

THE GUIDE BOOK OF SENIOR SCOUTING



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Editor's Note:

The reader is reminded that these texts have been written a long time ago. Consequently, they may use some terms or express sentiments which were current at the time, regardless of what we may think of them at the beginning of the 21st century. For reasons of historical accuracy they have been preserved in their original form.

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INTRODUCTION

During its first twenty-five years of history, 6,425,511 men and boys have enjoyed the adventure, hiking, camping, swimming, woodcraft, handicraft, fellowship, health and safety, and service to others provided by the program of the Boy Scouts of America. Out of it all has come the building of character and a training for citizenship that results from the practical application of the Scout Oath and Law -and the ideals of service in daily life.



There has never been any upper age limit to Scouting. Hundreds of thousands of young men have carried on as Junior Assistant Scoutmaster, or Assistant Scoutmasters, upon reaching the age of sixteen or eighteen respectively and then have become Scoutmasters. Many others have preserved their membership with their Troop even while away at college, as associate scouts.

During the years, Sea Scouting as a program for older Scouts, has steadily grown in its appeal until today there are 29,500 young men and leaders registered in this branch of the Movement. The experiences gained in our contact with these young men, has been invaluable.

In recent years there have been experiments with Rovering throughout the country. On the college campus the Alpha Phi Omega, an honorary society for Scouts who are in institutions of higher learning, has come into being. In addition, certain Local Council organizations for older Scouts have come into existence. In the far West, much success was attained in the experiment with an Explorer Program for older Scouts.

In an effort to determine the exact situation so far as our membership was concerned, a study of the ages of one Scout enrollment was made recently. This disclosed the surprising fact that over 200,000 Scouts are fifteen years of age and over. Deducting from this number the 30,000 that may be accounted for in Sea Scouting and other present Senior groups, it is clear that more than 175,000 are carrying on with their Scouting practices in their Troops. About half of this number remain at the age of sixteen.

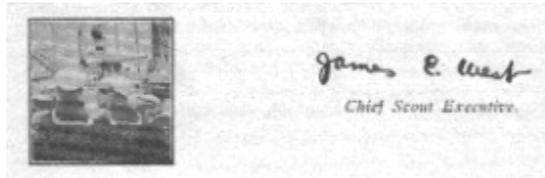
In the light of all this experience, and of the facts as revealed by studies, this Guide Book of Senior Scouting of the Boy Scouts of America is offered. It should be of assistance primarily to Scoutmasters who are dealing with older Scouts. It presents to these young men a challenge to carry on with increasing enjoyment and personal satisfaction. Senior Scouting is a logical outgrowth of our present Program. There are extensions and new emphases, but it is basically Scouting. The out-of-doors is there, with all its thrilling adventure, an advancement plan, fellowship, social activities and those experiences which the older Scout at the threshold of manhood could hope for in a program. Service to others is presented in a new and appealing way. All of this is offered on a basis which makes it possible of application in the Troop.

Where special organization is desired in addition, there is the option of Sea Scouting and Explorer Scouting. At the upper age level Rover Scouting is offered, while for graduate Scouts, it is proposed that each Troop establish its alumni or old Scouts Association. Here is a progressive program which should meet the need.

I cannot too strongly emphasize the Importance for utilizing all possible means of aiding American youth today as it grows up toward manhood. These problems were never so acute.

We must dramatize the fact that they are citizens now. We must give them a chance for such occupation of their time in days of enforced leisure as will preserve their self-respect. We must stabilize their thinking and actions through wise counsel and leadership. We must help them to carry on the high idealism of Scouting as they approach their majority and enter into manhood's responsibilities. Here is our great opportunity! May the next twenty-five years bring to us undreamed of achievements as we go forward into this field of service to our Nation's

youth.



CHAPTER I

The Need and the Opportunity



Since its inception in America in 1910 it has been the aim of the Boy Scout Movement to train young men in participating citizenship. Scouting has long recognized that training in participating citizenship must involve the actual practice of citizenship duties. To this end Scouting has been giving these experiences to boys for twenty-five years. Since 1910, nearly six million American boys have been Scouts – which means that they have been members of Patrols, have had opportunity to participate in civic service, have had experience as boy leaders and followers, have practiced skills which fit them to be useful men. Until very recently, when Cubbing, a younger boy program was introduced, its membership was open only to boys 12 years of age, or over. The average tenure, of its boy membership over 12 years of age, is approaching three years although many, of its members continue their enrollment without interruption until days of voting citizenship. Indeed, at the present moment, there are more than 200,000 young men 15 years of age or over enrolled as Scouts. This is independent of the large army of former Scouts who are now carrying on as Scouters.

Scouting defends the thesis that participating citizenship experience should not wait until college age or the acquirement of voting age at 21 but on the contrary that it should begin actively as soon as the individual is old enough to appreciate the need for cooperation and joint responsibility in civic affairs. To this end Senior Scouting purposely encompasses activities which stimulate an active interest in public affairs during adolescence. The things Senior Scouts



do should result in the young man developing an active personal interest in civic affairs; yes more than this. Because he is a Scout and has been imbued with the Scout ideals of service, he should go beyond his duties as a citizen and assume additional service duties toward his neighborhood, school and community. The Scout should early begin to evaluate the actions of those in public office, to weigh the manner in which civic activities are conducted. The active Senior

Scout should assume it is a part of his training and responsibility as a Scout to discuss public affairs with his parents, to question them about various happenings of the day. This is a practical way to insure interest on the part of the citizen when he reaches voting age.

THE TEN YEAR PROGRAM – A PLAN OF CITIZENSHIP PRODUCTION

In 1932 the National Council of the Boy Scouts of America recognizing the citizenship needs of the nation, adopted a Ten Year Program, with the objectives of feeding into the stream of our voting citizenship a new crop of 21-year-olds each year in which at least one out of every four new male citizens would have at least four years of Scout training as a preparation for his citizenship. This implies that the Scout Movement, with its high code of ideals as embodied in the Scout Oath and Law and its principle of Service, will touch – for a longer or shorter period – at least one of every two boys in America.

A Movement that is capable of reaching such proportions, that has attained such momentum in the first quarter century of its existence, and that has exhibited such vitality of program and leadership, certainly has a responsibility to continue to serve and in addition plan that more may be done for and by the youth of upper ages. The potentialities have been demonstrated. Scouting as such is not merely a small boy's game. Its high adventure calls to men as well as boys. Its service motive increases in appeal through the advancing years to maturity.

JUNIOR LEADERSHIP

One field in which the Boy Scouts of America has demonstrated its usefulness in ministering constructively to the interests of older Scouts is in the field of leadership. More than 40,000 young men between the ages of 15 and 25 are now serving as Assistant Scoutmasters, Scoutmasters, Troop Committeemen, and Council members. This is to say nothing of the thousands of young men, not old enough to be commissioned as Assistant Scoutmasters who are serving as Junior Assistants, probably as many more as Senior Patrol Leaders, and many thousands as Patrol Leaders not to mention the Scribes, Quartermasters and instructors connected with most Troops. This is a great field of training for young America. Nothing which we contemplate in our Senior Program should be interpreted as an interruption of the program of leadership in the Troop. Such leadership experiences are too vital to future citizens and to the country which they serve.

SUCCESSFUL EXPERIENCE: IN SEA SCOUTING

Some years ago the Sea Scout Program was promoted and has had and continues to have a distinct appeal to older Scouts. Its age of entrance was fixed at 15 years. The psychology of the older boy and young men was carefully studied and the nautical program ingeniously devised to meet the particular urges and desires of youth in the upper age brackets. The result has been that today 20,000 young men are registered as Sea Scouts, and during the past 10 years, approximately 60,000 have been enrolled, in this senior program. One interesting thing about our experiences in Sea Scouting has been the discovery that the program has continuing appeal and that a large percentage of sea Scouts reregister from year to year. It is not unusual to find a Sea Scout Ship in which young men in their twenties are still getting satisfaction out of their adventure as Sea Scouts.

NEW PROBLEMS FACING YOUTH

During the recent economic upheaval which the world has been experiencing, there have arisen additional and more pressing problems to confront youth than have existed in many decades. Certainly, we are safe in saying that youth faces a *different* set of problems than has ever before been the case. Around the world youth are being summoned to aid in creating a finer society. In America, the swift demands of a changing order call to youth and young men. Youth in turn calls for a way for encouragement – for a way to bring their powers into harmony with some cause which gives promise of helping to build that new social order. Let us list briefly some of the characteristics of modern society as they especially affect youth.

Longer period of dependency for youth. There is no immediate assurance of gainful employment for thousands of our high school and college graduates. As a result they have a period of enforced leisure which must be occupied with constructive enterprises. This situation, as Dr. James E. Russell points out, gives new importance and necessity to the vocational interests and problems of youth. We must aid them to think things through. We must give them an opportunity to explore vocational and avocational opportunities. We must give them a chance to continue the expanding- of their personalities although they may be temporarily blocked in their search for economic security.



New problems ahead for youth

A new block of leisure for adults. Shortened working days and fewer days of employment create the need for building wholesome hobby interests in youth which will carry over into adulthood. This condition also provides the possibility of more men available as leaders. Many of these men are trained specialists who have skills which boys need. America has the greatest army of trained technicians in the world and many of them are wasting away for want of an opportunity to make their contribution. Many of these trained men would be willing to make their specialized talents available for leading groups of young men.

The rise of youth movements in other parts of the world. These have come with such strong emotional appeal as to capture the imagination of young people, and build intense national loyalty. It is inevitable that such experience abroad should have its affect upon the thinking of American youth.

The new emphasis upon popular participation in and knowledge of government. So many great social problems today are being thrown into the crucible of governmental action, that citizenship now involves a greater responsibility and dignity.

These and many other influences upon our modern youth must be recognized, studied, understood and made the basis of constructive action. The time has come for great youth agencies, such as the Boy Scouts of America, to deal intelligently and aggressively with these

new situations. Their years of successful service to youth makes this wider service an obligation. It is for these, among other reasons, that the Boy Scouts of America are now announcing a plan of Senior Scouting which will enable the Scout Movement to carry their activities to an even larger block of American youth in the upper ages.

THE PSYCHOLOGY OF YOUNG MANHOOD

There is one fact that we cannot escape in outlining activities for older boys and that is the fact that their needs are different than the boy of 9 or 12. The fact that they have changed physically, that they have matured mentally and that socially they are expected to play a different role as they grow up makes it imperative that we take into consideration the peculiar needs of the age group with which we wish to deal. There are many ways of classifying the needs we have in mind. Some call them urges, others refer to them as instincts while still others refer to them as the peculiar psychology of the adolescent. It is not the purpose to here outline the entire psychology of the young man but it is certainly important that we recognize certain established facts with reference to the subject with which we expect to deal if we are to successfully solve our problem. Without becoming too greatly involved in a discussion of human nature let us outline briefly some of the points which must be taken into consideration in setting up program possibilities for older boys.

Attaining manhood. There is a great difference from the boys point of view in being an older boy or being a "young man." Somewhere near the age of 15 the boy begins to assume the characteristics of a man. This is doubly significant to him. Not only does he feel grown up because of his size, his voice and his association with other people, but society is beginning to assign him with certain responsibilities and his associates are beginning to expect new things. Usually the older boy is trying to establish himself as a man.

Consideration for his viewpoint should always be shown. He should be consulted about his own needs and his own attitudes. He begins to have definite opinions and wants to express them. He is interested in helping to develop his own activities and it is well that he be given an opportunity to do this.

He has grown from a "gang" age to a "chum" age where his individuality should have freer play. Research has shown that most young men, as they grow older, have fewer intimate friends and tend to follow single interests over a longer period of time.



Girl friends appear on the scene. This normal relationship between the sexes

should be recognized and dignified. It is a mistake to twit him about his relationship but it is rather desirable to give ample opportunity for a wholesome expression of it.

Life work is beginning to be significant. In most cases the young man is beginning to think of making a living. He needs help in finding a vocation in which he can find happiness.

Hobbies should be encouraged. Most boys have hobbies of some kind. It is important that these hobbies be developed and improved. This is all the more important with the increase in leisure which will probably come to the boy emerging from high school.

Youth needs vigorous physical activity alike for health, for control, for stabilization. The open air, camping and hiking are exceptionally good for this age because they mix the romantic with the wholesome

Youth craves responsibility because youth needs responsibility to fully develop. Let him help carry all possible responsibility. This means young men officers with adult leaders as friendly counselors. First comes participation, then responsibility, then initiative. To challenge youth give them recognition, give them responsibility, and if you would have them grow, encourage them to propose their ways of doing things.

Youth will serve. If given the proper motivation they will cooperate and help others on their own motion if leaders will give them time. Service to have significant character values should be voluntary, not dictated. All youth programs need service to others.

Youth seeks a plan of life. Every individual has a system of ideas which interpret life to them. At the age of 15 the young man is necessarily readjusting his scheme of things and is usually willing to accept help in this job. It is in his striving to act like a mature individual that he sets patterns which may be with him the rest of his life.

Youth wants satisfaction, fun, pleasure, enjoyment. Programs must be enjoyed, progress must be sensed, indeed "customer satisfaction" is essential to their continued membership, After all there is fun in most activities if the right spirit or atmosphere is fostered.

Youth is highminded, given but encouragement and example youth is altruistic and idealistic. Leaders need to keep a high-minded level themselves.

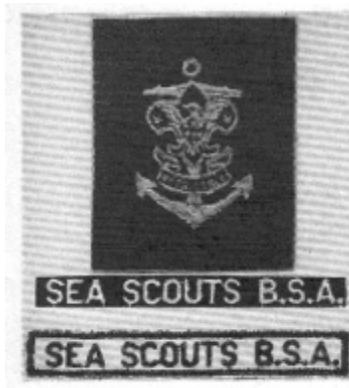
PREMISES FOR THE SENIOR PROGRAM

In light of the foregoing considerations the Boy Scouts of America is justified in offering to the youth of the country Senior Scouting as its contribution to the solution of the pressing youth problems of the day. It need not be an entirely new approach; it involves along with the adventure and romance of Scouting ample opportunity for young men to practice citizenship. Besides being a program of vocational exploration this new phase of the Scout Movement brings the young man of 15 and upward into a series of activities which are of themselves acts of citizenship. There is no real reason why a youth should wait until 21 to practice citizenship acts. If he is to have the proper attitudes, the proper conception of democratic government, the proper sense of his own responsibility in the scheme of things, things cannot be left to chance alone with the assumption that the acquiring of 21 years automatically causes them to happen. The whole scheme of Scouting is to give the boy a chance to carry responsibility, to be the member of a self-governing group and now with Senior Scouting – to spread his Scout talents to an even larger field, a field of service to his community and to himself.

Senior Scouting represents primarily an outgrowth of experience with older Scouts in the Troop. As will be seen in later chapters upon reaching the age of 15 the Scout may acquire the status of Senior Scout which accords him certain privileges and responsibilities but which encourages him to remain as a Scout in the Troop except in special situations where the Senior Scouts may wish to form an Explorer Patrol. This new development of Senior Scouting encompasses and builds upon our successful experience in Sea Scouting. Taking knowledge of the interesting experience abroad in Canada in Rover Scouting, and providing for continuing leadership opportunities, both within and without the Troop, Senior Scouting incorporates much that grows out of the many experimental programs of Local Councils and Troops throughout the country. It provides a progressive experience in the local "Group" whereby the boy may advance naturally and properly from Cubbing at 9 through the Scout Troop, the Sea Scout or the Explorer Scout Patrol and then into Rovering and on to days of adult citizenship at 21 without interruption, but with activities and associations suited to his developing personality.

**A CITIZENRY OF DESIRABLE CHARACTER –
THE OBJECTIVE**

Through the whole of these programs, there runs as a golden thread the idealism of Scouting, building toward a citizenry of desirable character. Preparation for voting citizenship through actual practice in citizenship during youth, through the encouragement of the service motive, through the building of traditions of conduct consistent with the Scout Oath and Law, this is our objective. As in the younger branches, so in the Senior branches of Scouting, youth must be attracted by the romance and adventure of the game—whether played on land or sea. The fundamental urges of the young man must be satisfied in a wholesome fashion. Meanwhile, with increasing intensity as he approaches manhood, the young man is led to an appreciation of the responsibilities and privileges that are his as an American citizen.



CHAPTER II

The Senior Scout and the Regular Troop Program

For centuries man has searched for the Fountain of Youth which would bring back to old people the bubbling enthusiasm and energy of adolescence. No one has ever yet found this wonderful fountain and probably no one ever will – but man ever hopes and while he hopes he continues to grow old. Many Scoutmasters have lived in the hope that some day they would run across a magical formula for holding the interest of their older boys until they passed on to adult citizenship. Many men who have not been able to keep older boys interested have looked at other Troops and wondered why it was that enthusiasm for Scouting died out in his own group while in the same city there were Troops that held the interest of their older boys year after year. No magical formula has been forthcoming, and perhaps none ever will.

The cause is not hopeless, however. Science, by painstaking research and experimentation has been able to increase the knowledge and understanding of mankind until we now have a better control over life than ever before in the history of the race. We may not find the fountain of youth but we can discover the laws of nature and better control our living. The same thing is true with Troop programs. There is no magical formula that can be passed out to solve the troubles of all Scoutmasters who will apply it. Scouting itself is perhaps the nearest approach to a magical formula for youth that the world has ever seen, but we find that all men are not equally able to use the program successfully. Through careful research and persistent experimentation, however, we can discover those things which go to make up successful program operation.

For some time the National Council has been collecting data, experimenting and evaluating various methods for holding the interest of boys 15 and over in Scouting. This search has led in many directions and resulted in many-interesting revelations. One of the first facts to come to the front was the encouraging discovery that there were more than 200,000 young men 15 years of age and over registered as Scouts at the present time. This meant that thousands of Troops, Tribes and Farm and Home Patrols were already succeeding in holding the interest of older boys. The next job was to find these Troops and then discover their methods so that these methods might be passed on to other Scoutmasters.

In addition to discovering methods already in existence it has been found advisable to develop new approaches to the older boy by extending the program of Scouting somewhat and serving it up in combinations suitable to the young man's taste. These new program features are simply extensions and elaborations of Scout methods— fun, adventure, the out of doors and service, in different combinations, perhaps, but nevertheless they are Scouting in every sense of the word.

HOW SUCCESSFUL SCOUTMASTERS ARE DOING IT

Swinging the telescope around from Troop to Troop all over the Country we have watched successful Troops in operation, we have asked them questions and in this way have been able to tabulate certain methods that seem to work. There is no one method that spells success in this matter it seems but it is quite certain that there are definite steps which can be taken and which would produce greater results among all Troops if they are applied intelligently.



Plenty of Outdoors

To begin with it was gratifying to note that successful Troops nearly always stress the out in Scouting. They carry on plenty of honest-to-goodness mansized camping and what is more important, the older boys bear plenty of responsibility in this camping program. The older fellows plan the hikes, o. k. the menus, train the recruits and in general make themselves responsible to see that the camping program goes over. One Troop near New York City has

carried on an advanced camping program for years and just this last year have succeeded in building a Troop cabin not far away that will be used by some Patrol in the Troop every week end. This Troop does their camping by Patrols and there is adventure for the older boys in setting up the trips and carrying them through. There is no older boy problem in this Troop – just plenty of opportunity for the young man to advance in his ability to take care of himself and carry some responsibility. The secret in this case seems to be to keep the outdoor program a major part of the activities and the indoor program is simply preparation to get into the out of doors.

Provide for an Expanding Interest

Many Scoutmasters fail to realize that the older boy does not like to stand still, he likes to feel he is progressing. He likes more difficult hikes, to try his hand at more difficult handicraft projects, to explore new fields. In many parts of the country this need is being met admirably by the wilderness camping carried on by the Troops under Council guidance. Older boys who have qualified by demonstrating their ability to take care of themselves have been allowed to go on advanced canoe trips, or to pack into the wilderness with horses, or to explore unknown territory. There is no undue danger involved where the Scout has had plenty of good Scout training and these kinds of trips are most important in giving some real meaning to Scout requirements and to the preparations the younger boys go through in learning Scout skills. Not only do these advanced trips give the young men in the group a chance to explore and have new experience, but they increase the interest that the younger boys have in staying with Scouting and advancing in Scout skills so they too can participate when they are ready.

Advanced Camping

Some Troops have built real traditions around these trips. The tradition of one Troop in the west is to have annual Troop camp on a mountain lake far back from the base of supplies. It was necessary to pack into the camp with horses and for two weeks this group do real outdoor Scouting with plenty of fishing, hiking and exploring. There is no older boy problem in this Troop, Scouts who have read about adventure and outdoor activities are not disappointed upon entering this Troop. There is no leaving after two or three months because of “lost interest” because Scouting to these Scouts is one continual series of new and progressive experiences.

Another Troop near Yellowstone Park have instituted an annual trip into the park with five days’ supplies on their backs. With no automobile or horses to hinder them these young men see parts of the park that few white men have witnessed, and do they enjoy their Scouting? There is no older boy problem in this Troop either, going away to college or moving out of town are about the only two situations that have any effect on the Troop enrollment.



Extending Responsibility

One thing” that seems to be true is this; as boys grow older they generally like to feel they are assuming a little more responsibility. Who doesn’t like to feel he is becoming more important

in the scheme of things as time goes on? This is one reason why so many thousands of older Scouts are finding satisfaction in filling positions as Patrol Leaders, Senior Patrol Leaders, Scribes, Junior Assistants, Quartermasters, etc. These jobs need not be confined to positions of leadership. Many boys have special hobbies and become specially trained in them. These boys make excellent instructors in their special subjects and will retain their interest indefinitely if they are given an opportunity to bear a little responsibility. This is actually working in thousands of cases today. Some Local Councils are making it a point of carrying on specialized training courses for just this group of young men so that they may be better fitted to serve their Troops in their field. Give the older boy something to do which he has a reasonable chance to succeed at and his interest can be maintained without great difficulty. It does not matter so much whether he is leading the singing or editing the Troop paper so long as he feels it is something to do that dignifies his position with the group.

Build Traditions

A good deal depends on the traditions a Troop is able to build up about its former Scouts. This is an important factor in maintaining the interest of the older boy. The visit of a former Scout back from college, the occasional reading of a letter or referring to former members of the Troop – the pictures on the wall – all of these things have a definite tendency to build up an idea of Scouting as a man's game in the mind of the boy and this is vitally important. What the boy thinks other people think of him (and especially those just a little older than he) can have a very real effect on his attitude toward staying in the Troop. Play up the older boy in the Troop and the young man who comes back to visit – don't let the idea get about that it is the thing to do to drop out at 14 or 15 – a great deal depends on what the boys conception of Scouting is as he grows into young manhood. Don't forget that it is important that he should begin to be treated like an equal because he is trying to establish himself as a man among men. Little things are very important in this respect, calling him "sonny," or "boy," etc., may be just the thing that will bother him.

Social Activities

In this connection many of the more successful Scoutmasters are finding it worthwhile to have occasional social events for the older Scouts to which they can bring their young lady friends. There is no reason why a young man need to choose between Scouting and his girl friends. We must build up a realization in his mind that there is no conflict between the two and the way to do this is for him to be invited to enjoy both of them together occasionally and incidentally this may open the eyes of the young lady as to what Scouting really is and that is quite important for the attitude of the young man.

THE MERIT BADGE PROGRAM

The Merit Badge Program is a phase of Scouting which can have tremendous appeal to young men under the proper circumstances. Unfortunately, not enough Troops properly use this part of Scouting in reference to the older boys. Too many older fellows simply go about hither and yon gathering badges for their sleeves with little direction from the Scoutmaster or other Troop Officials. Unless the Merit Badge is more than a badge hunting expedition it usually does not maintain the interest of the older boys very long. To be used to its fullest extent the Merit Badges should be definitely related to some hobby or vocational interest of the boy and the preparations for meeting the requirements for the badge should involve also opportunity to meet outstanding men in the field and gain some impression of the meaning of the field in modern life.

In order to help add meaning to the Merit Badge program and to aid the young man in following an interest in some particular field the various Merit Badge subjects have been grouped

into classifications which include badges related to certain fields (See Chapter IV). By pursuing a certain field far enough the Scout can secure the title of "Scout Artist," or "Scout Agriculturist," or "Scout Naturalist," etc. This grouping of the badges will result very definitely in encouraging the older boy to pursue a general field of his own choosing and make the matter of vocational exploration more probable. Not only will it result in greater benefit to the Scout himself but it will equip him to be of more service to his Troop in that he will be specialized in some field, such as nature, or craftwork, etc., and be in a position to help other members of the Troop to become acquainted in this field.

SENIOR SCOUTS – B.S.A.

An elaboration of the regular Troop program which will help to hold the interest of the older Scout is the proposed Senior Scout activities outlined below. Any registered Scout 15 years of age and over may become a Senior Scout, by consulting with and securing the approval of his Scoutmaster. The term "Senior Scout" indicates the maturity of the boy of that age who is in Scouting. It is a way of describing these Scouts much the same as the terms "older Scout" or "older boy." The fact that a Scout becomes a Senior Scout does not in any way imply that his actual status, either of rank or office as a Scout in his Patrol or Troop has necessarily changed. Now he is eligible to participate in specialized Senior Scout activities providing he meets the necessary requirements outlined below.



Status as a Senior Scout involves the following privileges and responsibilities:

1 – The privilege of wearing distinguishing insignia, a membership strip on the shirt reading, "Senior Scouts, B.S.A." (The Scout must secure the approval of his Scoutmaster, upon a form provided, for his participation as a Senior Scout).

2 – The privilege of engaging in the specialized activities of Senior Scouts consisting of growth in certain fields of Merit Badges as outlined in Chapter IV. (The acquiring of Senior Scout status does not obviate the requirement that a Scout must become a Second or First Class Scout before obtaining Merit Badges.)

3 – The responsibility of continuing to practice the Scout Oath and Law in daily life and of assuming additional service responsibilities, both through Scouting and other organizations.

While by reaching the minimum age a Scout automatically becomes eligible to apply for participation in Senior Scout activities, he may not wear the special insignia nor participate in the Senior Scout Advancement program until he has consulted with his Scoutmaster and secured

approval on the proper form.

There are special Senior Scouting programs – Sea Scouting and Explorer Scouting, as described later – that are available to boys over 15 years of age. But, as already mentioned above, the fact that upon reaching the age of 15 the boy becomes a Senior Scout does not mean that he should sever his connections with the Troop or that he should not continue his activities as a Patrol Leader, Scribe, etc. Quite the contrary. The greater portion of Senior Scouting will be done in the Troop and Senior Scouts are expected to continue their activities in the Troop program. It should be made clear also that a Scout need not wear the special insignia of a Senior Scout if he does not wish to.

The specialized program for Senior Scouts consists of exploration and specialization in vocational and avocational interests. This can be done both by following through the plan of Star, Life and Eagle Scout advancement and by spreading the interest out along vocational lines and seeking special titles as are outlined in Chapter IV.

To encourage this specialization and exploration the following Senior Honors are offered:

First Honors. The first step as a Senior Scout can be achieved by meeting the following requirements:

1. Not less than 90 days service and sharing in the Senior activities of the Troop, or in the case of the young man who is the only Senior in his Troop, at least 90 days of special service agreed upon by his Scoutmaster.
2. Submit evidence of having read since becoming a Senior Scout, the life of at least one great explorer, scientist, inventor or statesman.
3. Submit an article of equipment made by himself which will be of definite assistance to him in carrying on advance Scouting. This piece of equipment should be agreed upon by the members of the Senior Patrol or the Scoutmaster.
4. Present a plan for pursuing some field of activity selected from the Merit Badge groupings (outlined in Chapter IV) and show evidence that he has progressed towards its achievement since becoming a Senior Scout.
5. Present to the Scoutmaster, or to the Senior Leader a code of conduct as exemplified in the Scout Oath and Law, which he has himself devised as fitting his own personal needs at the time and based on his reading and counselling with others and which he is trying to put into practice while a member of the Troop as a Senior Scout. This code may come up for periodic review between the Senior and the leader or Scoutmaster.



Participate in three major projects with other Seniors.

Second Honors. The Senior may achieve Second Honors as a Senior Scout by meeting the following requirements:

1. Attain the Scout title in the field of interest he undertakes in the First Honors.
2. Serve satisfactorily as a participating Senior Scout for at least six months.
3. Participate in at least three special projects of other Seniors who are seeking recognition in some field of Merit Badge Work after having received the Initial Honors.
4. Develop a program of personal growth and advancement, involving intellectual and spiritual elements and looking toward a life span.
5. Renew and perhaps modify the code he set under Initial Honors and counsel with his Scoutmaster regarding it.

Obviously, it will depend upon the situation in any particular Troop as to just what adult will have direct contact with the Senior group. In some cases the Scoutmaster may wish to counsel with the older boys in their activities until they get under way later passing the responsibility on to an Assistant Scoutmaster who will be directly responsible to be their counselor. In either event it should be pointed out that the Seniors should handle their own program as much as possible. Boys at that age are perfectly able to plan and execute an excellent program provided they have sympathetic and understanding counsel. Usually the Seniors elect a "Senior First" and "Senior Second" for the leaders from their own group.

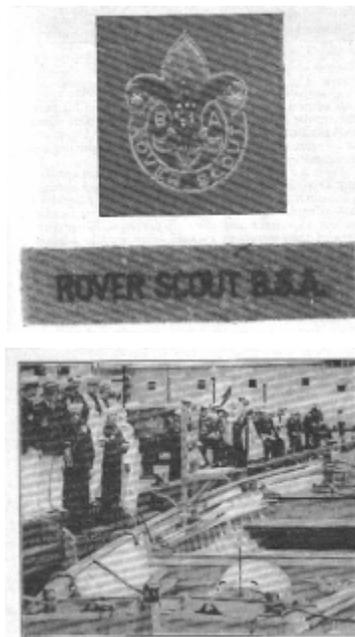
Many Scoutmasters are carrying on activities very similar to Senior Scouting today and finding it successful with young men. These Scoutmasters have developed simple, natural programs of their own by inviting the older fellows and their girl friends to share social occasions with him and his wife, perhaps at his home to begin with. Other Scoutmasters have utilized the Patrol Leader's Council and have added to that a few older fellows in the Troop for various special reasons. It is precisely this sort of natural but meaningful program that is suggested for the Senior Scouts. These groups can be started by simply explaining it at some meeting of the Troop officers and after their interest has been aroused allowing them to go ahead and set up the kind of organization they feel is necessary, electing their own Senior Leader and perhaps several committees such as a Social Committee. The fundamental thing to keep in mind is that these Seniors are simply taking on additional responsibilities as young citizens and expanding their own enjoyment and skills by more progressive steps of development.

In addition to the advanced camping activities which the Seniors will no doubt wish to carry on they may wish to meet periodically for various reasons. These meetings might include planning for future activities, social gatherings, involving the young ladies, debates and speeches, musical, educational trips, sight seeing trips, etc. One group of Seniors in a large city take at least one trip a month to some point of unusual interest within the city and in this way explore places they ordinarily would not have an opportunity to see.

Even though in many cases there may be only one or two boys of Senior Scout age in a Troop, still these Scouts become eligible for Senior Scout status. In such instances, it is entirely up to the Scoutmaster and the Seniors to decide their program of action. The Seniors can, if they wish, go ahead in the Senior Scout advancement scheme but this is not imperative. The value of this whole plan rests in its flexibility and the way in which it will fit into each different Troop situation with a minimum of upset to the regular Troop program. It will be readily recognized that there is no additional organization or administrative machinery necessary in the Troop to make it possible for the Senior Scouts to pursue their advanced activities, it is simply a plan to open up new vistas to those boys who do not naturally gravitate into leadership and other

responsibilities in the Troop and who otherwise might lose interest in Scouting. If, however, there are a sufficient number of Senior Scouts in the Troop the Scoutmaster may wish to have an Assistant Scoutmaster assigned specially to the activities of this group. Such a man should be adapted to the job of helping young men. He should be 21 years of age or over, should have a full appreciation of the aims underlying Scouting and obviously he should be a man of desirable character.

In the following chapter is outlined several additional suggestions for providing for the expanding interest of the older Scout. Although these suggestions provide for an additional organization for the older Scouts such as the Sea Scout Patrol or the Explorer Patrol, still many of the activities are such as could be worked out with the Senior Scouts in the Troop. This is especially true of the Explorer program which provides for advanced camping activities and "expeditions" into unknown areas of thought and experience. The idea of expeditions can be worked successfully with any group of older Scouts providing they have first mastered the skills necessary to take care of themselves in the open. To this end it is suggested that all Scoutmasters should familiarize themselves with the Explorer program as a means of enriching their entire hiking and activity program.



CHAPTER III

Special Activities for Senior Scouts

Chapter II deals with the Senior Scout and his part in the regular Troop program. It establishes a plan whereby an individual Scout who has reached Senior Scout status at 15 years of age may enter into the special privileges and opportunities of Senior Scouting.

When a sufficient number of Senior Scouts are enrolled in any Troop it may be found desirable to set up a special organization. For this purpose two specialized programs are now offered. Other additions and variations may be offered as our experience and research develops. Either one or both of these programs outlined below may be adopted if the size of the group warrants. The two specialized programs available now are:

SEA SCOUTING

The Sea Scout Program, with its call to high adventure on the water and its fine record of

growth and development during the past decade needs no detailed description at this time. The Sea Scout Manual, the Skipper's Manual and the other literature of Sea Scouting give ample explanation.

In the bulletin dated April 28, 1933, the Chief Scout Executive conveyed to the field a plan recommended by the National Sea Scout Committee wherein the organization of Sea Scout sections in Troops was advocated as a successful way of setting up the organization. Experience with this plan locally has amply demonstrated its practicability.

The Sea Scouter in charge of the Sea Scout Section of the Troop is known as the Skipper, even though he be on the staff of the Troop as an Assistant Scoutmaster.

Sea Scouts advance through the ranks as Apprentice Sea Scouts, Ordinary Sea Scouts, Able Sea Scouts and Quartermasters. See the Sea Scout Handbook and the Handbook for Skippers for further information.

EXPLORER SCOUTING

Explorer Scouting offers a continuing program of adventure. By pushing the Scout further back in the wilderness, further away from his base of supplies and on expeditions that are beyond the usual trails of Scouts the Explorer furnishes a new meaning to the outdoor phase of Scouting.

The program offered here of exploration into certain fields of specialized interests, utilizes the Merit Badge Program and develops the interest of the young man beyond those bounds.

There is offered a scheme of honors and recognition of advancing skills and achievement in Senior activities.

There is opportunity for fellowship with other young men with a Scouting background, and also a chance for wholesome social activities under proper auspices in which girls are included.

There is offered a continuing challenge to service and leadership both in Scouting and in other relationships.

There is offered a new interpretation of the skills of Scoutcraft and the ideals of Scouthood as preparation for a useful, happy and successful life as a citizen.

The Significance of Scout Explorations

To the young man entering upon his Senior Scout Status, the term exploration may mean little more than an expedition into the wilderness in quest of discovery. It is to him a natural progression from the Scout hike. This is as it should be, for the wilderness is an appropriate locale for Scout activities. Hither adventure calls him.

But as he goes on, his horizons broaden. All of life becomes a field for exploration. The vocations challenge him to a discovery of a life work which will be peculiarly his. Finding the right job becomes a fascinating exploration.

The avocations of life – increasing in importance with the extension of leisure – become another enticing field for exploration. He will follow and blaze trails into his chosen hobbies. He will establish those relationships in life which may prepare him to be a successful citizen in every sense of the term – as a husband and father in the home, as a conscientious and intelligent voter and as a man of religious convictions and fidelity.

This transition of thought and interest on the part of the Scout Explorer from exploration into the wilds to explorations into life, furnishes one of the greater opportunities for leadership and guidance that has ever presented itself to the manpower of our nation.



Explorer Patrols – Their Organization and Leadership

Usually the Explorer Patrol is a natural outgrowth of the Scout Troop and is therefore directly connected with it. The Explorers who belong to the Patrol, in the majority of cases, are also carrying on actively with the Troop. In many cases the Explorers are Patrol Leaders, Assistant Patrol Leaders, Senior Patrol Leaders, and Junior Assistant Scoutmasters. Where this is true their main responsibility is with the Troop. In many cases Troop leaders maintain their active connection with the Scout “Group” right on into Rovering at 18. Just how this works out depends, of course, on the particular situation in the Troop.

It is quite a simple matter to start an Explorer Patrol in the Troop. In a Troop which has been in operation for several years there may be several older boys who have passed their 15th birthday and are already working on Merit Badges. The organization of an Explorer Patrol can be simply an outgrowth of the Patrol Leaders Council. Starting at first to discuss the plans briefly after the Troop business has been taken care of, the Explorers will slowly grasp the plan and begin to fit it into their own schedule. It may be necessary later on to devote a separate night to the Senior Patrol meeting and to begin planning Expeditions.

The Explorer Patrol must not be instituted at the expense of the Troop program. The Explorers must realize that they have responsibility to the group of younger boys and furthermore the Scoutmaster must not have the entire responsibility of the new Explorer Patrol on his hands. The job of Scoutmaster is a man’s job in itself and that makes it necessary for the Troop Committee to find someone, perhaps one of their own number or some father of an Explorer to take over the job of Leader to the members of the Explorer Patrol. It should be remembered, however, that the young men who make up the Explorer Patrol should do much of their own planning. They have a foundation in Scouting knowledge and should be prepared by this experience to institute a successful program of activities and carry it out.

Before many weeks have passed, the Explorers will be ready to select one of their members as the Leader and he will assume much of the responsibility of the active direction of the group, in consultation and connection with the Adult Leader or his Assistant. If the Explorer Patrol becomes large enough it may be advisable to select a small group of young men to be known as the Explorer Council who will assist the Leader in his active direction of the Explorer activities.

In addition there should be the secretary and treasurer— “The Recorder” who keeps all records, history and accounts and reports upon these to the group.

In addition, it is recommended that each Patrol have three committees appointed by the Explorer Patrol Leader and including him as a member of the Committee.

A Program Committee for meetings and for recommending a general program plan for

the Explorers.

A Service Committee for Troop matters and service relationships and opportunities.

A Social Committee for planning social events.

These Committees should be so constituted that each member has responsibilities and the chance to give leadership to various public events.

It cannot be emphasized too much that the activities of the Explorer Patrol must intergrate with the program of the Troop and the members of the Troop should be made to realize that membership in the Explorer Patrol is the natural forward step to which they should work. Some Explorer Patrols meet on the same night as the Troop and make their program dove-tail with that of the younger boys. Other Explorers find it more convenient to meet as a group on a different night and then have those who are active leaders in the Troop carry on as they should. These details, of course, must be worked in harmony with the situation that exists. Because of the nature of their activities, explorers find it sometimes wise to have special counselors attached to the group to give them special leadership in the fields of interest they are pursuing. These special counselors may be former Scouts or parents, or interested men who have some hobby or profession in the field which the Explorers may be working. For example, a small group of Explorers may be interested in developing an expedition in photography and they may ask some man who has a hobby along this line and who has developed a particular skill in this field to act as their special Photography Counselor. In many cases Merit Badge Counselors are to be utilized because of their knowledge of Scouting and the Merit Badge procedure. This sort of help from specialists naturally reduces the burden of both Explorer Leader and his assistants. There are many men who have developed a skill of some kind who would be more than glad to assist some energetic young man in exploring into this same field.

Explorer Scout Leadership – The Explorer Leader is selected by the Group Committee of the Sponsoring institution or the Troop Committee of the Troop if a group organization has not yet been developed, and is approved by the members of the Explorer Patrol. The following specifications are outlined for the Explorer Leader.

1. He shall be at least 21 years of age.
2. He shall have a full appreciation of the aims underlying Scouting and shall register as a Scouter (unless already so registered).
3. He shall be a man of desirable character; a leader of young men, and should have an understanding of and training in the leadership involved in the Scout Explorer program.
4. He shall be acceptable to the membership of the Explorer Patrol.

The requirements for the Assistant Leaders is the same as for the Leader, except that he need only be 18 years of age. Explorer Patrol Leaders and Assistants are selected by the Patrol from their own membership and therefore the qualifications rest with the Patrol. As the activities of the Explorers go forward it will be necessary to select for different Expeditions and special activities. These selections can be made in the way most suitable to the group.

Explorer Troops – While the Explorer Patrol scheme, paralleling the Sea Scout Patrol, would satisfy most of the demands for this program, there might also be one or more central units, registered as Explorer Troops, which, like Sea Scout Ships, would take care of boys who preferred for any good reason to sever their previous Troop connections entirely. These Troops might carry on the Explorer activities more intensively, specializing from time to time in various phases of them, than would be expected of patrols, since members of the latter would in many cases be serving also as officers in their Troops.

Program – High Adventure

What the long cruise is to the Sea Scout, the expedition is to the Explorer.

The adventure of the Explorers consists largely of the Expeditions and explorations of the various members, individually or collectively. Expeditions are really projects which one or more members of the Patrol may be carrying on in their own particular field of interest. These special activities may be advanced camping experiences involving hiking, woodcraft, and pioneering; or they may be some special activity such as nature work, bird study, photography, art, music or literature. Explorers are master campers and woodsmen, but mechanics of camping and woodcraft does not engage the major part of their interest because they have learned to make provision for their physical comforts in a minimum of time.

While Tenderfoot, Second Class and First Class Scouts are primarily interested in learning how to camp by practicing knots, cooking, fire-building, first-aid, signaling and other skills, the Scout Explorer has usually mastered these arts, and uses them continually in carrying out the expeditions. This is the reason it is necessary for a young man to be a First Class Scout before he can participate successfully as a member of the Patrol. It would be unfortunate, indeed, if a young man were admitted to the Explorer Patrol who could not take care of himself adequately when the time came . . . the expedition to be successful, must rest on the assumption that each and every member of it can not only take care of himself well but can actually make a contribution to the group by virtue of some special talent or ability he may have in such fields as photography, nature work, geology, writing, music, cooking, first aid, etc.

Each expedition does not necessarily involve all members of the Explorers Patrol at one time. There are some explorations or projects that will not be of interest to more than two or three members, others may be of such magnitude as to interest and in fact demand the cooperation of all members. There will no doubt be many cases where it will be necessary to cooperate with some Sea Scout Patrol or Ship. In some cases it will be a matter of Sea Scouts sponsoring the expedition on water, in other the Explorers will invite the Sea Scouts to participate in a land adventure.

Probably the best way to make clear just what an expedition is and how it is formed and completed is to outline the actual experiences of one or two groups of Scout Explorers. These examples are cases which have actually happened and illustrate what can really be done when a group of active young men decide to do it.

Sample Expeditions

Montclair, New Jersey. The leader read in the paper one night that someone had telegraphed to the Governor of the State saying that the Wanaque Dam at Midvale was dangerously full and that the flood gates should be opened to prevent it from breaking and causing considerable damage to life and property. Turning the clipping over to the Explorers he suggested that they might be interested in making a survey to see just what would be involved should the dam break.

Consequently a Scout Explorer was placed in charge of the Expedition and the work began to move forward. Three divisions of the work were outlined and an Explorer was placed in charge of each. After several conferences the project was divided into three parts by Divisions. The Division was briefly as follows:

Division “A” – A survey of the food, fuel and shelter conditions with related subjects.

“B” – A survey of the areas which would be affected by flood – also estimated damage of water.

“C” – A survey of communications, power and methods of relief with related

subjects.

Division "B" immediately proceeded on their survey of the flood areas. Taking several Saturdays they hiked out to the site of the dam and measured heights, possible water flows and gathered data for computing water velocity. These data they plotted upon a government topographical map. It was then possible for the two other divisions to proceed intelligently with their problem. Division "A" made contact with the important food distributors in the area, including the milk, groceries, meat and others. They also wrote to the Fuel Dealers Association, the Gasoline and Oil Companies and asked them for information as to distribution in the area outlining for what it was needed.

Division "C" progressed with their study of the communication and power lines. They wrote to the important companies, uncovered other studies which had been made of the area and plotted the results on the base map which was being prepared. Railroads were studied to see which bridges would not be able to withstand the water velocity.

The report of this whole expedition is being drawn up to submit to the Governor of the State with pictures to illustrate the findings. This illustrates the possibilities there are in finding worthwhile expeditions. It would be noted that Explorers of many different interests were utilized in this project. Those who were photographers were used to gather pictures of the territory. Those interested in geology found plenty to do in making the necessary study of formations and soil saturation, etc. Those who were especially able to write the report were given this responsibility and the time at the Explorer Patrol meetings was given over to a discussion of the project at hand.

Obviously, Explorers must be careful not to invite criticism by being too officious in pursuing adventures of this kind.

Another Expedition . . . Tracing Indian History and Relics

The leader of a certain group of Senior Scouts in an eastern city was tremendously interested in Indian history and relics. One day on a hike he pointed out to them how to look for Indian camping places and told them about his finding Indian relics in that same vicinity. The Seniors became interested in this as a group and decided to take it up as one of their major expeditions. For several weeks they studied the distribution of Indian Tribes in New England. They traced on government maps possible locations of Indian trails and began to plan short trips to some of these places hoping that they might discover some Indian Camp grounds. In the course of their adventure they found that it was necessary to make certain tools with which to dig for arrowheads; other equipment such as pack sacks was needed to carry their tools to places where few white feet had trodden.

One day while they were out prospecting they found what looked like a possible Indian retreat. It was in front of a huge over-hanging cliff. They camped there for the night and the next morning after taking care of the camp duties in short order they began prospecting around. To their delight they uncovered an Indian arrowhead and later a stone knife.. They were elated, and were anxious to dig up all of the adjacent ground. After a council of war, however, they decided that it would be much better to consult with a trained archeologist to make certain that they did not destroy any of the valuable relics that would be found. It was with some reluctance that they desisted their digging and after making a map of the surrounding territory (so they could find their treasure again) they returned to the city and conferred with experts regarding their find. After several months of painstaking work they had exhausted the source of material in the libraries and knew just how to go about recovering the valuable relics.

Unfortunately the news leaked out that these older Scouts had located this cache and it was with some difficulty that they were able to keep curiosity seekers from ruining their find. By

pledging secrecy among themselves and by devising a clever approach to their location which would set any pursuers off the track, they were able to go about unearthing their treasure systematically. Once the work had been completed the collection (and it was quite complete and valuable) was turned over to a State Museum where it is now known as the Scout Explorers' Exhibit.



It can be seen how the knowledge and wood craft helped these older Scouts to carry out their plans. They made their own equipment, they spent many long winter evenings before the weather would permit them to carry on their work in the open, repairing pack sacks, planning their menus, devising ways of transporting supplies and studying the habits of the North American Indian. Several boys who had special hobbies such as photography were valuable in making a historical record of the work, which is now a valuable part of their Patrol Library.

Not every Explorers Patrol will have an opportunity like the ones outlined above, but any expedition, no matter what the objective, can carry the same elements. Groups out west which were asked by State Conservation Departments to make a study of migratory birds, adopted this as an expedition and spent several months gathering data. Many trips were taken into the mountains and down to the water levels to study the comings and goings of their feathered friends. When the report was finally turned in, it was profusely illustrated with pictures taken by members of the expedition and written by some Explorers who belonged to the Local Press Club. The expedition need not be entirely in this field, of course. One group decided to collect pictures of beautiful water falls which were seldom seen by man. They explored the country for miles around looking for these little master-pieces created by nature. It happened that this group was located in the Rocky Mountains and there were many beautiful falls to be found. So fine was their collection that a local Chamber of Commerce decided to publish it with proper narrative by the Scouts.

It is entirely possible that some Scouts who live in large cities can carry out projects within the confines of the city itself. The thing to keep in mind is that these projects are planned for some definite purpose. Camping and woodcraft skills, as well as other Scouting techniques, are used as a means to better accomplish the end. Explorers seldom go camping just to camp (unless, indeed, they feel that they need some practice at it), they hike for the sheer joy of hiking, but with usually some planned objective to be accomplished. Camping skills are only a means for them to accomplish their greater goal. All trips are for a purpose, they are planned, they have an objective and rare is the time that an official expedition is given up without its objective being accomplished.

Usually an expedition, if it is into the out of doors, will want to take along at least one photographer (a Scout who has specialized in photography and other like Merit Badge subjects) to record the important events of the trip. It is usually good practice also for some member of the

expedition to act as historian so that it may be written up for the official records of the Patrol. Each expedition is carefully recorded with the pictures taken by members of the Senior Patrol and the Scout Explorers' Base (Den) may become a veritable museum of trophies gathered on these trips.

Let us emphasize again that these expeditions need not be into the woods. They may be in any direction the Merit Badges may beckon, or indeed outside of the Merit Badge field. Some Explorers find adventure in a trip to a large factory where they can study the manufacture of goods, or to the railway shops where they can see gigantic machines in action. Others have found adventure in stamp collecting, or wireless. It is true and must be kept in mind that it is not what is done, so much as how it is done and what purpose it accomplished. Almost any desirable activity can be an adventure providing it is made so.

Scouting for the Explorer, thus means high adventure.



Specialized Interests

One reason why it is necessary for the members of the Explorers Patrol to be a First Class Scout is due to the fact that a goodly part of the activities and advancement of its members is centered around the Merit Badge program. Instead of taking Merit Badges at random, however, the Explorer usually selects a general field in which he is particularly interested and goes about to follow his preparation in this direction until he has completed one or two successful expeditions, and secured for himself the title of Nature Scout, or Citizen Scout or Scout Artist, etc. To enable the Explorer to choose his field of interest the Merit Badges may be grouped as outlined in Chapter IV for all Senior Scouts.

Such advancement in the Merit Badge program goes forward under the regular machinery of Merit Badge Counselors and Court of Honor which may exist in the Council. If the situation warrants, the Explorer Patrols may have special Counselors appointed for their own Patrol. These special Counselors can act as advisors to the Patrol in their expedition and if they are officially approved by the Council they may conduct Merit Badge Examinations. The designation of Scout specialists in the various fields can be done only through Council Court of Honor action.

Many Explorers will have completed their requirements for the advanced degrees of Star, Life and Eagle. Those who have not completed their advancement into the Scout-craft field may wish to do so as members of the Explorer Patrol. This, of course, will be encouraged and the attainment of these upper ranks can be considered as expeditions providing they are accepted by the Counselor of the Patrol in the Troop in advance of their accomplishments. Scout Explorer Honors

An advancement program for Scout Explorers involves three steps.

- (a) Admission as a Scout Explorer.
- (b) First Honors as a Scout Explorer.
- (c) Second Honors as a Scout Explorer.

Admission as a Scout Explorer:

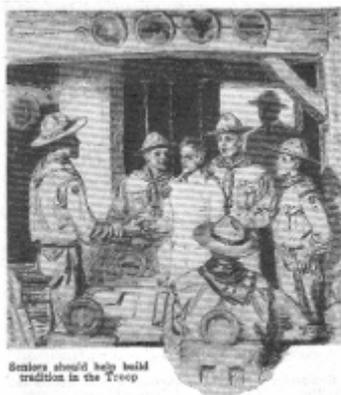
To be admitted to the Explorer Patrol of the Troop, a Scout must:

1. Be at least 15 years of age, and usually a First Class Scout.
2. Have his record as a Scout and a citizen open to search by members of the Patrol and the Counselor of the Patrol to ascertain whether he has put into practice in his daily life the ideals and principles of the Scout Oath and Law, the "Good Turn" and the Motto – "Be Prepared."
3. Undergo a 60-day period of probation and training in preparation for his acceptance and formal admission into the Explorer Patrol.

First Honors as a Scout Explorer

To qualify for First Honors as a Scout Explorer the aspirant should:

1. Have not less than 90 days service and participation in activities of the Explorer Patrol.
2. Submit evidence that he has read since becoming a member of the Patrol, the life of at least one great explorer, scientist, inventor or statesman.



3. Present the equipment made by him and prescribed by the Patrol. (This may consist of many different kinds of equipment depending upon the major interest of the Patrol and where it is located. Some Patrols require that the member make a pack sack or basket. Patrols have found it desirable to have each member make an "Expedition Book" which consists of a loose-leaf affair properly designed to hold the Explorer's record of expeditions, pictures, etc.)
4. Present a plan for pursuing some field of activity selected from the Merit Badge groupings and show evidence that he has progressed towards its achievement since becoming a member of the Explorers Patrol.
5. Participate in at least three official activities of the Patrol in at least one of which he had some major responsibility such as photographer, naturalist, historical recorder, etc. (The Explorer or Rover in charge of the expedition will certify as to his carrying the duties successfully.)
6. Present to the Adult Leader of the Patrol a code of conduct as exemplified in the Scout

Oath and Law, which he has himself devised and which he is trying to put into practice while a member of the Patrol. This code is retained by the Explorer Leader and may come up for periodic personal review between the Explorer Leader and the Explorer involved.

Second Honors as a Scout Explorer

To qualify for Second Honors a Scout Explorer must:

1. Complete his work for one of the special Merit Badge groups thereby attaining his title.
2. Have had satisfactory participation in the meetings and other activities of the Patrol as a First Honor Member for a period of at least six months.
3. Participate in at least three additional expeditions sponsored by other Scout Explorers.
4. Develop a program of personal growth and advancement involving intellectual and spiritual elements and looking toward a life plan.
5. Review the code he has submitted to the Explorer Leader and make any changes necessary in light of the increased experience as a Scout Explorer.

Standards. Standards for these awards are set up and administered under the Council Court of Honor.

Investiture – Formal investiture in the various ranks, for all those having qualified since the last occasion, would be provided for on a basis of outdoor and frontier tradition, similar to the investiture originally devised for the Rover Crews and Scout Troops.

It will readily be recognized that the advancement program and indeed the whole activity program of the Explorers are very similar to that of Senior Scouts within the Troop. The one outstanding difference is that the Senior Scouts in the Troop do not have a separate organization while the Explorers do. This also means that the Explorers have certain requirements which the Patrol itself sets up for members to meet before they can be full-fledged members. This is really the only great difference between the Senior Scout in the Troop and the Scout Explorer. The Explorer group opens up many possibilities for group cooperation that will not be possible in the case of Seniors in the Troop unless there are a sufficient number of them to carry on such activities. The activities of the Explorers can be utilized in enriching the regular program for older Scouts as is suggested in the previous chapter.

Social Activities

Under the chaperonage of the Scout Explorer Leader and his wife, or other adult leaders, occasional social activities are arranged involving the presence of young ladies. The following occasions are suggested:

- (a) Formal ceremonies of Senior Honors, when recognitions are awarded and a Scout Explorer Ball may be staged.
- (b) Dramatic productions.
- (c) Picnics and some out-of-door excursions.
- (d) Informal social evenings or suppers.

The Challenge to Service and Leadership:

The record of Scouting is convincing in its demonstrations that in High Schools, church and religious groups and community enterprises, young men with a background of real Scout

training are called into leadership by the choice of their fellows as well as through adult selection.

In like manner, Scout Explorers may be expected to exercise Leadership in Cubbing and Scouting as Den Chiefs, Senior Patrol Leaders, Junior Assistant Scoutmasters, Troop Instructors and Quartermasters or Scribes or in other activities with boys outside of Scouting.

The program of the Explorer Patrol must be set up so that allowance may be made for the exercise of these leadership responsibilities both within and without the family of Scouting.

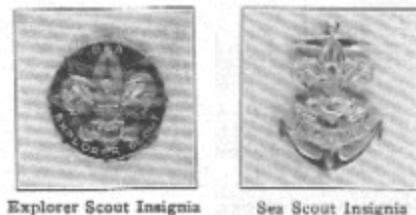
When it comes to the field of Civic or Community service, the Explorer and his associates have a real opportunity. It will be at once recognized that many of the expeditions of the Patrol have a service motive. This is as it should be.

Community service projects, undertaken by the Patrol should as far as possible be developed and carried out through the initiative and effort of the Seniors themselves.

Insignia for Scout Explorers

The Insignia of the Scout Explorer is as follows:

1. Green garter tabs to be worn with Scout stockings.
2. Special badge as shown herewith.
3. Strip on Scout Shirt to read "Explorer Scouts B.S.A."



CHAPTER IV

Special Interests and Explorations for Senior Scouts All Senior Scouts, whether they be Seniors in Troops, Sea Scouts, Explorers or Rovers are eligible to pursue their own special interests and gain recognition for progress as outlined in the previous pages. The whole spirit of advancement for Senior Scouts is centered around the initiative of the individual Scout. No set plan is established but each' Senior is encouraged to choose the field of his own liking and then to plan his advancement in this field. It will be readily recognized that the plan of advancement for these young men is a natural outgrowth of the Merit Badge program and is intended both to encourage the older Scouts in pursuing fields they have partially explored in meeting the Merit Badge requirements and to add meaning to their experiences as younger Scouts as to what the Merit Badges should really signify.

While it is intended that for the most part Scouts will pursue many different interests and consequently secure a diversity of Merit Badges, the Senior Scout is expected to begin stabilizing his interests and to actually begin to follow through to some sort of specialization or advanced skill in a definite field. To facilitate an understanding of this plan and to help the Senior in choosing a field of activity the present Merit Badges have been grouped into several general classifications. These new groupings in no way supplant the Star, Life and Eagle ranks of Scouting—quite the contrary. The Eagle Scout is the highest rank in Scouting and the aim of all Scouts is to attain this rank and assume the responsibilities which it implies. Each of these new groupings carries with it a title descriptive in general of the special training which the Scout has secured and appropriate insignia will be devised for each. The groupings include the following:

Scout Artist

Scout Craftsman
Scout Engineer
Scout Agriculturist
Scout Naturalist
Scout Seaman
Scout Sportsman
Scout Woodsman

Each of these general fields include several Merit Badges which are now available. In order to qualify for any of the above Scout titles the Senior must meet the following requirements.

1. Select one of the fields above and in consultation with his Scoutmaster (or Senior Leader, or Skipper as the case may be) and the approved Merit Badge Counselors in that field:
2. Develop a plan of personal interest which will involve the securing of certain Merit Badges in that field (five is suggested as a reasonable number) and also advanced work in one or more of those Merit Badge subjects beyond the Merit Badge Requirements as set forth.
3. Plan and carry out a service project in this field which involves the skills attained in meeting the requirements for the Merit Badges. This service project may be for the home, church, school, Troop, neighborhood, or community.
4. Report to the Scoutmaster (or Senior Leader or Skipper) and to the Troop (or Patrol or Ship) the following:
 - a. If it is a vocational field, report the preparation involved before employment can usually be secured, the general abilities an individual must have in order to succeed in the vocation and the chances for employment at the present time. This presentation should include, either in written or oral form, an outline of the general knowledge the Scout has of the field and his appreciation of what is involved in pursuing it as a life work.
 - b. If it is an avocational or hobby field, report the general skills involved, the cost of materials and the general satisfactions derived from the activity.

A word needs to be said on the nature of the projects mentioned above. While the nature of these projects is left up to the Scout himself, the Scoutmaster and Merit Badge Counselor, there should be great care exercised to make sure that the Scout does a creditable piece of work. Under the proper motivation it is quite surprising what young men of this age can do. One young man in the mid-west designed a drinking fountain for the school yard. It was such an artistic design that the Board of Education adopted it unanimously and it was consequently installed. Such a service would be an excellent example of a worth-while project. If the young man is interested in photography, or art, or sculpturing, he might easily organize an exhibit of his own work and the work of other Scouts and put it on display in some public place, such as the library or school or court house. The Seniors out west who made a study of bird migration accomplished a worth while project.

It is intended that these projects should reveal the skill of the Scout in the particular field chosen plus the fact that this skill has been used in some form of service. It is one thing to acquire a skill, it is another and the Scout thing to use that skill in service to others. In other words, Scouting is not simply interested in teaching boys how to use their leisure time and help them to

explore vocational fields, it is interested also in developing in the Scout an appreciation of his obligation to use his skills for social improvement.

There is real value in the vocational exploration furnished Senior Scouts in this plan. Modern vocational experts recognize that the real need for young people seeking a life work is an opportunity to try out various fields so that they may determine relatively early just what kind of vocation will best suit their abilities and disposition. After all is said and done the real decision of vocational choice should rest with the individual after he has had opportunity to know the field from his own experience.

Most expeditions planned and executed by Explorers would fit into the definition of projects and would entitle Explorers (providing they initiated and completed the Expedition themselves) to meeting that part of the requirement in the Senior Advancement Program. It will be noted that the above requirements fit into the general advancement scheme of both Senior Scouts in the Troop and Explorers.

To further amplify how the above plan fits into the present Merit Badge outline the following suggestions are offered in each of the various fields.

Scout Artist. This could involve the general field of art or any of the following special phases: Architecture, Dramatics, Indian Lore, Landscape Gardening, Music, Painting, Pottery, Photography, Sculpture.

Scout Craftsman. This might include the field of crafts generally or any of the following special subjects: Basketry, Bookbinding, Carpentry, Cement Work, Foundry Practice, Handicraft, Leathercraft, Masonry, Metal Work, Pioneering, Plumbing, Pottery, Printing, Woodcarving, Wood Turning, Wood Work.

Scout Engineer. Architecture, Automobiling, Aviation, Blacksmithing, Carpentry, Chemistry, Electricity, Foundry Practice, Machinery, Masonry, Mining, Pioneering, Plumbing, Radio/Safety, Surveying.

Scout Agriculturist. This field includes the following Merit Badges: Agriculture, Animal Industry, Beef Production, Bee Keeping, Citrus Fruit Culture, Corn Farming, Dairying, Farm Home, Farm Layout, Farm Mechanics, Farm Records, First Aid to Animals, Fruit Culture, Gardening, Hog and Pork Production, Insect Life, Pigeon Raising, Poultry Keeping, Sheep Farming, Soil Management, Weather, Zoology.

Scout Naturalist. Agriculture, Angling, Astronomy, Keeping, Bird Study, Botany, First Aid to Animals, Forestry, Gardening, Indian Lore, Insect Life, Photography, Reptile Study, Stalking, Taxidermy, Zoology.

Scout Seaman. Angling, Canoeing, First Aid, Life Saving, Radio, Rowing, Seamanship, Signaling, Swimming, Weather.

Scout Sportsman. Angling, Archery, Camping, Canoeing, Cooking, Conservation, First Aid, Forestry, Hiking, Pathfinding, Pioneering, Rowing, Stalking, Swimming, Weather, Zoology.

It is intended that this plan will result in some real vocational and avocational guidance to Senior Scouts. It is further expected that these activities will result in the Scout carrying over into his chosen field of work the high ideals of Scouting because he is encouraged to integrate his chosen interest with Scout activities and to evaluate his progress in Scouting terms. This plan of activities should result in the opening up of a new field of adults for use in carrying on the Scout Program. There are no doubt thousands of trained men who are not only prepared but will be willing to counsel with a Senior Scout in the particular field which he chooses and which the adult is fitted to help him in. As the Senior Scouts begin to pursuing their fields and seeking Counselors it will no doubt result in the eventual contact with men who heretofore have not been

reached.



CHAPTER V

Rover Scouting

Rovering is “grown-up Scouting” – carrying the fine ideals of the Movement into the quickened tempo of young manhood, and recognizing the imperious needs of young men for widened horizons, new emphases, more responsibility and contact with a greater diversity of interests. It also recognizes the values that accrue to young men from their friendship and association with selected older leaders and advisors, and from their participation in citizenship activities of a constructive nature.

“Rovering is a brotherhood of the open air and service,” says the Chief Scout of the World—Lord Baden-Powell, and its object is to enable young men to develop themselves into HAPPY-HEALTHY-USEFUL CITIZENS and to contribute to each young man’s chance to make for himself a useful career.

ADULT OBJECTIVES

Viewed from the angle of the adult, from the angle of the Council or Institution sponsoring such a program there are certain definite values sought.

Rovering brings together young men – strong, earnest, impulsive, fearless – conscious of their powers and would thrill them with a vision of the needs of the world and life and then challenge them to serve those needs.

To aid young men to “develop themselves” to such usefulness, Rover Scouting in America seeks to provide opportunities –

For personal growth through self-expression and responsibility.

For deepening a fine philosophy of life through association and meditation and following the ideals.

For developing social virtues through widening their exercise.

For building the self-reliant citizen through his mastery of nature.

For building the participating citizen through his voluntary service in citizenship projects.

For furthering these aims through happy brotherly cooperation in the spirit of the Scout ideals.

YOUTH OBJECTIVES

Viewed from the angle of the young men themselves, probably the values primarily sensed and desired by them are –

Association, fellowship, brotherhood, social life.

Pursuit of active interests which are pursued for their own direct pleasures as much as for any remoter training values – though the latter will be found.

Quest of satisfaction through self-initiated enterprises, organization, responsibility.

They are altruistic, can be thrilled by lofty things, and really want to take full share in bettering the world – in which task they work better if they volunteer than if they are drafted.

Rover Scouting, as the older branch of Scouting for young men carries on the high traditions and ideals of the Scout Oath, Law and Motto into the days of voting citizen and mature manhood. It represents the college level in a sequence of high endeavors, in which the Scout Troop was the high school and the Cub Pack and Den—the elementary level. Rovering carries on the training in actually doing citizenship rather than waiting until 21 to acquire it.

ROVER CREW IN THE GROUP

When four or five, or more older Scouts (18 years or over) in a Troop or Group desire a “Rover Crew” it may be organized under some suitable and acceptable adult “Rover Leader” who serves as a leader of the “Rover Crew” under the supervision of the Group Committee, one or more additional members may be added to the Group Committee to represent Rovering or a sub-committee on Rovering may be developed.

ROVER CREW AMONG SEVERAL TROOPS

Where circumstances and interest warrant, a Rover Crew may be started among older Scouts who are serving more than one Troop. This type of Crew fits into the small community with a few small Troops—no one institution being large enough to support a group of its own. Here the sponsoring institution or committee of citizens form a Rover Committee, which secures the Rover Scout Leader who meets with his group, which selects its young man “Rover Mate” and “Rover Second” or assistant, and goes forward. These young men either would be serving in various Troops or would soon so relate themselves in service to boyhood through Scouting or some other community agency.



The Rover Vigil

If the Council is a large one and extensive work with Troop Seniors, Sea Scouts and Explorer Patrols and Rover Scouts develops it may find it desirable to organize a Senior Scouting

Committee of the Local Council, which would serve to integrate all the older Scout activities of the Council and having upon it representatives of Sea Scouting, Rovering, Press Club, Eagle Society or any other older Scout activities conducted within the Council.

COMMON INTEREST TEAMS

When the size of the Rover Crew warrants, its members may desire to form small like-interest Teams to pursue some special field of knowledge or skill, each under the leadership of a Team Leader and a Team Second. These Teams carry on projects similar to the Explorer expeditions but of a more advanced nature.

LEADERSHIP

Rover Scout Leader

A Rover Scout Leader is the adult leader of a registered Rover Crew. He shall:

- (1) Be at least 25 years of age.
- (2) Have a full appreciation of the principles and aims underlying Scouting.
- (3) Be a man of desirable character and leadership ability with an understanding of and training in the leadership involved in Rover Scouting.
- (4) Have a general knowledge of the social needs of his community and ability to find Service opportunities for his Rover Scouts.
- (5) Be acceptable to the membership of the Rover Crew concerned.

Rover Mate

A Rover Mate is a Rover Scout selected by his fellow Rovers and cooperating with the Rover Scout Leader in the leadership of a registered Rover Crew.

The qualifications are the same as for the Rover Scout Leader except that his age shall be not less than 18 years.

Team Leader

A Team Leader is a Rover Scout elected by the members of a Rover Scout Team as their leader in a "Like-Interest" team.

Team Second

A Team Second is a Rover Scout selected by the Team Leader to be his assistant and to take charge of the Team in his absence.

MEMBERSHIP

To join a Rover Crew as an Apprentice Rover the candidate:

- (1) Shall have become 17 years of age.
- (2) Shall affirm his desire to do his best to put into practice at a man's level the ideals and principles of the Scout Oath and Law, "Good Turn" and motto—"Be Prepared." (If the candidate has not been a Scout this requirement will involve a fuller contact with these basic items.) This will involve counseling with his Rover Scout Leader regarding his personal growth and his own man's view of Scouting.
- (3) Shall read the recommended statement of the aims and purposes of Rovering.
- (4) Shall present to the Crew (not at his first meeting), his own idea of the principles and aims of the Scout Movement, indicating why he wishes to join it in this larger capacity as a Rover. This may be said informally, may be his responses to a set of queries or may be read from a brief manuscript or notes if preferred. (The basic thing is to think through some of the implications.)
- (5) Counsel with the Rover Scout Leader and Mate concerning his own acceptable

program of service – serving being a central idea in all Rovering.

This shall admit him to membership as an Apprentice Rover, and to participate in crew activities.

INVESTITURE AS A ROVER

- (1) A full-fledged Rover Scout must be 18 years of age or over. His investiture as a Rover Scout shall be after such satisfactory period of probation as an Apprentice Rover – as may be agreed upon between the Apprentice Rover and the Rover Scout Leader but shall in no case be less than three months. This period is to enable the Apprentice Rover to orient himself and think and talk through the application of the Scout ideals to young manhood and adult life.
- (2) Prior to investiture, the Apprentice Rover shall carry through his Vigil and counsel with his Rover Scout Leader about his life plans and outlook.
- (3) Before investiture, the Apprentice Rover shall present to his Rover Scout Leader and fellow Rovers an elementary study of the social needs of his community or neighborhood as the basis of his own Quest for a zone where he should serve.
- (4) He shall develop a prospective program for himself as a Rover, suited to his own time limitations and in consultation with his Rover Scout Leader bring this to point of acceptance. This shall include:
 - (a) A plan for his own Health and Recreation, including a Health check-up and the inclusion of recreation in his life.
 - (b) A plan for his own educational broadening—the employed Rover has numerous opportunities for Adult and Extension education.
 - (c) A plan for dealing with his own vocational outlook and responsibility.
 - (d) His own service within the Scout Movement, and also through some other of the agencies of the community as well, if possible.
 - (e) Suggested ways other than these for exercising good citizenship and establishing active contact with the political machinery of his community.

Upon meeting these phases of preparation the Apprentice Rover may be invested as a full fledged Rover.

UNIFORM AND INSIGNIA

- (1) **Two uniforms** are available to the Rover Scout.
 - (a) As a dress uniform, the Rover Scout and Rover Scout Leader may wear the full Scouter Uniform including coat, trousers, breeches or shorts, and Scouter hat.
 - (b) As a field uniform, the Rover Scout and Rover Scout Leader may wear the official Scout Breeches or shorts with Scout stockings, red garter tabs, neckerchief, and official hat. Field boots may be substituted for shoes and stockings where desired.
- (2) **Rover Scout Insignia** includes:
 - (a) Membership strip – “Rover Scouts B.S.A.” for shirt.
 - (b) Rover Badge as shown herewith.

ROVER QUESTS

Being helpful to other people is so fundamental a fact of Scouting’s training in citizenship that to find such service is a major “Quest” of Rovers, both individually and collectively.

One of the most common quests is that of leadership. Many Rovers find expression of service in giving leadership to Cubs, Scouts, Sunday School Classes, School projects, etc. The Quest for leadership is so frequently chosen by older Scouts because of the fact that there is such a real need in this field. It is quite easy to find boys who want to be Cubs or Scouts but it is not so easy to find a competent individual to furnish the necessary initiative and guidance. The Rovers are particularly fitted for this because of the experience in leadership, and their knowledge of Scoutcraft and the ideals of Scouting.



The quality of leadership is one of the most valuable assets of humanity. A real leader, because of the influence he has with other people, can raise the level of many other lives. Single individuals with leadership ability have brought about great changes in society. Because of the peculiar ability they had to influence others, they have, in many cases, taken causes that seemed lost and transformed defeat into victory.

The Quest for leadership chances is a real one and a valuable one.

There is no dearth of projects which can be used as Quests. Rather the Rover has some difficulty in choosing just what will be the most valuable service he can render. Very often things are suggested on the spur of the moment, at other times the group may spend considerable time searching for a real worth while project they can carry out.

One group of older Scouts in Philadelphia adopted a Quest of editing various portions of Scout literature into Braille for the use of blind Scouts. In doing it the older Scouts brought light to the minds of many unfortunate boys who otherwise would not have had an opportunity to know of Scouting. This particular Quest was taken on by the entire group and was in charge of a special committee of the older Scouts.

A group of Rovers in New York City adopted as their Quest the matter of helping the State Park authorities to keep one of the wild park areas under State supervision protected from the abuses of careless persons and to keep the trails marked. They did not assume the role of the policemen but rather took it upon themselves to courteously inform those who broke trails, picked flowers, marred trees, etc., that such conduct was against the park rules and made it difficult to keep it pleasant for everybody. The Scouts actually put out dozens of fires in the park which had been abandoned by campers and which may have caused serious damage. In addition to this they were of considerable service to the public in the matter of First Aid and in giving directions and furnishing nature guides. This particular group of Rovers had an interest in Nature

Work and this was their way of helping others to appreciate the value of conservation.

The Quest, of course, is the natural outgrowth of the "Good Turn." Because of his training in Scout skills and ideals the Senior and Rover are especially trained to be of service to others. The Quest is a means of finding expression for this service in a dignified and worth while way. There is no particular joy in simply being able or capable to serve your fellowmen—the satisfaction comes in the actual doing, the putting of your skill to work to assist someone else. The Rover will decide on some phase of service probably in conference with the Rover Scout Leader and will go about quietly to complete it with no particular advertisement to the world of what he has done.



OTHER PROGRAM FEATURES

The preceding pages have given a general picture of Rovering. The program of Rovering, of course, includes the following additional program features.

- (1) Meetings of various kinds.
- (2) Advancement (in the Scouting sense.)
- (3) Personal growth and progress.
- (4) Rover Socials.
- (5) Health and Recreation and Athletics.
- (6) Association with own age and older.
- (7) Leadership opportunities with younger fellows.
- (8) Definite citizenship contacts in the community life.
- (9) Rituals and Ceremonials.
- (10) Common-Interest Teams pursuing skills or hobby fields.
- (11) Application of Scouting ideals to life.
- (12) Happiness, fun, enjoyment.

And running through all these activities, is the basic method that these young men shall plan and carry into effect their own programs with an interested leader who is not a commander but a companion.

The following paragraphs indicate in general available types of content for these various groupings of activities:

(1) Meetings

Character values accrue from contacts between personalities, hence meetings constitute a beginning point for the Rover Crew. Such meetings involve the organization and the planning for the unit, discussions and debates, forums, lectures, special reports, dramatics, songs and shows and stunts, parliamentary experience, planning of Quests and adventures and "Good Turns," pursuit of hobbies and special interests and such other activities as the members and leaders may propose. In addition to these larger meetings of the Crew and perhaps reporting back to it with

interest material, the Common-Interest Teams may conduct special meetings of their own.

(2) Advancement (in the Scouting sense)

While many Rovers will have climbed the Scout ladder to Eagle rank before joining, there will be many who will want to carry that on after joining. There is no reason why the Local Council Court of Honor opportunities should not be used by these older Scouts as desired, enabling many to qualify in the skills and knowledge of Merit Badges, towards attaining Star, Life and Eagle Rank.

The Merit Badge subjects have now been arranged into groupings – such as Scout Engineer, Scout Naturalist, Scout Craftsman, etc., as outlined in Chapter IV. These groupings of skills and interests have a wider meaning than the growth of the individual, basic as that is; they also have in them the reach of service to the “Crew” or “Team” and to other people as well. Here is a wide opportunity for developing valuable influences, and methods through the Merit Badge Counselors.

(3) Personal Growth and Progress

While stimulating the young men of the Rover Crew to give leadership and other service – which opportunities carry certain definite growth values for them – we must be certain that we also encourage each of them to find growth and progress in other zones as well. These may include the individual’s –

- (a) Reading of books and periodicals.
- (b) Membership in church or fraternal or other group.
- (c) Contact with art and music.
- (d) Attendance upon public lectures and gatherings.
- (e) Courses of Study in institutions or night schools or by correspondence.
- (f) Development of Hobby and Avocational interests.
- (g) Enrichment of his own spiritual life.
- (h) Dealing with his own vocational outlook and decisions.

(4) Social Activities of Rovers

Under proper auspices and leadership it is quite desirable and essential that a program of social activity involving the presence of young ladies be developed in Rover Scouting. The exact nature of these occasions will vary with the community and the churches and schools and homes involved, but the tone and quality and spirit of them can be of the best everywhere.

Musicals, literary evenings, amateur dramatic events, dinners, dances, bridges, are among those already used. The presence of the R.S.L. and committeemen and their wives provides not only a proper chaperonage but a fine opportunity for these adults to enjoy association with these young men and women and to give indirect training in such experiences which are an important phase of adult life.

(5) Health – Recreation – Athletics

Rovers should “Be Prepared” by keeping in good health and to that end should undergo at least an annual health check-up. Also each should plan out a program of health practices involving definite recreation. The truly broad life is a balanced life and in it recreation is essential for both physical and mental health. Young men of these ages need opportunities for vigorous outdoor physical activity. Since many Rovers will be in High School (more because of the new leisure and employment trends) it is natural to expect them to take advantage of the abundant opportunities for athletic activities afforded there.

Increasingly, we are being reminded of the ills and evils attendant upon competitive athletics and of the desirability of young men having vigorous physical expression not

necessarily competitive but more concerned with vitality. The whole emphasis of Scouting on the out-of-doors points here to the opportunities for hiking, skating, skiing, coasting, mountain climbing, canoeing, rowing, swimming. These offer a fine supplement to the types of school athletics widely practiced.



This involves a fine chance and obligation to achieve safety through skill as well as through care involving oneself and others.

(6) Association with own age and older

The values of the meetings, the socials and the public events lies in part in accustoming the young man to meet and associate with people of his own age and older. Such associations tend to equip the young men for adult life. They are of great value in aiding normal growth and upward reaching. They may affect the destiny of a life.

(7) Leadership Opportunities with younger fellows

Even as “Necessity is the Mother of Invention” so responsible leadership of others is a great developer and “releaser” of ability. The Scout Troop, the Cub Pack, the Senior Patrol, the Sea Scout Ship, the Explorer Patrol, afford chances for young men to serve, through giving leadership to younger fellows. This experience should and does tend to up-grade the young leader as well as those led.

(8) Definite Citizenship Contacts in the Community Life

The whole experience of Rovering should make for citizenship values. The whole method is promising – chances to make decisions for themselves – chances to share in adult life – chances to initiate things, indeed the whole program as outlined is to be “self-propelled” with its motives coming from within and reaching out in voluntary service – all these practices point toward good citizenship. The discussions of problems of life and government, of inter-national relationships, of economic adjustments, of home, industry, leisure – all these relate the citizenship.

It is hoped, however, that the Rover Scout will reach beyond these significant values and seek to establish definite contacts with the governmental forces and political machinery of his own community. Certainly, the stream of public life will not be purged by fine youth keeping away from it. Rovers therefore should familiarize themselves with exact conditions and how things are done so that they may be participating citizens who are “prepared” when inducted into citizenship at 21.

(9) Rituals – Ceremonies

The following rituals and ceremonies are used in Rover Scouting:

The Simple Ceremony of Admission as an Apprentice Rover.

The Apprentice Rover's Vigil.
The Investiture of a Rover Scout.
The Citizenship Induction Ceremony at 21.
Special Recognition ceremonies as desired.

While desirable for each Rover Crew to develop its own rituals and ceremonies it probably is essential for these to follow a general pattern. They should be serious, they should point to the higher levels of thought and action, and true to the spirit of the Twelfth Scout Law they must be handled so as to give offence to no one. Because all creeds and races and customs are represented in Scouting, the Chief Scout Executive and his Staff, acting on behalf of the National Council, - have negotiated with various religious groups so as to remove causes for offence in such matters. The suggested ceremonies will conform to the formula necessary to avoid offence to several groups.

(10) Common-Interest Teams

Like-interest "Teams" pursuing skills or hobbies, may be formed in any Crew composed of young men interested in the same field - such as nature study, pioneering, leadership, photography, aviation, geology, first aid, agriculture, short wave radio, and so on. These will be sub-groups of Crews and organized with a leader and second. The short-wave radio field affords a rich opportunity to have one or more such "signalers" in each Troop or Group or Crew. These have great emergency usefulness in the event of storms or floods, or earthquakes, or large fires, as well as significant social and educational values.



(11) Application of Scouting Ideals to Life

The program of associations and activities of Rover Scouting, of course, will be aimed at encouraging and aiding each young man to practice the life principles of Scouting in his daily affairs. Courtesy and friendly fair dealing, consideration and caring about others, practicing helpfulness and giving leadership - all these relate to the higher life, and leaders and Rovers alike are questing for such values. Indeed, the Rover Vigil and the Investiture done when he feels "ready" are related directly to these ideals.

(12) Happiness - Fun - Enjoyment

After all, the Quest for high levels of life must be a "jolly" Quest - a happy adventure - so that all Rovers are to give happiness, which is the one sure way to get happiness. While these young men are purposeful and helpful, they must also be joyful and hopeful.

AN ADDED WORD

As was stated at first, Rover Scouting is grown-up Scouting - its ideals applied to the widened problems of older years. It is a way of living, a way of developing:

Character and Intelligence.
Handicraft and Skill.
Health and Strength.
Service for others and Citizenship.

Happy, joyous associations, Quests for truth and chances to serve, love of and mastery over the out-of-doors, fitting helpfully and responsibility into the community life, glimpsing the vistas of eternal truth but seeing them as related to human needs and possibilities – that is something of the spirit of Rovering.

“A jolly brotherhood of the open air and service” which should leave its community and its age enriched and responsibly transmitted even as with the Athenian youths’ sacred pledge:

“We will never bring disgrace on this, our city, by an act of dishonesty or cowardice.

“We will fight for the ideals and Sacred Things of the city both alone and with many.

“We will revere and obey the City’s law and will do our best to incite a like reverence and respect in those above us who are prone to annul them or set them at naught. We will strive increasingly to quicken the public’s sense of civic duty.

“Thus in all these ways we will transmit this city, not only not less but greater, better, and more beautiful than it was transmitted to us.”

CHAPTER VI

Alumni or “Old Scout” Plan

Troop Alumni or “Old Scout” Association

Troops have found so much value in keeping their “old members” in touch with the Troop, that an Alumni or “Old Scout” plan is hereby recommended for use by all Troops.

Definition

By “Alumni” or “Old Scout” as used here, is meant any former or present Scout or Scouter in the Troop or Institution, who has passed 21 years of age and is now a full-fledged citizen. Any and every former or present Scout or Scouter automatically becomes an “alumnus” or “Old Scout,” when he has reached 21 years of age. The more active of these may be organized into an “Association” comparable to the Alumni Associations of various educational institutions for which plans and detailed suggestions will be provided in the general plan.

There are nearly 6,000,000 individuals who have been identified with the Scout Movement as Scouts. Those who were 12-15 years of age 25 years ago are now in their later thirties. Here is a tremendous potential force for good and for continued service to youth and non-partisan citizenship.

Purpose

The purpose of this plan is the extension of the larger purposes of the Scout Movement – the growth and broadening of individuals and the enrichment of private and public life. These “Old Scouts” or “Alumni” can find here a chance to keep alive their interest in youth in general and can be drawn into service to youth in Scout units or elsewhere. In the contacts between older and younger “Alumni” there are potential educational values in both directions. This plan aims definitely a fuller citizenship and the richer life with direct service to that end.

“Alumni” or “Old Scout” List

It is recommended that a project for the older Scouts in the Troop, be the building and maintaining of the “Troop Alumni” or “Old Scout” list.

Program

It is proposed that at least annually, there be held a Troop gathering to which all “Alumni” or “Old Scouts” of the Troop are invited and at which they are featured. At the same time, “Alumni” or “Old Scouts” of other out-of-town Troops who have “moved in” and become active in the sponsoring institution may be invited in as well.

Other features of Alumni helpfulness to the Troop and Institution should be developed in terms of the situation itself and the leadership and man-power needs involved.

It is conceivable that the Troop “Alumni” or “Old Scouts” can organize to aid in sponsoring in collaboration with the Institution and its unit committees, various forms of Senior Scout activities for older fellows in the institution.

City-Wide or Council-Wide Convocation of Troop “Alumni Bodies” or “Old Scouts”

Annually, perhaps, a city-wide, or Council-wide, or district-wide convocation of “Troop Alumni” or “Old Scouts” commends itself as a means of maintaining contacts, building or rebuilding interest, securing leaders and cooperation and indeed of building a supporting consistency.

The interests of these “Alumni” or “Old Scouts” should be focussed on youth welfare problems and interests in the community – although implicit in the gathering of such a group is the opportunity to further encourage deepened citizenship interests and fuller citizenship participation on the part of each of the “Alumni” or “Old Scouts” and those with whom they come in contact.

Citizenship Program

It is proposed that suggestive outlines of such citizenship activities be prepared after we have had experience with such convocations – indeed these groups should participate in the development of such a citizenship plan. It is conceivable that such units might have some national identity of interest and purpose to the extent of a nationally conceived general plan of action which they would help develop under the general authority of the National Council.

A formal ceremonial of induction into full citizenship has been used in certain communities and lends itself to use as a dramatic way of admitting the young man to membership in this group. This ceremony should be commonly used throughout all Local Councils.



Enrollment

A substantial number of “Alumni” or “Old Scouts” can be enrolled in an annual “Roll Call” comparable to the Red Cross practice. This enrollment might eventually involve an enrollment associate membership gift to the Movement.

It is believed that the great group of “Alumni” or formerly active Scouts and Scouters constitute a group which might render a very vital service, both in man-power interest and in

financial support. Probably, the financial support should be a later and voluntary development—a natural outgrowth suggested by them as one thing many could do – starting with a non-fee enrollment.

Man-Youth Contacts

One of the great needs of older youth is contact with worth while men. The Troop “Alumni” of “Old Scouts” constitute a group which in most cases offers rich chances for such contacts. They sustain the same relation to the sponsoring institution; they include successful men whose direct friendship is meaningful to older and younger Scouts alike. They and their wives and older Scouts and their girl friends constitute groups which can be helpful to each other. The social possibilities of such contacts are quite unrealized and unused, yet they contain great possibilities of stabilization for the young people. This is quite in addition to the “service” role of the individual “Alumni” or “Old Scout.”



CHAPTER VII

The Big Idea

This guide to the Senior Program of the Boy Scouts of America, opened with a brief reminder of some of the unusual problems facing our youth today. These problems are of such import as to challenge all of us who are trying to lead youth as they approach maturity.

One cannot look abroad at the youth of other lands without being impressed with the growing place that is being given to organizations – frequently nationalistic in scope and application for the boys and girls and young people of these countries.

We are convinced, however, that our Youth Movements in America must be along typical American lines. We have our own traditions; we have an unusual spread of higher education; we have the largest army of trained technicians in the world; we have our own way of doing things. In addition to this we have established Scouting as a fundamental American institution with millions of boys who have been Scouts and millions who are yet waiting for the opportunity.

There is a fundamental difference between an organization for youth and a program for youth. This is a Senior program. It includes a wide range of opportunity and is based upon the important educational truth that growth comes from personal experience. To that end it is a program that leaves much to the decision of the individual and his own particular group. It is fundamentally democratic in the American sense. It is not our purpose to promote intolerance nor scepticism but rather to have a youth movement that is genuinely constructive. It must be remembered that Scouting is attempting to train for a very definite kind of citizenship – a citizenship of service. The real Scout is expected to do more than his duty as a citizen, he is

expected to go out of his way to be of service to others and to make his contribution to social welfare.

In the light of such a situation, it will be quickly discerned that all of our organized effort and program activities as set forth in this Guide Book, assume a special significance. What are we doing? We are establishing organization and program that will extend the interest of boys and young men in Scouting to the time when they reach their maturity and become voting members of our body politic. Indeed, the program is such as to encourage their continued allegiance far beyond that date.

And in the last analysis, our aim is to aid youth to find itself and to adapt itself successfully and happily to the changing world. Through all our Explorer Scouting and Rover Scouting, through the Explorations and Quests, through the activities on the college campus, at the Scout camp and among Eagle Scouts – through every phase of our Senior Program runs the broad channel of opportunity to guide young men in an intelligent solution of such vital life problems as these and to find expression in actual acts of citizenship now.

A – The Vocational Problem: How to orient themselves to a new order vocationally; how to search for the right job of whatever nature – white collar or no collar; how to prepare for that right job today.

B – The Avocational Problem: How to select life interests apart from the job, thus equipping themselves for the day when the period of gainful occupation is shrinking in dimension and the period of leisure is increasing.

C – The Social Problem: How to adapt themselves to the changing aspects of modern society; how to establish wholesome associations with young men and young women; how to prepare for happy and wholesome family life. More than ever before we need careful appraisal of those values set down in the Constitution of the United States. There needs to be established a greater appreciation of the meaning of social justice and the establishment of every individual so that he can develop to the full extent of his capacities. In order for these things to be done in a democracy such as ours demands intelligent and interested participation in civic affairs.

D – The Economic Problem: The economic problem has become very closely tied up with our social and political schemes. These are times for clear minds as well as stout hearts. The citizen needs to know how to comprehend and apply in practical fashion the fundamental principles of economics, the knowledge of which is becoming increasingly essential to citizenship in our present day.

E – The Political Problem: How to exercise the duties of citizenship intelligently today; how to bring to bear before the great issues in community or national government, the high idealism embodied in the Scout Oath and Law; and above all, how to participate effectively as citizens in raising the standards of thought and action in our body politic. This is the big problem before America today. We have guarded dearly those heritages laid down by the designers of our constitution. It is vitally important that we intelligently apply these heritages to our new problems to the end that we do not sacrifice any of the social justices intended therein.

F – The International Problem: How to face citizenship in a world that is fast shrinking in its dimensions; how to carry over the spirit of Scouting as a world brotherhood into adult life, thus making for an era of sympathetic understanding and good-will among the peoples of the earth.

G – The Religious Problem: How to sweeten and enrich all of life through a belief in God and a faithful adherence to their religion under the guidance of the spiritual directors and counselors of their respective faiths; how to find peace thereby in facing life's greatest realities

and mysteries; how to “respect the convictions of others in matter of custom and religion,” in keeping with our Twelfth Scout Law.

Here are vital considerations into which our modern youth, as it draws nigh to its majority, can “sink its teeth.” And think not that it will be disinterested, if our leadership is right. Deep down in its inner consciousness, youth is eager to think through and to “get somewhere” in its approach to problems so intimately related to the building of a successful life today.

Here is our opportunity. Here is a field for noble pioneering and superb leadership. It will require devotion and skill. We must learn not to lecture to youth but rather to let youth discover for itself in the light of such counsel and sympathetic guidance as we can give.

And as we gain knowledge through our leadership of youth in these areas, we must share our experiences and thus build toward a more skillful handling.

THE CLIMAX – INDUCTION INTO FULL CITIZENSHIP

Then, as a fitting symbol of the whole Scout experience in preparing youth for citizenship by the practice of citizenship through the days of youth, there comes that great climatic ceremony – the induction into full citizenship at twenty-one. How strange that through the years we should have staged impressive ceremonies for our naturalized citizens as they attained full privileges under the American Flag and yet in all too few cases have we brought vividly before our native youth the solemnity and high privilege of citizenship as they attained their majority.

The city of Pittsburgh was brought to an impressive realization of this fact a few years ago, when a survey revealed that out of a “crop” of new citizens comprising some 20,000 young men and women who attained their majority in a given year, only about 1,800 took the trouble to register for their first election.

So we in Scouting who are pledged to the worthy aim of giving to America a made citizenry at least one of every four of which shall have had at least four years of Scout training, should establish plans for local citizenship ceremonies annually. Held under the auspices of Local Councils or of Troops in more isolated territories, the crop of new Scout citizens – young men who are then Scouts or Scouters, or who have had a background of Scout training – are gathered together in the presence of high governmental authority as well as Scout officials, parents and friends. Then, with all the dignity and patriotic fervor that can be brought to bear upon the occasion, they are recognized as full-fledged citizens of the republic and are charged with their new responsibilities to so exercise their duties in the state as to reflect credit upon their background as Scout citizens.



The following is suggestive of the sort of program that might, with propriety, be arranged:

1. General Setting.

If in a separate meeting for this purpose – Invocation and music should be arranged. If part of another gathering these will probably have been taken care of already.

2. Announcement of the Occasion and its meaning.
3. Audience stand while young men come to the front, or if they are already seated on a platform – ask the audience to stand at the appropriate time before the young men stand.
4. Presentation of the young men by some suitable person of distinction. Time, 3 minutes at the most.
5. Response from Mayor or some person representing government. Time, 5 minutes – young men standing – (audience seated.)
6. Response from one of the young men. Time, 2-3 minutes – (Audience seated.)
7. Introduction and personal word of the representative of government to each individual new citizen.
8. Final word of challenge followed by –
9. Pledge to Flag or Scout Oath ad lib.
10. Informal congratulations.

Thus in the Senior Program of the Boy Scouts of America do we justify our position as a great National Movement, chartered by Congress and looked upon by the people generally as an agency dedicated to the production of participating citizens who will be men of character of this important responsibility.

