

- richest city in world but @30% inhabitants malnourished
- slums, extreme poverty, rampant crime, youth impacted
- youth facilities crowded, no outlets for lower class youth

Other factors:

- British Empire faced many challenges, anti-British feelings sweeping Europe, great concern over the state of the youth of the nation

Conditions in the United States (circa 1900), e.g.:

- family status dictated youth's life-style, children of wealthy had limited chores, basically comfortable
- however, over 80% of the population lived on edge of poverty or in it
- children forced to look to one another for entertainment
- no modern distractions (e.g., radio, TV, records, etc.)
- some playgrounds, a few nickelodeons, in cities only
- limited church activities, no formal clubs

Other Factors:

- Industrial Revolution focused urbanized population, resulting in crowding, slums, etc.
- farms were dwindling, youth losing pioneering skills (e.g. tool usage, animal husbandry, etc.)
- youth either stuck on farms or in cities
- great concerns about youth being expressed, boys of 1900 no longer strong or self-reliant
- immigrants flooding US, increasing pressure in crowded cities
- many children toiled in unhealthful places (cotton mills, mines, quarries, etc.) at starvation wages
- US a new world power and needed strong youth to maintain its position

Robert Stephenson Smyth Baden-Powell (1857-1941)

A review of BP's life is crucial to an understanding of the advent of Scouting (many excellent sources for details, see reading list on last page)

- soldier, artist, writer, actor, etc.

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- early years at Charterhouse School (tracking/outdoor skills)
- service in British Army, (India, Africa, and Malta)
- recognized need for training of men, developed training concept
- Hero of Mafeking during Boer War, thrusting into public eye (Note: a review of BP's many accomplishments at Mafeking gives, fascinating insight into this multifaceted man)
- coincidental publication of "Aids to Scouting" (youth of the world adopted book written to help British Army develop basic survival skills when living in the open, began to play game of "scouting")
- BP's return to England found a massive interest in "scouting", became upset at militaristic development of the new movement

The Brownsea Island Experiment

- BP researched heavily for information to enhance Scouting concept - established trial camp in August 1907 with 21 boys
- spent two weeks learning camping, tracking, woodcraft, nature lore, and observation skills, plus honor, chivalry, and citizenship
- camp tires enhanced by stories from the Hero of Mafeking
- training concepts proved Successful and popular
- patrol method, boy leaders

"Scouting for Boys"

- 1908, "Scouting for Boys" first published, immediate success
- as BP had intended, it was a book for boys, not soldiers
- Scout promise, uniform, law, motto ("Be Prepared"), sign, handshake, salute, uniform, challenged "Do a Good Turn Daily"
- became the basic document for the program

World Wide Growth

- growth of the movement unbelievable, promoting ideas far beyond their time
- many countries rapidly adopted Scouting
- by 1910, BP retired from the British Calvary as a Lieutenant General to devote rest of life to Scouting
- made 1st Baron of Gilwell 1929

MODULE TWO - "The Rise of Scouting in the United States"

Covers the development of the Scouting movement in the United States, including reviews of key figures William Boyce, Ernest Seton, Dan Beard, and James West

The "Good Turn" That Changed America

William Dickson Boyce, millionaire publisher

- employed over 20,000 boys to sell and distribute his publications - showed absolutely no concern for their education or training
- In August 1909 Boyce in London encounters infamous "split-pea soup" fog while searching for an address
- assisted by young boy dressed in Khaki uniform carrying a lantern
- dumbfounded when boy refuses coin for his trouble, the boy explaining "Scouts do not accept tips for courtesies or good turns"
- intrigued, asks unknown Scout to lead him to nearby Scout office - returns to US with a trunk full of literature
- no time for new movement, but believed it had great promise
- Boyce interested Edgar Robinson, YMCA Official, in the idea
- USA registered as a Corporation on 8 February 1910
- with Robinson's help, prominent group of businessmen volunteered to
- serve on a Committee of Organization
- In October of 1910, key leaders of the USA selected

"Two dreamers and a Clerk"

Ernest Thompson Seton, Woodcraft Indians founder

- like Baden-Powell, a naturalist, artist, and author
- formed Woodcraft Indians (promoting Indian lore) in 1902
- Seton was British citizen, who lived in Canada broke with BSA in 1914 over nationality question, and personality differences with James West
- disassociated himself from scouting in 1915, devoting time to his Woodcraft League of America, a successor to the Woodcraft Indians, but resumed his relationship with the USA in 1926 - received the Silver Buffalo award

Daniel Carter Beard, Sons of Daniel Boone founder

- like BP, a outdoorsman, artist, and author
- founded Sons of Daniel Boone (1905), promoting outdoor living and skills, largest boy's group in US prior to 1910
- served as National Scout Commissioner for 31 years
- colorful character who often wore buckskin uniforms of his own design

James Edward West, 1st Chief Scout Executive

- youth oriented background
- handicapped, came from poverty background, became a lawyer
- consummate bureaucrat, organizational genius, described as "hard-driving, decisive, demanding boss" - exactly what the new movement needed in its formative years
- West's contributions: "Americanized" the movement (changed oath, promise and law)
- the Federal Charter of 1916 for the USA was key achievement for West
- USA grew and prospered under West

Other Notable Items

- "Boy's Life" Magazine first published 1 March 1911
- "Handbook for Boys" rushed to press by Ernest Seton in 1910

MODULE Three: - "Other Boys Questions"

Deals with the issue of allowing younger and older boys to participate in the USA, a question which surfaced immediately upon its formation. Due to factors discussed herein, their eventually formal addition to the USA program took a number of years to become a reality.

The Rise of Cub Scouting

- BP founded Wolf Cubbing in 1914, motto "Do Your Best", uniform, badges and training system established
- Wolf Cubbing has continued to present with little change
- the need for a program in US for boys under age 11 was recognized as early as 1920
- James West, the 1st Chief Scout Executive, resisted the idea
- demand continued unabated and in 1925 USA commissioned research psychologist to study the issue
- psychologist concluded that younger boys needed the program, but it was not until 1929 that an experimental program was established

The Older Boy Question

- about 30% of all Boy Scouts were 15 years of age or older with a large dropout rate
- the Sea Scouts had been operating since 1911 for boys over 14, but on a limited basis
- the British had their Rovering Scouts for "boys" 18 through 25, tried briefly, then discarded by the BSA
- the intermediate ages of 15 through 18 became Explorers in the US, Seniors in Britain and Raiders in France
- the Explorers covers a number of diverse interests that focus on Career-oriented activities

Order of the Arrow - founded by E. Urner Goodman

- honored brotherhood of veteran campers, first lodge formed in 1915
- in 1948 (after 33 years) elevated from experimental program to become a basic part of the BSA movement

Lone Scouts of America - founded by William Dickson Boyce in 1915

- imported from England and followed an American Indian theme
- started for boys on farms and in isolated spots who could not join a troop
- many of Boyce's 20,000+ boys joined
- only several hundred members around the country today in the program

MODULE FOUR - "A Pause in Progress"

Discussion of the problems that faced the Scouting movement in the United States in the late 1960's and early 1970's. Scouting's response to these issues is reviewed as well.

Problems Facing Scouting

- experienced a high dropout rates
- boys dropping out complained things are taught that are not used later, too organized, fun at first, but didn't stay that way, and too out of date with the times
- Scouting was viewed as stagnant
- America swept by social upheavals
- colleges in turmoil, student strikes, the Vietnam War backlash, the "generation gap", the Civil Rights Revolution, the Women's Movement, ``minority rights" demand (e.g., women, homosexuals, handicapped, etc.) and the Watergate scandal
- Scouting was viewed as part of the "Establishment"

Scouting Responds

- BSA looked at the social milieu and tried to adapt
- "to be square" was eliminated from the Cub Scout promise
- "Boy" was taken out of Boy Scouts of America, it became Scouting USA
- flexibility in Scouting program needed, therefore a sweeping overhaul occurred in 1972
- Scouting tried to meet the needs of boys everywhere
- revisions were made to the advancement plan which were not well received
- the most sweeping changes came in the 1972 version of the "Boy Scout Handbook", the 8th edition Published since 1911
- gone were many of the basics, replaced by current issues: drug abuse, rat bites, community problems, landlord violations
- illustrations were included of the cockroach, Norway rat, etc.

Both Sides of Scouting Reacts

- hundreds of Scoutmasters resigned in protest
- boy membership declined from almost 5 million to just over 3 million
- by 1978, Scouting determined it was time to return to the basics, to "put the outing back in Scouting"
- advancement requirements restored making outdoor skills mandatory
- "The Official Boy Scout Handbook" appeared in 1979 restoring outdoor skills, but retaining city life items

MODULE FIVE - "Who Founded Scouting?"

Addresses the question which inevitably arises each time these sessions have been conducted. While there is no definitive answer, it has been included here in anticipation of the same question from your audiences.

The Candidates

Without fear of contradiction, there are three contenders: Ernest Thompson Seton, Daniel Carter Beard and Sir Robert S. S. Baden-Powell.

Perhaps it is only fair that we hear from each of them:

Beard:

"Seton started his Indians in 1902. I Started the Sons of Daniel Boone in 1905 and we all started the Boy Scouts in 1910. But why discuss this at all? Why not forget it and get on with our work? We sure have plenty ahead of us."

Seton:

"Seton started it; Baden-Powell boomed it; West killed it."

BP:

"I am sometimes called the 'Father of Scouting' --- but the truth is, I am one of its many, many uncles."

RECOMMENDED READINGS:

The Boy-Man: The life of Lord Baden-Powell, by Tim Jeal, William Morrow and Company, New York, New York, 1990

Baden-Powell: Founder of the Boy Scouts, by Pauline York Brower, Childrens Press, Chicago, Illinois, 1989

The Boy Scouts, by Carolyn Soto, Exter Book Company, New York, New York, 1987

The History of Cub Scouting. Boy Scouts of America, Irving, Texas, 1987

The Boy Scouts: An American Adventure, by Robert W. Peterson, American Heritage, New York, New York, 1984

Baden-Powell: The Two Lives of a Hero, by William Harcourt, Boy Scouts of America, Irving, Texas, 1981

Footsteps of the Founder, Compiled by Mario Scia, Editrice Ancora Nilano, Nilano, Italy, 1981

Norman Rockwell's World of Scouting, by William Harcourt, Simon and Schuster, New York, New York, 1977

Story of the Boy Scouts, by Wyatt Blassingame, Garrard Publishing, Campaign, Illinois, 1968

Lord Baden-Powell of the Boy Scouts, by Howard Fast, Julian Messner, Inc., New York, New York, 1941

Scouting, Boys' Life, Handbooks, Papers, Pamphlets, and other Publications, Boy Scouts of America, Irving, Texas

Excellent histories of the Boer War are available from most libraries giving a good account of the contributions of Lt. Col. Robert S. S. Baden-Powell in 1900 and the importance of the Mafeking siege.

The Aims and Methods of the Boy Scout Program

Ideals

The ideals of Scouting are spelled out in the Scout Oath, Law, motto, and slogan. The Scout measures himself against these ideals and continually tries to improve. The goals are high, and as he reaches for them he has some control over what he becomes.

Patrols

The patrol method gives Scouts an experience in group living and participating citizenship. It places a certain amount of responsibility on young shoulders and teaches boys how to accept it. The patrol method allows Scouts to act in small groups where they easily can relate to each other. These small groups determine troop activities through their elected representatives.

Outdoors

Boy Scouting is designed to take place outdoors. It is in the outdoors that Scouts share responsibilities and learn to live with each other. It is here that the skills and activities practiced at troop meetings come alive with purpose.

Being close to nature helps Scouts gain an appreciation for God's handiwork and mankind's place in it. The outdoors is the laboratory for Scouts to learn ecology and practice conservation of nature's resources.

METHODS

Advancement

Scouting provides a series of surmountable obstacles and steps to overcome them through the advancement method. The Scout plans his advancement and progresses at his own pace

as he overcomes each challenge. The Scout is rewarded for each achievement, which helps him gain self-confidence. The steps in the advancement system help a boy grow in self-reliance and the ability to help others.

Adult Association

Boys learn from the example set by their adult leaders. Troop leadership may be male or female, and association with adults of high character is encouraged at this stage of a young man's development.

Personal Growth

As Scouts plan their activity, and progress toward their goals, they experience personal growth. The Good Turn concept is a major part of the personal growth method of Scouting. Boys grow as they participate in community service projects and do Good Turns for others. There probably is no device so successful in developing a basis for personal growth as the daily Good Turn,

AIMS

Boy Scouting works toward three aims. One is growth in moral strength and character. We may define this as what the boy is himself: his personal qualities, his values, his outlook

A second aim is participating citizenship. Used broadly, citizenship means the boy's relationship to others. He comes to learn of his obligations to other people, to the society he lives in, to the government that presides over that society.

A third aim of Boy Scouting is development of physical, mental, and emotional fitness. Fitness includes the body (well tuned and healthy), the mind (able to think and solve problems), and the emotions (self control, courage and self respect).

The methods are designed to accomplish these aims. Thus it is important that you know and

use the methods of Boy Scouting. Other methods are good, but they may bring different results—results quite different than we are seeking.

The religious emblems program is also a large part of the personal growth method. Frequent conferences with his Scoutmaster help each Scout to determine his growth toward Scouting's aims.

Leadership Development

Boy Scouting encourages boys to learn and practice leadership skills. Every Scout has the opportunity to participate in both shared and total leadership situations. Understanding the concepts of leadership helps a boy accept the leadership roles of others and guides him toward the citizenship aim of Scouting.

Uniform

The uniform makes the Scout troop visible as a force for good and creates a positive youth image in the community. Boy Scouting is an action program, and wearing the uniform is an action that shows each Scout's commitment to the aims and purposes of Scouting. The uniform gives the Scout identity in a world brotherhood of youth who believe in the same ideals.

The uniform is practical attire for Scout activities, and provides a way for Scouts to wear the badges that show what they have accomplished.

THE SCOUT OATH

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

THE SCOUT LAW OR PROMISE

A SCOUT IS:

Trustworthy
Loyal
Helpful
Friendly
Courteous
Kind
Obedient
Cheerful
Thrifty
Brave
Clean
Reverent

SCOUT MOTTO

Be Prepared

SCOUT SLOGAN

Do a Good Turn Daily

WE PREDICT THAT FOR EVERY 100 BOYS WHO JOIN A BOY SCOUT TROOP:

- Twelve will have their first contact with a church or synagogue.
- Five will earn their religious emblem.
- One will enter the clergy.
- Eighteen will develop hobbies that will last through their adult life.
- Eight will enter a career that was learned through the merit badge system.
- One will use his Boy Scout skills to save a life.
- One will use his Boy Scout skills to save his own life,
- Seventeen will become Scouting volunteers.
- Two will become Eagle Scouts.

KNOTS & LASHINGS

1996 LTC Course Outline

The Boring Background Facts

Instructors:

- Douglas H. Delano
- Allen E. Lavelle

References:

- Boy Scout Handbook
- Boy Scout Fieldbook
- Pioneering Merit Badge Book
- Knots & How To Use Them
- Knots For The Outdoors
- Forty Knots - a visual aid
- Woods Wisdom
- Scout Pioneering by John Sweet
- Pioneering in Town & Country by John Sweet
- "Pioneering" by Irv Womack
- Rock Climbing & Rappelling Venture Book
- Survival Venture Book
- How To Rock Climb by John Long

Learning Objectives:

- Learn how to care for rope
- Learn the basic Scout knots
- Learn what they are used for
- Identify What Pioneering Is
- Explain the purpose of learning and practicing pioneering
- List the materials & equipment needed
- Define the basic skills required
- Develop a list of project ideas
- Develop a Plan for troop use

Lets Knot Talk

Background on ropes:

- *Types of ropes:*

- Laid: fibers twisted into yarns, then yarns twisted into ropes
- Woven: woven or braided into line or rope - (*synthetics*)
- Braided/sheathed: 2 ropes, one inside another or combined.

- *Kinds of ropes:*

- Natural fiber ropes: (Manila, sisal, hemp, jute, cotton)
Advantages: holds knots best & coils well
Disadvantages: rot easily & strength to weight ratio is low
- Synthetics: (polyester, dacron, nylon, polyethylene, polypropylene, kevlar)
Best choices: polyester or dacron. Polyester is the best for ultraviolet exposure & dimensional stability.
Advantages: strong, light, immune to rot, shock absorbant, easier to work.
Disadvantages: Work loose in lashings

Care of rope:

- Coiling: visual & demonstration
- Storage: unkinked, dry, flat (*tip: drag the rope over flat ground to unkink*)
- Inspection: worn spots, broken fibers, lost its original feel, kinks

Whipping: why & how

- Natural ropes: use waxed sail twine, dental floss, electrician's twine
- Synthetic ropes: fusing (*searing with heat*)

Background on knots:

- *Types of knots:*

- Joining: used to tie together the ends of 2 ropes
- Hitching: tying a rope to an object . . . *friction, caused by the wraps of the rope, hold the knots in place.*
- Loop: the knot most often used in the back country. (*how & why*)

- *3 Tests of a good knot:*

- It should be easy to tie
- It should stay tied
- It should be easy to untie

- *Kinds of knots & their uses:*

- Square knot: used for first aid bandages, tying 2 ropes together, hanging

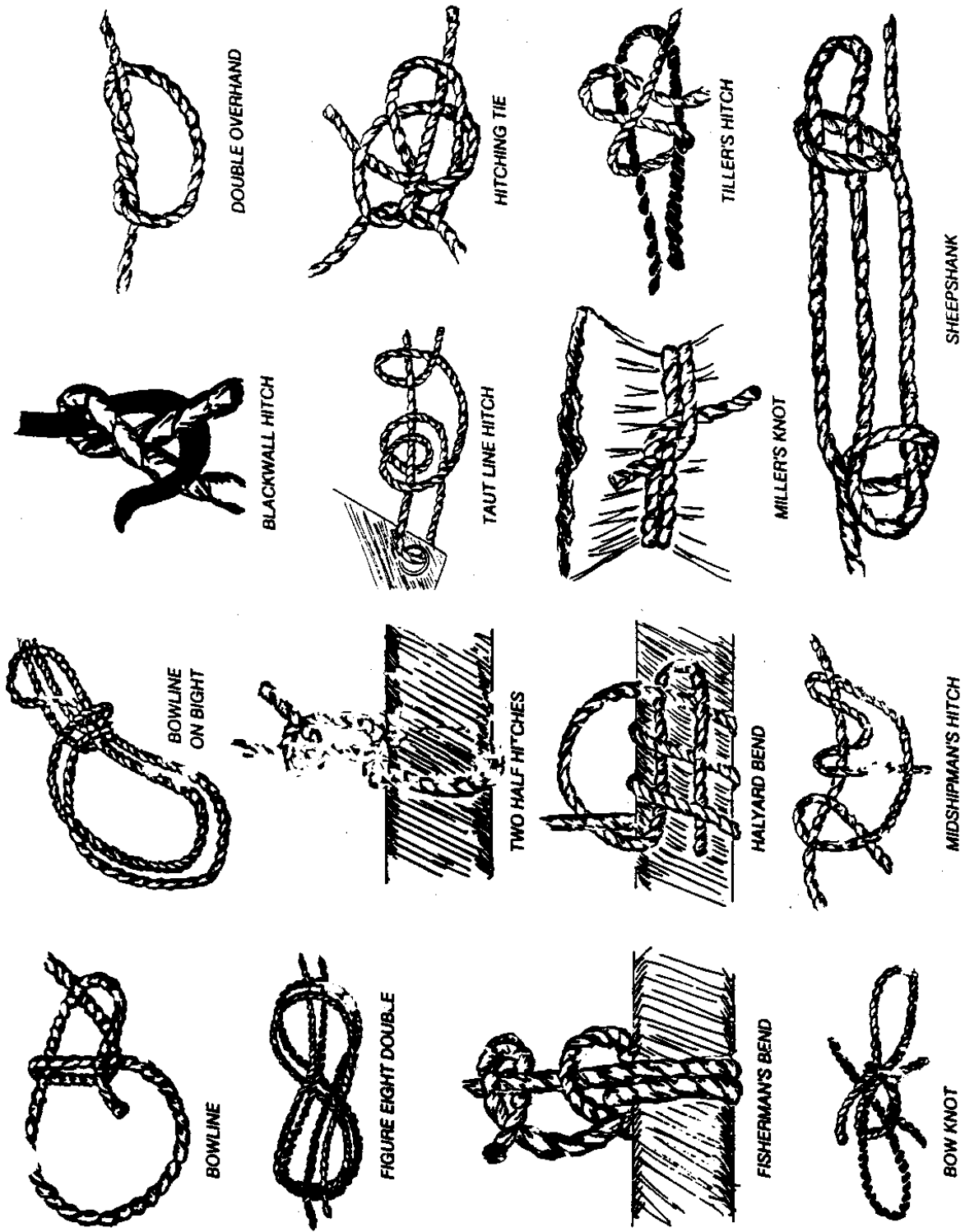
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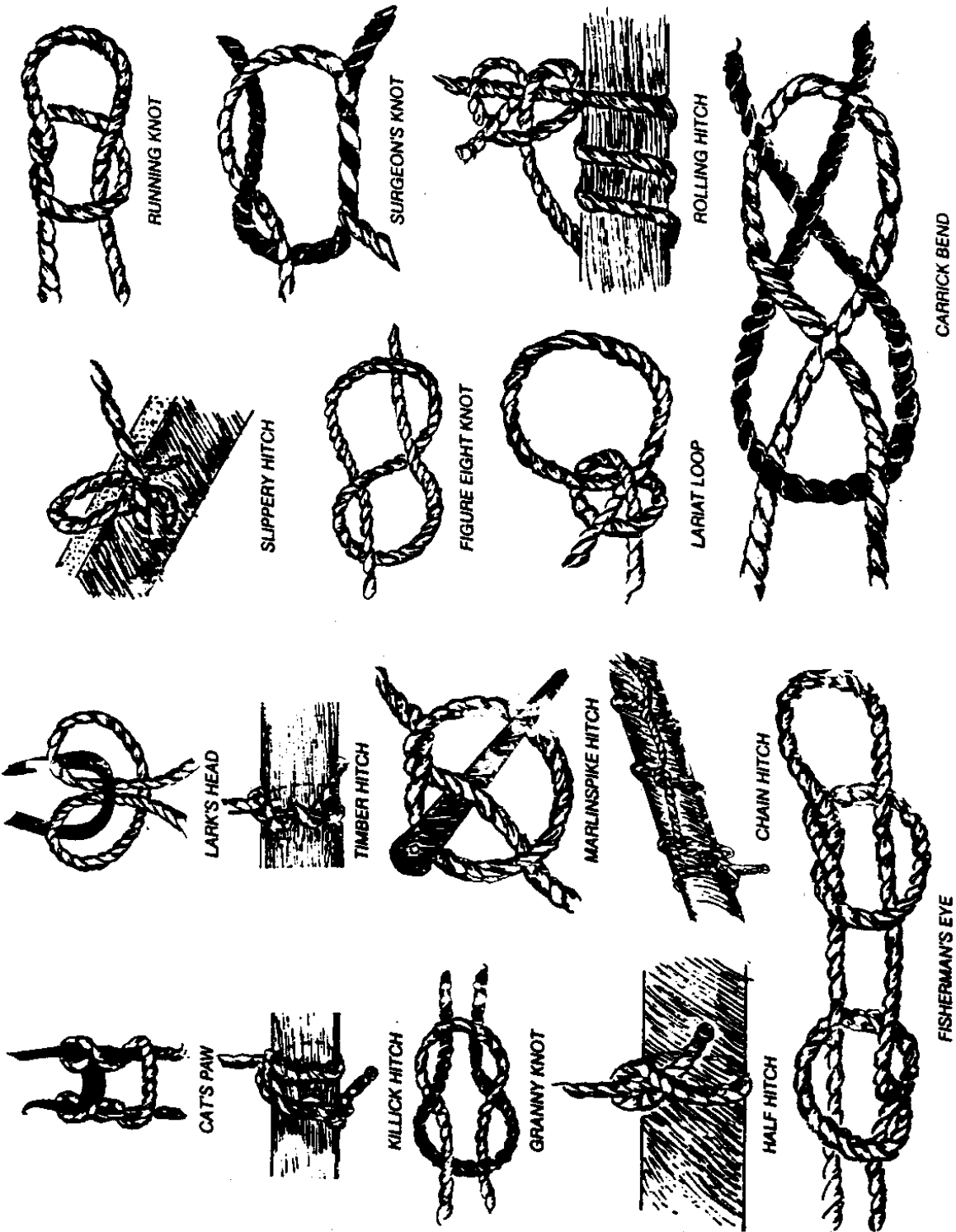
something that must be easily accessible, tying up packages & bundles.

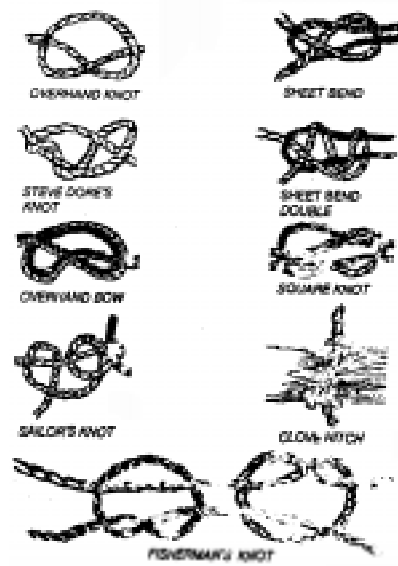
- Sheet bend: Tying 2 ropes of different thicknesses together
- Bowline: used for rescue or for making a loop that won't slip or close up.
- Clove hitch: for tying a rope to a tree, post or ring. The fundamental knot in pioneering and lashing, and for general use around the camp
- Two half hitches: for tying a rope to a tree, post, or a ring - easy to loosen
- Tautline hitch: for tightening (tensioning) a rope easily as in a guy-line or clothes line, raising & lowering & supporting items off the ground - very adjustable

- How to teach knots:

- Games & races
- Situational setups / problem solving
- Practical application in making tents, supporting things, making ropes longer





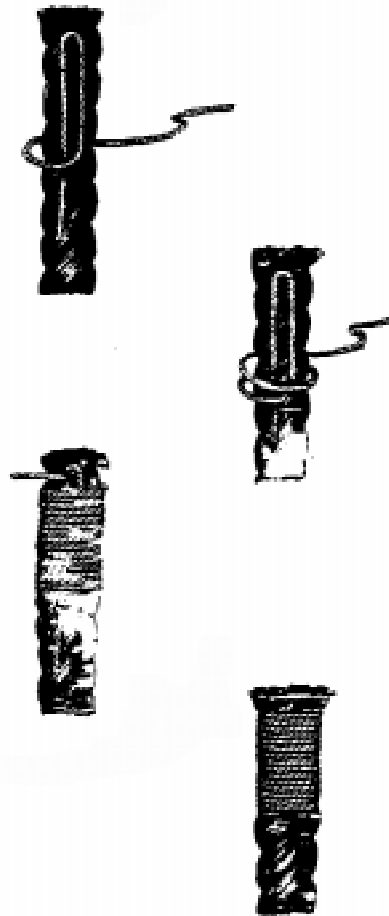


WHIPPING A ROPE

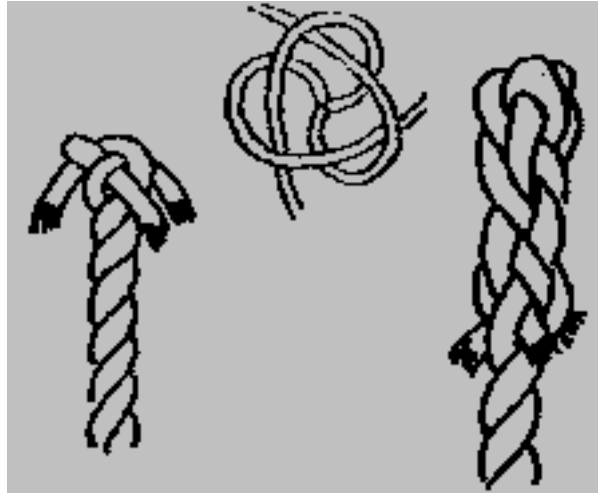
Make a bight with the end of the twine and lay it along the rope to be whipped in the direction of the rope end. Take a series of turns around the rope, gradually working towards the rope end, ensuring that the turns are laid hard against each other without riding up. Also take care that the bight remains securely gripped.

When the whipping approaches the end of the rope, tack the twine through the top of the bight and pull the twine at the other end of the whipping so that the bight is hauled down to the middle of the whipping. Cut off the loose ends of twine close against the turns.

With artificial fibre ropes the strands of the rope can be sealed with a soldering iron.



Back Splice



A simple and effective method of finishing the end of a rope in which a crown knot is made with the strands at the end which are then spliced back into the rope.

Eye Splice



A method of putting a permanent eye in the end of a rope. The strands are unlaid, a loop of suitable size formed and the three strands are spliced or worked in and out of the rope, usually under and over. Three "tucks" are normally taken.

How about a good Lashing

Definition of Lashing:

...the act of fastening material together with rope or twine ...

Definition of Pioneering:

...the act of creating, designing and building projects as solutions to a problem or challenge with the use of rope, natural materials and ingenuity, or back woods or comon sense engineering...

Why we do Pioneering: (develop a list)

- Fun
- Foster competition
- A teaching method for the development of basic Scout skills:
- Knot tying, splicing, lashing, use of woods tools
- Develop & promote teamwork & cooperation
- Practice the art of Leadership
- Develop sense of accomplishment & self confidence & self reliance

Equipment & Materials Used in Pioneering: (develop a list)

Rope, string, twine, poles, timber, logs, sticks, rocks, gallon cans or buckets, canvas, leather, ground cloths, knife, saw, axe, hatchet, shovel, gloves

Basic knots required for lashing:

- Clove Hitch - used to begin & end most lashings
- Timber Hitch - used to begin a Diagonal lashing
- Square Knot - used to end a Japanese Square lashing, and/or to join two ropes

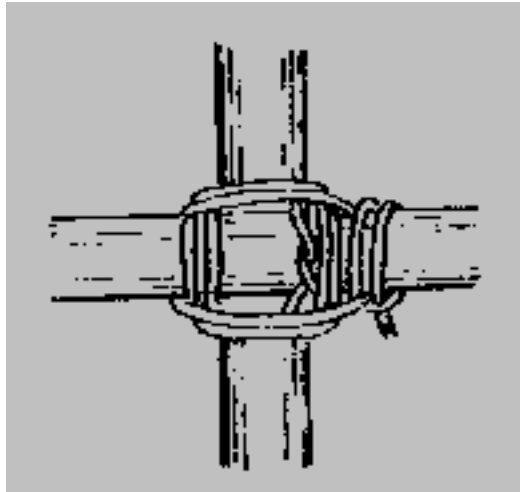
Types of lashing:

- Square: (traditional & Japanese)
- Diagonal
- Round
- Shear (when 2 poles don't touch - tripod, A-frame)
- Floor (net)

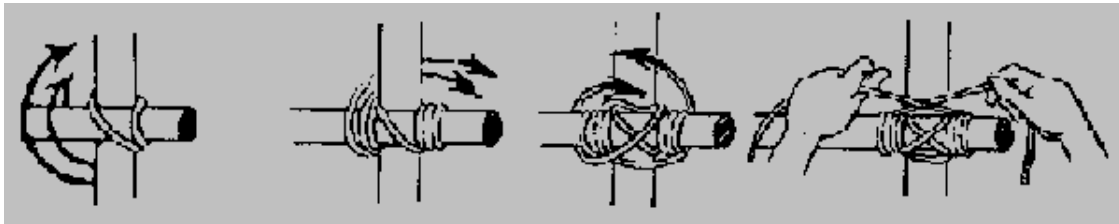
Square Lashing

Used to fasten two spars or poles together

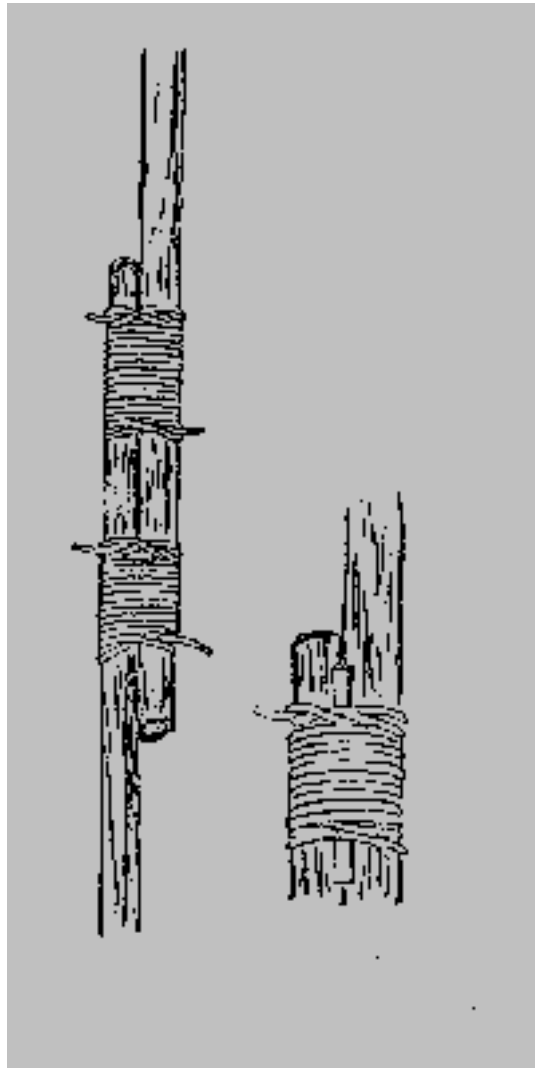
Begin with a clove hitch round the upright and tuck the end in neatly. Pull the clove hitch very tight, and take the long end over the crossbar, round the back of the upright, and over the crossbar again. Follow the same course, being careful to lay each cord alongside the one before and to pull tight all the time, until you have been round each part three times. Then take two or three frapping turns behind the crossbar and in front of the upright. Finish off with a clove hitch, pulled very tight, round the crossbar.



Japanese Square



Round Lashing



Used to lash two poles together (constructing a flagpole)

1. Tie a clove hitch round the bottom pole
2. Wind the rope around both six or seven times
3. Finish with two half hitches round both poles.
4. The lashing can be tightened by driving a small wooden peg between the poles

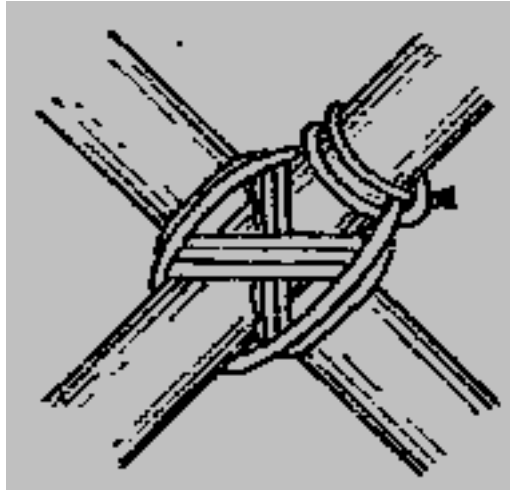
Diagonal Lashing

Used when two crossing spars tend to spring apart. Commonly used for the centre lashing on the diagonal braces of a trestle.

- Begin with a timber hitch.
- Do three diagonal turns across one way.
- Then three across the other way.

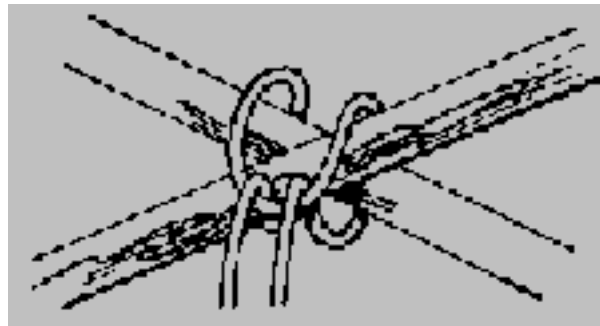
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- Pull the lashing together with about three frapping turns •Finish off with a clove hitch.



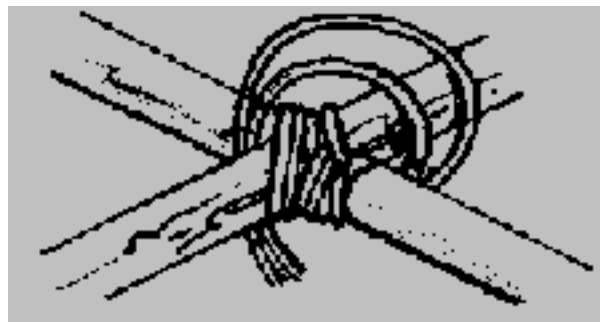
Filipino Diagonal Lashing

1.



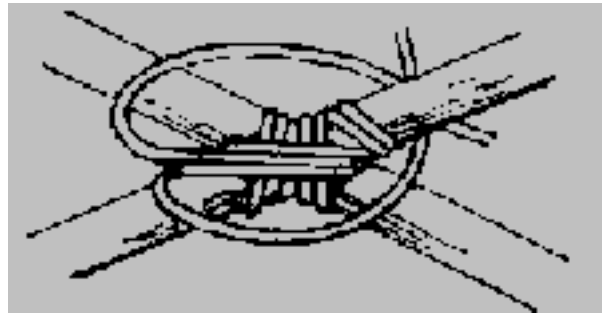
Start with the middle of the rope, tucking the running ends through the middle "loop" after going round both spars. Use the "loop" to pull the spars together.

2.



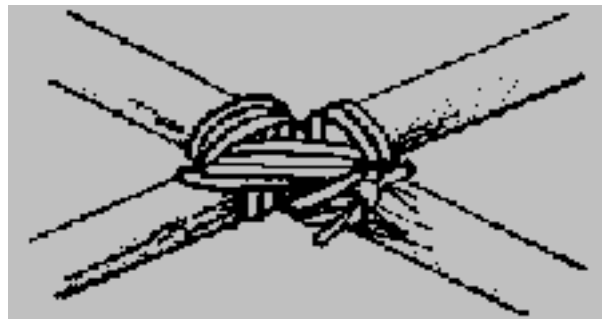
Now proceed as for a diagonal lashing taking the running end round both spars, keeping both ends together.

3.



Separate the ends and take frapping turns between the spars, pulling the rope tight as you do so.X

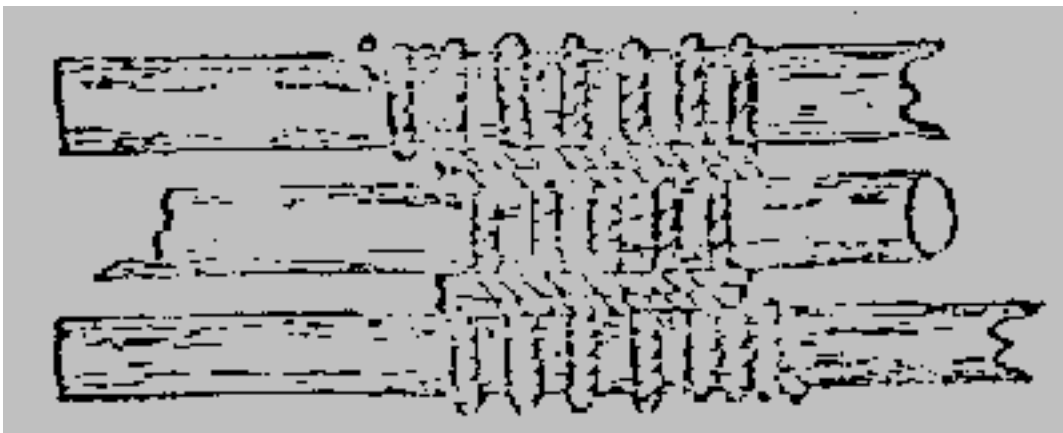
4.



Complete the frapping turns and finish off with a square knot.

Figure of Eight Lashing

Used to make tripods. Lay spars with two running one way and the third in the other. Start with a clove hitch on one outer spar then take turns over and under. Make frappings between spars. End with a clove hitch on opposite spar to start.



Pioneering projects: (develop a list)

- Tripod
- Flag pole
- A-frame / triangle (chariot, traverse, base for other structures)
- Bridge
- Ladder
- Signal tower
- Merry-go-round
- Swing
- Go-cart
- Chair
- Table
- Gateway
- Campsite gadgets (towel & dish rack, trash holder, water holder, menu board, pack / shoe / clothing / tool racks)
- Catapult
- Gate (self closing or free swing)
- Hoists
- Lean-to's
- Shelters

Planning the implementation of these skills & projects: (develop a list)

- Troop meeting activity
- Campout activity
- Summer camp projects
- Camporee competition
- District Merit Badge Day demonstration
- New Scout training
- Interpatrol competition

Summary:

In developing any project, make certain that ample supplies are readily available, that specific rules and instructions and objectives are clearly stated, and where time is an issue, that realistic expectations and timeframes are established. But above all . . . **make it fun!**

Review Objectives:

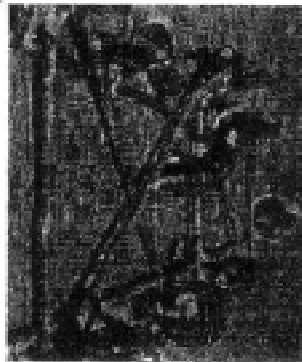
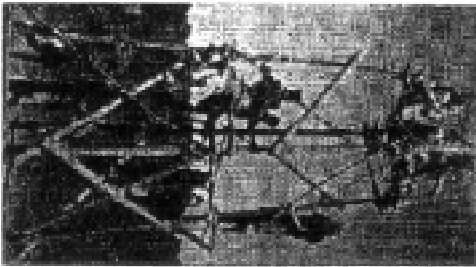
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Signal Tower

For the 12-foot tower you will need the following:

- 4 12-foot uprights (4 inches thick at the butt end)
- 8 10-foot lower diagonals (4 inches)
- 4 6-foot bottom crosspieces (3 inches)
- 4 6-foot upper crosspieces (3 inches)
- 12 6-foot platform flooring pieces (3 inches)
- 36 15-foot lengths of 3/4-inch or 5/16-inch line, whipped on both ends

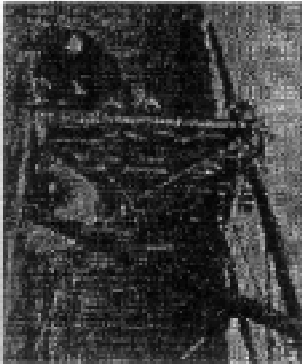
(NOTE: A 12-foot tower is only the bottom or base half shown in these photos.)



SIGNAL TOWER: Always explain ascending is heavy, for just at base offing. Put down a string for a center line, lay over one side at tower, but leaving the diagonals.



Use square building, except where the two lower diagonals meet, then, use diagonal building. To make it easy, build up trident so there can be no under tension. Make two sides.



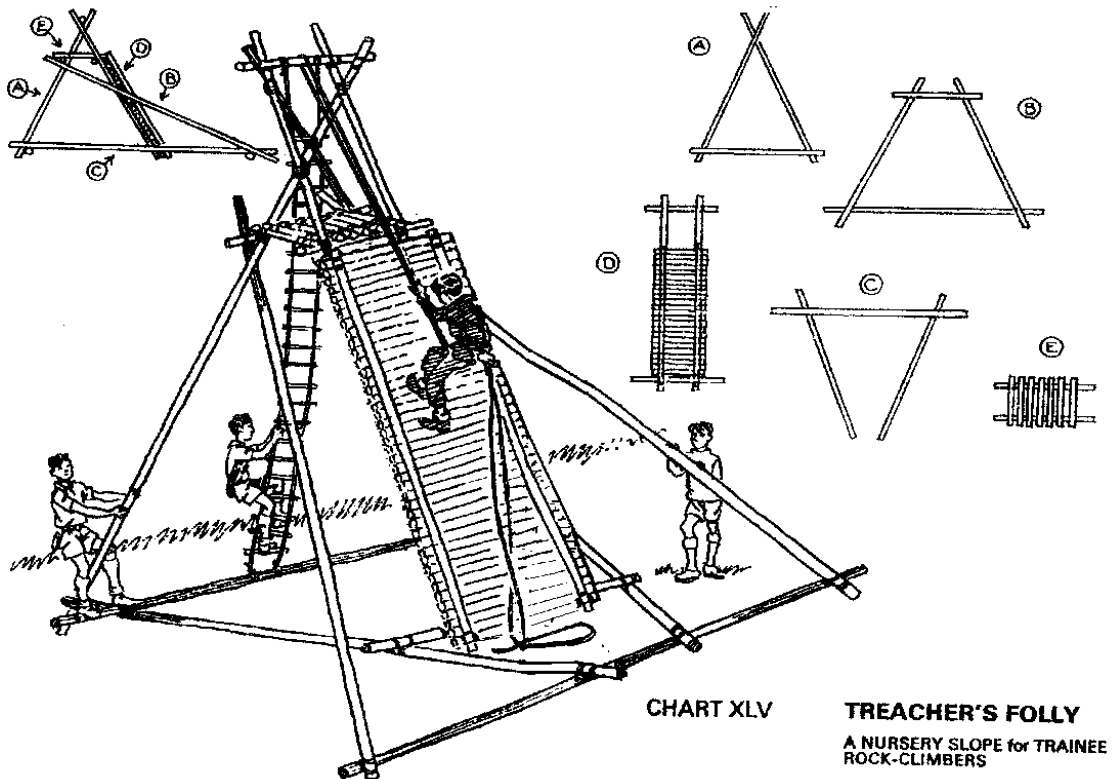
While the tower is still on the side, last flooring piece, till two opposite upper crosspieces to form a platform, last square built up on floor building.

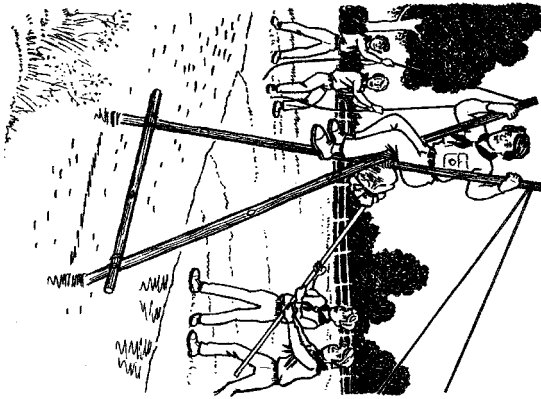
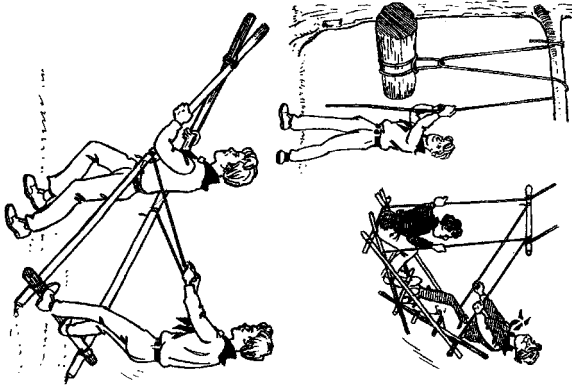


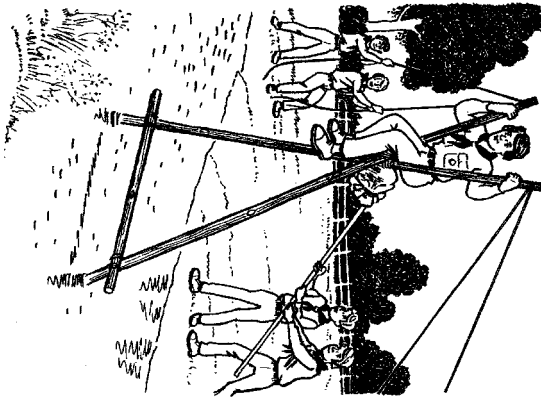
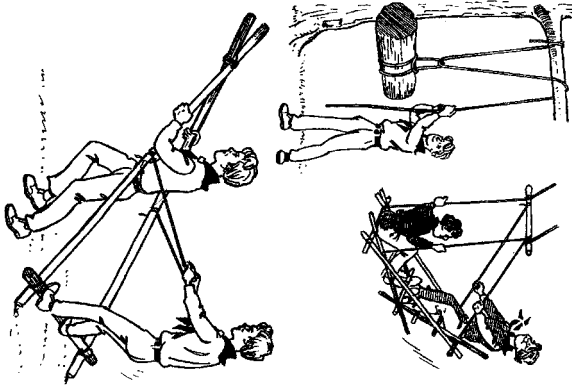
From there up, leaving each other, last to gather temporarily with diagonal brace. Connect them by crosspiece and diagonals. The building diagonals need the original sides.

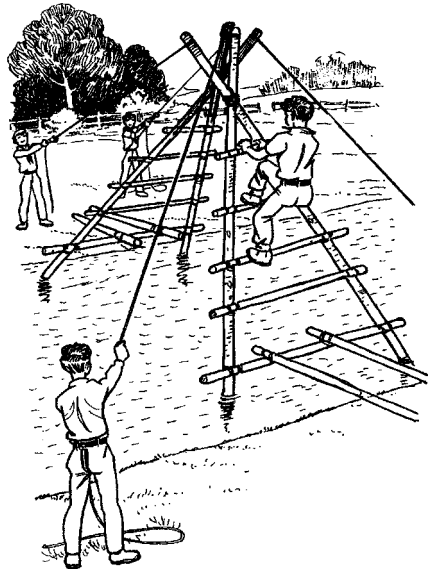


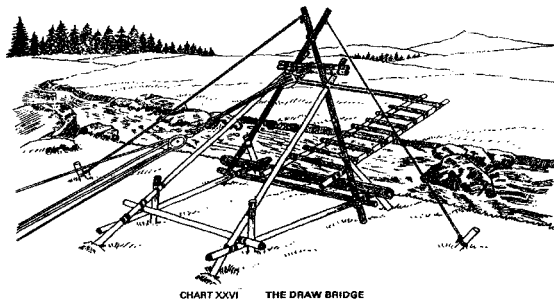
Make a large loop in a line and throw it over the top of two of the uprights. Throw a loop over the other two, lift tip of tower a few feet, then lift it by one point, pulling as you lift, another point building back on the other.

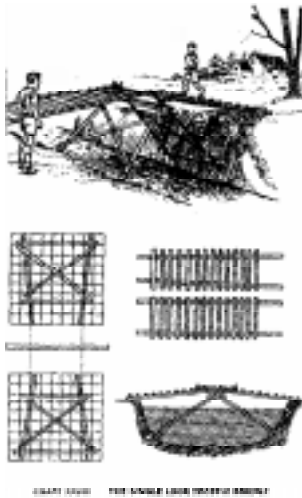


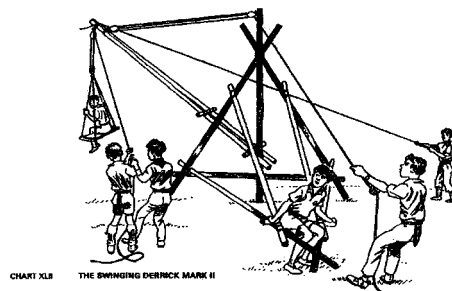
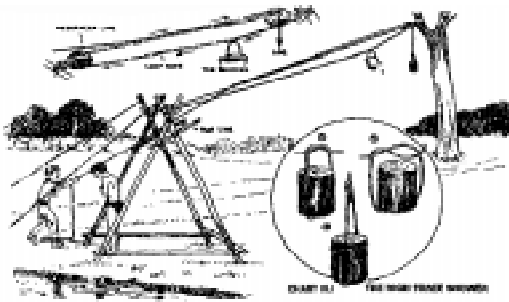


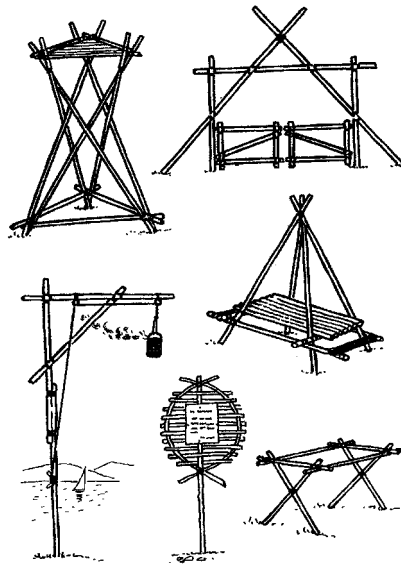


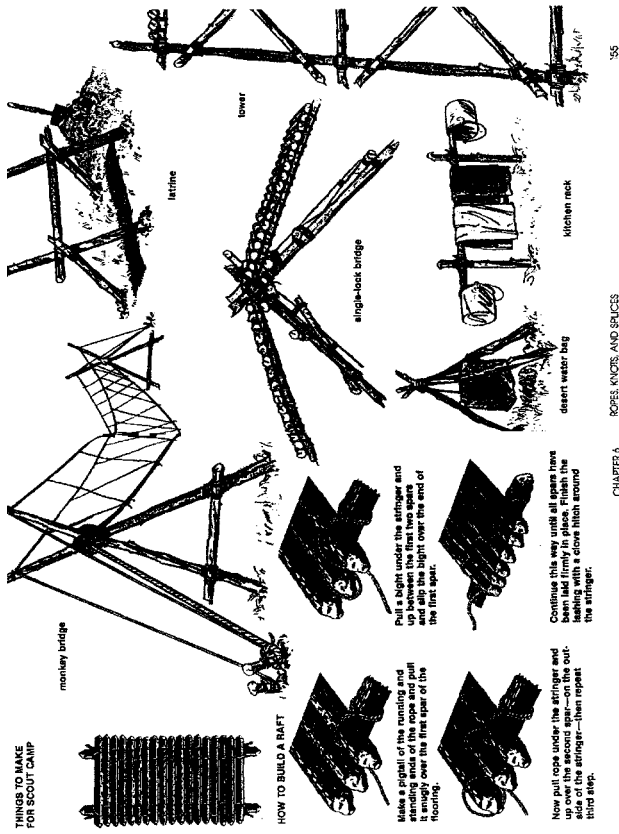












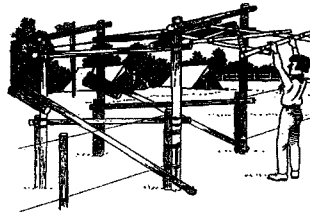
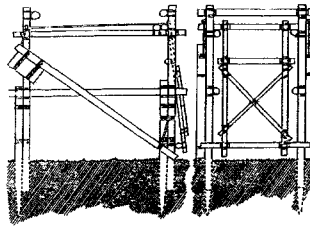
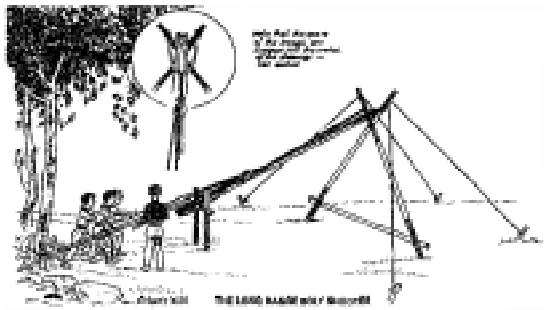


CHART XXXIX THE UP & OVER GATE



Exploring

STEP INTO YOUR FUTURE - NOW! NORTH COUNTY



The collage features the word "Exploring" in a large, bold, italicized font at the top. Below it are three photographs: a young man and woman looking at a laptop, a group of young men standing in a line, and a group of young people sitting around a table. A banner at the bottom left reads "What Is Exploring?".

Exploring

What Is Exploring?

Exploring is the young-adult division of the Boy Scouts of America. Explorers are young men and women aged 14 through 20 who join Explorer posts organized by businesses, industries, churches, schools, government agencies, professional societies, civic clubs, labor unions, sports clubs, and other community organizations. The program of these Explorer posts matches the interests of youth with the adult expertise and program resources of the organization. For example, a computer center could design an Explorer program in data processing and invite young adults interested in this field to join. Or a church might have a number of adults interested in outdoor

activities who could provide leadership and program help to an outdoor Explorer post.

The program of each Explorer post is unique, as it is developed around the interests of youth and the interests and capabilities of adults in the organization. Explorer posts can specialize in a variety of subjects, planning programs that offer career, citizenship, social, service, outdoor, and fitness activities.

Exploring is a dynamic and flexible program designed to help community organizations serve youth. It can influence and enrich the lives of our next generation of citizens.

**CAREER****LEADERSHIP****SERVICE****SOCIAL****FITNESS****OUTDOOR**

Exploring offers you an exciting opportunity - the chance to actually sample the career or profession you are interested in, the chance to do it now!

Leader Training Conference - 1996

You can learn what it would be like to be a pilot, a lawyer, a doctor, a computer programmer, a fireman, a policeman, an engineer and more. Explorer posts organized around career specialties offer you the chance to gain hands on experience in a career or profession that you are interested in.

Exploring offers you a variety of hobby interest programs as well. Through its outdoor and high adventure posts, you can take part in a sport or activity that you'll probably end up doing for the rest of your life. Exciting hobbies or special interests like sailing, canoeing, or scuba diving; sports such as surfing, tennis, swimming, archery or cycling.

For further information call Lane Calvert, Exploring Director at (714) 546 4990 Ext. 174 or if you are interested in the career call:

Animal Control

Jan Mandell (714) 935-6924

Westminster - Al Brackett (714) 898-3315 ext. 333

Ambulance

Eric Ell (714) 939-8102

Brea - Jeff Hamilton (714) 990-7625

Aviation

Orange County - Lynn Carlson (714) 852-8850

Los Alamitos - Ray Grimes (310) 594-0065

Fullerton - Bill Griggs (714) 773-0741

Placentia - Dave Douglas (714) 993-8151

Business

Merrill Lynch - Jeff Russell (714) 836-3127

Hunt Wesson - Steve Henig (714) 680-7008

Gloria Clark (714) 528-1906

Community Service

Drug Use is Life Abuse - Jeanie Henson (714) 6474133

Brea Canyons - Jeff Hammonds (714) 990-7882

Emergency Services

Eric Vargus (714) 286-4389

Martin Luther - Duff Harris (714) 491-5292

Engineering

Fluor Daniels - Mark Thies (714) 975-2367

Rockwell - Beverly Paonesa (714) 7624192

North County Computers - Len Leventhal (714) 528-6344

Law Enforcement (cont.)

Seal Beach - Joe Miller (310) 431-2541 ext. 271

Orange - Brent Taylor (714) 744 7553

Anaheim- Richard Martinez (714) 254-1922

Fullerton - Eric Halverson (714) 738-6715

La Habra - Mike Mitchell (714) 905-9761

Buena Park - Lloyd Schwengel (714) 562-3902

La Palma - Maggie Faust (714) 5234552

Los Alamitos - Sean Connely (714) 527-7775

Library

Military

Gil Corper (714) 841-3009

Medical

Anaheim Memorial - Diane Harvey (714) 999-6064

Hoag Hospital - Lyndon Johansen (714) 760-5570

Garden Grove - Cathy Padilla (714) 741-2790

St. Jude's - Anita Mahoney (714) 871-3280

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Safe-Rides

📌 Fire (Orange County)

O.C. Silverado - Mario Ortega (714) 538-1746

O.C. Stanton - Steve King (714) 660-0427

Buena Park - Jeff Pederson (714) 5274118

O.C. Placentia - Bill Anderson (714) 996-2121

Orange - Dale Eggleston (714) 288-2511

Brea - Bob Verberg (714) 990-7660

Stacy Taylor (714) 365-8706

📌 High Adventure

Chapman University - John Moms (714) 838-2212

Brea Lions - Anne Lanphar (714) 990-8775

Grace Lutheran - Dan Toussaint (714) 520-9750

Indian Culture - Les Ferguson (714) 893-8999

Newport Co-ed - Roger Abacrombie (714) 744-5809

📌 Hotel Management

Maura Brondi (714) 772-7621

Jim Johnson (714) 258-2202

📌 Law Enforcement

Garden Grove - Dennis Ellsworth (714) 741-5819

Santa Ana- Alan Caddell (714) 647-5182

Jerry Halpin (310) 7994780 x-235

Cindy Fischer (714) 532-8032

Scuba

Jim McEachern (714) 5474813

Sheriff

📌 Ships/Marine

Newport Girls - Kathy Hartman (714) 964-7960

Newport Boys - Chuck Modlin (714) 835-3100

Newport Boys - Mike Stewart (714) 642-8503

Video Production

Zoo

Orange County Zoo - Forest Despain (714) 633-2022

STEP INTO YOUR FUTURE - NOW! - SOUTH COUNTY

Exploring offers you an exciting opportunity - the chance to actually sample the career or profession you are interested in, the chance to do it now!

You can learn what it would be like to be a pilot, a lawyer, a doctor, a computer programmer, a fireman, a policeman, an engineer and more. Explorer posts organized around career specialties offer you the chance to gain hands on experience in a career or profession that you are interested in

Exploring offers you a variety of hobby interest programs as well. Through its outdoor and high adventure posts, you can take part in a sport or activity that you'll probably end up doing for the rest of your life. Exciting hobbies or special interests like sailing, canoeing, or scuba diving; sports such as surfing, tennis, swimming, archery or cycling.

For further information call Mark Jones, Exploring Executive at (714) 546-4990 Ext. 172 or if you are interested in the career call:

Dana Point - Marvin Sharill (714) 496 6666

Aliso Viejo - Scott Smith (714) 831-5590

Engineering

Fluor Daniels - Jeff Vandenoer (714) 975-4838

Western Digital - Robert Hom (714) 932-7631

Huntington Beach - Bob Dutton (714) 536-5411

Irvine - Ted Van Klavern (714) 551 6881

Mission Viejo - Mark Sanchez (714) 581-1910

San Juan Capistrano - Roy Goodwin (714) 831-0871

Tustin - Steve Miller (714) 544-0171

San Clemente - Kurt Bidinger (714) 837-5471

Costa Mesa Jim Ellis (714) 754-5204

High Adventure

Mission Viejo - Louise Kelsey (714) 459-8118

Orange County - Leslie Villar (714) 544-8496

Huntington Beach - Sharon Alleman (714) 892-7376

Indian Culture - Frank Campbell (714) 582-0213

Costa Mesa Rockreation - Glenn Lake (714) 770-5565

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Orange County - Luis Ruarn (714) 830-6641
San Juan Capistrano - Tony Foster (714) 489-1389
San Clemente - Nelda Gonzales (714) 347 0274
Tustin - Mark Hein (.714) 573-3219
Laguna Beach - Ted Falencki (714) 497-0701
Irvine - Richard Worcester (714) 524 7048
Costa Mesa - Dave Walker (714) 754-5265
Fountain Valley - Debbie Eskridge (714) 965-4485
Huntington Beach - Tricia Klemke (714) 960 8825
Newport Beach - Don Prouty (714) 644 3776

Medical

Mission Trauma Center (714) 364-4252
Fountain Valley Regional Catherina O'Brien (714) 966 8174

Modeling

Vince Gray (714) 622-1000

Public Relations

John Eckel (714) 752-1106
South County - Connie Stulcup (714) 364 7754
Irvine - David Riess (714) 554-1008

Sheriff

South County - Stacy Tavior (714) 365-8706

Ships/Marine

Dana Point - Shirley Abbott (714) 496-1254
Dana Point Co-ed - Jim Wehan (714) 493-3952
Newport Co ed - Jim Walters (714) 499 6620
Dana Point Co ed - John Walters (714) 493-6242
Dana Point Co ed - Diane Wenzel (714) 249-3035
Newport Girls - Kathy Hartman (714) 964-7960
Newport Boys - Mike Stewan (714) 642-8503
Huntington Beach Girls - Janet Deason (714) 846-8687

Video Production

John Brown (714) 258-2202

Zoo

Orange County Zoo - Forest Despain (714) 633-2022

What Are the Purposes of Exploring?



The purposes of Exploring are to provide community organizations an effective young-adult program, designed to improve character, citizenship, and fitness.

The following are the specific goals each post should achieve as a result of planning the program around six experience areas:



CAREER

- A better understanding and appreciation of America's social, economic, and governmental systems
- Some insight and practical experience in careers



SERVICE

- Development of the skills and the desire needed to help others
- A keen respect for the basic rights of others
- Empathy for others



LEADERSHIP

- Preparation to give leadership and fulfill their responsibility to their community, society, and to the people of the world
- Deeper pride in the promise of America and an understanding that all people have the right to life, liberty, and the pursuit of happiness



SOCIAL

- Stable personal values firmly based on religious concepts
- Skill in dealing with all people and a sense of family responsibility



Steps to Organizing a Post

The head of the organization that wishes to use the Exploring program meets with representatives of the BSA local council to discuss starting an Exploring post. The organization agrees to recruit adult volunteer leaders; develops a list of program ideas that includes career, citizenship, social, service, outdoor, and fitness activities; and provides meeting facilities.

The BSA local council conducts a career interest survey in local schools or uses other methods to determine the interests of Explorer-age youth. Once posts are organized, those indicating interest in the post's specialty are invited to join.

The required adult leaders (over age 21) include an Advisor, one or more associate Advisors, and a post committee of five or more men and women.

The program of an Explorer post is based on an inventory of the equipment, resources, and facilities that the organization can make available and a list of the careers, hobbies, skills, or contacts that adults in the organizations are willing to share with their post.

The post committee plans the first few months' program—usually two meetings and an activity each month. Once the post is organized, the elected Explorer officers and the adult Advisor plan an annual program based on the members' interests and the organizations' program inventory.



What Youth Want

The extensive research leading to the development of Exploring revealed these major items regarding Explorer-age youths' interest:

- Eighty-three percent have a specific career or hobby interest.
- Ninety-four percent want to work with an adult having this hobby or interest.
- The majority want to belong to a coed organization.
- Interest is high in team sports and person-to-person competition.
- They want to show what they can do on their own.
- They want to participate in leadership and planning, and expect the advice and support of adults.
- They want hands on experiences, not lectures or movies.
- The program must be fun, challenging, exciting, and worthwhile.

• Improvement of mental and emotional fitness

• Physical fitness and an appreciation for recreation

• A degree of self-reliance based on courage, initiative, and resourcefulness

• An understanding and appreciation of the wise use of resources and the protection of our environment

Exploring

Program Support

Boy Scouts of America has produced extensive literature, audiovisuals, training, activities, and awards to support Explorer posts.

Literature and audiovisuals. A variety of books, pamphlets, and videos are available on organization, program, leadership, and activities. In particular, the *Explorer Leader Handbook*, No. 34637, supports leadership and planning. ("Guide to Exploring Literature, Audiovisual, and Support Materials," No. 23-200)

Training. The BSA local council provides basic and advanced leader training sessions along with post leader workshops, quarterly Advisor meetings, and program conferences to improve and enrich post programs. ("Guide to Exploring Leadership Training," No. 23-254)

Activities. BSA local councils plan events for Explorers such as canoe races, sports tournaments, road rallies, ski trips, and career-related conferences. Explorers may attend the three national high-adventure areas in Minnesota, Florida, and New Mexico. Other programs that enhance Explorer participation are the biennial national Explorer conference, biennial national law enforcement Explorer conference, National Explorer/Crosman Air Rifle Championships, and the National Law Enforcement Mock Trial Competition.

Awards. A variety of awards and scholarships is available to recognize Explorer achievements. ("Guide to National Awards and Scholarships," No. 23-220)

Exploring magazine. A year's subscription to an exciting four-times-a-year publication is included in the Explorer membership fee.

BSA local council. The Explorer post is supported by one of about four hundred BSA local councils which provide staff and volunteer support, operate service centers and camps, and conduct training and activities.

Liability insurance. The Boy Scouts of America has liability insurance that covers leaders and organizations operating Explorer posts. Accident and medical coverage are not included but are available through BSA local councils at a modest cost.

How Your Organization Will Benefit

- E** Exploring creates a greater job awareness among your key personnel.
- E** Exploring explains how your association or business plays an important role in the welfare of your community, state, and nation.
- E** Exploring gives interested young adults an insight into your association or business as a possible future vocation.
- E** Exploring shows how your association or business relates to the free enterprise system.
- E** Exploring provides an opportunity for your association or business to relate to its future employee market.
- E** Exploring stimulates young adults to remain in school and make the most of future educational opportunities.
- E** Exploring provides your association or company an opportunity for excellent community and public relations.

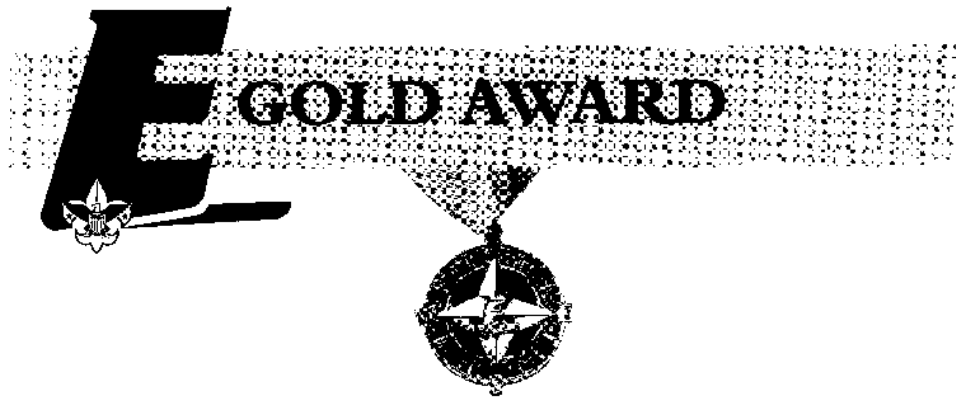
How to Get Involved

Exploring is simple, flexible, and locally operated. Your organization's members can share with youth what they know best—their career, sport, or hobby. If your organization would like to discuss operating an Explorer post, or if you can volunteer to help with this exciting program, please contact your BSA local council listed under "Boy Scouts of America" in your telephone book. What better opportunity to influence the character, citizenship, and fitness of our next generation?



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No. 34627
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Growth Opportunities in Leadership Development for Explorers

Introduction

The Gold Award is available to all Explorer members of the Boy Scouts of America.

The purpose of the Gold Award program is to

- Recognize achievement by young adults.
- Encourage personal growth through exposure to activities related to the six experience areas of Exploring.
- Offer challenging and stimulating opportunities for young adults to develop and achieve personal goals in citizenship, character development, and personal fitness.
- Provide a favorable image of Exploring among youth, parents, schools, and communities.

Background

Explorers should have the opportunity to work toward tangible, challenging goals, and to be recognized for their efforts.

The Gold Award program has been developed to recognize a significant accomplishment in a young person's life; it requires outstanding performance in a broad spectrum of activities related to Exploring's six experience areas (career, service, fitness, social, leadership, and outdoor). The program was developed to challenge and to motivate young people over an extended period of time.

Qualification

Candidates for the Gold Award must submit a written petition to their post Advisor, in which they should outline their plans and ambitions for their projects to achieve the award. Advisors are encouraged to have a conference with each candidate to ensure that the Explorer has developed a well-conceived plan, and that he or she has specific goals in mind.

The program is designed to challenge young men and young women with interests that cover a wide variety of Exploring activities. Several requirements must be met to

qualify for the Gold Award; the requirements are listed separately below.

The Gold Award will be presented only to young adults whose personal conduct is in keeping with the principles of the Explorer Code and the Boy Scouts of America.

Requirements

The Gold Award program is designed to permit adaptation of certain phases of the program so that *all* Explorers may work for and achieve the award. In order to offer a challenge to youth, and in the interest of maintaining a standard of qualification, *minimum* requirements have been established that must be met before the Gold Award can be presented to an Explorer. These requirements are:

- A. The candidate must have been an active, registered Explorer for at least 12 months **tenure** before final qualification.
- B. The candidate must have been an active member of the Explorer post, and served in one or a combination of **leadership roles** within the past 12 months (roles may be concurrent) as follows.

For leadership roles within the post, a candidate might be:

1. An Explorer post officer.
2. An Explorer officers' association member or committee member.
3. An activities chairman for one of the post's two-day activities or superactivity.

For leadership roles outside the post, a candidate might be:

1. An elected youth officer of a church or school organization.
2. An elected or appointed team leader.

- C. The candidate must have **participated** in a district/Exploring division, council, area, region, or national Explorer event.
- D. The candidate must, in consultation with the post Advisor or a member of the post committee, set one **personal growth** goal related to each of the six experience areas of Exploring, in which the Explorer certifies completion of the goals.

For personal growth, a candidate might

1. Complete a cardiopulmonary resuscitation (CPR) course, or an Emergency Medical Technician (EMT) course.
2. Plan and carry out a personal exercise program over a 4-month period, i.e., jogging, running, swimming, weight reduction, or physical conditioning.
3. Practice for, and attain, the Presidential Physical Fitness Award.
4. Complete a reading program of the scriptures, classic literature, historical series, etc.
5. Serve for 6 months as a reading counselor for a child with reading problems.
6. Visit a nursing home, on a regular basis, over a 4-month period, to help write letters or to read to patients or provide personalized services.

- E. The candidate must plan, prepare for, and lead to completion two or more **post activity projects** that relate to at least *two of the six* experience areas; suggested post activity projects are listed separately below.

For post/ship activities, the action should involve at least five Explorers, and it should require a minimum of 4 to 6 months from inception to completion; the project should be approved and the goals of the project set by the post Advisor and/or a member of the post committee and the Explorer candidate. Both parties should certify the completion of the project(s). Activities should be arranged to fit into normal post programming. Qualifying post/ship activities include, but are not limited to, the following:

1. Plan and, with the help of at least four other Explorers, carry out a conservation project that is approved by an agency of the federal, state, or local government, such as the National Park Service, the Department of the Interior, the Bureau of Land Management, state division of parks and recreation, city or county parks department, etc.
2. Plan and chair a committee that stages a major social activity involving all members of the post, post members and their parents, or post members and their entire families.
3. Plan and carry out a series of post activities over a 4- to 6-month period, related to careers of interest

to post members. Professional or volunteer consultants could be asked to present information regarding their specialty, profession, or occupation.

4. Help organize a new Explorer post, or revitalize an inactive Explorer post; coordinate activity with BSA local council staff members.
5. Organize a recruitment drive to add members to your own post or to other posts in the district/council. The drive should last at least 1 month, and the recruitment plan should include specific activities oriented toward recruiting new members, goals, methods of publicity, etc.

- F. The candidate must be able to **recite the Explorer Code**.

- G. The candidate must submit three **letters of recommendation** to the post Advisor that confirm he or she lives in accordance with the principles of the Explorer Code. The letters should come from adults outside the post, such as school or church leaders, employers, or community leaders.

- H. After completing all other requirements, the candidate should prepare evidence of completion of the work and submit it to the post Advisor. The post president, in conjunction with the post Advisor, should then appoint a review committee of four to six people including Explorers and adults. The committee should review the candidate's **written presentation and interview** the candidate to determine whether that person grew as a result of the pursuit of the Gold Award.

- I. Finally, the candidate must have qualified for the Gold Award before his or her **21st birthday**.

Suggested Qualifying Activities

Because of the designed, flexible nature of the program, post Advisors and post committee members are permitted a reasonable degree of latitude in approving activities that serve to meet the qualifying requirements for the Gold Award in the areas of leadership, personal growth, and post activity projects. Likewise, post Advisors, post committee members, and Explorers are encouraged to seek out additional appropriate activities, bearing in mind the purpose of the Gold Award program.

NOTE: The Gold Award is recognized nationally; however, the program is administered and approved, and recognition is made, at the local council level.

Supply Information

Councils (only) may order the Gold Award from the BSA National Distribution Center:
 Ribbon Medal Award, No. 04178 (for civilian wear)
 Square knot, No. 05526 (for BSA uniform wear)

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Gold Award Application

Please print or type all information. Give month, day, and year for all dates.

Part I—Personal Data:

Name _____ Nickname _____
Address _____ P.O. Box _____
City _____ State _____ Zip _____
Telephone _____ Birthdate _____
School/College _____ Grade _____
Church or Religious Affiliation _____
Date Entered Exploring _____

Part II—Requirements (as they pertain to the requirements for the Gold Award; attach additional sheets as necessary):

A. Tenure: _____ months Qualified: _____
(Advise—sign/date)

B. Leadership: _____

Qualified: _____
(Advise—sign/date)

C. Participation (district, council, area, regional, national events):

Qualified: _____
(Advise—sign/date)

D. Personal Growth (describe briefly at 1 and 2 below):
1. _____
Approved: _____ Completed: _____
(Advise/Post Committee—sign) (Explorer—sign/date)
2. _____
Approved: _____ Completed: _____
(Advise/Post Committee—sign) (Explorer—sign/date)
Qualified: _____
(Advise—sign/date)

E. Post/Ship Activities (describe briefly at 1 and 2 below):
1. _____
Approved: _____ Completed: _____
(Advise/Post Committee—sign) (Explorer—sign/date)
2. _____
Approved: _____ Completed: _____
(Advise/Post Committee—sign) (Explorer—sign/date)
Qualified: _____
(Advise—sign/date)

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COMMISSIONERS STRUCTURE

COUNCIL LEVEL:

Council Commissioner	Tom Graffio
Deputy Council Commissioner (LDS)	
Assistant Council Commissioners (13)	
Including 1 for Exploring	Stan Bressler
Including 2 Area Commissioners	
(Boys and Cubs)	

DISTRICT LEVEL:

District Commissioner, North District	Dave Rudat
District Commissioner, South District	Roy Miller
Assistant District Commissioner, North	Jim Moss
5 or 6 District Commissioners under Areas.	
(Boys and Cubs)	

UNIT LEVEL:

Unit Commissioners:	
One Commissioner for each 3 units.	
Unit Commissioner for Law Enforcement	Patti Van Voorst
	Bill Shoppert
Unit Commissioner for High Adventure	Dan Toussaint
Unit Commissioner for Aviation	Ray Grimes
Unit Commissioner for Engineering	Beverly Paonessa
Unit Commissioner for Fire	Pat McIntosh
	Thom Hesketh
Unit Commissioner for Medical	Diane Harvey
Unit Commissioner for Sea & S. & R.	Bill Austin

EXPLORING'S SIX EXPERIENCE AREAS



- Developing a better understanding of America's social, economic, and governmental systems.
- Gaining some insight and practical experience in careers.



- Encouraging the skill and desire to help others.
- Gaining a keen respect for the basic rights of others.



- Encouraging a sense of pride in our American heritage.
- Preparing to give leadership and fulfill our responsibility to American society and to the people of the world.



- Instilling stable personal values firmly based on religious concepts.
- Developing skill in dealing with all people and encouraging a sense of family and community responsibility.



- Improving mental and emotional fitness.
- Enhancing physical fitness and an appreciation for sports.



- Developing a degree of self-reliance based on courage, initiative, and resourcefulness.
- Understanding and appreciating the wise use of resources and the protection of our environment.

INNOVATIVE FIRST AID

(Realistic First Aid)

A method for first aid training, and testing, by using makeup, to make it more realistic, interesting, and to increase it's retention by Scouts.

**Prepared and presented by:
Don Piantoni**

The IN's and OUT's of First Aid Instruction

INTRODUCTION

The Scoutmaster Handbook tell us; "Remember that the skills that save a life or treat a serious injury are not in a kit. They're in the head of an experienced first-aider. Always take one or more along."

First aid care is well defined. That is, the care to be given is presented in *The Boy Scout Handbook*, and the *First Aid Merit Badge* book. It follows treatment prescribed by accepted medical authorities and must be followed. What is not covered in these text is how to make it come alive in Scout training, and not be just another dry text book subject. How do you provide hands-on experience which will reinforce the retention of the skill, and make it FUN to learn. Remember, first aid must be remembered to be useful. It could be years before it is put to use in an emergency.

TRAINING METHODS

There are a number of ways that first aid is taught and tested for in troop operation. They range from the simplest, which does not do much to reinforce the training, to as elaborate as your mind can come up with. This outline will show you how to use some of your resources.

Written Test.

This is a method that would make Scouting just another school classroom.

Verbal Question and Answers.

Example:

"I have a cut on my wrist, it is spurting bright red blood, tell me what you would do for it.

This is a very common method. It is the simplest, requires no preparation and no supplies. It is done by simply stating a question, and expecting an answer. This method gets the job done, but turns it into just another classroom testing exercise. It does not provide for hands-on experience to reinforce the learning.

Verbal Question and Action Example:

"I have a cut on my wrist, it is spurting bright red blood, show me what you would do."

This is probably the most common method used, and could be called the "Show-me" style. Again it requires very little preparation, but some supplies. It is an improvement over the Question and Answer method because it has some hands-on, but it lacks anything to make first aid memorable, no pizzazz. Nothing to really make it stick.

Action Scenario:

Example: "Your patrol is passing a playground when one of the pieces of playground equipment

collapses. A child suffers broken bones and severe cuts. Perform the necessary first aid."

In this method an emergency situation is generated with a story line. "Victims" are recruited to play the parts, tagged with a description of their injuries, and then the scene is staged. The Scout is then given the story, either verbally or written, and then must react to what he finds. The Scout is expected to find the injuries, make a decisions, then take the necessary action. This problem can be made more complex by including multiple injuries, and additional victims. The Scout can be made to deal with the total problem; shock, sending for help, using others, to move or not move a victim, and controlling the panic, all part of the total first aid picture. The complexity of the problems can be increased as the Scout's skills increase. Action and role playing increases the skill retention span, whether as the first-aider, or playing the victim. Most Scouts like action oriented activities, and can become very creative when setting up the problems. This method adds some excitement to the training. Some examples can be found in *Woods Wisdom*, in the program features for *First Aid*, and *Emergency Preparedness*.

Realistic First Aid:

The most effective method of preparing Scouts to do first aid is called Realistic First Aid. It can also be referred to as Moulage Makeup, and is the art of using makeup, or appliances, to simulate wounds and injuries. The "victims" are made up, and the scene is set, possibly using some props. Then the Scout is given the story line and turned loose to discover the victims. He must make his own assumptions, develop a plan, then carries it out. Again he can be required to deal with the entire situation. The complexity again can increase as the skill level increases. There is a secondary benefit to this method. Many people react differently to the sight of blood and trauma. Although no one ever becomes fully comfortable with it, realistic first aid can lessen the impact when a real emergency is encountered. It might just enable the Scout to better perform if the need ever arises. It does take more preparation; the makeup, the props, and the staging. The first-aider and victims should be dressed in old cloths that it would not matter if they become stained, or possibly cut and ripped. But, the rewards usually out weight the effort, and the impact can make a lasting impression. Again, most Scouts like action oriented activities, and really get into the role playing.

CONCLUSION

Make first aid come alive for the Scout. It is not only a interesting, and challenging skill to learn, but it can make a difference in a life or death situation. To a Scout it can be very rewarding to him to know he is PREPARED to help someone in distress, or to save a life.

First Aid Makeup

The makeup material for realistic first aid can come from a number of sources. Costume shops, theatrical supply houses, and mortician supply houses are to name a few. These can usually be found in the local phone directory. Around Halloween it can be obtained where costumes are available. The Halloween makeup is usually less expensive, and usually clean up with soap and water (an advantage, if you ask Mom). There is one supply house that specializes in makeup for first aid and disaster training. They will send a catalog on request. The address is;

Ben Nye, Inc.
5935 Bowcroft St.
Los Angeles, CA 90016

Bottom line, buying commercial makeup can be expensive. But, for some good news, it is possible to make most of the makeup needed from items found in the home, or can be picked-up inexpensively at a drug or grocery store. Here are some that can be done.

Skin Putty

Ingredients:

Petroleum jelly
Flour
Food coloring, red
Cocoa

Instructions:

Mix 1 part petroleum jelly with 5 parts flour, and knead well. Add a small, very small amount (drop) of food coloring and cocoa to color. Add coloring slowly, in very small portions, until skin tone is matched.

Skin Tissue

Ingredients:

Gelatin, clear
Glycerin
Warm water

Instructions:

Mix gelatin with warm water until a smooth jell, then add small amount of glycerin. Mix well, and apply to subject. When it becomes tacky it may be shaped into wound. It can be formed into a flap of skin, or large burn area.

Bone

Ingredients

Chicken bone pieces.
Small pieces of wood stick.

Instructions:

Insert into skin putty wound to simulate bone ends in an open fracture.

Underlying Skin Tissue

Ingredients:

Cold cream
Food coloring, red

Instructions:

Start with about a half tea-spoon of cold cream. Mix small amounts of food coloring, again use a very small portion, into cold cream until pink flesh color is achieved. Paint into open wound to simulate the underlying exposed tissue.

Blood

Ingredients:

Food coloring, red
Cocoa
Glycerin

Instructions:

Start with a small amount of food coloring. Add a touch of cocoa to thicken and darken. Then mix in a couple of drops of glycerin.

Blister

Ingredients:

Lipstick, red
Petroleum jelly
Facial tissue

Instructions:

Using lipstick, color area of first-degree burn, rub well into skin. Place a glob of petroleum jelly to be blister on subject. Take a single layer of tissue, tear to shape of the petroleum jelly and cover

Blister

Ingredients;

Rubber cement

Instructions;

Apply in a glob to form a "water" blister. When tacky can be pulled apart to appear as a broken blister. Add some underlying skin tissue, and blood for an open bleeding blister.

3rd Degree Burn

Ingredients;

Eye shadow makeup, black.

Instruction;

Used to blacken skin for a 3rd degree burn. Applied to skin tissue to give the appearance of charred skin.

Bruise, Fracture, and Discoloration

Ingredients:

Eye Shadow, blue and purple

Instructions:

Apply darker at center, then blend outward.

Perspiration

Ingredients:

Spray bottle

Glycerin

Water

Instructions:

Start with water in the spray bottle. Add a small amount of glycerin to the water. Shake well. Spray on subject in a fine mist to form beady perspiration.

General Instructions

1. A base of cold cream, applied to the skin first will help in the removal of the makeup, and it will help to prevent the food coloring from staining the skin.
2. A supply of five ounce cups with stir-sticks for mixing, and applying will come in handy.
3. A large supply of paper towels for cleaning up, and a trash bag is a necessity.
4. Use of some plastic drop cloth will prevent the floor from being stained.
5. **Again, old cloths are a must.** They can get stained, and hard to clean. It is also wise to warn the parents, ahead of time, so there are no surprises.
6. There should be monitoring to assure the first aid being learned is correct, and proper. It is often more difficult to unlearn something, then to learn it the first time around.
7. As mentioned before, both the "victim," and the first-aider can get very original in their acting. This tends to make the activity fun, but it can get out of hand.
8. Finally, the reference, and authority for first aid treatment is the current copy of *The Boy Scout Handbook*, and the *First Aid Merit Badge* book.

Dutch Ovens

Definition:

A round metal pan with a tight fitting lid, usually made of either cast iron or cast aluminum. In addition to the above, there are two types of ovens, the stove top oven-which has a flat bottom and the camp oven-which has three small legs that allow the placement of coals beneath the oven.

The stove top oven is often used on the stove top of your kitchen oven but can be used while camping by building a base of rocks or bricks. Both have a hinged bail to lift the oven, while the camp oven has a rim to aid in the retention of the coals. On the lid, is a fixed handle to lift the ovens lid.

History:

It is often said that the Dutch Oven is one of the most efficient cooking devices ever developed. The Dutch Oven evolved out of necessity as do many practical inventions.

Hundreds of years ago, most, if not all, kitchens were outdoors. The Dutch Oven was one of those readily portable, amazingly simple, versatile tools, and it eliminates the need for a bulky stove or even a fireplace.

Dutch Ovens, Selection, Care, and Paraphernalia:

So you decided to buy a Dutch Oven...

Where to go and what to get, and...

One place to start is the Local Boy Scout Equipment Distributor, Sports Chalet, Recreation Equipment, Inc. (REI), or the local consignment shop, Lodge Manufacturing Co., Eddie Bauer, Wild Rose Outfitters and Chuck Wagon Outfitters.

Selection :

Ovens range from the 1 pint (5) up to 12 quart (16). At Chuck Wagon Outfitters they carry a 20 quart (12 x 16 x 9 deep) and Wildrose Outfitters (Los Alamos, Calif) will make custom sizes. A 12 quart will provide more than enough food for 6-8 persons.

Care:

In order to get many years of service, wash your oven in hot soapy water. Rinse the oven thoroughly and allow it to dry in your kitchen oven. After it has dried thoroughly apply a thin coat of either cooking oil or Crisco over the entire surface of the oven. Place the Dutch Oven either in the kitchen oven or over an open fire for approximately one hour. After each usage, wipe a light coating of oil or Crisco. this will help form a patina or finish on the oven that will prevent rust from forming and food from sticking.

NOTE:

Try to avoid foods that contain acids, ie. tomatoes, sauces with a tomato base for the first few times of usage to allow the base for the patina to build up. Aluminum ovens do not require the coating with oil. Clean up is done with hot water and a plastic scraper.

Paraphernalia:

The following items are useful but not required.

Lid Lifter or a coat hanger that has been doubled over, used to lift either the lid or the oven out of the fire.

Pair of Welders gloves- used to handle the hot oven

Hot Pot Tongs-used to lift the lid by the top handle or to lift the oven by the bail if you don't have a Lid Lifter.

Shovel- to move the coals or briquets around.

Small straw brush- to brush off coals/briquettes off of the lid

Temperature Control:

	8 Round		12 Round	
OVEN TEMP	Under	Top	Under	Top
250-300	2	4	3	5
300-350	3	5	4	6
350-400	4	6	5	7
400-450	5	7	6	8

The above will serve as a starting point for beginners, using charcoal briquettes. Variances will be due to wind or other weather elements, such as the ambient atmospheric temperature. If one chooses to use a hardwood, one must bear in mind that hardwood burns hotter than briquettes and the oven must be watched closer and turned often.

Advancement Guide

INTRODUCTION

PURPOSE OF THIS MANUAL

These guidelines have been prepared to help Scouters in the Orange County Council understand the role of advancement in the Scouting program and to provide them with resources for developing quality in their unit programs.

THE ADVANCEMENT PROGRAM

The authority for all advancement is national publication *#33088 Advancement Policies and Procedures Committee Guide*.

The Boy Scouts of America is chartered by Congress as an educational institution, and education is the chief function of the Scouting movement. Scouts gain knowledge through their activities and apply that knowledge toward advancement. The advancement process leads them through successively higher ranks all the way to Eagle Scout. Scouting promotes this development in an atmosphere of fun, which keeps boys in the program.

Advancement in the unit, district and council is, then, the key measurement of our strategic goal in Scouting. More than earning badges, it is the cornerstone of the Scouting process by which boys learn and grow into young men. Advancement is about the maturation process, learning new skills, exploring new territories, developing new interests and feeling good about one's self. It deserves nothing less than the very best quality that Scouting professionals, volunteers and the Scouts themselves can offer.

Two-thirds of a young person's education occurs outside the formal classroom. The Scouting advancement program is structured to provide a major portion of that "outside" education. In the process, boys learn to set and achieve goals, and to experience the rewards for their achievement. They learn how their progress helps the success of their unit through their leadership participation as well as through their personal advancement.

Unit advancement should be measured in how well each Scout is prepared, reviewed and recognized for his achievement. The numbers speak for themselves in unit, district and council advancement statistics. Quality manifests itself in the overall effectiveness of the program being offered.

Experience has shown that when Cub Pack advancements are 93% of membership, there is quality in the program and boys remain active in the unit. For Scout Troops and Varsity Teams, 61% advancement is necessary. The Orange County Council consistently has offered quality Scouting to thousands of boys, but has lagged behind the national average for advancement. Those things we have done well, we must do better. Where certain units or districts have excelled, all must excel. Where advancement has been viewed by only some to be the critical barometer of a quality Scouting program, all must see and commit themselves to quality in advancement for every member of every unit at every level of Scouting.

HOW THIS MANUAL IS ORGANIZED

This is an overview of the advancement program and a guide to finding further information. Most of the material in this manual may be found in national publications of the Boy Scouts of America.

There are 12 sections:

- Section 1 Administration and Policy
- Section 2 Scout Spirit and Duty to God
- Section 3 Cub Scout Advancement
- Section 4 Boy/Varsity Scout Advancement
- Section 5 Explorer Advancement
- Section 6 Merit Badge Counseling
- Section 7 The Eagle Scout Project
- Section 8 Youth with Disabilities Advancement
- Section 9 Lone Scout
- Section 10 Foreign Scout
- Section 11 Boards of Review
- Section 12 Ceremonies

This manual was developed by the Council Advancement Committee. The committee welcomes your questions or suggestions about this manual or any aspect of the advancement program.

You may reach any member of the committee through your District Advancement Chairperson or by calling the Scout Service Center at (714)-546-4990 and asking for the staff advisor to the advancement committee.

ADVANCEMENT GUIDELINES

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SECTION ONE - ADMINISTRATION AND POLICY

ADVANCEMENT COMMITTEES

RESOURCE: "Advancement Policies and Procedures Committee Guide" Publication 33088.

COUNCIL ADVANCEMENT COMMITTEE

The Council Advancement Committee implements through the 11 districts the advancement policies of the Boy Scouts of America.

The Council Advancement Committee sets council goals, establishes procedures, advises, and supervises through the districts the advancement activities in support of all units in the council.

The Council Advancement Committee consists of the Council Advancement Chairperson, the 11 District Advancement Chairpersons and 8 Council Advancement Resource Advisors. The Council Advancement Resource Advisors consult with the districts on each area of advancement from Bobcat Cub to Eagle Scout, and Sea Exploring through the Sea Exploring Committee.

The **District Advancement** Chairpersons, through their district advancement committees, motivate, train and support unit leaders and unit committee members in the advancement program. They conduct all Eagle Scout Boards of Review for their districts.

The **Cub Scout** Advisor provides support by advising districts and units on national policies and procedures relating to advancement through the Bobcat, Wolf, Bear, Webelos and Arrow of Light levels.

The **First Class** Advisor supports districts and units by advising on national advancement policies and procedures in getting the new Scout started on the advancement trail from Scout to First Class.

The **Merit Badge Counselor** Advisor ensures that all merit badge counselors are recruited, approved, trained and listed as prescribed by national policies and procedures.

The **Group Merit Badge Activities** Advisor assures that group merit badge classes and long-term camp merit badge programs are conducted within the guidelines of national policies and procedures.

The **Eagle Scout Advancement Advisor** helps each district and unit to understand national policies and procedures relating to the 12 steps from Life to Eagle, especially with Eagle project review, approval and, when necessary, appeal.

The **National Eagle Scout Association (NESA) Advisor** supports the local chapter of NESA in assisting units with Eagle Scout Courts of Honor, in recruiting Eagle Scouts to serve in other Scouter capacities, and conducting the annual Eagle Recognition Dinner.

The **Religious Awards Advisor** promotes the various awards and provides advice and review as

necessary.

The **Advancement Statistics** are monitored, reviewed and distributed for the council advancement committee by this Advisor.

DISTRICT ADVANCEMENT COMMITTEE

The District Advancement Committee motivates and trains unit Scouters in the advancement program. With the cooperation of the commissioner staff and district training committee, this committee:

- Helps units establish quality advancement programs.
- Responds to unit advancement questions.
- Provides advice on conducting boards of review.
- Advises units on meaningful courts of honor.
- Recruits and trains merit badge counselors.
- Maintains an up-to-date list of merit badge counselors.
- Promotes advancement to Eagle Scout, including project counseling, review and approval.
- Conducts all Eagle Scout boards of review.
- Sets goals for advancement within the district.

Two excellent resources for members of the district advancement committee are *Highlights for the District Advancement Committee...an Overview #7124* and *Advancement Guidelines: Council and District Functions #33087A*.

UNIT ADVANCEMENT COMMITTEE

Advancement in the unit is best promoted, monitored and controlled when the unit has an advancement committee, or at least a unit committee member assigned to coordinate advancement. Leaders and parents should understand the importance of their role in advancement. Accurate records should be kept, national standards maintained and recognition given as soon as possible.

Parents and Scouters should be recruited at the unit level for district merit badge counseling in areas where they have both expertise and interest. They must be made aware of the responsibilities of the position through the district merit badge counselor training program.

Units should request assistance from the District Advancement Committee in any area of the advancement program in which they are having difficulty. District and council advisors are trained to help.

COMMITTEE ORGANIZATION

Following are charts indicating the organization of the Council Advancement Committee (Figure 9) and suggested charts of organization for district (Figure 10) and unit committees (Figure 11).

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Included is a list of advancement chairpersons for each district as of the date indicated.

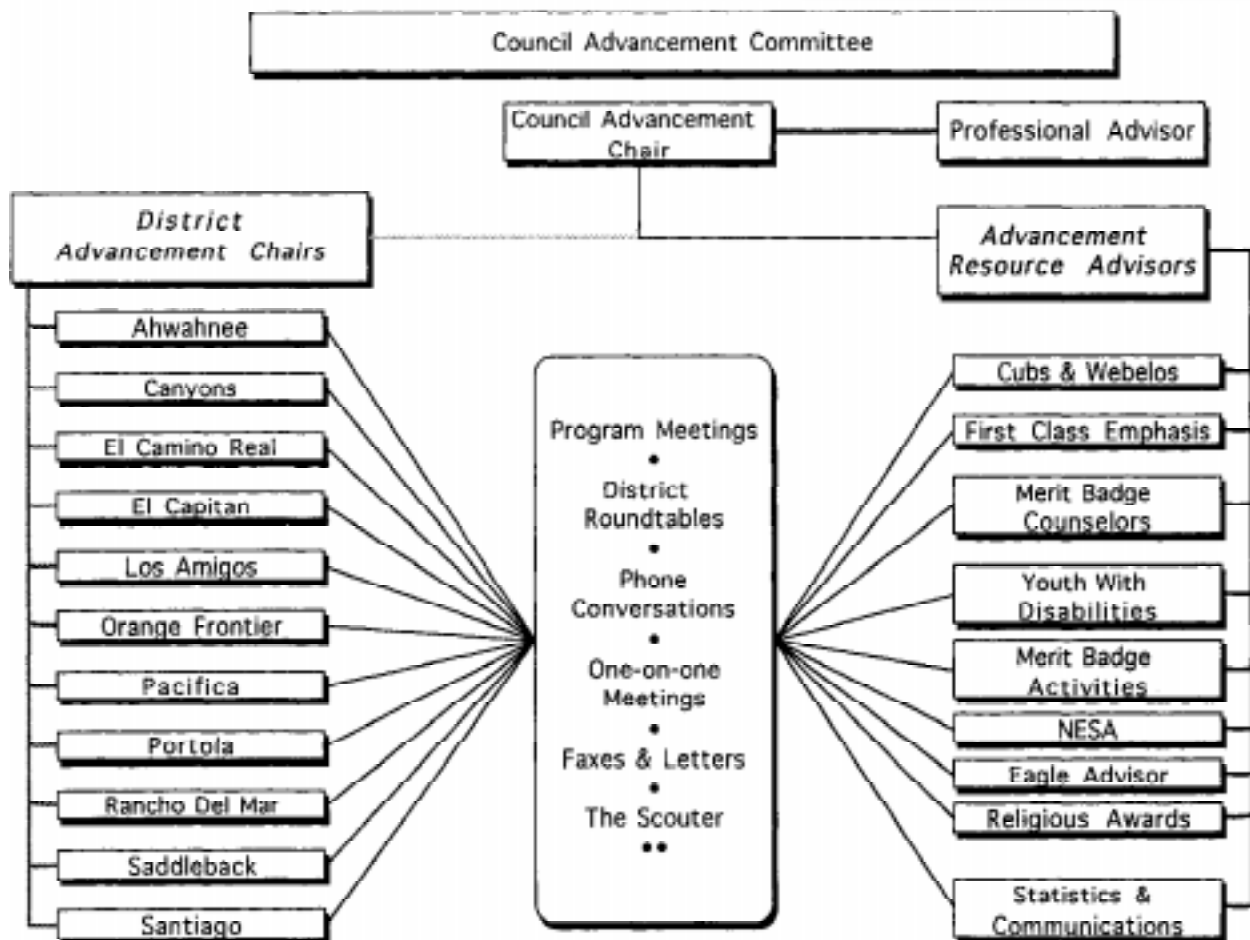


Figure 9 Council Advancement Committee Organization Chart

Suggested District Advancement Committee

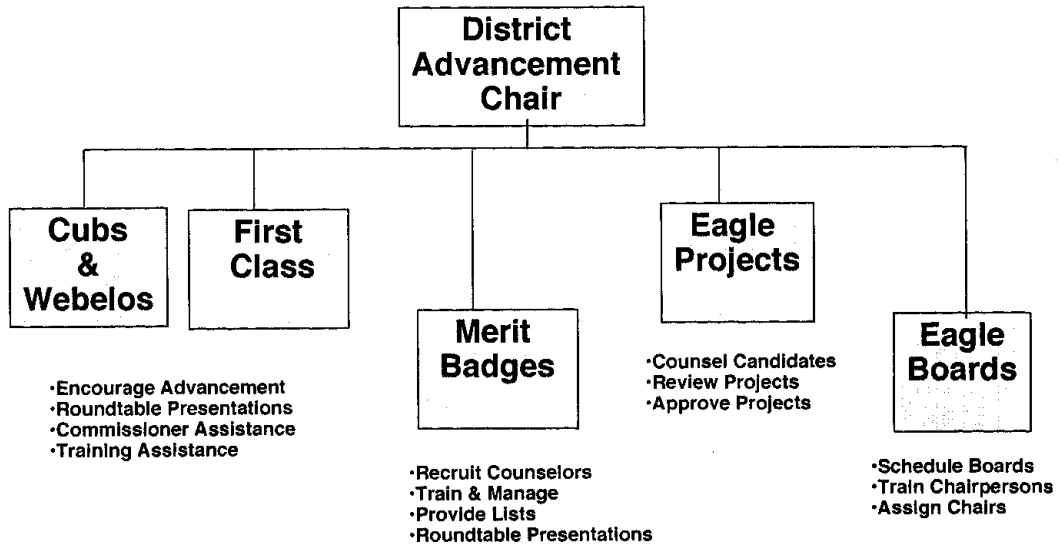


Figure 10 District Advancement Committee Organization Chart

Suggested Unit Advancement Committee

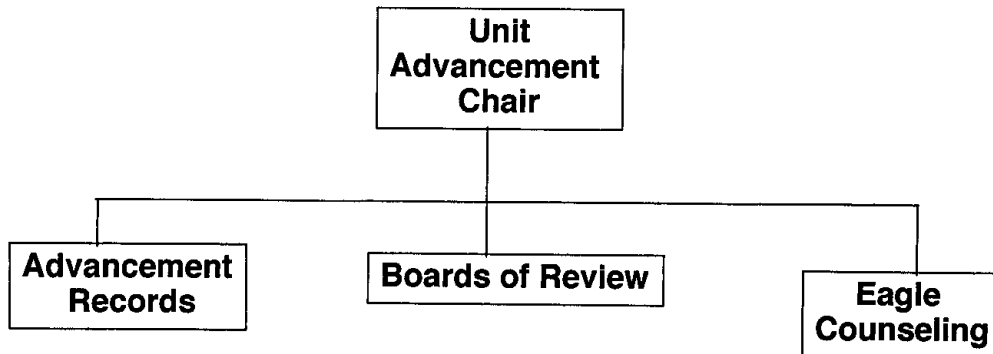


Figure 11 Unit Advancement Committee Organization Chart

ADVANCEMENT RULES AND RESOURCES

NATIONAL POLICIES AND PROCEDURES

The advancement policies and procedures of the Boy Scouts of America are published in *Advancement Policies and Procedures Committee Guide #33088*. This Important resource is revised periodically, and it is imperative that every Scouter involved with advancement at any level read and keep a copy of the current issue. The first two pages of this document are included at the end of this Section.

The Orange County Council Advancement Committee implements the national policies and procedures contained in the above handbook.

The District and Unit Advancement Committees execute these policies and procedures through their advancement activities.

ADVANCEMENT LITERATURE AND MATERIALS

Many national publications are available. They are listed in the above handbook and at the end of this Section. All national publications are available in the Scout Shop at the Scout Service Center.

The Orange County Council from time to time publishes supplemental information on advancement. Articles appear in each issue of the Scouter, and information is distributed at district roundtables.

Scouts and Scouters occasionally bring forward advancement material published from other sources. These often provide a fresh perspective on procedures and ceremonies for the unit. Care should be taken to ensure that such material is consistent with national policies and procedures. Any question should be referred to the District Advancement Committee.

**PURPOSE OF THE
ADVANCEMENT POLICIES
AND PROCEDURES
COMMITTEE GUIDE**

This handbook has been written for the people responsible for advancement at the council, district, and unit levels. It is intended to help these individuals and committees understand and implement the advancement programs and procedures of the Boy Scouts of America. Council and district personnel should use this handbook as a tool to promote, administer, and monitor their council and district advancement programs.

Depending on the organization of the local council, a single committee or multiple committees may be responsible for the advancement program. Regardless of the structure of advancement committees or personnel in a council or a district, the promotion of advancement, as detailed in this handbook, must be met to achieve a successful program.

Certain awards programs and procedures also are discussed in this handbook, since these usually are the responsibilities of council and district advancement committees. These awards and special opportunity programs are included to make this handbook a more complete reference guide.

To further help persons responsible for advancement understand and implement the advancement program and procedures, excerpts from the Rules and Regulations of The Boy Scouts of America dealing with advancement and special types of registration are included.

Excerpts from the Charter and Bylaws of the Boy Scouts of America dealing with the policy concerning religious principles have also been included. Badges of rank, merit badges, and Eagle Palms, are restricted items. These items may not be sold or distributed unless the Advancement Report has been properly filled out and has been submitted. To do otherwise will jeopardize individual youth members' record of achievement

No council, district, unit, or individual has the authority to add to or subtract from advancement requirements. (For the policies concerning Scouts with disabilities, see pages 20-21.) Suggestions for changes in requirements should be sent to the Cub Scout, Boy Scout, or Exploring committee, Boy Scouts of America, 1325 West Walnut Hill Lane, RO, Box 152079, Irving, TX 750152079.

This edition of The Advancement Policies and Procedures Committee Guide supersedes all previous editions. The material in This book contains current policies, procedures, and other information relating to advancement. Previous editions and printing should be discarded.

1994 Edition
Copyright 1989
Boy Scouts of America
Irving, Texas
No. 33088

ADVANCEMENT LITERATURE AND MATERIALS

Document	Number	Document	Number
Council Service Center Records		Scouting for the Physically Handicapped	33039
Boy Scout District Advancement Report Summary	6556	Scouting for The Visually Handicapped	3063A
Cub Scouting District Advancement Report Summary	6456	Cub Scouting	
Merit Badge Tabulation Record	34402	Big Bear Cub Scout Book	33228
General		Building Parent and Family Participation	34362
Advancement Report	34403	Certificates of Rank (pocket)	
Analysis of Unit Key Progress Chart	7200	Bobcat	34218
Analysis of Unit Progress Charts That Talk	48188	Wolf	34220
Council and District Plan Book	33032	Bear	34221
Council, The	33078	Webelos	34222
District, The	33079	Arrow of Light	34219
Highlights of District Operation	AV-06V002	Arrow point	4233
Highlights for the District Advancement Committee	7124	Webelos Activity Badge	33423
Personal Health and Medical Record	34412	Pack graduation certificate (8x10")	33751
Rules and Regulations of the Boy Scouts of America	57-492	Cub Scout Advancement Chart	34192
Scouting for the Emotionally Disturbed	33008	Cub Scout Day Camp	33815
Scouting for The Hearing Impaired	3061A	Cub Scout Den Record	33828
Scouting for the Learning Disabled	3065	Cub Scout Fun Book, The	33213

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Document	Number	Document	Number
Scouting for the Mentally Retarded	33058	Cub Scout Leader Book	33220
Cub Scout Leader How-To Book	33831	Award of Merit Plaque	17565
Den Advancement Report	33847	BSA Lifeguard Application	34435
Den Chief Handbook	33211	Certificate Presentation Folder	33743
Individual Cub Scout Record	33827	Local Council Certificate of Merit	33732
Pack Record Book	33819	Distinguished Eagle Scout Award Nomination	58-300
Staging Den and Pack Ceremonies	33212	50-Miler Award Application	34408
Webelos Den Activities	33853	Historic Trails Award Application	34408
Webelos Den Record	33850	Recommendation for Lifesaving or Meritorious Action Award	92-104A
Webelos Scout Advancement Chart	34187	Religious Emblems Program (slides)	AV-661
Webelos Scout Book	33235	Silver Beaver Award Kit	00331
Wolf Cub Scout Book	33234	Silver Beaver Award Nomination	92-103
Exploring		William T. Hornaday Award Application	21-107
Exploring Technique Handicapped	33675	Boy Scouting /Varsity Scouting	
Quartermaster Application	58-710	Application for Merit Badge	34124
Sea Exploring Manual	33239	Boy Scout Advancement (video and syllabus)	AV-02V001
Small-Boat Handler	33417	Boy Scout Handbook	33229
Recognition Materials		Boy Scout Requirements	33217
Award of Merit Certificate	33719	Certificates of Rank, Boy Scout (pocket):	
Award of Merit Form	33720	Boy Scout Certificate	33410

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Document	Number	Document	Number
Award of Merit Overhand Knot	05013	Tenderfoot	33411
Second Class	33412	Merit Badge Certificate (pocket)	33414
First Class	33413	Merit Badge Counseling	34520
Star	33426	Merit Badge Counselor information	34405
Life	33425	Merit Badge Counselor Orientation	34541
Bronze Palm	33401	Merit Badge Counselors, A Guide for Recommending	34532
Gold Palm	33402	My Trail to Eagle (advancement chart)	33418
Silver Palm	33403	Scout Insignia Stickers	33419
Certificates of Rank, Varsity Scout (pocket):		Scoutmaster Handbook	33002
Tenderfoot	7854	The Surprising Resource	AV-002
Second Class	7855	Troop Team Advancement Chart	34506
First Class	7856	Troop Committee Guidebook	34505
Star	7857	Troop, Team Record Book	34510
Eagle Scout Rank Application	58-728	Troop Resource Survey	4437A
Eagle Palm Application	58-709	Varsity Scout Leader Guidebook	34826
Eagle Scout Service Project Workbook	18-927	Worksheet for Building a Merit Badge Counselor List	34436
Individual Scout Record	34518	Note: AV items are audiovisuals. The absence of a letter at the end of the AV number indicates filmstrip or slides. A "C" at the end indicates cassette.	

SCOUT SPIRIT and DUTY TO GOD

RESOURCES

- Boy Scouts of America Bylaws, Article IX, Section 1, Clause 1, p. 3.
- Advancement Policies and Procedures Committee Guide Publication 33088.

SCOUT SPIRIT

Throughout a boy's involvement in the Scouting program, he is expected to show positive Scout Spirit.

Cub Scouts are expected to subscribe to and follow the Cub Scout Promise and the Law of the Pack.

Boy Scouts and Varsity Scouts are expected to subscribe to and follow the Boy Scout Oath and the Scout Law. They are rated on their Scout Spirit at each Scoutmaster Conference prior to rank advancement.

Scout Spirit is living the Scout Oath (Promise) and Scout Law in everyday life. The Scout must believe in and be willing to recite the Oath and Law, and he must follow what they say in his daily living.

DUTY TO GOD

A Scout is not required to subscribe to any particular religion, nor even to belong to a church. He is, however, expected to believe in a supreme being, to be reverent in that belief, to be faithful in his religious duties and to respect the beliefs of others.

The Boy Scouts of America does not define what constitutes belief in God or the practice of religion. Participation in the religious activities of a church, synagogue or other religious organization of the boy's choice is encouraged, but not required.

If a boy does say that he belongs to a particular religious organization, then his Duty to God should be measured according to the standards of that group. He is, likewise, expected to respect the religious beliefs of his fellow Scouts.

CUB SCOUT ADVANCEMENT

Parents have a special role in the advancement of their Cub Scout. They are responsible for working with him and for approving when he has met the requirements. The Den Leader provides additional leadership and training, and will approve some achievements.

Some Cub Scouts easily will master all of the requirements, often spurred on by peer pressure. Others will need more help. The goal is for each boy to learn success through personal achievement, regardless of how much or how little effort it takes.

Den Leaders should monitor each boy's progress to ensure recognition at the next pack meeting after the requirements have been met.

Den Chiefs from affiliated Boy Scout troops can provide important role models for Cubs at all levels and be a help to the Den Leader at the same time.

Pack Advancement Records should be maintained by a designated person who ensures that all earned achievements are documented and available for award at the next pack meeting. Periodic review of these records by the pack committee will indicate which dens are excelling and which may need assistance.

Pack Leaders should develop meaningful ceremonies for each pack meeting. An excellent guide is *Staging Den and Pack Ceremonies #33212*.

Experience has Indicated that when a pack's rank advancements exceed 93% of their membership each year, the unit program is working well and they are retaining members.

TIGER CUBS

Boys at this level have no formal advancement program; however, Paw Prints are awarded for specific achievement.

BOBCAT. WOLF, BEAR

This is where Scouting's advancement program begins in earnest. Working with their parents and their den leader, boys learn that achievement can be fun as well as rewarding.

Beads, arrowheads, belt loops, activity pins and other awards are tangible evidence to the young boy of his achievement.

Soon after joining, the boy earns his Bobcat rank. The den works throughout the year on the Wolf rank. During the second year, the den works on the Bear rank. Any boy who did not complete the Wolf requirements the previous year may continue to work on them at the same time as he works on his Bear.

At Cub Scout age, abilities vary greatly. Parents approve all work, except for those requirements noted in the handbook to be approved by the Den Leader. When a den follows *Program Helps*

#634301, each Cub should complete all requirements for his advancement. This program guide helps ensure that each boy has the opportunity to complete the necessary achievements.

WEBELOS AND ARROW OF LIGHT

This level of Cub Scouting is designed as a transition toward Boy Scouting. The den activities become more involved, including developing a relationship with one or more Boy Scout troops. As a step toward Boy Scouting, all advancement requirements are approved by the den leader. It is a good idea for parents who are involved with the den to have another leader approve the achievements of their own son. This will begin to prepare him for the advancement procedures in Boy Scouting.

The Webelos rank is earned after entering a Webelos Den. It is the last badge before the Arrow of Light.

The Arrow of Light is earned during the fifth grade (10-year-olds). All Webelos should be encouraged to complete this rank, since it will help to prepare them for Boy Scouting. The Arrow of Light is the only Cub Scout badge which can be worn on the Boy Scout uniform.

CROSSING THE BRIDGE TO SCOUTING

This ceremony should be the ultimate goal of all Cub Scouts. The boy crosses from his Webelos den to a Scout troop on the other side. It is very important that prior arrangement be made for each receiving troop to accept the new Scout(s) into their weekly program immediately.

Pack Leaders should ensure that all adult leaders and parents become aware of the differences between Cub Scouts and Boy Scouts:

- Parents should realize that Cub Scouting is only one of several levels in Scouting, and that in Boy Scouts their son will have a whole new dimension of growth opportunities, including mental and manual skills as well as leadership.
- Webelos Den Leaders should understand the Boy Scout program and realize that it is very different from Cub Scouts, providing new adventures, outdoor programs and exciting personal challenges.
- Webelos should be given the opportunity to visit one or more troops and to camp with them at a district camporee. Webelos should understand that they have a new and exciting time of learning and having fun waiting for them in Boy Scouts.
- Each Webelos den should have a close relationship with a troop, providing a natural path from Cub to Scout.

A Webelos may cross the bridge when he is 11 years old or has completed the fifth grade or has earned the Arrow of Light.

BOY/VARSITY SCOUT ADVANCEMENT

For Varsity Scout units, Team and Coach should be understood whenever Troop and Scoutmaster are mentioned.

Boy Scout advancement is in the hands of the Scout and the registered Scouters who approve his progress. Parents continue to play a pivotal role in encouraging their Scout to do his best, in being active in troop activities at the Committee, Assistant Scoutmaster or Scoutmaster level, in following their Scout's progress, and in recognizing achievement and giving praise wherever appropriate.

Through involvement in a fun-filled program, a Boy Scout is expected to learn. He is exposed to dozens of opportunities to learn and practice skills which will help him as he grows and matures. Many of these skills are crafts which may lead to a lifelong hobby or even to a career. Others teach leadership, preparing the Scout to take charge of the rest of his life.

In accordance with Scouting's Youth Protection Guidelines, all individual sessions between Scouts and Scouters are conducted within sight of others (preferably adults).

Experience has indicated that when a troop's rank advancements exceed 61% of their membership each year, the unit program is working well and they are retaining members.

Those who come to the Boy Scout program through the Cub and Webelos ranks are primed for the advancement process. Scoutmasters should make every effort to recruit through one or more packs. They should read the information on Crossing the Bridge at the end of the Cub Scout Section. Following is an excerpt:

CROSSING THE BRIDGE FROM WEBELOS

This ceremony should be the ultimate goal of all Cub Scouts. The boy crosses from his Webelos den to a Scout troop on the other side. It is very important that prior arrangement be made for each receiving troop to accept the new Scout(s) into their weekly program right away.

FOUR STEPS OF ADVANCEMENT

As a Boy Scout advances:

- He learns by doing "hands on"
- He is individually tested by his leaders.
- His progress is reviewed by his Scoutmaster and the Troop Committee.
- He is recognized for his achievement.

Each boy will follow these steps through each rank from Scout to Tenderfoot, Second Class, First Class, Star, Life and Eagle.

SCOUTMASTER CONFERENCE

At each rank advancement, before a Boy Scout can sit before a Board of Review, he must have a conference with his Scoutmaster. The Scoutmaster will verify that the Scout has met all of the

requirements for advancement to the next rank. He will use this time to get to know the Scout better, to find out how he feels about himself and the Troop and to point the way to further advancement. This can be a most rewarding experience for both the Scoutmaster and the Scout. It can be a time for setting personal goals for home, church, school and self, as well as Scouting.

SCOUT TO FIRST CLASS

The first ranks of Boy Scouting focus on basic Scout skills and elementary leadership.

While the achievements for these ranks are progressive in nature, the boy may work on them in any order. He must, however, meet all of the requirements for Tenderfoot and be awarded that rank before receiving Second Class, and he must become a Second Class Scout before First Class. The Boy Scout Handbook uses a color-coded system for helping the young Scout to know which skills apply to each rank.

All new Scouts should be encouraged to achieve First Class Scout rank within the first year. No merit badges are required until after First Class, and skill awards no longer are given. These changes became effective with the 10th Edition of the Boy Scout Handbook.

National studies indicate that when a boy moves from Scout to First Class within the first year:

- He will stay in the program an average of 18 months longer, providing more opportunity for personal growth through Scouting.
- He will have a good Scouting experience which he will remember for the rest of his life.
- He will adopt the ideals of Scouting in his life.
- He will be more likely to become involved with his own children, especially in Scouting.

Scouts who reach First Class have learned the personal satisfaction and the recognition that comes from achieving. They are more satisfied with their progress, and they have established a pattern of advancement which should help them mature and move forward toward the rank of Eagle Scout.

The First Class Certificate and uniform pin may be awarded, at the discretion of the troop, in addition to the First Class badge. Together they represent a great accomplishment for the first year Scout. They should be awarded at the first court of honor after the boy earns the First Class rank. Since he already should have been awarded the rank insignia at the first troop meeting after earning it, the new First Class Scout has an additional opportunity for recognition before his peers, family and friends.

The Ceremonies Section contains a sample of the First Class Certificate and a suggested First Class Advancement Ceremony which units may find meaningful and helpful.

STAR SCOUT AND LIFE SCOUT

Once a Scout reaches First Class, his advancement program changes significantly. His focus now is on advanced skills and knowledge. He becomes involved with merit badges and additional leadership and service responsibilities. For each rank he is required to earn badges from the list required for Eagle Scout and enough elective badges to complete the total requirement.

While Scouts who have reached this level should be expected to move ahead on their own initiative, continuing guidance always is helpful. Every boy should be counseled that First Class, Star or Life is only a plateau from which to reach for the next goal.

Boys who continue to advance in rank not only stay in the unit, but they provide valuable leadership and positive role models for younger Scouts.

EAGLE SCOUT

The rank of Eagle Scout is one of the most prestigious awards to be earned by any boy, anywhere. Of the boys who enter Scouting, only 2% become Eagle Scouts. As the boy matures, new activities and pressures vie for his interest and time. Sometimes the Eagle project is seen as too difficult and time consuming. The fact is that any boy who reaches the rank of Life has what it takes to make Eagle. If he has the desire and proper adult guidance.

Section Eight contains detailed information on the Eagle Scout project.

Council and district advancement committee members are available to counsel with potential candidates for Eagle. Troop leaders are urged to take advantage of this resource. Information is only a phone call away!

There is no magic formula for advancing to Eagle Scout, only thoughtful planning and execution of a project, earning of additional merit badges, and continuing display of Scout spirit and leadership.

Any Life Scout who expresses an interest in becoming an Eagle should obtain an "Eagle Packet" at the front desk of the Service Center. The packet contains considerable information which should answer most questions. It also has all of the necessary forms and worksheets.

At the end of this section is a sample of the checklist which is included in the Eagle Packet. Each step outlined in the sample is important and should be completed in sequence to ensure a timely and successful application process.

The Eagle Scout Rank Application changed September 1, 1994. Previous issues are obsolete and will not be accepted. At the end of this section are the answers to commonly-asked questions, a sample application and checklist.

There are a few requirements which can cause a problem for the candidate if not followed to the letter. The Eagle Scout candidate must:

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- Obtain approval of his project by the District Advancement Committee before starting.
- Do his own work Parents and other adults may assist with the project only under the direction of the candidate.
- Complete all requirements before reaching age 18, including the Scoutmaster conference and submittal of the completed application, but not necessarily the board of review.

Section Ten contains information on Scout ceremonies, including Eagle Courts of Honor.

EAGLE PALMS

A Scout may earn as many merit badges as he is able prior to age 18. After reaching the rank of Eagle Scout, he may earn Eagle Palms, provided he:

- Remains active in his unit for at least 3 months after becoming an Eagle Scout.
- Demonstrates good Scout spirit.
- Makes a satisfactory effort to give leadership to the unit.
- Earns 5 merit badges beyond the 21 required for Eagle or his last palm.
- Takes part in a Scoutmaster conference.

NOTE: The Eagle Scout may wear only the proper combination of Palms for the badges he has earned beyond the rank of Eagle.

- Bronze Palm 5 merit badges
- Gold Palm 10 merit badges
- Silver Palm 15 merit badges.

A sample Eagle Palm application is included at the end of this section.

EAGLE SCOUT PROCESSING CHECKLIST

Orange County Council

June 1993

DATE	ACTION
_____	After becoming a Life Scout, secure Eagle Packet from the Council Service Center. (Usually this packet will be given to you by your unit advancement committee when you are given the Life rank badge).
_____	Read all materials in the packet carefully and completely.
_____	Complete all merit badges required for the Eagle rank; be active in your troop and your patrol for a minimum of six months since becoming a Life Scout; and maintain a troop position of responsibility for a minimum of six months while a Life Scout.
_____	Choose an Eagle Service Project. The project may be started after you become a Life Scout but DO NO BEGIN ANY WORK UNTIL ALL PROJECT APPROVALS HAVE BEEN OBTAINED! Otherwise, your project will be voided! Consult your unit leader and advancement chairman for guidance. Begin to complete the "Eagle Scout Service Project Workbook", including the written narrative report. Include information about the project: what it involves, who it will benefit, what materials and costs will be involved, how funds will be raised to cover an costs, what manpower hours and tools will be required, what preparations will need to be taken before the project begins, etc. The narrative report should include enough detailed information that another Scout (or peer), without your supervision, could carry out your project in your absence.
_____	Complete tour permit application forms for fund-raising and/or projected work dates for your service project. Use one application form for <u>each</u> date. Take the completed forms to the council service center where the form will be approved, stamped and numbered and the bottom portions of the form will be returned to you. Place the approved part of the permit form in your project narrative report folder.
_____	In uniform, secure the written approval of an official of the group or organization that will benefit from the project. Do this before securing any other signatures. See Page 3 of Eagle Scout Service Project Workbook).
_____	In uniform, secure the written approval of your unit leader (Troop Scoutmaster, Varsity Scout Coach or Explorer Post Advisor) for your project before you begin any work on the project. This signature must be obtained before the signature of

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the unit committee chairman. (See Page 3 of Eagle Scout Service Project Workbook).

_____ In uniform, secure the written approval of your unit committee chairman for your project before you begin any work on the project. This signature must be obtained before the signature of the district advancement chairman (or representative). (See Page 3 of Eagle Scout Service Project Workbook).

_____ In uniform, secure the written approval of the district advancement chairman (or representative before you begin any work on the project. (See Page 3 of Eagle Scout Service Project Workbook).

_____ Complete the physical work portion of your Eagle Scout Service Project. Try to take pictures before, during and after project work.

_____ Secure a letter of satisfactory completion from an official of the group or organization benefiting from your project. This is usually the same person whose signature you obtained for project approval.

_____ Complete the "Eagle Scout Service Project Workbook." Have your unit leader sign page 7 of the workbook.

_____ Conclude the service project narrative report. Include before and after project pictures if available. Obtain the initials of the district advancement chairman (or representative) indicating that you have finished all portions of your service project.

_____ Complete the Eagle Scout Rank Application. Practice on a "work copy" before completing the original in ink. You must submit an original application - photocopies are **NOT** acceptable. Be sure the form is current - NO. 58-728 (1994 Revision). This form must be completed in blue or black ink. Be sure your dates are accurate. (See sample)

_____ Complete Eagle Application Requirement 6 (Personal Statement) and attach this statement to your application. The statement is to be either typed or neatly, legibly printed (or handwritten) in blue or black ink.

_____ Participate in a Scoutmaster Conference. Attend in full uniform. Your unit leader will review your completed Eagle Application and your Scouting history and unit participation. He/she may test many of your Scouting skills. If satisfied that you are ready for the Eagle Rank, the unit leader will print his/her name and sign and date your Eagle Scout Application. His/her signature indicates confirmation that you have the skills and requirements to become an Eagle Scout.

_____ Give a "Dear Friend of Scouting" introduction letter and a "Confidential Appraisal of Candidate for Eagle Scout Rank" form to three potential references. You will need one reference/appraisal from a religious leader; one from a school teacher,

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counselor or administrator (educator); and one from a friend. Your references must mail their appraisal forms directly to the district advancement chairman (or representative). The forms are **NOT** to be given or sent to you, your unit leader, the unit committee or the council service center.

_____ In full uniform, have your unit committee chairman print his/her name and sign and date your Eagle Application. His/her signature indicates approval by your unit committee of your candidacy for Eagle Scout. (The persons signing your application as unit leader and as unit committee chairman must be the adults who are registered in those positions as of the date of their signing your application).

_____ In full uniform, deliver your completed Eagle Scout materials ("Eagle Scout Service Project Workbook" including your "Service Project narrative report", and "Eagle Scout Rank Application") to your district advancement chairman (or representative). He/she will review your completed materials. If the materials are complete, your Eagle Scout Rank Application will be forwarded to the council office. The council will review your application and if complete and correct, the council will sign the application and will return it to your district advancement chairman (or representative). The district advancement chairman or representative will contact your unit leader to schedule an Eagle Scout Board of Review or you.

_____ Attend your Eagle Scout Board of Review. Be in full uniform.

_____ After you pass your Eagle Board of Review, your completed application will be sent by your district to the council office. The council will record our application and forward it to National BSA Headquarters in Texas for final approval. This normally takes four to six weeks if all forms are complete. With your unit leader, unit advancement chairman, and parents, you may begin to plan for an Eagle Scout Court of Honor. Allow at least eight weeks from your Board of review for the Court of Honor.

_____ When you receive your large postcard-sized "Blue Card" from BSA, have your unit advancement chairman or other unit leader pick up your Eagle Card and packet from the council service center.

** Each district usually has an Eagle Service Project Chairman and/or an Eagle Board of Review Chairman to assist the district advancement chairman. Consult your unit leader.*

**YOU MAY PURCHASE EAGLE PINS, BADGES AND RANK MATERIALS ONLY
AFTER YOU HAVE RECEIVED YOUR EAGLE I.D. CARD FROM BSA.**

EAGLE APPLICATION Q & A

Orange County Council

January, 1995

The Eagle Scout Rank Application is an exacting document which must be completed accurately and neatly or the award will not be granted. Following are questions frequently asked:

WHAT IF I MAKE A MISTAKE ON THE APPLICATION?

The original Eagle Scout Rank Application (1994 revision) must be used. You cannot submit a copy. Any mistakes must be corrected as neatly as possible. Make a copy of the blank form and fill it in first. When you are sure that it is complete and correct, enter the information on the original form. You may type or write the information in blue or black ink. Be neat!

IS MY SOCIAL SECURITY NUMBER REQUIRED?

Yes. This is used to identify you in the national files at BSA headquarters.

HOW ACCURATE DO MY ADVANCEMENT DATES HAVE TO BE?

They must be exact. Normally, these will be the dates of your unit boards of review. These dates are used to calculate not only time in rank, but leadership and merit badge requirements.

MUST I BE ACTIVE IN MY UNIT 6 MONTHS BEFORE WORKING ON THE EAGLE RANK?

No. You must be active 6 months before receiving the Eagle rank. You may start work anytime after becoming a Life Scout.

HOW MANY REFERENCES ARE NEEDED?

The application asks for the name, address and telephone number of 6 persons. In addition, you are required to have 3 references on the special forms included in your packet (1 each representing a religious leader, educator and friend). The 3 written references can be from the list of 6 on the application. You do not need to supply 9 references.

WHAT IF I DO NOT HAVE A RELIGIOUS LEADER WHO KNOWS ME?

If you are not active in a religious organization, you must write a statement of your religious beliefs and submit it with your application. You may ask any adult who knows you to write the third reference normally written by a religious leader.

HOW DO I LIST MY MERIT BADGES ON THE APPLICATION?

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This is one of the most important parts of the application. You must list each badge, showing the exact date it was earned (signed by the counselor). If you are missing any dates, check your unit records. When your application is reviewed, each rank advancement will be checked against the dates the merit badges were earned. Required badges must have been earned prior to Star and Life advancement.

Also, enter the complete number of the unit you were in when you earned each badge. **DO NOT USE DITTO MARKS.** If the entries are incorrect, your application will be returned. This occurs often. Don't let it happen to you.

HOW RECENT DOES MY LEADERSHIP HAVE TO BE?

At any time since becoming a Life Scout you must serve in a leadership position for at least 6 months. Time served prior to Life cannot be used. The leadership position must be one or more from Requirement 4 on the application.

DO I ATTACH A COPY OF MY EAGLE PROJECT TO THE APPLICATION?

Do not attach it, but include it with the package. Your package will include:

- Completed Eagle Scout Rank Application
- Completed Life to Eagle Packet (Project Workbook)
- Eagle Scout Project Report

CAN I USE A SEPARATE PIECE OF PAPER FOR THE STATEMENT ON MY LIFE GOALS?

Yes. This part of the application is for you to express in your own words what your goals are and what you intend to do to reach them. Include what you have done outside of Scouting: In your community, at church and at home. Show all leadership positions, honors and awards you have received. The date you enter on the application is the date of your Scoutmaster conference.

DO I HAVE TO SIGN THE CERTIFICATION BY APPLICANT?

Yes. You are certifying that everything on the application is true and correct, and that you completed your requirements before your 18th birthday.

WHO SIGNS FOR THE UNIT?

Your unit leader and unit committee chairperson must sign (not the advancement chairperson). Their names will be checked against the CURRENTLY REGISTERED names for those positions as of the date they signed the application.

Your Scoutmaster signs after the Scoutmaster conference, indicating that you have completed all of the requirements and are ready for review by the unit committee. Your unit committee chairperson signs only after the unit committee agrees that you have completed all of the requirements and

are ready for an Eagle Scout Board of Review.

WHAT HAPPENS AFTER MY UNIT APPROVES MY APPLICATION?

When your application has been approved by your unit, contact your district Eagle chairperson listed in your packet for an appointment to review the package. This person will make sure everything is complete before sending the application to the council office. Upon satisfactory council and national review, the council will advise the unit to pick up the approved application and certificate.

The district Eagle Board chairperson will schedule an Eagle Scout Board of Review and notify you of the time and place. The board of review cannot be scheduled until council certification is complete. Council certification takes approximately one week. Any errors or omissions will delay this process. Be sure to complete all information correctly and neatly.

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EAGLE SCOUT PALM APPLICATION • BOY SCOUTS OF AMERICA (SUBMIT TO LOCAL COUNCIL—DO NOT SEND TO NATIONAL OFFICE)



The Boy Scout advancement plan of the Boy Scouts of America is for registered members from joining age until their 18th birthday. Members who have completed all requirements for advancement before their 18th birthday may be reviewed and recognized after that date.

Troop, Team, or Post _____	Local No. _____	Date _____
City _____		State _____
District _____	County _____	
EXPIRATION DATE OF UNIT _____		

APPLICATION TO LOCAL COUNCIL

Name _____
Print
 Address _____
 City, State, ZIP _____
 I became an Eagle Scout on _____
 I was awarded the Bronze Palm (5 merit badges) on _____
 I was awarded the Gold Palm (10 merit badges) on _____
 I was awarded the Silver Palm (15 merit badges) on _____

As the required 3 months have elapsed since I passed the board of review for the Eagle Scout Award or the _____ Palm and as I have now completed the five requirements* listed below, I respectfully make application for the award of the:

Bronze Palm ☐ Gold Palm ☐ Silver Palm ☐

RECORD OF MERIT BADGES

*MERIT BADGE	Unit where registered when awarded merit badge			
	No.	Town	State	Date

UNIT LEADER'S APPROVAL

This applicant has satisfactorily completed all requirements for the palm indicated, and I hereby approve his application.

Signature of unit leader
 Date _____

ACTION OF TROOP, TEAM, OR POST COMMITTEE BOARD OF REVIEW

We hereby certify that this applicant appeared before a board of review on _____ Date _____

1. He has maintained an active registered relationship to Scouting for 3 months since he qualified for the Eagle Scout Award, or since he qualified for the _____ Palm.
2. He has satisfactorily put into practice the ideals and principles of the Scout Oath and Law, the motto "Be Prepared," and the daily Good Turn.
3. He has made a satisfactory effort to develop and demonstrate leadership ability.
4. He has earned at least five additional merit badges* beyond those required for Eagle or last palm.
5. He has participated in a Scoutmaster, Coach, or Advisor conference.

For the board of review

ACTION OF LOCAL COUNCIL

Date _____ Approved _____
Signature of Scout executive

LOCAL COUNCIL RECORD

1. Checked _____
2. Certificate prepared _____
3. Award made _____
4. Posted to the District Advancement Report Summary _____
5. Filed in unit history folder _____

*NOTE: These merit badges may have been earned anytime since joining.

A Combination of Palms

You may wear only the proper combination of palms for the number of merit badges you earn beyond Eagle. The Bronze Palm represents 5 merit badges; Gold, 10; and Silver, 15. For example, if you earn 10 merit badges and two palms, you would wear only the Gold Palm. If you earn 20 merit badges and four palms, you would wear a Silver and a Bronze Palm.

No. 58-709

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Second 1991 Printing

Figure 12 Eagle Scout Palm Application Form

EXPLORER ADVANCEMENT

Any Explorer Scout who reached the rank of First Class while a Boy Scout or Varsity Scout may continue to work toward Star, Life and Eagle up to age 18.

The requirements for advancement are the same as if he still were in a troop or varsity team. The unit leader conference and board of review are held within the post, except for the Eagle board which is held by the Boy Scout district.

Since Explorer Post Advisors are trained separately, they may not be aware of their important role in the advancement process. Whenever a First Class, Star or Life Scout leaves a troop for a post, his Scout leader should advise him:

- That he can continue his advancement until he is 18.
- That his new unit leaders may not be familiar with advancement procedures which require them to conduct the unit leader conference, board of review and court of honor.
- That the District Advancement Committee will help with any advancement problem he encounters as an Explorer.

Some Explorer Scouts retain membership in their former troop so they can work toward their Eagle requirements in the troop, rather than in their Explorer unit. This is permissible as long as their activity, leadership and other requirements are met within the troop and not within the Explorer post.

Gold Award

Instituted in September, 1995, the Gold Award is available to any Explorer member who:

- Has been an active, registered Explorer for at least one year.
- Meets specific leadership requirements.
- Sets and achieves personal growth goals in each of the six experience areas of Exploring.
- Plans, prepares for, and leads to completion two or more post activities projects.
- Submits a written report evidencing completion of the required work.
- Passes review by a committee of his or her unit, including both Explorers and adults.
- Meets all requirements prior to his or her 21st birthday.

Applications are available at the Council Service Center.

Quartermaster Award

Sea Exploring has its own advancement program, as outlined in the Sea Exploring Manual. Male and female Sea Explorers may earn these rank advancements, leading ultimately to the Quartermaster Award.

Holders of the Quartermaster Award may also earn the Gold Award.

RESOURCES: Sea Exploring Manual, Gold Award Application

MERIT BADGE COUNSELING

RESOURCES: *Advancement Policies and Procedures Committee Guide #33088.*
Merit Badge Counseling #34520
Guide to Safe Scouting #10-212

MERIT BADGE COUNSELORS

The merit badge program is most important to advancement above the rank of First Class. As he earns badges, the boy learns to set goals, overcome obstacles and reap the rewards of accomplishment. Perhaps the greatest of these rewards is self-confidence.

Over the years, 60% of Scouts have found their career interest through the merit badge program. More than a mentor, the merit badge counselor often becomes a career counselor.

Critical to the success of the merit badge program is the quality of merit badge counseling he receives. Each merit badge counselor must:

- Be proficient in the badge being counseled.
- Be committed to the badge's specific requirements, requiring nothing more and accepting nothing less.
- Ensure that each candidate meets the specific requirements of the badge.
- Have a good rapport with Scout-age boys.
- Be registered as a merit badge counselor.
- Be approved by the Council Advancement Committee.
- Be trained for merit badge counseling. See Merit Badge Counselor Training at the end of this section.
- Subscribe to Scouting's declarations of religious principles.
- Always follow Scouting's Youth Protection Guidelines.

Merit badge counselors are expected to be proficient in the badge they are counseling. While they possess significantly more knowledge about the subject than the Scout, each counselor must judge the boy on the official BSA requirements, requiring no more and no less than stated in the pamphlet for the badge. It is the duty of every merit badge counselor to ensure that this happens.

They also must keep themselves aware of any changes in the requirements of every badge they have been approved to counsel.

Counselors for the Rifle Shooting and Shotgun Shooting merit badges must be BSA or NRA certified for firearms instruction. Those desiring to counsel these badges must attach a copy of their certification to their application.

Merit badge counseling is a process not only of judging, but of allowing the Scout to benefit from the knowledge, skill, character and personal interests of the counselor. It is one more important opportunity for the boy to grow through an individual experience with a positive role model. For this reason, Scouts should be encouraged to contact a variety of counselors as they work on their

badges.

Scoutmasters and Varsity Coaches may serve as merit badge counselors, but they must register as a counselor for each badge they are counseling. Certain requirements are met at times when only the unit leader or an assistant may be present, as on a campout.

There is no limit to the number of merit badges a Scoutmaster, Varsity Coach or any other individual may counsel, providing that he or she applies and is approved for each. There is no limit on the number of badges a Scout may earn from any one counselor.

However, the Scoutmaster or Varsity Coach should encourage each boy to visit as many merit badge counselors as is practical. Interaction with adult counselors other than the Scoutmaster or Varsity Coach exposes the boy to a variety of adult models and enriches his Scouting experience.

An approved merit badge counselor may counsel any Scout, including his or her own son, ward or relative. However, for the Scout's personal growth in interacting with adults, he should be encouraged to seek out other counselors than his parents or his unit leader for as many badges as possible.

All approved merit badge counselors will be placed on the council and district master lists for the badges they have been approved to counsel. Experience has shown that most calls for counseling will come from the counselor's own unit.

Critical to the success of the merit badge program is quality recruitment of counselors. The recruiter should know enough about the prospective counselor to judge how well that person will relate to boys. The candidate should be judged on personality, knowledge and willingness to follow Boy Scouts of America guidelines.

MERIT BADGE PROCEDURES

To earn a merit badge, a Scout should:

- Get a signed merit badge form and a list of counselors from his Scoutmaster. (The Scoutmaster may get an up-to-date list at his district roundtable.)
- Get the merit badge pamphlet on his subject from his patrol or troop library, or from the council service center. Some public libraries maintain a selection of merit badge pamphlets, although they may not always be the latest issue.
- Contact the merit badge counselor and explain that he would like to earn the badge. In uniform and in full view of another person (preferably an adult), meet with the counselor and discuss how he can get the most out of the time he spends working on the badge.
- Learn and do the things that the pamphlet explains. Go as far as he can to fulfill the requirements on his own. [Be able to show and do where required, not just explain.]
- When he is ready, make another appointment with the counselor. Meet with the counselor in full view of another person (preferably an adult) to go over the important points of the subject. A good counselor also will help him see beyond the requirements and discover ways to continue learning about the subject. If the counselor is satisfied that the Scout has completed the

requirements [no more and no less than stated in the pamphlet], he/she will sign the merit badge form. If not, he/she will explain what still must be done.

- Give the counselor-signed form to his Scoutmaster (or unit advancement representative), who will get the badge for him and present it to him during a troop ceremony. [Ask for the applicant's portion of the blue card as soon as the Scoutmaster signs it. Save it for personal evidence of achievement when applying for the Eagle Scout Rank].

GROUP MERIT BADGE Activities

Individual merit badge counseling is encouraged, within the guidelines of Scouting's Youth Protection Program. The interpersonal relationship which develops in an individual counseling session, even in the course of a single hour, can have a lasting positive influence on the Scout.

Group merit badge counseling permits a larger number of Scouts to receive instruction at one time. This is especially effective at the Sea Base, at long-term camps and when an instructor. In a very specialized merit badge is available for only a limited time. Group counseling also is effective when special facilities or equipment are required, such as for swimming, lifesaving or pioneering.

Any unit or district planning a group merit badge class or classes must notify the council advancement committee in writing in advance. The form at the end of this section must be used. Tour permits and insurance are required.

When attending group instruction, the Scout must:

- Be required to complete all work himself.
- Be given enough time to complete the work within the scope of the class. Often, this means more than one session, especially when outside work is required.
- Be reviewed individually by the counselor.
- Obtain the counselor's approval for all work completed.

Partial completion should be the exception rather than the rule. The instructor should plan the class time(s) to allow for each boy to complete the requirements. Where this is not possible, the merit badge counselor being requested to complete the approval should accept the prior instructor's certificate of partial completion and sign for only the remaining requirements. A brief review of the preceding requirements may be helpful in establishing a framework for the completion discussion.

The Scout is expected to complete the badge requirements within a reasonable time, which should be established by the merit badge counselor giving partial credit.

SUMMER CAMP PROGRAMS

The choice of a summer camp should include an understanding of its advancement program as well as its other program offerings. Unit leaders and their boys should plan their summer camp advancement program well before arriving at camp.

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First year scouts should be directed toward a camp offering the First Class Emphasis program. Boys of higher rank will want a good merit badge program. Leaders should share the merit badge offerings with the boys to determine that their interests will be served by the camp being considered. This also will give the Scouts an opportunity to plan which badges will best meet their immediate advancement needs.

Orange County Council's Lost Valley Scout Reservation offers both the First Class Emphasis program and a wide range of merit badges. This makes it an ideal camp for units with boys in both the lower and higher ranks.

Summer camp should not, however, become a "merit badge mill" for the Scouts. This is a time for work and play. Scouts should look forward to their camping experience with the expectation of having fun while they also work on their skills. They should return home with the satisfaction of having achieved their advancement goals while having a good time at fun-filled activities.

Both adult and boy unit leaders should read the Lost Valley Scoutmaster's almanac prior to arriving at camp. It is available in the Scout Shop at council headquarters.

ORANGE COUNTY SEA BASE

The Sea Base offers several marine-oriented merit badge classes. Other classes are offered, also. Many of the classes are offered throughout the year, but there is a strong emphasis during the summer months.

RESOURCES

Lost Valley Scoutmaster's Almanac

Summer Camp Merit Badge Program Outlines #33421

Council Planning Calendar and Resource Catalog

Guide to Safe Scouting

Leader Training Youth Protection Handout

MERIT BADGE COUNSELOR ORIENTATION **SUPPLEMENTAL ADULT LEADER, TRAINING**

PURPOSE	STATEMENT
<p>The purpose of this training unit is to provide council-approved and registered merit badge counselors with understanding of the methods of counseling and their role in the advancement program of Boy Scouts of America.</p> <p>The merit badge counselor's role is to bring about learning on the part of the Boy Scout.</p> <p>As a "coach" the counselor advises the Scout concerning steps he should take to fulfill the requirements for the merit badge.</p> <p>As a "counselor" he evaluates the Scout's performance and determines whether or not the Scout has met the prescribed objectives in the requirements.</p>	<p>A scout earns a merit badge by working with an adult counselor, an expert in the chosen subject who is on a list provided by his troop. The Scout, along with a buddy, makes an appointment with the counselor and works on the merit badge with the counselor during one or more visits. When the counselor approves the Scout's application, the Scoutmaster submits it to the council service center and obtains the badge. As with rank awards the Scout is awarded the merit badge at the next troop meeting and later at the next court of honor.</p> <p>Any registered Scout, regardless of rank may work on any merit badge and receive the award when he earns it.</p>
<p>OBJECTIVES</p> <p>As a result of this unit of training the merit badge counselor should be able to:</p> <ul style="list-style-type: none"> • State the purpose of the merit badge program for Scouts. • Explain the role of the merit badge counselor. • List some methods of counseling and coaching. • Use the buddy system for counseling. 	<p>The merit badge program is one of Scouting's basic character-developing tools. Earning merit badges gives boys the kind of self-confidence that comes only from overcoming difficult obstacles to achieve a goal.</p> <p>Through the merit badge program, boys learn career skills that may help them choose their life work. Some merit badges help boys develop physical fitness and provide hobbies that give a lifetime of healthful recreation.</p>
<p>REFERENCES</p> <p>Advancement Guidelines. No. 30878</p> <p>Pamphlet. Merit Badge Counseling. No. 6517</p> <p>Application for Merit Badge. No. 4124</p> <p>Boy Scout Handbook. No. 3229</p>	<p>Working with a merit badge counselor gives Scouts a contact with an adult with whom they may not be acquainted. This is a valuable experience: The Scouts may be shy and fearful in this new situation so the counselor must see that the counseling session is relaxed, informal, and friendly.</p>
<p>SCOUT BUDDY SYSTEM</p> <p>A Scout must have another Scout with him at each meeting with the merit badge counselor. He should get a signed merit badge application and the name of a Scout buddy from the Scoutmaster. They should contact the counselor and explain their desire to earn the merit badge. The counselor asks both Scouts to visit to explain what is expected and help them start meeting the requirements. When they know what is expected they can start to learn and do the things required. The counselor will help them learn the things they need to know or do.</p> <p>When the Scouts are ready they should call the counselor again to make an appointment to meet the requirements. They should take along with them the things they have made to meet the requirements. The counselor will ask them to do each requirement to make sure that they know their stuff and have done or can do the things required.</p> <p>When the counselor is satisfied that the requirements have been met, he or she will sign the applications. The Scouts turn these into the Scoutmaster so that the merit badge emblems can be secured.</p>	<p>Although the buddy system is used in merit badge counseling, each boy is judged on his performance of the requirements and should receive the maximum benefit from the knowledge, skill, character, and personal interest of the counselor. Group instruction and orientation are encouraged where special facilities and expert personnel make this most practical or when Scouts are dependent on a few counselors for assistance. However, this group experience should include individual attention to each candidate's projects and his ability to fulfill all requirements.</p>
	<p>READ AND DISCUSS</p> <p>The pamphlet. Merit Badge Counseling</p> <p>DISCUSS THESE POINTS WITH THE MERIT BADGE COUNSELOR</p> <ol style="list-style-type: none"> 1. Merit badge requirements in merit badge pamphlet. 2. Merit badge pamphlets are available in each subject and <ol style="list-style-type: none"> a. May be purchased by the Scout. b. May be available at a library c. May be in the troop library. 3. The Scout indicates his interest in a merit badge to his Scoutmaster, who gives him <ol style="list-style-type: none"> a. An interview to determine interest, enthusiasm, preparedness. b. A signed merit badge application.

MERIT BADGE COUNSELOR ORIENTATION **SUPPLEMENTAL ADULT LEADER, TRAINING**

<p>c. The name and phone number of the approved and registered counselor.</p> <p>d. The name of a buddy wishing to earn the same merit badge.</p> <p>e. Encouragement to wear the official uniform when he visits the counselor with a buddy.</p> <p>4. The Scouts call the merit badge counselor and make an appointment.</p> <p>5. The merit badge counselor sets the date and time for Scouts and suggests they bring the following:</p> <ol style="list-style-type: none"> Pamphlet Merit badge application Any projects they may have started Any other indication of preparedness <p>6. At the first Interview, the merit badge counselor and Scouts decide upon:</p> <ol style="list-style-type: none"> Projects Short-term and long term goals with dates of completion in mind. Dates and times for future sessions. <p>7. The number of counseling sessions depends on the difficulty of the subject and the preparation and ability of the Scouts.</p> <p>8. Scouts are counseled with a buddy present.</p> <p>9. Scouts are always tested individually but with a buddy present.</p> <p>10. The Scouts are expected to meet the requirements as stated, no more and no less.</p> <p>11. The merit badge counselor assists Scouts to meet the requirements and certifies when they have completed them.</p>	<p>5. Before the merit badge counselor signs the Scout's merit badge card, he must insist that the Scout do exactly what the requirements call for. If it says 'show or demonstrate;' that is what he must do. Just telling isn't enough. The same things hold true for such words as "make," "list;," "in the field," and "collect, identify; and label"</p> <p>6. On the other hand, you cannot require more of a Scout than stated. You must not, for example, say "I want to be sure you really know your stuff. So instead of the 20 items In your collection, you must have 30 to get my signature?"</p> <p>7. It is, of course, acceptable for Scouts on their own initiative to do more than the requirement calls for.</p> <p>8. When reviewing the requirements with Scouts or testing them, the merit badge counselor may find that the boys need help In learning a particular skill. One of the jobs of a merit badge counselor is to teach Scouts the skills required.</p> <p>9. The most effective way to teach a skill is to get the Scouts to practice while learning.</p>
<p>COUNSELING TECHNIQUES</p> <ol style="list-style-type: none"> For the Scouts to get the most benefit from the counseling session, they must feel welcome and relaxed. One way for the counselor to put boys at ease is to ask simple question. For example, "How long have you been In Scouting?" or "What got you interested in the Astronomy merit badge?" Another way to put Scouts at ease is to show them something related to the merit badge subject. For example, a Coin Collecting merit badge counselor might show the Scout his coin collection. However, don't overwhelm the Scouts. Remember, they probably are beginners. A third way to put Scouts at ease is to ask them to do a simple skill. For example, the Woodwork merit badge counselor might say, "Would you sand this piece of wood while I get some tools ready?" At the first meeting with the Scouts, the merit badge counselor should carefully review each requirement to be sure the Scouts understand what they must do. 	<p>AS A COUNSELOR</p> <ol style="list-style-type: none"> A Scout is interviewed with a buddy present to determine: <ol style="list-style-type: none"> His preparedness. The amount of knowledge he already has In the subject. His interest in the subject. Short term and long term goals are set by the Scouts with encouragement from the counselor. Counselor follows up with Scouts on their goals - projects, collections, written work. Counselor helps Scouts evaluate their progress. Counselor encourages Scouts to ask for any help they need to gain more knowledge or skill in the subject. <p>A COACH</p> <ol style="list-style-type: none"> Teaches the Scouts the skills required Gives the Scouts an opportunity to practice the skills under his or her guidance Takes a genuine interest In the projects and encourages their completion <p>REQUIREMENTS</p> <p>CHECK over the requirements for the merit badge(s) each counselor will be using. (Have them do this Individually.)</p> <p>MERIT BADGE LIBRARY</p> <p>A listing of all merit badge pamphlets can be found on the Inside back cover of the current <i>Boy Scout Requirements</i>.</p>

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ORANGE COUNTY COUNCIL
Boy Scouts of America

APPLICATION
FOR
MERIT BADGE FAIR/DAY

+++PLEASE READ IMPORTANT INSTRUCTIONS ON BACK OF FORM+++

AT LEAST 60 DAYS PRIOR TO THE EVENT, FORWARD THE COMPLETED FORM TO YOUR DISTRICT ADVANCEMENT CHAIRPERSON WHO, UPON APPROVING IT, WILL PRESENT IT TO THE COUNCIL ADVANCEMENT COMMITTEE FOR FINAL APPROVAL.

DISTRICT_____

SPONSORING ORGANIZATION_____

CONTACT PERSON(S)_____PHONE_____

CONTACT PERSON(S)_____PHONE_____

LOCATION OF EVENT_____

DATE OF EVENT_____HOURS OF EVENT_____

*Attach a complete list of counselors and the merit badge each will teach. All counselors MUST currently be registered with the district and council as merit badge counselors.

*Attach any publicity items to be circulated announcing the event.

APPROVED:

_____DATE_____

District Advancement Chairperson

_____DATE_____

Council Advancement Chairperson

INSTRUCTIONS FOR CONDUCTING A SUCCESSFUL MERIT BADGE FAIR/DAY

- Get counselor commitments before announcing what badges will be offered. Last-minute recruiting often gets counselors who are untrained and lack commitment.
- Instruct each counselor to require nothing less and nothing more than the requirements in the merit badge book, even if it means a partial completion of the badge. Most badges cannot be completed in a single class setting, especially those which are required for Eagle.
- Admonish all Scouters involved with the event to remember that their goal should be to expose Scouts to new skills and adult relationships, not just to hand out merit badges. Partial completions are okay.
- Insist on preregistration so you will know that your resources are adequate; e.g., enough counselors, enough space.
- Absolutely require that Scouts bring their own blue card signed by their unit leader. National guidelines require that the unit leader sign BEFORE the Scout begins work on the badge.
- Events which require that Scouts be in uniform are, on the whole, much more successful than those which permit any dress. Scouters who have uniforms always should wear them.
- Ensure that you have met all other requirements which MAY be applicable, such as tour permit, insurance rider, etc.
- Issue each Scout advance written instructions as to what will be required of him to have a successful day. Being prepared requires understanding.
- **Every unit should obtain a current list of merit badge counselors from their district advancement committee and insert it here.**

THE EAGLE SCOUT SERVICE/LEADERSHIP PROJECT

The Eagle Scout project is an integral part of the requirements for attaining the rank of Eagle Scout. Success follows when a candidate, his parents and his unit leaders fully understand why the project is required, what kind of project it must be, and why the candidate must plan, direct and lead the project himself.

Often referred to as a service project, this is more accurately called a leadership project. Service is given, but the emphasis is on the candidate's leadership skills.

The key words are "plan, develop and give leadership." The project may be similar to another, but must be individual. In that the current candidate plans, develops the specifics and then leads volunteers to a successful completion of the work.

Parents and others may NOT do any portion of the candidate's responsibilities, but they can participate in the execution under his direction.

Prior to any work commencing, the project must be approved in writing by the unit leader. The unit committee AND the district advancement committee. There are no exceptions. Failure to gain ALL required approvals prior to beginning will require the candidate to start over.

The following pages contain additional information which unit leaders should share with all candidates and their parents.

EAGLE PROJECT CRITERIA

Orange County Council
January, 1995

GENERAL

All project work must be done while the candidate is a Life Scout and prior to his 18th birthday. The project need not be original; however, all planning must be the work of the Eagle candidate. In addition to the planning, all manpower needs and project direction must be handled by the Scout. Routine labor or normal service does not meet the requirements for an Eagle project.

LEADERSHIP

The Eagle Scout project is first and foremost a leadership experience for the candidate. Service is performed to give value to the work, but the essence of the project from Scouting's perspective is to plan, organize and give leadership to others in the completion of the project.

SUCCESSFUL PROJECT CHARACTERISTICS

Development of the project must be original. The type of project may have been done before, but this project must be planned, organized and led by the Eagle candidate. The project plan must include:

- Manpower requirements
- Manpower resources (recruiting and training)
- Material requirements and sources
- Equipment requirements and sources
- Details of work to be done and how
- Budget (if necessary) and source of funds
- Estimated hours

The project must have the prior written approval of the benefiting organization. It must directly benefit that group.

"Eagle Project Q and A", also in this packet, contains very important information which the candidate should read before selecting a project.

EAGLE PROJECT WORKBOOK (Life to Eagle Packet)

The Eagle Project Workbook must be signed by the unit leader, unit committee chairperson and the district advancement Eagle chairperson BEFORE any work can be performed.

The Workbook narrative must detail all of the characteristics as they apply to the project. Time estimates (manpower requirements) should be given for each phase of the project. While there is no minimum number of hours, the effort of the candidate and the number of volunteer hours must represent a "significant" project. As a rule of thumb, 100 or more hours can be considered significant.

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In addition to being of significant scope, the project must give lasting benefit to the beneficiary. It must not provide on-going maintenance. The project cannot benefit the Boy Scouts of America in any way.

The beneficiary must be outside of Scouting. The candidate must direct his efforts toward his church, school or community for the project. The narrative must show:

- Who will benefit.
- What lasting value will they receive.
- Name, address and phone of the beneficiary representative.

AFTER THE EAGLE Project

When the project is complete, the Eagle Project Workbook must be completed and a final report written. The report must answer:

- Any differences between the plan and the actual project. Describe in detail.
- Who assisted in the project. Were any non-Scouts?
- How many hours were required.
- What the candidate learned from the experience.
- What he would do differently if he did the project again.

Including pictures will help with the project review. They should show before and after scenes, together with views of the work in progress. The final report should be typed or very neatly written in black or blue ink.

The final report must include a letter from the beneficiary accepting the completed project.

REVIEW AND APPROVAL

For the project to be approved for progress toward the rank of Eagle Scout, the following questions must also be answered in the final report:

- Did the Eagle candidate demonstrate leadership by directing others rather than doing the work himself?
- Was the project of real and lasting value to the beneficiary?
- Who verified completion of the project on behalf of the beneficiary?
- Did the project follow the plan of successful completion in an orderly and responsible way?

EAGLE PROJECT (Q and A)

Orange County Council
January, 1995

Following are questions frequently asked about Eagle Scout Projects. Should you have additional questions which your Scoutmaster or unit advancement chairperson cannot answer, you should contact your district Eagle chairperson listed in your Eagle Packet.

WHERE CAN I GET IDEAS? Talk with your school officials, your minister or community leaders. They may have projects which you could do. Remember, your project must be of sufficient size to require you to do all of the planning and organization and to give effective leadership to its completion. On the other hand, don't take on something so large that you won't be able to complete it.

- **SCHOOL:** Teachers, administrators, maintenance personnel all have projects they would like to do, but don't seem to have the time or manpower.
- **CHURCH:** Ministers, youth leaders, building committees are good sources of worthwhile projects.
- **CITY:** One of the best sources is the parks and recreation department. Another is the library.
- **COUNTY:** Regional park rangers often keep a list of projects for volunteers. Be sure that they will let you do the required planning.
- **STATE:** While a state project is possible, you may find yourself spending too much time getting approvals.
- **COMMUNITY:** Retirement homes, nursing homes, recreational leagues and nonprofit service organizations are likely places to look.

WHAT IF I SEE A PROJECT AND I JUST DON'T LIKE IT? If you don't like the project, then by all means don't do it, no matter how worthwhile it is. Your project should be something you really identify with and want to do, or you won't do your best work.

CAN MY PROJECT BE A PART OF A LARGER PROJECT? In order for you to show the required leadership, your project must stand alone in terms of planning, organization and execution. If it can be a part of a larger project and still meet these requirements, it may be accepted.

HOW 'ORIGINAL' DOES MY PROJECT NEED TO BE? While it sometimes is difficult to come up with an idea which never has been done before, it is very important that the specifics of your project be your idea, your planning, your organization and your leadership. You may NOT use any information from previous projects in planning yours.

HOW CAN I BE SURE MY PROJECT IS ACCEPTABLE BEFORE I SPEND A LOT OF TIME PLANNING? It's always a good idea to make your Scoutmaster and unit advancement chairperson aware of what you have decided on. If you still have questions, contact your district Eagle chairperson listed in your Eagle Packet.

AM I REQUIRED TO HAVE AN EAGLE ADVISOR? While it is not required, having an

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adult advisor will be helpful as long as that person knows the requirements. You should select someone from your unit advancement committee, have your Scoutmaster recommend someone, or call the district Eagle chairperson listed in your Eagle Packet.

CAN THE PROJECT BE A FUND RAISER? No. Fund raising is permitted only to raise money for project expenses which you cannot otherwise obtain.

CAN THIS PROJECT BE FOR MAINTENANCE OF PROPERTY? Probably not. The project must have lasting value. Gardening, cleanup or other on-going maintenance does not give "lasting" value. A major fix-up project may qualify, depending on the specifics of your plan.

CAN MY PROJECT BENEFIT THE BOY SCOUTS? No. Your project cannot benefit the Boy Scouts in any way.

CAN I COORDINATE A BLOOD, CLOTHES OR FOOD DRIVE? There is no specific policy regarding these types of projects. Generally, they are discouraged because they are not original, do not permit adequate planning and control for the candidate and sometimes compete with other Boy Scout service efforts.

The Red Cross, of necessity, will not let you have control of their blood drive. You will be limited to recruiting people for their activity, and that doesn't meet the test.

The Orange County Council annually conducts a massive food drive for the needy. Even though your food drive would be totally separate, it might be construed by some as in conflict with the larger drive. You would be well advised to pick another project.

There have been successful clothes drives as Eagle Scout projects, but approval does not come easy. The key words for approval are "scope" and "substantial". This type of project does not lend itself to a broad enough scope and does not require substantial enough leadership unless it is expanded well beyond collecting and giving away to a charity. Again, you would be well advised to pick another project.

IS THERE A MINIMUM NUMBER OF HOURS REQUIRED? No. However, the effort must be substantial. Those who review your proposed project and its final write up are not permitted to arbitrarily set a minimum number of hours, but they will be interested in the amount of planning, organization and leadership required of you, and they will want to know how many people were directed to do the work. If your project is substantial enough, the hours will not be a problem.

WHEN CAN I START PLANNING MY PROJECT? As soon as you have earned the Life Scout rank, you can begin to establish the idea. Your first step is to ask your Scoutmaster for an Eagle Packet. Everything you will need is included in the packet.

HOW DETAILED MUST MY PLAN BE? The more you detail your project plan, the easier it will be for you to execute it. A good rule of thumb is that if something were to happen to you the day before the project begins, someone else of your ability should be able to use your plan and successfully execute the project. They may not do it exactly like you would, but they could get the

job done according to your plan.

WHEN CAN I START EXECUTING MY PROJECT? Only after it has been approved:

- By your Scoutmaster (Start here)
- By your unit committee (After Scoutmaster approves)
- By the district advancement committee (after unit approves)

If you start before obtaining ALL of the above approvals your project will be voided and you will have to start over from the beginning. Don't let this happen to you!

HOW MANY MEETINGS WILL I HAVE TO GET APPROVAL? This depends on the thoroughness of your planning. You will be required to have a good plan before being allowed to start work. The success of your project will depend directly on how well you have planned.

IS A TOUR PERMIT REQUIRED? Yes. A tour permit is required any time a Scout activity takes place outside the normal meeting location.

WHAT IS REQUIRED AFTER I COMPLETE THE PROJECT? You must complete a written report, detailing everything you did since receiving approval to proceed. This will include your leadership hours, the names of your volunteers and their hours, what materials you actually used, any obstacles you encountered, any changes which were made, what you would do differently if you were to do it over, what you learned as a leader, etc.

Start your report by completing the Life to Eagle Packet, then add as many pages as you feel necessary to tell your story. You may want to include pictures. You also will need to include a letter from the project beneficiary accepting your work.

Keep a detailed journal or log of all activities as they occur; i.e., phone calls, meetings, planning sessions, time spent by each participant, including yourself. This will be very helpful when you write the final narrative report.

See the Eagle Project Criteria sheet for more information. If you have any problems with the final report, see the Eagle advisor who signed your project worksheet or call the district Eagle chairperson.

SHOULD THE FINAL REPORT BE TYPED? A typed presentation always is preferred, but a written one is acceptable if it is neat. Part of the project is how well you present yourself. Your report, your project worksheet in the Life to Eagle Packet and your actual project all must represent your very best effort.

HOW DO I TURN IN THE PROJECT REPORT? Your report will be forwarded to the district Eagle chairperson as a part of your completed Eagle Scout packet. Follow the instructions on the Eagle Scout Application Checklist.

YOUTH WITH DISABILITIES ADVANCEMENT

The Scouting experience is available to all youth, including those who are disabled, whether physical, mental or emotional.

Determination of eligibility to register as a disabled Scout is made by the registering unit, with approval of appropriate medical and/or educational authorities. The application must also be approved by the Registration Department at the Council Service Center. Questions concerning eligibility should be directed to the Assistant Council Commissioner for Specialty Needs Scouting. The disability must be of a permanent nature, rather than temporary.

Those persons with disabilities who have met the requirements for membership as disabled Scouts may earn awards appropriate to their unit and may advance in rank.

A disabled Cub Scout should be measured on whether he has done his best.

A disabled Boy Scout, Varsity Scout or Explorer Scout must meet all of the requirements for each award, with no substitutes or alternatives permitted, except as specifically set forth in current Boy Scouts of America official literature. No council, district or unit may add to nor subtract from any advancement requirements. Questions concerning eligibility for alternative requirements should be referred to the Council Advancement Committee.

Reasonable common sense accommodation may be made in allowing the disabled Scout additional time, adapted facilities or supplemental equipment in order to meet the requirements.

Certain permanent disabilities may qualify the Scout for one or more alternate merit badges to those required for Eagle Scout. Application must be made and approved in advance by the Council Scout Executive. For specific requirements, see *Advancement Policies and Procedures Committee Guide #33088*, Alternate Merit Badges for the Eagle Scout Rank.

LONE SCOUT ADVANCEMENT

A Lone Scout is a boy who for one reason or another is not affiliated with a traditional unit. Upon application to and acceptance by the council, the Lone Scout is eligible to advance to any rank, including Eagle Scout.

A "Lone Scout friend" is designated to provide education, testing and reviewing. The friend also awards the Scout with his merit badges and rank awards, once they have been earned.

Any advancement requirements which cannot be met because the boy is not a member of a traditional unit may be met as follows:

The Lone Scout and his counselor suggest alternative requirements to those which cannot be met in the traditional program.

The alternative requirements must be approved by the council advancement committee.

The alternative requirements must be equal to those replaced, except in very extreme circumstances of hardship or hazard.

FOREIGN SCOUT ADVANCEMENT

A Scout who earned rank advancement in a foreign program may apply for the equivalent BSA rank. He must present evidence of his membership and advancement in the foreign program and must appear before a district board of review to determine which BSA rank he is qualified to receive.

This does not apply to the rank of Eagle Scout. The highest rank for which the foreign advancement can be considered is Life Scout. The district advancement committee will determine which merit badges the boy must earn to qualify for the rank of Eagle Scout.

All other requirements for the rank of Eagle Scout must be met.

This policy applies to foreign Scouts now living in the United States and to BSA members who while living abroad earn advancement in a foreign program.

BOARDS OF REVIEW

A Scout comes before a Board of Review with the recommendation of his Scoutmaster that he has met all of the requirements for the new rank. This is a time for the members of the board to review the Scout's progress and to determine his attitude and acceptance of Scouting's ideals. The board should accept the Scoutmaster's certification and go beyond the specific achievements to make sure that the Scout realizes and practices the value of Scouting in his home, school and community.

Saddleback District has published an excellent manual for conducting boards of review. The following pages contain A Guide to Conducting Boards of Review, March 1995.

- Purpose of a Board of Review
- Composition of a Board of Review
- Mechanics of a Board of Review
- Mechanics of a Board of Review for Eagle Rank
- The Nature of the Questions
- What Every Scout Should Know
- Tenderfoot Rank
- 2nd Class Rank
- 1st Class Rank
- Star Rank
- Life Rank
- Eagle Rank
- Eagle Palms

Purpose of a Board of Review:

The members of a Board of Review should have the following objectives in mind:

- To make sure the Scout has completed the requirements for the rank.
- To see how good an experience the Scout is having in the unit.
- To encourage the Scout to progress further

Additionally, the Board of Review provides "quality control" on advancement within the unit, it provides an opportunity for the Scout to develop and practice those skills needed in a interview situation, and it is an opportunity for the Scout to review his accomplishments.

The Board of Review is NOT a retest; the Scout has already been tested on the skills and activities required for the rank. However, the chairman of the Board of Review should ensure that all the requirements have been "signed off" in the Scout's handbook. Additionally, the chairman should ensure that leadership and merit badge records are consistent with the requirements for the rank.

The Board of Review is an opportunity to review of the Scout's attitudes, accomplishments and his acceptance of Scouting's ideals.

Composition of a Board of Review:

For all ranks (except Eagle) and Eagle palms the Board of Review consists of three to six members of the Troop Committee. The Troop Advancement Chairperson typically acts as the chairperson of the Board of Review. Relatives or guardians may not serve as members of a Scout's Board of Review. Unit leaders (Scoutmaster, Assistant Scoutmasters, Varsity Coach, Post Advisor, etc.) should not participate in a Board of Review unless absolutely necessary.

For the rank of Eagle, the Board of Review consists of three to six members drawn from Scouting and the community. The members of the Board of Review are selected by the District Advancement Committee; at least one member of the District Advancement Committee must be a member of the Board of Review for Eagle, and serves as chairperson of the Board of Review. Unit leaders from the Scout's unit, relatives, or guardians may not serve as members of a Scout's Board of Review for Eagle. A Board of Review for Eagle may contain members of the community who are not registered Scouters; however, they should be knowledgeable of the principles of Scouting. For example, a representative from a chartering organization, an adult Eagle Scout (even if not currently registered), or a religious leader are frequently asked to assist with an Eagle Board of Review. The Scout may request an individual to be a member of his Board of Review. As a general rule, no more than one member of an Eagle Board should be associated with the Scout's unit.

Mechanics of a Board of Review:

The Scout is introduced to the board by the Chairperson of the board.

The Scout should be in full uniform (local or unit custom may dictate regarding neckerchief and badge sash).

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The chairman of the Board of Review should ask the Scout to come to attention, and recite one or more of the following:

- The Scout Law
- The Scout Oath
- The Scout Motto
- The Scout Slogan
- The Outdoor Code

For the lower ranks, one or two (usually the Law and oath) should be sufficient. For higher ranks, more may be expected. One or two retries are appropriate, especially for younger Scouts, or if the Scout appears nervous.

The board members are invited to ask questions of the Scout (see the sections appropriate to each rank). The questions should be open ended, offering an opportunity for the Scout to speak about his opinions, experiences, activities, and accomplishments. Avoid questions which only require a simple one or two word answer. If an answer is too brief, follow up with a, "Why?" or, "How can that be done?" to expand the answer. The questions need not be restricted to Scouting topics; questions regarding home, church, school, work, athletics, etc. are all appropriate. The Chairperson should be made aware of any "out of bounds" areas; these should be communicated to the board before the Board of Review begins (e.g., if a Scout is experiencing family difficulties due to a divorce, it would be prudent to avoid family issues.)

The time for a Board of Review should be from 13 to 30 minutes, with the shorter time for the lower ranks. When all members have had an opportunity to ask their questions, the Scout is excused from the room. The board members then consider whether the Scout is ready for the next rank; the board's decision must be unanimous. Once the decision is made, the Scout is invited back into the room, and the Chairperson informs the Scout of the board's decision. If the Scout is approved for the next rank, there are general congratulations and hand shakes all around, and the Scout is encouraged to continue advancing. If there are issues which prevent the Scout from advancing to the next rank, the board must detail the precise nature of the deficiencies. The Scout must be told specifically what must be done in order to be successful at the next Board of Review. Typically, an agreement is reached as to when the Scout may return for his subsequent Board of Review. The Chairperson must send a written follow up, to both the Scout and the Scoutmaster, regarding the deficiencies and the course of action needed to correct them.

Mechanics of a Board of Review for Eagle Rank:

The mechanics of a Board of Review for Eagle are similar to all other Boards of Review, except that a Board of Review for Eagle is more in depth, and might last as long as 45 minutes to an hour. Additionally, the Eagle Scout Rank Application, Letters of Recommendation (minimum of 3) and Eagle Project Notebook must be present and reviewed by the board. Questions about these documents are appropriate, but the letters of recommendation are for the board's use only; any comments or questions about them should not reveal who wrote the letters. The letters are retained by the District Advancement Chairperson, and are never given to the Scout. After the application has been approved by National Eagle Board of Review and returned to the local council (typically 4-6

weeks), the letters of recommendation are destroyed.

The Nature of the Questions:

On the following pages are typical Board of Review questions for each rank. The questions for the lower ranks are simpler and generally deal with factual information about the Scout's participation in his unit, and his approach to applying the skills he has learned toward earning the next rank. The questions for the higher ranks are less factual, and generally seek to aid understanding of how Scouting is becoming an integral part of the Scout's life. Remember: it is not the point of a Board of Review to retest the Scout. However, questions like, "Where did you learn about..." or "Why do you think it is important for a [[rank] Scout to have this skill?" are valid.

If a Scout appears nervous or anxious about the Board of Review, it might be appropriate to ask one or two questions from the list for a lower rank, to help "break the ice" and establish some rapport. In general, within a rank, the questions are arranged from "easiest" to "most difficult".

For each rank, there is a question about advancing to the next rank. The purpose of this question is to encourage advancement, but it should not be asked in a way that pressures the Scout. [Note: If the Board of Review is for the Life rank, and the Scout is at or near his 17th birthday, some pressure towards Eagle may be in order. At the very least, be certain that the Scout realizes that his time is running out.]

For higher ranks, there is a question from *The Boy Scout Handbook* about basic Scouting history.

For Order of the Arrow members, there are questions about the role of OA within Scouting.

More questions are provided than can typically be accommodated in the time suggested. The Board of Review will need to select the questions which are appropriate for the particular Scout and his experiences.

These questions are intended to only serve as a guide. Units should freely add to, or remove from, these lists as they feel appropriate.

What Every Scout Should Know

Scout Oath:

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

Scout Law:

A Scout is...
Trustworthy,
Loyal,
Helpful,
Friendly,
Courteous,
Kind,
Obedient,
Cheerful,
Thrifty,
Brave,
Clean,
Reverent.

Scout Motto:

Be Prepared

Scout Slogan:

Do a good turn daily.

Outdoor Code:

As an American, I will do my best to -
Be clean in my outdoor manners,
Be careful with fire,
Be considerate in the outdoors, and
Be conservation-minded.

Tenderfoot Rank

This is the Scout's first experience with a Board of Review. The process may require some explanation on the part of the Board of Review Chairperson.

The first few questions in the Board of Review should be simple. The Board of Review should try to gain a sense of how the Scout is fitting in to the Troop, and the Scout's level of enjoyment of the Troop and Patrol activities.

Encourage advancement to 2nd Class. Point out that the Scout may have already completed many of the requirements for 2nd Class.

The approximate time for this Board of Review should be 15-20 minutes.

Sample Questions:

1. When did you join our Troop?
2. How many Troop meetings have you attended in the last two months?
3. What did you do at your last patrol meeting?
4. Tell us about your last Troop campout.
5. How would the first aid skills you must know for Tenderfoot help on a campout?
6. Where did you learn how to fold the American flag? Tell us about your first experience with this skill.
7. How would you avoid poison oak (poison ivy, sumac)?
8. Where did you go on your hike? How did you choose the location?
9. If you were on a hike and got lost, what would you do?
10. Why do we whip or fuse the ends of a rope?
11. What is the "Buddy System" that we use in Scouting? When do we use it?
12. Why do you think there are physical fitness requirements (push-ups, pull-ups, etc.), and a retest after 30 days, for the Tenderfoot rank?
13. What does it mean to a Tenderfoot Scout to "Be Prepared"?
14. Do you feel that you have done your best to complete the requirements for Tenderfoot? Why?
15. What "good turn" have you done today?
16. Please give us an example of how you obey the Scout Law at home (school, church)?
17. What do you like best about our Troop?
18. What does it mean for a Scout to be "Kind"?
19. Do you have any special plans for this summer? The Holidays?
20. When do you plan to have the requirements completed for 2nd Class?



2nd Class Rank

This is the Scout's second Board of Review. The process should be familiar, unless It has been some time since the Board of Review for Tenderfoot.

Questions should focus on -the use of the Scout skills learned for this rank, without retesting these skills. The Board of Review should try to perceive how the Scout's patrol is functioning, and how this Scout is functioning within his patrol.

Encourage work on the remaining requirements for 1st Class; many of the easier ones may have already been completed.

The approximate time for this Board of Review should be 15-20 minutes.

Sample Questions:

1. How many patrol meetings have you attended in the last 3 months?
2. What did your patrol do at its last meeting?
3. Tell us about a service project in which you participated.
4. Where did you go on your last Troop campout? Did you have a good time? Why?
5. Why is it important to be able to identify animals found in your community?
6. Tell us about the flag ceremony in which you participated.
7. What is in your personal first aid kit?
8. What have you learned about handling woods tools (axes, saws, etc.)?
9. How are a map of the area and a compass useful on a campout?
10. Have you ever done more than one "good turn" in a day? Ask for details.
11. Have you earned any merit badges?
If "Yes": Which ones? Why did you choose them? Who was your counselor?
If "No": encourage getting started, and suggest one or two of the easier ones.
12. Did you attend summer camp with our Troop last summer?
If "Yes": What was your best (worst) experience at summer camp?
If "No": Why not?
13. Do you plan to attend summer camp with our Troop next summer?
If "Yes"; What are you looking forward to doing at summer camp?
If "No": Why not?
14. What suggestions do you have for improving our 'Troop?
15. How do you help out at home, church, school?
16. What class in school is most challenging for you? Why?
17. One of the requirements for Tenderfoot is to participate in a program regarding drug, alcohol and tobacco abuse. Tell us about the program in which you participated.
18. How is it possible to live the Scout Oath and Law in your daily life?
19. What does it mean to say, "A Scout is Trustworthy"?
20. When do you expect to complete the requirements for 1st Class?



1st Class Rank

By this point the Scout should be comfortable with the Board of Review process.

The Scout should be praised for his accomplishment in achieving 1st Class (particularly if he joined Boy Scouts less than a year ago). In achieving the rank of 1st Class, the Scout should feel an additional sense of responsibility to the troop and to his patrol.

The 1st Class rank will produce additional opportunities for the Scout (Order of the Arrow, leadership, etc.).

Merit badges will begin to play a role in future advancement to the Star and Life ranks. Encourage merit badge work if it has not already begun.

The approximate time for this Board of Review should be 20 minutes.

Sample Questions:

1. On average, how many Troop meetings do you attend each month?
2. What part of Troop meetings are most rewarding to you?
3. What is the Scout Slogan? What does it mean for a 1st Class Scout?
4. Tell us about your last campout with the Troop. Where did you go? How did you help with meal preparation? Did you have a good time? (If "No", why not?)
5. If you were in charge of planning ~ preparing a dinner for your next campout, what would you select?
6. As a 1st Class Scout, what do you think the Star, Life, and Eagle Scouts will expect from you on an outing?
7. Does your family do any camping? What have you learned in Scouts, that you have been able to share with your family to improve their camping experiences?
8. Why do you think that swimming is emphasized in Scouting?
9. Why is it important for you to know how to transport a person who has a broken leg?
10. Why is it important for you to be able to recognize local plant life?
11. What did you learn about using a compass while completing the Orienteering requirement?
12. What does it mean to say, "A Scout is Courteous"?
13. Why are merit badges a part of Scouting?
14. How frequently do you attend religious services? Does your whole family attend?
15. What is your most favorite part of Scouting? Least favorite?
16. How does a Scout fulfill his "Duty to Country"?
17. How do you define "Scout Spirit"?
18. What is the Order of the Arrow? What is the primary function of OA?
19. Who was Lord Baden-Powell?
20. When do you think you might be ready for Star Scout?



Star Rank

With the Star rank, emphasis is placed upon service to others, merit badges, and leadership. Scout skills remain an important element for the Star Scout; however, the emphasis should be on teaching other Scouts these skills.

Explore how the Star scout can assist with leading his patrol and troop. Attempt to understand how the Scouting philosophy is becoming part of the Scout's life.

Often the Star rank is a place where Scouts "stall out". Encourage the Scout to remain active, and participate fully in his patrol and troop. If the Scout appears to be looking for additional opportunities, suggest leadership positions such as Den Chief or Troop Guide.

The approximate time for this Board of Review should be 20 minutes.

Sample Questions:

1. How many Troop outings have you attended in the last three months?
2. Tell us about the last service project in which you participated.
3. What does it mean for a Star Scout to "Be Prepared" on a daily basis?
4. How have the Scout skills that you have learned helped you in a non-Scouting activity?
5. How many merit badges have you earned? What was the most difficult (fun, challenging, expensive, etc.)?
6. Which is more important: Becoming a Star Scout, or learning the skills prescribed for a Star Scout?
7. Why do you think a Scoutmaster's Conference is required for advancement in rank?
8. What is the most important part of a Troop Court of Honor? Why?
9. What leadership positions have you held outside of your patrol? What challenges did they present? What are your personal leadership goals and objectives?
10. How would you get a Scout to do an unpleasant task?
11. What extracurricular activities do you participate in at school?
12. What responsibilities do you have at home?
13. What is our "Duty to God"?
14. What does it mean to say "A Scout is Loyal"?
15. How are the Scout Oath and Law part of your daily life?
16. What is the Outdoor Code? Why is it important?
17. If the Scout is a member of the Order of the Arrow; When did you complete your "Ordeal", "Brotherhood"? What does membership in the OA signify?
18. Have you received any special awards or accomplishments in school, athletics, or church?
19. Baden-Powell's first scout outing was located on an island off the coast of Great Britain; what was the name of that island? [[Brownsea Island]
20. When do you plan on achieving the Life rank?



Life Rank

The Life rank is the final rank before Eagle. The Life Scout should be fully participating in the Troop, with emphasis being placed on leadership in the unit, as well as teaching skills and leadership to the younger Scouts.

Merit Badge work should be a regular part of the Scout's career. Scouting values and concepts should be an integral part of the Scout's daily life.

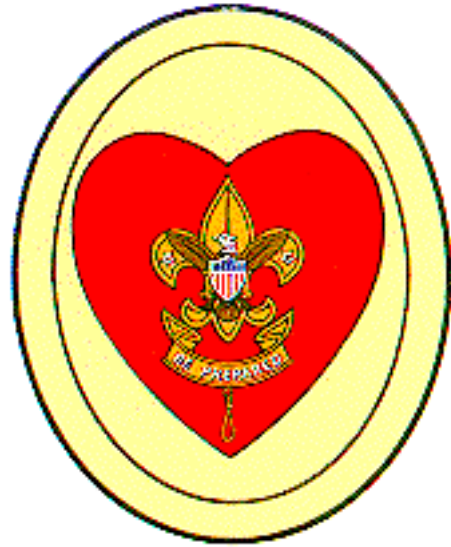
At this point, the Scout is starting to "give back to Scouting" through leadership, training of other Scouts, recruiting, keeping Scouts active in the program, etc.

Explore suggestions for improving the program.

The approximate time for this Board of Review should be 20 - 30 minutes.

Sample Questions:

1. What is the most ambitious pioneering project with which you have assisted? Where?
2. What has been your worst camping experience in Scouting?
3. How many patrol meetings has your patrol held in the last three months? How many of them have you attended?
4. Have any of the merit badges you have earned lead to hobbies or possible careers?
5. What are your hobbies?
6. Of the merit badges you have earned, which one do you think will be of greatest value to you as an adult? Why?
7. Why do you think that the three "Citizenship" merit badges are required for the Eagle Rank?
8. What is your current (most recent) leadership position within the Troop? How long have you held that position? What particular challenges does it present? What is Leadership?
9. Do you have any brothers or sisters who are in Scouts (any level)? What can you do to encourage them to continue with Scouts, and to move forward along the Scouting Trail?
10. How do you choose between a school activity, a Scout activity and a family activity?
11. Why do you think that Star and Life Scouts are required to contribute so much time to service projects? What service projects are most rewarding to you? Why?
12. Why do you think that a Board of Review is required for rank advancement?
13. How has Scouting prepared you for the future?
14. What does it mean to say, "A Scout is Reverent"?
15. What does "Scout Spirit" mean to a Life Scout?
16. Why do you think that Scouting for Food is referred to as a "National Good Turn".
17. The Scout Oath refers to "Duty to Self"; what duty do we have to ourselves?
18. If the Scout is a member of OA: What role does OA play in Scouting? What honor do you hold in OA? What is the difference between Scout "ranks" and OA "honors"?
19. In what year was Boy Scouts of America founded? [February 8, 1910 - BSA Birthday]
20. Have you begun to think about an Eagle Service Project? What are you thinking about doing? When?



Questions for the Eagle Rank

The Board of Review for the Eagle Rank is different from other Boards of Review in which the Scout has participated. The members of the Board of Review are not all from his Troop Committee. Introductions are essential, and a few 'break in' questions may be appropriate.

At this point, the goal is to understand the Scout's full Scouting experience, and how others can have similar meaningful Scouting experiences. Scouting principles and goals should be central to the Scout's life; look for evidence of this.

Although this is the final rank, this is not the end of the Scouting trail; "Once an Eagle, always an Eagle". Explore how this Eagle Scout will continue with Scouting activities, and continued service to his home, church, and community.

The approximate time for this Board of Review should be 30 - 50 minutes.

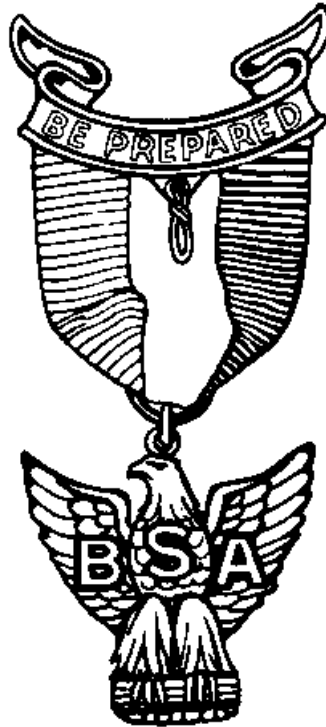
Sample Questions:

1. What would you suggest adding to the Scout Law (a thirteenth point)? Why?
2. What one point could be removed from the Scout Law? Why?
3. Why is it important to learn how to tie knots, and lash together poles and logs?
4. What is the difference between a "Hollywood hero" and a real hero?
5. Can you give me an example of someone who is a hero to you? (A real person, not a character in a book or movie.)
6. Why do you think that the Family Life merit badge was recently added to the list of required merit badges?
7. What camping experience have you had, that you wish every Scout could have?
8. Have you been to Philmont or a National (International) Jamboree? What was your most memorable experience there?
9. What is the role of the Senior Patrol Leader at a troop meeting (campout, summer camp)?
10. If you could change one thing to improve Scouting, what would you change?
11. What do you believe our society expects from an Eagle Scout?
12. The charge to the Eagle requires that you give back to Scouting more than Scouting has given to you. How do you propose to do that?
13. As an Eagle Scout, what can you personally do to improve your unit?
14. What will you be doing in your unit, after receiving your Eagle Rank?
15. Tell us how you selected your Eagle Service Project.
16. From your Eagle Service Project, what did you learn about managing or leading people? What are the qualities of a good leader?
17. What part of your Eagle Service Project was the most challenging? Why?
18. If you were to manage another project similar to your Eagle Service Project, what would you do differently to make the project better or easier?
19. What are your future plans (high school, college, trade school, military, career, etc..)?



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20. Tell us about your family (parents, siblings, etc.). How do you help out at home?
21. What do you think is the single biggest issue facing Scouting in the future?
22. How do your friends outside of Scouting react when they learn that you are a Boy Scout?
How do you think they will react when they learn that you have become an Eagle Scout?
23. Why do you think that belief in God (a supreme being) is part of the Scouting requirements?
24. How do you know when a Scout is active in his unit?
25. You have been in Scouting for many years, sum up all of those experiences in one word.
Why?
26. What one thing have you gained from your Scoutmaster's conferences over the years?
27. How does an Eagle Scout continue to show Scout Spirit?
28. If the Scout is a member of the Order of the Arrow:
What does OA membership mean to you?
How does OA help Scouting and your unit?
29. Who brought Scouting from England to the United States? [[William D. Boyce]
30. [Traditional last questions] Why should this Board of Review approve your request for the Eagle Rank? or Why should you be an Eagle Scout?



Eagle Palms

Eagle Palms are awarded for continued leadership and skills development (merit badges) after the Eagle Rank has been earned. The purpose of this Board of Review is to ensure that the Eagle Scout remains active within the unit, contributes to the leadership of the unit, and assists with the growth of the other Scouts within the unit.



The approximate time for this Board of Review should be 15 minutes.

Sample Questions:

1. As an Eagle, have the Scout Oath and Law gained new meaning for you? How?
2. Why is it important to developing and identify leadership? How do you do this?
3. Since earning your Eagle, what merit badges have you earned?
4. Since earning your Eagle (last Palm), in what service projects have you participated?
5. How do you plan to continue your involvement with Scouting?
6. What would you say to a Life Scout who is only minimally active within his unit, and who does not seem motivated to continue along the Scouting Trail?
7. If a Life Scout was having difficulty selecting an Eagle Service Project, what would you suggest to him?
8. What is the primary role of the Scoutmaster?
9. How have you begun to "... give back to Scouting more than Scouting has given to you".
10. .In what year was the first World Jamboree held? [[1920]

ADVANCEMENT CEREMONIES

Every unit meeting should include a time for formal recognition Of a boy's achievements toward rank advancement. Cub, Boy and Varsity Scouts should be given awards and rank advancements at the next unit meeting after they are earned.

Boy Scout and Varsity Scout rank advancement should be recognized a second time at a unit court Of honor. Formal courts Of honor should be held as often as there are enough boys to recognize, but no less than twice a year. Parents, family and friends should be invited to attend.

Boys who have earned the rank of First Class Scout should be given special honor at the court. Included in this section is a suggested ceremony. This or any other appropriate ceremony may be used. Figure 11 is a sample of the First Class Scout certificate which is available in the Scout Shop.

The Eagle Scout Court of Honor may be held in conjunction with the above ceremonies, or it may be conducted at another time, depending on the desires of the unit and those being honored.

Whenever the ceremony is held, it should be very special: Special for those being honored, special for the families and friends of the new Eagle Scout(s), and special for other members of the unit who may be inspired to set the Eagle rank as their advancement goal.

Planning an Eagle Scout court of honor should be a thorough, but not overwhelming process. Several resources are available to guide

unit leaders and parents in preparing to honor their new Eagle Scout. However elaborate the "event", the ceremony itself should remain the central focus.

The following pages contain several aids which may prove helpful to those responsible for planning an Eagle Scout court of honor. Included are general guidelines, a check list and schedule, sample invitations, and names and addresses of dignitaries (which should be updated after each

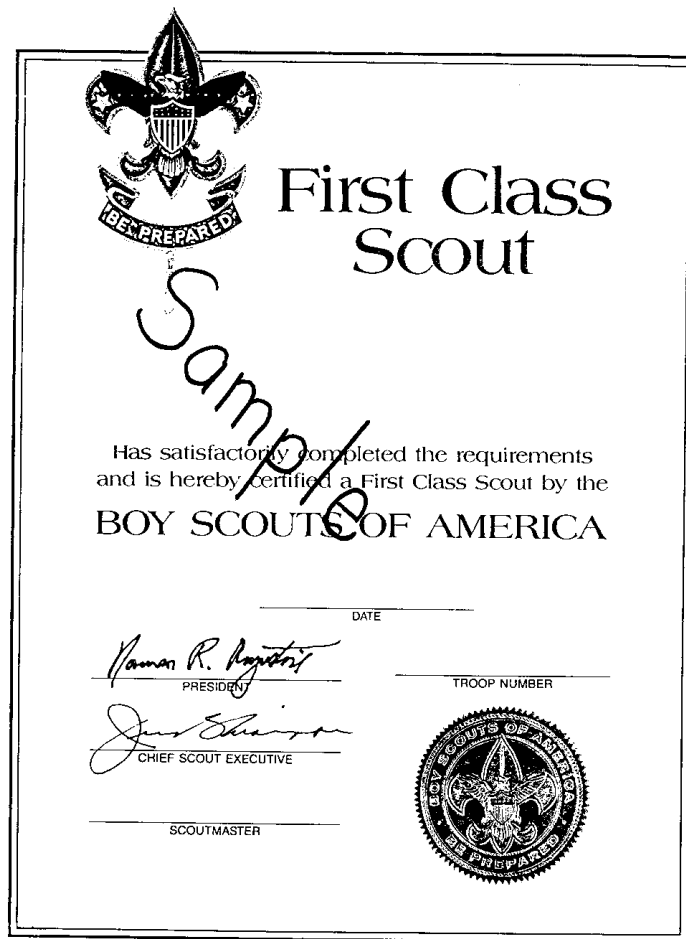


Figure 11 Sample First Class Certificate

election).

OTHER RESOURCES

Staging Den and Pack Ceremonies	#33212
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Court of Honor for the Rank of First Class Scout	Reide
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Woods Wisdom: Troop Program Features	#34251
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Eagle Scout Recognition Ceremonies	NESA
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(Available at Council Office Information Desk)

First Ceremony

BOY SCOUTS OF AMERICA
ORANGE COUNTY COUNCIL
COURT OF HONOR FOR THE RANK
OF FIRST CLASS SCOUT

by
Craig H. Reide

Light the white candle and say, "The Spirit of Scouting candle is now lit for the First Class badge presentation portion of our court of honor."

Tonight, we have the honor of recognizing_____ of our Scouts for the rank of First Class. This is an important step for a Scout to achieve on his trail through Scouting and into manhood. It tells his fellow Scouts and his leaders, his parents and friends as well as himself, that he has mastered the basic skills of Scouting and understands the meaning of the Scout Oath and Law and that he is willing to live by this code of conduct.

Will the following Scouts come forward:

So important is a Scout's achievement of the First Class rank that the Boy Scout Handbook devotes the 585 pages to that goal. Only 34 pages are focused on the ranks of Star, Life and Eagle. In fact, in the 1912 edition of the Boy Scout Handbook it states "The Star, Life and Eagle badges will be given to the First Class Scout who has qualified....", and then goes on to state those requirements. From our earliest history until today the importance and relevance of a Scout becoming First Class has been underscored. (Hold up copy of the Scout Handbook)

Our troop understands its importance having established the First Class Emphasis Program under the leadership of _____. To assist our troop in focusing on its importance, the National Council of the Boy Scouts of America, have created a large brass First Class badge similar to the one Scouts earned 50 years ago and a special certificate.

I will now ask _____

to rededicate themselves to the Scout Oath. There are three parts to the Scout Oath and are symbolized by the three candles mounted on the First Class badge. The three parts are; Duty to God and country, duty to others, and duty to one's self. (Briefly explain each duty)

Ask each candidate if they understand these duties and do they try their best to live up to them.

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Tell the candidate that their Scoutmaster, _____ and the members of their board of review have spoken in their behalf, recommending their advancement to the First Class rank.

To assist with the rest of the ceremony we're asking the Scouts who received their First Class badge at the last court of honor to come forward. They'll lead our new candidate in the Scout Oath and help with the presentations. Will First Class(s) _____ now come forward.

Ask the candidates to face the First Class badge, raise their hand in the Scout sign and repeat the Scout Oath as you light the three candles with the spirit of Scouting candle (white candle).

Ask the parents of these Scouts to come forward and stand behind their sons.

Ask one of the parents to pin the First Class badge on the left breast pocket of their son. Ask the other parent to present the certificate. You present the pocket card. (Assist parents by taking the items from the pillow and handing to them.

Ask the Scout to present a small replica of his First Class badge to one of his parents. (Usually the mother if she is present) This is his way of expressing his thanks for their love and guidance.

Shake each Scouts hand, congratulate them on their achievement. Ask the audience to give these Scouts a round of applause.

Dismiss the Scouts and their parents back to their seats.

Hints:

1. Light the candles prior to the start of the court of honor to be sure the wick is OK and warm wax is drawn up into the wick for easier lighting.
2. Undo the badge pin backs so that nervous fingers will have an easier time of pinning them on.
3. A red satin or felt pillow is another feature that helps make the ceremony special.
4. Make a fourteen inch high replica of the First Class badge out of 3/16" plywood and spray paint gold. Mount three candles brackets on the back side of the badge, have a candle holder in front of the badge to hold the white Spirit of Scouting candle.

BSA studies found these reasons why it's important that every Scout achieve 1st Class; 1) We'll keep him an average of 18 months longer in the program, 2) He'll adopt the ideals, 3) as he grows older his memories will be positive, 4) He's more likely to become an adult leader when he has children of his own.

Eagle Court of Honor

**GENERAL GUIDELINES
for
EAGLE SCOUT COURT OF HONOR
by Paul Weddell**

The purposes of an Eagle Scout Court of Honor are:

- To honor the Eagle candidate.
- To charge the Eagle candidate with his new responsibilities as an Eagle Scout.
- To encourage young boys to join a Boy Scout troop.
- To inspire other Scouts to continue their advancement along the Eagle Scout trail.

An Eagle Scout Court of Honor (COH) often has been described as a mini-wedding in terms of planning and work.

Some units have a specific ceremony that always is used, while others leave it entirely up to the boy and his parents. Many of these latter ceremonies are created by "cutting and pasting" copies of other boys' ceremonies. An excellent publication, NESA Eagle Ceremonies, which is available for purchase at the information desk at the council service center. Planners should check with their unit to see what it usually does. Generally, the Eagle Scout and his family do the planning and the unit helps execute the plan.

OUTLINE OF MAJOR STEPS

The key word is PLANNING. Two months after the Eagle Scout Board of Review is the minimum time for scheduling a COH; three months is safer. (The COH cannot be held before official notification of the Eagle Scout Rank from national headquarters.)

A potential side benefit of waiting 3 months is that if the candidate stays active in leadership and has earned a total of at least 26 merit badges before becoming 18, he will be eligible to receive a Bronze Eagle Palm at his COH (A Scoutmaster conference is required).

The major steps are:

1. Establish a date and location as soon as possible. (Check the unit calendar and family members for conflicts.)
2. Order invitations. Mail to dignitaries or send letters as soon as possible.
3. Reserve lighted Eagle Box from the council office.
4. Establish what type of ceremony will be used. It should be 30-60 minutes in length, not counting the reception.
5. Recruit ceremony participants, including technical support (projector operator, lights, sound, etc.). Don't forget to include helpers other than parents and family to serve refreshments; family are hosts, not workers.
6. Establish and order necessary props:

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Eagle Ring (if desired)

NESA Certificate

Eagle cake and other refreshments

Eagle napkins and tablecloth

Start a scrapbook promptly.

7. Determine the program and get it printed. Use a word processor to set type.
8. Attend other Eagle COR ceremonies for ideas. You don't need an invitation, but the Eagle Scout should be in uniform.
9. Assemble slides and music if they are to be used.
10. Have a practice the week/day before the COH. This allows for missing items to be obtained and smooth staging to be worked out. Make a list of items to be brought; e.g., flags.
11. Pass out scripts and have several extra sets available at COH.
12. Review checklist before leaving for the COH. Have a box with needed materials. Gather them as you recognize that you will need them and don't take them out until you reach the COH.
13. Recruit a good photographer or video operator who knows what to do.
14. Have a final rehearsal 2 hours before the ceremony. Go through every detail to make sure everyone knows what to do, and where to walk and stand. Staging is critical for a good ceremony! The unit leader or committee chairperson should run this practice, not the parents.
15. Once the ceremony starts, parents and family are observers.

Errors and mistakes in the ceremony will not be noticed by the audience, so don't worry about them and don't discuss them afterwards.

It is customary to hold a reception at the COH site immediately after the ceremony. A later party at home is a private affair and the family can invite whomever it pleases. There is no obligation to invite members or leaders of the unit to this celebration.

SCHEDULE! CHECK LIST FOR EAGLE CUDIONY

(Name of Eagle)

(Date of ceremony)

Two Months Prior: _____

(Date)

_____ Meet with Troop Advancement chairman

_____ Select and reserve site for ceremony

_____ Select court of Honor script contents

_____ Reserve use of the Eagle Light Box or "Light of the Badge" slides from orange county council (714) 546-4990

_____ Obtain current list of dignitaries and their addresses that invitations are to be sent

_____ Prepare invitation list and count number needed. Allow 15% for printer spoilage and "forgotten" people.

_____ Prepare list of scout, school, and community activities for presentation to city council for their commendation. Send on Troop stationery.

_____ Begin to gather slides from own collection and others in Troop for use in ceremony (optional)

_____ Photograph any desired slides, e.g., merit badges, patches earned, meeting places, etc. (optional)

_____ Begin assembling memorabilia to be displayed at event

_____ Get Eagle's photo taken IF it will appear on the invitation

Six Weeks Prior: _____

(Date)

_____ Purchase necessary supplies from Scout House--invitations, program covers, Eagle napkins, Eagle tablecloth, name tags

_____ Order wanted special gifts. These include membership in the National Eagle Scout Association (including special certificate), an Eagle patch for the red wool scout jacket, Eagle ring, Eagle neckerchief, Eagle mothers necklace, etc.

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_____ Invite Eagle charge speaker

_____ Select printer for invitations and have them printed. RSVP should be specified.
obtain samples from troop or other troops (feel free to ask for help at Roundtable).

_____ Mail invitations to all dignitaries

_____ Invite pastor, priest, or rabbi for invocation (optional)

_____ Invite person(s) to do the "roast"

Three Weeks Prior: _____
(Date)

_____ Contact Troop Refreshment/Court of Honor chairman to determine what Troop normally provides

_____ Order Eagle cake (full sheet cake feeds about 100; take invitation to baker to copy)

_____ Mail out troop invitations. Enclose hand-drawn map if location is not well known.

_____ Plan program and arrange for typesetting. Note: professional typesetting for these is often quite high; consider having a computer "buff" who is good with a desk-top publishing program and a laser printer do the program. This allows last minute changes and the program can be xeroxed and stapled or glued into the program covers.

_____ Call local newspaper for photo and article about Eagle. Determine deadlines and style policies.

_____ Arrange to borrow needed equipment such as a projector, screen, tape recorder or phonograph, mike(s), candle/scout badge stands, candle board, etc.

_____ Ask major participants to take responsibilities in the Eagle ceremony--Scoutmaster, committee chairman, SPL, Voice of the Eagle, Light of the Badge speakers, etc.

_____ Secure at least 4 assistants to serve refreshments and help in the kitchen during the reception--members of Eagle family do NOT do this!!

Two Week Prior: _____
(Date)

_____ Decide who will assume primary responsibility for directing the rehearsal--family, Scoutmaster, Committee chairman, Advancement chairman. Plan rehearsal objectives.

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- _____ Reproduce ceremony script and distribute
 1. Scoutmaster
 2. Troop Committee chairman
 3. Each court of Honor participant
 4. Troop Advancement chairman for Troop files
- _____ Purchase necessary forks, spoons, and plates. Possibly purchase decorated cups and extra non-Eagle napkins.
- _____ Get box of miscellaneous Eagle court of Honor items from Troop Awards chairman--decorations, table cloths, candles, candle board, stands, drapes, etc.
- _____ Ask other scout participants to take responsibilities in the ceremony such as candle lighters, projectionist, light operators, etc. Tell them the rehearsal date, time, and place.
- _____ Ask other scouts to do jobs such as handing out programs and sitting at the name tag/register table
- _____ Locate refreshment serving items including 2 punch bowls and ladles, knife for cutting cake, 2 cake servers, sugar and cream containers, and serving bowls for nuts and candy (if to be served)
- _____ Ask newest scout in Troop to hold the Eagle kit

One Week Prior: _____
(Date)

- _____ Secure borrowed equipment such as a projector, screen, tape recorder, special lights, etc.
- _____ Contact Refreshments chairman with number of guests expected. Determine quantities of refreshment to be ordered by family and Troop.
- _____ Hold rehearsal of complete ceremony including where people will sit and stand and how they will get there, candle-lighting and snuffing, projection of slides, taped portions, spoken parts, and flag ceremony. Proper staging makes the difference between an amateur and dignified ceremony.
- _____ Purchase any items identified as missing in the rehearsal
- _____ Finalize program content, print final version, reproduce, and assemble
- _____ Secure cleanup crew of scouts and parents

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Two Days Prior: _____
(Date)

_____ Purchase all refreshment supplies. Take possession of Troop supplies such as coffee pot, coffee, punch bowl, etc.

_____ Assemble all props needed for the ceremony

_____ Begin assembling ceremony box(s)--copy paper boxes with lid are best. Items put in this box may NOT be removed until box is delivered to ceremony site. (This may seem a dumb rule, but the stress level is soaring and borrowed items have a habit of not being returned!) Include in box such miscellaneous items as 5 extra scripts, cigarette lighters, screw driver, pliers, duct tape, masking tape, safety pins, small flashlight, ball point pens, guest book, push pins, extension cords, knives, ladles, napkins, trash can liners, etc.!

_____ Contact Council and find out when you can pick up Eagle Light box. If someone will be using it the day or afternoon before, get their name and phone number. Call person and arrange for transfer. This is especially crucial if you have a Sunday ceremony and the box will be used on Saturday.

One Day Prior: _____
(Date)

_____ Pick up cake

_____ Wash and press Eagle uniform

_____ Double check items in ceremony box(s); add programs to box.

Day of Event: _____
(Date)

_____ Plan to arrive at least 1.5 hours prior to start of event for set up. All participants should be there at least 45 minutes before event. If rehearsal is to be just before ceremony, add 1 hour to the above times. Note: this last minute rehearsal is risky because if you need anything, there is no time to buy the item.

_____ Reserve the seats for Eagle's family and other participants

_____ Place masking tape Xs where boys are to stand

_____ Hang Eagle banner(s) and other items

_____ Do necessary audiovisual setup

_____ Test micro- phone(s) and set levels	up. After the Ceremony:
_____ Set up and test Eagle light box	_____ Return Troop equipment, including flags and cere- monies book. Reusable materials, including can- dles, napkins, decorations purchased for the ceremony are usually donated to the Troop
_____ Put guest book out with 2 pens on table	
_____ Set up display table of Eagle memorabilia	
_____ Determine spot for video camera and/or official pho- tographer	_____ Clean up site and empty all trash cans
_____ Set up refresh- ments table	_____ Promptly return Eagle Light box to Council
_____ Place flags and stands in proper spots (audience sees US flag on left side)	_____ Write neces- sary thank- you letters
_____ Eagle Award kit at podium; undo clasps	
_____ Extra script at podium	
_____ Identify guests present that will make presentations and explain when they will be called	

EAGLE CON- GRATULATORY CONTACT LIST

FEDERAL OFFICIALS

The President
Bill Clinton
The White House
1600 Pennsylvania Ave.,NW
Washington D.C. 20500
202-456-1414

The Vice President
Al Gore
Old Executive Office Bldg.
Washington D.C. 20501
202-456-2326

Past Presidents

President George Bush
10000 Memorial Drive, Ste
900
Houston TX 77024

President Ronald Reagan
Fox Plaza Building
2121 Avenue of the Stars
Century City CA 90067

President Gerald Ford
40365 Dune Road
Rancho Mirage CA 92210

President Jimmy Carter
Office of Jimmy Carter
75 Spring Street
Atlanta GA 30303

Senator John Glenn
United States Senate
Washington D.C. 20520

California Delegation to Con-
gress Representing Orange
County

Senate
Official Address:
U.S. Senate
Washington D.C. 20510

District Offices

Barbara Boxer
2250 E Imperial Hwy, #545
El Segundo CA 90245
310-414-5700
112 Hart Senate Building
Washington D.C. 20510
202-224-3553

Dianne Feinstein
2211 Corinth Avenue, #310
Los Angeles CA 90064
310-478-7944
331 Hart Senate Building
Washington D.C. 20510
202-224-3841

House of Representatives
Official Address:
U.S. House of Representa-
tives
Washington D.C. 20515

District Offices

39th District
Ed Royce
305 N Harbor, Ste 300
Fullerton CA 92632
714-992-8081
1404 Longworth House
Office Building
Washington D.C. 20515
202-225-4111

41st District
Jay Kim
18200 Yorba Linda Blvd.,
#203-A
Yorba Linda CA 92686
714-572-8574
502 Cannon House
Office Building
Washington D.C. 20515
202-225-3201

45th District
Dana Rohrabacher
16162 Beach Blvd, #304
Huntington Beach CA 92647
714-847-2433
1027 Longworth House
Office Building
Washington D.C. 20515-0545
202-225-2415

46th District
Robert K Dornan
300 Plaza Alicante, #360
Garden Grove CA 92640
714-971-9292
2402 Rayburn Building
Washington D.C. 20515
202-225-2965

47th District
C Christopher Cox
4000 MacArthur Blvd
East Tower, #430
Newport Beach CA 92660
714-756-2244
Cannon House Office Bldg,
Rm 206
Washington D.C. 20515
202-225-5611

48th District
Ron Packard
629 Camino de los Mares,
#204
San Clemente CA 92673
714-496-2343
2162 Rayburn Building
Washington D.C. 20515
202-225-3906

State Assembly
Call 714-567-4600 to find out
your state representative, if
you are not sure of your dis-
trict

67th District
Doris Allen
16052 Beach Blvd, #160-N
Huntington Beach CA 92647
714-843-9855
State Capitol, Rm 4153
Sacramento CA 95814
916-443-6233

68th District
Curt Pringle
12865 Main Street, #100
Garden Grove CA 92640
714-638-1393
State Capitol, Rm 4208
Sacramento CA 95814
916-445-8377

69th District
Jim Morrissey
930 W 17th Street, Ste C
Santa Ana CA 92706
714-285-0355
State Capitol
Sacramento CA 95814
916-445-7333

70th District
Marilyn Brewer
18952 MacArthur Blvd, Ste
220
Irvine CA 92715
714-863-7070
State Capitol, Rm 5135
Sacramento CA 95814
916-445-7222

71st District
Mickey Conroy
1940 Tustin Ave, #102
Orange CA 92665
714-998-0980
State Capitol, Rm 4102
Sacramento CA 95814
916-445-2778

72nd District
Ross Johnson
1501 N Harbor Blvd, #201
Fullerton CA 92635
714-738-5853
State Capitol, Rm 3151
Sacramento CA 95814
916-445-7448

73rd District
William Morrow
27126-A Paseo Espada,
#1625
San Juan Capistrano CA
92675
714-489-2404
State Capitol, Rm 2111
Sacramento CA 95814
916-445-7676

State Senators

Rob Hurtt
11642 Knott Street, #8
Garden Grove CA 92641
714-898-8353
State Capitol, Rm 2054
Sacramento CA 95814
916-445-5831

33rd District
John Lewis
1940 W Oranewood Ave,
#106
Orange CA 92668
714-939-0604
State Capitol, Rm 3074
Sacramento CA 95814
916-445-4264

35th District

Open as of January 1995

38th District
Bill Craven
2121 Palomar Airport Rd.,
#100
Carlsbad CA 92009
619-438-3814
State Capitol, Rm 3070
Sacramento CA 95814
916-445-3731

State Officials

Governor
Pete Wilson
300 S Spring Street
South Tower, 16th Fl., #1605
Los Angeles CA 90013
213-897-0322
State Capitol
Sacramento CA 95814
916-445-2864

Lt. Governor
Gray Davis
465 California Street, #250
San Francisco CA 94104
415-557-2662
State Capitol, Rm 1114
Sacramento CA 95814
916-445-8994

State Treasurer
Matt Fong
915 Capitol Mall, Rm 110
Sacramento CA 95814
916-653-2995

State Controller
Kathleen Connell
300 Capitol Mall, 18th Fl
Sacramento CA 95814
916-445-2636

Secretary of State
Bill Jones
107 5 Broadway, #4001
Los Angeles CA 90012
213-897-3062
1230 J Street, #209
Sacramento CA 95814
415-445-6371

Attorney General
Dan Lungren
300 S Spring Street
Los Angeles CA 90013
213-897-2000
1515 K Street, #511
Sacramento CA 95814
916-445-9555

Insurance Commissioner
Charles Quackenbush
770 L Street, #850
Sacramento, CA 95814
916-322-9209

Superintendent of Public
Instruction
Delaine Eastin
California State Department
of Education
721 Capitol Mall, #524
Sacramento CA 95814
916-657-5478

Orange County Officials

Board of Supervisors
10 Civic Center Plaza
Santa Ana CA 92701
714-834-3100
address for all supervisors

1st District
Roger R Stanton
714-834-3100

2nd District
Jim Silva
714-834-3220

3rd District
Gaddi Vasquez
714-834-3330

4th District
William G Steiner
714-834-3440

5th District
Marian Bergeson
714-834-3550

Mayor Fred Hunter
200 S Anaheim Blvd
Anaheim CA 92805

Mr. Richard Brown
President
California Angels
2000 State College Blvd
Anaheim CA 92806

Mr. Frank Borman
205 W Boutz
Bldg 4, Suite 4
Las Cruces NM 88005

Mayor Barbara Kiley
City Hall
4845 Casa Loma Avenue
Yorba Linda CA 92686

Mr. James A Lovell
O'Hare Plaza
5725 East River Rd
Chicago IL 60631

Mr. Peter O'Malley
Los Angeles Dodgers
1000 Elysian Park Avenue
Los Angeles CA 90012

Mr. William K Reilly,
Administrator
Environmental Protection-
Agency
401 M Street, Southwest
Washington DC 20640

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Mr. Alan B Adler
Lost Valley Scout Reservation
31422 Chihuahua Valley Rd.
Warner Springs CA 92086

Mr. Jerry Busse
Los Angeles Lakers
3900 W Manchester Blvd
Inglewood CA 90306

Mr. Rick Reilly
NESA Representative
3330 Condor Ridge Road
Yorba Linda, CA 92687

Mr. H Ross Perot
The Perot Group
1700 Lakeside Square
12377 Merit Drive
Dallas TX 72251

Colonel Gerald Carr
c/o NASA
Lyndon B Johnson Space Center
Houston TX 77058

Mr. Carl Karcher
Carl Karcher Enterprises
1200 N Harbor Blvd
Anaheim CA 92801

Mr. Kent Gibbs
Scout Executive
Orange County Council, BSA
3590 Harbor Gateway North
Costa Mesa CA 92626-1425

Mr. Jimmy Stewart
c/o Bob Hebbert
Los Angeles Area Council
2333 Scout Way
Los Angeles CA 90026

Leader Training Conference - 1996

Mr. Paul Jones
Rancho Las Flores
c/o Orange County Council
3590 Harbor Gateway North
Costa Mesa CA 92626-1425

Mr. Steven Spielberg
c/o Bob Hebbert
Los Angeles Area Council
2333 Scout Way
Los Angeles CA 90026

Tony Tavares, President
Mighty Ducks of Anaheim
2695 Katella Avenue
Anaheim CA 92803-6177

Pope John Paul II
c/o Apostolic Nunciature
3339 Mass. Avenue, NW
Washington DC 20008

General John M Shalikashvili
Chairman of the Joint Chiefs of Staff
Room 2E872
Pentagon
Washington DC 20301

Headquarters
Air Force Recruiting Service
Office RSAPC (Building 491)
Randolph AFB TX 78150

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TRUSTWORTHY LOYAL
HELPFUL FRIENDLY COURTEOUS
KIND OBEDIENT CHEERFUL
THRIFTY BRAVE CLEAN
REVERENT



OUTSIDE OF INVITATION

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INSIDE OF INVITATION

The Eagle Award is the highest award a boy can earn in the Boy Scout Program. To earn an Eagle Award a boy must first pass his Tenderfoot, Second Class, First Class, Star and Life requirements. He must earn 21 merit badges, including eleven which are required: Camping, Citizenship in the Community, In the Nation, and In the World, Communications, Emergency Preparedness, Environmental Science, First Aid, Personal Management, Safety and Swimming. In addition, there are leadership and character requirements which must be demonstrated in daily life. The Eagle candidate must develop and carry out a service project which will benefit his church, school or community. Only the top 2% of all Scouts nationally receive the Eagle Rank.

*Kerry and Patricia Fields
and
Boy Scout Troop 778
cordially invite you to attend the*

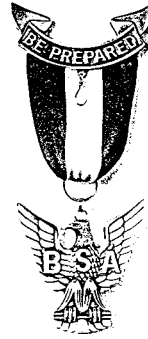
***Eagle Court of Honor
for
Kevin Clark Fields***

*Sunday, September 19, 1993
2:00 p.m.
Presidential Reception Room
The Richard Nixon Library & Birthplace
Yorba Linda, California*

*Space is limited
R.S.V.P. a must by September 12, 1993
(714) 779-8528 - Pat Fields*

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TRUSTWORTHY
HELPFUL FRIENDLY COURTEOUS
KIND OBEDIENT CHEERFUL
THRIFTY BRAVE CLEAN
REVERENT



OUTSIDE OF INVITATION

140 02571

INSIDE OF INVITATION

*Troop Thirty-three
Boy Scouts of America
Requests your presence at
its Sixty Fourth
Eagle Court of Honor
Conferring the rank of Eagle Scout upon:*

Jeremy Sirota

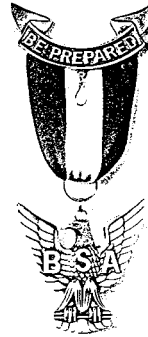
*May 31, 1994
7:00 p.m.*

*Justin Presbyterian Church
Star Scout — Life Scout Awards will be presented
Advancement to Tenderfoot, Second Class
and First Class will be recognized.*

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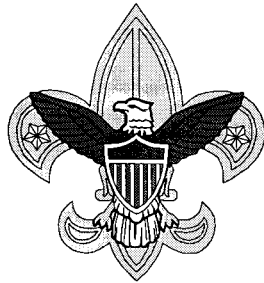
TRUSTWORTHY
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OUTSIDE OF INVITATION

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INSIDE OF INVITATION



Curtis and Maureen Roberts
and
Boy Scout Troop 778
cordially invite you to attend the

Eagle Court of Honor
for
Timothy J. Roberts

Wednesday, September 7, 1994
7:30 p.m.

Parish Hall
St. Martin de Porres Church
Yorba Linda, California
(Corner of Yorba Linda Blvd and Fairmont)

RSVP by August 31, 1994
(714) 777-6705

RA

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INVITATION LETTER TO DIGNITARY



BOY SCOUTS OF AMERICA

***Troop 778
Yorba Linda, California***

July 10, 1993

On behalf of Troop 778, I am proud to announce that **Kevin Clark Fields** has earned the rank of Eagle Scout, the highest rank in Boy Scouting. He is a fine young man who has demonstrated the ideals of Scouting: duty to God; country; and self. He has also provided exemplary service and leadership to his troop and community.

Kevin Fields will be honored at a special Eagle Court of Honor on Sunday, September 19, 1993 at 2:00 PM, in the Presidential Reception Room at The Richard Nixon Library & Birthplace, Yorba Linda, California.

We want to make his Eagle ceremony very special, and I know that any form of recognition from you would be greatly appreciated by Kevin and his family. If you, a member of your staff, or other representative wish to make a presentation, please notify us by September 6, 1993 so that we can include you on our program. Please forward any proclamation, congratulatory letter, or other recognition for Kevin to Mrs. Patricia Fields, at the address listed below so that it might be presented at his Eagle Court of Honor on September 19, 1993.

Thank you for your willingness to recognize our latest Eagle Scout.

Mr. C. Kerry Fields
Scoutmaster
BSA Troop 778

Send acknowledgements to: Eagle Scout's Personal Information:
BSA Troop 778
c/o Mrs. Patricia Fields Kevin Clark Fields
Advancement Chairman 5285 Via Primaria
5285 Via Primaria Yorba Linda, California 92686
Yorba Linda, California 92686

Inquiries: (714) 779-8528

Planning District Events

SADDLEBACK DISTRICT

The purpose of an event, what is the event goal?

- Why have this activity?
- What purpose does it serve?
- Can the effectiveness be measured?

Process Identification & Definition

The first step is defining the path we want to take

- Each district activity has a unique process associated with its accomplishment
 - Time tables
 - Sequential activities
 - Standard BSA Publications
- Must be charted & Integrated to be successful
 - Basis for the districts tactical planning activities
 - When you understand the process and the time tables you know what to focus on each month

Integrated Goal Setting

Recognizing the interdependence of all unit and district activities



Metrics

- Measurement tools for success
- Take the process steps defined before
- Set measurement goals for performance
 - Standard Goals for each area
- Measure accomplishment of these goals

- Keep track of how you are doing
- Individual achievement areas
- Aggregate achievement
- Example shows how it can work
- Individual districts develop own metrics

Process Management Vs Crisis

Management

Road Runner - My Hero (NOT)

- Manage the process not the goals
- Keep events on schedule by making monthly (weekly) status checks.
 - Set intermediate goals
 - Counsel participants on anticipated performance
 - Review performance on a regular basis
- If the process is run right the results are predictable
- When the recruitment numbers are too low it's too late to think about improving the campaign.
 - The time for leadership action was in the process development and monitoring of the process implementation

SADDLEBACK DISTRICT

**TASK TIME LINE
AKA:BACKWARDS PLANNING**

ESTABLISH A GOAL, INCLUDING DATE OF EVENT.

**PICK CRITICAL INTERIM DATES FOR COMPLETION OF KEY
SUBTASKS**

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ORANGE COUNTY COUNCIL

BOY SCOUTS OF AMERICA

1993 SCOUT-O-RAMA TICKET SALES CHAIRMAN

TIMETABLE

December 1, 1994	District Scout-O-Rama Ticket Sales Chairman recruited
December 13, 1994	Scout-O-Rama Ticket Sales Chairman's Meeting, 7:30 p.m., Scout Office
January 17, 1995	Scout-O-Rama Chairman's Ticket Sales Meeting, 7:30 p.m., Scout Office
February 21, 1995	Scout-O-Rama Chairman's Ticket Sales Meeting, 7:30 p.m., Scout Office
March 21, 1995	Scout-O-Rama Chairman's Ticket Sales Meeting, 7:30 p.m., Scout Office
April 1, 1995	SCOUT-O-RAMA TICKET SALES KICK-OFF and #1 Turn-in
April 18, 1995	Scout-O-Rama Chairman's Ticket Sales Meeting, 6:30 p.m., "Keep up the Good Work" Dinner
April 19, 1995	District Ticket Sales Turn-in #2 (Proposed)
May 3, 1995	District Ticket Sales Turn-in #3
May 16, 1995	Scout-O-Rama Ticket Sales Chairman's Meeting, 7:30 p.m., Scout Office
May 20, 1995	District Ticket Sales Final Turn-in
May 20, 1995	SCOUT-O-RAMA
May 22, 1995	Close out all accounts

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ORANGE COUNTY COUNCIL

BOY SCOUTS OF AMERICA

SCOUT-O-RAMA TICKET SALES CHAIRMAN

- JOB DESCRIPTION -

The responsibilities of the district Scout-O-Rama Ticket Sales Chairman includes:

1. Attends all monthly council meetings.
2. Recruits 2-5 committee members to assist with the ticket sales campaign.
3. Contacts all units in the district to promote selling of Scout-O-Rama tickets.
4. Arranges for ticket sales kick-off and turn-in locations.
5. Follows prescribed council accounting procedures in figuring unit commissions, etc.
6. Briefs the unit ticket sales representatives in all aspects of the ticket sales campaign.
7. Manages supplies as needed.
8. Follows up with units having outstanding accounts to ensure that all accounts are closed and have a zero balance by May 22, 1995. (Note: This will include assistance with units that have a returned check 'for a previous turn-in.)
9. Works to achieve or exceed district ticket sales goals in.
10. Ensure a successful campaign!

SADDLEBACK DISTRICT

STAFF SELECTION

AKA: RECRUITING

WHO DO YOU PICK TO CHAIR THIS EVENT

EXPERIENCE

RECOMMENDATIONS

DESIRE

AVAILABILITY

SUPPORT

INTERNAL

EXTERNAL

FOLLOW-UP

ACCOUNTABILITY

SUPPORT

RECOGNITION

Staff Recruiting

Understand the Job and You know the Right Person to Recruit

- Recruit a full staff
- Job Description basis
- Functions define the skills desired
- Evaluate everyone in the district
 - Even if not on a "candidate" list
 - You might be surprised at the talent buried in the district
- Interview
- Select full staff for two deep coverage

Job Descriptions

- Set the standard of performance for each member of the team
- Allows unambiguous measurement of performance on a regular basis
- Defined for almost all jobs in existing BSA literature

Performance Appraisals

The key Element In Volunteer Accountability

- Start with definition of job when hired
- Regular reviews should be scheduled
- Set standards of performance under job descriptions
- Maintain accountability and develop corrective action plans as process deviates from plan

Minimum Impact Backpacking

Dennis Crockett

"Did we do it? Did we make a difference?" - the dying words of James T. Kirk, Capt. U.S.S. Enterprise; the movie "Star Trek: Generations"

Well ...maybe not quite as dramatic, but **you** as an adult leader can make a difference too, and that's by practicing minimum impact camping? Remember, what you do is what the boys do. Exactly what is minimum impact camping? Well, it's kind of a way of life in the backcountry. It's constantly asking yourself "is what I'm doing now affecting the environment in a negative manner"? Scouts and scouters should learn to "travel light and tread softly; take only pictures, leave only footprints". As Woodsy Owl says, "pack it in, pack it out". The following is a **summary** of some of the things scouting units can do to "make a difference", and to help insure that the wilderness will still be there for future generations.

Adequate preparation. This one's a no brainer: if you know the limitations of your unit, know your planned route (and possible alternates), know the terrain and weather variations, bring proper clothing and equipment, have adequate food, and have a basic knowledge of the fauna/flora, you'll impact the environment less. **Rules, regulations and wilderness permit requirements** differ depending on whether you're in a national forest or wilderness area (United States Forest Service), national park or monument (National Park Service), California State Park, or Bureau of Land Management forest or desert: **know them and abide by them.**

Trekking. Always try to move quietly in the wilderness, observe trail courtesy, and respect the solitude of others. Select hiking footwear that is appropriate for the terrain. If possible, wear soft soled shoes around camp. Follow established trails when possible, and avoid cutting switchbacks. Cross-country trekkers should (1) keep the group size small; (2) walk on durable ground, and skirt sensitive meadows and subalpine tundra; and (3) spread out and hike in **non single-file** small groups if fragile ground cannot be avoided.

Camping. Always try to select a "hard" campsite with adequate water runoff: avoid putting a tent down in fragile meadows and subalpine tundra. If available, use established sites. Camp away from the trail (100 ft.) in an area that is screened by terrain/vegetation. Always camp at least 100 ft. from lakeshores and streamsides. Building camp "improvements" such as rock/log walls, trenches and pine bough beds are a thing of the past.

Personal hygiene. Always wash yourself at least 100 ft. from any water source...try using hot, soapless water. If you must use soap, try a biodegradable brand and always pour into highly absorbent ground. Urinating and pooping should be done at least 200 ft. from any water source. Poop as the family cat would poop: clear away duff. . . dig a cathole 4-6 in. deep . . . **poop** . . . bury and camouflage. Toilet paper disposal is a bit controversial these days: more and more rangers are asking backpackers to either burn it if fires are allowed, or pack it out. If you don't know what a "poop tube" is, you'll probably find out in the not-too-distant future (pretty soon we'll all be carrying a length of P.V.C. pipe strapped to our packs).

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Garbage. Non-organic burnable garbage may be burned if fires are allowed. Always pack out non-burnable garbage (this includes plastic/foil containers and citrus/banana peels, items that young scouts can't seem to keep out of the fire). Organic garbage should probably be carried out, although some uneaten food may be scattered in dry out-of-the-way places such as a talus slope. These days, burying garbage in the backcountry is a slovenly habit.

Fires and cooking. If fires are allowed (and there's nothing like a campfire to sit and tell stories by), keep it small, use an existing fire pit if available, and burn only downwood. As far as cooking is concerned, use a stove ... it's easier, cleaner and more efficient

Troop Master

What is it

- Fast, Easy Data Storage
- Easy record keeping on up to 200 active scouts plus adult leaders, 100 Merit Badge counselors, and 500 troop activities

What will it do

- Track ALL advancement from Scout through Eagle Palms
- BSA advancement rules programmed into system (prevents errors)
- Automatically tacks and credits the Participation, Position of Responsibility, Service Project and 2nd/1st Class activity requirements
- Automatically maintains scout leadership history
- Scout training, special awards, Order of the Arrow, breaks in service
- Adult leader training, special awards, Order of the Arrow, breaks in service
- Records scout and adult attendance at camps, hikes, service projects, meetings, outings, fund raisers, etc
- Archive scouts who leave troop; retrieve those who return
- Pop-up notepad for "to do" list or any other purpose

How will it help my troop

- Over 60 reports
- Lists of scouts having or needing specific MB's special awards, service project hours, positions of responsibility, or training
- Activity attendance, Troop Participation Summary (list scouts and adults with participation by amount or percentage)
- Target individual progress and history
- Recharter Report
- Target 1st Class
- Board of Review
- Troop advancement status
- Troop calendar
- Birthday list
- Rosters
- Mailing labels

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- Troop Advancement Report (Form 4403) for Council Office

What does it cost

Demo available for \$5.00 (creditable toward purchase)

Orders **must** include troop number and size diskette

TroopMaster for Windows

For IBM 386 or newer, 2MB RAM, 6MB HD Space, VGA, Win 3.1 or Win 95
\$69.95

PackMaster 2.0

For IBM and compatibles with 640K, DOS 3.0 or newer, and a Hard Drive
\$69.95

Troopmaster Software Incorporated
P.O. Box 4156
Palmyra, VA 22963-0416
(804) 589-6788 FAX (804) 589-9652