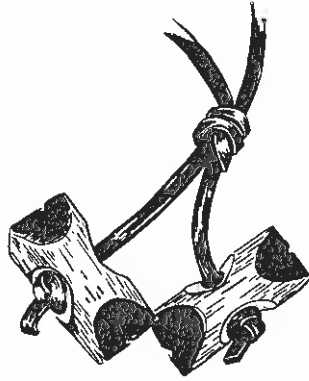


APPENDIX





Carl Nelson trains Scouters on the proper way to make toggle rope.

APPENDIX A. DESCRIPTION OF THE 1948 SCHIFF WOOD BADGE

The first Wood Badge Course run by the Boy Scouts of America opened at the Schiff Scout Reservation at Mendham, N.J., on July 31, 1948. Thirty men had arrived, by special invitation of the Chief Scout Executive, from twelve states—Indiana, Pennsylvania, Massachusetts, New York, New Jersey, Delaware, Florida, Ohio, Virginia, Tennessee, Rhode Island, and North Carolina. They were high-

caliber men, looking forward to a new experience in Scouter training.

The staff was made up of William Hillcourt, Scoutmaster; Joseph M. Thomas, senior patrol leader; William C. Wessel, scribe; Frank W. Braden and William E. Lawrence as special instructors; and Marshall Spaan as quartermaster.

Saturday, July 31—We started at 12:30 p.m. with an opening dinner in the Schiff Manor House, followed by introduction of men and staff and by an explanation of Wood Badge Training and the significance of Gilwell. After dinner, the men, now formed into four patrols—Eagles, Beavers, Foxes and Bob Whites—set out for the Gilwell Campsite. A thorough study of the demonstration patrol camp which had been set up and instruction in axmanship and simple rope work prepared them for camp making. The afternoon was spent setting up tents, building fire places, and getting patrol camps in shape.

At the first patrol-cooked meals the rotation of the staff members as eating guests of the patrols was established. By joining the men at their meals, the staff members came much closer to knowing them than would otherwise have been the case.

In the early evening, the patrols met in their corners of the Gilwell Troop room for a demonstration of patrol crafts, after which each patrol got busy designing a patrol flag, starting a log book, practicing its patrol call, etc.

The evening's camp fire was run by the staff to demonstrate all the parts of an effective camp fire—from "magic" fire lighting to an impressive closing. The Scoutmaster's talk on Baden-Powell gave the men a new understanding of the founder of Scouting. After the closing, the men gathered around the "cracker barrel" for a good-night snack, and to talk over the events of the day, before turning in. This nightly feature was highly appreciated.

Sunday, August 1—The troop met for a "Scout's Own"—a period of high inspiration. After sessions on firewood and fire building, camp construction continued. A drizzle set in, but it did not interfere with the work.

Immediately after luncheon, the patrol leaders' council met to discuss the program of the afternoon and the following morning. These daily sessions, presided over by the senior patrol leader, were of immense importance—not just for the success of the course, but also in making the men realize the function of the patrol leaders' council in running a good troop.

Camp food, camp sanitation and first aid were treated during the afternoon.

Early evening, the first of a series of half-hour periods of patrol games was run off with a great deal of fun and friendly competition.

The evening's camp fire was led by the program patrol (as were the remaining camp fires of the course). The stunts were outstanding, the spirit magnificent. "The Scout Oath and Law," as presented by Frank Braden, was a high spot. The Tenderfoot Investiture, using the Gilwell staff, was a novel experience for the men. Cracker barrel—and so to bed.

Monday, August 2—A day of sunshine, perfectly suited for observation, tracking and stalking in the morning, and for a wide game in the afternoon, based upon the skills learned that day. The idea of following learning-by-doing periods of the morning with a daily afternoon climax making use of the things learned proved a highly effective means of making the men see the relationship between our highly diverse Scouting activities.

The main session of the evening was a complete indoor troop meeting, in the Gilwell Troop room, with all the trimmings of a well-planned meeting.

And so back to the patrol camp sites where each patrol had its own camp fire with the men talking, singing, opening their hearts to each other.

Tuesday, August 3—The big idea of the day (sunny once again) was nature, in all its ramifications.

After flag ceremony, with still another historical flag raising, we got busy on *knowing* nature (its place in the program, identification, and games), *using* nature (during which more than thirty wild edibles and materials for rope and other camp uses were demonstrated), and *doing* nature (developing and following a nature trail, making track casts, leaf prints, collections, and so on).

Luncheon, with freshly boiled wild greens (poke shoots) and fried chanterelle mushrooms, proved that wild edibles can be highly palatable.

The afternoon session was a woodcraft expedition, with each patrol taking the part of a group of explorers investigating a newly discovered territory. The materials brought home were arranged into spectacular patrol displays.

With evening came another drizzle—then rain. This fitted the program perfectly: Indoor patrol meetings. Each patrol developed its own program, ran its own activities, then settled down to catch up on notebook writing and other spare time activities. Individual patrol “cracker barrels.”

Thursday, August 5—The big rain. But it didn't stop the morning's sessions introducing the theme of Pioneering. We went through advanced knots and splices and lashings, with the rain drumming on our ponchos.

A wet luncheon, then down to Lake Therese waterfront for a big event of the day: the construction of a 20-foot signal tower, a 60-foot monkey bridge, a 16-foot double-lock bridge, two coracle rafts. Each patrol slaved bravely through its project, with Dr. Fretwell and Dr. Powers looking on as guests. The rain turned into a downpour, but the patrol yells lacked nothing in vigor as the tower went up, as the bridges were crossed, as a couple of men went to sea in the coracles!

Hot tea in the troop room, an easily prepared dinner, and an evening of fun and inspiration around a roaring fire, with Cub Scouting and senior Scouting in the picture.

Friday, August 6—The day of the HIKE—with blue skies and beaming sun. In the morning, sessions on hike equipment, hike methods, and hike cookery. A quick luncheon, final preparation and instructions in the patrol leaders' council, and the patrols set out with compass and map to cover their routes, to locate their camping spots, to make camp and to spend the night as independent units. And incidentally, to report back to Father Noah whether any dry earth was still left after the deluge!

During the late evening, the staff members stalked their patrols—were successful in getting close to three of them, and were mistaken for “deer” by a fourth.

Saturday, August 7—Another brilliantly bright day. The patrols returned during the morning, full to overflowing with enthusiasm for their overnight experience—one of the top spots of the week!

An adventure trail was the feature of the afternoon. It made use of all the skills practiced during the course—ranging from fire building to lashings, from first aid to observation, and introducing a couple of Scout spirit “obstacles.”

During the late afternoon all the patrols went on a camp cookery spree, doing their parts for a big dinner farewell party. The meal was served “smorgasbord”-style, with the dishes set out on a large table that groaned under the weight of the chicken, chili con carne, tomato salad, macaroni salad, potato salad, with reflector-baked gingerbread and apple pies and coffee.

The final camp fire was a “mountain peak” experience: a happy friendship conclave followed by a solemn ceremonial part of high inspiration. There was no doubt about it: the men, in their attitude, showed that they had truly caught the Spirit of Gilwell!

Sunday, August 8—Breakfast with the whole troop together, then breaking of camp. The final ceremony, with the challenge to the men to spread the “gospel,” and the lowering of the flags.

The First Wood Badge Course was over—but its effects are here to stay!

APPENDIX B.
LIST OF EARLY DEPUTY CAMP
CHIEFS IN THE BSA, 1948-59

William E. Hillcourt—1948

National Director Program Resources, National Office

William E. Lawrence—1949

National Director Volunteer Training

Joseph M. Thomas—1949

Scout Executive, San Juan, Puerto Rico

Frank W. Braden—1949

Regional Executive, Region 7, Chicago, Illinois

O. W. Bennett—1950

National Director of Cub Scouting, National Office

James H. Gelwicks—1950

National Director of Activities, National Office

Donald H. Barnett—1950

Assistant National Director Volunteer Training, Regions 1 and 2

Robert W. Perin—1953

Assistant National Director Volunteer Training, Regions 9 and 12

Richard N. Potter—1953

Assistant National Director Volunteer Training, National Office

Paul W. Moore—1953

Assistant Director of Exploring, National Office

Donald M. Higgins—1953

National Director Health and Safety, National Office

H. H. Haysbert—1953

Assistant National Director Volunteer Training, Memphis, Tennessee

David M. Dunbar—1953

Assistant National Director Camping, National Office

Jack L. Rhea—1953

Director Philmont Scout Ranch

Robert W. Sproul—1953

Deputy Regional Executive, Region 1, Boston, Massachusetts

N. Harold West—1953

Scout Executive, Marshalls Creek, Pennsylvania

Ray E. Williams—1953

Assistant to the Chief Scout Executive, National Office

E. E. Holsington—1953

Assistant National Director Health and Safety, National Office

Richard L. Newcomb—1953

Assistant National Director Field Operations, National Office

John F. Lott—1953

Post, Texas

M. H. McMasters—1955

Deputy Regional Executive, Region 9, Dallas, Texas

Fred Maise—1955

Director of Training, Washington, D.C.

Stanley P. Meenach—1955

Deputy Regional Executive, Region 4, Cincinnati, Ohio

Dan R. Pinkham—1955

Lynn, Massachusetts

Robert H. Powell—1955

Milwaukee, Wisconsin

Frank E. Preston—1955

Assistant National Director Volunteer Training, Regions 7 and 10

Paul E. Reinbolt—1955

Assistant National Director Volunteer Training, Regions 3 and 4

Victor D. Sharpe—1955

Deputy Regional Executive, Region 12, Los Angeles, California

H. E. Shattuck—1955

Lynn, Massachusetts

M. Love—1956

Field Director, Houston, Texas

T. D. Childress—1956

Scout Executive, West Point, Mississippi

Dr. M. B. Bowers—1956

Dallas, Texas

B. Y. Dunn—1956

Administrative Assistant, Oakland, California

H. Elam—1956

Nashville, Tennessee

Horace Gorton—1956

Assistant National Director Volunteer Training, Regions 8 and 9

George C. Frickel, Jr.—1956

Assistant National Director Cub Scouting, National Office

O. L. Blanton—1956

Field Executive, Fort Worth, Texas

Jim Kautz—1956

Assistant National Director Volunteer Training, National Office

Wes H. Klusmann—1956

National Director of Camping, National Office

Norm Schober—1956

Milwaukee, Wisconsin

Eldon Sehnert—1956

Coordinator of Training, Houston, Texas

M. R. Smith—1956

District Scout Executive, Wichita Falls, Texas

H. E. Ward—1956

San Francisco, California

E. C. Bowden—1957

Assistant Director Volunteer Training, Regions 5 and 6, Memphis, Tennessee

L. Enright—1957

Assistant Executive, Burlingame, California

Delbert R. Hanks—1957

Scout Executive, Dayton, Ohio

H. Rader—1957

Deputy Regional Executive, Region 11, Portland, Oregon

C. W. Ritchie—1957

St. Louis, Missouri

T. Barkley—1958

Detroit, Michigan

James E. Connell—1958

Director of Training, Chicago, Illinois

Arthur E. Fink—1958

Park Ridge, Illinois

Robert E. Gregg—1958

Scout Executive, Evansville, Indiana

J. V. Herring—1958

Corpus Christi, Texas

W. Hetherington—1958

Chico, California

G. N. Hughes—1958

Midland, Texas

C. A. Lethin—1958

Deputy Regional Executive, Region 11, Portland, Oregon

Daniel S. Ling—1958

Ann Arbor, Michigan

W. L. Nelson—1958

El Paso, Texas

R. Parga—1958

District Executive, San Antonio, Texas

P. M. Rutherford—1958

Dallas, Texas

Don W. Teisberg—1958

Deputy Regional Executive, Region 7, Chicago, Illinois

Mart P. Bushnell—1959

Director of Training, San Francisco, California

E. B. Cline—1959

Field Executive, Indianapolis, Indiana

G. F. Estes—1959

Wichita, Kansas

M. Patterson—1959

Director of Camping, Oklahoma City, Oklahoma

D. A. Pearson—1959

Seattle, Washington

Jack Schnakenberg—1959

Albuquerque, New Mexico

Dr. H. J. Piercy—1959

Dallas, Texas

E. Stock—1959

Director of Training, Minneapolis, Minnesota

APPENDIX C. LIST OF LOCAL COUNCIL COURSES 1953-58

1953

Dan Beard Council	Cincinnati, Ohio	Aug 22-30
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1954

Baltimore Area Council	Baltimore, Maryland	
Dan Beard Council	Cincinnati, Ohio	Aug. 21-28
Greater New York Council	New York, New York	July 24-Aug 1
Los Angeles Area Council	Los Angeles, California	Oct. 10-17
Middle Tennessee Council	Nashville, Tennessee	Aug. 1-4
National Capitol Area	Washington, D.C.	June
Philadelphia Council	Philadelphia, Pennsylvania	Aug. 7-15
San Francisco Council	San Francisco, California	

1955

Akron Area Council	Akron, Ohio	July 30-Aug. 7
Circle Ten Council	Dallas, Texas	Nov. 5-13
Los Angeles Area Council	Los Angeles, California	Oct. 1-9
Middle Tennessee Council	Nashville, Tennessee	Aug. 6-14
National Capital Area	Washington, D. C.	June 4-12
Old Kentucky Home Council	Louisville, Kentucky	June 25-July 3

1956

Akron Area Council	Akron, Ohio	July 28–Aug. 5
Chickasaw Council	Memphis, Tennessee	July 28–Aug. 5
Circle Ten Council	Dallas, Texas	May 12–20
Circle Ten Council	Dallas, Texas	Oct. 27–Nov. 4
Longhorn Council	Fort Worth, Texas	June 23–July 1
Longhorn Council	Fort Worth, Texas	Nov. 17–25
Middle Tennessee Council	Nashville, Tennessee	Aug. 4–12

1956

National Capital Area	Washington, D. C.	June 2–8
Sam Houston Area Council	Houston, Texas	Oct. 17–Nov. 4
San Francisco Council	San Francisco, California	July 28–Aug. 5

1957

Alamo Area Council	San Antonio, Texas	May 4–12
Circle Ten Council	Dallas, Texas	Oct. 26–Nov. 3
Longhorn Council	Fort Worth, Texas	Oct. 19–26
National Capital Area	Washington, D. C.	June 1–9
Sam Houston Area Council	Houston, Texas	Oct. 19–27
St. Louis Council	St. Louis, Missouri	Aug. 10–18

1958

Buffalo Trace Council	Evansville, Indiana	Aug. 9–17
Buffalo Trail Council	Midland, Texas	May 10–18
Chicago Council	Chicago, Illinois	July 12–20
Chief Seattle Council	Seattle, Washington	Aug. 16–24
Circle Ten Council	Dallas, Texas	April 19–27
Greater Cleveland Council	Cleveland, Ohio	June 7–14
Gulf Coast Council	Corpus Christi, Texas	June 14–22
Longhorn Council	Fort Worth, Texas	Nov. 8–15
Middle Tennessee Council	Nashville, Tennessee	Aug. 2–10
National Capital Area	Washington, D. C.	June 21–29
Sam Houston Area Council	Houston, Texas	Oct. 18–26
San Francisco Council	San Francisco, California	Aug. 23–31
Western Alaska Council	Anchorage, Alaska	May 3–10

APPENDIX D.
THEORETICAL QUESTIONS USED
FOR EXPLORER, LOCAL SCOUTER,
AND NATIONAL WOOD BADGE
COURSES PRIOR TO 1972

Wood Badge Training—Exploring

**Theoretical
Study One**

This is the first of two study projects. The following basic literature should be on hand for completion of the study questions:

Hints on Explorer Leadership

District and Council Explorer Activities

Explorer Manual (1954 or 1955 revision)

Basic Explorer leader training pamphlets

It is expected that full treatment will be given each question.

1. Why are you in Scouting? Give a brief history of your experience in Scouting including positions held. What do you hope to contribute to the young manhood of America through Exploring?
2. In training men as instructors or young men in an Explorer unit, how do you ensure that "Duty to God" becomes a real factor in their Scouting life? What program features do you use to accomplish it? How do you relate these program features to the intangible of "Duty of God?"
3. From personal observation state what you believe to be the benefits of Exploring in the troop. At what point do you think Exploring in the troop should develop into Explorer unit?
4. What specific aspects of the Explorer program do most to achieve the character development and citizenship training objectives of the Scouting movement?
5. What channels are available for promoting international good will through Exploring? What specific plans do you suggest for making world brotherhood in Exploring a reality?
6. Interview three Explorers, attaching to this study copies of your interview reports. Design your own report form to include the following: name, age, unit, community, Scouting background, and answers to these three specific questions—
 - (1) What are you getting from the Exploring program?
 - (2) How is Exploring meeting your expectations?
 - (3) What have been two highlights of your Explorer experience?
7. How do the four points of the Explorer program (outdoor, social, service, vocational) fulfill the expectations and the needs of a young man? Support your opinion with specific ideas.
8. Physical fitness is an important part of the objectives of the Scouting movement. What activities or program emphases are used in Exploring to develop physical fitness?

Complete study questions on 8½×11 white paper. Typewritten answers are preferred. When the study is completed, it should be submitted to your Scout executive. He will assign an experienced counselor to go over your work.

Work on Study Two may be begun as soon as Study One has been submitted.

VOLUNTEER TRAINING SERVICE—PROGRAM DIVISION—BOY SCOUTS OF AMERICA

Wood Badge Training—Exploring

Theoretical Study Two

Continue your reading and study of the basic literature:

Hints on Explorer Leadership

District and Council Explorer Activities

Explorer Manual (1954 or 1955 revision)

Basic Explorer leader training pamphlets

Full treatment of the question is expected. When plans and experiences are requested they should be specific and practical.

9. What is an Explorer unit committee? Why do we have it? How is it used successfully in program planning and in the execution of these plans?
10. Give reasons for and importance of having Explorer elected leaders participate in Explorer leader basic training and Explorer roundtables with adult leaders.
11. List the steps and people involved in planning a year's program of activities for your job in Scouting. Draw up a sample plan for a period of twelve months.
12. Contact your own or another Explorer unit or troop crew and write down its three months' program of the last quarter. Give some of the highlights of the successful experiences.
13. List as many ideas as you can that will create parent interest and stimulate father-and-son participation in the Explorer program.
14. How can good program planning be developed so that young men will receive recognition in the Exploring program (post, ship, squadron, or troop crew)?
15. What cooperative measures can a Scoutmaster and an Advisor of a crew in a troop use to create an Explorer program that will hold older boys in Scouting longer?

This completes the theoretical qualifications for Wood Badge recognition. Submit completed study for counseling as before.

VOLUNTEER TRAINING SERVICE—PROGRAM DIVISION--BOY SCOUTS OF AMERICA

Wood Badge Training—Boy Scout Leader

Theoretical Study One

This is the first of two study projects for candidates in local Wood Badge training. The following basic literature should be on hand for completion of the study question:

Boy Scout Handbook

Handbook for Patrol Leaders

Scoutmaster's Handbook

The Active Troop Committee

Boy Scout leaders' training series

It is expected that full, thoughtful treatment will be given to each question.

1. What does Scouting mean to you? What makes you want to continue to work in the Scout movement?
2. How do you ensure that "Duty to God" becomes a real factor in the life of your troop and of each Scout in it?
3. (a) How do you interpret the words of the *Scoutmaster's Handbook*: "The Scoutmaster's job is not to run HIS troop, but to train his boy leaders to run THEIR troop?"
(b) Write down why you think the authors of the handbook felt that this was so important.
4. Submit an outline of
 - (a) A troop meeting
 - (b) A troop overnight experience (If you are an active Scoutmaster, base these outlines upon actual planning in your patrol leaders' council.)
5. List what you consider might be five obstacles to the use of the patrol method and explain how these obstacles can be overcome.
6. A friend of yours has become interested in working in Scouting as a Scoutmaster. He has asked for your advice. Write a letter telling him how you feel about it and what you think he should do to get started.
7. What is the troop committee? Why do we have it? What are its functions?
8. Outline a progressive program for one year for your troop. The program should make it possible for each Scout to advance systematically and naturally through the Second and First Class Scout requirements.
9. "Do a Good Turn Daily." That's the Scout slogan. What can you do to encourage Good Turns by individual Scouts, patrols, and the troop as a whole?
10. What can you do to give your Scouts a sense of belonging in a world brotherhood? What contributions are you and your boys making toward promoting international good will through Scouting?

Complete study questions on 8½×11 white paper. Typewritten answers are preferred. When the study is completed, it should be submitted to your Scout executive. He will assign an experienced counselor to go over your work.

Work on Study Two may be begun as soon as Study One has been submitted.

Wood Badge Training—Boy Scout Leader

Theoretical Study Two

Continue your reading and study of the basic literature:

Boy Scout Handbook

Handbook for Patrol Leaders

Scoutmaster's Handbook

Boy Scout leaders' training series

Full treatment of the questions is expected. When plans and experiences are requested they should be specific and practical.

11. A Scoutmaster confides in you that the patrols of his troop just aren't functioning—he has to do everything himself if he wants anything done. He asks for your advice. Tell him in a letter how he can make the patrol method a reality in his troop.
12. What do you do to help your boys to keep themselves "physically strong?"
13. What means are you using to keep in touch with the parents of your Scouts and to maintain their interest in the Scout work of their boys?
14. In securing another Scouter to assist you in your work (as an assistant Scoutmaster, for instance), what qualities would you look for and why?
15. What suggestions have you for ascertaining that Cub Scouts move up into Boy Scouting? What suggestions do you have for using older boys in the troop?
16. What would you do with a boy in your troop who refuses to carry out his troop responsibilities by failing to do assignments, or to live up to the Oath and Law? For example: What would you do about a boy using profanity in troop meetings? What would you do if you learned that one of your troop members was guilty of stealing?
17. Interview five Scouts (not from your own troop) of different ages and find out:
 - a. Why did they become Scouts?
 - b. To what extent has Scouting come up to their expectations?
 - c. What did they expect that they did not get?
 - d. What might be done to give them the most satisfying experience?Summarize each boy's answers in writing and comment on each.
18. In what ways do the following help you prepare your Scouts to take their places as adult citizens in our democracy?
 - a. The merit badge program?
 - b. Camping experiences?
 - c. Troop ceremonies?
19. Your troop is looking forward to 7 days of summer camping. So,
 - a. Outline the activities of the troop for 6 months prior to camp and tell what you want to accomplish with each activity.

- b. List the necessary personal, patrol, and troop equipment.
 - c. Plan the menus for the 7 days.
 - d. Describe the main program features of each day in camp and explain what each program feature can contribute to the three purposes of Scouting—character building, citizenship training, and physical fitness.
20. What specific suggestions do you have which you feel may benefit Scouting in our country?

This completes the theoretical qualifications for Wood Badge recognition. Submit completed study for counseling as before.

Wood Badge Training for Boy Scout Leaders

Theoretical

(Study questions and interpretive comments for counselors)

This information is for use in councils conducting their own Wood Badge practical training courses for Scoutmasters, assistant Scoutmasters, troop committeemen, and commissioners. It is also used by councils which have these men taking part in a local sectional Wood Badge course. It consists of the questions given to the Wood Badge candidates and interpretative comments about them.

This item is not to be made available to candidates. It is for the exclusive use of the Scout executive and/or counselor designated by him to review Wood Badge written work.

The theoretical part of Wood Badge training consists of a series of questions and projects that require written reports from the candidate. They should start work on Study Two as soon as Study One has been submitted.

Study One

1. What does Scouting mean to you? What makes you want to continue work in the Scout movement?

These questions are intended to give the man an opportunity to examine his own motives. What ideals, beliefs, convictions of his own does Scouting help him put across? His answers should also reveal his understanding of the objectives of the Boy Scout movement.

2. How do you ensure that "Duty to God" becomes a real factor in the life of your troop and of each Scout in it?

The declaration of religious principle to which a Scouter subscribes when he registers is: "The Boy Scouts of America maintains that no boy can grow into the best kind of citizenship without recognizing his obligation to God." The importance of the Scout leader's recognition of his responsibility in this regard cannot be overemphasized.

3. (A) How do you interpret the words of the *Scoutmaster's Handbook*: "The Scoutmaster's job is not to run *his* troop, but to train his boy leaders to run *their* troop?"

- (B) Write down why you think the authors of the handbook felt that this was so important.

This is the heart of citizenship training on the troop level. The writer should indicate that he realizes this and has thought about the theory behind the statement as well as its meaning.

4. Submit an outline of

- (A) A troop meeting

- (B) A troop overnight experience

This project is a practical exercise to reveal the candidate's familiarity with program planning and to stress the importance of proper planning. If the candidate is an active Scoutmaster he should submit outlines based on actual planning in his patrol leaders' council.

5. List what you consider might be five obstacles to the use of the patrol method and explain how these obstacles can be overcome.

Thinking about this should strengthen the candidate's convictions about the patrol method and his answers should demonstrate that he can be realistic in attaining ideals.

6. A friend of yours has become interested in working in Scouting as a Scoutmaster. He has asked for your advice. Write a letter telling him how you feel about it and what you think he should do to get started.

This question seeks to measure the candidate's sincerity and to cause him to think seriously about the important factor of getting the new leader started properly.

7. What is the troop committee? Why do we have it? What are its functions?

These questions are asked in order that the man may examine the functions of the troop committee in the literature and in his own mind. The committee is not always used to its full potential. This question is intended to stimulate thought and action in this vital area.

8. Outline a progressive program for 1 year for your troop. The program should make it possible for each Scout to advance systematically and naturally through the Second and First Class Scout requirements.

This answer should demonstrate the fact that the writer knows the philosophy behind the activities of Scouting and its plan of advancement. It should reveal his knowledge of Scouting methods, learning by doing, and the basic Scouting literature. It also reemphasizes the importance of planning.

9. "Do a Good Turn Daily" is the Scout slogan. What can you do to encourage Good Turns by individual Scouts, patrols, and the troop as a whole?

If the writer is an active Scoutmaster, he should tell what he actually does in this regard. It is hoped that preparedness for service will be considered as an important factor. This question seeks to cause the man to think of this vitally important matter, the effect on character of giving of oneself, and its relationship to citizenship responsibility.

10. What can you do to give your Scouts a sense of belonging in a world brotherhood? What contributions are you and your boys making toward promoting international good will through Scouting?

This question seeks to delve into the spirit of the man. Since Scouting spirit is of foremost importance, it is necessary that a man who is leading boys has a strong, sincere feeling of brotherhood for his fellow man.

The first ten questions constitute the first study of the theoretical phase of Wood Badge. When these are considered satisfactorily completed or in need of further work the candidate should be notified.

Study Two

11. A Scoutmaster confides in you that the patrols of his troop just aren't functioning—he has to do everything himself if he wants anything done. He asks for your advice. Tell him in a letter how he can make the patrol method a reality in his troop.

In this answer should be found an understanding of a basic principle of the organization and operation of Boy Scout troops.

12. What do you do to help your boys to keep themselves "physically strong?"

This question is asked in order to reemphasize the last of the three basic objectives of the Boy Scout movement—physical fitness. The answers should indicate an awareness of its importance.

13. What means are you using to keep in touch with the parents of your Scouts and to maintain their interest in the Scout work of their boys?

Thought on this subject may well cause further use of this relatively untapped reservoir of support, leadership, and assistance.

14. In securing another Scouter to assist you in your work (an assistant Scoutmaster, for instance), what qualities would you look for and why?

Perhaps in replying to this question the candidate will recognize some of his own shortcomings and determine to do better.

15. What suggestions have you for ascertaining that Cub Scouts move up into Boy Scouting? What suggestions do you have for using older boys in the troop?

Answers to this question should show awareness of the necessity of a smooth transaction from one phase of the program to another and should furnish some practical successful ideas. Specific measures should be listed.

16. What would you do with a boy in your troop who refuses to carry out his troop responsibilities by failing to do assignments, or to live up to the Oath and Law? For example: What would you do about a boy using profanity in troop

meetings? What would you do if you learned that one of your troop members was guilty of stealing?

This question, of course, implies that Scouting can and does influence character and train for citizenship. Does the leader help errant boys by turning them out of the troop—or by keeping them even if they do not change? Be sure the writer defends his answers and is cognizant of their consequences.

17. Interview five Scouts (not from your own troop) of different ages and find out:

- (A) Why they became Scouts?
- (B) To what extent has Scouting come up to their expectations?
- (C) What did they expect that they did not get?
- (D) What might be done to give them the most satisfying experience? Summarize each boy's answers in writing and comment on each.

This project is self-explanatory and the conscientious candidate will have interesting reactions.

18. In what ways do the following help you prepare your Scouts to take their places as adult citizens in our democracy?

- (A) The merit badge program?
- (B) Camping experiences?
- (C) Troop ceremonies?

This question requires specific answers. It should reveal an awareness of Scoutcraft requirements, the outdoor program and other activities as vehicles for accomplishment of a major objective of the Scout movement citizenship training.

19. Your troop is looking forward to 7 days of summer camping. So,

- (A) Outline the activities of the troop for 6 months prior to camp and tell what you want to accomplish with each activity.

- (B) List the necessary personal, patrol, and troop equipment.
- (C) Plan the menus for the 7 days.
- (D) Describe the main program features of each day in camp and explain what each program feature can contribute to the three purposes of Scouting—character building, citizenship training, and physical fitness.

20. What specific suggestions do you have which you feel may benefit Scouting in our country?

Thought on this subject may produce some original ideas as well as impress the candidate with the breadth and universality of Scouting.

Answers should show an understanding of the importance of year-round outdoor activity and the writer's knowledge of his relationship to the accomplishment of his objective. His technical knowledge will be apparent and any deficiencies should be pointed out by the counselor.

Wood Badge Training—Boy Scouting (National Course)

Theoretical Study One

This is the first of two study projects. The following basic literature should be on hand for completion of the study questions:

Scoutmaster's Handbook

Handbook for Patrol Leaders

Boy Scout Handbook

The Active Troop Committee

Boy Scout leaders' training series

It is expected that full, thoughtful treatment will be given to each question.

1. Why are you in Scouting? (Give a brief history of your experience in Scouting, including positions held.) What do you hope to achieve through Scouting?
2. What is the importance of the Good Turn to citizenship training and character development?
3. What channels are available for promoting international goodwill through Scouting? What specific plans do you suggest for promoting a feeling of world brotherhood in Scouting?
4. Advancement in Boy Scouting involves a boy in a series of Scoutcraft experiences, which qualify him for a badge or rank. Before this happens, the Scoutmaster, in conference with the boy, satisfies himself that the Scout has done his best to live according to the Scout Oath or Promise and Law, and has taken part in service to others, and has done his part in the patrol and troop. In your opinion, how can this important part of a Scout's advancement to a rank be determined when it is done by discussion between the boy and his Scoutmaster?
5. In training men as instructors, or boys in a Scout unit, how do you ensure that "Duty to God" becomes a real factor in their Scouting life? What program features do you use to accomplish it? How do you relate these program features to the intangible of "Duty to God?"
6. In what way does the patrol method contribute to character development and citizenship training of a Boy Scout?
7. What is a troop committee? Why do we have it? How is it used?
8. How can parents of Scouts help the troop?

Complete study questions on 8½×11 white paper. Typewritten answers are preferred. When the study is completed, it should be submitted to your Scout executive. He will assign an experienced counselor to go over your work.

Work on Study Two may be begun as soon as Study One has been submitted.

Wood Badge Training—Boy Scouting (National Course)

Theoretical Study Two

Continue your reading and study of the basic literature:

Scoutmaster's Handbook

Handbook for Patrol Leaders

Boy Scout Handbook

Boy Scout leaders' training series

Full treatment of the questions is expected. When plans and experiences are requested they should be specific and practical.

9. List all the basic Scouting periodicals and books that are helpful in program planning. In your own words, describe how the Scoutmaster and his boy leaders use them in developing troop program.
10. In what parts of the Boy Scout program does an emphasis on mental and physical fitness come naturally? Describe in detail. Why is such emphasis important?
11. What do you understand your responsibility to be in regard to the year-round outdoor program?
12. List the steps in conjunction with your council or district program of activity for your job in Scouting. Outline your plan of action for a period of 12 months.
13. Review the place of the Boy Scout advancement plan in the life of a troop and a boy. How can plans and emphases be made to cause more Scouts to attain First Class rank and ultimately Eagle?
14. What measures can a Scoutmaster use to maintain the interest of older boys who elect to remain in the Scout troop?
15. List all methods that you think would help ensure orderly progression from Cub Scouting into Boy Scouting and from Boy Scouting into Exploring.

This completes the theoretical qualifications for Wood Badge recognition. Submit completed study for counseling as before.

VOLUNTEER TRAINING SERVICE—PERSONNEL AND TRAINING DIVISION
BOY SCOUTS OF AMERICA

Wood Badge Training—Boy Scouting (National Course)

Theoretical

(Questions and interpretive comments for counselors)

The questions that follow are for the use of the Scout executive and/or counselors designated by him to pass on study questions submitted by candidates for Wood Badge recognition. *They should not be made available to candidates.*

The theoretical phase of Wood Badge consists of two groups of study questions. Both

groups of questions must be answered by candidates in order to qualify for the Wood Badge.

Candidates are advised to start work on Study Two as soon as Study One has been submitted.

Study One

1. Why are you in Scouting? (Give a brief history of your experience in Scouting, including positions held.) What do you hope to achieve through Scouting?

These questions are intended to give the man an opportunity to examine his own motives. They should also reveal his understanding of the objectives of the Boy Scout movement.

2. What is the importance of the Good Turn to citizenship training and character development?

This question seeks to cause the man to think of this vitally important matter, the effect on character of giving of oneself, and its relationship to citizenship responsibility.

3. What channels are available for promoting international goodwill through Scouting? What specific plans do you suggest for promoting a feeling of world brotherhood in Scouting?

This question, too, seeks to delve further into the spirit of the man. Since Scouting spirit is of foremost importance, it is necessary that a man who is to instruct other Scouters have a strong, sincere feeling of brotherhood for his fellow man.

4. Advancement in Boy Scouting involves a boy in a series of Scoutcraft experiences, which qualify him for a badge of rank. Before this happens the Scoutmaster—in a conference with the boy—satisfies himself that the Scout has done his best to live according to the Scout Oath or Promise and Law, has taken part in service to others, and has done his part in the patrol and troop. In your opinion, how can this important part of a Scout's

advancement to a rank be determined when it must be done by discussion between the boy and his Scoutmaster?

This answer should demonstrate the fact that the writer knows the philosophy behind the activities of Scouting and its plan of advancement. It should show recognition of the importance of a boy's growth in spirit, of his ability to deal with his fellow Scouts, and of his development as a leader. It should show awareness of Scoutcraft requirements as vehicles for the accomplishment of the objectives of the Scout movement: character development, citizenship training, mental and physical fitness.

5. In training men as instructors, or boys in a Scout unit, how do you ensure that "duty to God" becomes a real factor in their Scouting life? What program features do you use to accomplish it? How do you relate these program features to the intangibles of "duty to God?"

The declaration of religious principle to which a Scouter subscribes when he registers is: "The Boy Scouts of America maintains that no boy can grow into the best kind of citizen without recognizing his obligation to God." The importance of the Scout leader's recognition of his responsibility in this regard cannot be overemphasized.

6. In what way does the patrol method contribute to character development and citizenship training in a Scout?

In this answer should be found an understanding of the basic principles of the organization and operation of Boy Scout units.

7. What is a troop committee? Why do we have it? How is it used?

These questions are asked in order that the man may examine the functions of the troop committee in the literature and in his own mind. The committee is not always used to its full potential. This question is intended to stimulate thought and action in this important area.

8. How can parents of Scouts help the troop?

Thought on this subject may well cause further use of this relatively untapped reservoir of support, leadership, and assistance.

The first eight questions constitute the first study of the theoretical phase of Wood Badge. When these are considered satisfactorily completed or in need of further work the candidate should be notified.

Study Two

9. List all the basic Scouting periodicals and books that are helpful in program planning. In your own words, describe how the Scoutmaster and his boy leaders use them in developing troop program.

The objective of this question is threefold: to make certain the Scouter is familiar with the basic literature, to cause him to use basic literature to the extent of finding how it is related to program planning, and to reemphasize the importance of planning.

10. In what parts of the Boy Scout program does an emphasis on mental and physical fitness come naturally? Describe in detail. Why is the emphasis important?

This question is asked in order to reemphasize the last of the three basic objectives of the Boy Scout movement—mental and physical fitness. The answers should indicate an awareness of its importance.

11. What do you understand your responsibility to be with regard to the year-round outdoor program?

Answers should show an understanding of the importance of year-round outdoor activ-

ity and the writer's knowledge of his relationship to the accomplishment of this objective.

12. List the steps in conjunction with your council or district program of activity for your job in Scouting. Outline your plan of action for a period of 12 months.

If the writer is a district training committee member, he should draw up a sample plan for the work of the committee of which he is a member. If he is a council camping chairman, he should draw up a sample of a council plan for camping and special events for 12 months. The same idea applies, whatever his responsibility in council, district, or unit may be.

13. Review the place of the Boy Scout advancement plan in the life of a troop and a boy. How can plans and emphases be made to cause more Scouts to attain First Class rank and ultimately Eagle?

It is hoped that the writer will show the relationship of unit planning to achievement of the higher ranks. The answer should also indicate awareness of the psychological effect on the Scout of planned advancement and recognition. It should give evidence of a knowledge of the use of the advancement program in helping the Scout "Be Prepared."

14. What measures can a Scoutmaster use to maintain the interest of older boys who elect to remain in the Scout troop?

The writer should suggest specific programs and opportunities for these Scouts in order to keep them interested and active.

15. List all methods that you think would help ensure orderly progression of a boy from Cub Scouting into Boy Scouting and from Boy Scouting into Exploring.

Answers to this question should show awareness of the necessity of a smooth transition from one phase of the program to another and should furnish some practical successful ideas.

This completes the theoretical qualification for Wood Badge recognition.

VOLUNTEER TRAINING SERVICE—PERSONNEL AND TRAINING DIVISION
BOY SCOUTS OF AMERICA

APPENDIX E.
POEMS, SONGS, HUMOROUS
LETTERS, AND NEWSLETTERS

A Spirit

Be quiet—listen—stand real still.
Is that really the breeze?
Or is it the spirit of Wood Badge
That rustles through the trees?

At the close of this council fire,
And you return to your campsite,
Take a minute and stand alone
And think about this night.

There's a spirit here that surrounds us
From without and within.
It's a flame that will burn forever
Its brightness will never dim.

And when we work for others,
And help to fill their needs,
Let no one say that Scouter there
Has never earned his beads!

May all our goals be accomplished
May we never stumble or bog,
And may all of us be guided
By the ax set in the log.

Wood Badge

We who have lived in the woods together,
And have heard the kudu horn,
Have found within our hearts,
A spirit newly born.
We who have lived in the woods together
Beneath God's open sky,
Have found a truer meaning
In helping the other guy.
We who have lived in the woods together
In nature's great expanse,
Have found that nothing good in Scouting
Is ever left to chance.
We who have lived in the woods together
And have shared each other's task,
Have found a few more answers
To the thousand questions a boy can ask.
So as we gather for Scouting
And friendship once again,
We honor these beads you are wearing,
Welcome Wood Badge friend!

*August 12, 1977
Jerry Fabricius
NE III 41
Foxy Fox Patrol*

**Wood Badge Farewell Song
to the tune of Auld Lang Syne**

The time has come for all of us
to bid our fond farewell.
We leave behind, love for mankind
within the field Gilwell.
God bless us each and everyone.
May Scouting never cease.
May Wood Badge stay within our hearts,
and give us lasting peace.

Where e're we go the world will know
our fellowship is good.
We'll reach our goal and bells will toll
About Scout brotherhood.
The soul of Baden-Powell lives on
and we shall never fail.
Our course is set. We'll ne'er forget . . .
we walked the Wood Badge trail.

Please guide the Wood Badge staff dear Lord,
in reverence to thee.
And bless them God, they worked so hard
and taught a Scout like me.
O' Great Scoutmaster of all Scouts,
on you we can rely.
That someday you will call us
to your Gilwell Field on high.

**Song of the Wood Badge Men
Tune: "WhiffinPoof Song"**

From the hills at Tappawingo
To the Creek Occoquan
Pine and poplar shade the campsites from
the sun.
Here the Wood Badge men assemble
With their spirits raised on high
And the challenge casts its spell upon
each one.
Yes, the challenge of the Wood Badge
And the spirit that is born
May we catch it, hold it high, and carry on
So the boyhood of our nation
Toward true manhood may ascend,
And will find that they are brothers to
all men.

As Wood Badge men we will seek the
heights
On, on, on.
We'll find our way by Wood Badge Light,
On, on, on.

Gentlemen Scouters, all are we
Pledged to serve to eternity
God Give His Blessing to such as we
Wood Badge Men.

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WB047

Wood Badge Log

Wood Badge #210
Philmont, 1963
Trained Fox Patrol

Volume XVII

December 31, 1982

Dear Wood Badge 210'ers:

Sorry this is so late; hope you'll forgive my poetic license in dating this December 31, even though I'm getting it mailed in January. I did not get great response this year, but will try to do more phoning in the fall of the year to get a better response for our 20th anniversary issue. In fact, I am halfway considering asking each of you if you'd be willing to put up a little money (\$10? or \$15?) to make a big issue summarizing our twenty years since WB 210 and getting it printed, maybe even with pictures. I would find time to do that if I planned in advance and if you think you would be interested. I'll do a poll in the spring, maybe.

GEORGE FRY: Address—P.O. Box 449, Gatlinburg, TN 37738. George is doing great as usual. He was in Spain for 3 weeks vacationing and made it to the World's Fair in Knoxville 5 times. Planning to go to Mexico and Southwest this winter again. He was at the Atlanta National Council meeting in May, attended three Lone Scout alumni reunions, made the annual camp inspection at council nearby, conducted an Eagle Court of Honor and counseled some Scouts on Merit Badges and on Pro Deo et Patria Religious Award. His big push is in working to get US Postal Service to issue four commemorative stamps in 1985 to honor the founders of BSA on its 75th anniversary. (See enclosed resolution.) He urges each of you to write your Congressman.

ARCHIE MARTIN: Last address—1616 Ed Carey Drive, Harlingen, TX 78550. No word from Archie.

HARRY MCGEE: Last address—2449 Titus Avenue, Omaha, NE 68112. No word from Harry, either.

DON PARKS: Address—P.O. Box 153, Fort Clark Springs, Brackettville, TX 78832. Don is living at an old border fort in south Texas which was decommissioned in 1946 and is now a private club. They stay busy with community activities, house work, landscaping, etc. He's been working as a bookkeeper at a small business to sharpen up rusty skills. At the beginning of November he was to begin as Administrative Assistant to the general manager of Fort Clark Springs.

RUDY PETERSON: Address—(Winter) Aztec Trailer Resort, D9, 4220 East Main, Mesa, AZ 85205. Rudy called in October, said they were soon to head south to Arizona. Activities continue as before with singing group in Bismarck and attendance at various reunions, including the 50th reunion of his high school class. They were planning to visit BSA professional friends in Dallas on their way through to Arizona.

Virginia's Letter

Dear Mr. Long and Mr. Peters:

My husband returned home recently from his vacation in the woods at Bonner Scout Reservation. He has been in Scouting for nearly 10 years, and I have spent lonely nights and put up with strange antics without complaint for the sake of our boy and our community.

But something has happened and the children and I are frightened. Frankly, we have about decided that John has slipped a cog or lost his marbles. However, before calling outside help, we decided that John's problem might be explained by you, since you were rather closely related to his vacation.

John seemed so happy when he got home Sunday night that we decided his trip was well worth the sacrifice. But about bedtime it started and I shudder as I try to recall it all to you.

First, he insisted on crackers, bologna, and cheese served in a barrel. Now that may not seem strange to you, but John never ate bologna before. Then just before we went to bed, he ran out in the yard for a few minutes, then dashed in saying, "We gotta hurry, the horn blows at 11 o'clock." This was the first I suspected he had begun to crack.

Next he informed us there was to be absolutely no noise from 11 p.m. to 7 a.m. or some SPL might hear you (I'm not sure if SPL is a title or profanity, so forgive me). So we tiptoed to bed and never said a word. John turned and tossed for hours until he finally got up, put up his old army cot, laid a blanket on it and was snoring in no time.

Next morning I was getting breakfast about 6:45 and he hollered down to quit rattling those dishes until 7:00, not to worry, he would carry water in as soon as he came down.

John never eats breakfast, but he made us all get around the table at exactly 8 a.m., went Yip-Yip-Yip, said grace, and gobbled down two eggs, toast, a box of Sugar-Pops, juice, and coffee. Then he jumped up, grabbed the dishes and started washing them. I could have stood the shock, but he kept muttering about filling the water pails, checking the fire buckets in the bedroom, cleaning the grounds, but not too clean, clearing the latrine, etc. After a hectic hour, he dashed upstairs saying he had to dress-up his tent.

Oh yes, I forgot to add that he insisted on setting three extra places at the table each meal. He insists I prepare the coffee in an old tin can over an open fire in the backyard. At 8:50 he came bounding down the stairs singing about "not being able to work anymore and going to work a ticket if he can." That scared us to death, but later on when I called the office, they said he was there all right! At 4:30 p.m., he rushed in with a basket full of groceries and insisted on cooking supper, and he has never cooked a meal before in his life. He said something about he was going to use the M. O. L. technique if we wanted to learn because this was "Skill Development time."

He seems to be living in a strange world—he has a distant look in his eyes—keeps muttering strange words and does the strangest things. For instance, he hasn't changed clothes all week; says he only has one set of badges, and he wears a nasty-looking green neckerchief around his neck until it's time to go to bed. Several mornings after starting for work carrying a green notebook with him, he rushed back into the house saying, "I forgot the darn flag," or, "Where is the spade?" And what is a cuckoo horn? The other day our boy whacked on the house with a stick and John said, "Those darn beavers!" There hasn't been a zoo in town for years. He keeps saying something about going to the B-P Lodge

and being on time so we can sing something about "birds in the wilderness" and "frogs on a lilly pad." Now, I ask you, are these the actions of a sane man?

And that's not all—the neighbors are complaining that he flashes lights at the stars, lies on the ground with a little stick and squints at trees. Every time he wants peace and quiet, he raises three fingers in the air and when he needs something, he mumbles "see the friendly Q.M." or, "check your resources."

He insists on walking everywhere he goes; the other day he walked down the street with me and every other step he would say 5, 10, 15, 20, etc. But the last straw was when I had to fix dessert in an ugly black cast-iron pot. But it was mighty good tastin'.

Please tell me, is this Scouting? Our boy is just turning eleven and I must know before it is too late. I don't want my son to turn out like that leadership group that I heard John talking about. And what does this "Wood Patch" have to do with it? It sure sounds nutty to me. Can you help us—we are so worried?

Anxiously yours,

Virginia

Virginia's Answer

My Dear Virginia:

I read your letter with mixed emotions; but, before I explain, I hasten to assure you that John's insanity is temporary. The men who are permanently affected are used as members of the Wood Badge staff later on. However, in some cases recovery can be slow—and this may be true in John's case. It must be a terrific shock to a man's nervous system to change from drip to Bonner coffee.

But don't worry; there is an effective cure which I will explain to you shortly. You have asked some rather searching questions in your outline of John's symptoms. I feel I should try to answer and explain a few of his antics and musings.

You wondered if SPL is a title or profanity. I'm sorry I cannot give you a definite answer because it all depends on who is using it and under what conditions.

The "cuckoo" horn is actually a Kudu Horn. It is the horn taken from a Kudu, a South African animal, and used by the natives for sending messages. Unfortunately, those charged with blowing it at the proper time generally produce only weird honks that can easily be confused with a bellowing bull.

The strange names your husband keeps muttering are probably those of our staff at Wood Badge. At first I was a little hurt that he hasn't mentioned my name, but perhaps it is better that way. The poor animals he always seems to be degrading are the names of other patrols in his Wood Badge course—but he really loves them all very, very much.

There are a number of little things that can be done to help John snap out of his strange malady. For instance, I am sending you a Troop 1 numeral. The next time a bull bellows, just step up and present it to him, and I'm sure he will immediately change clothes.

Also, humor him along and play the game with him. The next time you need something from the grocery store, don't ask him to go buy it, just say, "John, will you scrounge up a few eggs for me?" You will be delighted with the eager glow on his face.

If you have a friend who is always making terrible puns, invite him over for a meal and notice how tension eases. Another good stunt would be to set all the clocks in the house at a different time. It will greatly add to his peace of mind. And don't worry about "Foxity-Fox." It is no worse than "Beaverty-Beaver" or "Owlity-Owl."

My suggestions may offer only temporary relief; however, there is a permanent cure. You see, Virginia, the Wood Patch you spoke of is the Wood Badge. It is the name of a very superlative International Scout Leaders Training program. Your husband was privileged to attend the recent course at Bonner Scout Reservation. Here he was associated with six of the finest men our country produces. They were under the leadership of men who are not only skilled in all phases of the program, but have devoted much of their lives to Scouting.

The reason John has acted so strange is because he and other grown men have for three weekends acted like 11, 12, 13, and 14-year old boys while they lived the Scouting program. Only those who have lived it can grasp the deep significance of the Scouting program and what it can mean to a boy. Too, they are able to understand how to make the program appeal to a boy. Your husband is one of the privileged few who is so fully equipped to carry the torch of true Scouting in America. You should be proud of John. I know you are. In fact, you would have been thrilled to see him grow in stature and wisdom and to catch the spiritual undertone as the 8 wonderful days unfolded.

There is only one real cure for John, but it will require a sacrifice on your part. I am certain you will be happy and proud to make the sacrifice as you have done so often in the past 10 years.

John has a destiny in youth and a career in humanics. Until he can pass it on to others, he will continue to be a strange, unhappy creature. There are thousands of men willing and able to give real Scouting to the boys of our country. John accepted the challenge as a quest. His "Holy Grail" is to train more and more Scout leaders—that our country may continue to grow in strength, high ideals and an abiding faith in God. His code is the Scout Oath and Law. He is prepared—and well prepared. With your help and encouragement, he will render the highest service possible to his community and nation.

If you will help him to accomplish his destiny, you will find the greatest happiness and pride you have ever known.

May I have the pleasure of hearing from you again a year from now?

Yours very sincerely,

Willie Long, Scoutmaster
Wood Badge SE-115-A
Boy Scouts of America

Bob Peters, Scoutmaster
Wood Badge SE-115-B
Boy Scouts of America

Gems of Information that May Be Used at Wood Badge Presentations

The Wood Badge is a sign that the wearer is intent on continuing to fit himself for his work as a Scouter by every means possible.

John Thurman—Camp Chief

The first course of what we now call Wood Badge was held at Gilwell Park from Monday, September 8, to Friday, September 19, 1919. It was called simply Scout Officers' Training Course.

When the question arose of a special badge for Scouters who had passed through this course, the Chief Scout said: "Don't let us give them any normal badge, just a bit of wood on a lace which we will call the Wood Badge."

The opening ceremony of the Woodcraft Training Grounds, Gilwell Park, Chingford, took place on Saturday, July 25, 1919. Gilwell Park is the gift of Mr. W. de Bois MacLaren, District Commissioner for Rosneath, Dumbartonshire, and will be used as a Scoutmasters' Training Centre and camping ground for Scouts. The Chief Scout, having thanked Mr. MacLaren for his generous gift, presented him with the order of the "Silver Wolf."

Headquarters Gazette, August 1919

The first Scoutmasters' Course (Wood Badge) at the Woodcraft Training Centre . . . proved most representative, as the twenty Scoutmasters came from all parts of England and Wales, and were of vastly different ages and professions.

F. Gidney, Camp Chief, October 1919

The second Wood Badge course was conducted on four consecutive weekends at Gilwell during April and May 1920. The third, fifth, sixth, and seventh courses were full courses with the fourth being another weekend during 1920.

By 1921 the duration of the course was reduced to ten days beginning on a Monday and concluding on a Wednesday.

In 1919, just after the first course, the following award system was announced:

One bead on Button-hole for passing the Theoretical and practical.

One bead on hat string and diploma for passing the Theoretical, practical and 18 months of practical results.

Two beads on hat string and diploma for passing with special qualifications for becoming a Camp Chief.

Headquarters Gazette, November 1919

By 1921 the Gilwell scarf appeared and the first ones were of the complete MacLaren tartan to commemorate the man who gave Gilwell to Scouting. This style of scarf was found to be too expensive, so the present color of scarf with the tartan (miniature) patch was adopted. The scarf was intended as a commissioner scarf and would be worn by Scoutmasters only when they were not representing or working with their troops.

When B-P was wondering what form the badge should take, he wanted to avoid anything conspicuous or showy. Among his trophies was a curious necklace that had belonged to the Zulu chief, Dinizulu. It consisted of unusually shaped beads made from wood, and was part of a chief's insignia. Here, decided B-P, was something unique; it had a touch of romance he liked and it was simple, yet distinctive. At first the badge was worn on the hat at the ends of the cord, but this meant that the badge could only be seen when the Scouter wore his hat. A leather thong around the neck was substituted and one bead at each end of the thong formed the Wood Badge. The name "wood" was suggested by the material of the beads, and also by the "backwoodsmanship" that is the core of Scout activities.

At first the original beads were used (the necklace was over 24 feet long and held about 2,000 beads), but it soon became obvious that the supply would be quickly exhausted, so replicas were made. Deputy Camp Chiefs and Akela Leaders have four beads, two at each end of the thong.

craft Series, then goes on to give a number of ways to make woggles. If you look at old photographs of Gidney, the first Camp Chief at Gilwell Park, you will see that he is always wearing a Gilwell woggle. It would appear as if the Gilwell woggle was introduced about 1920. If ever you have wondered where that far too easily lost scarf-holding device came from, the most likely answer is Gilwell Park—circa 1920.

Scouting, September 1971

Every Scout is familiar with the Wood Badge beads, and every Scout knows that B-P captured the original necklace from King Dinizulu, but I wonder how many know why the king wore this necklace. The African is very keen on wearing ornaments, even in the present day, but the king did not wear this special necklace as an ornament.

The beads are called "Mpimpi," and are usually strung on a piece of string or hide lace. The beads are worn around any part of the body, according to their special functions. In the case of babies, Mpimpi is usually worn round the waist or neck. When worn around the waist the belief is that the baby's body will be strengthened, that he or she will grow up with a very strong body. When worn around the neck or wrists the baby will escape any epidemic or infectious disease that is prevalent in the country, or in any other country in which the baby happens to be traveling.

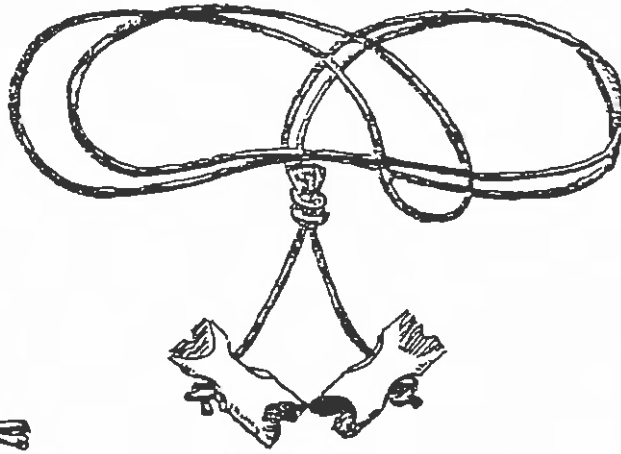
In the case of adults, when the beads are worn around the wrists the owner expects the muscles of his hands to be strengthened, or if he has a pain in his arms the pain will lessen. One tribe near Biera, in Portuguese East Africa, called the Acikunda, have an interesting belief in the Mpimpi. They wear it around the wrist, together with small white beads. They say that if they are traveling through forest country in danger of their lives from wild animals, they rattle their Mpimpi and tame lions will come and escort them on their journey.

Some Africans wear the beads when they are summoned to appear in court, expecting to win their case by so doing.

Well, after learning all this, I began to wonder if King Dinizulu wore his necklace for any special reason. I was chatting one day with a descendant of the Royal House of Kumalo, of which Lobengula was a member. Lobengula was king of the Matabele and a relation of King Dinizulu. I learned that he also wore a necklace of Wood Badge beads, so it is safe to say that Dinizulu wore them for the same reason as did Lobengula. The necklace was called the "Isazonco of the King," and only the king was allowed to wear it, so that people would know that he was the king and would respect him as such, and that when he visited other kingdoms they also would know that he was a great king and fear him. So it might be called the king's badge of office. It was known to be one of his great medicines—giving him power to rule wisely, to keep his name all powerful, to give him honor and faithful servitude from his council. So we see that the beads of the Wood Badge, or rather the beads of King Dinizulu, are not being misused—they still adorn leaders.

*G. F. McIntyre, Southern Rhodesia
Jamboree, April 1947*

Gilwell Camp Chief J. S. Wilson conducted two Wood Badge courses at Schiff Scout Reservation, Mendham, N.J., in the summer of 1936. He was assisted by Dick Frost. Bill Hillcourt served as troop leader (SPL). The first American Wood Badge Course under BSA leadership was conducted at Schiff Scout Reservation, July 31-August 8, 1948 with Bill Hillcourt as Deputy Camp Chief. Also on staff were, Jos Thomas, SPL; William C. Wessel, Scribe; Frank W. Braden and William E. Lawrence as special instructors; and Marshall Spaan as QM. Thirty men were invited to attend at the special invitation of the Chief Scout Executive. The second course was held in October 1948 at Philmont Scout Ranch. Six courses were scheduled in 1949. Nine courses were scheduled for 1950. The basis of the instruction for the first 10 years was to train men to serve as Council Scout Trainers.



What Is Wood Badge?

Wish we had a penny for every time this question was asked . . . If we were to take the next two hours and use a million words it would be impossible to relate the entire program and spirit of Wood Badge to you. When considering this adventure, first look around and observe the Scouters who already wear the tan neckerchief and two wooden beads. Are they people you look up to? Do they exemplify the true Scouting spirit? Ask them about the program. However, be prepared to listen for the next several minutes of the many good times and great Scouting adventures they experienced. Finally, ask them that very important question, "Would you like to return?" If you receive even one "no" out of a thousand this indeed would be a poor average.

What creates this feeling? Well, it could be many things but there are two very important elements of this program that play major roles: (1) a catchy little tune titled "The Gilwell Song," which doesn't quite make sense at first, but following your return home you will find yourself humming and whistling this tune night and day—wishing with a deep hurt in your heart to be back at Wood Badge to sing it—just once more, and (2) the way in which you camp—yes, my friend, you can say you have already experienced the patrol method, but you really haven't felt a true close feeling until you have lived among Wood Badge buddies. You will see firsthand how Baden-Powell's patrol method really works.

Now, you might say we have rambled on and really haven't told you anything specific, but, you see, no one can. You must walk down this trail yourself and if you have a sincere desire that starts deep down in your heart, I would say, my friend, you might be Wood Badge material. *Now it's up to you.*

Paul E. Baudouin
Reprinted by permission





Two Tiny Wooden Beads

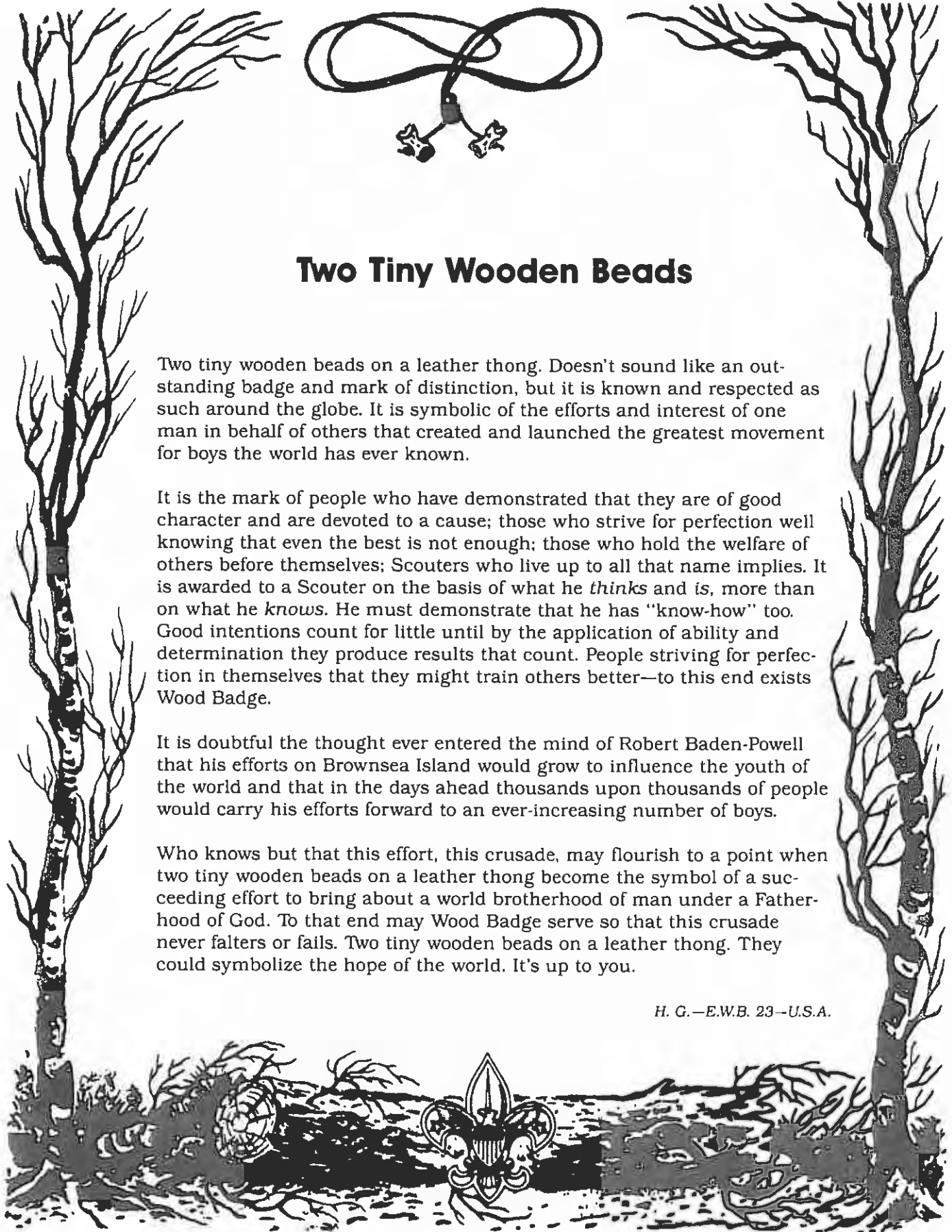
Two tiny wooden beads on a leather thong. Doesn't sound like an outstanding badge and mark of distinction, but it is known and respected as such around the globe. It is symbolic of the efforts and interest of one man in behalf of others that created and launched the greatest movement for boys the world has ever known.

It is the mark of people who have demonstrated that they are of good character and are devoted to a cause; those who strive for perfection well knowing that even the best is not enough; those who hold the welfare of others before themselves; Scouters who live up to all that name implies. It is awarded to a Scouter on the basis of what he *thinks* and *is*, more than on what he *knows*. He must demonstrate that he has "know-how" too. Good intentions count for little until by the application of ability and determination they produce results that count. People striving for perfection in themselves that they might train others better—to this end exists Wood Badge.

It is doubtful the thought ever entered the mind of Robert Baden-Powell that his efforts on Brownsea Island would grow to influence the youth of the world and that in the days ahead thousands upon thousands of people would carry his efforts forward to an ever-increasing number of boys.

Who knows but that this effort, this crusade, may flourish to a point when two tiny wooden beads on a leather thong become the symbol of a succeeding effort to bring about a world brotherhood of man under a Fatherhood of God. To that end may Wood Badge serve so that this crusade never falters or fails. Two tiny wooden beads on a leather thong. They could symbolize the hope of the world. It's up to you.

H. G.—E.W.B. 23—U.S.A.



MY PERSONAL WOOD BADGE HISTORY

Name

Course Number

Course Date

Location/Host Council

Patrol/Den

My Course Director

My Coach Counselor

Certificate Number Date

Date Beads Awarded

Who hath smelt wood-smoke at twilight? Who hath heard the birch-log burning? Who is quick to read the noises of the night? Let him follow with the others, for the young men's feet are turning to the camps of proved desire and known delight!

(Rudyard Kipling)

Wood Badge Snapshots

**Wood Edge
Snapshots**

Wood Badge Snapshots

**Picture—
Me at Wood Badge**

**Picture—
My Wood Badge Patrol/Den**

**Picture—
My Wood Badge Troop/Pack**

**Picture—
My Wood Badge Staff**

My Wood Badge Course

Name _____ Council _____ Name _____ COUNCIL _____

Beaver 1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Owl 1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Bobwhite 1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Bear 1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Eagle 1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Buffalo 1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Fox 1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Antelope 1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Patrol Emblem—Totems

Beaver

Totem

Bob White

Totem

Eagle

Totem

Fox

Totem

Owl

Totem

Bear

Totem

Buffalo

Totem

Antelope

Totem

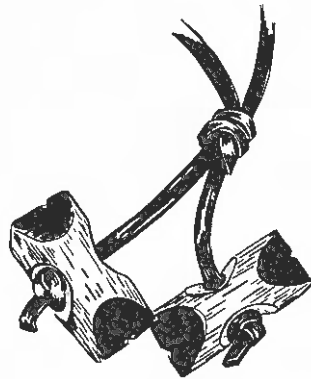
My Wood Badge Course Final Roster

Notice to all Wood Badgers

This Wood Badge history is an attempt to capture the basic facts and spirit of Wood Badge in the United States since its beginning. Unfortunately, there are many gaps in this story and there was not room in this edition to try to fill them, even if all the information had been available. For future editions, however, we would like to improve on this and expand it, if we can. Therefore, we would like to have additional suggestions and data from any of you who would like to contribute. We would like to have a complete listing of all courses ever held in the U.S., if possible. If you would like to help, please send in a copy of the roster of your course and any others you know about. Any additional information or anecdotes of Wood Badge, unique experiences or staff activities, etc., are also welcome.

Send any contributions that you have to:

**Boy Scout Division, S209
Boy Scouts of America
1325 Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079**



Credit: Tom Stevens in the Maui News



... VOILA!!—The completed platform holds all of the leaders for a group shot, a test of its builders' faith in the structure's sturdiness.

A TOWER TO THE SKY

Twenty-eight Boy Scout leaders from Maui, Molokai, and Lanai, Hawaii, teamed up in 1984 to build what might be called a "Baden-Powell platform" on the grounds of Camp Maluhia.

Using bamboo poles, manila rope, and twine, the men built a 15-foot observation tower along the lines of those used during the South African War (1899-1902) by Scouting founder Baden-Powell, then a British infantry officer.

While Baden-Powell used his platforms to "look for Boers" (South African nationalists), those using the Camp Maluhia platform were able to look for boars.

Built in four sections, the bamboo tower was erected at the makai end of a grassy slope and commands a panoramic view of Haleakala, Kahakuloa, and points between.

The special Wood Badge course was taught by five Scouting specialists from northern California who work as a training team throughout the west. Their goal is to give local leaders a thorough grounding in Scouting skills and leadership psychology.

Monday's project was a test of teamwork and blueprint reading. The troop leaders formed four patrols—Eagle, Beaver, Bobwhite, and Fox—and each assembled a different part of the tower.

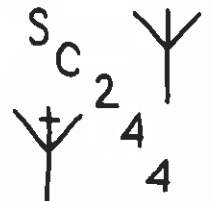
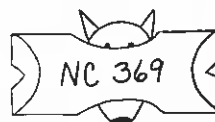
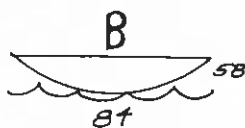
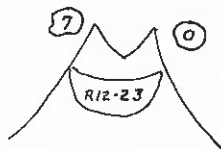
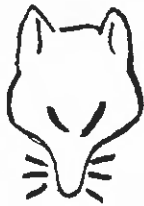
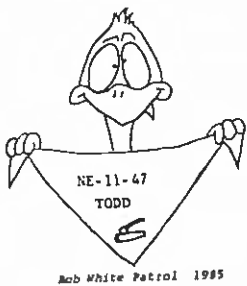
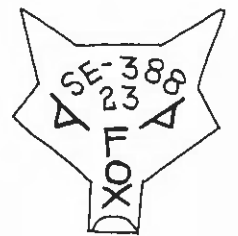
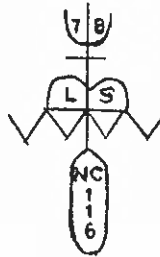
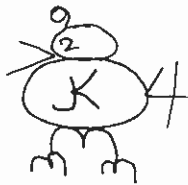
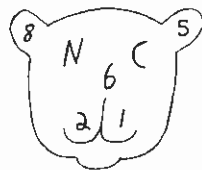
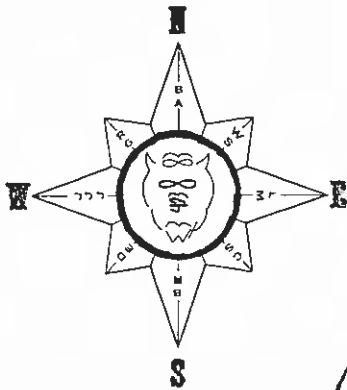
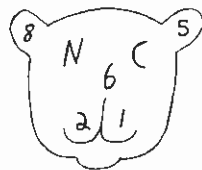
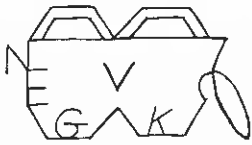
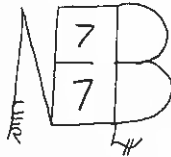
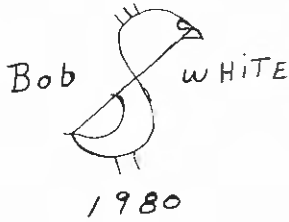
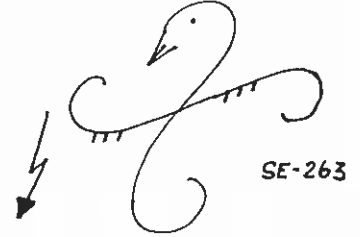
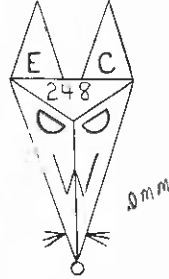
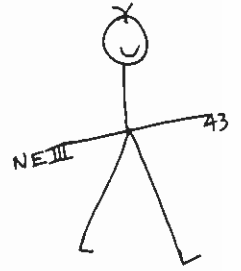
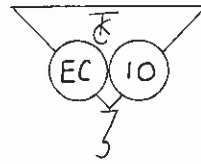
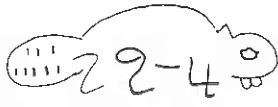
The work started at 2 p.m. and was completed on schedule 2 hours later. The various sections—a "drawbridge," two platforms and the central tower—were moved into place, and one brave volunteer ascended the framework to see if it would hold human weight.

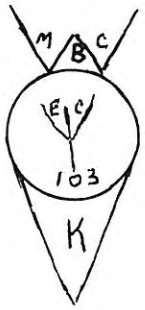
It held, and a cheer went up. After posing for photos, the Scout leaders moved on to other things.

The program for the week included ropework construction, map and compass reading, leadership skills, cooking, camp set-up, and "adventure trail" obstacle course and other problem-solving situations.

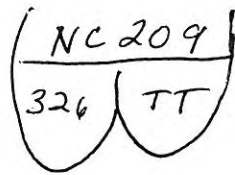
The California training team was led by John Montgomery and Don Gibson.

From a story in the *Maui News* by Tom Stevens, July 13, 1984.

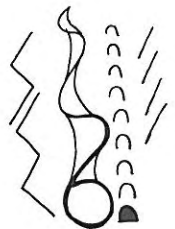
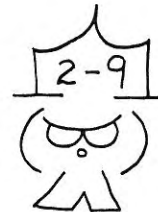
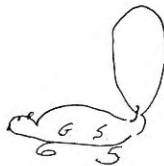
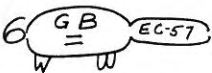
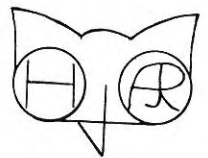
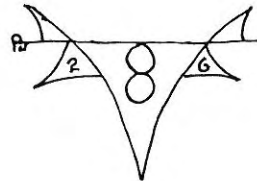
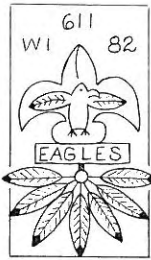
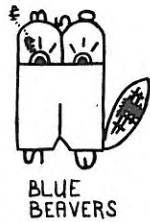
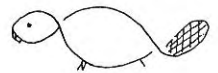
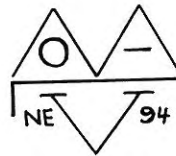
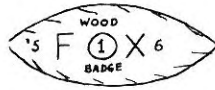
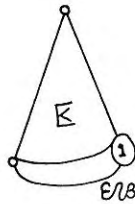
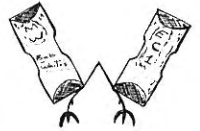
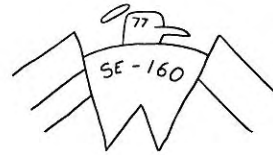
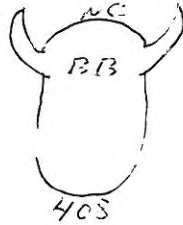
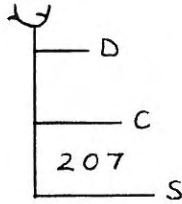
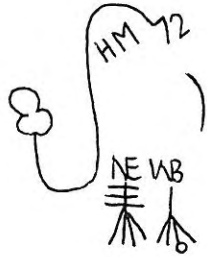




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THE EMINENT EAGLES

