

A SUGGESTED PLAN OF BOY SCOUT

and

PUBLIC SCHOOL COOPERATION

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PUBLIC SCHOOL COOPERATION

by

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L. D. B.

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I

INTRODUCTION

The importance of character education and training for citizenship in the school is evidenced by the views set forth by the divisions of the National Education Association.

"The purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and of society as a whole.

Consequently, education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward even nobler ends."¹

"The interests of the child should be considered paramount by all agencies interested in character education. . . . The development of proper integration of character may best be accomplished when reasonable coordination and cooperation exist between the agencies concerned with character education."²

"The realization of the first six of the seven objects of education is dependent upon ethical character, that is, upon conduct founded upon right principles, clearly perceived and loyally adhered to. Good citizenship, vocational excellence, and, the worthy use of leisure go hand in hand with ethical character; they are at once the fruits of sterling character and the channels through which such character is developed and made manifest."³

Due to the fact that there are no courses set up in the school curriculum to give this specific type of training the students must be given such training in an incidental way. The only instruction available is through the medium of programs of organizations outside the regular school program.

1 The Commission on the Reorganization of Secondary Education, National Education Association, Cardinal Principles of Secondary Education, p. 3.

2 Department of Superintendence, National Education Association, Tenth Yearbook, Character Education, Chapter XV, pp. 334-337.

3 The Commission on the Reorganization of Secondary Education, op. cit., p. 4.

Recognition of the value of such organizations is evidenced by the following statement;

"There are a few organizations so universal in their appeal and their membership, as well as their support, that the school can not only safely identify itself with them but can not afford to do otherwise..... Some of the best known movements with which the school joins hands are the Boy Scouts, Campfire Girls, Girl Reserves, Hi-Y Clubs, Junior Red Cross, and Four-H Clubs."⁴

The Boy Scout program has been selected for study in order to find out just what has been done in the way of making it a part of the school program and for the purpose of making plans and recommendations as to ways of correlating the Scout program with the school program.

The purpose of Scouting is stated in Article II of the Constitution of the Boy Scouts of America as follows:

"The purpose of this corporation shall be to promote, through organization, and cooperation with other agencies, the ability of boys to do things for themselves and others, to train them in scoutercraft, and to teach them patriotism, courage, self-reliance, and kindred virtues, using the methods which are now in common use by Boy Scouts, by placing emphasis upon the Scout Oath and Law for character development, citizenship training, and physical fitness."⁵

These aims of Scouting offer an opportunity for the development of attitudes which contribute to the attainment of the Seven Cardinal Principles of Education which are: Citizenship, Ethical Character, Worthy Home Membership, Worthy use of leisure, Vocation, Command of fundamental processes, and Health. The recognition of the Scouting program by school men is indicated in the following statements:

4 Oklahoma State Department of Education, Character Education, p. 87.

5 Boy Scouts of America, Constitution and By-Laws, p. 3.

"Only three per cent of the superintendents are convinced that the school program fulfills nearly all of the needs of pupils which organized scouting assumes to provide for, and only one per cent are disinterested in scouting education as having little value in a comprehensive educational program."⁶

The value of the Scout program is recognized by prominent citizens and educators who are familiar with the objectives of education and the Scout program as indicated by the following statements:

"The discovery or creation of a way of living which conserves and produces as many values as possible for as many persons as possible over as long a time as possible."⁷

"The Scout Program is essentially moral training for the sake of efficient democratic citizenship. It gives definite embodiment to the ideals of the school, and supplements the efforts of the home and the church."⁸

"I have put at the head of 'institutions making for education of adolescents for democracy' the Boy Scouts, for the reason that it seems to me to come as near getting an intensivity of purpose and all-round development as any other institution;"⁹

"In cooperating with the Boy Scout organization we are simply using a different program to obtain the same end. The Boy Scout program is the finest supplementary program. It involves principles which are fundamental for the training of character and citizenship--fundamental both as to content and method."¹⁰

My own convictions regarding the value of the Boy Scout program and its place in connection with the school program were supported by the impressions received at the First National Boy Scout Jamboree,

6 Ray O. Wyland, Scouting in the Schools, p. 67.

7 Department of Superintendence, National Education Association, Sixth Yearbook, The Objective of Education, p. 59.

8 James E. Russell, Scouting Education, p. 10.

9 William H. Kirkpatrick, Education of Adolescents for Democracy, The Religious Education Magazine, Vol. XIV, pp. 123-135, June 1919.

10 John H. Beveridge, Working with Boy Scouts and Similar Organizations, Proceedings of the National Education Association, 1931, p. 765.

held in Washington, D. C., from June 30 to July 9, 1937, in which 27,232 men and boys took part. Interest on the part of school people in Oklahoma is evidenced by a report from the thirteen Boy Scout Councils of Oklahoma which show that one hundred fifty nine school men are active in promoting the Boy Scout program in their communities. Personal interviews with school administrators during the summer session of school indicate that there should be more thorough school-scout cooperation. These interviews indicate that school administrators welcome concrete suggestions as to ways of working out a cooperative plan by means of which the Boy Scout program might be more closely related to the regular school program.

School-scout cooperation follows two plans. The first plan which includes a majority of instances takes the form of support by superintendents, principals, and teachers who serve as scoutmasters, merit badge counselors, troop committeemen, district committeemen, and in other registered capacities. Ray O. Wyland, Ph. D., who is Director of Education for the Boy Scouts of America, in a study of Scouting in the Schools at Columbia University found from a report of 438 Scout Executives reporting out of the total of 538 Executives.

". . . . the amazing total of 23,336 volunteer scouters recruited from the ranks of professional school men. If the 20 per cent of councils not reporting have a like proportion of school men active in scouting, the grand total would be 29,307 volunteer scouters active in the movement in 1933."¹¹

¹¹ Wyland, op. cit., p. 59.

Reports from the thirteen Boy Scout councils of Oklahoma indicate that the relations between school superintendents, principals, and teachers are similar to those mentioned above by Wyland.

The second plan of school-scout cooperation in operation in several school systems of the United States at the present time takes the form of supervision of Boy Scout troops by the school with the troops using the facilities of the school for their program. The troops are sponsored by some civic organization which assists the school in the direction of the activities of the troops. This plan of school-scout cooperation is carried on in the United States in the following school systems: Rochester, New York; Toledo, Ohio; Detroit, Michigan; and Salt Lake City, Utah.

In an effort to formulate a plan of cooperation between the Boy Scout program and the school program which would incorporate merits of both plans above mentioned a careful study has been made of available material.

The latest and most comprehensive study of school-scout cooperation was a dissertation under the title of Scouting in the Schools, by Dr. Ray O. Wyland of Teachers College, Columbia University, New York, New York. Dr. Wyland is Director of Education for the Boy Scouts of America where many records were available for use in this study. The use of Dr. Wyland's study was recommended to the writer by the National Council of the Boy Scouts of America.

This study attempts to determine the basis of relationship between the Boy Scout movement and the schools; the points of contact and kinds of cooperation and lack of cooperation between the schools and the Boy

Scout movement; compares the records of scouts and non-scouts in the same school; and offers constructive proposals for mutually helpful relations between the schools and the Boy Scout movement.

The following theses were secured and studied:

Public School Cooperation with the Boy Scout Movement, by Clarence Arthur Cottrell of the University of Colorado, Boulder, Colorado.

The object of this study is to consider one of the out-of-school activities, the Boy Scout movement, and to determine what the schools are now doing for Scouting, what can be done by the schools, and to make recommendations for the future attitude of school officials toward this worthy movement.

Scouting as an Extra-Curricular Activity in Secondary Schools, by Samuel Frederick Bacon of the Catholic University of America, Washington, D. C.

The purpose of this study is to consider the claim of the Boy Scout movement to be classified among the extra-curricular activities of the school. It is the intention to discover to what extent the movement has progressed in connection with the American High School, and to learn the reaction of school authorities toward it.

A Comparative Study of Character and Conduct among Scouts and Non-Scouts in Aldorado, Kansas, by Paul W. Hawkins of Kansas State Teachers College, Pittsburg, Kansas.

The study shows that Scouts achieve better than Non-Scouts; that they probably possess more moral knowledge; are more reliable and honest in self-rating; possess better reputations for character and conduct as voted by others; and are more honest under controlled conditions where some specific situations are judged.

A Comparative Study of the Scout and the Non-Scout, by Edward J. Gorman of the Catholic University of America, Washington, D. C.

This is a comparative study of two groups of boys, Scouts and Non-scouts, in their home-life and life in their leisure time activities.

Administration of Boy Scout work as an Agency in Citizenship Training, by Merle W. Boyer of the University of Oklahoma, Norman, Oklahoma.

The writer of this study has made an effort to set down important factors that affect the proper administration of Boy Scout work for character building and citizenship training.

Some other materials used were:

The History and Development of the Boy Scouts of America, by William D. Murray, Director of Publications of the Boy Scouts of America.

Scouting in the Schools, by Dr. James E. West, Chief Scout Executive of the Boy Scouts of America.

Scouting Education, by Dr. James E. Russell, Dean of Teachers College, Columbia University.

Character Building, by Dr. William H. Kilpatrick, Professor of Philosophy of Education, of Teachers College, Columbia University.

Letters were written to the thirteen Boy Scout Councils of Oklahoma requesting information on the Boy Scout programs carried on in their areas.

Letters were written to numerous individuals requesting them to evaluate the program of school-scout cooperation as carried on in Dewey, Oklahoma.

It is not the purpose of this study to advocate or try to prove that the Boy Scout program is the answer to a school-man's dream of the solution of all student difficulties, but that it is to supplement and vitalize the regular activities of the school program. The effectiveness of the Boy Scout program will depend upon the familiarity of the leaders and sponsors with the aims and objectives of Scouting and their ability to see ways of correlating these aims and objectives with aims and objectives of education, and it is the further purpose of this study to suggest methods of effecting such correlations.

It is obvious that our educators face the necessity of finding a way to educate our youth to a "service motive" to take the place of the "profit motive." This points toward the necessity for the socializing influence of a special kind of education adapted to the needs of democracy. A complete plan of character education will employ all of the individual and the society of which he is a part.

From the view of the objectives and ideals of the school and those of the scouts, as broad and practical as they are, the method of procedure

for this study may be stated as:

1. A study of the history and development of the scout program.
2. A review of previous studies of boy Scout and school cooperation in the United States.
3. An investigation of the extent of school-scout cooperation in Oklahoma.
4. A study and evaluation of the Boy Scout Program in Noway, Oklahoma.
5. Recommendations for a program of school-scout cooperation.

This is offered as a suggested program of school-scout cooperation for use by school administrators who are sympathetic with the scout movement and who are interested in finding ways and means of attaining the objectives set up by the Commission on Secondary Education; the scoutmaster who is beginning his work as a leader of boys; and the interested citizen who wishes to further the character and citizenship training in our young people.

II

A REVIEW OF PREVIOUS STUDIES
OF BOY SCOUT AND SCHOOL COOPERATION

The purpose of this chapter is to review pertinent studies dealing with Scouting in the public school. Possibly the greatest contribution to this progress was made by Ray O. Wyland, Ph. D., at Teachers College, Columbia University, New York, New York.

The findings of a national survey of school-community contacts made by the Research Division of the National Education Association are reported here by Dr. Wyland:

"There were 1,083 returns from cities and schools of varying sizes. Approximately one-fourth of the members of the Department of Elementary School Principals answered the inquiry blank regarding the outside contacts of their schools. The agencies working actively in these schools or in connection with the school program are: Boy Scout units in 51.6 per cent of the schools, as compared with Junior Red Cross in 44.8 per cent, Girl Scouts in 31.9 per cent, Camp Fire Girls in 17.5 per cent, and Girl Reserves in 15.4 per cent of the schools."¹

School men on their own account have made studies of the nature and frequency of school contacts with Boy Scouts and have presented conclusive evidence that Scouting is the most frequently used outside agency and program to be found in the school community and that many and varied practical relationships have already been established between the schools generally and organized Scouting in America.

The findings of Commission on Secondary Schools as reported by Wyland² summarize 1,180 replies to its communication to the principals in the North Central Association, in regard to the agencies used by

1 Ray O. Wyland, Scouting in the Schools, p. 32.

2 Ibid., p. 33.

the schools in their character and citizenship programs. The Boy Scouts were reported in 651 or 55.2 per cent of the 1,180 schools submitting replies.

A Committee on Boy Scouts and Public Schools was organized at a meeting of the Department of Superintendence of the National Education Association, held in Atlantic City in 1923, with Ray O. Wyland as secretary. This commission made the first nation-wide study of the present and future relationship of the Boy Scouts and Public Schools.

Returns from all states were obtained. These returns were from different types of school communities, both rural and urban, from 957 superintendents, 526 elementary school principals, 212 junior high school principals, and 504 senior high school principals.

Specific indication of the school's appreciation of Scouting Education is given from the report of the 2,209 school principals and superintendents.

"The highest frequency--619 superintendents in their official capacity give aid to the advancement of scouting in the school community--is 64.7 per cent of the total. The next frequency--558 superintendents make available to the local scout office the names and addresses of twelve-year-old boys--is 58.3 per cent of the total. There are 348 superintendents who say their schools generally observe 'Boy Scout Day' during Scout Anniversary week; 156 school systems employ teachers and principals with the understanding that their services will be available as scout leaders; and 144 school systems have adopted city-wide or county-wide cooperative plans with the local scout councils and 59 of these have appointed coordinating committees to promote cooperation between the schools and the local scout council."³

There is a great amount of school and scout cooperation in helping problem boys to get a grip on themselves and to develop more socialized

3 Ibid. pp. 62-63

attitudes. The prevailing experience among school superintendents and principals sustains the general opinion that there is consistent effort on the part of Scout officials to avoid conflict with the school schedule when planning troop, district, and council-wide Scouting activities. It is not generally known that Scouting is genuinely concerned with giving assistance to boys whom the school principals and teachers would consider "problem boys." This is brought out by the following statement:

"There are 148 scout troops in state industrial schools and 406 troops for orphans, deaf, dumb, blind, and crippled. Nearly one-fourth of the troops in Chicago (139 out of 607 troops) are located in that area around the 'loop' the 'yards' and along the river, which includes 10 per cent of the boy population and contributes 90 per cent of the delinquent cases. Toledo, Ohio, Detroit, Michigan, St. Joseph and Kansas City, Missouri, and many other councils maintain troops which specialize in receiving boys from the juvenile courts and helping them to go straight."⁴

"The interested activity of scout officials in school scout clubs is reported by 177 principals. It will be noted that 32.2 per cent of all the principals reported that scout officials work with the schools, using scouting methods to help problem boys in the school and community; whereas 36.6 per cent of these same principals reported that principals and staff work with scout officials in helping problem boys."⁵

The value of the Scouting program in strengthening character is emphasized. The emphasis placed by Scouting on such traits as trustworthiness, helpfulness without ulterior motive, initiative, obedience, preparedness, and reverence is shown by Fairchild in his study of Conduct Habits of Boy Scouts. His findings are expressed in the following statement:

4 Ibid. p. 72

5 Ibid. p. 77

"The study shows that non-delinquent scouts rank definitely higher than non-delinquent non-scouts; that delinquent scouts rank higher than delinquent non-scouts; and that scouts as a whole rank higher than non-scouts as a whole."⁶

There is a very definite and prevailing conviction on the part of school men generally that Scouting should remain an out-of-school activity, entirely optional to the boy, as a free-time program which provides a much needed opportunity for life in the out-of-doors. The basic controlling policy has been increased cooperation without incorporation. That there is no effort on the part of the school to "take over" Scouting is evidenced by the following statement of the Committee on Boy Scouts and public schools:

"Because scouting has its own technique and because it should maintain freedom of control the committee believes that any scheme of cooperation which looks to professional control of the scout organization by school authorities would be unfortunate. The forms of the scout organization should be independent; the persons engaged in either may be identical."⁷

Clarence Arthur Cotrell of the University of Colorado, Boulder, Colorado, completed a thesis in 1931 entitled, Public School Cooperation with the Boy Scout Movement. The thesis is a study of the Boy Scout program in Iowa.

That a large per cent of the scoutmasters are between twenty and thirty years of age is indicated by the following statement:

"It will be noted that 22.99% of all 315 scoutmasters are in the age interval between twenty-five and thirty, while 42.83% of the total group are between twenty and thirty years of age. Some of the reasons for this are clear, while others are brought out. First, the men who are in this interval were brought up with

6 Henry P. Farichild, Conduct Habits of Boy Scouts, pp. 1-50, in Wyland, op. cit., p. 99.

7 Boy Scouts of America, Third Report of the Committee on Boy Scouts and Public Schools, p. 9, taken from Wyland, p. 35.

scouting. They have the boys' point of view. They like the outdoor program which is a part of scouting."⁸

In view of the fact that the aims and objectives of Scouting are character and citizenship training it is important to know the type or nationality of the leaders of the Boy Scouts as indicated in the following statement:

"When it is known that 100% of a group of representative scoutmasters are American Citizens, it is easy to understand how important the organization may be a factor in the teaching of citizenship."⁹

The distribution of the three hundred fifteen scoutmasters of Iowa according to their profession ranges from 17.1% in the teaching profession down to .31% in the barber and dry cleaning professions.¹⁰

The fact that these three hundred fifteen scoutmasters are reasonably well educated is shown by the following figures:

Eighth grade education or more	92.7%
High School education or more	82.8%
College education or more	40.5%
(Bachelors, Masters, or Doctors Degree) ¹¹	

"About one-third of all scoutmasters are furnished by the schools and churches. The number from the schools is about one and one-half times as great as from the churches."¹²

The distribution of schoolmen as scoutmasters according to their

⁸ Clarence A. Cottrell, Public School Cooperation with the Boy Scout Movement, p. 7.

⁹ Ibid. p. 20

¹⁰ Ibid. p. 24.

¹¹ Ibid. p. 20.

¹² Ibid. pp. 26-27.

positions in the state of Iowa is shown by the following figures:¹³

Superintendents	22.2%
Principals	24.07%
Teachers	53.7%

The schools furnish seventeen per cent of the scoutmasters in Iowa and also 38.41% of the meeting places are furnished by the schools.¹⁴

Cottrell reported that the scout program had 91.15 per cent of the Iowa school executives friendly toward its activities which is in keeping with the 97 per cent found in the national study by Nyland.¹⁵

Samuel Frederick Bacon of the Catholic University of America, Washington, D. C., made a study in 1931 entitled Scouting as an Extra-Curricular Activity in the Secondary School. In this he defines extra-curricular activities in the following statement:

"Extra-curricular activities are those activities of the school that are outside the traditional curriculum, that have sprung up and developed through the student's own desires and efforts, and that are not participated in without the rewards of regular school credit."¹⁶

In justifying the Boy Scout program as a part of the extra-curricular activities of the school the following statement is made:

"The advantages of scouting are as definitely and as universally recognized as are the values of other extra-curricular activities. The widespread support of the movement indicates this. Of a group of 1,609 religious, educational, and business leaders, and 100 scoutmasters, 31% asserted the

13 Ibid. p. 31

14 Ibid. p. 39

15 Clarence A. Cottrell, op. cit., p. 7.

16 Samuel F. Bacon, Scouting as an Extra-Curricular Activity in the Secondary School, p. 2.

movement positively good, 2% negatively bad, and 7% were indifferent. The consensus ranks initiative, trustworthiness, and resourcefulness as 'crucial' in character training through the Boy Scouts."¹⁷

Bacon has given the following statements of prominent citizens and educators as evidence of the value of the Boy Scout program as an extra-curricular activity in the secondary school:

"The Scout program works adroitly, by a thousand specific habits, to anchor a boy to modes of right living, as securely as if held by chains of steel; but best of all it exhibits a positive genius in devising situations that test a boy's self-reliance and full leadership. These two aspects of the Scout program are so nicely adjusted as to make them well-nigh pedagogically perfect."¹⁸

"Scouting gives no long lectures on vocational guidance, and yet it teaches the meaning, the importance and the dignity of work; it operates no bank and yet it teaches the meaning of thrift; it maintains no jail, and yet teaches the meaning of self-control; it does no preaching and yet it teaches devotion to a cause and loyalty to a purpose; it is founded upon no religious creed or sectarian doctrine, and yet it emphasizes above all things the importance of religion."¹⁹

"I have put at the head of 'institutions making for education of adolescents for democracy,' the Boy Scouts, for the reason that it seems to me to come as near to getting an intensity of purpose and all-round development as any other institution; . . . it also makes a serious effort at leadership."²⁰

The findings of the studies reviewed in this chapter and other studies made in this field indicate that there is general support of the organization. The plans of school scout cooperation will be presented in Chapter IV.

17 Ibid. p. 14.

18 James E. Russell, *Scouting Education*, p. 14, in Bacon, op. cit., p. 15.

19 Ray O. Wyland and Ray S. Loftus, *Scouting in Relation to Public Schools*, p. 3, in Bacon, op. cit., p. 14.

20 William H. Kilpatrick, *Building Character*, p. 4, in Bacon, op. cit., p. 15.

III

THE HISTORY AND DEVELOPMENT OF THE SCOUT PROGRAM

The American people have had many high honors bestowed on them for inventions and discoveries they have made, but the honor of beginning the program of Scouting goes to our mother-nation, England. Lieutenant General, Sir Robert S. S. Baden-Powell, now generally called Lord Baden-Powell, began the Scouting program while in the service of the British Army in Africa. He was not satisfied with the effectiveness of the military training given to the men under his direction. He found that these individuals lacked important character traits, such as dependability, initiative, and resourcefulness.

In an effort to remedy this situation he compiled and issued a handbook mentioned in the following quotation which appeared in the Headquarters Gazette for January, 1894.

"When I was adjutant of my regiment in 1893 I wrote my first handbook on training soldiers by means which were attractive to them, developing their character for campaigning as much as their drill ability. This was followed by another and yet a third in 1896."¹

A revision of his handbook was issued in 1903. During his absence from England the schools had adapted the program which he had been working out for men, to use with boys. Many leaders of boys' schools requested Baden-Powell to put the program which he had worked out for men in a form that would make it serviceable for boys. He set himself to the task, and his first step was to learn more about boys' work. He studied all of the available literature to qualify himself for the purpose of making a satisfactory program for use for boys.

1 William D. Murray, The History of the Boy Scouts of America, p. 2.

After a three year period of study Baden-Powell sent out to a number of men who might be interested in his project a pamphlet entitled: "Boy Scouts -- a Suggestion." It states that the purpose of the new project is "To help in making the rising generation, of whatever class or creed, into good citizens at home or for the colonies."²

Baden-Powell received favorable replies on the literature he had distributed. He wished to test his program further by actually using it. In August, 1907, he held the first Camp for Boy Scouts on Brownsea Island. This was a test of his plan which proved successful. In January of 1908 he began the publication of his suggestions at intervals. In March of 1908 these suggestions, as a product of his study, appeared in the form of a book, under the title of, Scouting for Boys.

"The distinctive features of the Scout movement introduced by Baden-Powell are the Oath and Promise, the Scout Law, the Motto, 'Be Prepared,' the 'Daily Good Turn,' the Uniform, the Badge, and the small unit, the patrol, with its close associations and a leader who should encourage self-action."³

Baden-Powell gives his purpose for formulating the Boy Scout program as:

"My purpose in forming the scout organization was to counteract, if possible, the deterioration, moral and physical, which shortened our rising generation, and to train the boys to be more efficient and characterful citizens. The defect in existing boys' organizations was plain that they were not sufficiently attractive from the boy's point of view, not wide enough in the scope of their training, nor sufficiently varied, to meet the changeable nature of the boy."⁴

Visitors in England had noticed on various occasions groups of boys in uniform who were called Scouts. An American, William D. Boyce,

2 Ibid. p. 6.

3 Ibid. pp. 9-10.

4 Sir Robert S. S. Baden-Powell, Handbook for Scoutmasters, p. 478.

a Chicago publisher, was visiting in London about this time and became lost in a fog. He was approached by a boy who saluted and said, "Sir, may I be of service to you?" When Mr. Boyce told him where he wanted to go the boy saluted him and said, "Sir, come with me." Mr. Boyce followed the boy and was directed to the desired place. The boy was offered pay for his services, but saluted and said, "Sir, I thank you, I am a Scout. A Scout does not accept tips for courtesies and good turns." Mr. Boyce inquired about the organization, requesting to know more about its activities. He returned to America with a trunk full of literature, insignia, and uniforms of the Boy Scouts of England. This was the first step toward introducing the Boy Scout program to America. As a result of the efforts of Mr. Boyce the "Boy Scouts of America" became incorporated in the District of Columbia on February 8, 1910.

The activities of the Boy Scout Program were carried on by various organizations until January 8, 1911, when Dr. James E. West opened a Scout office in New York City.

The organization was further perfected after its incorporation. A national organization was set up and an attempt was made to get a federal charter. The first attempt failed, but the energetic group of leaders did not become discouraged, and the second effort, made in 1916, was successful. The date of June 15, 1916, notes the beginning of the Boy Scouts of America under a federal charter.

"The purpose of this corporation is as set forth in the original certificate of incorporation under the laws of the District of Columbia, dated February 8, 1910, and restated in Section 3 of the charter granted by Congress June 15, 1916, as follows--"That the purpose of this corporation shall be to promote, through organization and cooperation with other agencies, the ability of boys to do things for themselves and others, to train them in Scoutcraft, and to teach them patriotism, courage, self-reliance, and kindred virtues, using the methods which are now in common use by Boy

Scouts,' by placing emphasis upon the Scout Oath and Law for character development, citizenship training and physical fitness."⁵

Further evidence of the close relationship of the objectives of Boy Scout organization to the Cardinal Principles of Education is evidenced by the following statement found in the Constitution and By-Laws of the organization:

"The Boy Scouts of America maintains that no boy can grow into the best kind of citizenship without recognizing his obligation to God. In the first part of the Boy Scout's Oath or Pledge the boy promises, 'On my honor I will do my duty to obey the Scout Law.' The recognition of God as the ruling and leading power of the universe, and the grateful acknowledgement of His favors and blessings, are necessary to the best type of citizenship, and are wholesome things in the education of the growing boy. No matter what the boy may be--Catholic or Protestant or Jew--this fundamental need of good citizenship should be kept before him. The Boy Scouts of America recognize the religious element in the training of a boy, but it is absolutely non-sectarian in its attitude toward that religious training. Its policy is that the organization or institution with which the Boy Scout is connected shall give definite attention to his religious life.

Only men willing to subscribe to this declaration of principle shall be entitled to certificates of leadership in carrying out the Boy Scout program.

The activities of the members of the Boy Scouts of America shall be carried on under conditions which show respect for the convictions of others in matters of custom and religion, as required by the Twelfth Scout Law, reading, 'A Scout is reverent. He is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion.'

In no case where a Troop is connected with a church or other distinctively religious institution, shall Scouts of other denominations or faith be required, because of their membership in the Scout Troop, take part in or observe a religious ceremony distinctively peculiar to that institution or church."⁶

The first twenty-eight years of the Boy Scout organization has been a period of rapid growth in America. The outcomes of Scouting are many when viewed from the point of service to the boys and our country. A few of these outcomes may be discussed here.

⁵ Constitution and By-Laws of the Boy Scouts of America, Article II, p. 3.

⁶ Ibid. Article III, Section 1, pp. 3-4.

Scouting provides for many of the needs of the youth of the nation. It provides a worthwhile program of activities which includes special services, civic and individual good turns, reading materials, handicraft activities, health and safety, and contact with out-of-doors. All of these things have a very definite influence on developing our boys into good citizens.

The evidence is clear that the Scout Movement has stimulated nationwide public interest in youth and youth problems. One measure of the public interest in youth is the space used in the daily press.

"The newspaper clipping bureau which serves the Scout Movement has fifteen branch offices in the United States and reports:

"Our records show that more clippings are sent to the Boy Scouts of America than to any other single account we have ever served and that practically every newspaper produces one or more clippings on the Boy Scouts."⁷

The public interest is maintained to a great extent by having the working part of the organization with the youth and in direct connection with them and their problems.

Scouting has made a national contribution to educational philosophy, so Dean James E. Russell of Teachers College, Columbia University, has written--through its plan of "learning by doing":

"In contrast to the loose control of the home, sometimes severe, often lax, and always personal, and to the discipline of the school, which is generally mechanical and autocratic, the method of Scouting asks the boy to do something that he thinks is worth while and that he wants to do. Many of the tasks are self-imposed, because the boy chooses what he shall undertake; many of them require practice which he must do alone. . . ."⁸

The religious bodies accept Scouting as a means of making their programs more youth-centered. It helps to unify the church program and

⁷ Murray, op. cit., p. 205.

⁸ Dean James E. Russell, Scouting Education, p. 9.

to maintain the interest of youth in the spiritual side of life. In order to accomplish its aim in service to the boy, it must submerge itself in parent institutions which administer its units. It is on this basis that Scouting has been useful to the church in its religious education.

The recognition of the value of the Boy Scout movement is evidenced by the whole-hearted support accorded to it by service clubs. Such organizations have added to their aims and objectives the sponsorship and support of the Boy Scout organization. The total number of Boy Scout troops sponsored by service clubs in the United States according to the Twenty-Eighth Annual Reports of the Boy Scouts of America was 7,531.⁹

The following quotation indicates the scope covered by the program:

"Herein has been one of the valuable contributions of the Scout Movement, that with entirely different activities and approach and locale, from those of home, church and school--it has reinforced their major purposes for their boys."¹⁰

The development of the program has been furthered by substantial contributions from individuals and foundations.

"Friends have made available sums varying from \$20,000 to over \$100,000 per year for special field work. The Interracial Service has received \$15,000--\$20,000 yearly from the Laura Spelman Rockefeller Memorial, the Julius Rosenwald Fund and the New York Foundation. The Laura Spelman Rockefeller Memorial gave the \$50,000 for the Research and creation of the Bubbling Program in addition to making a grant, subject to repayment, of \$151,000 as a working capital fund, for improvement and price reduction of BOYS' LIFE.

The Harmon Awards totalled \$28,000 in five years. The Commonwealth Fund contributed \$12,500 and the New York Foundation \$5,000

⁹ Twenty-Eighth Annual Report of the Boy Scouts of America, p. 143.

¹⁰ Murray, op. cit., p. 215.

toward the delinquency study. Mr. Mortimer L. Schiff gave the \$2,500 annually for the International Bureau in addition to his gift of \$50,000 to International work and his numerous gifts to field work. Foundations and individuals give to the \$500,000 Revolving Fund, the bulk of which was to stabilize commercial operations, for which Mr. Schiff offered \$100,000, if the Chief Scout Executive would find the remaining \$400,000--which was done.

More recently Mrs. Jacob Schiff gave \$250,000 to purchase and equip the Mortimer L. Schiff Scout Reservation. The three-year Mark H. Jones study of the Movement was financed by the Rockefeller Foundation.

Mr. Marshall Field III, has made possible the Activities Service being rendered by Lorne W. Barclay, former Director of the Department of Education and Relationships."¹¹

These instances are typical of the liberal support of the program which has been given in the form of financial contributions and services. Investigation of the program carried on in any given Scout Council will always reveal one or more individuals who give freely of their time and money in support of the program.

The membership of the Boy Scout movement has reached a total of 7,858,931 boys in the twenty-eight years of its existence in the United States. The latest available report¹² indicates 1,160,589 boys were members of the Boy Scouts of America on March 31, 1938. These Scouts are distributed over the entire United States. The United States is divided into twelve regions which are divided into councils for the administration of the Scouting program. The regional distribution of the membership of the Boy Scout organization is shown on the accompanying map.¹³

Each year the Chief Scout Executive is required to prepare an annual report of the Boy Scouts of America with the approval of the

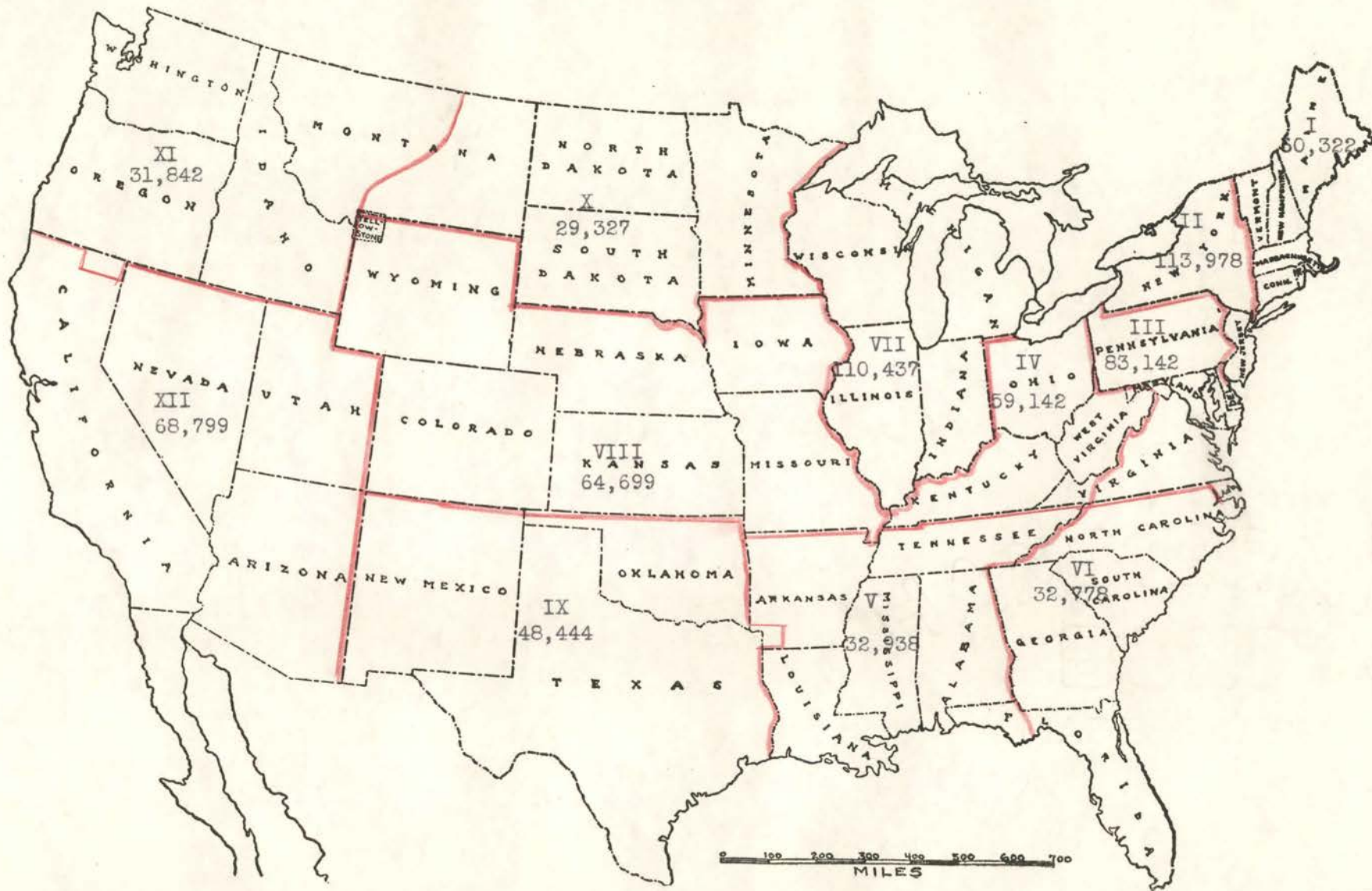
11 Ibid. p. 78-81.

12 Scouting, June, 1938, p.2.

13 Murray, op. cit., pp. 285-309.

Figure I

Regional Distribution of the Boy Scout Membership in the United States



Executive Board and transmit it to Congress. From the information given in these Annual Reports and the History of the Boy Scouts of America a steady increase in membership will be noticed from year to year. This is shown in the table which follows, taken from Annual Reports of the Boy Scouts of America, History of the Boy Scouts of America, and The Scouting Magazine.

The growth in membership by years is shown in the following table:

Table I

ANNUAL MEMBERSHIP
1910-1938

Year	Total Membership
1910	Incorporated
1911	61,495
1912	98,647
1913	114,882
1914	132,741
1915	152,303
1916	245,073
1917	356,609
1918	420,006
1919	462,781
1920	503,726
1921	530,203
1922	614,465
1923	661,452
1924	696,430
1925	756,857
1926	811,268
1927	814,481
1928	819,791
1929	842,540
1930	864,351
1931	878,358
1932	878,461
1933	904,240
1934	1,004,266
1935	1,027,810
1936	1,069,165
1937	1,078,042
1938 (as of March 31, 1938)	1,150,689

IV

A REVIEW OF SCOUTING IN THE SCHOOLS

Since one of the purposes of this study is to formulate a plan of school-scout cooperation, a careful study has been made of plans in operation where school scout cooperation are now in use. These plans were studied as a means of securing helpful information in formulating a suggested plan of school-scout cooperation. These plans are presented as a means of furnishing a background of information.

Three fundamental policies of schools and Scouting were laid down by the Committee on Boy Scouts and Public Schools and incorporated in the report of this committee. The basic principles are:

1. The administration of Boy Scout Troops should not become a part of the school machinery.
2. The scout program falls in the field of extra-curricular activities.
3. No boy should be placed in a situation where he is forced to participate in the scout program.¹

The most practical application of these principles has been developed in the Public Schools of Detroit, Michigan. The Detroit Board of Education approved the scout program in 1918 and granted free use of school buildings for scouting purposes.

In October, 1920 the superintendent of schools employed a full-time field executive, recommended by the local scout council and paid by the Board of Education. Thus the School Board has used scouting to advance its own educational and character building objectives. There were (March, 1939) sixty-three troops and cub packs sponsored by the Detroit Public Schools. In addition, there

1 First Report of the Committee on Boy Scouts and Public Schools, p. 4.

are twenty-nine units sponsored by other organizations which meet in the public schools.²

The essential features of the plan comprise the following:

1. The organization and general supervision of school scout troops is carried on by field scout executives under the direction of a joint board of ten men, five of whom are appointed by the school administration and an equal number by the scout council.
2. School credit (one point in physical training) is given for scout activity, and the salaries of field scout executives are charged to health education in the public school budget.
3. All scout activity in school troops is under the jurisdiction of the local scout executive.
4. School troops operate under volunteer scoutmasters and volunteer troop committeemen--citizens of the community.
5. The school board makes schoolrooms available for troop meetings outside of school hours, and without charge.
6. Scouting is made attractive to boys of Grades 7, 8, and 9, but no boy is forced to join a troop or to continue in scouting.

Activities of Field Men under the Detroit Plan of Cooperation

consist of the following:

The two field scout executives now employed in the health education department of the public schools of Detroit have desks in the scout office and work under the immediate direction of the scout executive. Their duties include: organizing new troops in the schools; supervising existing school troops; developing plans to use the school administrative machinery to serve scouts; supervising the use of school equipment by scouts; outlining scout service projects in various schools; and correlating the school scouting program with the city-wide scouting program.

The process in organizing a School Troop under the Detroit Plan is given in the following statements:

1. The principal receives a letter from the field scout executive setting forth the scout plan and its advantages.

² Walter P. McKenna, Assistant Scout Executive, Detroit Area Council Boy Scouts of America, by letter March 19, 1938.

2. The principal has a personal interview with the field scout executive to clear up any points of difficulty.
3. The principal surveys his school to find out what boys need the scouting program.
4. A scout rally with demonstrations is staged by the field scout executive, aided by troops in the neighboring schools.
5. The principal by letter extends a cordial invitation to the fathers of all boys to attend the scout rally.
6. The field scout executive interviews the fathers, proposes a troop committee to be appointed or confirmed by the principal, and helps this committee to select a scoutmaster.
7. The local council trains the scoutmasters and troop committee.
8. The troop begins meeting and is closely supervised for the first two months and longer if necessary.
9. The troop comes under the established district commissioner service of the local scout council.³

The Public Schools of Toledo, Ohio have cooperated for years with the Boy Scout movement. In some respects it is similar to the Detroit Plan. A summary of the essential features of the plan is given below.

"The Public Schools of Toledo aid the Boy Scout movement primarily by furnishing, free of charge, meeting places for Boy Scout troops, district and council rallies, and training courses. These are among the specific types of aid given:

1. The school, at its own expense, furnishes a meeting room, light, heat, and janitor services for two hours one evening each week to Boy Scout troops, irrespective of their parent organizations. There are thirty-six troops now meeting in Toledo school buildings.
2. The School Board also furnishes several rooms in one of its high schools for sixteen weeks or longer each year for the use of scout leader training schools.
3. High school auditoriums or gymnasiums, on the average of twice each year, are furnished by the board for the use of the scout organization for meets and rallies.
4. The school board has loaned manual training equipment to the scout organization for use at its summer camp.

³ The Detroit Educational Bulletin, Vol. II, No. 6, p. 4, February, 1928. (Also confirmed by letter from Walter P. McKenna, Assistant Scout Executive, Detroit Area Council, Boy Scouts of America, March 19, 1928.

5. The superintendent, two assistant superintendents, several high school principals, and quite a number of teachers assist the scout organization by serving on the council and its various committees or by serving as merit badge counselors, scoutmasters, assistant scoutmasters, or troop committeemen.
6. Each year all the schools celebrate Boy Scout anniversary week by having special programs in all schools, the Boy Scout troops and leaders furnishing the leadership.
7. Each year the local council secures through the school board a list of all boys who are to become twelve years of age. Birthday greetings are sent such boys by the local council. Furthermore, no troop may be organized in Toledo, without being sponsored by some association or club. Scoutmasters must be graduates of the Scout Teacher's Training Course.⁴

The Public Schools of Rochester, New York have a plan of cooperation with the Boy Scout movement which has worked successfully for several years. The essential features of the plan are given in the following statements:

"The supervisors of the departments of health education, art, manual training, and music have opened their departments for instruction in the various merit badge subjects. Scouts report to the teachers and arrange for the instruction.

Instruction in swimming and life saving, athletics, and physical development is given by the swimming teacher and physical directors in the high schools and by athletic club directors in the elementary schools. Instruction in music, art, carpentry, and craftsmanship is given by the respective departments.

In the three junior high schools one hour each week is given over to club work, at which time each pupil may choose the type of club work he wishes. In each school one club is devoted to work on the scouting program, which is handled by a faculty member suitable for the job.

In the school for crippled children, the scout troop is one of the most important phases of the program. The principal claims that it has changed the morale of the school. Every boy of scout age is in the troop.

There is a special class in each of several of the merit badge subjects. Scouts are invited to take the regular bird study field trips of the biology classes.

4 Charles S. Meek, Superintendent of Schools, Toledo, Ohio, in Department of Superintendence, National Education Association, Tenth Yearbook, pp. 358-359.

One key man is selected in each of the junior and senior high schools to assume responsibility for recruiting members of the faculty as merit badge examiners. These examiners are instructed in their duties by the local scout council and are furnished with copies of the merit badge pamphlets. Ninety-seven school teachers are now on the list of examiners, making it possible for a school boy to pass most of the merit badge tests within the school. The teachers are thorough and very much interested.

Members of the school board who have Americanization as their responsibility are helping to locate leaders for boys in immigrant homes and also to locate the boys. The visiting teachers also suggest boys for membership.⁵

The Granite Consolidated School District of Salt Lake City, Utah has evolved a plan, the major features of which include the following:

1. Survey of the district to find boys in scout troops; boys not in scouting and desiring to join; and boys who have dropped out of scouting.
2. Cooperation with the local scout council to enroll school boys in troops.
3. Free use of school buildings by scout troops.
4. Aid of school staff in helping scouts with advancement requirements.
5. Opportunity and recognition for scout's "daily good turn."
6. Volunteer service of male school teachers as scoutmasters for community troops.

"The Granite School District, under this plan has increased its membership greatly since the adoption of this plan."⁶

Some other cities which cooperate with the scout program in a definite way are as follows:

Reading, Pennsylvania, public schools make a survey of boy facts in the city which forms the basis for the location of scout troops to serve all the boys of the council area.

Mont Clair, New Jersey, has a school-scout association operating in the interest of moral and civic training and a higher morale in school life.

⁵ Boy Scouts of America, Third Annual Report on Boy Scouts and Public Schools, p. 44.

⁶ Francis W. Kirkham, Scouting in a Consolidated School District, pp. 1-4.

In Atlanta, Georgia, the public schools provide a series of five lessons in Scouting as a regular course in Civics. These lessons are published in pamphlet form. The Public Schools of Atlanta and the Local Council are now contemplating further development of vocational guidance through the public school administration and a special development of Scout Merit-Badge projects, with an effort to help each boy find himself and his life work.

The basic principles of the programs now in use have been presented. The fact may be noted that all of the plans mentioned which are in use are carried out in connection with large schools. These plans are based on the policy of increased cooperation without incorporation; the administration of scout troops should not become a part of the school administration; and no boy should be forced to join. It is considered to be a free-time extra-curricular activity. The program suggested in this study is expected to be flexible enough to be adjusted to rural or city schools and to attain the objectives as outlined in the Boy Scout Program and at the same time supplement the school program in working toward the Cardinal Objectives of Education.

V

THE HISTORY AND DEVELOPMENT OF SCOUTING
IN DEWEY, OKLAHOMA

The town of Dewey, Oklahoma has a population of 2,095¹ and is located in the north-central part of Washington County in the North-eastern section of Oklahoma. Interviews with persons connected with offices of oil companies in Bartlesville reveal that approximately four hundred citizens of Dewey are employed in various capacities in Bartlesville. The local cement plant furnishes employment for about an equal number of men, while small business claims the interests of the other citizens. Washington County is in the Cherokee Area Scout Council which includes the following counties: Nowata, Craig, Ottawa, Delaware, Washington, the eastern half of Osage, and the northern half of Rogers. The office of the Council is located in Bartlesville, the County-seat of Washington County, located four miles south of Dewey as shown by the map on the following page.

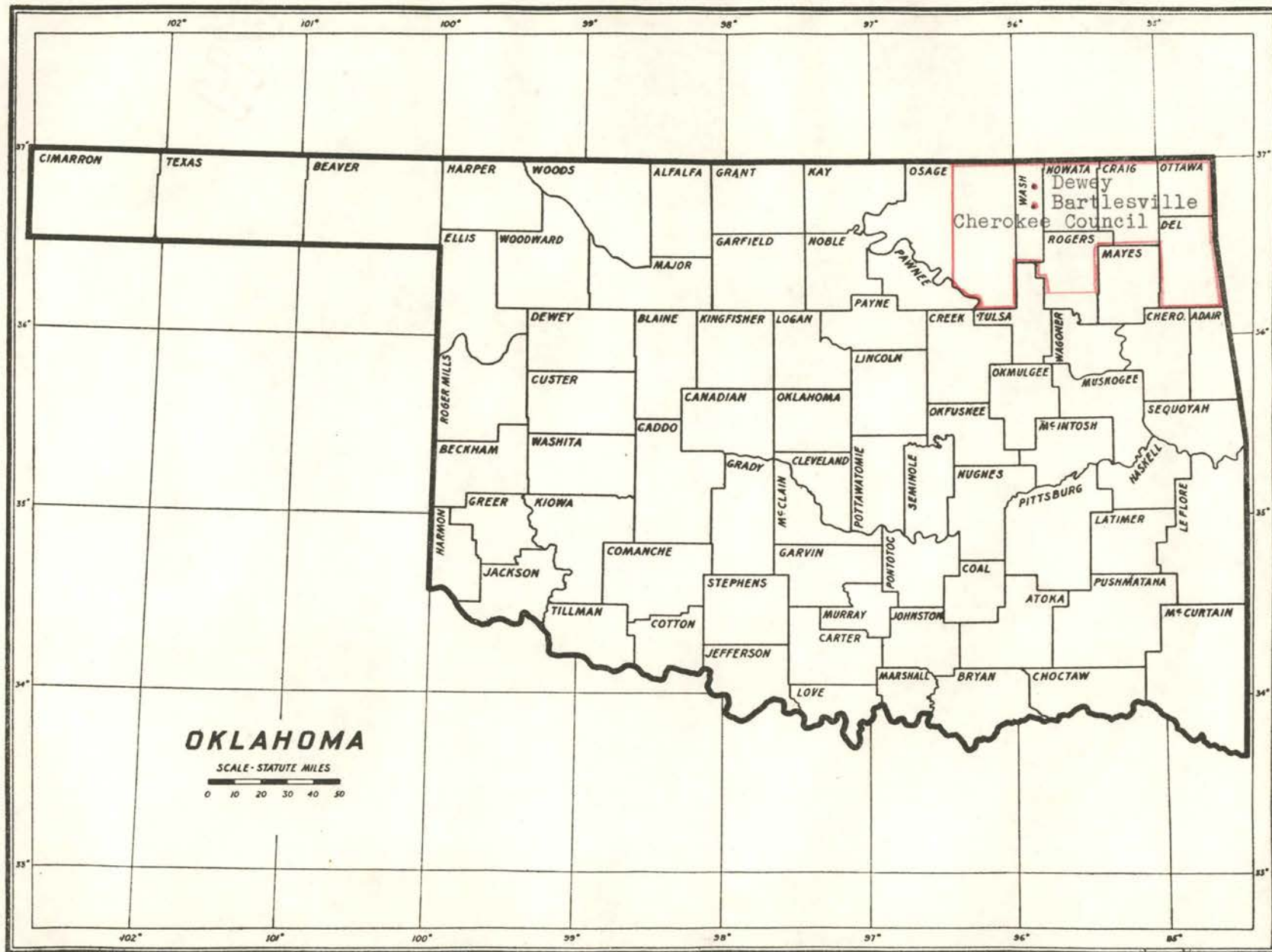
The churches of Dewey participate in the activities of the community. These churches include the Baptist, Methodist, Christian, Nazarene, Episcopalian, and Church of God. Other organizations functioning in this community are: Kiwanis Club, Junior Chamber of Commerce, Mother's Club, Tuesday Club, Delphian Club, Independent Order of Odd Fellows, Rebekahs, Masons, and Eastern Star.

The Dewey school system, which is a member of the North Central Association of Colleges and Secondary Schools, has an enrollment of 992² with thirty teachers.

1 Atlas of the World, 1938, Index of United States, p. VII.

2 Oklahoma Public School Directory, 1937-1938, p. 42.

Figure II Location of Cherokee Area Boy Scout Council



The beginning of the Boy Scout Program in Dewey, Oklahoma, dates back to 1926. It began in the churches of the town. The Methodist and the Christian Churches each sponsored a troop.

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These two troops enjoyed a degree of success for a short time. The interest of the churches in their troops decreased, which affected the interest of the boys. The two troops were finally combined into one troop under the joint sponsorship of the two churches.

This type of sponsorship was not successful in its efforts to care for the needs of the boys of the community. The local executive encouraged a civic organization to sponsor the Boy Scout Program. In 1927 the Kiwanis Club accepted the responsibility of carrying on this youth program.

The program was carried on by a volunteer leader in the community who agreed to accept the responsibility of meeting with the boys of the troop. The school rooms were used for the meetings.

The Boy Scout Program was carried on under this plan with the different leaders enjoying varied degrees of success. This type of program continued until the Kiwanis Club and the officials of the school worked out a plan of school-scout cooperation in 1935.

The essential objectives of the School-Scout Program in Dewey are:

- To cooperate with the Boy Scouts and not to incorporate them.
- To further citizenship and character development.
- To provide an out-of-school activity.
- To help reduce discipline problems in the school.
- To develop scouting objectives in connection with the objectives of education.
- To afford guidance, educational, vocational, and personal to the individuals participating.
- To assist in civic functions and special school duties.
- To develop inter-scout and inter-school good will with other troops and schools.

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To promote the school spirit.
 To cooperate with the local executive and council.
 To stabilize the scout program to the local executive and council.

The most significant features of the organization of the plan may be stated as:

1. One troop under a leader with his assistants.
 - a. Superintendent employs men teachers with the understanding that Scouting is their out-of-school activity.
 - b. Employment of teacher-scout-leader is in cooperation with:
 1. The local Board of Education.
 2. The troop committee of the sponsoring organization.
 3. The local Scout Executive and Council.
2. A room is furnished for regular scout activities.
 - a. A large room for meeting.
 - b. A smaller room for the storage of equipment.
 - c. The boys do the painting and other repair work necessary for room up-keep.
 - d. Lights and heat are furnished by the school.
3. Various materials are furnished by:
 - a. The Kiwanis Club.
 - b. The Board of Education.
 - c. Parents and other interested citizens.
4. Equipment is furnished by different groups.
 - a. Reading materials.
 1. Kiwanis Club.
 2. Board of Education.
 3. Interested parents and others.

b. Materials for games.

1. Board of Education.

2. Some equipment is loaned by the departments of the school for special occasions.

5. Uniforms and registration of boys.

The sponsors do not give the individuals anything for personal use. Every boy is encouraged to earn the money to buy his uniform. All boys who are not able to pay their registration fee work to earn this amount. The scoutmaster makes an inventory of places to work. The necessary number of boys are selected and sent to report for the assignment. Care in selecting these boys is important. They should not be sent to work for an individual who is not on the most agreeable terms with the boy's family.

6. Communication and transportation.

All necessary postage and telephone calls for the troop are paid for by the school. Transportation to special activities, scout camp, court of honor, when away from home, is furnished by members of the Kiwanis Club, parents, and other interested individuals, and the school bus with the regular driver.

7. Cooperation with school organization.

Activities of the troop are arranged to have as few conflicts as possible with the scheduled activities of the school. The members of the faculty acquainted with the Boy Scout program are eager to cooperate in furthering the activities of the Scout Program and to serve as merit badge counselors for the individuals who wish to achieve Scouting awards in their departments. The school permits the Scout leaders to have time off for conferences and to attend training courses.

8. Publicity in connection with the Scout Program.

The notice of any activity of the troop is published in the morning and evening issues of the local papers. This gets the desired information to parents and boys. Any change of the plan of activities is published giving the necessary explanations for the changes to be made. Parents like to know what is going on in the troop in which their son takes part. Other interested individuals like to keep up with these activities in which they often take an important part.

9. The present status of the program.

The history of the development of the Dewey troop has been one of continuously increasing membership. During the school-year 1935-1936 the membership increased from the minimum requirements for a troop charter, which is eight, to approximately forty members. The membership during the school-year of 1936-1937 showed a similar increase to sixty-three members. The present registered membership is eighty-three with a waiting list of fifteen.

The efficiency of Boy Scout Troops is measured by tenure, advancement, and character and citizenship training. The membership of the Dewey troop has increased the percentage of re-registration each year under this plan of School-Scout Cooperation. The re-registration percentages for the troop for the last three years are as follows:³

1935 Scouts who re-registered for 1936 . . .	80.7 per cent
1936 Scouts who re-registered for 1937 . . .	83.2 per cent
1937 Scouts who re-registered for 1938 . . .	90.0 per cent

The National objective in advancement to the rank of First Class Scout is 25 per cent of the membership; the average for Cherokee Council,

³ Statistics from E. L. Gaskin, Executive, Cherokee Council, by letter May 14, 1938, p. 1.

in which Dewey is located, is 34.1 per cent; the average for the Dewey troop is 80.7 per cent which is 55.7 per cent above the National and 46.6 per cent above the Council average. Character and citizenship training is evidenced by the activities of the boys and verified by many of the parents and other citizens who are interested in this type of youth program.

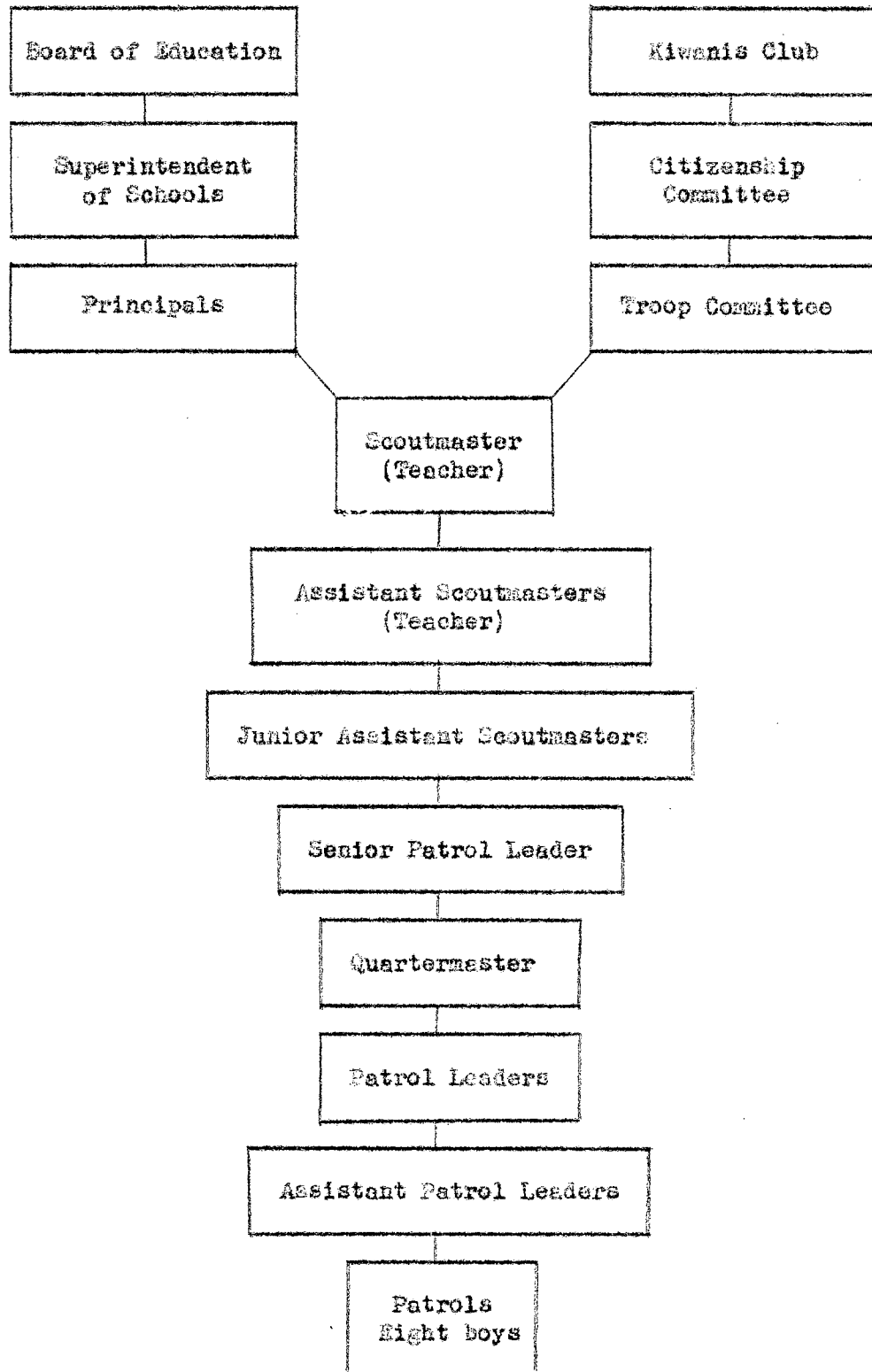
10. The personnel of the Dewey School-Scout Plan of Cooperation.

The organization of the Dewey School-Scout Plan of Cooperation consists of a number of divisions which may be shown by the chart on the following page.

A brief account of the history and development of the Scouting Program in Dewey, Oklahoma, has been given in the order of its development. The essential features have been included which leads us to the program of activities carried on during the school year. The following chapter will be devoted to the activities of the organization.

Figure III

Chart of Organization



VI

THE PROGRAM OF ACTIVITIES

The program of activities begins prior to the opening of school in September. A meeting is held of the superintendent and principal of the school, the troop committee of the sponsoring organization, and the leaders. At this meeting the general plan of activities is made for the following year. This meeting is followed by other meetings throughout the year.

The Program of Activities will be divided into General Activities, and Special Activities for the sake of clarity and logical presentation.

Regular Activities

The Regular Activities Program may include many phases of a Boy Scout Program. In this study it will include only those activities in which the troop takes part each year according to a scheduled plan.

These activities begin before the opening of school with a General Camp for all boys who are eleven years of age or older. Every eligible boy is urged to take part in the camp. Those boys who have never attended camp and those who are members of other organizations are extended an invitation to attend. This helps to prevent the feeling of prejudice which often exists between boys in different organizations.

The plans for the General Camp are published in the local newspapers and notices sent out to several boys who in turn notify the other boys in their section of town. The last week-end in August is the usual time for the camp. This date does not interfere with the opening activities of the school which is one feature of cooperation which may be mentioned along with the other features which have been given.

The purposes of this camp may be stated as follows:

- To get all the former Boy Scouts back with their group.
- To stimulate interest in the program for the coming year.
- To acquaint boys who are new in the community with the other boys and the activities of the Boy Scout Program.
- To acquaint the younger boys of the community with the activities of the Boy Scout Program.
- To use the "outing" in "Scouting" to further the ideals of the Boy Scout Program.
- To stimulate a wholesome interest in the opening of school.
- To create a democratic spirit among the boys of the various organizations.

The responsibility of the leader of the group is much greater on occasions of this kind than it is for the regular activities carried on at the troop meetings due to the fact that there is usually a large number of boys taking part in this camp who are unacquainted with camp procedure. It is necessary to make definite plans for the organization of each activity to be carried on while in camp.

Each boy is required to bring a written statement from his parents which gives him permission to attend camp. A copy of this form is given on the following page. These permits to attend camp should be read carefully, and any suggestions and explanations given by the parents carefully considered. Give special attention to individuals who have any physical deficiencies. The activities in which they take part will be governed by any deficiency mentioned by the parents. The leader should keep careful check on the physical condition of the boys under his care and direct their activities according to these conditions.

A definite time is set for departure usually one o'clock Friday afternoon. The time set for leaving does not change unless an emergency makes it necessary.

All necessary camp luggage is hauled in a truck or trailer. In either case the driver is a volunteer and is accompanied by two older

PERMIT TO ATTEND CAMP

Date _____

I freely give my consent for my boy, _____, to attend camp with you. It is understood that there will be no hunting by the members of Troop 18.

He _____ go swimming.

He _____ go fishing.

(Please indicate if he may or may not do the above mentioned activities.)

Other remarks _____

Signed _____

boys who assist in the loading and unloading of the luggage. Transportation for the boys is furnished by those individuals who have cars and are interested in such an activity. These cars usually keep in one group on the way to camp. Every boy is reminded to express his thanks to the car driver and the truck driver who brought him and his luggage. This tends to create an atmosphere of courtesy and respect in the group without openly demanding it. Aside from expressing his thanks, he invites the drivers to attend camp at their convenience.

Attention is called to the fact that the boys are permitted to ride all of the way to camp, if they wish, when leaving for camp at one o'clock in the afternoon. During the school year when it is necessary to leave at four o'clock instead of one o'clock all boys, with the exception of the two boys who ride the truck and those who are physically handicapped, are required to hike the last three miles of the way. The reason for this hike is that it furnishes an activity which gives exercise to the boys and results in better discipline in the camp after taps has been sounded for bed time. Some of the excess energy is worked off which is often the source of disorder in the group when they should be resting for the activities of the next day.

The first afternoon at camp finds the group arriving at approximately two-thirty. Each boy carries his luggage to a place near the cabin and remains outside until the United States Flag is raised on the troop flag-pole; a list of buddies is made; the buddies are numbered; the bunks or beds are assigned; and instructions are given for the next activity. The bunks or beds and other equipment are to be ready for inspection at three-thirty at which time the bugler will sound the call for "Assembly."

Roll call is made by the buddies numbering off in order. The plans for the entire camp are presented by one of the following members of the group: Assistant Scoutmaster, Junior Assistant Scoutmaster, or Senior Patrol Leader. Any questions are answered and explained for the individuals who are taking part in this type of camp for the first time.

At four o'clock all of the boys gather at the swimming hole for the afternoon swim. Any boy who does not have the permission of his parents does not take part in the swimming. The boys who have the permission of the parents and cannot swim are permitted to go into the shallow water with the leader who tries to teach them to swim.

An older boy who has had life-saving or can swim is asked to be life-guard. It is well to have one life-guard for every ten swimmers. When it is necessary to have more than one life-guard one of them should be designated as the "chief" who is in charge of the watch, whistle, and life buoy. He has an additional duty of calling the roll every five minutes throughout the swimming period. Each set of buddies answer the roll call at the same time by their number. When either or both buddies fail to give attention or answer in order both buddies must get out until the next roll-call is completed and the chief life-guard gives them permission to return. Any boy who does not know where his buddy is at any time must locate him and both get out until the next roll-call is completed.

At four-forty-five o'clock the chief life-guard announces "every one on the bank." He then calls the roll and directs the boys to dress. After the boys are all out the life-guards go swimming with the leader serving as life-guard.

Every effort is made to teach and practice water safety. This is for the safety of the boys who are taking part in this camp, and for

their own safety at other times when swimming.

No efficient leader of a group of boys can afford to tolerate misconduct during the swimming period. Possibly nothing could be more painful than to lose a life which was trusted to your care.

An interesting supplement to the swimming period is a few minutes spent in the sandpile. The boys enjoy this for a while as much as the swim. The roll is called at intervals as though in swimming.

At five o'clock the group is called to the troop flag-pole by the sounding of "Assembly" by the bugler. The bugler sounds "Retreat" while the flag is lowered and the boys stand at salute. After the flag has been lowered the group is permitted to go exploring. They bring in their dead wood for their own cooking and the group camp-fire. They cook at their convenience and store their food for the night. The perishable food is placed in air-tight containers and tied in the creek. Some boys make ground coolers for their perishable food instead of storing it in the creek. The ground-cooler is made by digging a hole in the ground and placing a heavy covering over it.

Some boys may desire to set fish lines for the night. Any boy who does set fish lines must report to the leader in charge who directs someone to go with him to set the fish lines.

At seven-thirty o'clock "Assembly" is sounded, the games are announced, and full directions are given for participation. Two games are suggested which are safe night games and may be played within the hour set aside for this activity.

The first game suggested is "Jack, Jack Show Your Light," which is good for camp or club use.

"This is one of the few games that can be played at night with reasonable safety.

Select one player, preferably a poor runner, to act as Jack and provide him with a flash-light, whistle, and watch. Describe the boundaries to all players. Then give Jack one minute, more or less, depending upon the denseness of the woods, to find a hiding place.

At the expiration of the allotted time the leader instructs the players to scatter and hunt for Jack, calling, 'Jack, Jack, Show Your Light.' Jack obeys the command swinging his light high overhead in a horizontal circle with light pointing outward. Each player is honor-bound to call, 'Go, Jack, Go!' the instant he sees the light. The players call for Jack to show his light constantly but he is required to do so only once per minute. In case Jack receives no instruction to move on, he first swings his light continuously and then blows his whistly until some one does instruct him to go.

At the end of the time agreed upon (ten to fifteen minutes), in event no one captures Jack, he must stand, blow his whistle at quarter-minute intervals and show the light from his fixed position until captured. The player who touches Jack first takes Jack's place in the next round.

Notes for leaders. The leader who has never used night games may be surprised to see the enjoyment which even the simplest game furnishes. Running in the dark, however, involves great hazard, and such games should be reserved for twilight and moonlight nights.

Jack, Jack, Show Your Light should be played in a comparatively small area, otherwise Jack will not be captured during the time limit.

Instruct Jack to use comparatively open spots for hiding, and make sure that he understands that he is not permitted to climb a tree or conceal himself in a cave. He must also understand that he must, at all times, remain in place until some one commands 'Go, Jack, Go!' Similarly, the chasers must appreciate that they are honor-bound to tell Jack to go whenever they see his light.

Several rounds of this game may be played to tire a group on an overnight camp."¹

The second game suggested, "Hunt the Jacks," is an alteration of the first one mentioned. Detailed instruction of its use is given here.

In this team variation of Jack, Jack, Show Your Light, the players are divided into two teams, the "Jacks" and the "Hunters." If possible, provide each Jack with a flash-light, at the same time relieving all Hunters of their lights.

1 Charles F. Smith, Games and Game Leadership, pp. 574-575.

The leader notes the exact time and sends the Jacks to seek hiding places. At the expiration of one and one-half minutes a warning signal is given. At the end of another half minute the leader blows his whistle as a joint signal for the Jacks to halt and for the Hunters to try to find them. Of course, most Jacks will be hidden either singly or in groups before the second whistle. At one-minute intervals the leader sounds his whistle as a signal for the Jacks to swing their lighted flash-lights overhead in a complete horizontal circle. When a Hunter finds a Jack he touches him, whereupon Jack must return to the starting point.

At the end of five or more minutes the leader blows his whistle continuously as a signal for both Hunters and Jacks to return to the starting point. A record is kept of the number of captured Jacks. The same process is then repeated with the Jacks acting as Hunters. The team wins that captures the greatest number of Jacks.

At eight-thirty o'clock the whole group is called together by the bugler's call for "Assembly" for the evening camp-fire. The camp-fire program is started by singing songs that have been selected by a committee of the camp group. Some patrol or group stunts are given which have been planned before the program.

Boys enjoy stories around a camp-fire probably more than any other entertainment. Some care should be taken in the selection of stories to be told. They should be true accounts of noble individuals or wholly fictitious stories. The stories should be obviously true or false to the boys.

At the close of the program the selection of the guards is announced and all the boys stand and give the Boy Scout benediction.

"May the Great Scoutmaster
Of all good scouts,
Be with us until
We meet again.
Good-night, 'ole pal,
Good-night."

Everyone is silent and still while the bugler sounds "Taps."

All of the boys get ready for bed except those selected for guard duty. The leaders and the guards have a conference and schedule their time for duty during the night.

The activities of the guards are the same since only one is on duty at a time. Some of the guards will have more to do than the others. Their work will depend on the restlessness of the boys under their care. Some activities of the guards are:

- To keep plenty of drinking water.
- To see that the boys do not bother each other or talk.
- To see that no clothes are hidden or tied in knots.
- To give attention to younger boys and new boys who might roll off their bed or walk in their sleep.
- To see that younger boys keep covered when the camp is in cold weather.

Final "Taps" are sounded at nine-thirty by the bugler. As the last note of "Taps" dies away the leader says, "Good-night, fellows." The boys will usually answer, "Good-night, Mr. _____." This will help to teach the boys to be polite. However, the effect of politeness is not all of the goal. The leader will learn the location of the boys from the sound of their voice which will be of help when it is necessary to locate any disturbances during the night.

The last guard on duty will wake the bugler at six-thirty o'clock so that he may sound "Reveille" for the boys to get up.

The second day in camp, which is Saturday, has begun with as many plans to be carried out as there are minds present.

The bunks or beds are ready for inspection at seven o'clock. While a leader is inspecting the bunks or beds, the United States Flag is being raised with every boy present and saluting while the bugler sounds "To the Colors."

The hour from seven to eight o'clock is used to cook breakfast and clean up the camp site.

From eight to ten o'clock the boys have free time to do anything they wish to do. Those boys who leave camp are required to report to the

leader upon leaving and returning. When groups of boys go together they are under the care of an older boy who serves as the captain of his group. All individuals or groups are reminded to be back in camp by ten o'clock.

From ten until eleven o'clock the group plays one of the following games: softball, baseball, or touch football.

When the games are over the boys are given fifteen minutes to report on the bank of the swimming-hole with their buddies ready to be numbered in to swim. This period continues until twelve o'clock. The same procedure is followed as was given for the swimming period for Friday afternoon.² The directions are the same for each swimming period.

The time from twelve to one-thirty o'clock is taken up by cooking and eating lunch and cleaning the camp kitchen.

The bugler sounds "Assembly" at one-thirty. The roll is called by numbers. The plans and directions for the afternoon hike are announced. The boys are permitted to go in groups with one boy to act as captain of each group. The different groups may select their destination. One or more groups may go together; however, no captain should be expected to care for more than ten or twelve boys. It is important that every group have first aid equipment while on these hikes. A watch and whistle will be of great help on hikes of this kind. Every group is instructed to select a place near enough to camp to afford plenty of time for exploring and playing, and return to camp by four o'clock.

Hikes through the woods, along rivers, creeks, and ravines afford an excellent opportunity to teach nature study and the conservation of

² Cf. ante., p. 45.

natural resources. Various trees, flowers, and weeds may be identified. It is often possible to see different species of wild animal life in their natural surroundings. These hikes should furnish a general good time for the leaders and the boys.

The group returns at four o'clock for the swimming period.³ The period given to this swim is fifty minutes which includes the time in the water and the sandpile.

At five o'clock the Flag is lowered with every boy present and saluting while the bugler sounds "Retreat." After the Flag has been lowered the buddies are at liberty to cook and eat; store their food for the night; clean their camp kitchen; and set their fishing lines for the night.

The activity period is begun at eight o'clock when the game for the evening is announced. One game is played before the campfire program is begun. The game, "Sheep Pull Down," is suggested which is a safe night game and boys of all ages enjoy playing it.

The detailed directions for its use by the leaders and players are given.

"This is a simple hiding game which for generations has been enjoyed by players who consider themselves too mature for Hide and Seek.

One player is selected to be 'It'. A tree is marked as the Home Goal. A stick about 2 feet long and 2 inches in diameter is placed against the tree. All players gather around the tree and 'It' chooses one player to throw the stick. When it lands everybody runs--the players for a hiding place and 'It' for the stick, which he must place against the tree before he can start the hunt. If 'It' sees George, for example, he cries, 'I spy George,' and rushes to beat him to the tree. Succeeding, he throws the stick and yells, 'Sheep pull down for George!' This informs the others that George is now 'It', and gives them a chance to find another hiding place while George replaces the stick.

³ Cf. ante., p. 43.

While 'It' is out hunting, any player may dart from his hiding place, run to the tree, throw the stick, and so inform the others by yelling 'Sheep pull down!' 'It' must then cease seeking and replace the stick and again continue the hunt.

Note for Leader. When playing in the woods the stick should always be thrown in the same general direction, toward the most open spot. Otherwise, the game might well be called 'Hunt the Stick.'⁴

The campfire program for the evening begins at eight-thirty o'clock and is carried on in the same manner as the campfire program given above.⁵ There are many songs, stunts, and stories that may be used satisfactorily without duplicating very often. The campfire program is closed at nine o'clock and the bugler sounds final "Taps" at nine-fifteen.

The guard duty may be made up of different boys from those who served the night before. The activities of the guards for the second night are the same as they were the first night.

These boys should be warned about going to sleep while on duty. They find it hard to keep awake the second night since they are all tired from the activities of the day.

The third day in camp is started by the sounding of "Reveille" at six-thirty by the bugler who was awakened by the last guard on duty. The bunks or beds are ready for inspection by seven o'clock. Breakfast is prepared and eaten and the camp-site cleaned up by eight o'clock. The free-time period, from eight to ten o'clock, is used the same as that of Friday and Saturday.⁶

The boys take part in a joint Sunday School class for all protestant church members at ten o'clock. Other types of church worship are usually

4 Smith, op. cit., p. 567-568.

5 Cf. ante., p. 46.

6 Cf. ante., p. 47.

omitted at small camps for boys of other faiths. These boys of other faiths are usually very considerate of the necessity to omit their service. The service for the protestant group may be conducted by the leader or by some minister who has been invited to attend camp.

The last swimming period of the camp is held from eleven to twelve o'clock.⁷ The importance of water-safety should not be forgotten in the activities of the last swim. Leaders often find themselves lax in carrying their established policies from the beginning to the end of the camp.

The time from twelve until one-thirty is spent preparing and eating lunch, packing the utensils and extra food, cleaning the camp kitchen, and burning all rubbish on the camp site.

The group meets around the flag-pole at one-thirty where directions are given for breaking camp and returning home. The next meeting of the Boy Scouts is announced and an invitation given to the non-scouts present to visit a Boy Scout Meeting. The Flag is lowered while everyone stands at salute and the bugler sounds "Retreat." When the meeting is finished, the bed rolls are made and the luggage is carried to the loading dock. After all of the luggage has been removed the cabin is cleaned and closed. Everything will be ready to load on the truck by two o'clock when all of the boys engage in a game of softball or touch football until the truck and cars arrive at about two-thirty.

The luggage is loaded and sent on with two older boys assisting the driver. The truck will be unloaded at the school with the luggage scattered so that any boy may get his luggage without moving the luggage of anyone else.

The other boys are assigned to the car in which they are to ride.

7 Cf. ante., p. 45.

In loading the cars it is well to assign the number mentioned by the driver and respect his wishes as to the boys he wishes to haul. Do not leave any boy to wait for another car if it is possible to take him then.

It is important that the leader know if any boy is ill or feels bad. In event any boy does feel bad the leader should take care of him, secure his luggage, and take him home.

After the luggage is unloaded and all of the boys are ready to go home, the leader and older fellows help the younger fellows to locate their luggage.

The local newspapers are glad to carry news items concerning these camps. In giving the news give the actual program of activities, any unusual occurrences, and an expression of appreciation to the individuals responsible for the transportation.

The time for school to start is at hand with new faces, new policies, and new schedules to be considered. The first Boy Scout meeting is held on the first Monday evening after school has started. The boy-leaders of the troop are selected before the meeting and their names announced at the first meeting. The number of patrols which are to make up the troop is announced, and the boys are permitted to be in the patrol of their choice as much as is possible with maintenance of a balanced group of patrols in size and leadership.

The leader assigns someone to see each former member who is not present at the meeting. The leader should develop the habit of trying to remember those boys who are absent and insist on their presence when they are seen at school or elsewhere. Any boy who fails to attend the first or second meeting or to make arrangements about his absences should be interviewed and an understanding reached regarding his absences.

The second Boy Scout meeting will be devoted to a program furnished by a patrol leader and his group which were assigned to that duty at the previous meeting. Any new members who have been permitted to join are welcomed into the troop and given their registration certificate. This meeting may include some pep talks by the boys, the leaders, or some interested citizen. The plans for the troop exhibit at the County Fair are made at this meeting. The boys are selected who are to arrange the display and those who are to be on duty at the headquarters to be of service to the officials and others.

The third meeting night should be devoted to developing troop and patrol spirit and loyalty. Plans for a patrol stunt night should be worked out and presented at this meeting. The stunt night should be held on a regular meeting night with visitors invited to attend.

During the latter part of the third week the leaders of the troop, the boy-leaders, and the troop committee meet and make more definite plans for the Boy Scouts in cooperation with the school. The activities of the Boy Scout Program are arranged not to conflict with the scheduled activities of the school. The schedule of school activities for the first semester should be completed by this time. Plans are worked out for the Boy Scouts to assist in traffic control at the various school functions as football games, programs, and conferences. The goals to be attained in advancement of the members of the troop are set and plans made to attain them. The tentative date for the first Court of Honor is set.

The camping program for the first semester is made to fit into the schedule of the week-end activities of the school so that the conflicts

will be reduced to a minimum. The usual plan will include a week-end camp once during each six weeks of the school year. These camps are for Boy Scouts only and visitors are not invited to take part in the regular troop camps. The program for the General Camp⁸ held the last week-end in August may be used for the regular week-end camp activities. This plan may be altered to fit the season of the year. The greatest change necessary for the winter camping schedule to fit the General Camp is the elimination of the swimming period and having a study period instead. The first camp during the school year is devoted to the regular camp program, the repairing of the cabin and the storing of the wood supply for winter use.

The plan of activities to be carried on in each of the regular troop meetings may be made in conference with the assistant scoutmasters, junior assistant scoutmasters, senior patrol leader, and the patrol leaders. This may be made in advance for at least six-week periods with each patrol assigned a date for its program. In conference with the patrol leader of each patrol a plan may be made to have a variety of programs to provide a constant interest in the meetings.

The regular activities will include civic good-turns which may be scheduled in advance or carried out in case of emergency. The emergency cases may be of varied nature while the community good-turns may be scheduled so that they may be carried out at approximately the same time each year. Some of the representative activities will be discussed in the following pages.

⁸ Cf. ante., p. 43.

Hallowe'en affords the first opportunity during the school year for the Boy Scouts to take part in the community good-turn. In a regular meeting the leader or the superintendent of schools make explanations to the troop for a safe and sane celebration. Their cooperation is requested in carrying these policies out by doing their part in refraining from doing the undesirable acts which usually accompany this occasion and by influencing their friends to cooperate with the troop. Similar suggestions may be made for the celebration of Independence Day. These two occasions lend themselves to practices which may lead to destruction of property, accidents, and deaths.

The last meeting before Thanksgiving is devoted to a program which attempts to demonstrate the attitudes set up in the Scout Laws: Helpfulness, Friendliness, Kindness, Courteousness, and Reverence. A local citizen, preferably an older person or minister, who maintains the respect and confidence of the boys is present and makes a short talk on our duty and respect to the older people of our community and the hardships they have gone through to make the world we know and live in today. Arrangements are made to send baskets to some of the needy families of the community. In the meantime the scoutmaster makes an inquiry to the churches and civic clubs to learn of the families to whom they are to send Thanksgiving baskets. The troop then makes an effort to locate any other families who need help and deliver baskets to them on Thanksgiving morning.

Another important community good-turn to be started in November is the preparations made for bird-feeding stations to be erected in the city parks. In rural schools the troop may erect these stations in nearby forests or underbrush. Assignments are made to several individuals

for different periods to care for these stations throughout the winter months.

The first meeting in December is devoted to announcements and assignments for the Christmas community good-turn. Arrangements are also made for the Christmas Party to be held on the last meeting before Christmas day. In preparation for the good-turn the group collects all of the old toys available and rebuild, repair, and paint them for the children whose parents will not be able to supply them with any Christmas toys. The scoutmaster interviews the grade-school teachers to learn the names and addresses of these children. These names and addresses are given to the churches. After the toys have been divided among the churches they deliver the toys in the church baskets to those families they select from the list.

During the late winter those members of the troop who are interested in handicraft are assigned to making new bird-houses, and repairing and painting the old houses for the parks and the local Boy Scout Council Camp.

The civic clubs usually conduct an old clothes drive for the needy families of the town. This does not have a scheduled date to be carried out each year, however, the Boy Scout troop assists in gathering these clothes upon notice from the civic club in charge of the drive.

The program of regular activities includes activities of the troop in connection with the school. Some members of the troop are designated to raise the school flag at eight o'clock in the morning and to lower it at four o'clock in the afternoon. This duty revolves from one group of boys to another in order from one month to another. In addition to the regular duty of raising and lowering the flag the troop is expected to take part in the programs of the school on the following occasions

when these occasions are recognized by a program:

Columbus Day	Christmas
Armistice Day	Fire Prevention Week
Education Week	Washington's Birthday
Thanksgiving	Lincoln's Birthday

The troop is expected to take full responsibility for programs in the following occasions:

- One school assembly
- One civic club entertainment
- One Mothers' Club program during Boys' Week
- Father and Son Banquet
- Boy Scout Anniversary Week
- Boy Scout Anniversary Week Court of Honor (The churches have a joint service for this occasion. The place for this Court of Honor rotates from year to year to different churches.)

The different departments of the school cooperate with the Boy Scout troop by recognizing the activities of the members of the troop in meeting the requirements for the various merit badge subjects. The different departments recognize the following merit badge subjects as being under their supervision:

<u>Department</u>	<u>Merit Badge Subject</u>
Social Science	Civics and Safety
Science	Agriculture, Astronomy, Bird Study, Botany, Chemistry, Electricity, Insect Life, Forestry, Photography, Radio, Reptile Study, Rocks and Minerals, Signaling, Taxidermy, Textiles, Zoology.
English	Dramatics, Interpreting, Journalism, Public Speaking, Reading.
Music	Singing and Music
Commerce	Business, Farm Records and Bookkeeping
Athletic	Athletic, Cycling, First Aid, Hiking, Life Saving, Physical Development, Swimming.

Industrial and Manual Arts

Basketry, Blacksmithing, Bookbinding, Carpentry, Cement Work, Farm Home and Its Planning, Farm Layout and Building Arrangement, Farm Mechanics, Foundry Practice, Handicraft, Leathercraft, Leather Work, Machinery, Masonry, Mechanical Drawing, Metal Work, Painting, Plumbing, Printing, Woodcarving, Wood Turning, Wood Work.

The regular activities of the troop in connection with the local Boy

Scout Council include the following:

- Scout leaders' meetings
- Fair exhibits
- Council rallies
- Camporees
- Council circus
- Council press clubs
- Patrol contests
- Stunt nights
- Joint Court of Honor
- First aid contests and demonstrations
- Life saving courses
- Advancement achievements
- Membership round-ups
- Patrol leaders' training courses
- Troop leaders' training courses

Special Activities

The other activities which depend upon the development of the regular program will be discussed in the program of special activities for the troop.

Troop re-registration furnishes an opportunity to teach self-reliance and thrift to the members of the troop. The re-registration date for this troop is January 31 of each year. Each of the boys of the troop pays his membership registration for the following year. It is the policy of the scoutmaster to make an inventory of places where a boy may earn a part or all of his registration money. A conference is held with the boy before he is assigned the work and suggestions are

made to him as to the way his work should be done to obtain the most favorable results for him and the troop.

When the re-registration is complete the scoutmaster expresses his appreciation by letter to the individual who furnished the work for his cooperation and assistance in making it possible for these boys to re-register and continue in the Boy Scout work. Records from year to year are kept of the work of each boy, his employer, and the remarks of the employer toward the work of the boy. These individuals who help in the registration of these boys are invited to attend any activity of the troop in which they may be interested.

The social affairs of the troop usually include the following:

Hallowe'en Party

The Senior Scouts bring their girl friends as their guests and the Junior High School Scouts bring their mothers as their guests. These two parties are held on the same night, but they are held in different rooms.

Christmas Party

Same order as for the Hallowe'en party.

Parents' Night

Every boy brings his father and mother or else some other adult friend.

Under the program of special activities are included the activities of the troop in cases of severe illness or death of one of the members of the troop or some member of the family of some member of the troop. The assistance given in any case of this kind should depend upon the wishes of the family and abide by them as much as possible.

The last feature of the program of special activities is the guidance given to the members of the troop by the scoutmaster. This is an important feature in the activities of any extra-curricular activity. The leader should be interested in the life and welfare of the individ-

uals of his organization for their well-being and development.

A guidance program may include the following factors:

The background of the individual which will include his home life, school life, church life, and other associations.

Likes, dislikes, and hobbies of the individual.

rapport established between the individual and the leader or counselor.

Some suggested procedures used in guidance are given below:

Be as understanding and personal as possible, yet firm.

Be patient and think out any decisions before they are announced.

Use the language of the individual with a sympathetic understanding.

Point out any possible error on the part of the individual.

Suggest procedures which will cause the least embarrassment and conspicuousness of the individual in the correction of his mistakes.

The Scout leader is often counseled on the selection of vocations for older boys in his troop. The suggested procedures are given in the following statements:

Collect all of the materials possible on the various occupations.

Encourage the use of these materials by all of the individuals of the troop.

Refer to the Boy Scout Handbook and Merit Badge Pamphlets for information on different occupations.

Invite speakers of various occupations to talk at the regular troop meetings.

Encourage boys to take part in various fields of activity. This will tend to develop an appreciation of the vocations he does not like.

In many cases there are individuals who do not have anyone to advise them when in need of advice. This personal guidance may be needed by the individual when:

There is no father in the home.

The individual has neither a father nor a mother.

There is no mother and the father's interest is slack.

There is a large family.

The individual is the only child.

When the individual becomes a problem in school or in church.

Misfortune or disaster has been the fate of the individual or his family.

There is a step-parent in the home.

There is a relative in the home who dominates the home life.

There is trouble in the home between the parents or between the parents and the children.

When the scoutmaster is able to encourage the individual in the direction which tends to solve the immediate problem he has strengthened the individual and the belief in the organization of which the individual is a part. The evaluation of an organization of this type would not be measured solely by the achievement in the ranks of Scouting; it would be by the effect on the activities of the individuals taking part in its program. At this point it seems fitting to quote from letters written by persons occupying various positions who are familiar with the activities of the troop.

"The development of right attitudes and high ideals and their permanent effect in the life of the boy naturally must be a long range study. The immediate results are not always apparent but literally thousands of testimonials and studies of Scouting indicate the value of the Scout Program.

The statements of your superintendent, citizens of the community and parents attest the real values being stressed in your program. Many have made it a point to tell us of the real contribution the troop is making in the lives of the boys and I personally know of a number of boys who have developed into good students and assets to the community as a result of their Scouting experience."⁹

"The effects of the program were quite numerous:

It gave the boy life of Dewey a general program of interests and activities in such a manner that it was quite busily engaged. Therefore, street loafing practically disappeared.

In many instances it gave those of less fortunate background something worthwhile to which they could tie their interests and lives.

A general moral tone was very much evidenced in the attitude of the individual as well as the group life.

⁹ E. L. Gaskin, Cherokee Council Executive, Bartlesville, Oklahoma, Letter of May 14, 1938.

A greater interest in school and school work seemed to develop by the general membership of the organization.

On account of emphasis on better living the organization encouraged Sunday School and church attendance which no doubt aided directly and indirectly in building better citizenship.

The parents, particularly the fathers, took a new interest in their sons. This interest grew on the account of the enlistment of the fathers in providing the various necessities and transportation for outings and camp trips.

My observations of Scouting has lead me to believe that it is the most effective means that can be used in building the lives of boys."¹⁰

"I feel that the attitude of the boys was altogether different when this program was active than it was during the years when the Scouting program was not carried out. The main portion of this attitude I contribute to the influence that the members of this organization has brought about.

Our high school records show that the discipline problem is somewhat less than it was during the aforementioned period. The number of boys who have dropped out of school have been less, and I contribute this, to a certain extent, to the Scout program. The mannerism of the boys around the school grounds is very definitely affected. In all I would say that the program could not be measured as to value in our community."¹¹

"The boys are showing a decidedly improved personal habit in a general way, and as men we do not sense the equity of any endeavor they undertake. They have continued to become more dependable and work for what they get, knowing that at the end they will be accorded with their merits and the things promised for their effort."¹²

"From my experience with my own Scouts I believe the greatest influence of their Scout training is Citizenship. Under this might come self-government, cooperation, respect for the rights of others and civic obligation. Self-government is a natural effect of their study of the Scout Laws. Cooperation develops from the constant work and play with other boys their age who are interested in the same objective. Respect for the rights of others is also an out-growth of association and includes both property rights and respect for the opinions of others."¹³

10 G. E. Spraberry, Superintendent of Schools, Perry, Oklahoma, former Superintendent of Schools at Dewey, Oklahoma, Letter of May 6, 1938.

11 C. R. Clodfelter, Superintendent of Schools, Dewey, Oklahoma, former Principal of Senior High School, Dewey, Oklahoma, Letter of May 9, 1938.

12 Carlton Bailey, Member of the Local Council and official in the Indian Territory Illuminating Oil Company, Bartlesville, Oklahoma, Letter of May 2, 1938.

13 Mrs. Ellen Smith, Widowed mother of a Boy Scout, Letter of May 5, 1938.

" will say that I am more than pleased with the training that my boy has received and in contacting other boys as a whole. I see that they have accomplished wonderful things as to being truthful, honest, and always ready to assist one in need. And as to the training of the Boy Scouts as I see it is that they respect Old Age and the Law of Our Nation.

In conclusion I will say that I am for the Boy Scouts one hundred per cent--and to serve them and their leaders will be a pleasure."¹⁴

" I am pleased to note that the juvenile delinquency of this community is very low compared with the fact that this is an industrial and oil community and too often this brings into it undesirable citizens, therefore, I feel that the Scout program has contributed greatly toward bringing about this condition.

I have, through my work, had an opportunity to witness the home environment of several of the Scouts here and I find that in a number of cases, the training there is quite reversed from the manner in which these same boys are conducting themselves in their community life, and I have yet to find the first thing in any member of your troop but what points to an honorable, cheerful, industrious, and cooperative life. I, again, state that the training they have received through the Scout program has not been in vain."¹⁵

"I have noticed carefully the personal conduct of the individual members of the troop. I have known many of these members before they became interested in Boy Scout work and I have noticed wonderful changes made in these boys. It is my opinion if it had not been for the time and interest shown by the scoutmaster many of these boys would be juvenile delinquents. I personally know in many cases some of these young men received no training at home.

. for the good that you have done and assure you that the effort that you are putting forth into the Scout program is producing the desired result and the young men of this community that belong to the organization show that they have been well guided in their daily conduct."¹⁶

" I am writing to tell you that the most thoroughly impressive thing of our entire community is our fine young people, they are among the very finest that it has ever been my privilege to contact, as there is a reason for everything, I have searched for the reason, my conclusion is that the Boy Scout Work in this town has made a great contribution toward this condition.

14 B. H. Lacure, Sr., Father of a Boy Scout and Highway Superintendent, Letter of May 4, 1938.

15 L. P. Stewart, Member of sponsoring organization, Kiwanis Club, and Water Superintendent of Noway, Oklahoma, Letter of May 5, 1938.

16 C. E. Kayler, Member of Troop Committee, Insurance and Real Estate Agent, Letter of May 14, 1938.

I have noticed with a great deal of pride and pleasure the personal conduct of the individual members of your troop, I have yet to find the first thing in any member that I would condemn. As far as I have been able to observe all the Scouts are Cheerful, Kind, Considerate, and Industrious, they all have a fine spirit of cooperation in all phases of life, they are very Polite, Clean, and Reverent.

My work as minister would cause me to pay particular attention to the young people of the town, I find after investigation that the juvenile delinquency of this community is below that of many towns of similar size. There is a reason for this and I am giving the credit to the effective work of the Boy Scout Program.

Allow me to mention the fact that I have had personal business and social contact with several boys of your troop, they are real Gentlemen, and some of these fellows have not had the benefit of the best environment in their homes, therefore, I contribute the fact that they are real gentlemen to their training in Boy Scout work.

In conversation about one of the boys of your troop, I get the idea that the objective of this Scout, which will no doubt make him a good and successful citizen in these United States, was given him in your Scout Work.

. . . . and assure you that the efforts that you are putting forth into the Scout Program is producing the desired results as the fine character of the boys of our community will prove."¹⁷

"I have just returned from Boy Scout camp near Bartlesville this week-end and wish to write you relative to your Scouts.

I think it fine that you have so many boys responding so well to your leadership at Dewey, I want you to know that they certainly conduct themselves in a scout-like manner when they come to the camp for work and are not under your leadership.

Particularly, one Scout, _____ helped us in several instances in a cheerful and helpful way. The other boys were also very kind and considerate.

Thought I would drop this note to tell you about the Scouting activities of your boys from a stranger's point and to thank you for the fine work you are doing for the future generation of boys of America."¹⁸

17 C. E. Venable, Pastor of First Christian Church, and General Agent of Bankers Life Insurance Company, Dewey, Oklahoma, Letter of May 5, 1938.

18 J. Crville Bumpus, City Editor of Fairfax Chief, and Scoutmaster of Troop 18, Fairfax, Oklahoma, Unsolicited Letter of January 2, 1938.

VII

CONCLUSIONS AND RECOMMENDATIONS

From a survey of the literature in the field which included theses, dissertations, printed and mimeographed programs of school-scout cooperation, and from personal acquaintance with the school-scout program it is possible to arrive at certain rather definite conclusions regarding the value of such a program and the possibilities of initiating this program in the small school.

A brief outline of the conclusions is given in the following statements:

1. The school policy is to increase cooperation without incorporation.
2. School administrators favor the Scout program.
3. The nation needs character education and citizenship training.
4. The principles and methods of scouting are squarely in line with the best educational principles and practices of the day.
5. The organized scouting can help the schools in a cooperative program.
6. Scouting methods help to reduce discipline.
7. The scout program supplements the school program in citizenship training and provides a worth-while free-time activity.
8. The program presented is flexible enough to be adjusted to various situations.
9. The school and scout program cooperate in helping problem boys get the right habits and attitudes.
10. This type of school-scout cooperation is very little, if any expense to the school.
11. This school-scout cooperation aids the school spirit.
12. The departments of the school cooperate with the troop in advancing its aims and ideals.

13. The program is within the recommendation of the committee on Boy Scouts and public schools. In its first annual report the basic principles which would govern the cooperation were outlined as follows:

- a. The administration of Boy Scout troops should not become a part of the school machinery.
- b. The scout program in relation to the public schools falls properly in the field of extra-curricular, optional, free-time activity.
- c. No boy should be placed in a situation where he is forced to participate in the scout program against his will.

A brief outline of the recommendations is given in the following statements:

1. The scout executive should make a sincere attempt to acquaint more school administrators with the administration, program, and benefits of the Boy Scouts, and in turn familiarize himself with the scout program.
2. The school administrators should provide some way to introduce more efficient methods of citizenship training in the school activities, such as athletic events, holiday observations, Americanization week, school socials, and school assemblies.
3. School men should invite scout executives, guidance experts, and noted citizens to make talks on citizenship, worthy home membership, worthy use of leisure time, and other subjects which tend to develop the more desirable character and citizenship habits.
4. Individuals who have their interest centered on one organization should study other related organizations and their functions.
5. The colleges and universities can do more efficient work by training school men in scouting methods and principles. This would be helpful to the schools and to scouting in respect to the service rendered to the youth.

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APPENDIX I

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

1. "A Scout is Trustworthy."
 A Scout's honor is to be trusted. If he were to violate his honor by telling a lie, or by cheating, or by not doing exactly a given task, when trusted on his honor, he may be directed to hand over his Scout Badge.
2. "A Scout is Loyal."
 He is loyal to all to whom loyalty is due, his Scout leader, his home, and parents and country.
3. "A Scout is Helpful."
 He must be prepared at any time to save life, help injured persons, and share the home duties. He must do at least one "Good Turn" to somebody every day.
4. "A Scout is Friendly."
 He is a friend to all and a brother to every other Scout.
5. "A Scout is Courteous."
 He is polite to all, especially to women, children, old people, and the weak and helpless. He must not take pay for being helpful or courteous.
6. "A Scout is Kind."
 He is a friend to animals. He will not kill nor hurt any living creature needlessly, but will strive to save and protect all harmless life.
7. "A Scout is Obedient."
 He obeys his parents, Scoutmaster, Patrol Leader, and all other duly constituted authorities.
8. "A Scout is Cheerful."
 He smiles whenever he can. His obedience to orders is prompt and cheery. He never shirks nor grumbles at hardships.
9. "A Scout is Thrifty."
 He does not wantonly destroy property. He works faithfully, wastes nothing, and makes the best use of his opportunities. He saves his money so that he may pay his own way,

be generous to those in need, and helpful to worthy objects. He may work for pay, but must not receive tips for courtesies or "Good Turns."

10. "A Scout is Brave."

He has the courage to face danger in spite of fear, and to stand up for the right against the coaxings of friends or the jeers or threats of enemies, and defeat does not down him.

11. "A Scout is Clean."

He keeps clean in body and thought, stands for clean speech, clean sport, clean habits, and travels with a clean crowd.

12. "A Scout is Reverent."

He is reverent toward God. He is faithful in his religious duties, and respects the convictions of others in matters of custom and religion.

THE SCOUT MOTTO

"Be Prepared."

APPENDIX II

Essential features of a Boy Scout troop and advancement requirements.

- A. Ages of scouts, from 12 to 20.
- B. Related groups (Sea scouts and rovers) are the oldest groups.
 - 1. Scouters are individuals connected with the movement who are over 21 years of age.
- C. The sponsors and the troop.
 - 1. Schools, churches, civic clubs, etc.
 - a. Three men make up committee.
 - 2. Scoutmaster (21 years of age or over).
 - 3. Assistant Scoutmaster (18 years of age or over).
 - 4. A troop is made up of 8 or more boys; 33 regular size.
 - a. Larger troops by request of sponsoring or sponsoring organization.
 - 5. Junior Assistant Scoutmasters may be commissioned as they are needed in the administration of the troop and they are able to qualify.
 - a. A First Class Scout and sixteen years of age or over.
 - 6. Patrols consisting of 8 boys make up the units of the troop.
 - a. Each patrol has a leader and an assistant.
 - 7. Senior Patrol leader.
 - a. In charge of troop.
 - 8. The troop bugler.
 - a. All bugle calls for the troop.
 - 9. The troop scribe.
 - a. All records pertaining to the troop.
 - 10. The troop quartermaster.
 - a. Charged with all troop property and equipment.
 - 11. Troop advancement.
 - a. Tenderfoot--First step.
 - 1. Requirements.
 - a. The Scout Oath and
 - b. The Scout Law
 - c. The Scout Motto
 - d. The Scout Sign and Handclasp
 - e. The Scout Salute
 - f. The Scout Badge
 - g. The Scout Uniform
 - h. The History of the Flag of the U.S.A.
 - i. Give proper respects to the Flag of the U.S.A.
 - j. Tie the nine useful knots.
 - b. Second Class--Second step.
 - 1. Requirements.
 - a. One month's service; how and when to wear the uniform
 - 1. Four Great Scout Duties.
 - b. First Aid (Second Class).
 - 1. Artificial Respiration.
 - 2. First aid to Farm animals.

- c. Elementary Signaling.
 - 1. Indian Sign Language Code.
 - 2. Manual alphabet for the deaf.
 - d. Tracking and observation.
 - 1. Animal tracking.
 - 2. Trail marks.
 - e. Scouts pace, or lay out field.
 - f. Use of knife and hatchet.
 - g. Fire building.
 - h. Cooking.
 - i. Thrift deposit or raise farm animal.
 - j. The compass.
 - k. Safety (Prevention of accidents).
 - l. Living the scout oath and law.
 - 1. Law in indian sign language.
 - 2. The manners of a scout.
 - 3. How to make fire without matches.
 - a. Fire by flint and steel.
 - b. Optional advancement he may make in merit badge work. Merit badges he is eligible to try for are: (Any five while Second Class).
 - 1. Optional
 - 2. Optional
 - 3. Optional
 - 4. Optional
 - 5. Optional
- C. First Class--Third step.
- 1. Requirements.
 - a. Two months' service.
 - b. Swim 50 yards.
 - 1. Learn to swim (Brink method).
 - c. Thrift deposit or farm crop.
 - d. Signaling (First class).
 - 1. Conventional signs or
 - 2. Comparative code chart or
 - 3. Indian signs language code or
 - 4. Manual alphabet for the deaf.
 - e. Fourteen mile hike.
 - f. First aid (First class).
 - g. Cooking (First class).
 - h. Mapping.
 - 1. Symbols.
 - i. Handicraft, or axe, or tree repair.
 - j. Judging.
 - 1. Measuring heights and distances.
 - k. Nature Requirements.
 - 1. Trees
 - 2. Birds
 - 3. Animals
 - 4. Stars
 - 1. Living the Oath and Law.

2. He is eligible to work on any merit badge listed.
- D. Star rank--Fourth step.
1. Requirements.
 - a. Maintain acting service as a First Class Scout, (at least 3 months).
Living the Oath, The Law, The Motto, The Good Turn.
 - b. Trying earnestly to develop leadership ability.
 - c. Qualify for any five merit badges.
 1. Optional
 2. Optional
 3. Optional
 4. Optional
 5. Optional
- E. Life rank--Fifth step.
1. Requirements.
 - a. Maintain active service as a Star Scout, (at least 3 months).
Living the Oath, The Law, The Motto, The Good Turn.
 - b. Trying earnestly to develop leadership ability.
 - c. Qualify for ten merit badges.

1. First Aid	6. Optional
2. Personal Health	7. Optional
3. Public Health	8. Optional
4. Physical Development or athletics	9. Optional
5. Life Saving or Pioneering or Safety	10. Optional
- F. Eagle rank--Sixth step.
1. Requirements.
 - a. Maintain service as a Life Scout, (at least 6 months).
 - b. Earnestly trying to develop leadership.
 - c. Qualify for twenty-one merit badges.

1. First Aid	12. Athletics or Physical Development
2. Life Saving	13. Swimming
3. Personal Health	14. Optional
4. Public Health	15. Optional
5. Cooking	16. Optional
6. Camping	17. Optional
7. Civics	18. Optional
8. Bird Study	19. Optional
9. Pathfinding	20. Optional
10. Safety	21. Optional
11. Pioneering	
- G. Bronze Palm rank--Seventh step.
1. Requirements.
 - a. Six months active service as an Eagle Scout.
 - b. Eagle Scout with five merit badges above the twenty-one required for Eagle Scout rank.

Bronze Palm

 1. Optional
 2. Optional
 3. Optional
 4. Optional
 5. Optional

H. Gold Palm rank--Eighth step.

1. Requirements.

- a. Six months active service since Bronze Palm was awarded.
- b. Eagle Scout with ten merit badges above the twenty-one required for Eagle Scout rank.

Bronze Palm

1. Optional
2. Optional
3. Optional
4. Optional
5. Optional

Gold Palm

6. Optional
7. Optional
8. Optional
9. Optional
10. Optional

I. Silver Palm rank--Ninth step.

1. Requirements.

- a. Six months active service since Gold Palm was awarded.
- b. Eagle Scout with fifteen merit badges. Above the twenty-one required for Eagle Scout rank.

Bronze Palm

1. Optional
2. Optional
3. Optional
4. Optional
5. Optional

Gold Palm

6. Optional
7. Optional
8. Optional
9. Optional
10. Optional

Silver Palm

11. Optional
12. Optional
13. Optional
14. Optional
15. Optional

J. Combinations of Bronze, Gold, and Silver Palm--Tenth step.

1. Requirements.

- a. Six months active service since Silver Palm was awarded.
- b. Eagle Scout with twenty or more merit badges above the twenty-one required for Eagle Scout rank.

Bronze Palm

1. Optional
2. Optional
3. Optional
4. Optional
5. Optional

Gold Palm

6. Optional
7. Optional
8. Optional
9. Optional
10. Optional

Silver Palm

11. Optional
12. Optional
13. Optional
14. Optional
15. Optional

Combination

16. Optional
17. Optional
18. Optional
19. Optional
20. Optional

Essential features of the Lone Scout Organization.

- A. A Lone Scout is a boy who follows the Scout program as an individual, under the leadership of a Lone Scout Friend and Counselor, because for satisfactory reasons he cannot affiliate with a Troop or a Neighborhood Patrol or Ship.

The Lone Scout Friend and Counselor is an adult Scouter who meets the same requirements and has the same privileges as other Scouters, and serves as the personal friend and leader of a Lone Scout, who with the consent of his parent or guardian, secures his Friend's

- registration to serve in that capacity.
- B. Same age and advancement requirements as a member of a regular troop.
- C. He may carry on the same activities as a member of a regular troop.

General features of the Senior Scouting.

- A. General summary of Sea Scouting Activities.
- B. Requirements.
 - 1. First Class Scouts and fifteen years of age.
- C. The sponsors of the sea scout patrol.
 - 1. By some responsible interested group.
 - 2. May be by Scout Troop Committee.
 - 3. Three men make up the committee.
 - 4. Skipper (corresponds to Scoutmaster).
 - a. Mates (corresponds to Assistant Scoutmasters).
 - b. Coxswain (Patrol or Crew Leader).
- D. Advancement.
 - 1. Apprentice Sea Scout.
 - 2. Ordinary Sea Scout.
 - 3. Able Sea Scout.
 - 4. Quartermaster.