

# Getting to First

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**Bonnie Malmquist  
District Camping Chairman  
Six and Twenty District  
Blue Ridge Council  
Boy Scouts of America**

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**Michael Thompson, Advisor**

**To the Doctoral Candidate Review Board:**

**I am submitting herewith a Dissertation written by Bonnie Malmquist entitled "Getting to First". I have examined the final copy of this report for format and content and recommend that it be accepted in partial fulfillment of the requirements for the Degree of Doctor of Commissioner Science.**



Michael Thompson,  
Advisor

We have read this Dissertation and  
recommend its acceptance:



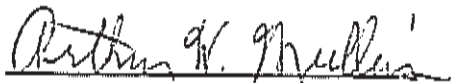
Blue Ridge Council



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Sequoyah Council

Accepted for the Piedmont-Appalachian  
College of Commissioner Science:



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## ABSTRACT

*Attaining* the rank of Eagle Scout is a milestone that fewer than two percent of all boys who enter the scouting program will achieve (Ray 44). While much investigation has been made into the successful transitioning from Webelos to the Boy Scout program, there is little documentation regarding the importance of successfully reaching First Class in the first year of membership in the Boy Scouts, and continuing in the program. The research component of this paper compiled over a three year period includes interviews and surveys with scouts, parents, volunteers, and leaders.

Some of the more significant elements leading to earning first class in the first year will be considered. May these findings assist our scouts and their leaders, in providing a successful path towards advancement and continuing the trail towards Eagle.

## Introduction

In every culture, life is commemorated by the reaching of certain milestones. These include an individual speaking his first words and taking his first steps. Life events, such as one's first Christmas, first music recital, team victories, and graduations are also times of celebration. All of these milestones began as a single step, and were built upon until the desired skill or accomplishment was achieved. In scouting, we begin that first stage when we accept membership with the Boy Scouts of America, recite, and commit to living the scout oath and law. As scouts progress through the attaining of skills and accomplishments, their achievements are recognized in front of the families and peers with the presentation of pins, loops, and badges. Many incremental steps allow the scouts to acquire skills, to explore new areas of interest, to learn how to become organized, and to plan and accomplish goals. This commitment to building positive firsts in a safe and fun environment has the ultimate goal of developing sequential successes that will result in the scouts achieving the rank of First Class within the first year of Boy Scout membership. With the attainment of the rank of First Class, the young man has the necessary skills to take care of himself on and off the trail and in camping environments. With these skills, he is ready to reach new heights and new opportunities. His skills will be enhanced as he teaches younger scouts, and his leadership skills will flourish as he approaches the rank of Star Scout.

This dissertation will present the findings of research in the following sequence:

1. The methods and results of gathered data
2. The importance of training
3. The importance of researching troops before final selection

4. The significance of sound transitioning-parents and Webelos to Boy Scouts
5. The significance of the New Scout Patrol
6. The importance of long-term camping
7. Long term camping: Be Prepared
8. The importance of an early introduction to The Order of the Arrow

The goal of this project was ascertain the importance of reaching the rank of first class in the first year of membership in the Boy Scouts, and methods to facilitate this. It is a study that is meant to help parents understand the scouting experience, namely, its developmental aspect as it builds in the formative Cub Scout years, and transitions to Boy Scouts and the “boy-led” unit. It is also meant to be a useful tool for those implementing a new scout patrol. The Assistant Scoutmaster, the Troop Guide, and the Troop Committee should find benefit from referencing this paper. With this information, may our scouts and their leaders build strong foundations on which they build positive experiences and may our youth to continue on the path to Eagle.

### Gathering the Data

The research presented in this project was assembled from interviews with Cub Scouts participating in day camp programs, district sponsored camping weekends, and in den meetings. New Scouts, Second Class, First Class, Star, Life, and Eagle Scouts completed interviews and questionnaires while at week-long camp at Camp Old Indian or participating in Eagle projects! Leadership all graciously contributed to the research in this project. Former scouts offered their positive memories of camping experiences at local state parks, Camp Old Indian, and their meeting days on the “mill hill.” It is meant to be a useful tool for those implementing a new scout patrol. The Assistant Scoutmaster, the Troop Guide, and the Troop Committee should find benefit from referencing this paper.

The consensus of this research is that scouts are successful in attaining the rank of first class in the first year of membership when certain positive elements are present in their scouting career. These essentials include: 1) A need for well trained and motivated leaders beginning in the scout’s first year of Webelos. 2) Leadership growing with the Webelos in the second year. 3) The need for well-trained qualified leadership that the transitioning scouts can look to for systematic instruction, guidance, and recognition as they develop fundamental skills required in the first four ranks in Boy Scouts. 4) The need for a well planned “new scout” patrol, with its own Troop Guide who will remain with the New Scouts until they complete First Class. 5) The opportunity for new scouts to benefit from leadership of advanced scouts in a positive environment and finally 6) provision of early and meaningful introduction to the Order of the Arrow, and its many opportunities, so as to create a goal of election and active participation in the Honor society of scouting.

## **The Path to First Class from a Training Perspective**

The resounding words of every district commissioner remain “is that leader trained?” Maintaining a youth’s interest and his membership in the scouting program, according to this research, is predicated upon the foundation on which the program is built. That foundation is training. To ensure that there will be continuity in the transition from Cub Scouts to Boy Scouts, it is imperative that there are leaders who have not only guided the boys through the developmental years of Cub Scouts, but who have an understanding of the Boy Scout program, namely the boy led unit. Just as Cub Scout leadership have loved and well benefitted from the skills that they have acquired through participation in basic training, Baloo, and PowWow, it is essential that scout leaders avail themselves of leadership training to include indoor and outdoor specific skills for Boy Scouts. These skills are useful, sequential, and an integral part of the scouting program. By availing oneself of the training opportunities during the Webelos leadership tenure, a fully trained and prepared group of leaders will be ready to transition with the boys after they have completed their Arrow of Light. This is one area that was identified as a critical need. Having competent, well trained leaders to accompany boys as they leave the pack and join Boy Scout troops, helps assure youth that they will continue to advance and explore without interruption. Training opportunities exist for parents and Cub leaders who wish to continue in the scouting program; there is a place for all and a need for every talent. Each district conducts monthly meetings to serve the needs of its leaders, announce calendar of events, and present topics of interest. Each district has a training coordinator to facilitate the needs of its units, who helps communicate upcoming events and training opportunities which exist in neighboring units and councils, and are posted on the council web sites. This is an opportunity



to become knowledgeable about scouting programs and enjoy the fellowship of other leaders in an adjoining district. Lasting friendships in scouting have been founded in training and camping for generations in communities, here and abroad.

In dialogues with current parents involved with their son's scouting program, and some who have recently left, the number one area of concern was the role of the troop committee. The primary role of the troop committee is to serve the troop as facilitators. Planning initially takes place with the boys, but making it happen takes the work of many. Merit badge counselors, staffing social events, merit badge universities, court of honors, outdoor programming, building committees, recruitment, and financial secretaries are just some of the many responsibilities in which registered adult members of the troop committee play engaging and vital roles.

### **Troop Visitation: Not Just a Webelos Requirement**

Interviewing more than seventy parents of current Boy Scouts yielded some sobering results. The overwhelming majority indicated that their son had only visited two troops, one based on a den leader recommendation, and the other on convenience. Scouts indicated that their troop choice was only partially based on visitation, and was influenced by 1) their friends' choices for troop selection, 2) the need to follow in the same troop as an older brother, 3) the recommendation of the den leader or pack leader 4) feeder den<sup>1</sup>, and 5) the least influential was the actual program.

While Webelos requirements for the Arrow of Light award mandate visitation and participation in a Troop activity, most Webelos and their parents indicated that these events consisted of day hikes, orienteering walks, or staged events. These types of visitation yield little to a making a favorable selection of a Boy Scout troop. The Webelos do not see the troop in action, but representative members of the troop directing an activity!

However, district sponsored events in the spring and fall present unique opportunities for transitioning scouts to see many troops in action! They can participate in the weekend, with prior approval and supervision, visit with the camping troops, and observe their leadership in action. They can evaluate the troops' cohesiveness, and assess the strengths and weaknesses of the unit. Do the boys do the planning and carry out tasks to completion, or do the adults do the thinking and decision making? Does the Webelos scout feel welcome or is he an intruder? Scouts interviewed on this question included current First Class through Eagle rank. Their responses were enlightening: 1) most had visited two troops, which had designated a meeting for

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<sup>1</sup> Feeder Den: charter organization sponsors both Cub Scout and Boy Scout units and creates a natural progression for scouts.

them, not a camping trip. 2) Scouts had minimal interaction with their current troop before joining, and 3) troop selection rarely was based on program content, but on social associations.

Thoughtful selection of a troop requires potential new scouts and their parents to invest in several visitations to the troops, their troop committee meeting, and possibly a court of honor. The parents should observe the workings of the troop committee, review troop policy and procedures, and obtain a copy of the troop by-laws and handbook. Investing this time to making informed decisions when joining a new unit, will make for a seamless transition to the new program, and secure the foundation for a successful adventure to First Class. As Joc Coker of Norman, Oklahoma, whose troop produced 132 Eagle Scouts during his tenure as Scoutmaster, writes, "Family, that's the secret to good scouting. You cannot run a first class troop with one Scout leader and twenty kids. You've got to go to the family level to do it" (Eggers 108).

### **Building on the Cub Scout Experience**

For some, it is the excitement of a Cub Mobile race, or for others the Pine Wood Derby. Is it the camaraderie of the team, or the quality of the time spent building a car with a significant adult? For some, it is the award, for others it may be losing the race. It is however, a rich learning experience of fun, fellowship, winning and losing in Cub Scouts! Eighty percent of more than forty rising third, fourth, and fifth graders interviewed during summer day camp said they are in cub scouts "to learn." They talked about B-B guns, canoeing, swimming, crafts, and trips. The common denominator of all these activities is that they are FUN. Baden Powell stated that boys will come when there is fun, and will leave when it ceases to be.

There is one night per week during the school year in which to teach our boys about having fun in a safe learning environment: to get them outside, running, jumping, and learning about nature. District and council sponsored events introduce young scouts to the world of camping, spark their imaginations, and intrigue them to transition to the Boy Scout program. The boys are given an opportunity to sleep in the Adirondacks, build a fire, shoot BB guns, and eat in the outdoors! In the spring Webelos scouts are invited to experience an extended outdoor camping adventure in the council camp, where they can play in the woods, swim in the lake and enjoy other scouting adventures. With each visit, the Cub Scout becomes more at ease with living in the outdoors, and feels more at home in his council camp. Initial trips are overnight excursions which progress to several nights under close supervision. They are given opportunities to observe older scouts in leadership positions at camp, and are introduced to the Order of the Arrow dance team! When the Webelos Scout prepares to cross over to Boy Scouts, he will look with anticipation and excitement to his first full week of troop camping!

### **Transitioning to Boy Scouts and the New Scout Patrol**

The summer day camp experiences and overnight adventures that Webelos shared with their Packs, was the single most popular answer defining shining memories in Cub Scouts! They had all amassed large numbers of pins, loops, and patches, but the stories of sliding down “BIG ROCK” (COI) or tracking animals at the district campout, robotic searches and enjoying s’mores at the campfire, were more significant. As Webelos ready to transition to Boy Scouts, the well prepared scout with his Arrow of Light award stands ready for the task.

The Webelos being welcomed by members of their new troop are called Scout (Ray 57) and now are a member of a boy-led organization. They must take an active part in the decision making process. The Boy Scouts of America recommends that new scouts find unity in a new scout patrol. In this environment, they should be led by an experienced assistant scoutmaster, who is knowledgeable of the sequential skills scouts must learn. He is aided by a Troop Guide, who has advanced leadership skills, and character representative of a true scout. Building on a strong foundation, they are charged with leading the boys from their initiation as Scout, sequentially through the stages of scouting, namely: Tenderfoot, Second class, and ultimately First Class (Ray 57). Troop guides have been hailed as the most important members of the Boy Scout Troop, for they share a vast wealth of information, skills, and are able to give leadership to young scouts.

Representatives of more than forty troops offered different approaches to the welcoming of New Scouts to the troop. The number of boys in the troop, and the number of years the troop had served a community generally impacted the style of leadership that the Scoutmaster initiated. Generally a scoutmaster with a younger troop with small numbers in their membership tended to

appoint leadership until the scouts attained the rank of First Class. Discussions with scouts and parents of younger scouts, offered a mixed review. Most scouts were pleased with their program if they perceived a sense of fairness. Elections in patrols in which most of the boys transitioned from the same den, tended to elect their own patrol leadership. However, scouts offered, "It often reflected a popular vote not necessarily the election of a capable leader." Boys joining from other dens felt somewhat left out and voiced concern that their progress through ranks was often delayed by their outsider status; hence opportunity to fulfill leadership roles required for rank advancement was delayed. Herein lays significant relevance to the continuance in the Boy Scouting program: fairness in the election process. This has far reaching implications for those who wished to be elected and become active members of the Order of the Arrow. In many cases, boys stated they were never elected to membership because of a popularity contest. In others, troop size impacted advancement. New Scout Patrols with greater than eight scouts had difficulty meeting rank requirements and scheduling scoutmaster conferences. Older scouts indicated that this also impacted their progress and the integrity of the weekly scout meeting. Scoutmaster conferences interfered with productive meetings. A familiar complaint voiced by one troop's membership, "All we do is knot tying, and first aid, and wait for the scoutmaster conferences to be conducted." The table located in appendix B is a summary of responses reflecting the method of leadership selection in new scout patrols.

Rank achievement is physically presented to boys in the form of certificates and badges. Those who have been part of the scouting program contributed favorable responses to inquiries about advancement. All supported the requirements of physical participation, scouts doing their own work, scouts demonstrating the scout oath and law in their daily lives, and meeting the fundamental requirements of the rank. Passing the Scoutmaster conference, and board of review

are part of the formal process, but most active advanced rank scouts voiced concern that the embodiment of the scout law is difficult to quantitatively define. Advancement past First Class requires evidence of leadership position and service. Advancement encourages growth, promotes values, and reinforces the ideals of scouting.<sup>2</sup>

One area that surfaced in the process of interviewing scouts and leaders was the need to assess the progress of scouts on an on-going basis. Scouts in larger troops voiced concern that a large amount of their meeting times was lost to scoutmaster conferences. The advancement chairman basically saw the scout at the board of review and not before. It is the opinion of those interviewed that scouts should meet regularly with their Troop Guide to assess progress. Each month the new scout should seek a brief conference with the advancement chairman and review his progress in meeting the requirements that have been accomplished. By initiating a regular conference basis scouts will become more comfortable in the evaluation process, will remain goal oriented and the entire troop will benefit from regular evaluations to ensure progress toward advancing its membership.

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<sup>2</sup> Note: no council, district, unit, or individual has the authority to add or subtract from the advancement requirements. <http://advan.counciltraining.net/boyscouts>

## Preparing for Residential Camp

Prior to the troop's first week-long camp, the new scout should have received **basic leadership training, have an understanding of the patrol system, and the buddy system**. He should also be introduced to the Order of the Arrow, and have an understanding of the significance of the organization, so that there will be an appreciation of the ceremonies, and expected behavior. The importance of knowing the expectations of camp, classes, meals, and routines cannot be overemphasized. The ground rules should be understood by all scouts and their parents. There should be no surprises when the week of camp arrives. Whether matches or canteen expenses, the prepared scout is a happy camper. Two deep leadership, with consistent adult presence, allows scouts to know what is expected from the start. Consistent leadership means trained adult leadership who are willing to commit to the week-long adventure. Planning for camp includes confirmation of commitments from trained adults months in advance of the event. Physical examinations and tour permits should be completed at least six weeks before the scheduled departure. Use of the troop committee to oversee these key components will enable the scout leaders and scouts to have a successful, uneventful departure. Visitation, phone, and canteen privileges addressed before departure, encourages responsibility. The only element remaining: FUN! The failure to plan for appropriate leadership by both scouts and leaders, results in diminished scout spirit, homesick youth, and failure of the scouting program. Scouts need and deserve leadership that they respect, are comfortable with, and on whom they can depend. They need adults who teach in a caring way, and who are mindful of individual learning thresholds, beliefs, and abilities.



## **Significance of the Extended Camping Experience**

The benefits of long term camping cannot be understated. It is a tool of scouting that builds self confidence, teamwork, an appreciation for nature and God. It will enable him to meet partial camping requirements for both the camping merit badge, an Eagle required badge, and also to fulfill the requirements for an extended camp out which is a prerequisite for membership in the Order of the Arrow, Scouting's National Honor Society. Singularly it is the one tool of scouting that builds both friendships and memories that will last a lifetime. These are the shared observations of both boys at camp, and their leaders.

The Pathfinder program at Camp Old Indian, which is this writer's council camp, prepares young men to excel in scouting. They are given the tools and the instruction to help them toward tenderfoot, second class, and ultimately first class. The privilege to carry a knife and matches are earned, along with training in lashing, knots, fire building, first aid, hiking, and camping.

While at camp, it is important that the boys have a positive experience. Homesickness is one phenomenon that every scoutmaster has encountered. The importance of an in-place buddy system prior to the camp out is imperative. The buddy system not only protects from physical harm, it is an emotional support system to those who need additional encouragement, and it builds confidence, stability, and respect. It positively supports the individual scouts and the camping experience. The homesick youth that leaves during family night visitation, or prior to the completion of camp, is unlikely to have a positive scouting experience. Most, according to the leadership interviewed, acknowledged that it was these scouts who tended to terminate their scouting experience, usually before reaching the rank of first class. There have been, in this

writer's many summers of long term camping at the council camp, few exceptions to this observation. Boys who have failed to attend the first year camp, or those who left during the family visitation night 1) failed to achieve first class in the first year, 2) tended not to be elected to the Order of the Arrow, 3) quit scouting before the end of summer, or 4) tended not to form friendships during summer camp because of poor planning, implementation of a plan, or successful communication with the leadership.

Merit badges are an important part of the scout's advancement, growth, and development. They are an opportunity for scouts to develop required skills, and to explore new interests. Some young men find their life work through the investigation of careers, and merit badge work. Therefore, every opportunity that exists for learning should be opened to scouts. Summer camp for the new scout is full of firsts, including the following: swimming in a lake, hiking the mountain, eating and sleeping in the out of doors; going without electronics for a whole week! The duty roster allows scouts to be a working part of the campout. Each scout has a job to be done, and is a vital part in troop competitions. Earning merit badges at camp keep scouts focused on productivity as well as giving them an opportunity to explore, and to complete merit badge work without distraction. The traditional merit badge program at COI extends to the twilight (evening hours) to enable new scouts to earn two merit badges. It is important to assist the young scout in completing the merit badges at camp, especially those in their first experience. This extends further than merely announcing the time and location of the merit badge class. Often it requires physically accompanying the young scouts to the class site, and yes even attending the class with the scouts to hear and to understand what homework is required to complete the merit badge. Providing a study period after class highlighted by a cracker barrel and group interaction, helps assure that the participating scouts not only start, but complete, at

least two merit badges! This is extremely important, especially for the first year campers. They are given a tremendous amount of information in a short period of time. Hiking sticks and beads are awarded while they work on rank requirements. Earning merit badges at camp provides physical evidence that will be proudly received at his first court of honor, and builds excitement about attending camp in the future.

Visiting other campsites, interacting with troops from within our local council, and visiting troops from other states and sometimes countries, provides scouts with new opportunities for friendship and skill exploration. Friendly competitions in games and sports usually highlight the week-long activities. Different levels of camping exist within the council camp. Some units will tent camp, others will sleep in Adirondacks. While visiting Camp Old Indian, one will see some units washing activity shirts in a home-made washing device. Other conservation minded units pride themselves on performing tasks that will enhance the camp, or protect it from environmental harm. All will have fun!

The mess hall is always a great time for fun and fellowship. There is something for everyone. Once again, the adult leadership needs to be mindful of scouts eating at camp. Without nutrition, scouts can become ill, fatigued, and unhappy. Learning to eat camp food, limiting snack purchases from the scout store, managing personal funds, and personal hygiene are all lessons to be learned from participating in summer camp. Encouraging all first year scouts to be a part of the troop summer experience not only serves to maintain an individual scout's progress, but it builds the troop camaraderie. As camp concludes, it is a good time for scouts to reflect upon, and to assess their experience. What were the strengths and weaknesses of the program? How could the program be improved? Were all the scouts present, actively involved, confident, and most importantly, having fun? Did everyone complete the full week of

camp? The troop scribe and historian should be charged with the recording of the events of the campout, and the evaluation. It should be kept as a written record of the troop's activities, and used as a resource in planning future camping trips.

## The Patrol Leader Council, Elections, and Planning

*In many* troops, post summer camp is the time for troop elections. First year scouts have lived with their patrol mates and have witnessed their leadership styles, energy, dependability, and courage. They have seen older scouts and have appreciation for their skills, their cooperation, and willingness to teach. They have observed their resourcefulness in carrying out conservation programs, volunteer work, and seen the Ordeal members of the Order of the Arrow at work. There is new meaning to the term leadership. Now, it is more important to have qualities of leadership, namely, reliability, trustworthiness, and dependability rather than mere popularity. It is imperative that those seeking to hold positions of leadership have a good understanding of the patrol system, the expectations of the troop, and the immediate and long-term goals of the group. For the patrol system to work each member must know what is expected of him; it needs to be communicated, restated, and practiced. One cannot assume that scouts have an understanding of the patrol system or that he has mastered a particular skill. Often, the scout has practiced a skill, or studied the scout manual in preparation for a scoutmaster's conference, and "passed" the session, only to be unable to execute a task on the next camp out. Good teaching mandates that the learning process is a hands-on approach. The goals need to be achievable, and well understood. The skill levels of scouts will vary. Practice, evaluation, support, and praise are key ingredients to a youth learning and retaining information, skills, and confidence. The E.D.G.E.<sup>3</sup> method will result in confident youth, and keep them centered on the task at hand, building on subsequent skills, and ultimately reaching the rank of first class, as a confident, motivated youth in the first year of Boy Scout membership.

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<sup>3</sup> Explain, Demonstrate, Guide, Enable (<http://www.scouting.org/filestore/pdf/26-242.pdf>)

There is room for learning built into the scouting program. Lord Baden Powell often stated, "Scouting is a game with a purpose." The active Boy Scout troop sees monthly activities scheduled. The patrol leaders meet before troop meetings to plan weekly and monthly activities. It can be a camp out, a district outing, merit badge university, or any of these in combination. Scouts meet regularly, in a secure and safe environment with a minimum of two-deep leadership. Boys will learn that planning takes the guess work out of success and assures that the program will progress smoothly and that the goals will be met. Meeting short term goals helps youth to visualize long term possibilities. Once the troop has reorganized after camp, the elections for new leadership take precedence.

Scout troops meet regularly, usually weekly, although one troop in Minnesota writes in its web site that they meet four times per month and are successful in producing First Class Scouts in the first year of membership<sup>4</sup>. They meet once as a patrol, twice as a troop, and once at its monthly outing. The adage that quality not quantity resounds with this successful program to matriculate New Scouts to First Class within one year of membership. The patrol leadership should meet briefly before each meeting to ensure that plans conceived in the monthly gathering are still doable and the program components are complete. Confident youth willingly assume leadership positions in a protected environment.

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<sup>4</sup> <http://www.troop228MN.com>

### Conclusion

The first *Court of Honor* following summer camp can be a most significant award program in the life of a young Boy Scout. Here he can experience the enthusiasm of not only his own accomplishments, but those of his fellow troop members. He is anxious as he awaits his name called for this first Court of Honor. His uniform is crisp and neat. His scoutmaster calls out his name, and he beams with pride as he learns that he has finished his Tenderfoot and Second Class requirements. He has also earned two merit badges. He is well on his way to first class, and he is confident. He can see himself *Getting to First!*

Reaching the rank of first class assures that young men will have mastered life enriching skills. Accomplishing this goal in the first year of membership in the Boy Scouts, creates a favorable climate for boys to continue their advancement, stimulate and investigate career interests, and encourage them to pursue new avenues of cheerful service. As elections for the Order of the Arrow approach in the spring of his second year, he demonstrates the meaning of living the scout oath and law. He will face with confidence the prospects of joining scouting's honor society, and proceed on the trail to Star Scout. It is this confidence that reaching First Class Rank in the first year brings. It is this foundation that secures the trail to Eagle. As it is in giving that we receive, may this be our legacy, to advance our youth to First Class in the first year of Boy Scouts.

APPENDIX A

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## APPENDIX B

	SCOUTMASTER APPOINTED PATROL LEADER	PATROL LEADER ELECTED BY SCOUTS	ELECTION AFTER ORIENTATION	ELECTION AFTER CAMPOUT	OTHER
# OF TROOPS	15	10	6	5	4
# OF NEW SCOUTS	5 < 10	5 < 10	5 < 10	5 < 10	5 < 10
% OF SCOUTS COMPLETING FIRST CLASS	85	75	100	100	N/A
SEPARATE TRAINING CAMPOUTS	10	8	5	5	N/A
SCOUTS HAPPY W/PLAN	14	8	N/A	N/A	N/A
RECENT NEW SCOUTS	13	9	N/A	N/A	N/A

## Aims and Methods of Scouting

### The Aims of Scouting

Character development, citizenship training, and mental and physical fitness.

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### The Methods of Scouting

#### Cub Scouting

Boys grades 1 – 5

The ideals

Den

Advancement

Family Involvement

Activities

Home and neighborhood

Centered

Uniform

#### Boy Scouting

Boys ages 11 – 18

The ideals

Patrol

Advancement

Adult association

Outdoors

Personal Growth

Uniform

Leadership

#### Venturing

Young men and women  
ages 14 – 20

The ideals

Group activities

Recognition

Adult association

High Adventure

Teaching others

Leadership

### The Mission of the Boy Scouts of America

The mission of the Boy Scouts of America is to prepare young people to make ethical choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

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## APPENDIX D

## Tenderfoot – First Class Rank Requirement Mapping for 2008

Please note that Boy Scouts of America periodically changes and/or revises some of its requirements for rank advancement. The changes can be found online at [www.scouting.org](http://www.scouting.org). Every attempt has been made to keep this guide as up to date as possible, but the final word on the advancement requirements is listed on the national website. The site also includes a cool video series on each of the first year requirements:

<http://www.scouting.org/boyscouts/rankvideo/>. Furthermore, some of the wording for the requirements in this guide has been updated to reflect the changes made by national for 2008.



### *Tenderfoot*

Discussion of the requirements for the rank of Tenderfoot Scout starts on page 31.

Requirement	Description	Page Number
1	Present yourself to your leader, properly dressed, before going on an overnight camping trip. Show the camping gear you will use. Show the right way to pack and carry it.	224-231
2	Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch.	238-239
3	On the campout, assist in preparing and cooking one of your patrol's meals. Tell why it is important for each patrol member to share in meal preparation, cleanup, and the importance of eating together.	265-281
4a	Demonstrate how to whip and fuse the ends of a rope.	34
4b	Demonstrate that you know how to tie the following knots and tell how they are used: two half hitches and nut-line hitch.	36-37
5	Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night. Explain what to do if you are lost.	38-41
6	Demonstrate how to display, raise, lower, and fold the American flag.	42-44

7	Repeat from memory and explain in your own words the Scout Oath, Law, motto, and slogan.	45-55
8	Know your patrol name, give the patrol yell, and describe your patrol flag. <i>Your patrol flag is how you think it should look. Fill out the requested information on indicated page.</i>	56
9	Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood. Describe what a bully is and how you should respond to one.	57
10a	Record your best for each of the following push ups, pull ups, sit ups, standing long jump, and ¼ mile walk/run.	57
10b	Show improvement in the activities listed in requirement 10a after practicing 30 days. <i>This requires that you keep a record of your exercises for the 30 days. The point can't be made enough to get started on this right away. Also note that the requirement doesn't say consecutive days. You don't have to start over if you miss a day. If you want, use the following sheet to record your results.</i>	57-58
11	Identify local poisonous plants; tell how to treat for exposure to them. <i>Refer to <a href="http://www.poison-ivy.org">www.poison-ivy.org</a>.</i>	59
12a	Demonstrate how to care for someone who is choking.	296-297
12b	Show first aid for the following:	
	Simple cuts and scrapes.	304
	Blisters on hands and foot.	308
	Minor (thermal/heat) burns or scalds (superficial, or first degree).	306
	Bites or stings of insects and ticks.	310
	Venomous snakebite.	312-313
	Nosebleed.	306
	Sunburn and frostbite	307, 324
13	Participate in a Scoutmaster conference.	60
14	Complete your board of review.	61

### Tenderfoot Rank Requirements 10a and 10b

TEST	Day														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Push-ups															
Pull-ups															
Sit-ups															
Standing long jump															
1/4 mile run/walk															

TEST	Day														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Push-ups															
Pull-ups															
Sit-ups															
Standing long jump															
1/4 mile run/walk															

## Second Class

Discussion of the requirements for the rank of Second Class Scout starts on page 63.



Requirement	Description	Page Number
1a	Demonstrate how a compass works and how to orient a map. Explain what map symbols mean	67-72
1b	Using a compass and map together, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian.	72-74
2a	Since joining, have participated in five separate troop/patrol activities (other than troop/patrol meetings), two of which include overnight camping. <i>Examples include attending an Eagle ceremony, troop campouts, Pedro Boot Camp, Christmas luminary fundraiser.</i>	75
2b	On one of these campouts, select your patrol site and sleep in a tent you pitched.	232-241
2c	On one campout, demonstrate proper care, sharpening, and use of the knife, saw, and axe and describe when they should be used.	77-85
2d	Use the tools listed in requirement 2c to prepare tinder, kindling, and fuel for a cooking fire.	249-251
2e	Discuss when it is appropriate to use a cooking fire and a lightweight stove. Discuss the safety procedures for using both.	248-249. 252-255
2f	Demonstrate how to light a fire and a lightweight stove.	249-255
2g	On one campout, plan and cook over an open fire one hot breakfast or lunch for yourself, selecting foods from the four basic food groups. Explain the importance of good nutrition. Tell how to transport, store, and prepare the foods you selected.	257-269
3	Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity. <i>Volunteer for a flag ceremony to open and close a troop meeting.</i>	87

4	Participate in an approved (minimum of one hour) service project. <i>Examples include helping on an Eagle project, working at cleaning up area, helping with a project at church.</i>	88
5	Identify or show evidence of at least ten kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community. <i>Maintain a record of what / when / where you saw them.</i>	89-96
6a	Show what to do for 'hurry' cases of stopped breathing, serious bleeding, and ingested poisoning.	293-295 299-302
6b	Prepare a personal first aid kit to take with you on a hike. <i>You must be able to describe what you have in your first aid kit and how it each item is used.</i>	289
6c	Demonstrate first aid for the following	
	Object in the eye	314
	Bite of a suspected rapid animal	312
	Puncture wound from a splinter, nail, or fishhook	305
	Serious burns (partial thickness, or second-degree)	306
	Heat exhaustion	319
	Shock	303
	Heatstroke, dehydration, hypothermia, and hyperventilation	320-323 314
7a	Tell what precautions must be taken for a safe swim.	99
7b	Demonstrate your ability to jump feet first into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place. <i>You are encouraged to take the Swimming Merit Badge at summer camp. In the successful completion of this merit badge, this requirement is completed.</i>	100-104
7c	Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible, and explain why and how a rescue swimmer should avoid contact with the victim. <i>You are encouraged to take the Swimming Merit Badge at summer camp. In the successful completion of this merit badge, this requirement is completed.</i>	104-107



8a	Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco and other practices that could be harmful to your health. Discuss your participation in the program with your family.	108
8b	Explain the three R's of personal safety and protection.	
9	Demonstrate the Scout spirit by living the Scout Oath and Scout Law in your everyday life.	108-109
10	Participate in a Scoutmaster conference.	109
11	Complete your board of review.	



### First Class

Discussion of the requirements for the rank of First Class Scout starts on page 111. Note that requirement 9c in the Handbook has been eliminated as a rank requirement.

Requirement	Description	Page Number
1	Demonstrate how to find directions during the day and night without using a compass. <i>The troop has been using the Backwoods Orienteering Klub (BOK) to satisfy this requirement. The BOK has sponsored events and taught basic orienteering skills in North Carolina for 22 years and offers a Beginners Class for these 'map and compass' skills. The beginner course is geared for beginner skill levels and will satisfy this requirement. Visit the BOK web site at <a href="http://trek4ite.com/bok/">http://trek4ite.com/bok/</a> for more information.</i>	114-117
2	Using a compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc). <i>The troop has been using the Backwoods Orienteering Klub (BOK) to satisfy this requirement. The BOK has sponsored events and taught basic orienteering skills in North Carolina for 22 years and offers a Beginners Class for these 'map and compass' skills. The beginner course is geared for beginner skill levels and will satisfy this requirement. Visit the BOK web site at <a href="http://trek4ite.com/bok/">http://trek4ite.com/bok/</a> for more information.</i>	118-125



3	Since joining, have participated in ten separate troop/patrol activities (other than troop/patrol meetings), three of which include overnight camping. <i>Examples include attending an Eagle ceremony, troop campouts, Pedro Boot Camp, Christmas luminary fundraiser.</i>	126-127
4a	Help plan a patrol menu for one campout – including one breakfast, lunch, and dinner – that requires cooking. Tell how the menu includes the four basic food groups and meets nutritional needs. <i>It would be a good idea to read all of Chapter 10 in your Boy Scout Handbook starting on page 247.</i>	257-262 265-280
4b	Using the menu planned in requirement 4a, make a list showing the cost and food amounts needed to feed three or more boys and secure the ingredients. <i>It would be a good idea to read all of Chapter 10 in your Boy Scout Handbook starting on page 247.</i>	260
4c	Tell which pans, utensils, and other gear will be needed to cook and serve these meals. <i>It would be a good idea to read all of Chapter 10 in your Boy Scout Handbook starting on page 247.</i>	264
4d	Explain the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Tell how to properly dispose of camp garbage, cans, plastic containers, and other rubbish. <i>It would be a good idea to read all of Chapter 10 in your Boy Scout Handbook starting on page 247.</i>	258, 263, 281
4e	On one campout, serve as your patrol's cook. Supervise your assistants(s) in using a stove or building a cooking fire. Prepare the breakfast, lunch, and dinner planned in requirement 4a. Lead your patrol in saying grace at the meals and supervise cleanup. <i>It would be a good idea to read all of Chapter 10 in your Boy Scout Handbook starting on page 247.</i>	129 248-251, 253-255, 265-280
5	Visit and discuss with a selected individual approved by your leader (elected official, judge, attorney, civil servant, principal, teacher) your Constitutional rights and obligations as a U.S. citizen. <i>Make sure you understand what the Constitution is and how it protects you.</i>	130, you might also read Chapter 12 (starts on page 331)
6	Identify or show evidence of at least ten kinds of native plants found in your community. <i>Maintain a record of what / when / where you saw it.</i>	131-136
7a	Discuss when you should and should not use lashings.	137
7b	Demonstrate tying the timber hitch and clove hitch and their use in square, shear, and diagonal lashings by joining two or more poles or staves together.	138-143

7c	Use lashing to make a useful camp gadget. <i>See pages 144-145 for examples. Also could make a backpack hanger.</i>	144-145
8a	Demonstrate tying the bowline knot and describe several ways it can be used.	148-149
8b	Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.	309, 316-317
8c	Show how to transport by yourself, and with one other person, a person <ul style="list-style-type: none"> <li>• From a smoke filled room</li> <li>• With a sprained ankle, for at least 25 yards</li> </ul>	326, 328
8d	Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).	298
9a	Tell what precautions must be taken for a safe trip afloat.	153-154
9b	Successfully complete the BSA swimmer test. <i>This test will be administered before or at summer camp. You are also encouraged to take the Swimming Merit Badge at summer camp.</i>	154-159
9c	With a helper and a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.) <i>You are encouraged to take the Swimming Merit Badge at summer camp. In the successful completion of this merit badge, this requirement is completed.</i>	162-163
10	Demonstrate the Scout spirit by living the Scout Oath and Scout Law in your everyday life.	164
11	Tell someone who is eligible to join Boy Scouts, or an inactive Boy Scout, about your troop's activities. Invite him to a troop outing, activity, service project or meeting. Tell him how to join, or encourage the inactive Boy Scout to become active.	
12	Describe the three things you should avoid doing related to use of the Internet. Describe a cyber bully and how you should respond to one.	
13	Participate in a Scoutmaster conference	165
14	Complete your board of review.	

APPENDIX E

**Duty to God**

(As presented to Cub Scouts in 6&20 District)

1. Who made the stars, the skies, nature? ( A scout is reverent)
2. Do you know the name of your preacher, pastor, or spiritual leader?
3. Do you attend church services or Sunday school regularly?
4. Why is it important to participate in these types of activities?
5. What do you like about Cub Scouts? Why are you a member?
6. Do your parents help with Cub Scouts? Will you help as an adult if you have a son in Scouts?
7. Will you continue to Boy Scouts? Why or why not?
8. What does it mean to have a Duty to God?
9. What do these words mean: respect, loyalty, trustworthy? Talk about these words with your parents, and when we meet again we will talk about your answers...

Homework:

1. Draw a picture of the things in your life that you are thankful for. How will you show your thankfulness?
2. Bring a picture that your parents say is okay for us to share in Scouts. Be ready to tell us something special about YOU.
3. Make sure that you come on the final day of camp...bring big smiles...and receive your patch!

**Interview and survey questions asked of scouts, Scout leaders, and parent volunteers**

1. What is your job in scouting? Leader, committee member, volunteer, scout
2. Were you a scout as a youth? If yes, what is your rank, number of years in scouts?
3. Scouts: What rank do you hold? Adult leaders: What level of training have you had?
4. Scouts: Is it important to reach first class in the first year? WHY?  
Adult leaders: Is it important for scouts to reach first class in the first year of membership? Why? How can /do you facilitate this accomplishment?
5. What are the benefits of completing the rank of first class in the first year?
6. Scouts and leaders: when was/is the Order of the Arrow introduced to the new scouts?
7. Were / or are/ new scouts placed in a New Scout Patrol?
  - A) Are patrol leaders elected or appointed?
  - B) Number of scouts in new patrol.
  - C) Length of time in the new scout patrol
  - D) Frequency of meetings? Does that patrol meet independent of the troop? Number of times meets with the troop? Does the troop have monthly campouts?
9. Adult leadership: What are your views on attaining first class in the first year?"
  - A) Does achieving this in the first year, motivate scouts to accomplish ranks in a timely fashion?
  - B) How does timely advancement influence a scout's commitment to the program?
  - C) What factors do you view as most significant to getting first class in the first year?
  - D) Extended summer camp: its significance....
10. Leadership, attendance, homesickness: comment on each
10. What is the relationship between attaining first class and seeking membership in OA?