TRAINING THE CUB LEADER

by
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Submitted to the faculty of the College of Commissioner Science, Palmetto Council, Blue Ridge Council, Sequoyah Council, Daniel Boone Council, Boy Scouts of America, in fulfillment of the requirements for the PhD Degree in Commissioner Science. Upon acceptance by the Faculty Approval Board, this thesis becomes the property of the Palmetto Council, Blue Ridge Council, Sequoyah Council and Daniel Boone Council.

Carol H. Atkinson

Signature of Author

APPROVAL OF READERS

This is to certify that I have read and approved the thesis entitled, TRAINING THE CUB LEADER. Submitted by Carol H. Atkinson in fullfillment of the requirements for the PhD Degree in Commissioner Science, College of Commissioner Science, Palmetto Council, Blue Ridge Council, Sequoyah Council, Daniel Boone Council, Boy Scouts of America, Asheville, North Carolina.

Date of Submittal: March 20, 1987

(1) Margaret Rice

(2) _____

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ABSTRACT

This thesis will give a better understanding of training the Cub Leader and identify the why and reasons for doing so. The thesis will show materials and events open to Cub Leaders and the ultimate reason for training.

CONTENTS

INTRODUCTION

The purpose of this thesis is to explore why we need training and what kinds of training there is available for Cub Scout men and women leaders.

WHY TRAINING?

Training helps leaders gain knowledge, develop good attitudes, and acquire skills which are necessary. It shows leaders how to use the resources available to provide an exciting and beneficial program for the boys![1] And this gets down to the basic reason for training-----the boys.

Every leader that I have known or talked with as they start off in a new position or even undertake new training, are hesitant and lack confidence at first. This certainly includes myself. Training not only builds confidence and teaches us to relax and enjoy our positions but teaches us where to go to get more information, how to use our resources, and how to get the job done. Training teaches us how to collect information and ideas and use them toward the purposes and methods of cub scouting.[2] Also, to have fun and make sure the boys have fun along their trail of scouting.

Personally, when I underwent the ultimate training course, Cub Scout Woodbadge (endorsed by the strong urging) of my husband and son), I became enthused and fired up over

(9) Cubbing has grown in our Council and is well represented on District and Council levels.

(10) Our boys have benefitted by better programming, programming that supports and fulfills the purposes of Cub Scouting while utilizing the methods of Cub Scouting.

OBJECTIVE OF TRAINING

As a trainer, our primary goal is to meet the learning objective of each training session. To select the training methods and aids that will help us to meet these objectives.[3] Then to evaluate each session to be sure the objectives have been met.

TRAINING COURSES FOR CUB LEADERS

The following are training opportunities we now offer our Cub Scout Leaders:

Fast Start. We offer this course to all leaders, but especially new ones. It is held for 2 hourse, one night a week for a month, as our school round-up nights are in progress.

Round Table. We offer this training experience each second Monday night of the month year round. We do crafts, games, songs, skits, leader recognition, announcements of district and council functions,

special programs, etc. We also hold joint Cub and Boy Scout Roundtables several times a year with emphasis on Webelos-To-Scout Transition, and to foster a unified spirit between these two major areas of the Scouting Program.

Cub Leader Basic Training. This Course covers Plan and Methods, What is Cub Scouting, Program Planning, Den And Pack Management, The Pack Meeting, Webelos Den Leader Training, and Den Coach Seminar.

Webelos Leader OUtDoor Weekend. This is a training activity held mostly outdoors for Webelos Leaders. Webelos Den Leaders will get a taste of the Outdoor skills needed in working with Webelos Scouts and will learn how to use the resources of their natural surroundings.[4] We urge all Webelos Leaders and Assistants, committee persons who work with this age group, Cub Masters, and yes, Assistant ScoutMaster whose job it is to work with Webelos dens and coordination of Pack and Troop, to attend.

Pow-Wow. One of my favourites. This big training event is held once a year and is mostly hands-on sessions. We have a theme---for example, we used "Dink & Duff" out of the Boy's Life magazine, had a Dink & Duff Pow Wow Book, Dink & Duff Pow Wow Cakes, characters, etc. We

skills and a deeper, more dedicated involvement in Cub Scouting.[5]

Philmont. Philmont Ranch offers a variety of intensive Cub Scout Subjects. such as Roundtable, etc, all during the summer for Scout Leaders.

CUB SCOUT EVENTS

The following are some of the events that Cub Scout Leaders can take part in with their Cub Scouts. These events offer Show-n-Do training for Leaders, Parents, and Boys.

Cub Scout Den and Pack Meetings. Den meetings, Pack metings, Committee meetings, and Den outings, and family camping.

District And Council Camporee. Our Council invite Cub Scouts and Leaders to spend the day at their Boy Scout Camporee. The Webelos Scouts are special guests and are invited to spend the night and participate (competing with Webelos Scouts in Webelos events, not Boy Scout events). Webelos participte in full compliance with National Council requirements pertaining to overnight camping by Cub Scouts.

Scout Shows. Cubs are invited to set up booths and displays. Not only do they get to see other Cub Pack projects but get to see Boy Scout Skills. Also, at our Scout Show we have Council Pinewood Derby races for

Cub Scouts.

Cub-Dad Weekend. Cub Scouts and Dads, or a male adult, are invited out to spend a weekend at Camp. The boy and Dad get to do crafts, sports, archery, BB range, and rowboating together. Also, they cook their own tin-foil dinner on a charcoal fire, have a campfire program, hike, and in general spend time together.

Cub-Mom Weekend. The same as outlined above, only the Mom and Cub Scout spend the weekend together. This program is large and a big success.

Cub Scout Day Camp. The Day Camp is set up usually for a week long event. The Camp offers the Cub Scout Programs in Crafts, Archery, BB Range, Sports, or Physical Fitness, Nature, and Swimming, to name a few. We offer District and Council Day Camps. A modified Webelos Woods Program is utilized for Webelos Age Scouts. We usually end up Camp with a Parents Day and 80-ft. banana split!

SummerTime Program. For those Cub Scouts who do not meet year round, an event is held monthly for the three summer months by the Pack. They thereby earn the Summertime award.

Sports Program. The Sports Program provides Cub Scouts the opportunity to develop new sport skills and to become skilled in sports he already knows while maintaining the enthusiasm, ideals, and goals of Cub Scouting in mind.

Religious Program. Special Religious Programming is available in most of the major religions which encourages the Cub Scout to learn about his Church, his family, himself, and His God; thus helping to fulfil the committment of the Scout and his "Duty to God".

Service Projects. Most Cub Scout Packs and their Leaders are aware of and practice "service to others", performing service and love projects for their chartered organization, their Church, and Schools, and their Community.

Handicapped Scouting. Could not skip this important one. These special boys and girls enjoy scouting on their own particular level. By working as Leaders with these special kids, we learn a lot and we receive much, much more than we give. They enjoy scouting, the outdoors, the badges, and the learning on their own capabilities, and appreciate what is done for them more than any other group of people. We should always encourage through our training of Cub Scout Leaders, working with the special boys and girls. All handicapped children want to learn and be a part of the situation.[6]

BOOKS, TRAINING MANUALS, AND REFERENCES

Listed are the books and materials used over the years for enrichment and training of our leaders. I heard recently that the Boy Scout Organization was Number Two in printing

material with the United States Government as Number One! I can believe this. Training is really supported and backed by our many, many Scout manuals and reference books.

#3918	Tiger Cub Guide Book
#3230	Wolf Book
#3228	Bear Book
#3232	Webelos Book
#6410	The Packs First Two Months
#3211	Den Chief Handbook
#3219	Cub Scout Magic
#3222	Cub Scout Songook
#3841	Pack Administration
#3707	Citizenship through Service
#3831	Cub Scout Leader How To Book
#3843	Crafts for Cub Scouts
#3846	Cub Scout Family Book
#3844	Games for Cub Scouting
#3122	Group Meeting Sparklers
#3170	Knots and How To Tie Them
#3853	Webelos Den Activities
#3214	Staging Den & Pack Ceremonies
#3213	The New Cub Scout Fun Book
#3837	Cub Scout Activities
#3613A	Train the Trainer Cnference
3842	Skits & Puppets
#3819	Pack Record Book
#3822	Organizing a Cub Scout Pack
#3820	Introduction toFamily Camping
#3849	History of Cub Scouting
#3220	Cub Scout Leader Book
	Scouting Magazine
	Boys Life Magazine
#7259	Cub Scouts & Webelos Scout Program Helps
#6405B	Cub Scout Leader Basic Training Manual
#3058	Scouting for the Mentally Retarded
#3009	Scouting for the Emotionally Disturbed

CHALLENGE OF TRAINING

As Council Cub Training Chairman, I feel that even though I have fifteen years plus in scouting and held different positions, that I have just scratched the surface in Training. Each time we put on a training Session, I am my own worst critic. A trainng Course requires effective leadership, and careful management. Careful Planning for successful training is a must. Foremost, the program of the Boy Scouts of America should be taught. Just remembering the first few years when I was a new Cub Leader keeps me determined to ensure that leaders have the training available to them that they require. I feel that by organizing training in our Council and working with the youth and leaders I am fulfilling part of my life's plan.

I KNOW I CAN

I played with Life like a game
To find that Life would do the same.
I wondered why at the end of each day,
Nothing worthwhile had come my way.

Then I decided to make myself a plan,
And I told myself," I KNOW I CAN."
Sure enough, it happened on that day,
Everything started to come my way.

You too can do just like me,
For that matter, so can anybody.
Get yourself a plan,
And tell yourself, "I KNOW I CAN."[7]

CONCLUSION

In conclusion, the best way to reach the boy and to keep him in the Scouting movement, is to make Scouting interesting, challenging, and fun. By training our Leaders we can fulfil this very important goal.

When we train our leadrs, we offer them the opportunity to in turn challenge the boy in Scouting--- to help the boy possibly keep out of drugs and alcohol, to possibly find his life's career through a merit badge, to possibly become an Eagle Scout, and more important, to become "his own person" and just be a good citizen

FOOTNOTES

1. Cub Leader Basic Training Manual
   Boy Scouts of America, #6405-B

2. Cub Leader Basic Training Manual
   Boy Scouts of America, #6405-B

3. Train The Trainer Conference
   Boy Scouts of America, #3613-A

4. Cub Leader Basic Training Manual
   Boy Scouts of America, #6405-B

5. Cub Leader Basic Training Manual
   Boy Scouts of America, #6405-B

6. Handicap Awareness,
   Vol 2, No. 3.

7. Poem, I KNOW I CAN
   author unknown to me.

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Cub Leaders Basic Training Manual
Boy Scouts of America,#6405-B

Train The Trainer Conference
Boy Scouts of America, #3613-A

Handicap Awareness
Vol 2. No.3.

Poem I KNOW I CAN
author unknown to me.

I Am a Commissioner

I am a commissioner --
commissioned by Scouting, USA.
Commissioned to serve youth through others,
who knowing me as a friend, seek my aid
in serving youth who have choosen the Scouting
lifestyle.
Saying, "On my honor, I will do my best --"
to be a good friend,
to know the Scouting service skills,
to practice democratic leadership in our mission
of citizenship training, character building, and
the development of personal mental and physical fitness;
And, while holding my life's cup in the waterfall of God's
grace,
So that others seeing me will lift the horizons
of youth and adults alike to give a view
of worldwide brotherhood and its
potentials for all mankind.
I am a commissioner --
and with God's help, I can help others!
Help others to get a view of how the brotherhood of men
can give us peace on earth and among the stars,
in the world of worlds both in and out of ourselves;
And, seeing, believe.

I am a commissioner, Scouting, USA.

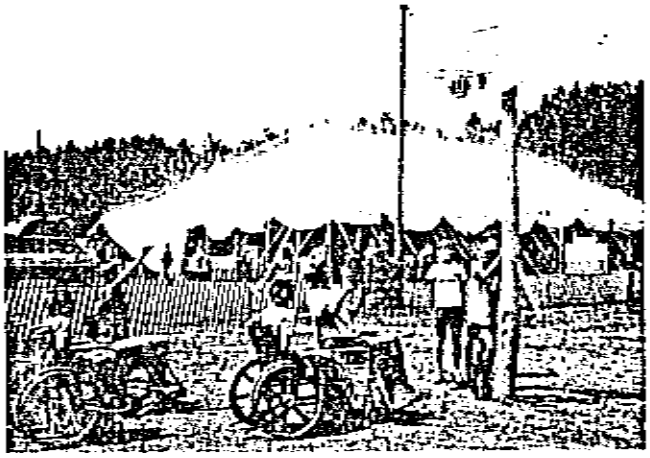
January, 1985
Ivan B. Stafford

HANDICAP AWARENESS

NEWSLETTER OF THE NATIONAL ADVISORY COMMITTEE ON SCOUTING FOR THE HANDICAPPED

Vol. 2, No. 3 January 1986

WHAT DOES SCOUTING DO FOR HANDICAPPED YOUTH



LET US TELL YOU:

The following actual accounts of activities were submitted by leaders of Scouting for the Handicapped units.

FROM LANSING, MICHIGAN: "I'LL TAKE HIM"

"A hearing impaired boy was turned down by a Scoutmaster who didn't understand such boys. The boy came to the Scout Fair and talked through his mother to a member of the council advisory committee on Scouting for the Handicapped.

"Two other Scoutmasters were then contacted and one remarked: 'If the other Scoutmaster doesn't want him, I'll take him!'

"The boy is now a second class Scout, his mother is on the committee, and the troop knows sign language."

FROM SAN ANTONIO, TEXAS: "SUCCESS BREEDS SUCCESS"

"Alamo Area Council has formed a separate district to serve Scouting for the Handicapped. This district was formed in June 1977 with about 15 units and has now grown to 40 units serving 400 youth. They have their own district advisory committee, special executive, etc. They plan and conduct their own district activities in addition to supporting council activities.

"At this writing, we in our district have numerous organizations wishing to sponsor Scouting for the handicapped. We send 80-100 youth to summer camp and have sent one expedition to Philmont. A second is going this year. Handicapped Scouting is the fastest growing group in this council."

FROM CLIFTON, NEW JERSEY: "PHILMONT—WE DID IT"

"All handicapped children want to learn and to be a part of the situation. It took our troop a whole year of planning and going over and over the routine of camping we planned to follow. But we did it and took nine handicapped Scouts to Philmont Scout Reservation for a week of the most exciting experiences they ever had. We had a base camp and hiked the trails every day. We had good adult leadership and the boys were just great.

At Scout meetings they still talk about the trip, the activities, and places we went. Most of all, they enjoy displaying some of their pictures and items they purchased from Philmont, N. M., and explaining them to strangers."

To: ☐ Scout Executives
☐ Council Advisory Committee Chairman
☐ Directors of Scouting for the Handicapped or equivalent
☐ Chairman, Council CACOSH Committee

From: John Hunt, Director of Scouting for the Handicapped
Boy Scouts of America
1325 Walnut Hill Lane
Irving, TX 75038-3096

Vivian Harris
Chairman, National Advisory Committee on Scouting
300 Central Park, West
New York, NY 10024

SCOUTING LAUNCHES A QUALITY FUTURE

During 1985 Boy Scouts of America is celebrating its 75th Anniversary, its Diamond Jublilee. Gala events in councils and at the national level recall the highlights of the past and the present. We have paid tribute to Scouting's pioneers, to 72 million alumni, and to numerous events which have helped shape the movement into what it is today.

The year is also one in which we launch into the future. Last fall Q2 was introduced, a program of quality balanced growth. Chief Scout Executive Ben H. Love said, "Q2 is designed to provide the tools and framework to serve a growing membership with the best program available.

"The quality unit, district, and council play a major role in our plan for balanced membership growth. Quality standards introduced in 1984 provided a basis for planning in 1985. These standards are being reinforced as the movement moves into 1986 and beyond. The unit leader selection process has been strengthened to insure continuity in units in order to offer a quality program that embraces all members active in Scouting."

The cornerstone of Q2 is the quality unit. Quality program will produce and attract youth. A series of objectives or standards has been identified to guide units to achieving quality unit recognition. The objectives include *unit leader selection with approval of the head of the chartered organization*, "Introduction to Leadership" training, qualified assistant unit leaders, required meetings, service projects, membership, activities and advancement. Six of the eight objectives listed are required items. Details are described in the unit commitment and application which is completed at the time of unit charter renewal.

Recent studies reveal the most important factor in quality units is having the right leader. The national Executive Board has approved a new policy which mandates all unit leaders must be approved by the head of the chartered organization.

Four publications have been updated to help unit committees with the selection and recruiting of unit leaders. They are available from the Supply Division:

	Catalog Number	Price
Securing A Cubmaster	3071A	$.18
Securing A Scoutmaster	3072A	.18
Securing A Varsity Scout Coach	7869A	.18
Securing An Exploring Advisor	3073A	.18

"So You're a New Leader" is an introduction to the leadership program of the BSA. The program is designed to get the new unit leader started along the path of quality unit programs. An experienced Scouter is selected to deliver and introduce the kit to the new leader. "The Introduction to Leadership" training program for leaders is designed to assure youth the very best program Scouting has to offer.

Commissioners are the friend of the unit and serve in the role of liaison with the council and district. Through knowledge and experience, the commissioner brings information and expertise to the unit and chartered organization, including program materials, "How-To," and training information.

In support of the commissioner's role, the National Council has reestablished the function of national commissioner. A College of Commissioner Science training conference is available for use by councils. The course may be taught at three levels likened to bachelor's, master's and doctoral degrees. Emphasis is placed on meeting local needs.

Adequate financing is a major factor in achieving quality program. Council long-range plans should be developed, including plans for an adequate level of support. The plan should include provision for future finance support through endowment funds.

Recognition is used through Scouting, and Q2 is no different. Many items have been created to recognize units, districts, and councils, as well as youth and leaders at all levels.

The Boy Scouts of America looks forward to the next 5, 10, or 25 years. Changes will occur in the world and in our society as they have over the past 75 years. The Q2 emphasis is a step in the direction of service to youth who will become tomorrow's leaders. It is our promise to the future.

DIRECTOR'S COMMENT ON MENTAL HANDICAPS

Mental retardation is less than "normal" intellectual function. It may be caused by a genetic defect, as in Down's Syndrome or by environmental causes, such as prenatal malnutrition, infection, or premature birth.

There are four recognized degrees of mental retardation: mild, moderate, severe, and profound. More than six-million people in the United States are mentally retarded, however, most of them are mildly retarded and able to live in nonrestrictive environments.

Why not recruit these youth with mental handicaps as new members of your unit?

GRAPHIC ANSWER TO WHY SCOUTING FOR THE HANDICAPPED WORKS

Despite the difficulties caused by crutches, wheelchairs, canes, and other more serious problems, Scouts with handicaps came from all over the U. S. to camp and participate in the 1985 National Jamboree at Fort A. P. Hill, Va., and the Canadian Jamboree last summer.

The Scouts and leaders shown in the two photos are an example of the many Scouts with handicaps who took part in the U.S. and Canadian jamboree activities.

Fresh off the trail, Troop 3, Mahoning Valley Council, Youngstown, Ohio, rests in front of their troop trailer. They are left to right: Mike Trimboli; Brad Huffman; Buck Rogers; Tom Wills; Walter Wills, assistant Scoutmaster; and M. Gilboy, Scoutmaster.

The second group of Scouts and leaders is shown near their campsite, preparing for the next activity.

FOR FRIENDS OF THE HANDICAPPED

Blessed are you who take the time
To listen to difficult speech.
For you help me to know that
If I persevere,
I can be understood.

Blessed are you who never bid me to "hurry up."
Or take my tasks from me
And do them for me.
For I often need time rather than help.

Blessed are you who stand beside me
As I enter new and untried ventures.
For my failures will be outweighed
By the times I surprise myself and you.

Blessed are you who understand that
It is difficult for me
To put my thoughts into words.

Blessed are you who, with a smile,
Encourage me to try once more.

Blessed are you who never remind me
That today I asked the same question twice.

Blessed are you who respect me
And love me just as I am.

WE NEED TO HEAR FROM YOU

We hope that our newsletter is satisfying some of the needs of unit leaders in your councils.

We continue to invite you to become a part of our newsletter. Send us your success stories and black and white photos, preferably of how Scouting has helped handicapped youth in your council.

Include information on camps for the handicapped, special training sessions on Scouting for the handicapped, and announcements of special events that you would like to share with others who may wish to attend. Be sure to include dates, location, purpose of event, contact person, addresses, phone numbers, and costs if any. All news items should be typed and double spaced on 8½" × 11" paper.

Articles should not exceed 150 words and will be edited by the National Advisory Committee on Scouting for the Handicapped.

The articles for our newsletter should be sent to: John Hunt, Director; Scouting for the Handicapped, Boy Scouts of America, Relationships Division, 1325 Walnut Hill Lane, Irving, TX 75038-3096.

THE LOSS OF A FRIEND

Dr. John Sevier who gave so much of his time to help others passed away Thanksgiving night. Leader John, as we called him, was a good Scouter and friend who will be missed by many.

Mrs. Grace Sevier has requested that contributions you may wish to give be sent to her at 401 Southcraft Road, Springfield, PA 19064 for the memorial fund established in John's name at Widener College.

TALKING STICKS

Our many thanks to Bob and Laurie Dievendorf for their dedication in the publishing of *Talking Sticks*.

In 1972 Bob and Laurie designed a newsletter that served leaders of handicapped units in the Western Region. Over the years, many of the readers were in all six regions. The last issue of *Talking Sticks* was published December 1985.

FOR YOUR INFORMATION

The conference "Scouting for the Handicapped," scheduled for July 17—24, 1986, at the Philmont Training Center has a new description. The purpose of the course is to provide program resources and training techniques to trainers from local councils. These trainers work exclusively with unit leaders serving Cub Scouts, Boy Scouts, Varsity Scouts, and Explorers with handicaps.

It is the intent of the National Advisory Committee on Scouting for the Handicapped that conference participants will return to their respective councils and train other leaders. These leaders will serve special needs units and unit leaders that have mainstreamed handicapped Scouts into their units.

ARE YOU AWARE THAT?

- Scouting is currently serving over 213,000 persons with handicaps and special needs.
- Twenty-two percent of our councils have active council advisory committees on Scouting for the Handicapped.
- Over 120 councils have a professional staff person working on behalf of persons with handicaps and special needs.
- Our newsletter has been serving councils needs since June 1983.

HANDICAP AWARENESS NEEDS YOU

To: Cacosh chairmen,
Directors of Scouting for the Handicapped, or related positions, and Scout executives

Send us news about CACOSH activities and personalities.

To: Representatives of and regional directors.

Send us news about your regional training courses and other regional events.

This is your opportunity to make National news as it relates to the handicapped.

HANDICAP AWARENESS

Official Publication of the
National Committee on Scouting for
the Handicapped
BOY SCOUTS OF AMERICA
1325 Walnut Hill Lane
Irving, TX 75038-3096

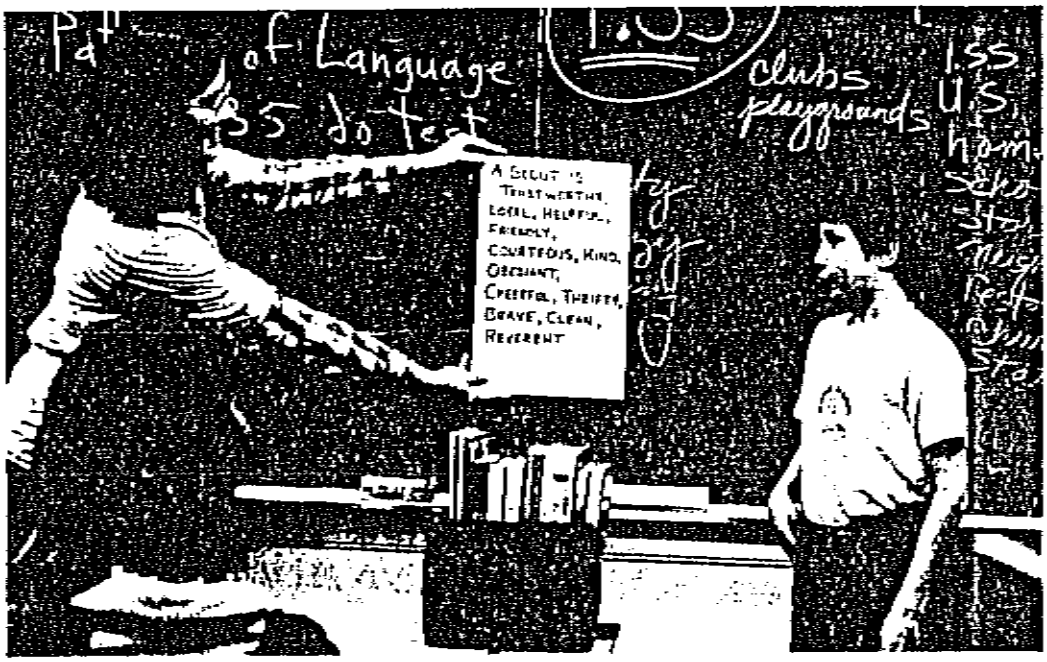
REPORT ADDRESS CHANGE on form 3579

IN-SCHOOL SCOUTING

BY SUZANNE WILSON BLADOW

Photographs by David Falconer

Scouting successfully carries its program to where kids spend a third of their day—in school.



(Above) Chong Karpstein learns how to cope with home emergencies noted in BSA booklet. (Right, top) Sue Miller leads class discussion about the Scout Law. (Right) Flag courtesy is among many citizenship skills students master.

Ngoc Nguyen is the square knot-tying champion of his sixth grade classroom. When the class divides up for a knot-tying relay, they all want Ngoc on their team. Ngoc thinks this is "pretty neat" because today, for the first time ever, someone showed him how to tie this knot—and he was the fastest at it.

The someone who taught him is Linda Brown, an In-School Scouting leader. Of the Southeast Asian children in her ISS classes in the Portland (Oregon) Public Schools, she says, "This is something they can see and do; there's no communications gap. We're able to reach them through knots and other hands-on activities."

Ngoc is just one child whose special needs are being met through In-School Scouting. The children in Columbia Pacific Council's program, whether they are white, black, Hispanic, Southeast Asian, or American Indian, have one thing in common: they attend inner-city schools where traditional Scouting has had trouble gaining a foothold because of lack of parental volunteerism. Transient populations, single parent families, familes with two working parents, lack of resources—the causes may be many.

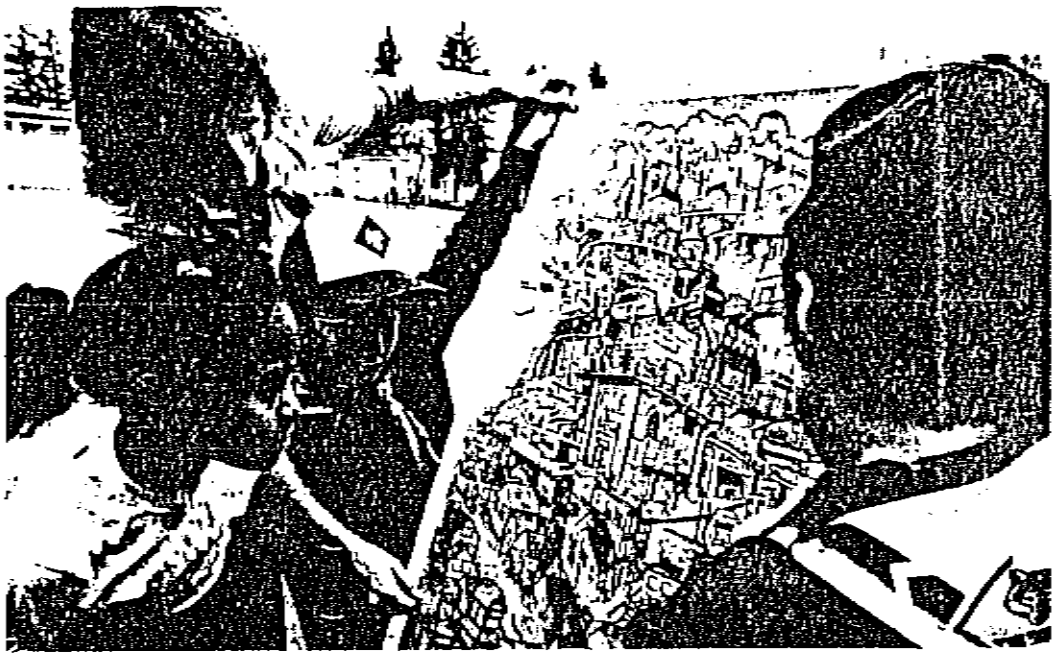
These children share in Scouting once a week for 40 minutes, when two ISS leaders visit their classrooms. In 83 classrooms in 12 schools, everyone in grades three through six can be a part of it. That's about 2,100 kids who might not otherwise have a chance to experience Scouting.

Nationally, ISS has evolved at the Scout council level, with programs tailor-made for each setting. Reaching students from elementary through high school levels, it takes place in more than 2,400 schools in nearly 200 Scout councils.

In Columbia Pacific Council, it takes a collaboration to produce ISS, because the program is coeducational, so the Columbia River Girl Scout Council and the Portland Area Council of Camp Fire are working with the Boy Scouts of America. The term "scouting" is collectively applied to all three agencies in the ISS program.

Lane School, where Ngoc attends, is a "free-breakfast, free-lunch"

The fact that there's never been a Portland teacher who's said, "I don't want in-school Scouting in my class," is the best kind of report card ISS could hope for.



(Above) Instructor Mike Browder times class knot tying contests. (Right, top) Using the picture of a typical city, Terrie Hampel points out various causes of pollution.

school which, in terms of student turnover, might as well have a revolving door on it, according to Principal Merle Bradford. "A class of 25 may have only 10 or 11 who are there the entire year; the rest come and go," says Bradford. He has visited homes where there is no furniture, and has taken home a child who told him that this was only his second car ride in two years.

"It has nothing but pluses for us," says Bradford of ISS. "That experience once a week might be the highlight of the week. I think it'll work right here where things are tough, and I think it'll work in schools where there's less of a challenge for kids just to survive."

Conditions may vary from school to school, but everywhere ISS goes, kids look forward to it and make superhuman efforts to remember to wear their ISS T-shirts on that special day.

At Sabin School, 14 out of 19 fourth and fifth graders remembered and drew praise from leader Donna Schultz and aide Kenny Woods. The subject for that day was first aid, and the kids went right to work, applying triangular bandages to the heads of giggling "victims." After practice, they thought they'd be able to deal with such an emergency. "But that'd be kind of gross if it was real," said Anna Palumbo. "If it was someone close, or even if it wasn't, I'd probably still do it."

"Because they'd probably do it for you," reasoned Lashanda Hurst, "so why wouldn't you do it for them?"

The session closed with an action song, "Rocka-Chicka-Boom," which had the kids chanting, "Riff-raff-ree, Riff-raff-row, In-School Scouting can really go!" Kenny told the kids, "You did a good job today, really good."

Kenny was once a student at Sabin School. "It makes me feel good to think I'm going back to my same community and helping kids. Things would have gone a lot smoother for me and other people if we'd had something like this."

"I've been working with juvenile delinquents," says Donna, who has degrees in psychology and social work, "and I wanted to get into the school system to see if I could make an impact before they were delinquent, give them some skills that are really needed."

Because volunteer leadership was not available, the 18 ISS leaders were hired—after an interview process which began with 135 applicants and took a month to complete. "We wanted people who had had a positive experience with kids," explains David Howe, ISS director for Columbia Pacific Council. Many leaders have backgrounds in the social services; several are college students majoring in education.

Leaders work in five areas: first aid, science and nature, community awareness, communications, and citizenship. The program stresses the values that are common to Boy Scouts, Girl Scouts, and

School administrators vouch that in-school Scouting is a valued supplement to their usual class curriculum.

(Above) Robert Bankston displays a sticker he'll place on his home phone, noting the phone number of poison control center. (Right, top) Scott McBeth oversees the proper technique for giving mouth-to-mouth resuscitation.

Camp Fire.

At Buckman School, leaders Susan Miller and Terrie Hampel had hung flags of 14 countries across the ceiling for a citizenship session in a fifth grade class. The discussion was on rules and why we have them. "It's like when your parents tell you to brush your teeth," decided one girl. "It's because they care about you."

Teacher Frank P. Rodriguez, hosting ISS for the second year in his classroom, likes what it does for his students and for him. "It gives them another perspective . . . It gives me an opportunity as a teacher to observe my class and how they learn."

Kathy Ruth, an instructional aide in special education at Rigler School, brought four learning-disabled students into the ISS session of first aid, where they each had a turn giving mouth-to-mouth resuscitation to the "Andy" dummy. "They can't keep up academically," says Ruth, "but they can watch and respond and keep up with what's going on here." Schools sometimes use ISS as a first step in mainstreaming children from special classes.

At George School, fourth grader Melissa Thongtan reported that she'd completed Scouting's *Prepared for Today* workbook. (Pacific Northwest Bell funded the printing.) The book is included in the ISS curriculum: Melissa had taken it home where her dad helped her finish it. "I learned about food groups, how to answer the phone when you're home alone—how to take care of yourself," explained Melissa.

George School was one of the three ISS pilot schools in the spring of 1981. "I'm really sold on it," says Principal Joseph Williams. "It's probably one of the more helpful ancillary programs. It has been implemented with adequate resources and personnel to make it work."

"It's great for teachers," says Karen Lamorticella, who is Ngoc's teacher at Lane School. "It's offering something valuable for the kids that we teachers don't have to produce. Our jobs are getting harder in a lot of ways, and this is something the kids appreciate and we appreciate. And more power to it."

Lamorticella is a member of the ISS curriculum committee, where her role is to see that the planned activities don't duplicate what is taught in school. "Linda Straney had done a terrific job in pulling things together without duplicating what we do," she says.

Linda Straney and Dave Lacey are ISS field coordinators employed by the Columbia Pacific Council, with Linda in charge of curriculum de-

velopment and Dave working with supplies. "She comes up with the idea of what she'd like to have in the classroom," says Dave. "And he tells me it's impossible," jokes Linda.

Using the handbooks and resources of the three youth organizations, plus her own ideas, Linda puts together lesson plans. The curriculum must be progressive, covering the five topics in different ways for each grade. She looks for what Scouting can add to education. An example: "The schools have an excellent science and nature program, but they don't teach knots and lashing."

Omar Halvorson, BSA volunteer chairman of ISS, is looking forward to the end of the 1983 school year, when a comprehensive book of lesson plans will be completed. He feels that the "focusing of two disciplines, Scouting and education, produces a program of exceptional quality."

Leaders may add their own ideas to the plans—materials, hands-on activities, songs and games—and they share ideas with each other. The Portland Public School District's resource center is open to them: they may check out materials just as teachers would. This has resulted in some great finds. "I'm trying to work in a motorized whale model from PPS," says Linda.

Dave Lacey's office is often three feet deep with loaned or donated materials. He's located such items as 75 telephones from Pacific Northwest Bell for teaching the "911" emergency number, as well as 24 sets of crutches and 12 wheelchairs to use in a handicapped awareness unit. In looking for an edible seed, he found that Portland was all out of pinon pine seed nuts and the nearest place to obtain them was India. He substituted sunflower seeds. When he contacted Volunteer Braille Services, they not only provided braille strips but found blind people who would visit ISS classes with their guide dogs. Many companies provide more than asked. "It shows the community is concerned and fired up about the program," says Dave. "Some people say it's a shame it wasn't started a long time ago."

It takes many people—parents, teachers, school and Scouting administrators—to guide ISS. They are part of not only the curriculum committee but also of an advisory committee, which member Adelina Paperini, a teacher at Sunnyside School, calls "the umbrella group" that watches over the entire operation. In the fall of 1982, the committee was asked to consider extending ISS to some special education classes. "We decided to try it, and it worked," says Paperini.

Larry Fleckenstein, principal of Chief Joseph School, represents building administrators on the same committee and sees part of his job as one of communicating ISS developments to his colleagues. A strong ISS advocate, he included questions about it in a parent survey at his school and found that "all wanted ISS to continue."

All three youth agencies are enthusiastic about the program. Says Don Westfall, program director for Columbia River Girl Scout Council, "We were interested in the fact that we could promulgate some of the ethical code and value systems with kids we weren't traditionally reaching." Grace Raymore, executive director for the Girl Scout council, has hopes for the future: "I'd like to see us continue to offer it and to expand it to additional schools, different grade levels."

There is a glimmer of hope that ISS may lead to formation of some conventional Scouting groups; Cub packs near ISS schools have felt an increase. "This year we're doing better in some of those schools, and possibly it is because of our involvement in ISS," says Mary Lou See, assistant executive director of Portland Area Council of Camp Fire.

All three organizations offer kids free registration and encourage them to go to summer camp and day camp; campership are available. "The most positive thing about the program, says Susan Garber, director of response programs for Camp Fire, "Is that you have three agencies collaborating on curriculum and decision making. We can share more resources that way."

BSA council leaders give credit to the pioneering efforts of other councils. "The decision was made three years ago," explains Council President Don Frisbee, "on the basis of the program's success in Los Angeles and Honolulu and on our sincere desire to extend Scouting into those areas where traditional volunteer leadership approaches haven't worked."

ISS is partly funded by the Collins Foundation and the Oregon Community Foundation. While the existence and development of the program depend on future funding, it doesn't seem likely that ISS will disappear with so many people behind it. Scout Executive Alwyn Hughes sees ISS representing the council's effort to keep current in the midst of social change, and he thinks there will be "a permanent need" for ISS. "Our mission is to serve young people wherever they are," he says, "and the type of service we render is needed."

Among the people solidly behind ISS are Portland Public School District administrators. Dr. Edwin Schneider, assistant superintendent in charge of curriculum, believes "Education really is bigger than the schools, and so we've had a number of outreach programs where we use community sources of various sorts." ISS, he says, "fits that pattern and the district's goal of extending the walls of the school."

Hal Leaming, the district's curriculum coordinator, works closely with ISS and is on both its curriculum and advisory committees. He describes ISS as "one of the most successful programs I've worked with." The reasons: "Because of cooperation, because it started slowly and the schools had direct input to the curriculum." The best evaluation, he says, is that a teacher or school is free to say, "I don't want you any longer." That has never happened.

With so much going for it, it doesn't look like that will ever happen. The positive experience of Scouting in the schools is reinforced every day in Portland's classrooms.

At Lent School, a sixth-grade class showed up one day with almost everyone wearing the ISS T-shirt and plunged into a lively communications session. Activities included a game of pantomine, then one of passing a whispered message around a circle to see if its form would change. Afterward, student Sandra Hudson summed up her feelings about that day's ISS and maybe what other kids feel about it, too. She said she liked being in the circle with her class and playing games, and "it made me feel good that everybody else was happy, too."

Most adults working with the program might agree with leader Scott McBeth when he says, "It's rewarding to know that we're touching kids that normally would not be touched, who would not be in Scouting, and that we're teaching them things that will help their lives later on. It's nice to be one of these fingers reaching out to touch more kids." ■

Reprinted from

SCOUTING MAGAZINE

September 1983

FOR THE VISUALLY HANDICAPPED

A manual for leaders, *Scouting for the Visually Handicapped*, No. 3063, is available through your local Scouting service center. Braille, talking books,' cassettes, and large-print editions of Scouting literature provide guidance.

ON CASSETTE. *The Official Boy Scout Handbook*, selected merit badge pamphlets

IN BRAILLE. Cub Scout books (Wolf, Bear, Webelos), *The Official Scout Handbook* (4 volumes), merit badge pamphlets, *Boys' Life* magazine*

ON RECORDS. Merit badge pamphlets

IN LARGE PRINT. *The Official Boy Scout Handbook* (3 volumes)

The National Library Service for the Blind and Physically Handicapped of the Library of Congress publishes books and magazines in braille and in recorded form on discs and cassettes for readers who are blind or cannot hold, handle, or read conventional print because of a physical handicap through a national network of state and local libraries.

*National Library Service for the Blind and Physically Handicapped
The Library of Congress
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1839 Frankfort Avenue
Louisville, KY 40206
502-895-2405

Recording for the Blind, Inc.
215 East 58th Street
New York, NY 10022

FOR THE MENTALLY RETARDED

Association for Retarded Citizens firmly believes that Scouting is one of the major activities through which mentally retarded youth can be helped to attain their optimum development. Participation in Scouting gives them a sense of personal worth and dignity. It offers these young people many excellent group experiences, not only enabling them to develop sound character and good citizenship, but providing an opportunity to put these attributes into practice.

A manual for leaders, *Scouting for the Mentally Retarded*, No. 3058, is available at your local council service center or from the Supply Division, Boy Scouts of America.

Scouting gives these members a sense of belonging, of accomplishment, and an opportunity on many occasions to associate with other boys.

The Boy Scouts of America has adapted its program to serve the mentally retarded youth. It stands ready to assist in the organization of as many units as are needed.

It is a national policy in Cub Scouting, Boy Scouting, and Exploring to permit boys who are mentally retarded to register beyond the regular age limit. Most schools and groups working with these members use the program according to the needs and abilities of the boys involved. A special advancement incentive program is available for these Scouts.

No. 12-234 1985 Printing

THE SCOUTING PROGRAM FOR HANDICAPPED YOUTH

Scouting is for all youth. Charters are issued to community organizations to operate Cub Scout packs, Boy Scout troops, Varsity Scout teams, and Explorer posts that provide a program for youth who have handicaps in regular or special units.

Cooperation with some of the following national agencies provides avenues of service to youth who benefit from Scouting and are mainstreamed in regular Scouting events and activities:

American Foundation for the Blind.

Council for Exceptional Children.

Disabled American Veterans.

National Library Service for the Blind and Physically Handicapped.

Muscular Dystrophy Association of America.

Association for Retarded Citizens.

National Association of Juvenile Correctional Agencies.

National Easter Seal Society for Crippled Children and Adults.

National Association for Sickle Cell Disease, Inc.

The President's Committee on Employment of the Handicapped.

United Cerebral Palsy Association, Inc.

For additional information, call or write your local council or Education Relationships Service, Boy Scouts of America, 1325 Walnut Hill Lane, Irving, TX 75038-3096

BOY SCOUTS OF AMERICA

FOR THE EMOTIONALLY DISTURBED

Scouting is for all boys. There is a tradition in Scouting of extending a helping hand to youth with handicaps. All boys are different, and the Boy Scouts of America wants to help boys who are emotionally disturbed. Many units have extended a welcome to boys who have emotional problems. Scouting units also have been organized at treatment centers and hospitals and have become meaningful parts of the treatment program. Many boys with emotional difficulties have been helped through Scouting.

A new resource manual, *Scouting for the Emotionally Disturbed*, No. 3008, is available to community organizations and leadership serving this special population. This booklet is about boys with emotional handicaps, but is designed to help leaders who want to welcome emotionally disturbed boys into their unit or to form a pack, troop, or post for emotionally disturbed boys. A boy could miss a valuable Scouting experience because his leader is unfamiliar with solutions to problems stemming from his emotional disturbance. This booklet, therefore, is published to help leaders who want to work with emotionally disturbed Scouts.

It is the purpose of the Boy Scouts of America to provide for boys an effective program designed to build desirable qualities of character, to train them in the responsibilities of citizenship, and to develop in them personal fitness. With these goals, Scouting can provide a program for the emotionally disturbed boy.

FOR THE PHYSICALLY HANDICAPPED

Handicaps fail to dampen the enthusiasm of thousands who are finding a sense of achievement in Scouting units across the country. Many are members of packs, troops, teams, or posts composed entirely of youth with some disabilities, but thousands more belong to units made up of regular boys.

These units are operated by community organizations—service clubs, religious groups, and other service-minded organizations. Leaders are dedicated people who find a real reward in working with boys and young men who are taught to meet challenges head-on and overcome difficulties.

Camping, hiking, swimming, and cooking are but a few of the skills handicapped boys have acquired, many of them in wheelchairs. In some cases, camporees and competition with other youth provide a chance to demonstrate ability and provide many mainstreaming opportunities.

Scouts in one troop decided to earn their own money. They entered the car-washing business. Boy Scouts in wheelchairs became specialists at washing bumpers, grilles, and/or taillights. Youths on crutches washed the body. One Tenderfoot Scout whose legs were amputated found that scrubbing wheels was just right for him. It was not idle boasting when one boy commented, "We wash cars better than anybody in the city."

A manual, *Scouting for the Physically Handicapped*, No. 3039A, is available through Supply Division, Boy Scouts of America.

FOR THE HEARING IMPAIRED

Units for hearing-impaired youth are found in all areas of the Boy Scouts of America. Scouting appeals to these persons, who find in the program a chance to develop worthwhile skills.

The Scouting movement gives the hearing-impaired person the inspiration he needs by establishing a natural unstrained contact with hearing youth. Scouts with hearing impairments can be members of regular units and totally benefit from the Scouting program.

Watch them run in a game of Capture the Flag or observe the speed with which knots are tied. Seemingly, they find their impairment no barrier to all forms of Scouting activities. They enjoy the fun and adventure of the program.

Through Scouting, the youths who are deaf have the opportunity to learn that their keen powers of observation and ability for complete concentration without distraction compensate in some instances for their deafness. Scouting breaks down the "can't do" attitude, and with each merit badge and advancement the Scout who is deaf realizes that he "can do."

Perhaps the greatest benefit to be derived from Scouting by the deaf is the opportunity afforded to impress the hearing public with the fact that many deaf people are capable of holding their own in all types of sports, and that as adults, they can take their place in industry, business, and the professions in almost every type of career.

A manual for leaders, *Scouting for the Hearing Impaired*, No. 3061, is available through Supply Division, Boy Scouts of America.

BOOKS FOR SCOUTS WITH LEARNING DISABILITIES

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Eberle, Irmengrade. Koalas Live Here, Doubleday, 1967.
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Grosvenor, Donna K. Zoo Babies, National Geographic Society, 1978.
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McClung, Robert M. Animals That Build Their Homes, National Geographic Society, 1976.
Meyers, Susan. The Truth About Gorillas, Dutton, 1980.
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Selsam, Millicent. A First Look at Animals With Backbones, Walker, 1978.
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Simon, Seymour. Animal Fact, Animal Fable. Crown, 1979.
Swift, David. Animal Travelers. Greenwillow, 1977.

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Bonners, Susan. A Penguin Year, Delacorte, 1981.
Brenner, Barbara. Baltimore Orioles, Harper, 1974.
Gans, Roma. Bird Talk, Crowell, 1971.
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Shaw, Evelyn. A Nest of Wood Ducks. Harper, 1976.
Vevers, Gwynne. Birds and Their Nests, McGraw, 1973.

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Chernoff, Goldie. Just a Box, Walker, 1973.
Gates, Frieda. Easy To Make Monster Masks and Disguises, Harvey, 1979.
Gilbreath, Alice. More Beginning Crafts For Beginning Readers, Follet, 1976.
Lane, Jane. How To Make Play Places and Secret Hidy Holes, Doubleday, 1979.
Lopshire, Robert. How to Make Snop Snappers and Other Fine Things, Greenwillow, 1977.
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Rockwell, Harlow. I Did It, Macmillan, 1974.
Sattler, Helen. Kitchen Carton Crafts, Lothrop, 1970.
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Darling, Lois. Worms, Morrow, 1972.
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Cole, Ann. A Pumpkin in a Pear Tree; Creative Ideas for Twelve Months of Holiday Fun, Little, 1976.
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Your librarian may be able to suggest other books of interest to you.

Acknowledgment- The Boy Scouts of America wishes to express appreciation to the American Library Association Advisory Committee and special thanks to Mrs. Therese Bigelow of Hampton, Virginia.

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Sports Program Belt Loops. Awarded by the pack to Cub Scouts participating within the sports program.

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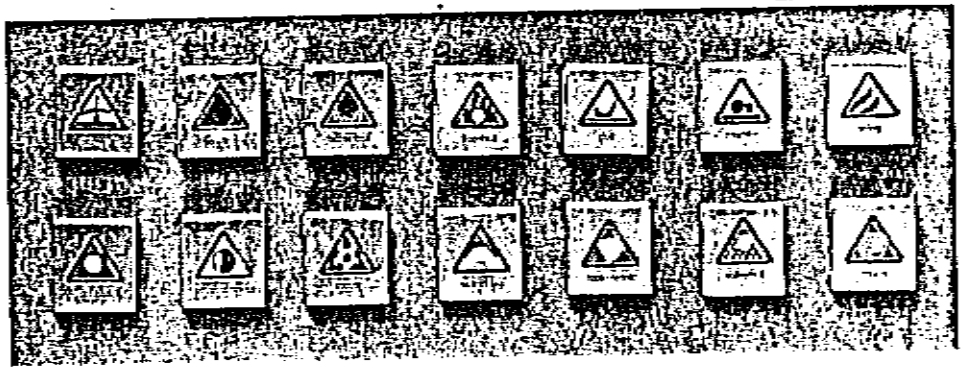
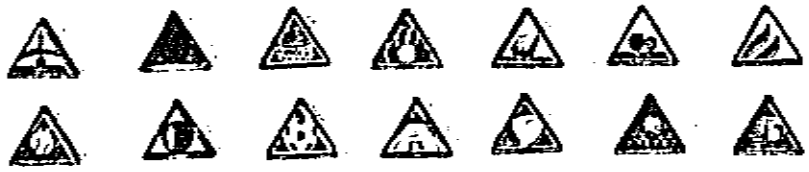
F2182 ..... Table Tennis
F2183 ..... Volleyball
F2184 ..... Tennis





Sport Program Pins. Participating Cub Scouts earn one point for each 15 minutes of practice; 75 points earns a pin.

Each ..... 65¢

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F2192 ..... Softball
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F2194 ..... Soccer
F2195 ..... Swimming
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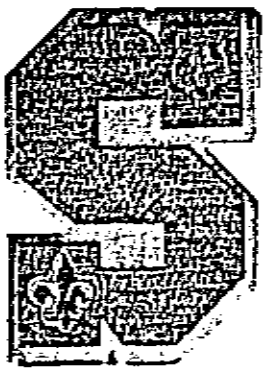
Sports Program Letter. To qualify for his own sports letter, participating Cub Scouts must first earn one belt loop, and involve an adult while earning the physical fitness pin. For sewing on your sweater or jacket. 3½" high.
F2170 ..... $1.25



Competitive Recognition Items Used to award those who have done their best in interpack/interden competition.

Sports Trophy. Metal column on a wooden base. Can be used for all sports. F2212 ..... $5.59

(Not shown but also available)

Ribbon Awards. Five each of blue, red, and yellow ribbons. F7709 ..... $2.85/pkg.

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F5107 (Gold) $2.59
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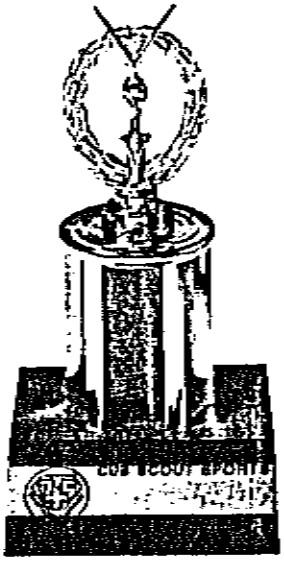
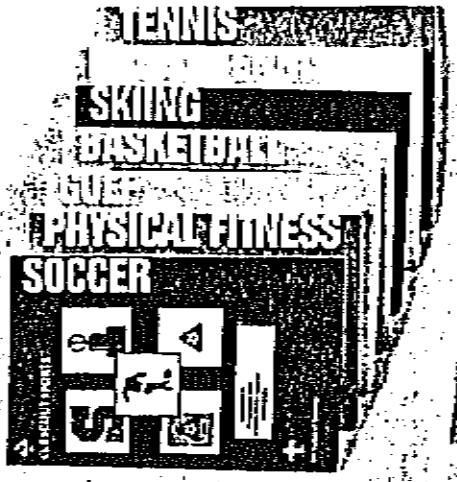


Most You Can About Your Favorite Sport!



Cluster College
Commissioner Science

READER'S APPROVAL

This is to certify that I have read and approve the thesis

entitled:

submitted by:

in partial fulfillment of the requirements for the PhD Degree in Commissioner Science as offered by the Cluster College of Commissioner Science of the Blue Ridge, Daniel Boone, Palmetto, and Sequoyah Councils, Boy Scouts of America.

Signed:
Date:

My appointment as a reader for this purpose was approved at the faculty meeting held at LutherRidge Assembly, Jan. 18, 1986