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THE BOY SCOUTS
AS A
RECREATIONAL AGENCY

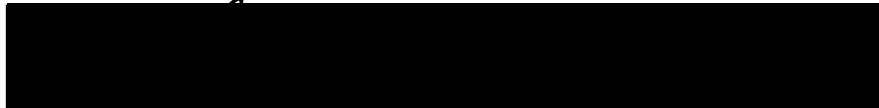
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Physical Education 528
The Organization and Administration of
Community Recreation

In Partial Fulfillment of
The Requirements for The Degree
MASTER OF SCIENCE IN EDUCATION

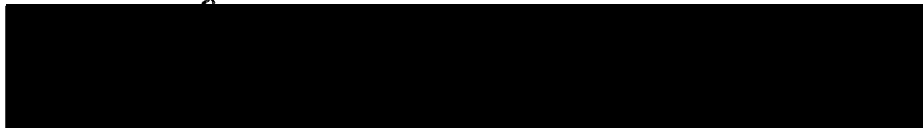
DAVID DONALD COHRS

JULY 1958

ACCEPTED BY:



John W. Masley
Professor of Physical Education (Instructor)



John W. Masley
Professor of Physical Education (Advisor)

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CHAPTER I

HISTORY OF THE BOY SCOUTS

What is Scouting? To the boy with his ideas it means one thing and to men and women it means something else.

To the boy, Scouting is fun. It is adventure. It is comradeship. Yes, to a boy Scouting is a game—a wonderful game, full of play and full of laughter, keeping him busy, keeping him happy. Scouting is "learning by doing" things that are enjoyable—exciting things!

To the boy, it means also hiking, camping, and jamborees. It means living by an exalted code of honor, a better way of life and a richer, more abundant boyhood.

A boy becomes a Scout for the sheer joy there is in it.

To you and me Scouting is a game, also—but it is more than a game of fun. To us, it is a game with a purpose—the purpose of helping boys to become men by training them for citizenship.

Training for citizenship—that's the aim of Scouting.¹

The Scouts see to it that each boy, through the give-and-take of group living and doing things that appeal to him, has the chance to develop himself into a man—fine in character, healthy in body, skillful with his hands and keen of mind, ready to be of help to other people.

¹Boy Scouts of America, Handbook for Scoutmasters, (New York, New York: The Boy Scouts of America, 1947), p. 12.

As J. W. Armstrong said, "The boy is father of the man."¹

Scouting means to the community a better generation of boys today and a better generation of men tomorrow. It stimulates them to get a better education and to win success in life.

By channeling the natural energy of youngsters into fields of community growth rather than community destruction, by encouraging boys to follow the ideals of patriotism, honesty, and fair play rather than the code of street-gang leaders, the Boy Scouts of America does as much for members as it does for others.

Scouting dramatizes, vitalizes, and makes real for boys in their impressionable age those qualities which to quote from the 'Scout Law', makes men trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.²

Cubbing and Scouting are also businesses, the business of dealing with that squirming, jumping, eager, active, unpredictable, stubborn, inquisitive, laughing, quarreling, wrestling, fighting, dirty, smelly, lovable small edition of manhood known as boy.³

Scouting is not the school, nor the home, nor the church, but its influence flows into all of them, and its program extends beyond them.

Personal influence on the boy--opening his vision to his possibilities, stirring his ambitions and his belief in himself, helping

¹J. W. Armstrong, "Foundations for Manhood," Vital Speeches, XX (December 15, 1953), 154.

²"Hi There, Partner," Rotarian, LXXXVI (January, 1955), 23.

³Armstrong, loc.cit.

him to build personal standards, helping to open his life to the vast positive influences of God's world and, not the least, helping him to realize that personal fulfillment is to be found in service to others--are moulders of men, and can come from any direction in the boy's community.

Seven elements in the Scouting program which contribute valuable influences to growing manhood are as follows:¹

- (1) It helps to keep the boy nature-minded and at home out-of-doors.
- (2) It does one of the best jobs in the community in promoting development of his body--and he does not need to be on the varsity in order to play.
- (3) It develops his skills, some of which are invaluable to survival and military life.
- (4) Beginning with the Cub program at an age so essential for the start, you work on his emotional problems and his social adjustment.
- (5) It is the best agency in the community for building a love of country and a concept of service.
- (6) It is mindful of building moral standards and religious impulses.
- (7) It emphasizes activity in citizenship.

One of the finest characteristics of the Scout program is that a boy is a boy, and not just a piece or part of one. You keep the whole boy in mind.

Scouting was started by Lord Baden-Powell, then a British General, to train his men in South Africa. It was snatched up as a new game by the boys back home in England, and was brought to the United States as the result of a Good Turn by an unknown English Scout.

¹Ibid.

The Boy Scouts of America was incorporated on February 8, 1910, the date which is now observed throughout the country as Boy Scout Anniversary Day.

That first year, Scout Troops sprang up like mushrooms all over America because both boys and men were eager to have Scouting. Men from all national organizations interested in boys got together in June, 1910, and out of that meeting came the permanent organization plan of the Boy Scouts of America. In 1911, the first Scout uniforms and badges were manufactured. At the end of 1911, the first full year of Scouting, there were 61,495 Scouts and Scouters throughout the United States.¹

Scouts gave notable service in times of flood, fire, hurricane, and other disasters, as well as helping at parades, and civic gatherings during the years that followed.

On June 15, 1916, because they had proved themselves such useful citizens, Congress granted a Federal Charter to the Boy Scouts of America, protecting the name and insignia, and authorizing the Scout uniform so that no one but Scouts might use the uniform of Scouting.²

In World War I, Scouts were put to a real test. They did themselves proud. They sold Liberty Bonds, distributed literature for the government, and did many other services.

In 1920, the first World Jamboree was held in England, with Scouts from 32 countries living and camping together. Since then World Jambor-

¹Bruce Grant, Boy Scout Encyclopedia, (New York: Rand McNally and Company, 1952), p. 22.

²Boy Scouts of America, Handbook for Boys, (New Brunswick, New Jersey: Boy Scouts of America, 1948), p. 452.

ees have been held every four years except during the war, with many thousands of Scouts from all over the world taking part.¹

In 1937, the first National Jamboree was held in Washington, D.C., at the invitation of the President. Scouts and leaders totaling 27,232, took part in that big camp at the foot of the Washington Monument. During 1950, the second National Jamboree was held at Valley Forge, Pa., and some 47,000 Scouts and leaders camped together on that historic battleground. Forty-five thousand took part in the third National Jamboree on the Irvine Ranch in Southern California in 1953.² The Fourth National Jamboree, the most recent, took place in 1957 at Valley Forge, Pa., during the week of July 12-19. Some 52,580 Scouts, Explorers, and leaders attended this great camping assembly.³

During World War II, every Scout did his best to help win the war. The government made sixty-nine requests for Boy Scout war service. Outstanding among these were campaigns to collect wastepaper, which General Eisenhower recognized with an award. There were collections of metal salvage, clothing, and of many other needed items. Scouts distributed millions of circulars, posters, and other government publications. Scouts totaling 20,000 earned the General Douglas MacArthur medal for growing food. Scouts developed the World Friendship Fund to help rebuild Scouting abroad at the end of the war. They sent money, Scout equipment, Scout uniforms, books, and badges to their

¹Grant, op. cit., p. 23.

²Boy Scouts of America, Handbook for Boys, p. 453.

³Boy Scouts of America, 48th Annual Report to Congress, (Washington, D.C., United States Government Printing Office, 1958), p. 63.

Scout brothers.¹

In 1930, the Cub Scout Program for younger boys was added. To Sea Scouting, which had been popular from the beginning, were added Explorer Scouting in 1933, and Air Scouting, in 1939. These three senior divisions were combined into the Explorer in 1949.²

¹Grant, loc. cit.

²Boy Scouts of America, Handbook for Boys, p. 453.

CHAPTER II

THE SCOUTS ORGANIZATIONAL PATTERN

At the outset of the Scouting movement there was no clear cut decision as to what the best form of organization would be. Scouting presented a new idea. Instead of doing boys' work for the community, it was going to stimulate and help the community's institutions to sponsor and do their own, directed by their own volunteer leaders. The volunteer principle was novel, and it was not therefore obvious how far it should be extended.¹

At the top of the Boy Scouts of America is the National Executive Board, which is headed by the President of the United States as Honorary President. The board also consists of Honorary Vice-Presidents, National Scout Commissioners, International Commissioner, President, Vice-Presidents, Chief Scout Executive, Secretary of the Board, Deputy Chief Scout Executive, and Treasurer.

By Charter the Executive Board is established as follows, "That the governing body of the said Boy Scouts of America shall consist of an executive board composed of citizens of the United States. The number, qualifications, and terms of office of members of the executive board shall be prescribed by the bylaws...Vacancies in the executive

¹William Murray, The History of the Boy Scouts of America, (New York, New York: Boy Scouts of America, 1937), p. 254.

board shall be filled by a majority vote of the remaining members thereof."¹

The next step in the Boy Scouts of America organization is the National Council; this was formed by the Committee on Organization in the fall of 1910. Sixty-two leading citizens were suggested to be invited to become members. The plan, at that time, was for "an Executive Board to carry on the executive details, and a Board of Trustees to administer the funds."²

The following departments each containing several subdivisions make up the National Council: Chief Scout Executive, Director-Division of Program, Director-Division of Operations, Director-Division of Personnel, and Director-Division of Business.

It happened that side by side were communities where the responsible local officer, known then as the "Commissioner," was able to 'give' his time, and others where the right man was retained to take charge and his salary provided by the local people.

"Thus there were two radically different ideas of organization which worked side by side for years across America, affording a rather perfect laboratory test as to which was the more effective method to meet our conditions."³

As a final answer to this situation came the emergence of the "First Class Council", and "Second Class Council". This was recommended in 1912, by the Commission on Permanent Organization and Field Supervision in its Annual Report.

¹Ibid., p. 96.

²Ibid., p. 37.

³Ibid., p. 254.

First Class Councils consist of employed Commissioners or Executives, while the Second Class Council was supervised entirely by volunteer leaders. The record of service and achievement of the volunteer executive was an inspiring one. In fact, the tremendous volume of War Service rendered by the Scout movement during the first World War was done when two-thirds of the Councils were Second Class Councils.

By the close of the first decade, however, the advantages of the First Class Council with its employed Executive, were so clearly demonstrated to the National Council that the time was considered ripe to make available to the entire country the advantages of the First Class Council organization.¹

The number of First Class Councils has increased from 47 in 1915 to 544 in 1935 to approximately 775 in 1957. In contrast the number of Second Class Councils dropped from 263 in 1915 to 1 in 1935 to none in 1957.

Before 1917, provision was made for a representative on the Local Council from each institution chartered to carry on the Scouting Program, or a representative from each group of citizens sponsoring a community Troop. In turn each Local Council had similiar representation on the National Council with the stipulation that such representatives should always constitute the majority of the National Council Membership. The representatives from each Local Council are figured by allowing one per Local Council and one additional representative for every thousand

¹Ibid., p. 258.

boys enrolled.

The true job of the Local Council was found to be to motivate and serve Troops and other units.

The three higher organizational groups of the Boy Scouts of America can be tied together by means of the following process. Members of the National Council are to be elected by Local Councils. Local Councils are to be granted charters by the National Council upon certain conditions and the payment of a small charter fee.

The English originally, had conducted their Scouting using only volunteers and that same plan was carefully tried in the United States. Our situation was found, however, to be different, and our people found by trial and comparison that successful operation here, with but few exceptions, called for someone to give full time to the work of the Council, on a career basis.

A matter of special importance to farsighted local and national leaders has been the provision of an adequate professional staff in each council. In the past 10 years the number of boys and volunteers in Scouting has doubled but the professional staff has grown only half as fast. This indicates that staff members are carrying much heavier loads. If such a situation continues, it could very definitely affect the quality of Scouting's program to the increasing number of boys of Scout age.

"In 1957, 396 men were recruited and trained at Schiff Scout Reservation for entry into the professional ranks. The total employed professionals at the end of the year was 3,351 as compared with 3,165

at the end of 1956. On December 31, there were 131 staff vacancies."¹

The obtaining of new men for professional service represents a continuing major responsibility of the National Council. Recruiting for professional service is done through Local Council contacts, regional contacts, and college contacts. One of the main features of the recruiting program is the new professional review plan which gives men some insight into the responsibilities of an administrative worker in Scouting.

The local Scout organizational pattern is headed by the Troop Committee--the representatives of the institution or group of citizens that sponsor the Troop. These men have been picked because of their high caliber. Some of them may be fathers of Scouts in the Troop.

This Committee stands ready to help at any time in the work of the Scouts, provided their help is requested. The Troop Committee may be considered the "board of directors" of the Troop; the Scoutmaster, the "manager." The Scoutmaster deals directly with the boys. The Troop Committee, on the other hand, seldom has such direct boy-contact.

Its members do everything possible to help the Scoutmaster in his leadership and to make Scouting a joyous experience for the Scoutmaster and the Troop.

Some of the responsibilities of the Troop Committee are as listed below.²

- (1) Selection of Scoutmaster and Assistant Scoutmaster.
- (2) Providing facilities for meetings.

¹Boy Scouts of America, 48th Annual Report to Congress, (Washington, D.C., United States Government Printing Office, 1958), p. 51.

²Boy Scouts of America, Handbook for Scoutmasters, p. 73.

- (3) Advising with Scoutmaster on policies affecting Scouting and requirements of the institution.
- (4) Helping in the observance of the rules and regulations of the Boy Scouts of America.
- (5) Encouraging the Scoutmaster to carry out the Scout Program and assisting him in getting the boys uniformed.
- (6) Aiding in the operation of the Troop in such a way as to insure its permanency.
- (7) Taking care of finances.
- (8) Helping to secure needed equipment.
- (9) Assuring every Scout the opportunity to have a year-round outdoor program totaling at least ten days and nights of hike, overnight camp, camporee, and summer camp experience.
- (10) Assuming active direction of the Troop in case the Scoutmaster leaves, until a successor is found.

In a nutshell: The Troop Committee keeps a good Scoutmaster at the head of the Troop and helps him where he needs help so that Scouts get the utmost benefit, as well as fun, out of Scouting.

This Troop Committee is appointed by the church, grange, club, or whatever group sponsors the Troop.

Next in line in the organizational pattern of the Boy Scouts is the Scoutmaster. The kind of Scouting a boy receives depends upon the Scoutmaster he has. The Scoutmaster succeeds; the whole movement succeeds. His enthusiasm and energy and personal examples are driving powers.

A Scoutmaster gives his best--for otherwise he would rob his boys of opportunities to grow. He thinks Scouting every day, figures out ways and means of improving the Troop. He enjoys the out-of-doors. He hikes with his boys, camps with them. He is enthusiastic with his boys about all that Scouting has to offer and is therefore accepted as one of them instead of as a "pedestaled" leader.¹

¹Ibid., p. 28

The Scoutmasters job is not to teach the whole subject matter of Scouting to a group of youngsters, but to lead boys--which is something entirely different.

He leads by helping his boys to help each other--by encouraging cooperation and teamwork, by strengthening the hand of his Patrol Leaders, so that each boy may have the best possible Scouting experience as a member of a strong and active Patrol, an ambitious Troop. He leads by helping each boy to help himself.

A Scoutmaster's job is to train and guide boy leaders to run their Troop--for the purpose of building strong Patrols in which each boy can have a happy and satisfying group life.

A Scoutmaster's job is to help boys grow--by encouraging them to learn for themselves.

The third in line in the local organizational pattern are the Assistant Scoutmasters. An Assistant Scoutmaster must be at least eighteen years of age. He is commissioned by the National Council of the Boy Scouts of America on the same conditions as the Scoutmaster, on the recommendation of the Troop Committee.

The Assistant Scoutmaster has the important duty of taking over the Troop during the Scoutmaster's absence. He should therefore have a certain maturity of judgment and the respect of the boys. That is why the father of one of the boys or a former Troop Committeeman often makes a good Assistant.

Many Troops have only one Assistant. If they have two or more, each of them should have definite assignments and then be given free reign,

subject only to the most general supervision. The way to keep them--and keep them happy--is to make them work.

One Assistant may take over hike and camp leadership--laying out hike routes, securing camp sites, handling safety and sanitary arrangements. When the Troop goes to summer camp, he may also be in charge of supplies and food buying.

Another Assistant may cooperate with the Senior Patrol Leader in working out Troop meeting programs and camp activities, and may help the Patrol Leaders to train their Patrols for rallies, camporees and other special events. During the Troop's summer camp, he may have special program responsibilities.

An Assistant may have charge of advancement--keeping advancement records, arranging for Troop Boards of Review and for getting Scouts before District and Council Boards of Review.

Scoutmasters and Assistant Scoutmasters are no longer expected to take over a group of boys when they do not know what to do or how to do it, no matter how eager and willing they are. A Scout leader or a potential one may now receive training on matters necessary for Scouting.

The basic objectives of the Training Committee are as follows:¹

(1) Define Scouting.

By definitely revealing to Scout Leaders the Ideals, Aims, and Objectives of the Boy Scout Movement and the relation of each leader's specific responsibility in achieving these ends.

¹Boy Scouts of America, Leadership Training, (New York, New York: Boy Scouts of America, 1944), p. 6-9.

(2) Define Scouting's Methods.

By making clear the methods by which the Aims and Purposes of Scouting may be attained. We have a responsibility to make the work of leaders more effective by revealing to them the best methods of making Scouting a "game", of administration, of types of instruction and sources of information, and by affording practice in technique.

(3) Include All Scouters and Cubbers.

By applying to all Troop, Tribe, Ship, Patrol, Squadron, Pack and Council Scouters through use of training courses and such other means as will reach the whole Council personnel.

(4) Reveal Values of Scouting.

By pointing out the contributions which Scout Leaders are making to youth and human welfare in general, and what these mean in terms of personal satisfactions to individual leaders.

(5) Include Knowledge of Boys.

And make Scout Leaders conscious of the fact that each Scout is a growing personality with individual needs, desires and abilities, and that these should be developed in such a way as to serve his, and society's, best interests by the use of individual and group practices rather than those mass activities which may stifle personal growth.

(6) Define Scouting's Relationship.

To other phases of community life, especially the home, the church (or other parent institutions), the school and other city and rural agencies, and make leaders realize that the Movement seeks to help and not to replace them.

(7) Aid Scouters to use correct Scouting emphasis.

By helping leaders to establish the proper balance in the outdoor and indoor use of our program, and by saving these leaders from the error of "riding" a special personal interest or hobby to the exclusion of Scouting's other worth-while subject matter.

(8) Reveal Right of Personnel

By making the administrative Scouters conscious of their position as administrators and, in the case of Troop, Tribe, Ship, Squadron, Neighborhood, Patrol, and Pack Leaders (Scoutmasters, Skipper, etc.), introducing them to the idea of using additional personnel, including junior leaders, for doing special work rather than endeavoring to do everything by themselves as "super activity specialists."

(9) Show Scouting's Value to Life Interests.

By pointing out the possibilities which Scout Leaders have for Guidance or Exploration, especially such Leaders as have direct contact with Senior Scouts, and how they can use Scouting to aid boys and young men with life problems, showing them possibilities for life work and finding life interests and hobbies.

(10) Help Leaders Enrich Their Own Lives.

By aiding them to discover and cultivate their own abilities and helping them to establish life interests and hobbies along these lines (insofar as they are related to Scouting) by affording both knowledge and practice of our activities.

(11) Train "Service" Personnel

By causing those participating to expect "follow-up" help, especially to Troop Leaders, and educating certain individuals, such as Commissioners, in the fine art of rendering this "follow-up" service.

These statements strike at fundamentals of the job of the Training Committee. Each committee should review them once each year, and measure what was done in terms of these standards.

There are two magnificent National Scout Reservations which are used as Training Centers for Professional Scout Leaders. One of these, The Schiff Scout Reservation, is located in Mendham, New Jersey, and is a memorial to the man who helped found Scouting, Mortimer L. Schiff, who was president of the organization at the time of his death. His mother presented this reservation in his memory.¹

The other is Philmont Scout Ranch at Cimarron, New Mexico, consisting of 127,000 acres, given by Waite Phillips.²

¹Grant, op. cit., p. 23.

²Ibid.

Others who hold places of high significance in the organizational pattern are the Junior Assistant Scoutmaster, the Troop Scribe, and the Troop Quartermaster.

Older boys, staying on in the Troop, should be given their chance at leadership. To help them in their growth, and to help the Troop, the above mentioned positions are utilized, placing special responsibility on their shoulders--provided, of course, that the Scouts have the necessary qualifications of leadership, ability, and knowledge.

When a Scout becomes sixteen years of age and is at least a First Class Scout, he may be appointed Junior Assistant Scoutmaster upon the recommendation of the Scoutmaster and the approval of the Troop Committee. This office may be utilized to provide for Assistant Scoutmaster service in cases where there are not enough Assistant Scoutmasters.

A Junior Assistant Scoutmaster may act as the leader of games or as judge of Patrol projects. He may handle Troop formations at parades or at large Scout functions, such as a Council camporee, and be in charge of a Troop Good Turn or a service project. He may be responsible for decorating the Troop meeting room or developing the Troop camp site.

If he has special knowledge, such as first aid, pioneering, life-saving, he can be a valuable helper to the Patrol Leaders in training their Patrols.

The Troop Scribe keeps a record of all Troop activities in the Troop "Log Book," and an attendance record of all Troop undertakings. He keeps a record of the decisions made by the Troop Leaders' Council and the things planned. He keeps the individual record of each member

of the Troop—name, age, rank, office, length of service, advancement, attendance, etc. He collects dues from the Patrols, records payments, and turns over all money received to the Troop Treasurer—a member of the Troop Committee. He writes any letters the Scoutmaster asks him to write—to Scouts, parents, new boys, and so on. He furnishes the Local Council with publicity material about the Troop, for use in bulletins or in local newspapers.

The Troop Quartermaster takes charge of all Troop equipment, including camping equipment—tents, cooking gear and tools. He keeps an inventory of it, checks it in and out as it is used by the Patrols and sees to it that it is kept in good repair. He gets the Scouts and the Patrols to make their own camp equipment. He is responsible for the upkeep of the Troop meeting room. In camp he works with the Assistant Scoutmaster in charge of supplies and food buying.

Next down the line in the organizational pattern, we have the Senior Patrol Leader. The office of Senior Patrol Leader is one of the most important positions of leadership in the Troop. It is open to a First Class Scout who has a strong character, is proficient in Scouting, and has marked ability as a leader. Since the Senior Patrol Leader is expected to work with the Patrol Leaders and assist them in their jobs, he should know what it means to run a Patrol. Generally speaking a boy with an outstanding record as a Patrol Leader makes the best Senior Patrol Leader. The Senior Patrol Leader is elected by the Troop Leaders' Council. His appointment is authorized by the Troop Committee on the recommendation of the Scoutmaster.

The main duty of the Senior Patrol Leader is to be responsible for the Troop program. He is the chairman of the Troop Leaders' Council which does the planning. Because he is a boy himself, you can depend on him to see that the program is planned the way the boys want it. He is in charge of Troop meetings, keeping the program moving. He is also responsible for the activities of the Troop hikes and camps. He encourages and helps the Patrol Leaders with their Patrol meetings and hikes, and knows pretty well what goes on in every Patrol.

The next in line in the organizational pattern are the Patrol Leaders. Their duties as outlined in the Patrol Leader's Creed are:¹

- (1) He leads his Patrol by his initiative and his personal example, in Scoutcraft knowledge as well as in Scout Spirit.
- (2) He plans with his Scouts, the Patrol's activities--meetings, hikes, Good Turns, special projects--and carries them out to the best of his ability.
- (3) He trains his Assistant Patrol Leader to lead the Patrol in his absence, and to give each of the other Scouts a chance to do some leading in the Patrol.
- (4) He keeps well ahead of his Patrol in advancement, and helps his Scouts to advance by training them and examining them in Scout Requirements.
- (5) He sets an example for his Patrol by wearing his Scout uniform at all Scout activities, and urges his Scouts to do the same.
- (6) He is responsible for the routine business of the Patrol--attendance, dues, and the like--but gets some other Patrol member to keep the records.
- (7) He makes a special effort to be a friend to each Scout of his Patrol, and to know his home, his parents, his school or work, so that he may truly be able to help him.

The Patrol Leader is a First Class Scout, or working towards it

¹Boy Scouts of America, Handbook for Patrol Leaders, (New York, New York: Boy Scouts of America, 1950), p. 7.

rapidly, because part of his job is to help train the others. He leads the Patrol at Patrol and Troop meetings, on hiking and camping trips. This position is one of honor, inasmuch as the Leader is picked by the boys themselves.

The Patrol Leader faithfully attends all sessions of the Troop Leaders' Council to receive training for his job and plan the program of the Troop. He also represents his Patrol at the Troop Leaders' Council, bringing before the Council the wishes of his Patrol and taking back to his Patrol the plans of the Council. He gets the Scouts of his Patrol to take part enthusiastically in all Troop activities.

The last and by far the most important part of the organizational pattern is the Troop.

The Troop consists of a number of Patrols. A Patrol is one of the smallest of democratic organizations. It elects its own leaders, and each member has something to say about the way the Patrol is run. It can include from two to eight boys, and six to eight has been found to be the best number.

Every Scout in a Patrol has a job. There is in addition to the Patrol Leader, an Assistant Patrol Leader, a Scribe, who keeps financial records, and a Patrol Treasurer, who collects dues and keeps financial records. Also a Patrol Quartermaster, who is in charge of Patrol equipment; and possibly a Hikemaster, a Grubmaster, a Song and Cheer Leader, and maybe a Bugler.¹

The strength of the Patrol is the strength of each Scout.

¹Grant, op. cit., p. lll.

CHAPTER III

THE FINANCING OF THE SCOUTING PROGRAM

A Troop, like any other going concern, must have money with which to conduct its activities. The sooner a Troop gets on a sound working basis financially, the longer it is likely to function.

In business, the budget system has been accepted as the most successful and logical means of forecasting and meeting financial obligations. The experiences of Troops using a Troop budget show conclusively the values inherent in it, among them the following:¹

- (1) It insures the prompt re-registration of the Troop. When a boy first joins the Troop, he is required to pay his registration fee. The following year his re-registration fee will be provided for through the budget.
- (2) It develops in the Scouts a sense of real responsibility to the life of the Troop, thus providing an incentive to engage in systematic saving and stimulating regular payment of dues.
- (3) It provides for the upkeep of the Troop equipment, resulting in pride of ownership on the part of each Scout.
- (4) It makes available to each Scout, Badges and Insignia at advancement and office, to be presented to him on behalf of the Troop.
- (5) It makes Boys' Life, the official Boy Scout magazine, available to every Scout, in this way putting this "Silent Assistant" to work in the Troop, to train the boys.
- (6) Through the provision in the Budget for community service and social welfare work there is developed in each Scout an appreciation of his responsibility and obligation to society. It encourages in him the spirit of sharing.

¹Boy Scouts of America, Handbook for Scoutmasters, p. 392.

The Troop Budget Plan involves three distinct steps. These steps are:

- (1) The adoption of a definite budget
- (2) The establishment of a Revolving Fund to meet immediate financial needs
- (3) The regular weekly payment of a small sum--usually a nickel or a dime--by each member of the Troop.

The Troop Leaders' Council discusses the budget and puts it in order with two important considerations. The first item to consider is: 'How much can be expected for each Scout to pay each week?' The second item is: 'What should be included in the budget?'

After the budget has been put together it should be reviewed and approved by the Troop Committee and the Treasurer (a member of the Troop Committee) should make himself responsible for its operation with the aid of the Troop Scribe.

The budget is then presented to the entire Troop for adoption, together with a full explanation of what the Budget Plan is. Emphasis should be placed on each boy's personal responsibility for making a success of the plan by prompt payment of his own share of the necessary Troop funds. Parents should likewise be taken into confidence at the first possible occasion so that they may understand that the plan is not just a matter of collecting funds, but also a real thrift measure with business training possibilities for their sons.

The Revolving Fund enables a Troop to finance certain items of its budget prior to the collection of dues which cover these items. This fund is simply a sum of money secured for use only in spending for budget items, with the understanding that the money will be replaced

after the income from dues and other sources is secured by the Troop. The amount needed for the Revolving Fund depends on the Troop expenditures planned prior to the receipt of income to cover the items.

The Troop Committee and the Sponsoring Institutions should together develop plans, and assume responsibility for securing this fund. One of the following methods may be used for securing this fund:¹

- (1) Perhaps the most desirable method is to have this fund established by the Institution itself, if it is financially able to do so. The matter should be presented to the governing board by the Troop Committee as an opportunity to participate in the thrift training of the Troop.
- (2) If the Institution cannot make this fund available, possibly some organization--such as the Men's Bible Class of the like--within the Institution may be able to do so.
- (3) In some cases members of the Troop Committee may themselves establish this fund.
- (4) The Troop itself may earn the necessary amount through special money-raising projects.

The decision to undertake a money earning project should be taken up with the Troop Leaders' Council and the Troop Committee. When the project has been decided upon, set out to create a real interest for it in the Troop, so that everyone will pitch in with enthusiasm. Whatever project you choose, be certain that it does not take work from someone who needs it. Check with your Local Council in advance to make positive that the method you intend to use is in accordance with the policies of the Boy Scouts of America, and has the approval of the Council.

Money-earning projects are best handled by the Troop Committee and the Parents' Auxillary of your Troop. Listed below are a few of

¹Ibid., p. 394.

the money-making projects that the Troop itself may undertake.¹

- (1) Dramatic Performances--Scout circus, minstrel show, play, campfire type display.
- (2) Exhibit--Merit Badge show, hobby show, handicraft booths, possibly arranged in a bymnasium or vacant store.
- (3) Handicraft Articles--Sale of Scout-made objects: carpentry items, birdhouses, handmade kitchen gadgets, etc.
- (4) Greeting Cards--there is always a good business in Christmas Cards, especially original ones made from linoleum blocks, or printed from an original design and colored by the boys.
- (5) Waste Paper is another good money-maker. Before collecting, however, make contact with local paper mills, or buyers, to make sure of the market.

¹Ibid., p. 397.

CHAPTER IV

RECREATIONAL OPPORTUNITIES IN THE BOY SCOUTS

To bridge the recreational facilities of the Boy Scouts to the Boy Scouts as a whole, we need a definition of the term "recreation."

Definition of Recreation

The term "recreation" is sometimes applied to activities of young people and adults to differentiate those activities from the play of young children, but this contrast in the meaning of the two words, "play" and "recreation" is not universally employed. As a rule, however, recreation is a leisure-time activity, and for most people the opportunities for it are largely confined to their leisure hours. Occasionally one finds others, such as artists or businessmen engaged in a new enterprise, who find in their work the kind of satisfaction that is commonly associated with recreation.¹

Like education, recreation is for people of every country and of every age. The forms of recreation vary greatly with the difference in individuals.

Although there are countless activities that may be considered

¹George D. Butler, Introduction to Community Recreation, (New York: McGraw-Hill Book Company, 1949), p. 3.

recreation, it is generally agreed that all recreational activities have certain basic characteristics. One is that the person engages in it because he desires and chooses to do so, without compulsion of any type other than an urge from within. Fishing is the most alluring occupation for many a boy on a spring morning; at the same time there is nothing his young sister would rather do than play with her dolls. It is this urge to take part in the activity that makes fishing for one and doll play for the other forms of recreational activity. And it is the lack of this urge which prevents the girl from considering fishing as a form of recreation and which for her older brother eliminates doll play from his list of recreational activities.¹

Another characteristic is that the activity brings immediate and direct satisfaction to the individual. Playing in a string ensemble or orchestra brings to the violinist a thrill, a challenge, a sense of group membership, and a satisfaction which he gains in no other way. The fourteen-year old boy needs no other inducement to play baseball than the excitement, the zest, and the fun which he gets from taking part in this competitive activity. Thus recreation is activity that is satisfying and engaged in for its own sake. In recreation, the individual finds opportunity for self-expression, and from it he derives fun, relaxation, or pleasure.

Recreation has been variously defined as experience engaged in either alone or with others for its own sake and for the gratification in the doing; as an expression of the inner nature of man; as the sat-

¹Ibid., p. 4.

isfaction of basic human appetites; as a form of leisuretime experience in which physical, mental, or spiritual satisfaction comes to an individual from participation in certain forms of activity. Expressed in terms of activities, recreation has been defined as any activity which is not consciously performed for the sake of any reward beyond itself, to which we give ourselves in our leisure time, which offers man an outlet for his mastery, or in which man engages because of inner desire and not because of outer compulsion. In short, recreation may be considered as any form of leisure-time experience or activity in which an individual engages from choice because of the enjoyment and satisfaction which it brings directly to him.

Recreation has always afforded an outlet for self-expression for release, and for the attainment of satisfaction in life. During the last few decades, however, the marked and rapid changes that have taken place in our social, industrial, economic and political life have magnified the importance of recreation and have greatly affected the recreational life of the people. Some of these changes are, briefly:¹

- (1) The growth of cities
- (2) Changing home conditions
- (3) Speed of modern living
- (4) Increase in leisure
- (5) Unemployment
- (6) Specialization and mechanization in industry
- (7) A stable population

¹Ibid., p. 12.

The chief value of recreation lies in its power to enrich the lives of individuals.

Recreation Offered by Scouts

The Boy Scouts emphasize out-of-door activity and afford opportunity for participation in a wide range of projects.

Adventure in the outdoors--that, more than anything else, makes a boy want to be a Scout. One of the ways that this adventure is experienced during the early days of a Scout is through the hike. A hike is often defined as "tramping trip for training." Short or long, there should be a reason for going on a hike and plenty to do along the way.

In a young Troop, the purpose of the first few hikes will be to train the boys in the simple handy knowledge of how to get along in the open. The hike will be easy, with observation games on the outward trek, fire building and the preparing of a simple meal upon arrival at the camp site, a bit of practice in first aid or signaling, and a return trip possibly with nature study along the route--all of the skills required of a Second Class Scout.¹

As the Troop grows older, the purpose of its hikes broadens. There will be more difficult things to do--a bridge to be build to get across a stream, a shelter to be constructed, an unexpected, staged "disaster accident" which requires immediate action to save the victim's life.

In addition to the hikes of the Patrol, the Troop has either a

¹Boy Scouts of America, Handbook for Scoutmasters, p. 169.

hike or a camp every month.

Some of the definite purposes of hikes may be listed as below:¹

- (1) Knowledge of community
- (2) Nature
- (3) Observation
- (4) Physical fitness
- (5) Self-Reliance
- (6) Scout Spirit
- (7) Pluck
- (8) Scoutcraft
- (9) Friendship

Troop meetings are fun and Troop hikes exciting--but one of their main purposes is to get the boy ready for his biggest thrills in Scouting--Camp.

A Scout counts the days until he can go camping. The thought of camping gives him incentive to pick up the skills he knows he will need for having a good time--firebuilding, cooking, tent pitching, pioneering. Then comes the planning in the Patrol, and the work to get the equipment in shape. When he finally gets to camp, he pitches in with a will, eager to do his share.

The biggest camping event of the year is, of course, the summer camp when the whole Troop goes camping for a week or ten days or more. But that is only part of the Troop's camping---sometimes even the smaller part.

¹Ibid.

The overnight camps during the fall and winter and spring may seem less important--but they add up! A good camping Troop may have as many as a dozen week-end and holiday camps during the year, and may take part in the District or Council Camporee. These overnights often add up to twelve nights and twenty-four days in camp--without counting the overnight camps that individual Patrols take on their own.¹

Obviously, the thing to do is to plan the yearly program of the Troop, so that the boys will spend the greatest possible number of days and nights camping.

Whether planning for an overnight camp, or Camporee, or a summer camp, there are five things that go into your planning. They are:

- (1) Preliminary training for Leaders and Scouts
- (2) Adequate equipment
- (3) Suitable camp site
- (4) Good meals
- (5) Full program

One of the best ways of getting the Patrol excited about camp efficiency is to have a Troop Camporee. A Camporee is a demonstration of the camping skills of Patrols and Troops, which set up their own camps for one or more days and nights for fun and good fellowship, and for the opportunity to learn more about camping from each other.

Camporees are held annually in numerous Local Councils throughout the country. The Patrols and Troops taking part do not compete against

¹Ibid., p. 192.

each other, but against a standard with all having a chance to win. A Camporee is much more than just another overnight—the Camporee is the perfect dress rehearsal for Troop summer camp.

As we have pointed out, to a Scout, summer camp is the greatest adventure there is in Scouting. Take a boy to camp and immediately a multitude of influences set to work: The activities of each camp day hardens the muscles of his body. The sun tans his skin. The fresh air sweeps through his lungs. He picks up new Scoutcraft skills. He develops some of the resourcefulness and self-reliance of the pioneer. He learns teamwork and team play, learns to get along with other boys, to do his share in common duties. Nature around him touches him deeply—the stillness of the forest, the calm of the lake, the freedom of the sky, and the beauty of the sunset.

Baden-Powell gave us a simple formula for the activities of Scouting, "The training of Boy Scouts is done mainly by means of games, practices and competitions such as interest them..." "Games"—for the purpose of picking up elementary knowledge about Scoutcraft, and for fun; "practices"—on hikes and in camp to master the skills; "competition"—in the form of projects to determine to what extent the skills have been learned, and for further practice.¹

Games fall into three general classifications. These are namely: Scoutcraft Games—which may be used for elementary practice in various Scout skills; Recreational Games—for fun, recreation and physical action, and to add variety to the game "menu"; and Wide Games—over wide territory, providing practice in numerous Scout skills and physical

¹Ibid., p. 421.

exercise.

In planning games for the Troop, these five ideas must be kept in mind.¹

- (1) Your games must fit your Troop. They will have to be chosen over a period of trying and testing. A popular game may be used repeatedly—yet, don't overwork any one game. Make a change while it is still good. Try out new games from month to month.
- (2) Everybody should be active. Boys who are only "looking on" get bored and will start getting into mischief.
- (3) Game teams should be the Patrols. Make it an extremely rare exception to breakup Patrols to form teams.
- (4) Let boy leaders lead. Games may appropriately be the responsibility of a Junior Assistant Scoutmaster, possible alternating with the Senior Patrol Leader. Give each Patrol Leader a chance regularly to introduce and lead a new game.
- (5) Introduce the game properly. A game will not be a success unless the rules for playing it are understood by all the players.

The distinction between a Scoutcraft game and a project is this: "A Scoutcraft game may be considered playing at it for further practice, while a project is doing the real thing, or a reasonable facsimile, for the sake of determining the Patrol's ability."²

Projects, therefore, are more formal than games, require more specific rules, and generally more preparation. As in games, project teams should be the Patrols or Patrol representatives.

Singing is another form of recreation offered to the Scouts. Boys like to sing! Singing in the Patrol or in the Troop makes them feel part of and in with the group. The right songs at the right time can tone them down if they are too exhuberant, or pep them up if they are feeling

¹Ibid.

²Ibid., p. 422.

low. Singing is a great builder of morale, of unity, of tradition even, and only a singing Troop is a truly "complete" Troop. At the Troop meetings, there is singing for at least ten minutes during each camp-fire period, there is singing on the hikes, singing at special get-to-gathers with parents and friends.

Another facet of the Boy Scouts which enables the Scoutmaster to get close to his Scouts by capturing and holding their imaginations, to extend their horizons, to influence their characters by holding before them deeds of courage, and sacrifice and valor is that of storytelling. Boys like all kinds of yarns, provided they contain action, have sustained suspense, and end in a conclusive, definite manner.

In the foregoing sections, we have mentioned what seem to be the most prominent of the recreational opportunities offered by the Boy Scouts. These are, however, not the only ones offered. There are over one hundred areas in which a Boy Scout may earn a merit badge and these may all be considered recreational.¹

From such an array it is easy to see that practically every area is covered by the Scouting activity. If the boys are inclined toward a certain area as a hobby, it is fairly certain that the Scouts will have some training for him in this field.

¹See Appendix for list of merit badges.

CHAPTER V

EVALUATION OF BOY SCOUTS AS A RECREATIONAL AGENCY

From the basic statement of the Aim of Scouting, we have found that Scouting trains for Citizenship by inculcating in the boy, from within, instead of from without, the qualities of Character, Health and Strength, Handcraft and Skill, and Service to others.¹

These qualities may also be applied as those which we would expect from recreation. Therefore since the Scouts strive for these qualities they may truly be considered one of the best recreational agencies in the community and for that matter in the nation or world.

The emphasis of the American physical program needs to be placed on the boys and girls before they reach nineteen. This is the age when they can be in the Scouts.

The average boy between thirteen and seventeen is awake 5840 hours a year, on the basis of 16 hours per day. Of these waking hours, 1095 are spent in the home, 1080 are spent in school, 52 are spent in church, if he goes every Sunday. That leaves an average of 3613 hours a year spent in the community. That is well over half of the waking hours. It is within this important area of time that Scouting operates,

¹Boy Scouts of America, Handbook for Scoutmasters, p. 10.

and the Scouting may well constitute the most important influence shaping the boy.¹

The Boy Scouts and their recreational program and other similar organizations may mean the difference between recreation and "wreck"-creation for the youth of today.

¹Armstrong, loc. cit.

APPENDIX

FIELDS IN WHICH MERIT BADGES MAY BE EARNED

Agriculture	Insect Life
Animal Industry	Journalism
Archery	Landscape Gardening
Architecture	Leatherwork
Art	Life Saving
Astronomy	Machinery
Athletics	Marksmanship
Automobiling	Masonry
Aviation	Mechanical Drawing
Basketry	Metalwork
Beekeeping	Music
Beef Production	Nature
Bird Study	Painting
Bookbinding	Personal Fitness
Botany	Photography
Bugling	Pigeon Raising
Business	Pioneering
Camping	Plumbing
Canoeing	Pottery
Chemistry	Poultry Keeping
Citizenship in the Home	Printing
Citizenship in the Community	Public Health
Citizenship in the Nation	Public Speaking
Coin Collecting	Rabbit Raising
Cooking	Radio
Corn Farming	Railroading
Cotton Farming	Reading
Cycling	Reptile Study
Dairying	Rowing
Dog Care	Safety
Dramatics	Salesmanship
Electricity	Scholarship
Farm Home and Its Planning	Sculpture
Farm Layout and Building Arrangement	Seamanship
Farm Records and Bookkeeping	Sheep Farming
Fingerprinting	Signaling
Firemanship	Skiing
First Aid	Small Grain and Cereal Foods
First Aid to Animals	Soil and Water Conservation
Fishing	Stamp Collecting
Forestry	Surveying
Fruit and Nut Growing	Swimming
Gardening	Textiles
Geology	Weather
Grasses, Legumes and Forage Crops	Wildlife Management
Hiking	Woodcarving
Hog and Pork Production	Woodwork
Home Repairs	World Brotherhood
Horsemanship	Zoology
Indian Lore	

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