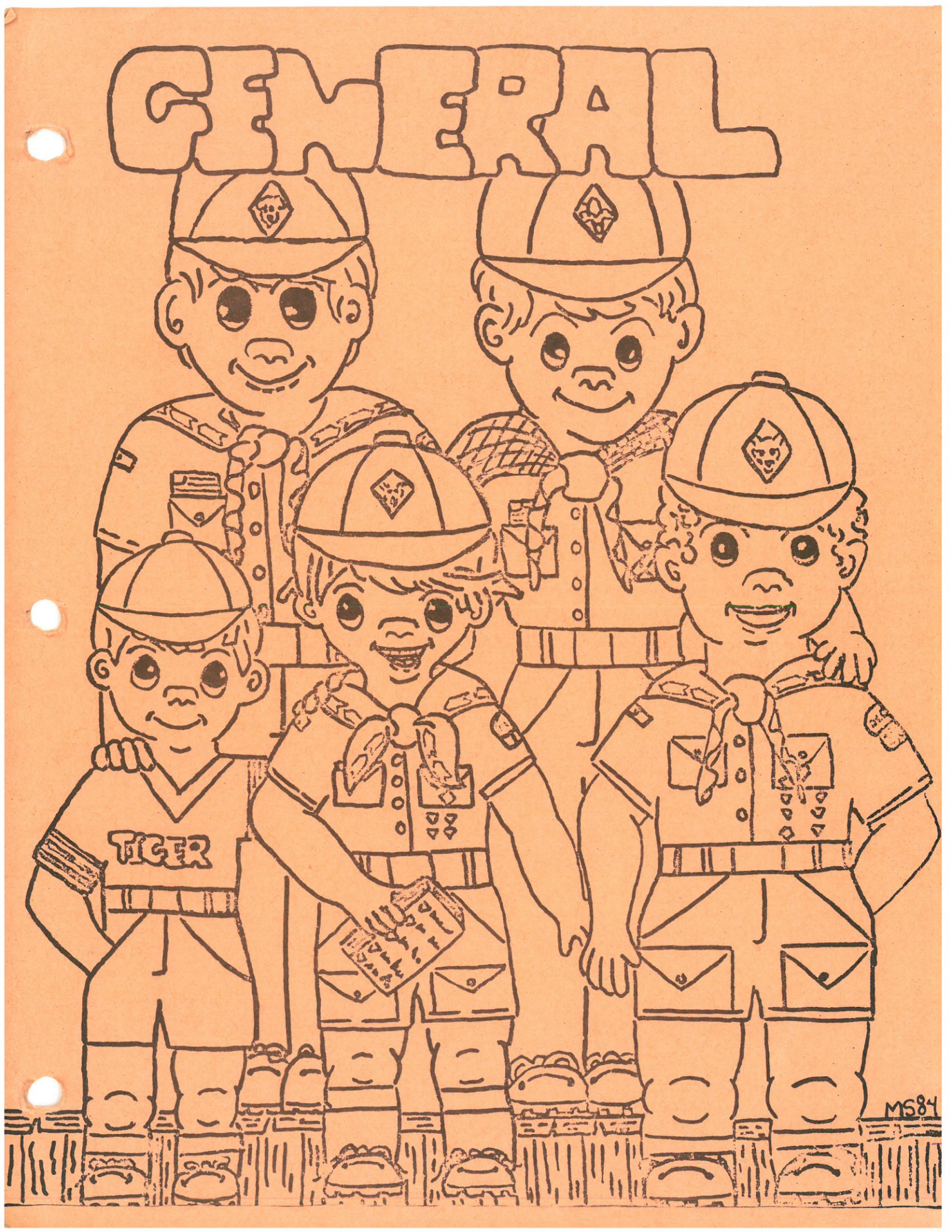
GENERAL
TIGER
MS84

October 4, 1984

To my Scouting Friends:

I would like to take this time to thank you for coming to "My" Pow Wow. I hope you will enjoy your day with us. I feel that I have assembled for you the greatest staff possible for this Pow Wow. They have put many hours in preparing for today. I have worked with these people and personally hand picked them for you.

I would like to give a great big "HAND" to Barbara Miller for being my Assistant and being there when I needed her. Also thanks to Sue Prior for giving me a chance to run this Pow Wow. Others include Mary Cottrell for editing this book, Sharon Galbraith and Jean Bocksberger for typing. I would like to personally thank Pat Marquez for all the work she did in getting the book covers and the silk screening done for me.

I would like to give a very special recognition to my family for their support and help over the years we have been in Scouting. Thanks go to Anita, my sons, Frank, Terry and daughter, Tammy. Without them I would not be running this 1984 Pow Wow.

I could go on for ever thanking people but I would just like to thank everyone on my staff. They have done an excellent job and all of them will always have a special place in my heart. I want to give special thanks to the people who came from San Diego and Orange County Council for their help and support.

Remember that we all have something special together, that is we all LOVE boys, or we would not be in Scouting.

Yours in Scouting,

Phil Tate

Phil Tate



A LETTER FROM YOUR EDITOR:

It has been a great honor to have the opportunity of working with such Fantastic Ladies and Gentlemen as those in the Cubbing program. The influence you as leaders have on the lives of the young men in the Cubbing and Scouting Program is indeed great and important.

Being a parent of two scouters I have had the opportanity of seeing the influence scouting can have on our young men (the leaders of tomarrow). Working at the schools has given me a chance to compare them with those who are not in the scouting program. The scouters seem more rounded and better ready to be a leader of our future.

This program is such a good one I am proud to be a part of it. It is great working with each and every one of you. Thank you for your concerns with our fine young men and for having the desire to influence and work with them.

A special thanks, I feel is in order, to those who put so much time and effort into this book and in the Pow Wow itself. With these dedicated leaders behind you I feel certain the Cubbing Program will always be a success. A very special thanks is in order to Phil Tate & Barbara Miller who put a lot of time and effort into the whole program they are great people to work with. I want to also thank Debbie Babilius for all the research she's done on our General and theme's section. And to Sharon Galbraith who spent hours typing for the book. And Mary Stardevant for her art work. Of course without lunch most of you probably would not be here so a great big "HOW" to the Baileys for the fantastic lunch. Thanks also to Pat Therwanger, Sue Prior,

Letter of the Editor

Margo Quay and our Eagle Scout leaders Frank Tate and Joe Skowronski and to each leader who taught classes. Also thanks to troop 311 for there work during the day. A special thanks to all of you who make the Cubbing go without each one of you there would be no program.

Thank you So Much
Your Pow Wow Editor

Mary Cottrell

Old Baldy Council

Pow Wow 84

SPECIAL THANKS to the following businesses and individuals for their donations to the 1984 Old Baldy Council Pow Wow. Some of them donated a substantial discount, others made gifts. Their contributions are gratefully acknowledged.

Yours in Scouting

Phil Tate Pow Wow Chairman

Foothill Beverage Company
2800 South Reservoir
Pomona, California 91766

Sam's Liquor Store
212 W Holt Bl.
Ontario, California 91761

Treasures "N" Junk
215 S San Antonio Ave
Ontario, California 91761

Mr Bob Brassard
US Life Insurance Co
1235 N Harbor Bl. Suite 110
Fullerton California 92632
Phone 714 525-7570/213 697-2757

Collectors Corner
Pat Marquez
3520 Spur Ct
Chino California 91710
Phone 714 628-9858
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Eagle Golf Co.
4711 Schaefer Ave
Chino, California 91710
714 591-6583

Vern Snider Horseshoeing
Chino, California
714 628-7772

Book Printer
Bill Willis
Doug Walker
714 626-2756

Thanks go to Mr Don Marheine for ordering the cups for me. Also to Mr Bud Smith for his work in getting donations for lunch.

Thanks to the Girl Scouts for babysitting job. And the Boy Scouts for their work.

1984 OLD BALDY COUNCIL

POW WOW

CHAIRMAN	PHIL TATE
CO-CHAIRMAN	BARBARA MILLER
PROGRAM	BARBARA REYNOLDS
PROFESSIONAL ADVISOR	DON MARHEINE
COUNCIL ADVISOR	SUSAN PRIOR
POW WOW BOOK EDITOR	MARY COTRELL
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DIVIDERS (ART DESIGN)	MARY STURDEVANT
CUPS & PATCHES	PHIL TATE
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INVOCATION	REV. AARON STERN OUTREACH BRETHREN IN CHRIST CHURCH

POW WOW FACULTY

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CEREMONIES	GARY GALBRAITH - COORDINATOR SHARON GALBRAITH - STAFF
CRAFTS	MARY COTRELL - COORDINATOR JEAN HANSON - STAFF TAMMY TATE - STAFF
CUB HIGH ADVENTURE	CHUCK MASSAR - COORDINATOR PAT MARQUEZ - STAFF JUNE BAUSMAN - STAFF
HANDICAPPED	BARBARA MILLER - COORDINATOR MARY STURDEVANT - STAFF
HUG-A-TREE	CHARLENE MEENAN - COORDINATOR DAISY SCHOFIELD - STAFF
PACK ADMINISTRATION	BOB ROKITA - COORDINATOR BARBARA ROKITA - STAFF
PLACES TO GO	RON STOCKS - COORDINATOR DIANA STOCKS - STAFF
RELIGIOUS EMBLEMS	DIANE YOUNG - COORDINATOR JANET KNOLL, CAROL DORPHIE, PATTY MOORE DANA MASSAR- STAFF
SKITS AND PUPPETS	MARLENE + DUKE DUCOMMUN - COOR. COORDINATOR JOAN LAMBERTH - STAF

SHOWMAN.....	BOD DROHAN- COORDINATOR KENT DROHAN, KELLEY DROHAN KEITH DROHAN, KEVIN DROHAN - STAFF
TIGER CUBS.	BOD CHASE- COORDINATOR DORIS CHASE - STAFF
WEBELOS.	MEL AUTREY - COORDINATOR ROY COOLEY,BARRY BEARD - STAFF

"MY PAGE"

MY COUNCIL IS: OLD BALDY COUNCIL

Address:

Telephone # _____

I AM IN _____ DISTRICT.

MY DISTRICT EXECUTIVE IS: _____

Telephone # _____

MY UNIT IS PACK/TROOP # _____

MY SCOUTING COORDINATOR IS: _____

Telephone # _____

MY UNIT COMMITTEE CHAIRMAN IS: _____

Telephone # _____

MY COMMISSIONER IS: _____

Telephone # _____

MY SCOUTMASTER/CUBMASTER IS: _____

Telephone # _____

ADDITIONAL #'S:

_____ _____

_____ _____

_____ _____

GENERAL INFORMATION - OLD BALDY COUNCIL

1. Where do you register?

   Scout Service Center
   120 West San Jose Avenue
   Claremont, CA 91711

   Phone:

2. Which adults should register?

   Institutional Representatives, all Pack and Den Leaders and their Assistants, all Pack Committee Members, all Commissioners and members of the Women's Volunteer Service Board.

3. Where do you secure registration forms?

   Boy Scout Service Center.

4. When should I register?

   New Leaders: NOW. For old leaders: Before your charter expiration date each year.

5. Where can you get answers to your questions?

   a. Your Unit Committee, Cubmaster or Den Leader Coach.
   b. Cub Scout Literature.
   c. Your Unit Commissioner.
   d. Roundtables and Training Courses.

6. What training is available?

   a. Pow Wow
   b. Cub Leader Basic Training
   c. Den Leader Workshops
   d. Den Chief Training Conference
   e. Roundtables

7. What is a tour permit and where do I get one?

   A Tour Permit is approval from your local Council to conduct a Scouting activity involving travel. A Pack should file a Tour Permit any time their activity takes them out of the city limits. WHEN IN DOUBT, FILL IT OUT! Tour Permits may be obtained at the Boy Scout Service Center. If applying for a permit by mail, allow at least 2 weeks for processing.

8. What do I do if I am not receiving information about District activities, the Council newsletter "The Pack Rack" or Scouting magazine?

   Contact the Boy Scout Service Center, explain what mailings you are not receiving, and they will check it out for you.

BOY SCOUTS OF AMERICA

DIAMOND JUBILEE AWARDS

CUBS APPLICATION

Unit No. _____ District _____

Leader's Name _____

Address/City _____ Phone _____

No. of participants earning award _____ List names of boys on back

(September, 1984 - December, 1985)

/__/ 75th ANNIVERSARY PATCH. For active Cub Scouts. Cub Scouts will qualify for the main patch by doing one of the following:

- Participating in any eight pack meetings or activities from September 1984 through December 1985. (Seven-year-old Tiger Cubs may earn it by participating in three Tiger Cub group meetings).
- Participating in one patriotic activity involving the whole Scouting family (pack, troop, and Explorer post).

/__/ GOOD TURN. To earn this patch, the Cub Scout or Webelos Scout must participate in a den or pack Good Turn for one of the following: community or neighborhood; chartered organization; senior citizens group.

/__/ OUTDOOR EMPHASIS. To earn it, the Cub Scout or Webelos Scout must do one of the following:

- Attend a council-approved day camp.
- Take part in a family camp-out ("lad and dad," "mom and me," or "parent-pal").
- Attend council Webelos extended camp.
- Participate in a Boy Scout patrol camporee or encampment.

/__/ SPECIAL ACTIVITIES. Your local council will decide on the requirements. Possible requirements are:

- Take part in a campaign to recruit new members.
- Pack uses the Prepared for Today booklet.
- Participate in council Cub Scout Day.
- Participate in district or council patriotic program.
- Take part in the Cub Scout Physical Fitness program.

/__/ SPORTS. To earn it, the Cub Scout must participate in a competitive event conducted by the pack or in a community sports program.



Cub Scout Good Turn



Cub Scout Outdoor Emphasis



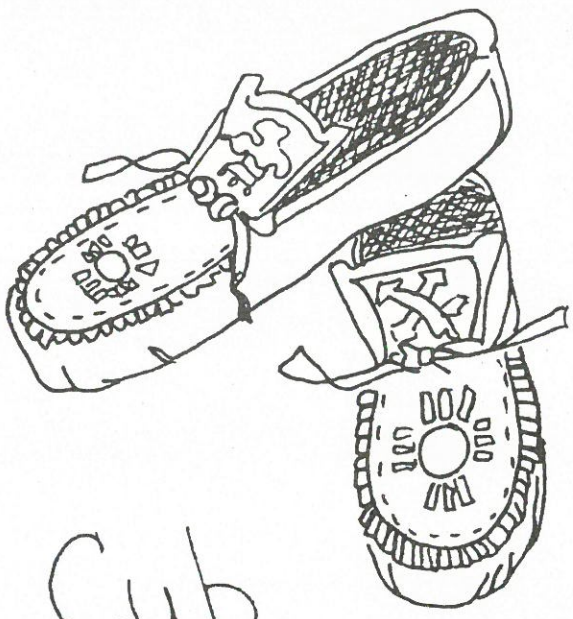
Basic Design



Cub Scout Activities



Cub Scout Sports



The First Golden Eagle District Cub DAY CAMP!!!

looking for volunteers;
fresh - new ideas;
And lots of help.

Come join us for a very special day camp. The theme this year is Indian lore and will include a challenging program and lots of suprizes. Come join the "Four Winds" and volunteer

DAY CAMP: June 24 - 28th

CALL: Pat Marquez @ 628-9858
for more info

WHAT IS A CUB SCOUT LEADERS' POW WOW?

Over 25 years ago the first Cub Scout Leader's Pow Wow was held at Lake Wawasee in Indiana. Many refinements have been made in the program and method of presentation, but the Pow Wow still stands out as the highlight of a Cub Scout Leader's year.

When established as an annual event, the Pow Wow becomes the show place for the packs of our council as evidenced by your participation. Leaders look forward to the informal conference as an opportunity to practice and exchange ideas, to learn new use of equipment and ideas, to relate these ideas to themes.

The Pow Wow has always been a happy, fun filled experience for Den Leaders, Den Leader Coaches, Cubmasters, Webelos Den Leaders, Pack Committeemen, and Interested Parents. It is an opportunity for all leaders - experienced or new or prospective - to share ideas.

The Pow Wow begins with registration, a review of the Midway and Exhibits, a formal opening followed by the participants going to different sections, Games for Cub Scouts, Skits and Puppets, Crafts for Cub Scouts, Administration, or Webelos Den Activities. There may also be variations of the above presented so that the same material is not presented year after year.

A HISTORY OF CUB SCOUTING

Cub Scouting is a program of the Boy Scouts of America for parents, leaders and institutions to use with boys 8, 9, and 10 years of age for the purpose of influencing the development of character and encouraging spiritual growth; developing habits and attitudes of good citizenship, encouraging good sportsmanship and pride in growing strong in mind and body; improving understanding within the family; strengthening the ability to get along with other boys and to respect other people; fostering a sense of personal achievement by developing new interests and skills; showing how to be helpful and do one's best; providing fun and exciting new things to do; preparing them to become Scouts.

The Cub Scout program of the Boy Scouts of America was carefully built as a direct answer to the demands of millions of boys of Cub Scout age and their parents who started, as early as 1911, clamoring for a program of their own.

Wolf Cubbing began in England in 1914, when Baden-Powell started to experiment on a program for younger boys based on Kipling's Jungle Tales. In 1916, he made a public announcement of this program and since that time it has spread with very little change into the other European countries.

At the first National Training Conference of American Scout Executives in 1920, the needs of the young boys were emphasized, but the National Council felt it wise to defer action until they had more objective evidence. In 1924, a research psychologist was authorized to study what was already being done in the way of a suitable program for younger boys, and to explore general interest at various age levels. His recommendation indicated that boys of nine, ten and eleven responded even better to leadership and program efforts than older boys.

In 1926, the Executive Board authorized the Chief Scout Executive to proceed with a plan for raising $50,000 for a thorough, scientific study of the whole younger boy matter. In 1927, an Advisory Committee was appointed, composed of the top specialists in their fields in child psychology, family life, etc., to cooperate with the Boy Scouts of America in developing this program. At this time, the Laura Spelman Rockerfeller Foundation made available the $50,000 necessary to carry on the basic study in order to develop a plan and to produce the necessary literature. Dr. H.W. Hurt was employed to serve as the Research Executive to carry on this project.

In addition to the committees already mentioned, advice was sought at various steps in the building of the program for a group of over 13,500 leading psychologists, sociologists, teachers, school superintendents, professors of education and college executives, and recreation and welfare directors.

At this time the Executive Board approved a plan of experimenting in a limited number of communities, and on August 1, 1929, the first demonstration units were started. During the next three years, a close study of these experimental groups was made, in order that definite experience might be used as a basis for the final development of a program. By 1933 it was felt the time had come for promoting Cub Scouting generally as a part of the Boy Scout program throughout the country. In 1935, Mr. William C. Wessel was appointed the first Director of Cub Scouting.

For more than a decade, the English Wolf Cub plan had been tried here in America along with a score of other program efforts. Quite uniformly, these efforts met difficulty in keeping their activities different from those of the Scout troop, and so found themselves trespassing upon Scouting, which took the edge off the boys' later experience.

Our Cub Scout program corrected this condition. It is different from the younger boy program of any other country in the world, because it is home and neighborhood centered and is built around 'between-meeting' time activities. The program suggests a wide range of attractive things for the Cub Scout and his natural neighborhood play group to do, with the encouragement of parents and neighbors. It suggests things that youngsters enjoy doing 'on their own' when not under adult direction. These activities are particularly suited to the boy of Cub Scout age and must be kept quite different from those he will encounter at eleven years of age.

Cub Scouting in our country has drawn upon the dramatic lore and lure of the American Indian for program background. Its Promise and Law was built with the advise of educators who are specialists in dealing with these ages. Many handicrafts were developed in recognition of this period as an opportune time to develop skills. Original creative efforts were stimulated. The aim is not technical skill, but rather through exploratory efforts to help boys discover hobbies.

The health check-up was developed to meet known physical needs of this age American boys. The emphasis on safety was introduced because accidents are the chief cause of death at these ages.

The system of electives was instituted to force practice in making decisions as well as to gear into the individual difference among boys. Its final objective was through its advancement plan and program to deliver a graduating Cub Scout, stimulated and prepared to participate in the Scout program.

The Laura Spelman Rockefeller Foundation and the Boy Scouts of America were determined that this new Cub Scout program meet the needs of the American family. And so the leading scientific minds of the country were called upon to design a program quite different in emphasis and content from the other younger boy programs of the Scouting world.

The program was brought up to date and released to the field in the fall of 1967. It was the result of several years of research and planning. Program improvements are based on a national sampling process, including interviews with several thousand parents, boys of Cub Scout age, and hundreds of volunteers and professional Scouters. This has resulted in a more challenging Cub Scout program that will mean a richer experience for more boys. Again in 1982 the program was updated to reflect the needs and desires of todays boys.

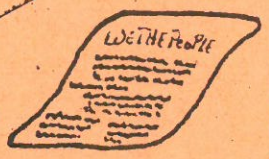
And so the Scouting program continues to change and be updated to fit the needs of today's boys in today's world; to be relevant and meaningful in these changing times. If you were a Cub Scout 20 years ago, you will notice that improvements have been made . . . just as your son will recognize more improvements when he becomes an adult. Scouting is sensitive to the needs of boys everywhere.

CUB THEMES WEBELOS

SEPT

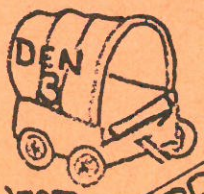


OUR TOWN USA.



Citizen

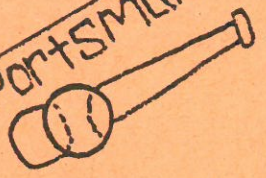
OCT



WILD + WOOLLY

WEST

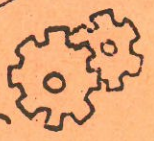
SPORTSMAN



NOV



TURKEY DAY

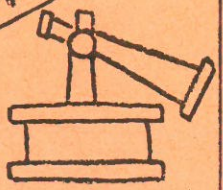


Engineer

DEC



DO A GOOD TURN



Scientist

JAN

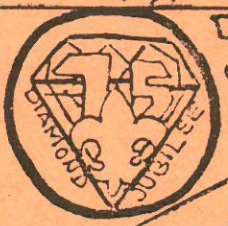


WORKING WITH WOOD



Craftsman

FEB



DIAMOND JUBILEE



Geologist

MARCH



STEP INTO SHAPE

Athlete



APRIL



FAMER BROWN AND HIS FRIENDS

NATURALIST



MAY



LIVING IN A.D. 2030



Scholar

JUNE



BACKYARD FUN



OUTDOORSMAN

JULY



HAPPY DAYS

AQUANAUT



AUG



BE A CLOWN



SHOWMAN

Theme's For '84-'85

	CUB THEME	WEBELO'S
December '84	Do A Good Turn	Scientist
January '85	Working With Wood	Forrester/Craftman
February '85	Diamond Jubilee	Geologist
March '85	Step Into Shape	Athlete
April '85	Framer Brown & Friends	Naturilist
May '85	Living in 2030 AD	Scholor
June '85	Backyard Fun	Outdoorsman
July '85	Happy Days	Aquanaut/Traveler
August '85	Be A Clown	Showman/Artist
September '85	Science Fair	Scientist
October '85	Pirate Water	Traveler
November '85	Parade of Presidents	Scholor

THEMES AND HOW THEY WORK

The secret of good planning for Cub Scout den and pack activities is the wise use of monthly themes. A theme is simply an idea or emphasis around which you and the other pack leaders plan things for the Cub Scout dens to do from one pack meeting to the next.

The theme idea simplifies the planning of den and pack meetings. It gives each den a focus for its work and play during the month and brings them together at the pack meeting with skits, stunts and handicrafts, all bearing on a single theme. If the dens are active during the month on a single idea, an interesting and entertaining pack meeting is the natural result because it reviews all things the dens have done.

Parents and Cub Scouts are eager to see what other dens have done with the theme. A friendly rivalry usually results, and quite often den spirit is developed even among parents.

We must remember that the Webelos dens donot use the pack's monthly theme. Instead, they work on one of the 15 Webelos Activity Badge areas. Often the Cub Scout theme and the Activity Badge area are compatible, such as "Cub Scout Circus" and "Showman"...or "Things that Go" and "Traveler".

The aim of the theme idea is to open the door to new fun and adventure by providing a different kind of experience for each month of the year. The theme should have a broad appeal for boys. It should give each Cub Scout a chance to express his own interests and to use his own abilities. Your themes should steer boys toward new fields interests and hobbies they might not other wise discover for themselves.

Your themes will be good if, in planning them, you keep in mind these things:

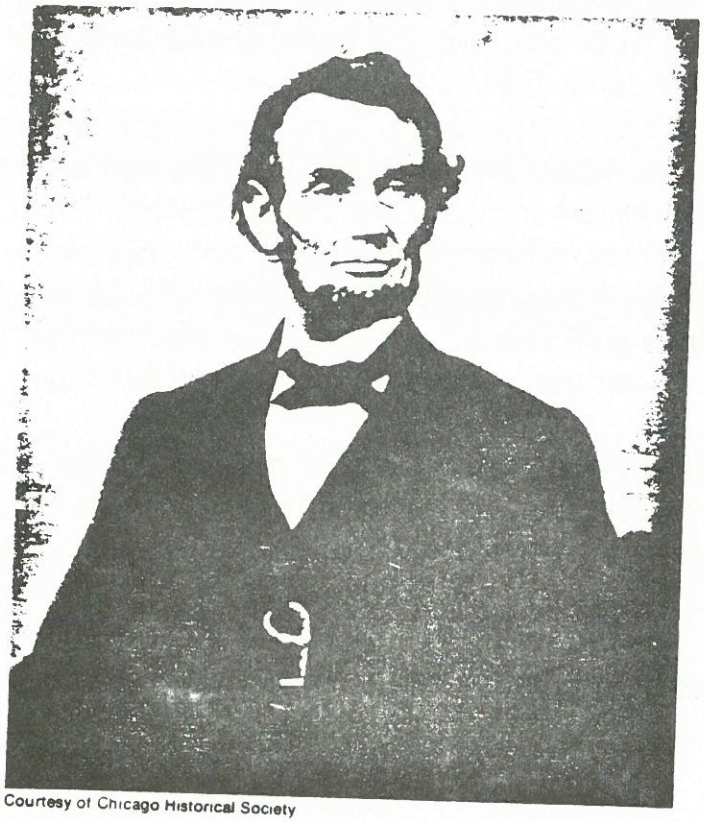
They must have strong appeal for boys.
They must offer variety so that each boy can do things he likes.
They should instill the deeper values of Cub Scouting.

The theme is simply the frame work on which the activities of your den are built. In your planning, you and the other leaders must break it down into one or more activities or projects for the weekly den meetings. Obviously, these will vary from den to den. There should be plenty of room for the Den Mother to maneuver and then let the dens work out the details for themselves.

Follow these guidelines in selecting activities:

Each activity should have a definite objective in harmony with the aims and policies of Cub Scouting.
Each activity should contribute toward the development and maintenance of proper home relationships.
Each activity should be simple, within the capacity and interest of both Cub Scouts and their parents.

LINCOLN, ABRAHAM



Courtesy of Chicago Historical Society

A Boy Who Grew Up to Be President

Many years ago a shy, gentle boy lived on a small farm. Although he was very young, the boy was strong enough to swing an ax right along with grown men.

When his family bought land in a deep forest, the boy helped chop down trees for their log cabin and clear a place to plant corn. There were bears and other wild animals in the woods, but the boy wasn't afraid.

He worked hard. There wasn't much time for school, and so he managed only one year in the small schoolhouse near his cabin. When there weren't too many chores around the farm, he studied his lessons. Most of all, he liked reading. He loved books so much that he often walked many miles just to borrow one.

He grew up to be a tall, thin young man. To earn money, he plowed the soil and chopped wood for other farmers. He ran a ferryboat for people who wanted to reach the big steamboat on the river. He worked in a store, where people came not only to shop but also to listen to the funny stories he liked to tell. Later the young man got a job as postmaster and began to read books about law. He worked and studied—and now he walked for miles to borrow law books.

No one could have guessed that this man would someday be president of the United States . . . that as president, he would be commander in chief of the northern army in the War Between the States, the American Civil War . . . and that finally he would order the end of slavery in America.

His name was Abraham Lincoln.



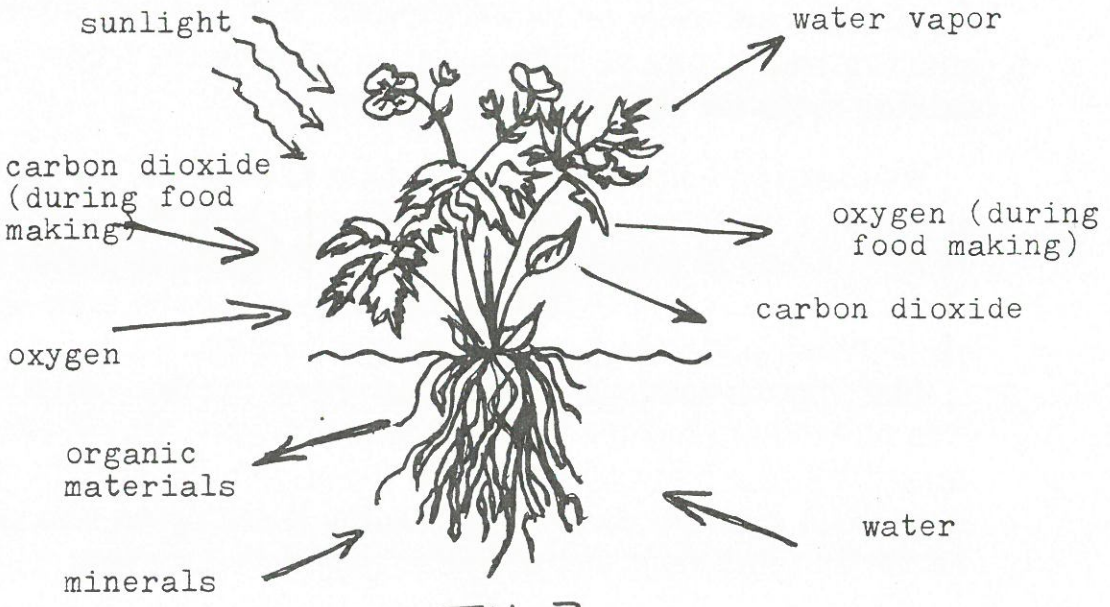
A GROWING STORY

Plant a seed in good soil. It can be a bean, or zinnia, or nasturtium seed. Water it. If the seed is planted in a suitable environment, the plant will grow and produce blossoms and more seeds. A bean plant will not grow under water, nor on the top of Mount Everest, nor next toa cactus plant on the dry desert. Neither will a zinnia nor a nasturtium plant grow in such places, but some kinds of plants do grow there. Plants are adapted to a special environment, a habitat (hab'-e-tat). The habitat for some kinds of plants could be a desert or a mountaintop. For others, the habitat could be the ocean.

The growth of a plant, such as the buttercup shown in the illustration, depends on its surroundings - on a sufficient supply of water, on certain substances found in the soil, and on sunlight.

Plants are a part of and make use of their environment. They change their environment by taking certain substances from it, and by adding others to it. However, the environment in which a bean plant has been growing looks the same after the plant has grown as it did before.

A bean plant, like most plants, does not seem to change its environment greatly, and even then, only temporarily. Plants take substances from the air, the water, and the soil, and they use energy from the sun. In turn, they add, as they decay, the materials that were taken. They also add energy; it is stored in the food plants make. Some of the food may be eaten by animals. The animals use the energy and restore some of the materials to their environment. The rest becomes part of the animal. There is a continuous exchange of matter and energy between living things and their environment.





America's First President

It was a small, new country ruled by a king who lived far across the ocean. Not many of the country's people had ever gone to school. Few could even read or write. Most families lived in crowded log cabins in settlements called *colonies*.

There was no electricity—only candlelight. There were no telephones. Messages usually were delivered by riders on horses. The narrow roads ran through woods and were often muddy and deeply rutted. It took a long time to get from one town to another. So long that today we can fly around the world in less time than it then took to travel only a few miles.

The people worked hard, growing crops for food and cutting through thick forests to build roads and towns. They fought in a war to help their king . . . and in another war to win their freedom from him.

The country was America. Most of its people had come from England to start a new life. Their king was George III.

There were many brave men who helped make this country free—but none was braver than George Washington!

Washington grew up on a large farm, where corn, tobacco, vegetables, and other crops were grown. But he loved adventure, and as a young man he roamed far—exploring the wilderness and making maps for other people to follow.

Washington helped the English fight the French for control of this vast wilderness . . . but when the people of the colonies chose to fight England to gain their freedom, Washington sided with them. They then chose this strong, wise man to be their leader—the general in charge of all the colonial armies.

The colonial soldiers won and lost many battles. Often there was no food or clothing. It was cold and lonely. But Washington shared his men's hardships. When the war ended and the people were freed from the king's rule, George Washington was chosen to be the first president of the United States of America.

ATHLETICS

If you want strong arms, you must use them. You must pull, push, and swing them in work and play. You must lift with them, throw with them. If you want to strengthen your legs you must walk and hike, run and jump. If you want to have an agile, supple body covered with flat, firm muscles, you must bend it, twist it.

DAILY EXERCISE. When you are out Scouting with your Den or Pack you get plenty of exercise. Hiking, games and contests, swimming, rowing, axmanship, and many other activities give your body a workout. Even indoors, you get exercise through games or in strength tests with your fellow Scouts.

Play team games. Baseball, football, soccer, and basketball are good. But also get going, while still a boy, on a game that has a strong "carry-over value." That is, a sport you will want to pursue after you grow up. Swimming and skiing and skating, golf and tennis have strong "carry-over value."

STRENGTHEN YOUR BODY. There are three steps for making certain that you are actually strengthening your body.

- Test yourself. Write the results: Ex. Sit-Ups 8
- Decide how many you should do in 30 days Aim (20)
- Set out with determination to improve your record. Write down every few days what you accomplish. After you have exercised for a full month, re-test yourself and record the results on the chart. How did you make out?

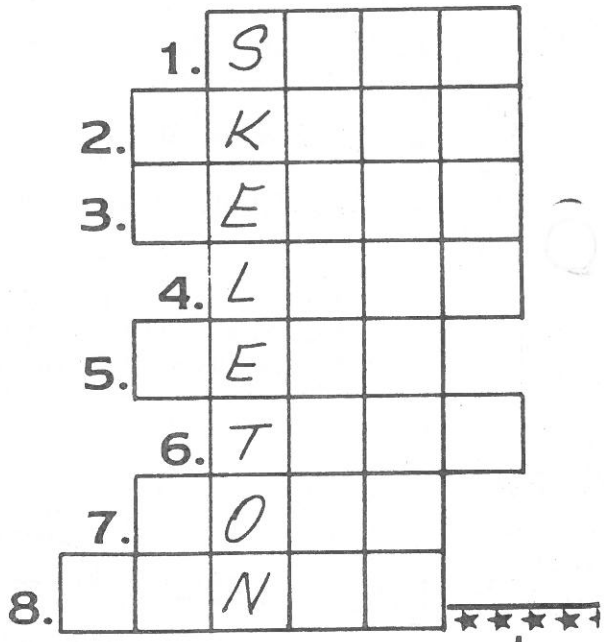
CHART:

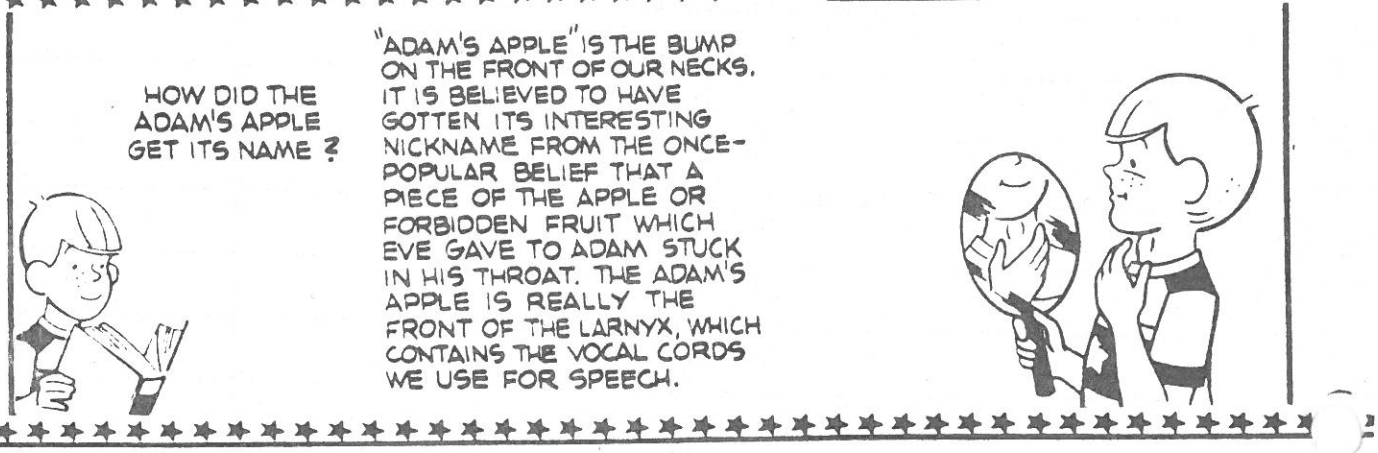
Date: Aim:	Sit-Ups ( )	Pull-Ups ( )	Long Jump ( )	50 Meter Dash ( )

Body Building

Do you know all the parts of your body by name? Don't worry if you don't. Bet you know all the parts in this puzzle!

1. Outer layer of your body
2. Head bone
3. You use these to eat
4. People and tables have these
5. You stand on these
6. You wiggle these
7. In the center of your face
8. At the ends of your arms



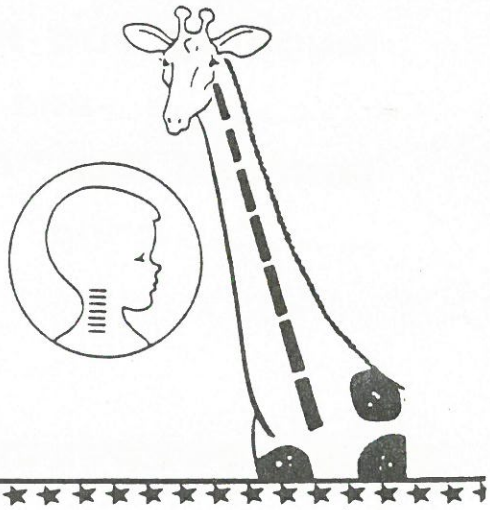


Bone Up on Bones

Do you know . . .
The giraffe's remarkable neck has the same number of bones as your neck—7. Of course, the giraffe's bones are longer and larger.

A BONE appears in each of these words. Use the clues and fill in the blanks.

1. _ _ _ _ BONE	A "lucky" bone
2. _ _ _ _ BONE	A brass musical instrument
3. BON _ E _	A baby's hat
4. B _ O _ N _ E	A chocolate dessert
5. BON _ _ _ E	A big outdoor fire



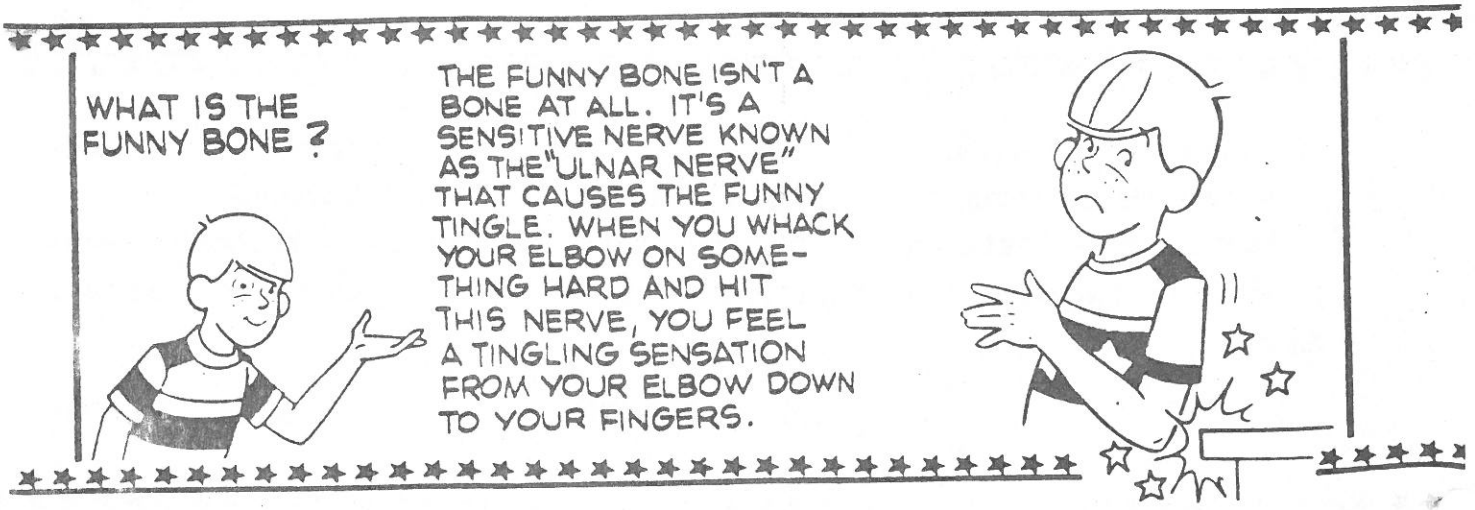
A wise old man once said, "You will have a good life if you make use of your CBDLbone and your GVOOZ bone."

Write the letter of the alphabet that comes before each letter in the puzzle words and you will know what the bones are.

_ _ _ _ bone _ _ _ _ _ bone

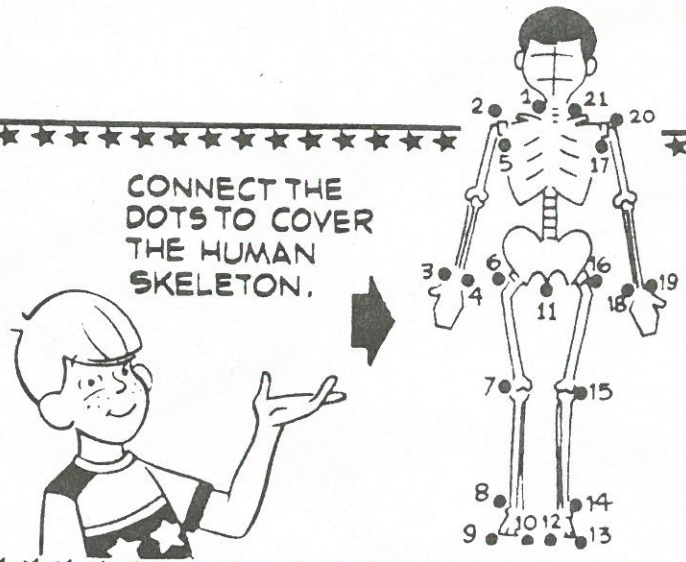
Have a little fun with a friend. Ask your friend to name parts of the body (such as ELBOW, HEEL, TOE, FINGER, SKULL, TEETH, SHOULDER, SKIN). Write each part on a blank in this story. It's okay if you repeat a part. When all the blanks are filled, read the story aloud and get ready for some laughs.

As the _____ moved past the _____, the wind began to howl. I looked out my _____ and saw a _____. It was running down the _____ with a _____. Suddenly, everything stopped and I heard a strange noise. The _____ was hammering away at the _____. Soon they were joined by a _____, a _____, and a _____. Before long, everyone was laughing and having a good time. They all joined _____s and walked away singing. The song sounded like "The _____ bone is connected to the _____ bone."



If you could count every bone in a human skeleton, you would reach 206. The number 206 is hiding in the puzzle. Read across, up, down, backward, and on a slant. Can you find 206 fifteen times?

2 3 5 0 2 0 2 7 4 1
3 0 7 2 0 6 0 1 6 2
0 7 6 1 8 5 6 0 2 1.
2 5 4 7 1 0 2 1 1 6
9 0 0 3 2 0 6 9 7 0
2 0 6 5 1 9 3 0 3 2
4 1 4 6 0 6 2 6 5 0
2 3 6 0 2 0 3 0 4 2
0 2 6 2 0 3 2 1 6 6
6 0 0 2 6 2 0 6 5 1



BONES PROTECT ORGANS INSIDE YOUR BODY, LIKE YOUR HEART AND BRAIN.

RED AND WHITE BLOOD CELLS ARE PRODUCED INSIDE THE SOFT CENTERS OF YOUR BONES.

YOUR BONES ARE ALIVE. A LIVING BONE CELL TISSUE MAKES BONES GROW. IT ALSO ENABLES THE BODY TO FIX BONES THAT BREAK.

CLOWN PATTERN: Use for Name Tags, Silhouette puppets, decorations, or tie slides.

It's a Yoke!

Four clowns are hitting a fifth clown on the head with big rolled up wads of paper.

Visiting Clown: Gracious, what are they doing?

Other Clown: Trying to knock some sense into him!

Visiting Clown: Doesn't it hurt?

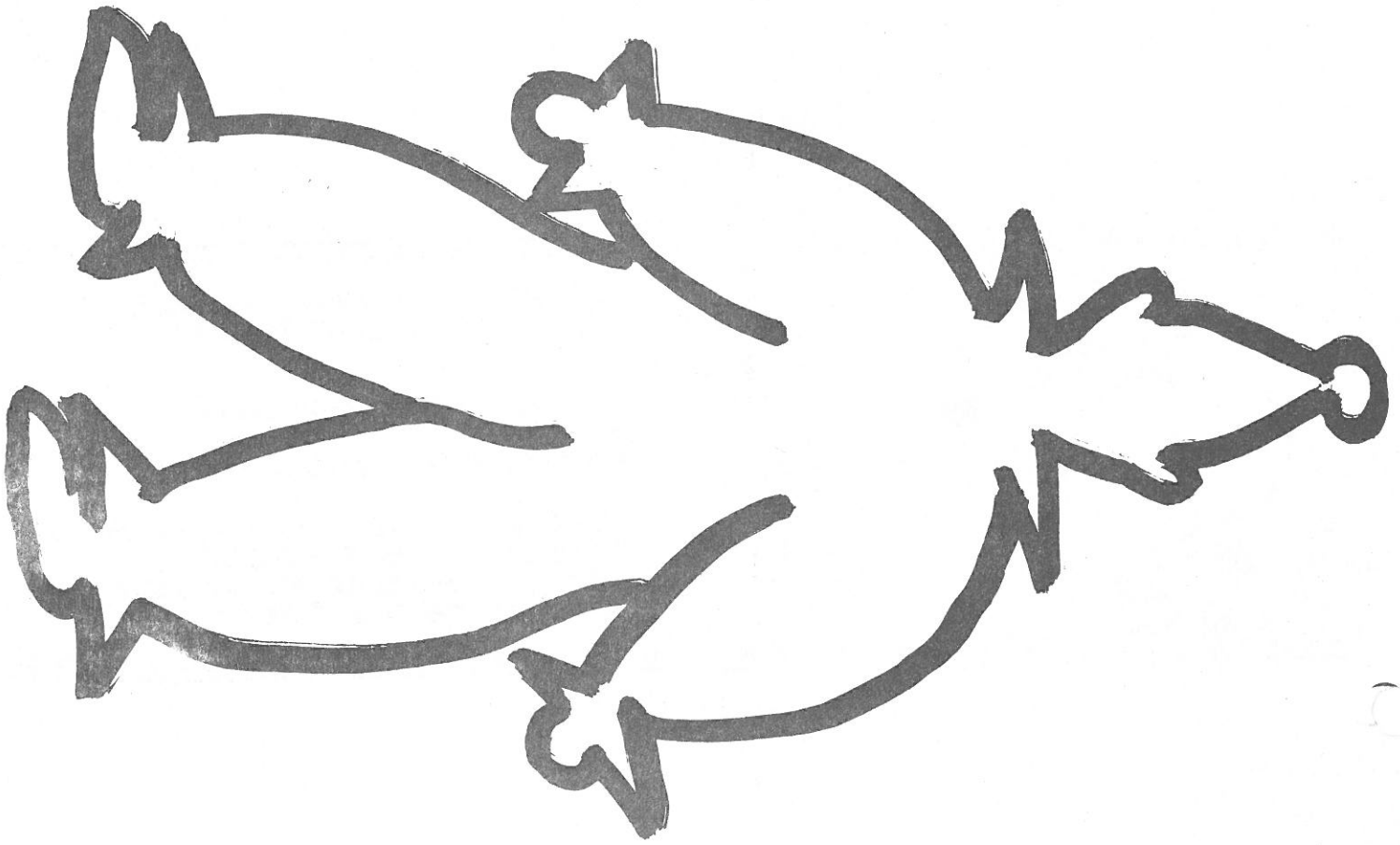
Other Clown: Sure!

Visiting Clown: Doesn't he mind?

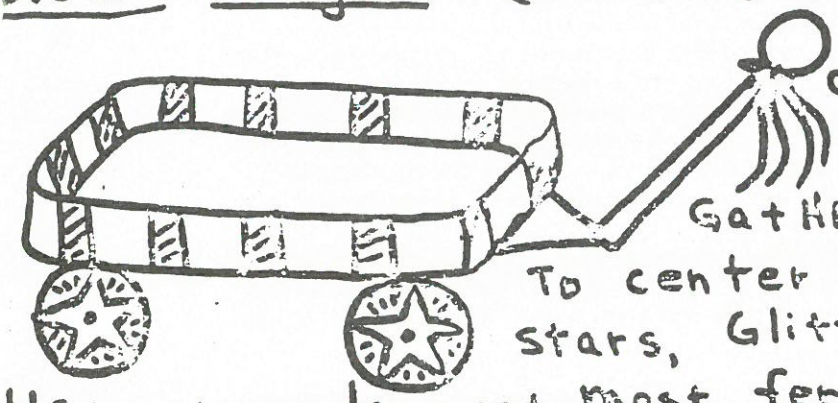
Other Clown: No.

Visiting Clown: How come?

Other Clown: It feels so good when they stop.



Clown Wagon (could be a wheelbarrow)



Cover body with crepe paper (masking tape) add stripes + streamers

Gather strips into ring, tape to center of each wheel, add stars, Glitter, or what have you.

Use your largest, most ferocious stuffed Toy for your passenger.

Clown Tricycle: Use smallest one your cubs can ride – weave paper strips around wheels, add streamers.



With practice it will hold 3 clowns – one on handlebars, one riding, one standing on back. (He will need to pump with one foot).

Clown Hats + Wigs:

For a base, use crown of old hat, Top of nylon Stocking with a Knot →  an old knit hat, bleach bottle or what have you. Add yarn for hair – outrageous colors, patches, Artificial flowers. Let boys ideas Count.

Clowning Around Blackouts

Clowns and clown acts are one of the identifying marks of a circus. Here is a series of blackouts for your clowns to perform. "Blackout" means all stage lights are turned off immediately after the punch line in each brief scene. Your clowns can use flashlights to clear off one act and set up the next. Then, lights on!

You may have all your performers in costume or just the ones who speak. In any event, be sure all of your clowns wear clown makeup. You may have as many clowns as you want in each scene; you may also have different groups responsible for one or more of the scenes. Each scene features a Visiting Clown and a Lead Clown, who have the speaking parts. Other clowns carry out the action, as described. Any props needed are indicated in the script.

Start your blackouts with three clowns going across stage. Each carries a placard. The first placard reads: "The (name of your group) Circus;" the second reads: "Presents;" and the last reads: "The Clowns." Then, blackout!

(First scene: The lights go up to reveal several clowns blowing up balloons until they break. The clowns take more balloons and keep blowing them up and breaking them. Visiting Clown comes on stage and speaks to Lead Clown, who is watching the other clowns.)

Visiting Clown: What are they doing?
Lead Clown: Blowing up balloons.
V.C.: Why?
L.C.: It's a contest.
V.C.: Oh, what does the winner get?
L.C.: Nothing.
V.C.: What does the loser get?
L.C.: He gets to buy more balloons!

(Blackout)

(Next scene: Four clowns are hitting a fifth clown on the head with big rolled-up wads of newspaper.)

V.C.: Gracious, what are they doing?
L.C.: Trying to knock some sense into him.
V.C.: Doesn't it hurt?
L.C.: Sure!
V.C.: Doesn't he mind?
L.C.: No.
V.C.: How come?
L.C.: It feels so good when they stop!

(Blackout)

(Next scene: All the clowns are looking up at the ceiling. Something very interesting must be going on up there.)

V.C.: What are they doing?
L.C.: Watching the trapeze act.
V.C. (*goes over, looks up, comes back*): There's nothing up there.
L.C.: I know.
V.C.: You know? Then, what are they looking up for?
L.C.: They're rehearsing!

(Blackout)

(Next scene: The clowns are all walking around, tip-toeing. All is very quiet. Not a sound is heard.)

V.C.: What are they doing?
L.C.: Shhh!
V.C.: What's the matter?
L.C.: Mr. Vavoom is here!
V.C.: Who's he?
L.C.: The human cannonball — he gets shot from a cannon.
V.C.: So what?
L.C.: So, we're tip-toeing!
V.C.: Why?
L.C.: He can't stand noise!

(Blackout) TH-12

(Next scene: All clowns are crawling around on all fours in search of something. What do you suppose it is?)

V.C.: What are they doing?

L.C.: Looking for the trained flea.

V.C.: That's hard to find!

L.C.: Yeah. They think he might have run off!

V.C.: Oh, with another flea?

L.C.: No, with a dog!

(Blackout)

(Next scene: Clowns are watching one clown who's cracking a whip at a frozen chicken on the floor.)

V.C.: What's he doing?

L.C.: Practicing.

V.C.: Practicing what?

L.C.: He wants to be a lion-tamer.

V.C. *(goes over and looks at object on floor)*: But that's not a lion! That's a chicken!

L.C.: So's he!

(Blackout)

(Next scene: All the clowns are lying around, lazily. Not one of them appears to have an ounce of ambition.)

V.C.: What are they doing?

L.C.: Taking down the circus.

V.C.: It doesn't look like it.

L.C.: I know.

V.C.: You know? Why don't you make them work?

L.C.: I don't want to.

V.C.: You don't want to! Why not?

L.C.: No one wants to see a circus end!

(Blackout)

(Final scene: All the clowns are sobbing and wailing and trying to console each other. They are carrying on something awful.)

V.C.: Why are they crying?

L.C.: The circus is over.

V.C.: They'll be back next year.

L.C.: They know.

V.C.: They know! Then, why are they crying?

L.C.: 'Cause they have to go home.

V.C.: But they'll see their mothers.

L.C.: That's just it!

V.C.: What do you mean?

L.C.: They'll have to take their makeup off.

V.C.: So what?

L.C.: Well, you know mothers! Then, they'll have to **WASH!**

(All the clowns set up a mighty wail as

The Curtain Closes)

ANIMAL FACTS:

What is the smallest animal?

The very smallest creatures in the world can be seen only through a microscope. The smallest furry animal is a fat-tailed sh ew, so fragile, you can break its bones by picking it up. This littlest animal is probably the biggest eater. For its size it gobbles up more food than any other four-footed creature. Every day its tiny sharp teeth chew through a pile of wood weighing two and a half times as much as it weighs. Imagine doing that yourself. If you weigh sixty pounds, you would have to eat in *one* day, 150 loaves of bread or about three pillowcases full of oatmeal.

TH-1H

What is the fastest animal?

The fastest *insect* is probably the botfly which darts along at forty or fifty miles an hour. Many naturalists think that the duck hawk is the fastest *bird*. Some say it can go more than 150 miles an hour. Others believe that eighty is its limit. Dolphins are fast *swimmers*. They can keep up with motorboats traveling thirty miles an hour. The cheetah, most people agree, can go faster than any other *four-legged animal*. Its record is about seventy-five miles an hour. Hunters have trained cheetahs to)rsue and kill swift-running antelopes and deer.

What makes a firefly's light?



A firefly's light comes from two juices that it makes in its body. Neither kind of juice will shine all by itself, but when the two mix together with air, they glow. A firefly doesn't burn your hand if you catch it. The light is cool, like the light from a fluorescent bulb.

Scientists believe that fireflies attract their mates by flashing their lights. But no one can yet explain a strange habit of fireflies in Thailand. Large numbers of them gather in trees. Then suddenly they all light up at the same moment. On and off, on and off – sometimes several trees full of fireflies will flash in unison.

Another glowing creature is the *ferrocarril* worm that lives in South America. It has eleven pairs of little green lights along its sides and one red light on its head. If you annoy the worm it turns its lights on.

Do animals live as long as people?

Most animals have very short lives. But some live longer than people usually live. A tortoise has been known to reach the age of one hundred and fifty. Elephants grow old at just about the same rate as people. Many of them live to be sixty-five or seventy. Dogs and cats are old when they reach the age of ten, but some live longer. And one kind of insect – the seventeen-year locust – usually spends seventeen years in the earth before it comes out. Then it lives for only ew weeks.

GAMES

MECHANICAL NOISE GAME

As each person arrives they are given a card with the name of a mechanical object written on it and they are asked not to tell anyone which object they are. When most of your people have arrived say, "We want you all to get into groups of the same object, but you cannot say anything, you can only make the noise of the object." The people must walk around listening for others making the same noise they are making. The first group together is the winner.

BALLOON SIT RELAY

Teams are lined up for a relay and each person is given a balloon. They must blow up the balloon, run for a chair some distance away, and sit on the balloon until it pops.

MARBLE KNEE RACE

Teams are lined up. The first person places a marble between his knees. He then walks to a milk bottle placed some distance away and drops the marble from his knees into the bottle. He then goes back and the next in line does the same. The team with the most marbles in their bottle wins.

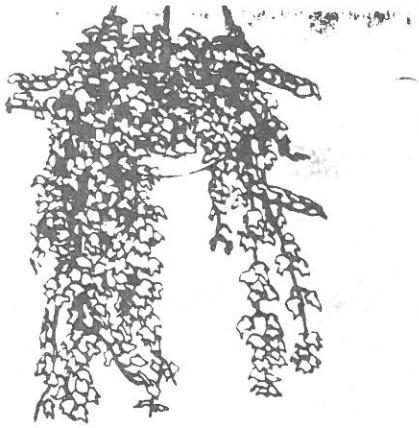
GROUPS

A large group is necessary and one person leads the game. The leader calls out a number by saying "groups of _____". Everyone then tries to get into a circle containing just that many players with their arms around each others waists. Any people who cannot get into a group leaves the game and sits down. The leader continues to call out various numbers until only 2 or 3 players are left. These are considered the winners. Going from odd numbers to even numbers makes it more fun.

NUMBER RYTHEM

The players sit in a circle and number off. The rythem consists of slapping thighs twice, clapping hands twice, and snapping fingers twice. This is repeated. On the first snap of the fingers say your own number. On the second snap call any other number. You must maintain the rythem. The player who's number you called must answer by calling his number and then another. Any player who misses goes to the end of the line.

Getting It Off the Ground



Hanging a plant is as much a matter of common sense as it is of technical know-how and high-wire artistry. Basically, all you do is attach a hanger to your container, lift it up, and hook the end of the hanger to the overhead support you have chosen. This support might be a ceiling, beam, roof overhang, patio structure, tree limb, or a wall—anything that is strong enough to bear the weight of your container. (See pages 6-16 for ideas on where to locate your plant and what to look for in an overhead support.)

Most hangers have a hook, ring, or loop at the top. It is easiest and safest to hang them from a hook or eye that's been screwed into the structure above. Using a nail instead may seem the quickest solution, but nails can bend, pull loose, or the container can slip off them.

When hanging a container from a tree limb, use a hook rather than a length of wire, chain, or rope around a branch. Wire, chain, or rope can damage the tree, even if it's padded with garden hose, heavy cloth, or other material.

Have a friend help you hang your plant and use a ladder or chair rather than trying to reach too high. Release the container slowly to make sure the hanger, hook, and overhead structure are all secure and not about to break or pull loose.

Hangers for containers

Some containers come complete with the hanger as part of the package. If you choose a type without a hanger, you'll have to buy or make one.

Almost all hanger designs fall into two basic types: rim or sling.

- Rim hangers generally consist of three or four strands of material which are joined at the top and which hook or clip onto the edge of a container. Though rim hangers are usually made of wire, chain, plastic, or rope, they may also be of macramé or braided strands.
- Sling hangers, unlike rim hangers, do not attach on the edge of the container but instead go under and around the container, cradling it in a hammocklike fashion. Sling hangers most often are made of macramé or leather but, like rim hangers, can be fashioned from rope, chain, or other materials.

In addition to rim and sling hangers, you may come across suspended wooden frames and wall brackets in which a container sits. Sometimes a platform on which a pot is placed serves as a hanger. Some hangers can be adapted to include a drip saucer.

When selecting a plant hanger, make sure it will fit your container. Rim-type chain, wire, or rope hangers usually require a container that has holes, hooks, or eye screws in its edge. Most containers designed specifically for hanging have these provisions; on baskets you just bend or hook the strands through openings in the frame. But be sure to get a three or four-strand rim hanger to match the three or four holes or hooks in your container.

Drilling your own holes in the edge of a pot may be possible, but it can be tricky. On a clay pot, use a carbide bit in an electric drill and set the pot over the corner of a wooden bench or sawhorse for support. Use a standard bit in an electric drill to make holes in a plastic pot or wooden box. As an alternative to drilling, apply three or four hooks in the edge of the box.

Because sling hangers can be used on pots with or without holes, they make fine supports for ground containers not specifically designed for the air. Be sure your container will fit into the sling you plan to use. While commercially made wire and chain rim-type hangers will fit most containers up to about 16 inches in diameter (design your own hanger if the container is larger), slings aren't always uniform in design and may only fit a narrow range of container sizes.

Some slings form a network that extends well above the container's rim. Although these are suitable for containers holding small plants that aren't fully drooping, they can restrict the growth of plants that do spill over a container's edge.

When setting a planted container into a sling, be careful that the stems and foliage don't become pinched between the hanger and the container's sides.

You can use both the sling and rim-type hangers with drained or undrained containers and with or without a drip saucer beneath the drained containers. Since dripping water can damage some hangers, especially those made of macramé, leather, or other decorative material, seriously consider placing a drip saucer beneath a drained container in a sling. Sling hangers are not suitable for baskets because of the moss side

In choosing a hanger, consider how high off the ground you want the plant suspended. Lowering a hanging plant is relatively easy with most hangers, but raising it more than a few inches may be difficult.

Wire hangers

Commercially made wire hangers, available at nurseries and garden centers, usually have three or four 24-inch-length strands of 12 or 14-gauge single strand galvanized wire. At one end the strands are joined and bent or attached to a hook or loop. The other end of each strand is bent through a hole or hook in the rim of a pot or box or through the spaces between the frame of a basket. One type of wire hanger is a two-strand hanger that clips onto the rim of flower and fern pots. (These clip-on hangers may tend to slip off glazed pots.)

A feature of some, but not all, wire hangers is a swivel at the joint between the strands and the hook. The swivel permits you to rotate the container easily for balanced light exposure on all sides of the plant. (Grip the hook to hold it steady while you turn the container.)

When setting up a wire hanger, watch that the weight of the container doesn't pull the wires out of the container holes. Secure the strands to the container by bending them through the holes or hooks in the container's edge and then twisting them into loops.

You can adjust the height of a wire-hung container, raising it by bending lengths of each strand through the edge of the container or lowering it by attaching the hook at the top to a single overhead extension wire or chain.

Chain hangers

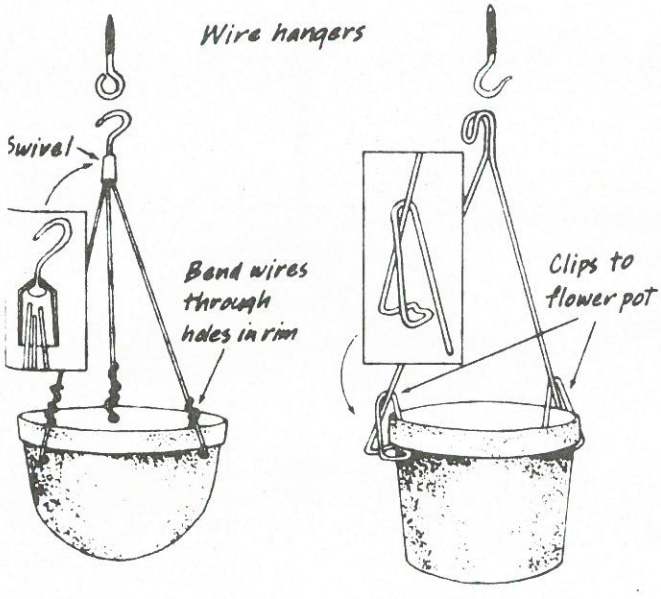
Basically similar to wire hangers, chain hangers consist of three or four lengths joined at one end to a hook or ring and attached to hooks or holes in the container's rim at the other end.

Chain hangers are inexpensive and easy to make. All the materials are available at a good hardware store. Get three or four (depending on the number of hooks or holes in your container) equal lengths of chain, an S hook to join the lengths at the top, and perhaps three or four more S hooks to attach them to your container.

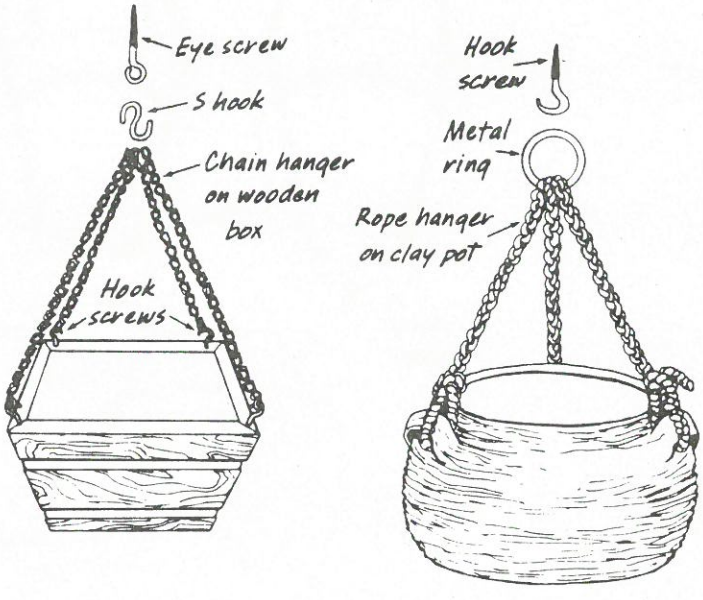
Chain comes in many styles and sizes and is made of galvanized or brass-plated iron or steel, solid brass, or even colored plastic. Twisted lengths of some chains have a decorative appeal.

Three or four-strand hangers made of chain about a number 16 or 14 in size (the larger the number, the smaller the chain) should be strong enough to hold most average-size containers.

The lengths of chain should be just a few inches longer than the level you want the container to hang. If your overhead support is very high, it might be easier and less expensive to buy short lengths just 2 feet long and then connect them at the top to a single length of heavier chain that you can easily shorten or lengthen to adjust the final height of the container.



Two commercial wire hangers. *If yours doesn't have a built-in swivel, use a fishing line swivel.*



Chain and rope hangers. *Chain hangers are easily put together. Hooks let you hang standard boxes.*

Hangers (cont'd.)

Rope and plastic hangers

A good, flexible material for a hanger, rope often has a pleasing, rustic character. You can rig a rope suspender to the rim of a container by tying three or four equal lengths together at one end and knotting the other end of each through holes or hooks in the container's edge.

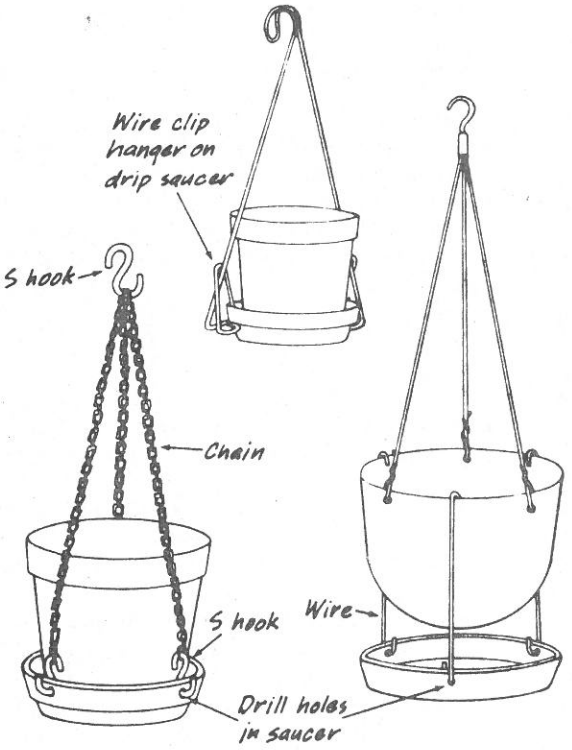
Most of the different kinds of rope available at a hardware store—nylon, hemp, or cotton in woven or twisted strands—will hold your container. Check the test weight of the rope you choose to make sure it's strong enough for your container.

Try monofilament clear-plastic fishing line sold in sporting goods stores as a sling hanger. The effect is quite unique: the plant appears to float unsupported in the air. To make a plastic line sling hanger, use a square of clear plastic or thin plywood as a base for the container to sit on. Drill four holes in it for two lengths of line to pass through as they go beneath the container.

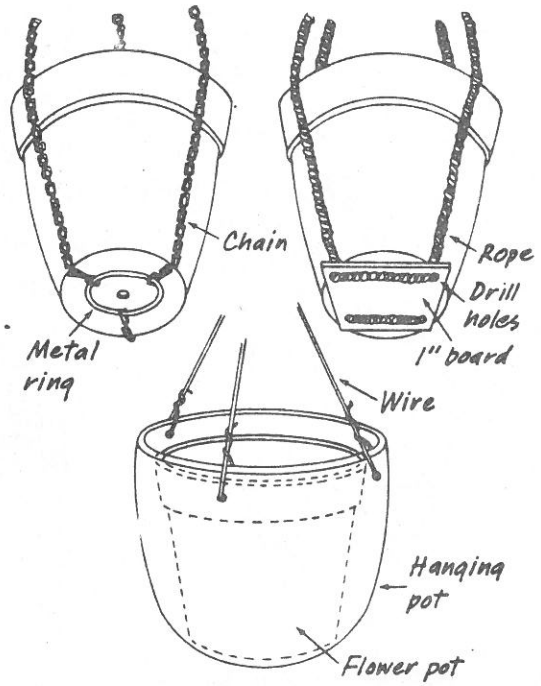
Macramé, leather, woven, and braided hangers

If you're looking for an unusual and decorative hanger, try one in macramé or leather or one that's braided or woven. Often already attached to an attractive container, they're sold in nurseries and plant shops; but you might also find one in a handcraft shop, import store, patio shop, or at a craft fair.

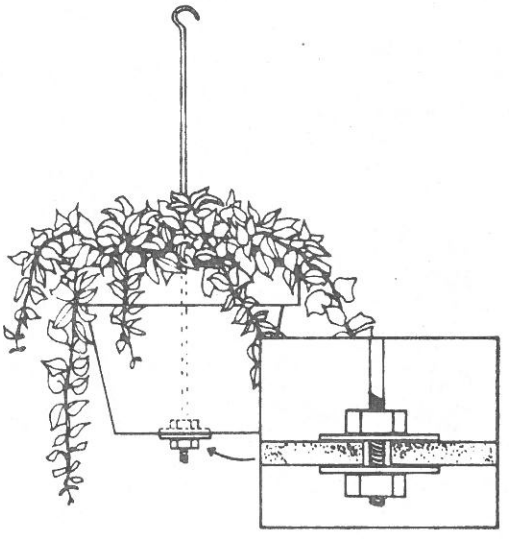
Usually handmade, these hangers come in innumerable designs: some are attached to the rim of th container; others form a sling, and some hold two or



Drip saucers *can hang beneath pots from chain or wire. Use carbide bit to drill necessary holes.*



Homemade sling-type hangers *utilize metal ring or square of wood. Or set standard pot in hanging pot.*



Threaded metal rod *can be bolted through drain hole in flower or fern pot to get it off the ground.*

more pots, one above the other piggyback style.

When you buy a handmade hanger, make sure it fits your container and is strong enough to take the load. The best macramé, braided, and woven hangers are made of strong cord or twine. If the one you choose is made of yarn, use it only with a small container that won't unduly stretch or break it. Check for stretching as knots tighten.

These types of hangers are often best suited to the indoors, where they won't be exposed to damaging weather; they may appear out of place if used with wire baskets and wooden boxes. Watch for rotting on older rope, macramé, and leather hangers, especially if they've been used outdoors.

To make your own decorative hanger, follow instructions on macramé, leatherwork, and braiding in an appropriate craft book.

Plant racks

Rather than hang the container itself, why not suspend a plant rack on which you can put one, two, or more containers? Plant racks are generally made of wood and are convenient because they attractively support such common but hard-to-hang containers as standard flower and fern pots.

You may find various designs of plant racks in nurseries, plant shops, import stores, and craft shops and fairs. You can also make a plant rack at home. In a 1-inch-thick board, use a key hole or saber saw to cut a hole for each container you want to hang. The holes should be an inch or two smaller than the greatest diameter of the container. Now drill a hole or place a hook or eye screw in each corner of the board for a wire, rope, or chain hanger. You can also make a square or triangular frame (use 1 by 2s or similar lumber) slightly smaller than the width of the container.

Rigid hangers

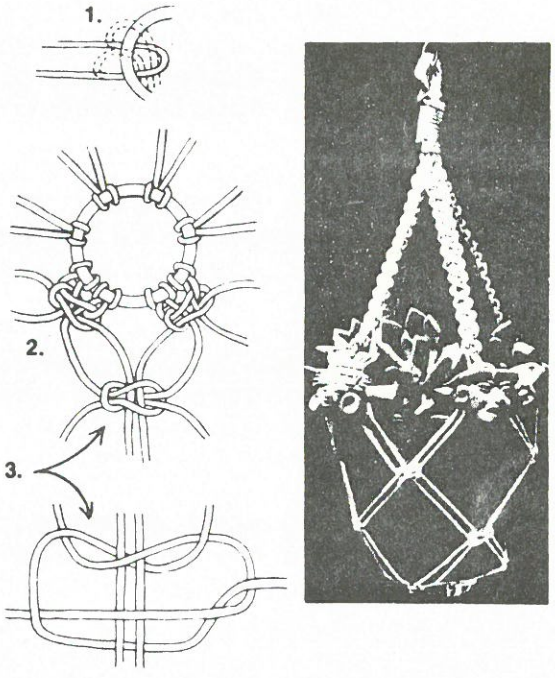
A wooden box can be held aloft by two 2 by 4s (or 1 by 1s if the box is small and light) firmly bolted to opposite sides and bolted with L-brackets to an overhead beam, overhang, or eve.

Many pots with drainage holes can be hung by bolting the threaded end of a metal rod through the hole. There should be a bolt and washer on the part of the rod just inside the container and another bolt and washer on the outside of the pot. Tighten the outside bolt until the pot is secured tightly between the two washers. Then set the plant in the container, working its roots around the vertical rod.

Fashion a macramé hanger

Equipment and materials: scissors, one 18 inch by 18 inch square of ceiling tile, T-pins, ruler, pencil, eight 4-yard lengths (folded in half) of 27-thread white cotton cable cord, one 2-inch diameter brass ring, four ceramic dangles or large-holed beads.

1. Attach folded cords to the brass ring at folds as shown in the top drawing. Then group the cords into four groups of 4 working strands each. Tape the ring to the center of the tile board.
2. Using the two center cords of each group of four as holding cords, tie one square knot with the two outside cords of each group (see drawing).
3. Make a second row of square knots, placing them 1½ inches away from and in between the first square knots (see drawing).
4. Make three more alternating rows of square knots, increasing the distance between the new knots and the previous row of knots by ½ inch each time a new row is begun. When the last row of knots is finished, use the two center cords of each knot to tie on the ceramic dangles or beads.
5. After the bead is knotted on, use each group of four strands to make four chains of 14 or more square knots. With the chains completed, twist 7 of the 8 strands together; then double them over into a loop. Wrap the eighth strand around and up the loop, securing it by separating it into three twists and knotting it around the loop. Trim off any loose ends as needed.



HAND TOOLS AND HINTS ON HOW TO USE THEM

HAMMERS

CLAW HAMMER - use with nails or awl. Face of hammer is curved for easier driving of nails. Protect wood from claw when pulling nails out with thin piece of scrap wood. Hold hammer near butt end of handle not near head.

TACK HAMMER - has magnet on one end of head for holding tacks. Magnet requires keeper (small piece of metal to retain magnetism). Magnetic end for starting tack, swing hammer around, use other end for finishing.

BALL PEAN HAMMER - use for metal work, round end used to form metal and flatten ends or rivets. Do not use this hammer for driving nails, it has a flat face and will bend nails over.

MALLET - usually made of wood, rubber or plastic- used to drive wood chisel or pound on wood (rubber will mark wood).

NAIL SET - use nail set to counter sink nails below surface of wood. Don't use hammer with loose head - it's dangerous! When nailing near edge of board either blunt the nail or pre-drill the nail hole slightly smaller than the nail.

SAWS

HACKSAW - used for sawing metals or hard materials like formica. Can be used in a pinch for cutting wood but can't cut too deep. For cutting thin material use 24 to 32 teeth per inch, for thick materials less teeth. To cut aluminum or tin sheet without bending the material, put between two pieces of wood and clamp together. Can use candle rubbed on teeth - makes cutting easier.

COPING SAW - used for cutting curves in wood or plastic. Blade can be rotated in holder to saw in circles. Use "V" shaped piece of wood clamped to table as a brace for cutting. Direction of teeth should face best face of wood being cut. This keeps from splintering the good side. Make sure saw blade is always at right angles to piece being sawed. The thinner the wood the more teeth. To cut a curve the blade must be cutting while rotating the blade. Don't try to cut a curve smaller than the blade is long.

CABINET SAW - used to make precision cuts in wood joints, usually saw has many fine teeth. It will ruin the blade if it cuts through a nail. Saw has heavy top on the back to keep the saw rigid.

HAND TOOLS CONTINUED...

HANDSAW - two types - crosscut and rip. Crosscut has more teeth and is used to cut across the grain or cutting plywood. Rip has less teeth and is used for cutting with the grain or fast cutting plywood. It will splinter the wood. If a piece of masking tape is put on both sides of the wood over the cut, the wood will splinter less. Bar soap makes a good lubricant when the saw keeps jamming in the wood. Do not curve cut with this saw. Can use piece of 2 x 4 to guide the saw and keep the cut straighter. Start cuts by drawing saw back on the cutting line. Actual cuts are made in one direction only - - the other direction will damage teeth if pressure is used. Use the weight of the saw to do cutting - - don't force the cut. It damages the wood and the saw teeth.

SANDING BLOCK - use a scrap piece of wood and glue, staple, tack, or whatever the sandpaper to it. Sanding with the grain usually will keep the sanded surface flat without gouges. Use clean new sandpaper often to shorten the job. Make sure the sandpaper lays flat on the wood and the attachment points are on the side or top of the block.

SCREWDRIVER - two general types - blade and phillips for driving wood screws. On slotted screws make sure the blade fits the slot without being too long or too short. The best length is just smaller than the screw size. Phillips looks like a cross. The screwdriver won't slip out of the screw as easily, but the screwdriver must be the right size.

MITER SQUARE - used to draw straight lines at right angles and 45 degree accurately. Must hold firm on work while making lines. Can use to check handsaw while sawing.



"This Conference is all 'Jaws, Jaws'; why don't we have some action?"

"Dans cette conférence, on ne fait marcher que les mâchoires! Quand est-ce qu'on passe aux choses sérieuses?"

Hoola Hoop &



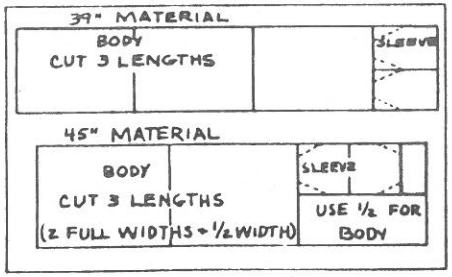
Featured in color on the cover.

TH-2-2

Here's a pair of easy-to-make costumes that will inspire your clowns to new heights of performance and greatly add to the fun!

Hoola Hoop Clown

Yesterday's Hoola Hoop can make today's clown unique! To make this costume, you may use any kind of fabric. The illustration shows cutting costume pieces from two widths of fabric, 39" and 45".



From the 39" fabric, you will need four lengths — three for the body, and one to cut in half for sleeves. Since the 45" fabric is wider, you will need only three lengths — the sleeves are cut from the leftover width of the third length.

The length of the pieces will depend on the size of your clown. For a 4' child, cut the body pieces 52" long; add about an inch of material for each inch of size.

Measure the child from neck to wrist for the length of the sleeves, adding about 3" to allow for fullness and hem casings.

Don't become too concerned about exact measurements — a clown is a clown is a clown!

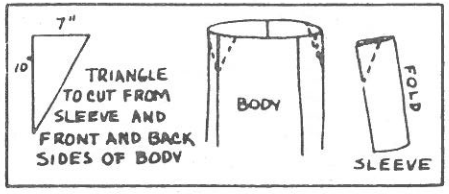
The costume on the cover was for a child 4½' tall with 22" sleeve measurements.

First, cut the three body pieces 58" long and seam them, along their 58" edges, to form a tube. Then, cut the sleeves 25" long.

To set in the raglan sleeves, cut away two 7" x 10" triangles from each top side of body and each sleeve, as shown. Sew sleeves in place.

For legs, cut body tube up about a quarter of the way at front and back. Sew each leg seam about half way up.

Cut a diamond-shaped gusset about 7½" x 15" with length of gus-



Spinning Clowns

set on bias of fabric. Sew gusset in leg opening with the length of the gusset running from front to back.

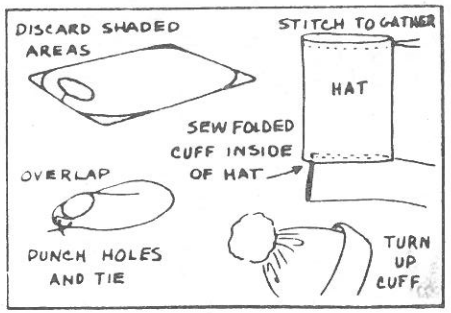
Sew ¾" hem casings around the neck, wrists, and ankles. Insert elastic or string in the casings for gathering at these points. If necessary, after the costume is on, you may tighten the ankles with rubber bands.

Place the Hoola Hoop over the outside of the suit at about the level of your clown's thumb tip. Working from the inside, pin material together around the hoop to form a casing; sew in place.

For wrist ruffles, cut two fabric pieces, about 6½" x 19", to contrast with suit. Make a neck ruffle about 9" wide and about 4 feet long. Gather ruffles down centers. Do not sew to the costume, but tie in place.

For the hat, make a cylinder 8" high to fit around head. Use oilcloth or heavily starched fabric. Also cut a cuff 7" deep; fold in half, lengthwise, and sew to inside bottom edge of hat, as shown. Then, fold the cuff up around outside.

Gather the top of the hat and add a large yarn pompon, tieing it to a button inside the hat to hold it on.





Youngster spins clown from the inside.

For the oversized shoes, use two large plastic foam meat trays. Cut off the corners; slit and cut out a hole to fit around the ankle, as shown. Overlap the ends; punch holes and insert strings for tieing.

Give him white work gloves to cover his hands and a bright cardboard flower on a wire to carry.

For his face makeup, use one of the suggested clown faces shown at the end of this article. Before applying any makeup, use a thin layer of cold cream to make removal easier. Cover face with clown white except for those areas to be covered with other makeup — lip rouge, eye liner and eye shadow.

Spinning Clown

Unlike the Hoola Hoop Clown, this costume itself is the clown. The

How Do Things Get Invented?

Quite some time ago a boy named Charles Menches took his friend to the World's Fair in St. Louis, Missouri.

There were all kinds of exciting things to see and do and buy at the World's Fair. Charles decided a bouquet of flowers was the very nicest thing he could get for his friend. So he bought her some beautiful red roses.

As they walked along, he bought her something else, too—something we all like. Ice cream. Because the ice cream was served between two wafers, it was called an *ice-cream sandwich*.

About this time Charles' friend noticed that the stems of her roses were dripping water onto her gloves.

"Oh, Charles," she said, "what shall I do about my roses?"

Charles thought of something. He lifted one of the wafers from her ice cream and rolled it into a cone. (It was easy to make a cone out of the wafer, because the wafer was soft from the ice cream.) Then he put the rose stems into the cone. Charles was so pleased with this holder that he took the other wafer and rolled it into a cone around his friend's ice cream.

And that is how—or so people say—Charles Menches became the inventor of the ice-cream cone.

Almost everywhere you look you can see things that people have invented. Automobiles and airplanes, the sewing machine, the refrigerator in your kitchen, the ice-cube tray in your refrigerator—all of these had to be thought up by someone before they could be made. When the *first* of each kind of thing is made, it is called an *invention*.

If no one had invented the zipper, you couldn't hurry in and out of your jacket the way you do. And if no one had invented earmuffs, your ears might get very cold in winter.

Some things are invented by people who know just what they want and try hard to make it. Other inventions, like Charles Menches' ice-cream cone, happen almost by accident.

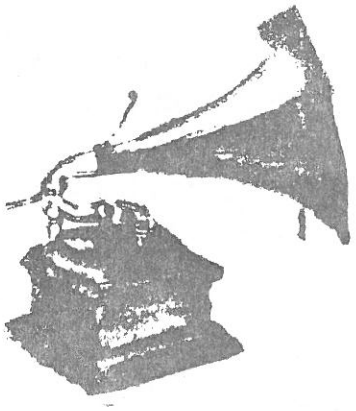
Sometimes a very important invention—one that has helped change the world—is an *accidental* invention. A long time ago a man in the Netherlands who was making eyeglasses held two rounded pieces of glass about a foot apart and happened to look through both of them at the same time. He was so surprised he nearly fell over! Everything he looked at through the glasses seemed two or three times closer than it really was. The man had invented a telescope without even trying. Of course, he worked on his invention afterward to make it better. People in different parts of the world then kept working on it to make it still better.

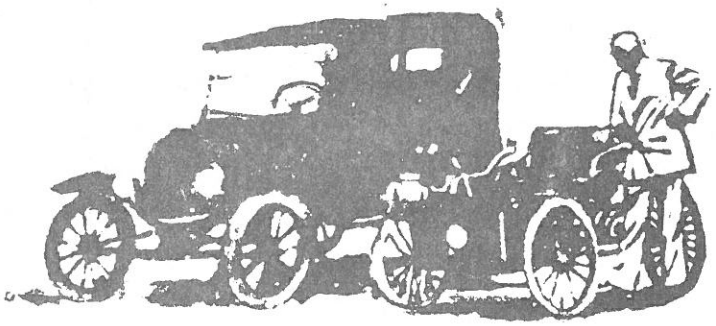
Very often when something is invented, someone else invents something a little different to make the first thing work better. If the straight pin hadn't been invented first, the safety pin might never have been invented. And who invented the straight pin? No one knows. It *might* have been someone a long time ago who used a thorn or a splinter of wood to hold two pieces of fur or cloth together.

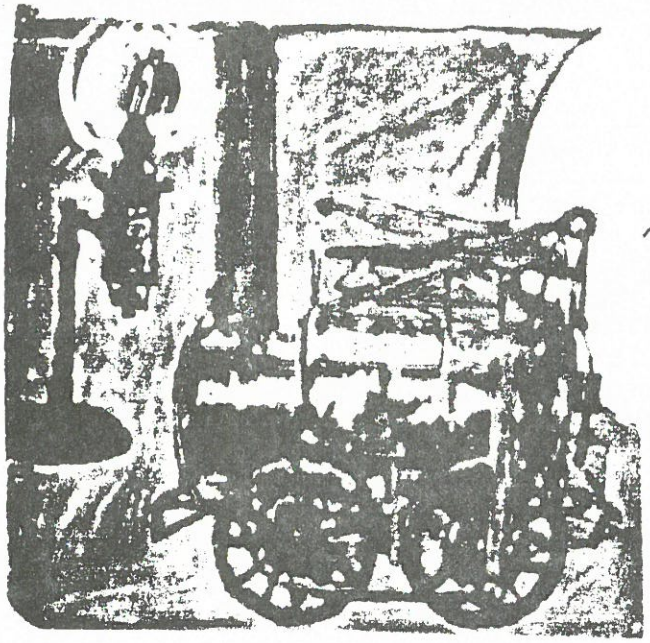
Sooner or later someone must have thought that a *metal* splinter would not break so easily. He made a point on a thin piece of metal so that it would poke through the cloth easily. Then he put a "head" on the other end so that it *wouldn't* pull through the cloth. The straight pin had been invented.

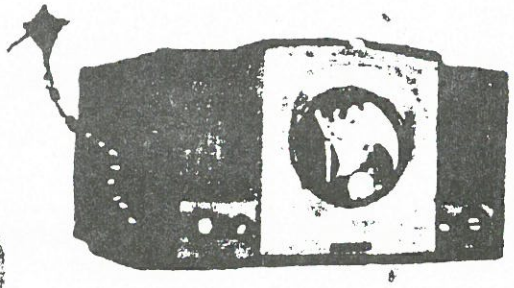
Someone else might have thought that the same idea could be used to hold wood together... so he invented the nail. Or maybe the nail was invented first. It was all so long ago that nobody knows for sure.

But most inventions happen because people think about them for a long, long time and try very hard to make them work.









When two young brothers named Orville and Wilbur Wright were trying to invent a machine that would fly in the air, they studied the work of other men who had tried to fly. The ideas of these other men were a big help to the Wright brothers. They even learned from the mistakes of these other men. Finally, Wilbur and Orville Wright succeeded in doing what so many others had tried to do. They invented the first plane that could take off from the ground with an engine, carrying a man into the sky.

New things are being invented every day, and more new things will be invented tomorrow and next year. Many inventions are thought of by one person. But there are other inventors who work in groups.

Each group is something like a team playing a game. Each person on the team works on his own part of the invention. Other workers keep track of all the parts and put them together. Sometimes the finished invention is something like a spaceship—so big and with so many parts that no two men could ever build it themselves, as the Wright brothers built the first simple airplane.

Some boy or girl who is starting school this year may someday invent something that will change the world as much as the telescope or the airplane changed it or that will be enjoyed by as many people as the ice-cream cone is. What will that new invention be? Nobody can be sure until it is made.

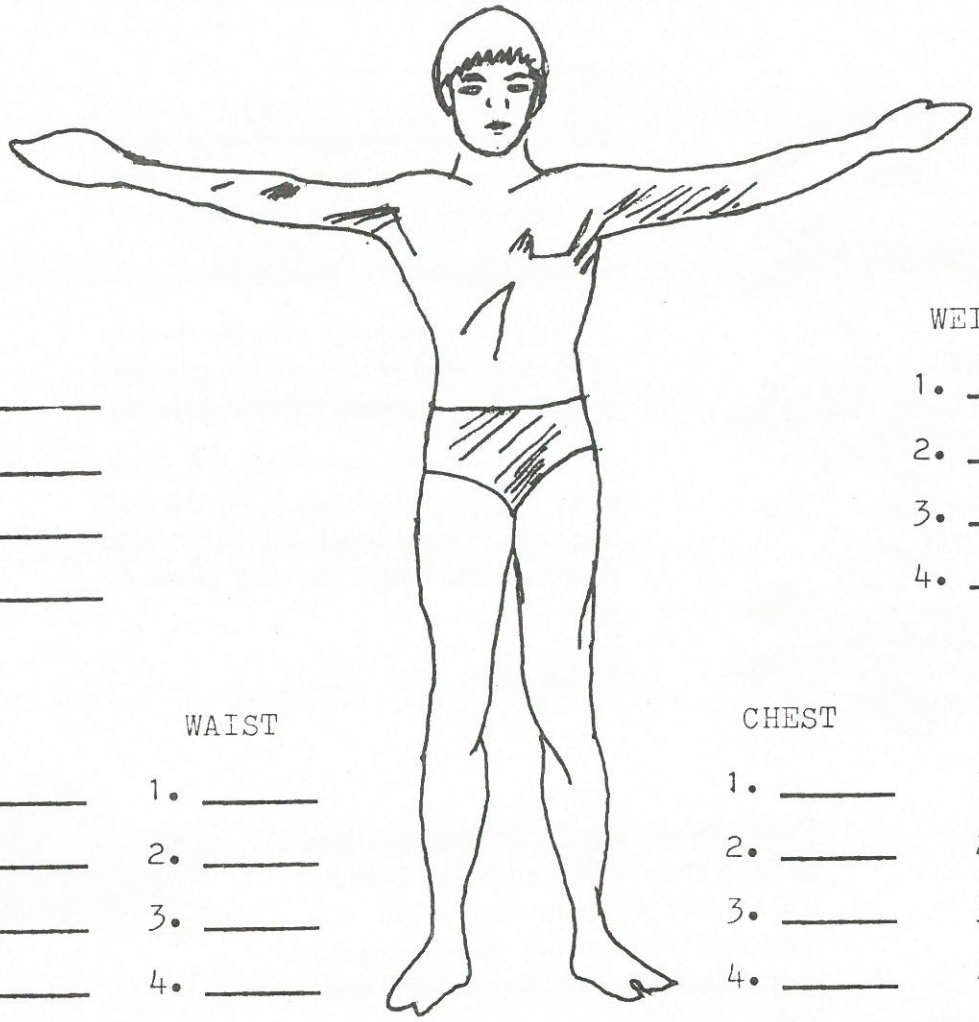
INVENTORS Quiz

1. The telephone was invented in 1876 by whom?
2. Name the inventor of the revolver.
3. Who invented the electric light?
4. Who invented the phonograph?
5. The reaper was invented in 1834 by whom?
6. Name the inventor of the repeating rifle.
7. Who invented the vulcanization of rubber?
8. Who invented bifocal spectacles?
9. Who invented the lightening rod?
10. Who invented the steamboat?
11. Name the Black mathematical genius who invented the first wooden clock in America.
12. Name the inventor of barbed wire.
13. Name the inventor of the fountain pen.
14. "The Real Mc Coy" refers to the first self-oiling machine. Who invented it?
15. Who invented the telegraph?
16. Name the inventor of the first successful photographic roll film.
17. The cotton gin was invented in 1793. By whom?
18. Who invented in sewing machine?

ANSWERS

1. Alexander Graham Bell
2. Samuel Colt
3. Thomas A. Edison
4. Thomas A. Edison
5. Cyrus H. Mc Cormick
6. Oliver F. Winchester
7. Charles Goodyear
8. Benjamin Franklin
9. Benjamin Franklin
10. Robert Fulton
11. Benjamin Banneker
12. Joseph Glidden
13. Lewis Waterman
14. Elijah Mc Coy, the Black inventor
15. Samuel Morse
16. George Eastman
17. Eli Whitney
18. Elias Howe

KEEP TRACK OF YOUR GROWTH



HEIGHT

1. _____
2. _____
3. _____
4. _____

WEIGHT

1. _____
2. _____
3. _____
4. _____

HIPS

1. _____
2. _____
3. _____
4. _____

WAIST

1. _____
2. _____
3. _____
4. _____

CHEST

1. _____
2. _____
3. _____
4. _____

NECK

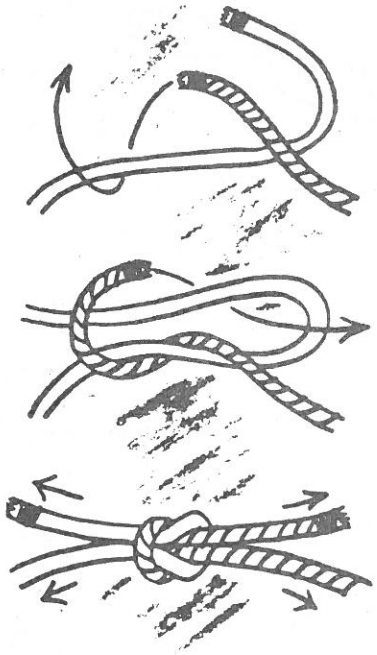
1. _____
2. _____
3. _____
4. _____

Measure yourself a 3 month intervals and fill in the spaces above. The numbers refer to the following dates that you fill in.

1. _____/ ____/ _____
2. _____/ ____/ _____
3. _____/ ____/ _____
4. _____/ ____/ _____

How to Measure: Height: Barefoot Weight: Stripped.
Neck: Thinnest part. Chest: Across nipples, chest expanded
Waist: Thinnest part, stomach relaxed. Hips: Widest part.

Knots and Hitches



SQUARE KNOT

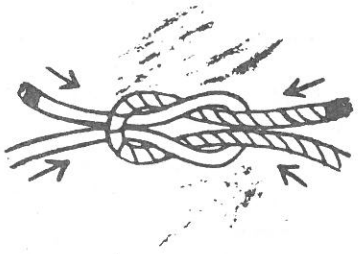
Use it: To join two ropes of equal thickness; tie a package; mend a broken rope or shoelace; tie a bandage for first aid.

1. Take a rope end in each hand.

2. Cross the right hand end over the left hand rope. Bend it back under, then forward and up. The ends will change hands.

3. Cross the end now in your left hand over, back, under and forward of the end now in your right hand. The short ends should lie flat beside the long pieces of rope.

4. Pull tight.

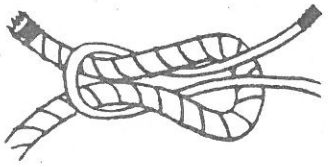


Untie a square knot by holding the ropes on both sides of the knot and pushing them toward the center. Or take one end and yank it hard toward the center of the knot. Then you can slip the rope ends apart.

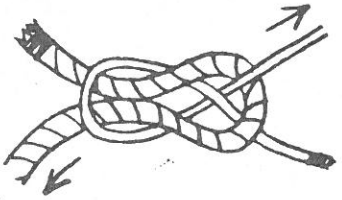
SHEET BEND

Sailors call some of the ropes used on sails, "sheets." A "bend" is a way of making a loop.

Use it: To tie together big ropes and little ropes—a square knot works only when two ropes are the same thickness.



1. Take the little rope or cord in your right hand and the big rope in your left hand. Tie a square knot but do not pull it tight. If you want to experiment, pull it tight and see what happens. Then tie another square knot.



2. Cross the short end of the cord *over* the long part of the cord and stick the end of it down into loop of the rope.

3. Pull long end of cord and long end of rope to tighten.

BOWLINE

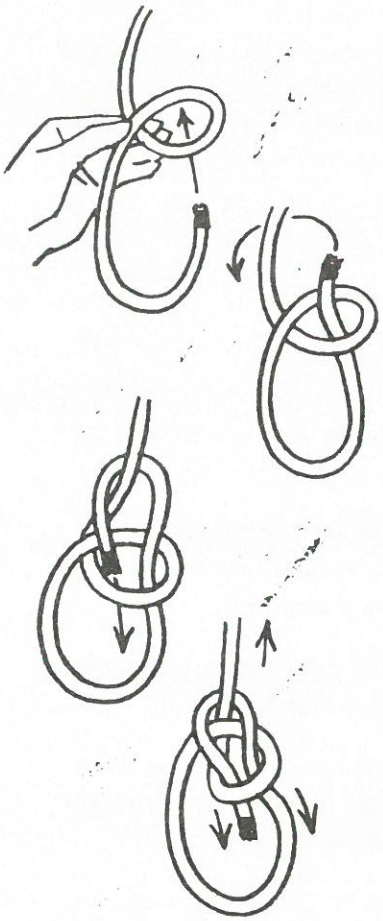
Use it: To make a loop that will not slip —for hanging things or for lifesaving.

1. Lay long end of rope in your left hand. With your right hand make a little loop in the rope just where you want the knot to be. The loop must go *over* the long part of rope. Hold loop in place with your left hand and let the end hang down in front.

2. With your right hand take short end and push it up through the little loop. Now you have another loop. Pull the end until this big loop is the size you want to have when you are finished.

3. Pass this end around behind long part of rope and then down through little loop again.

4. Hold long part of rope with your left hand. Hold short end and right side of the big loop with your right. Pull with both hands to tighten.



CLOTHESLINE WITHOUT CLOTHESPINS

You need: Two or three ropes, one longer than the others.

1. Lay ropes together as in picture.

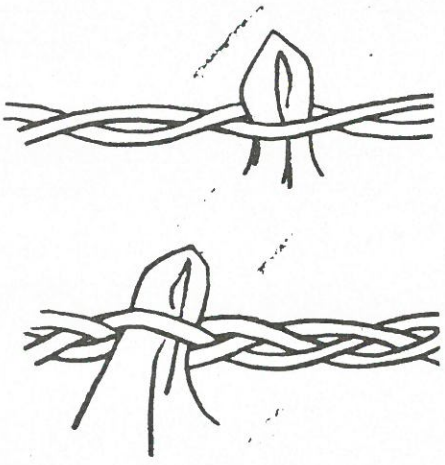
2. Hold the ropes as if they were one rope and tie one end together with an overhand knot.

3. Now braid the ropes if you have three ropes. Twist them if you have two.

4. Finish with an overhand knot.

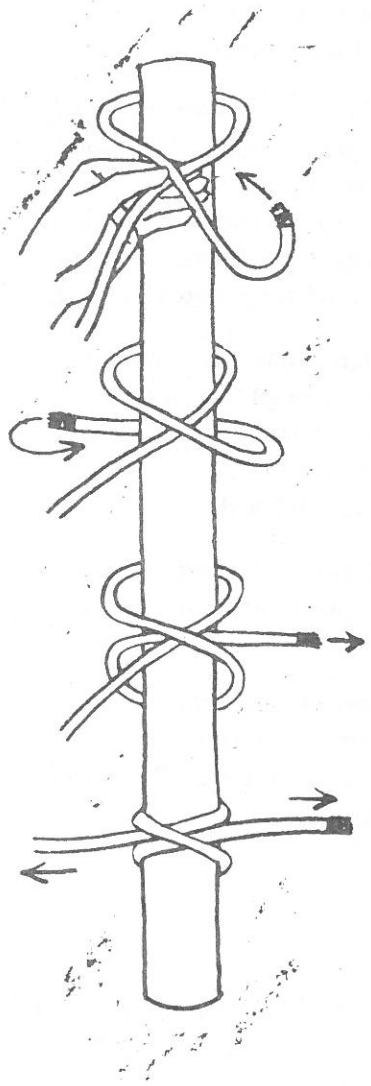
5. Attach clothesline to trees or posts with clove hitches or bowlines.

6. Hang things on the line by catching them between the twisted or braided ropes.



CLOVE HITCH

Use it: To fasten one end of a rope around a post or tree; to put up a clothesline or badminton net; to start lashing. Do not use it to hold a moving object, such as an animal, because the moving will loosen the hitch.



1. Take one end of rope in your right hand. With left hand hold rest of rope across front of post.

2. Pass end of rope around in back of post.

3. Bring it around to front of post. Cross it over long part, making an X. Hold X with left thumb and forefinger.

4. Pass rope to the right again, wrapping it around post *below* first turn.

5. Push rope end under X, going from left to right so that it comes out between the two turns around post.

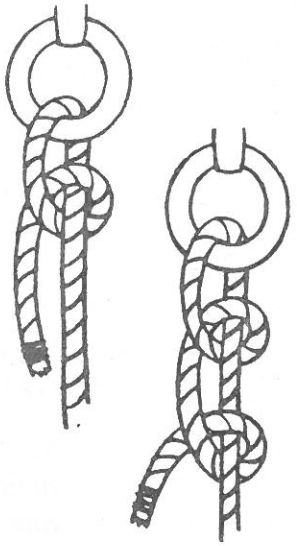
6. Pull short end to the right, long end to the left. As long as there is a steady pull on the long end the hitch will not loosen.

Practice tying the knot to the left. Then try tying it up and down on a cross-bar.

Untie or loosen it by pushing both ends toward the center.

TWO HALF HITCHES

Use this: To fasten the end of a rope after it has been looped over a post, around a bedroll, through a ring, around a flagpole.



1. Loop the end of the rope around the post or through the ring.

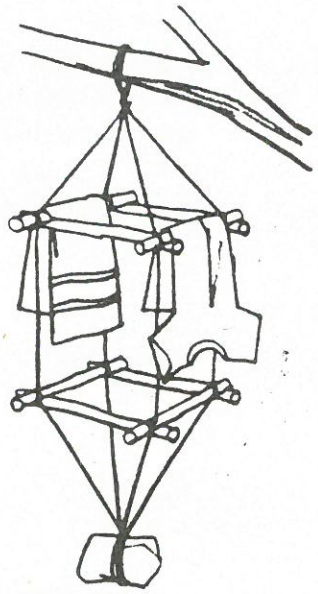
2. Take the short end of the rope and wrap it under and over the long part of the rope, pushing the end down through the loop. *This is a half hitch.*

3. Make a second half hitch on the long rope below the first half hitch and you will have two half hitches.

Lashing

You can make outdoor shelves and racks, flagpoles and hooks, all without using nails. You lash them in place.

Lashing is a method of fastening sticks and poles together using binder twine or cord or string. Practice lashing at troop meetings so that when you go camping you will be prepared to lash quickly and correctly.



Before you can start lashing, you must know how to tie a clove hitch, a half hitch, and a square knot.

You need sticks and twine to practice with. If you cannot cut sticks from trees, you can use broomsticks, dowel sticks, bamboo poles.

SQUARE LASHING

Use it: To make racks for towels or bathing suits, coat hangers, picture frames.

You need: Two sticks and a long piece of cord.

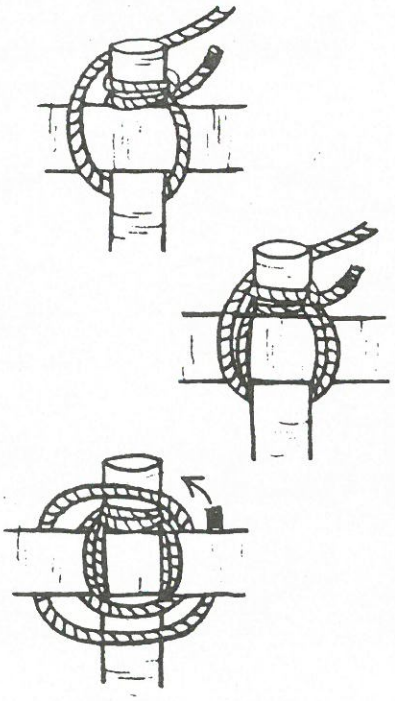
1. Tie a clove hitch to upright stick. Be sure knot is on side of stick and long end of cord is in front of you. Place other stick across upright stick.

2. Pass long end of cord down over cross stick and around in back of upright stick. Bring cord to front under cross stick. Then bring up and over cross stick and in back of upright. Bring down over cross stick as in beginning.

3. Wind exactly this way about three times. Pull cord tightly as you work to make it lie neatly beside earlier turns.

4. Now you are ready for "frapping." Wind the cord about three times *between* the two sticks to tighten. Pull as tight as you can.

5. To finish, make two half hitches around one stick. Or tie the two ends together with a square knot. Trim the ends and tuck them underneath the lashing.



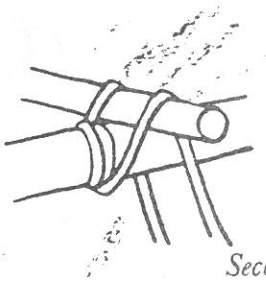
CONTINUOUS LASHING

Use it: To make a table top or shelf.

You need: Two long poles which you have square lashed to legs; cross sticks wide enough to go across the two poles with an inch left over on each side (number of cross sticks will depend on how long table is); two pieces of cord, each one four times the length of the table top.

Three boys make a good team for continuous lashing.

First boy 1. Tie a clove hitch at the end of one of the long poles. Tie it in the middle of the piece of cord leaving two ends the same length. Turn the knot gently around until the place where the cords cross is underneath the pole.



2. Roll cords into two balls so they will not get tangled as you use them.

Second boy Do steps 1 and 2 on the other pole tying the clove hitch directly opposite the first hitch.

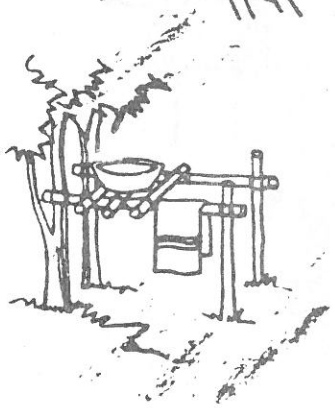
Third boy 3. Lay cross sticks in place.

First and second boys 4. Each take a ball of cord in each hand. Pull the cords toward you up and over the cross stick.



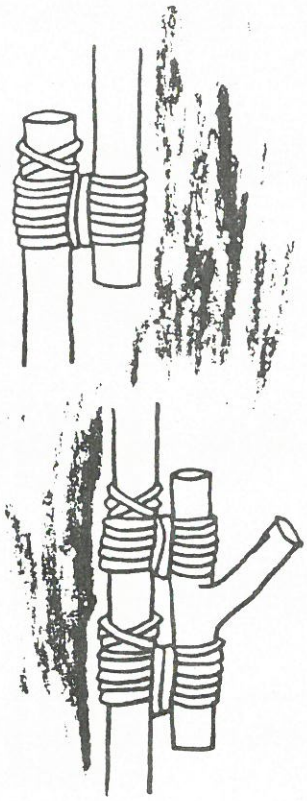
5. Pull the cords under the long pole and cross them making an X with the cords on the under side of the pole.

6. Lay the next stick in place and repeat steps 4 and 5. Continue until table top or shelf is finished.



7. Finish off with a square knot. Tuck the ends under.

To make your table top sturdier, notch the long pole and the cross sticks so they fit into each other.



SHEER OR ROUND LASHING

Use it: To extend a pole; to make a hook; to mend a broken table or chair leg.

1. Make a clove hitch around one stick.

2. Place the bottom of the second stick against the top of the first stick.

3. Wind the cord around both sticks until they stay in position.

4. Frap three times to tighten. Finish with two half hitches or tie ends with a square knot. Tuck ends under.



What makes lightning?

Lightning is really electricity—lots of electricity that jumps through the air in huge sparks.

You can make little jumping sparks of electricity if you rub a cat's fur or comb your hair with a hard rubber comb. Probably the giant sparks of lightning are caused in somewhat the same way.

Lightning sparks start in the clouds. Great winds blow through a rain cloud and whip the raindrops around and tear some of them apart. Tremendous action goes on, and this action electrifies the cloud. Weathermen don't know exactly how it happens, but great charges of electricity build up. Suddenly there comes a flash. The lightning jumps from one part of the cloud to another. Or it leaps between the cloud and the earth.

Lightning usually seems like one enormous quivering spark, but it is really several sparks. It travels in a zigzag path, and that is what gives it a jagged look.

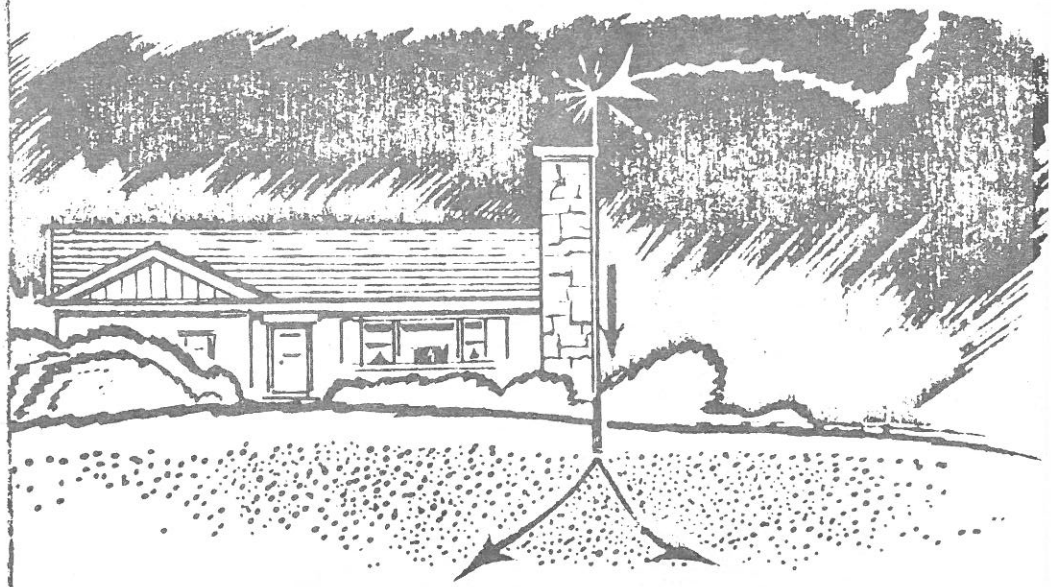
Is lightning dangerous?

Yes, lightning can be dangerous. If you are outdoors and see lightning you should go into a house for protection. In the old days people shut their windows to keep the lightning out. They thought it could blow in with the wind. But of course it can't.

Lightning often strikes trees. So you should never stay under a tree during a thunderstorm.

An automobile is a safe place, and so is a cave. Lightning often strikes water so you shouldn't swim during a thunderstorm.

Here is a way to tell whether lightning is close. Start to count the instant you see the flash. Count until you hear the thunder: One-and-two-and-three-and-four-and five-and. If you can count to five in this way, before you hear the thunder, the lightning has struck about a mile away, and it can't possibly do you any harm. If you can count to ten, it is two miles away. When lightning is really close, you see the flash and hear the thunder at almost the same moment.



If you could stretch electric cords from the ground to the clouds, there wouldn't be any lightning. The electricity would run through the cords into the earth. Of course, we can't plug cords into the clouds. But people often do have metal lightning rods that stick up above houses and barns. The electricity jumps from the cloud to the rod. Instead of hitting the building, it runs into the earth.

Dye the material

1. Use a kettle large enough to hold the dye and cloth to be dyed—an enamel kettle is good. Add enough water that the dye will cover the cloth.

2. Bring liquid to a boil and add cloth. Stir with a wooden stick.

3. Lift the cloth on the stick so that you can see light through it. The color will be close to the color your cloth will be when it dries. You may have to boil the cloth in the dye from a half an hour to an hour to get it the shade you want.

4. "Set" the dye so it will not wash out. Add ½ cup of vinegar or one tablespoon of salt to the liquid in the kettle. Boil for fifteen minutes.

5. Remove the cloth from the dye. Rinse in cool water. Hang in the shade to dry.

These plants make these colors.

Goldenrod stalk and flowers	Yellow
Sumac leaves	Yellow brown
Onion skins	Red or yellow
Beets	Red violet
Dandelion roots	Magenta
Rhubarb leaves	Light green
Spinach leaves	Green
Blackberries	Blue
Sunflower seeds	Blue
Hickory bark	Brown
Walnut hulls	Brown

PIRATE

is a sea robber. Since ancient times, harassed merchant ships on all the oceans. Occasionally, acts of piracy still occur, especially in the Mediterranean Sea and the Far East. The great age of piracy lasted from the 1500's through the 1700's. Pirates seized ships for cargo, plundered coastal towns for riches, and organized powerful gangs to exact tribute and demand ransom for prisoners.

The crime of piracy, defined as armed robbery on the high seas or assaults on land by ships, is against the laws of all nations. Pirates may be tried in all countries. Therefore pirates fly the flag of no nation, except to deceive others. In the past, pirates have defiantly flown their own flag, the skull and crossbones on a black field, which has become the well-known symbol of piracy.

Pirates have been called by a variety of other names: buccaneers, corsairs, filibusters, freebooters, ladrones, picaroons, privateers, and rovers. A privateer, strictly speaking, was not a pirate, but a legally licensed naval aid in time of war.

How Pirates Lived. Through the influence of motion pictures and of such fiction as Robert Louis Stevenson's *Treasure Island*, Sir James Barrie's *Peter Pan* and Rafael Sabatini's *Captain Blood*, the pirate of imagination is a romantic blend of many details. He is pictured as a swarthy ruffian with a black beard or a fierce mustache. He wears gold earrings and a turban or large hat, and carries a sword or dagger in his hand and a brace of pistols in his belt. He may be directing his men to bury treasure or ordering a victim to walk the plank. He is often depicted as a cavalier, in high boots and elegant brocaded waistcoat.

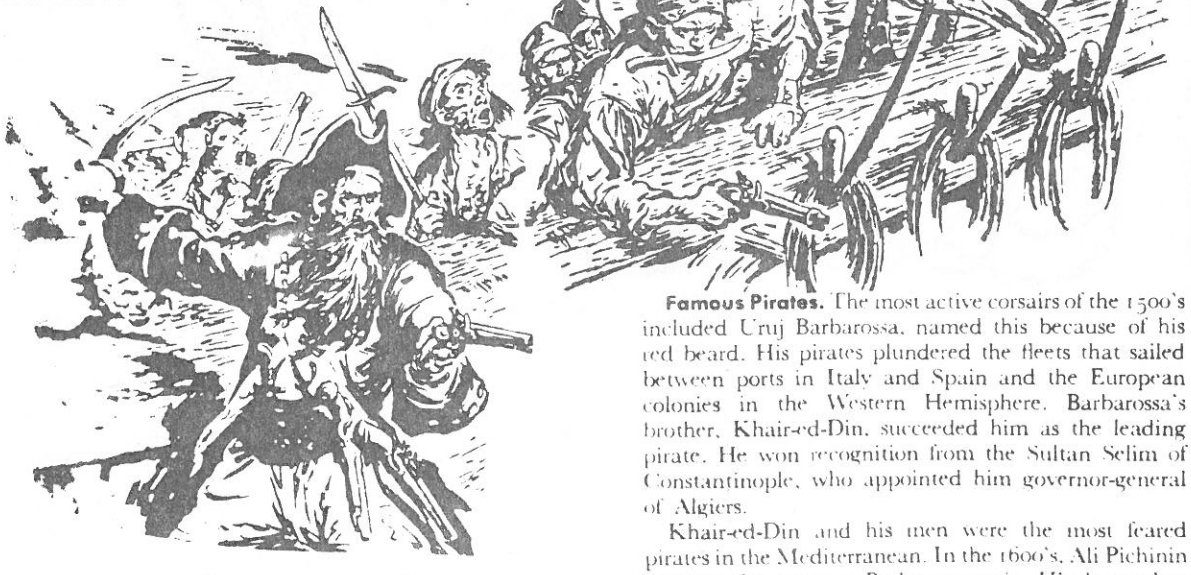
Actually, pirates were more often desperate, drunken men who dressed in tatters and wasted food and money as soon as they got either. Most pirates rarely lived long. They often turned to piracy in protest against admittedly oppressive conditions at home or on board merchant vessels, yet they could seldom control themselves when they had chosen the alluring life of a free, unrestrained outlaw.

But there were certain exceptions to these conditions. A rough form of democracy often existed. The buccaneers chose their own captains by majority vote, and drew up rules and regulations called "pirate articles." These articles contained basic rules of conduct and determined the shares of treasure each man might claim, as well as setting down compensations for injury or for the loss in action of an eye, arm, finger, or leg.

Sometimes pirates voiced their protests against the injustices of society by setting up free colonies of their own. The most striking example of this was Libertatia, a pirate community on the island of Madagascar in the late 1600's. Piracy was an organized business, but the motto of the pirates there was "For God and Liberty." These pirates held all their money and goods in a common treasury. Libertatia was a kind of communistic utopia, under "Mission the Good," a philosophic Frenchman.

Periods of widespread pirate activity appear to be related to times of intense commercial rivalry or bitter religious hostility among the great nations. Moslem-Christian warfare in the 1500's and 1600's nourished the fleets of Mediterranean corsairs. Pirates were known as *Barbary corsairs*. They sailed from ports and hiding places along Africa's Barbary Coast, and menaced shipping for 300 years.

In 1830, the French occupied Algiers, ending pirate attacks and making the Mediterranean safe for navigation. Contests between Spain and other European nations led to increased piracy in the West Indies and along the American coasts in the 1600's and 1700's. Every buccaneer dreamed of capturing one of the great galleons of the Spanish plate fleet. Pirates of New York and New England during colonial times had close connections with smuggling and other illegal trading, in defiance of British laws. Their activities grew out of the fierce spirit of independence that finally resulted in the complete break with England.



Famous Pirates. The most active corsairs of the 1500's included Uruj Barbarossa, named this because of his red beard. His pirates plundered the fleets that sailed between ports in Italy and Spain and the European colonies in the Western Hemisphere. Barbarossa's brother, Khair-ed-Din, succeeded him as the leading pirate. He won recognition from the Sultan Selim of Constantinople, who appointed him governor-general of Algiers.

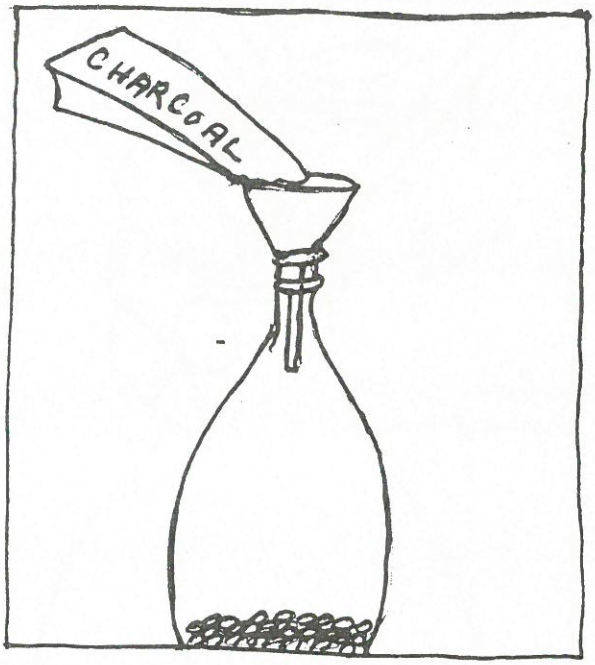
Khair-ed-Din and his men were the most feared pirates in the Mediterranean. In the 1600's, Ali Pichinin became the greatest Barbary corsair. His huge fleet roamed the Mediterranean.

TH-4n

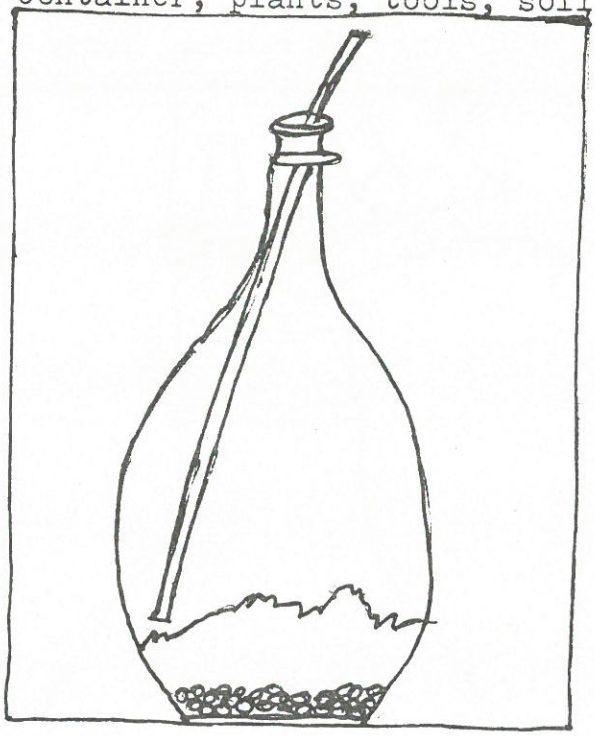
PLANT A BOTTLE GARDEN



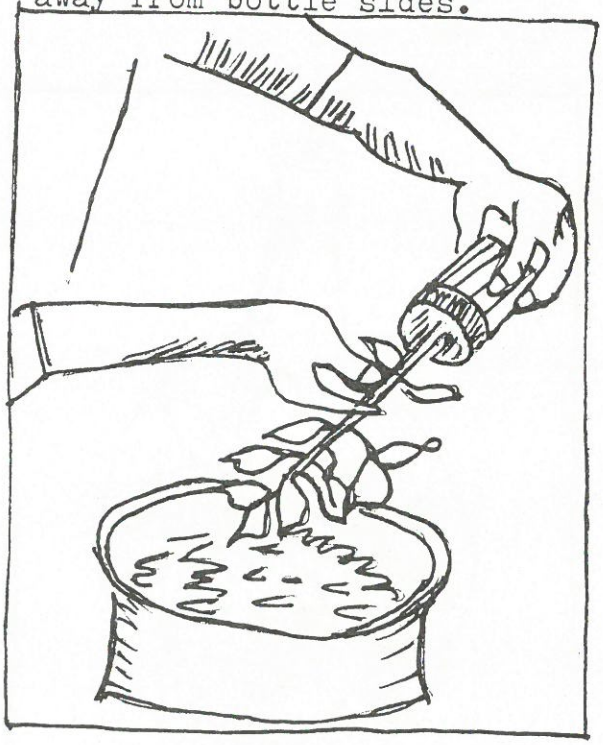
1. Assemble everything, have ready for planting; cleaned container, plants, tools, soil.



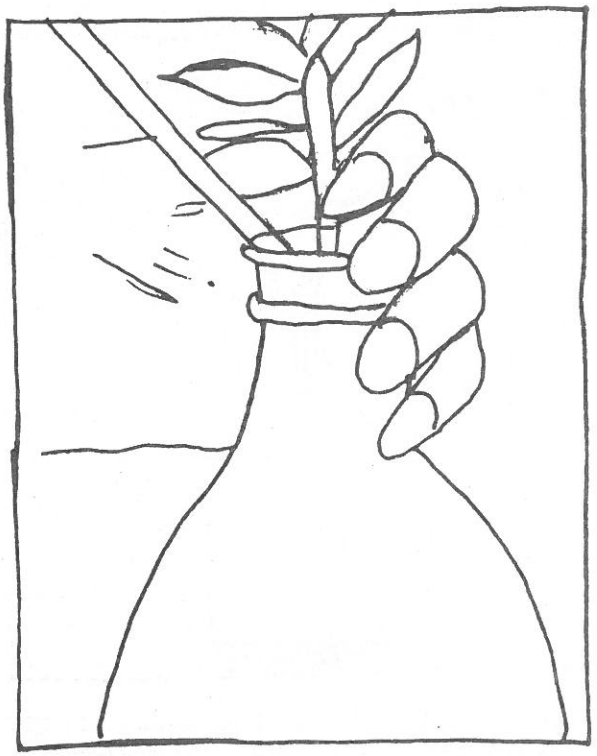
2. Funnel or paper cone directs charcoal into bottle, keeps dust away from bottle sides.



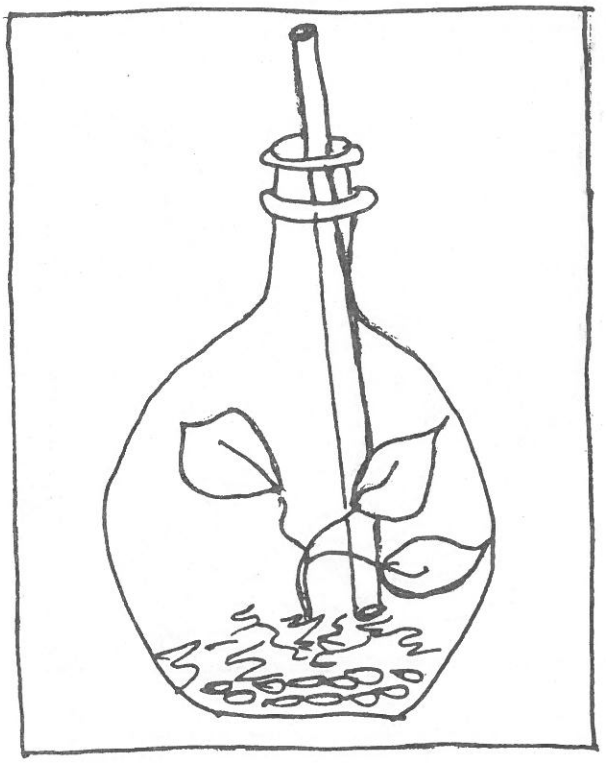
3. Stick or dowel is useful for arranging soil layer. Use to form slopes or for other landscaping details.



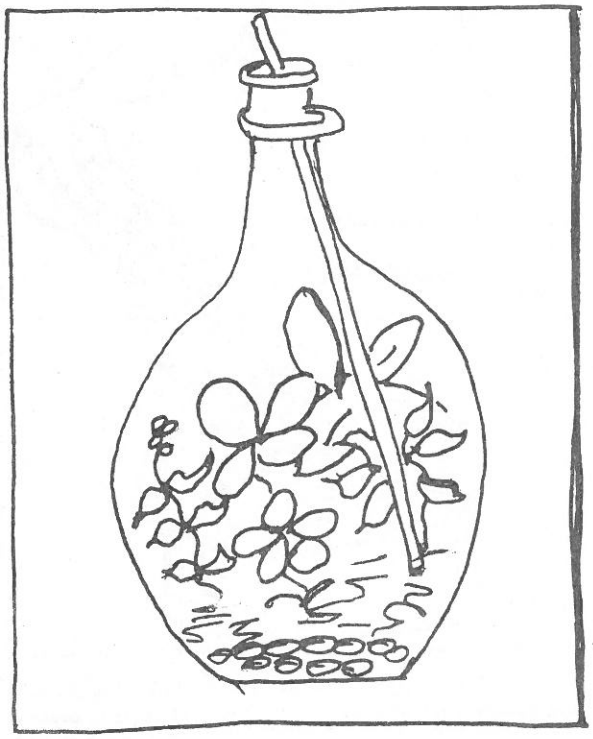
4. Strike nursery pot against working surface to dislodge plant. Support plant and remove carefully.



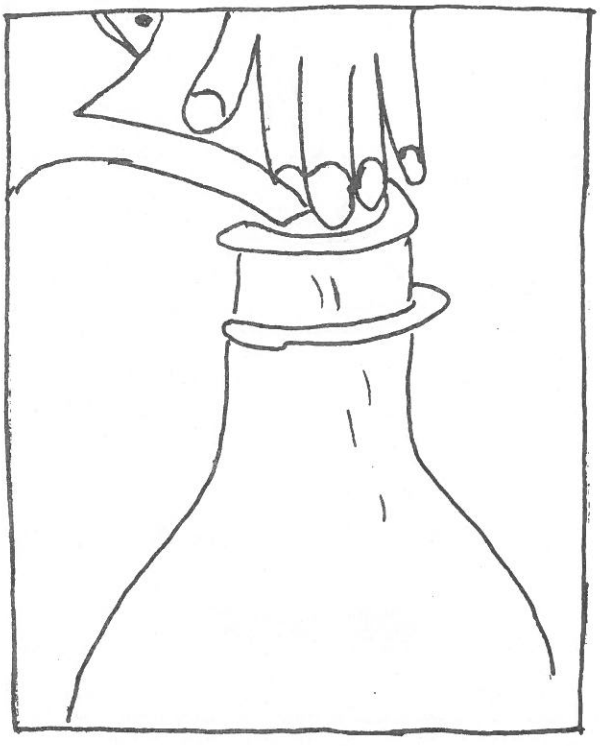
5. Using the dowl, gently push the roots into the soil.



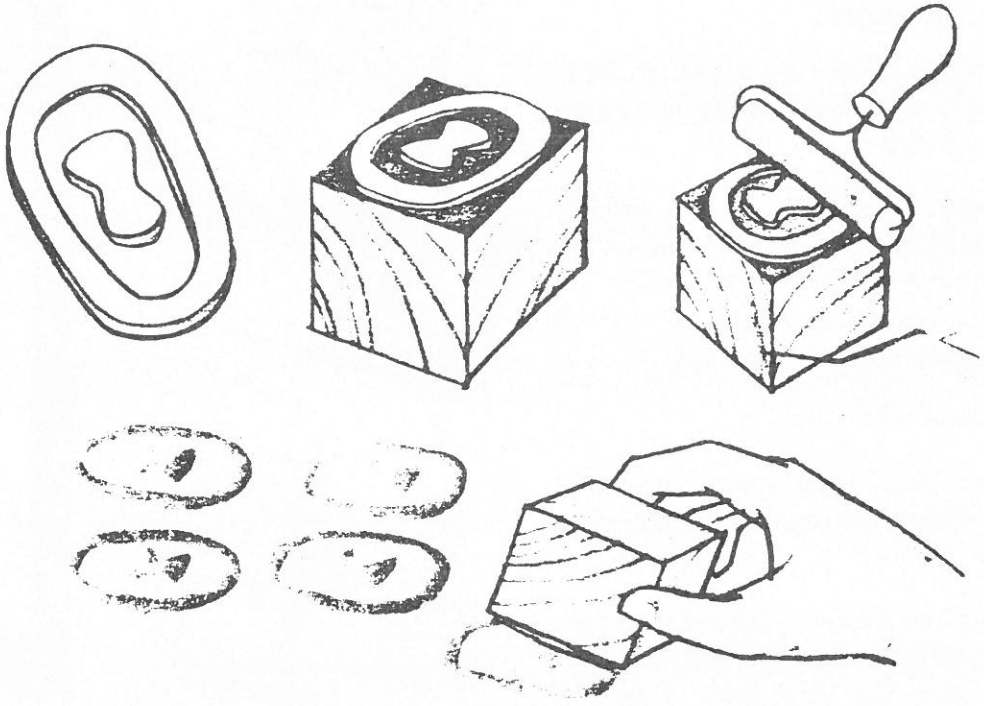
6. Use the dowl to push the soil over the roots. Tamp.



7. Repeat the process as often as necessary until you have an arrangement that is pleasing to the eye.



8. Water using fingers to gently diffuse the water.

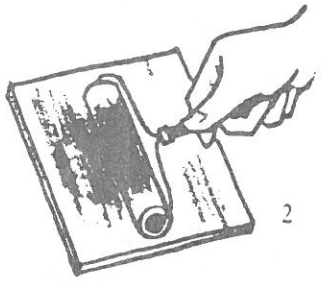


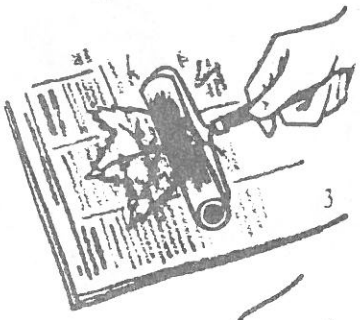
BLOCK PRINTS

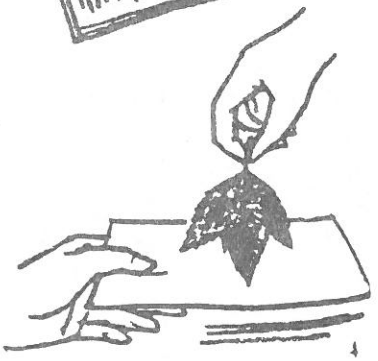
You need: Pane of glass, newspapers, piece of felt or inner tube, scissors, block of wood the size of your design, white resin glue, paper to print on, oil-based printer's ink, brayer (roller); rags or paper towel and turpentine for cleanup.

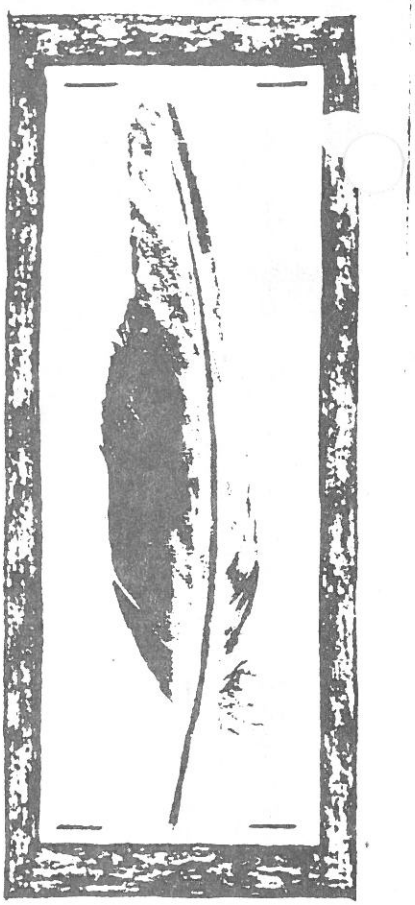
1. Cut a simple shape from a piece of felt or inner tube.
2. Glue this shape to the top of the wood block. Let dry.
3. Squeeze a small amount of ink onto the glass. Push the brayer over the glass until it is evenly covered with ink.
4. Roll the brayer over the shape on the block.
5. Press the block down firmly on the paper you are printing.
6. As soon as you finish printing—before the ink hardens—clean brayer, block, pane of glass, and your hands.

Use prints and stencils to make invitations, greeting cards, note paper. Decorate scrapbooks, your patrol flag, an apron, a storage box. Mount and hang prints in your room.









TRANSFER PRINTS

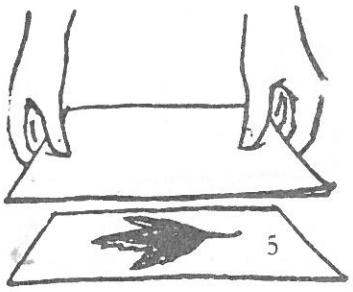
You can print leaves, ferns, grasses, feathers, unpainted wood, corrugated paper, so many things.

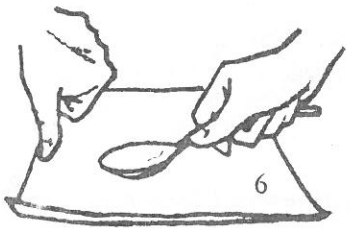
You need: Something to print, pane of glass, newspapers, paper to print on, oil-based printer's ink, brayer (roller) to spread the ink, spoon; rags or paper towel and turpentine for cleaning up.

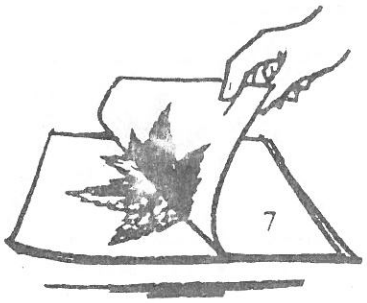
Experiment with a leaf:

1. Cover your work place with newspaper. Place leaf on newspaper, vein side up.

2. Ink your brayer. Squeeze small amount of ink onto pane of glass. Push brayer over the glass until brayer is evenly covered with ink.







3. Roll the inked brayer over the leaf two or three times.

4. Lift the leaf and slip a clean sheet of newspaper under it.

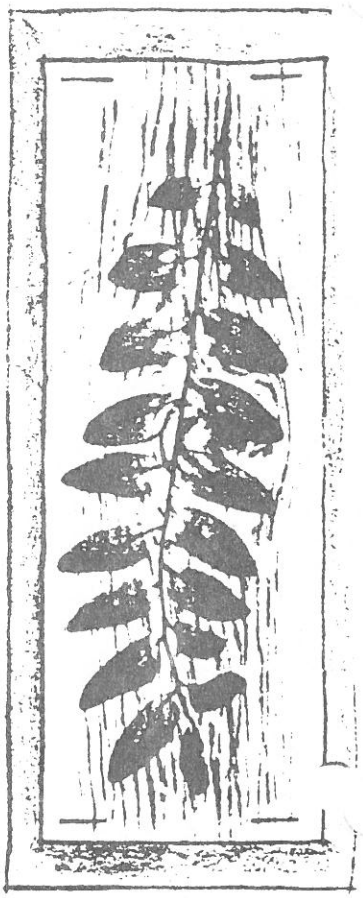
5. Take the sheet of paper you want to print and carefully place it on top of the inked leaf. Try not to move the paper after it is down. Moving blurs the print. Fold a piece of newspaper and lay it on top of the print paper.

6. With one hand hold down the papers so they cannot slip. With the other hand rub the back of the spoon over all of the newspaper—up and down, back and forth. Rub every inch of the paper.

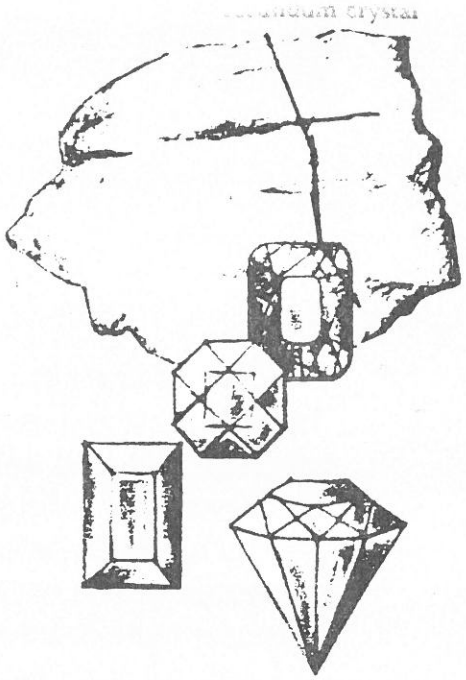
7. Remove the newspapers and gently lift the paper you printed.

8. Now make a print using other leaves or grasses. When materials become crushed, use new materials.

9. As soon as you finish printing—before the ink hardens—clean your hands, the brayer, and the pane of glass.



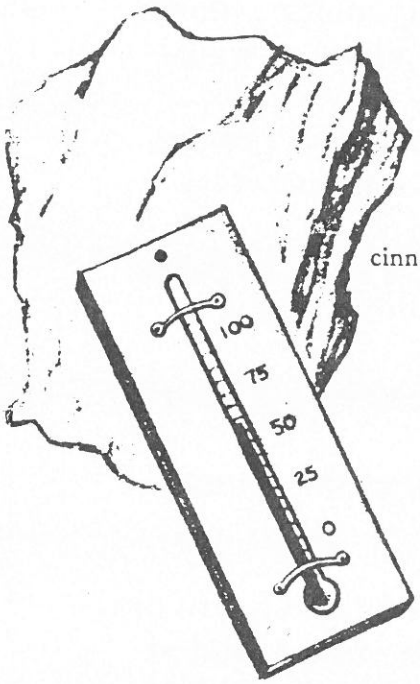
Rocks and Minerals



What rocks and minerals have you used today? Have you worn any? Stepped on any? Did you feel any? Did they feel soft or hard? Smooth or rough? What color were they?

You used graphite when you used a lead pencil. When you write, it is not "lead" but the mineral graphite that marks your paper. The buildings you passed may have been made with marble or granite or limestone.

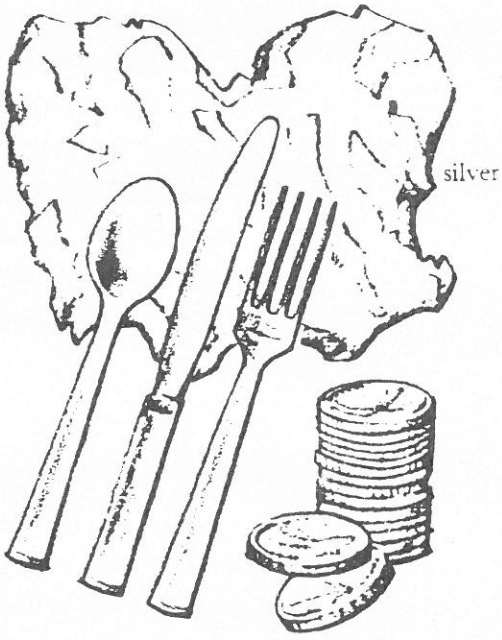
If you used talcum powder, you used the mineral talc. In its natural state, it is so soft you can scratch it with your finger nail. Another soft mineral you may have used today is salt.



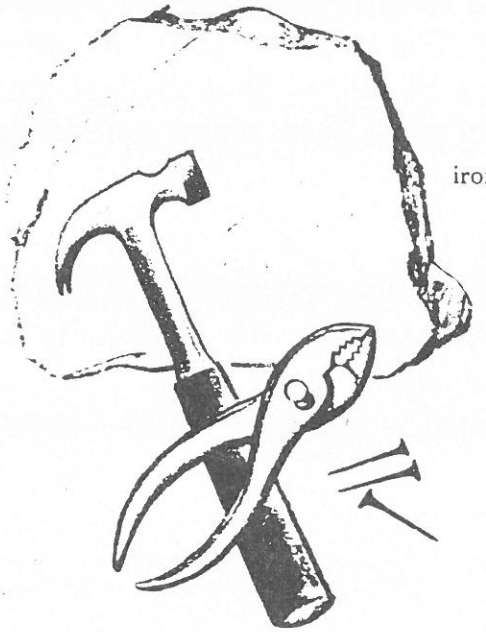
cinnabar

Did you buy anything today? Pennies are made from copper, "nickels" from nickel, dimes from silver. Gold is used for money and also in jewelry. Plaster of Paris, used to cast animal tracks, is made from alabaster.

Most minerals took millions and millions of years to make. Limestone comes from the bones and shells of animals that lived millions of years ago. Coal was formed by plants and ferns that grew millions of years ago. Fossils are the skeletons or casts of ancient animals and plants.



silver



iron

When a certain kind of rock called *marble* is polished, it is beautiful. It looks like a shiny map of a thousand endless rivers that branch and curl up-down-around-and-back. Or like the shadows of windblown vines.

Marble is limestone rock. Some of its patterns are made by minerals in the rock and some by fossils—what's left of plants and animals that lived millions of years ago.

Look for marble the next time you go into a big building downtown. You will see that marble is used for fancy pillars or walls—places where it will be seen.

It's hard to remove marble from the ground, but you'll be surprised how easy it is to make paper that has patterns as pretty as those in marble!

You need only four things: a large pan, water, a sheet of paper slightly smaller than the pan, and India ink or oil-based paint.

Fill the pan half full of water.

Very slowly dribble a few drops of the ink or paint on the surface of the water. (Do not mix!)

Blow lightly over the surface of the water so that the colored drops form a design or pattern.

Place the paper flat on top of the water.

Pick it up immediately and set it aside—colored side up—to dry.

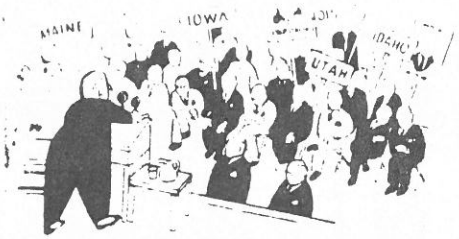
You can use this marble-patterned paper to decorate a wall in your room. You can use it for gift wrappings. Or you can paste it on ordinary little boxes. The marble-patterned paper will make the boxes pretty enough to be placed on a shelf, where they'll make handy containers for pins, keys, coins, and other small things.

To make a fine paperweight for your father's desk, fill a square box with sand. Tape the top on securely with cellophane tape. Then cover it with marble-patterned paper.

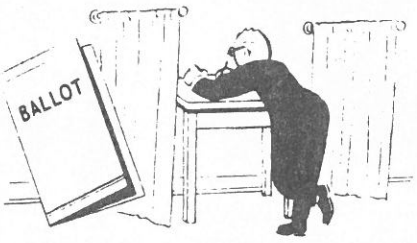
If you don't look at it too hard, it will seem to be a beautiful piece of square-cut marble!

ROADS TO THE WHITE HOUSE

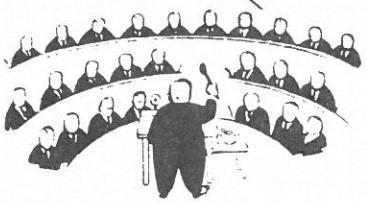
The Main Road to the Presidency leads every four years through party nominating conventions, national elections, and the Electoral College.



Political parties select Presidential candidates during national nominating conventions.

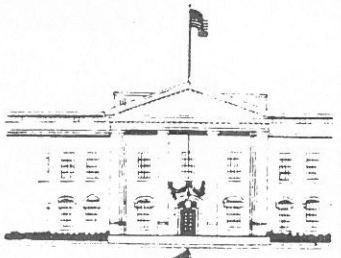


Citizens vote for candidates of their choice by electing Presidential electors at the polls.



Presidential electors meet in each state and formally cast the official votes for the President.





If the Electoral College Fails to agree on a single choice, one of these steps follows:

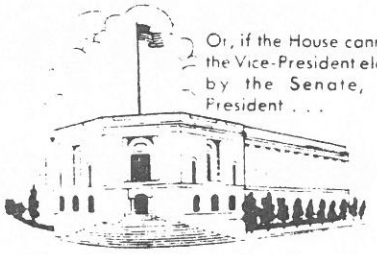


The House of Representatives chooses the President from the three top candidates in the Electoral College . . .





Or, if the House cannot agree, the Vice-President elect, chosen by the Senate, becomes President . . .



If the President Dies, is removed from office, or cannot perform his duties, he is followed by . . .

Vice-President



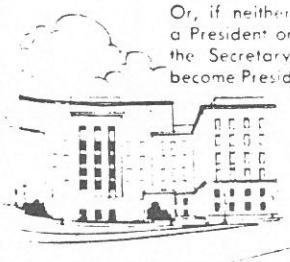


Speaker of the House

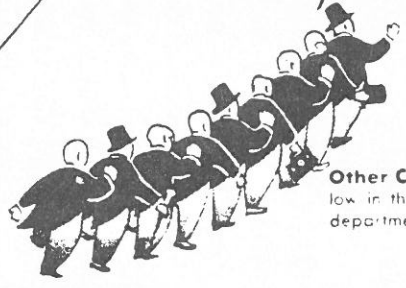
President of the Senate

Secretary of State





Or, if neither house chooses a President or Vice-President, the Secretary of State may become President temporarily



Other Cabinet Officers follow in the order in which the departments were established

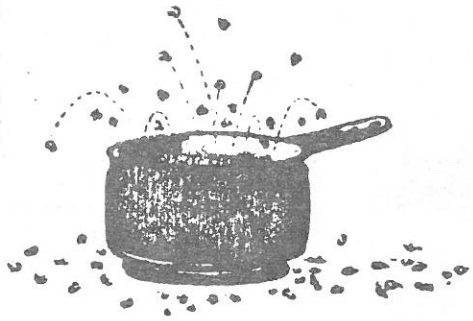
SCIENCE FACTS:

What makes popcorn pop?

Steam makes popcorn pop. But everybody knows popcorn isn't wet. Then where does the steam come from? It comes from inside each grain of corn.

Before you put a grain of corn in a popper it feels very dry. But inside each grain are tiny invisible drops of water. It's as if each droplet were wrapped in a little white "coat" that holds it tight.

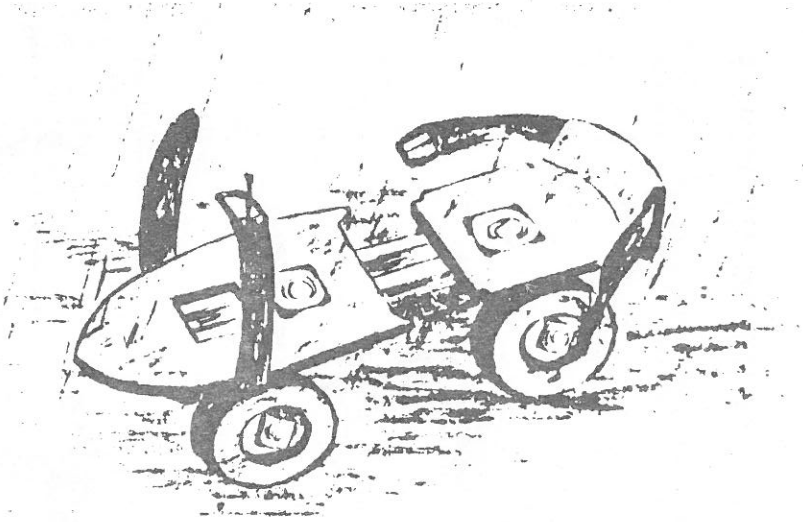
When a grain of corn gets hot in the popper, the drops of water get hot, too. Soon the water turns to steam. Then pop! The steam bursts out, leaving a fluffy pile of popped corn.



What makes soda pop fizz?

The bubbly stuff in soda pop is a gas, but not the same kind of gas that burns in your kitchen stove.

As long as a bottle of pop isn't moved, the gas remains mixed with the flavored water. But if the bottle is jiggled, tiny bubbles of gas start to rise. These bubbles are lighter than the water, so they float to the top. When you take the cap off the bottle, the bubbles keep on rising. More bubbles follow. They come out so fast that they bring some of the pop along with them in a frothy foam. As all these bubbles burst they make a fizzing sou



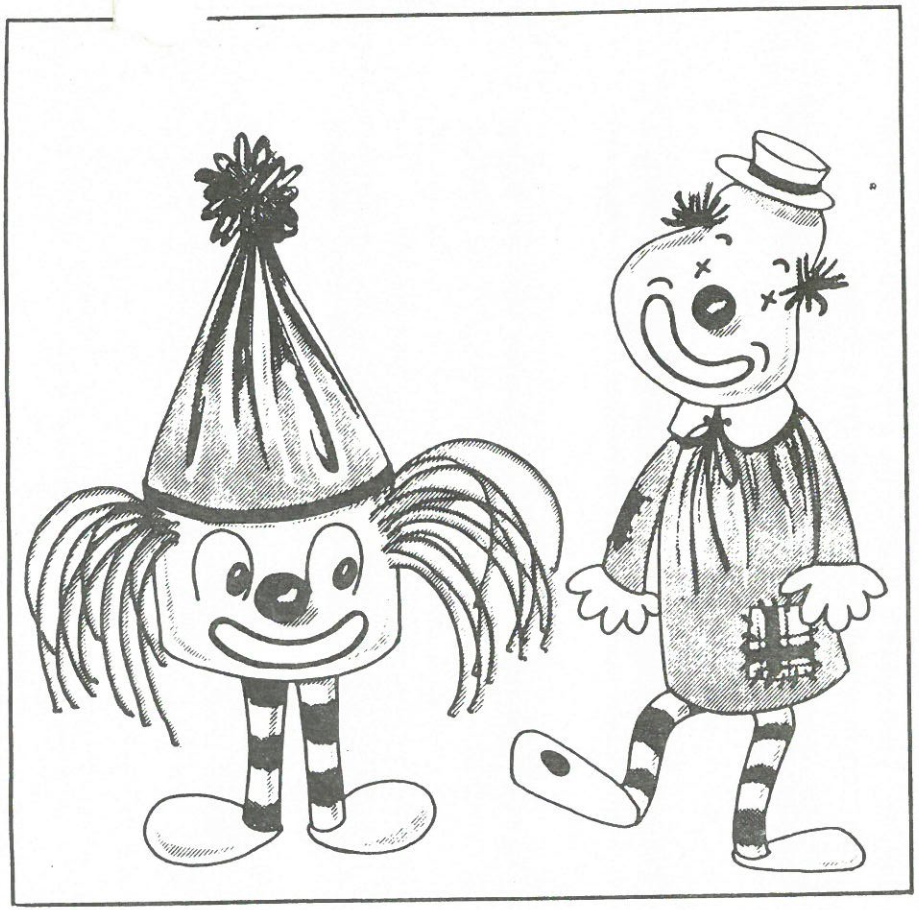
What makes iron get rusty?

You leave your roller skates out in the rain. Next day they have reddish orange spots on them. What has happened? What made them rusty?

Air and rain rusted the iron. Air has oxygen in it, and here is the interesting thing: When oxygen and water and iron come together something happens. The three substances join and produce an entirely new one — rust. We say that air, water and iron have combined and that a chemical change has taken place.

Iron things don't get rusty if they are covered by something that keeps out oxygen and water. Grease or oil will do. Oil forms a thin coat that protects your skates. Paint protects iron fences, bridges and ships.

Silver turns black for almost the same reason that iron gets rusty. Gases in the air or chemicals in food combine with the silver and make a new substance that we call tarnish. Tarnish sticks so tight that we use silver polish to clean it off.



Silly Dilly and Happy Hobo.

Silly and Happy Clown Pillows

All the world loves a clown, and these pillows are no exception. Any little girl would love one of these pillows to decorate her bed. Why not make both of them?

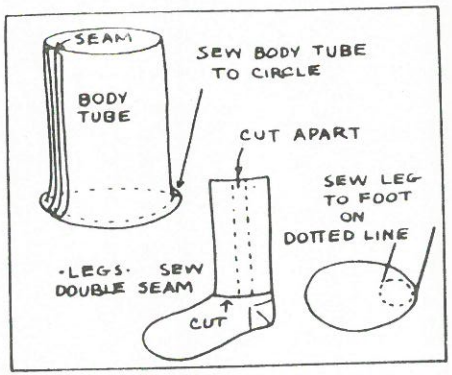
To hide seams, sew all pieces of material with right sides together and then turn before stuffing.

Silly Dilly

The head and hat are made from one piece of fabric, 12" x 20". Sew 12" ends together to form a tube. Sew the tube around the edge of a 7" fabric circle, as shown. Turn right side out.

About 7½" down from the top, sew colored tape or ribbon around the tube; this marks the lower edge of the hat. On the front of the tube, embroider facial features or draw them on with felt tip pens; tack on ball fringe for the nose.

Around the bottom of the hat, tack lengths of mod yarn hair, using about 12 yards to give him a luxu-



rious look and to add to his character and personality.

Stuff the head tightly with old nylons or pillow stuffing up to the lower edge of the hat. Press a plastic lid from a three-pound coffee can down over the stuffing to hold it in place.

Run a thread around the top of the hat for gathering; stuff lightly until cone-shaped; then pull thread to gather top tightly. Sew a bright pompon onto the tip.

For legs, sew two seams, lengthwise, down the center of the top part of a white sock, as shown. Cut off the foot and cut between two seams to make two legs. Turn right side out and draw on stripes with a felt tip pen. Fold legs inside at top and overcast in place, close together, on bottom of pillow.

For feet, cut four pieces of fabric (see pattern on Hobo art). Sew two pieces together for each foot, leaving opening. Turn, stuff, and sew closed. Stuff legs and sew to feet, as shown.

Happy Hobo

Fold fabric, 5" x 12", in half, end to end. Cut two pear-shaped heads, as shown. Sew together, leaving opening, and turn right side out. Embroider or draw on features. Stuff; sew opening closed.

For the body, s[illegible] edges of fabric, 8" x 14", tog[illegible]er, making a tube. Sew tube to an oval base, made from fabric, 3½" x 5", in same manner as for Silly. Cut slits in top sides of body to insert arms.

For arms, cut two pieces of fabric, 3" x 4½". Sew long edges together; then turn right side out and sew to body through slits. Using pattern, cut four hands from fabric. Sew together, stuff lightly, and sew to arms.

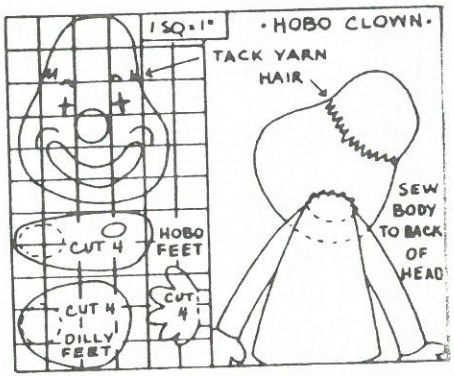
Stuff body; then gather and tie at neck to form a 2½" oval. Turn gathered edge toward inside and sew to back of head near base, as shown in illustration.

His collar is a strip, 1¼" x 6", cut from a white plastic bottle. Round the ends and punch holes for his string tie.

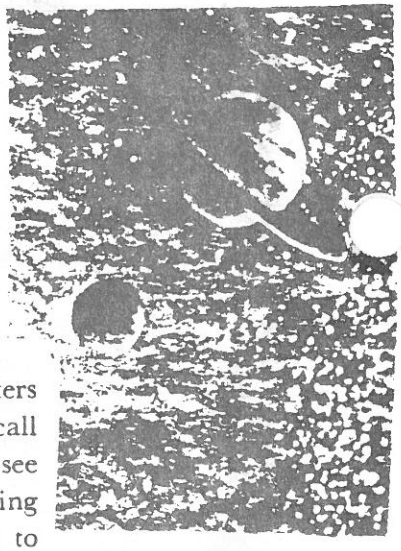
Make legs as for Silly Dilly, but attach them to body about 3" apart. You may also insert wires if you want his legs to bend.

Make feet as for the other pillow, using appropriate pattern. Before turning, cut a hole in the sole and glue on a circle of dark fabric. Attach feet, as before.

Give this clown about 6 yards of mod hair, a silly little hat, and brightly colored patches, stitched on with dark yarn.



Space and Stars



What is space like? It is dark and quiet and cold. There is no air far out in space. Air and the particles in air reflect light like tiny mirrors. The earth's blanket of air carries sound and absorbs heat, but there is nothing to carry sound or hold heat out in space.

There are billions of clusters of stars in space. These clusters are called galaxies. Our sun is part of the galaxy we call the Milky Way. On a clear night, look up at the sky and see the milky white band of light from millions of stars going from northeast to southwest. Space is so big, it is hard to imagine that our sun and earth belong to the Milky Way.



A STORY BOOK IN THE SKY

Long ago men told stories in the evening after the day's work was done. They looked up at the dark skies and named groups of stars after the heroes and animals and objects in their stories. These groups of stars are called constellations, which means "stars together."

At a night troop meeting and at camp look for constellations. The Big Dipper is a good one to start with because the handle and edges of the dipper point to other constellations.

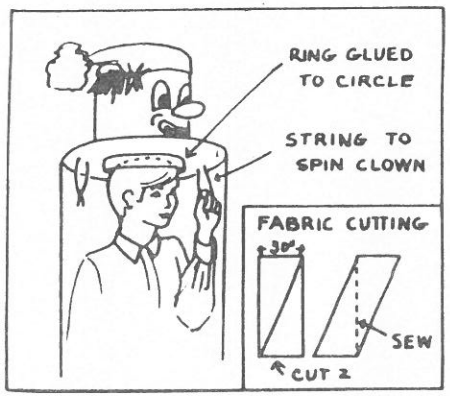
Before you go out, study a sky chart so you know what to look for. Then make a chart of the constellations by pinning paper stars in correct position on a dark blanket.

In a dark room, someone could tell one of the old star legends. The rest of the troop can form the constellations with their own stars made out of flashlights.

You can make a star theatre by punching holes with a pin in the bottom of a carton, and then shining a light through the holes.

Did you know that you could get direction from the North Star and the sun if you do not have a compass? Once you find out where north is and face north, south will be in back of you, east will be on your right and west on your left.

* At night you can see the North Star in the Little Dipper. When you face the North Star, you are facing north.
* In the morning the sun is in the east. Your shadow points west.
* In the afternoon the sun is in the west. Your shadow points east.



youngster slips the costume over his head. The head of the costume rests, like a hat, on the child's head. From the inside, the child moves the strings, attached to a cardboard circle, to spin the costume.

For the circle, use corrugated cardboard, about 18" across. From cardboard, cut a 2" wide strip and form into a ring that fits loosely around child's head. Glue ring to underside of circle. Punch a pair of holes on opposite edges of the circle and attach strings for the youngster to spin the costume.

For the clown's suit, cut two pieces of contrasting fabric about 30" wide and as tall as the child. Cut each piece in half, diagonally, and then re-join them, seaming straight sides, as shown. Then, sew the two diagonal pieces together to form a long tube.

Glue the top of the suit around the top edge of the cardboard circle. The bottom of the costume is left loose so costume spins freely. Cut slots around suit at eye level so child can see as he spins the costume. Make four large yarn pompons and sew three on suit; use one on hat.

Cut a second cardboard circle and glue it on top of the first circle, fabric between.

For false arms, cut two pieces of fabric, 8" x 24". Fold each piece in half, lengthwise, and sew to suit through slits cut in top; glue on white cardboard hands.

For the false head, use a three-gallon ice cream carton. Invert and paint on clown face (see faces at bottom of page); use a partially blown balloon for a nose and yarn for hair. Glue head in place on top circle.

Make his hat the same as for the hoop clown but do not make a cuff. Simply turn under the raw edge at the bottom and hem. Sew pompon in place.

For the finishing touch, have the child wear very large athletic socks. Stuff and tie off a section for a BIG big toe.

These costumes can be used for the clown blackouts and acts found elsewhere in the magazine and then stored for Halloween.

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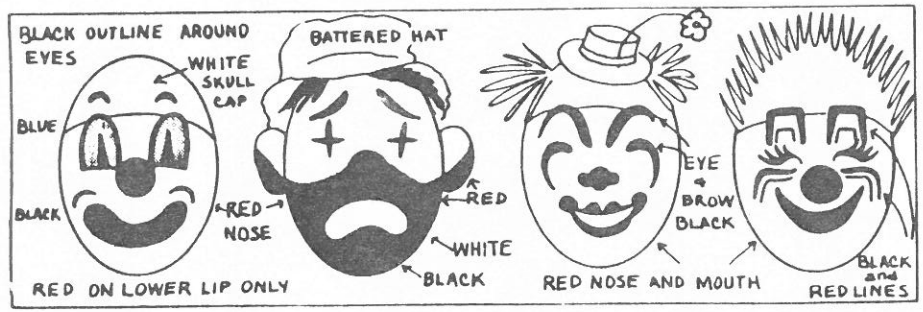


Stacked Box Clowns

Hey, kids, now you can have the time of your lives, making enough clowns to fill a big, three-ring circus. What fun!

First, round up lots and lots of boxes. The more sizes and shapes, the merrier your clowns. You'll also need some gift wrap — the splashier, the better. Have cardboard, construction paper, yarn, and plenty of trimmings handy.

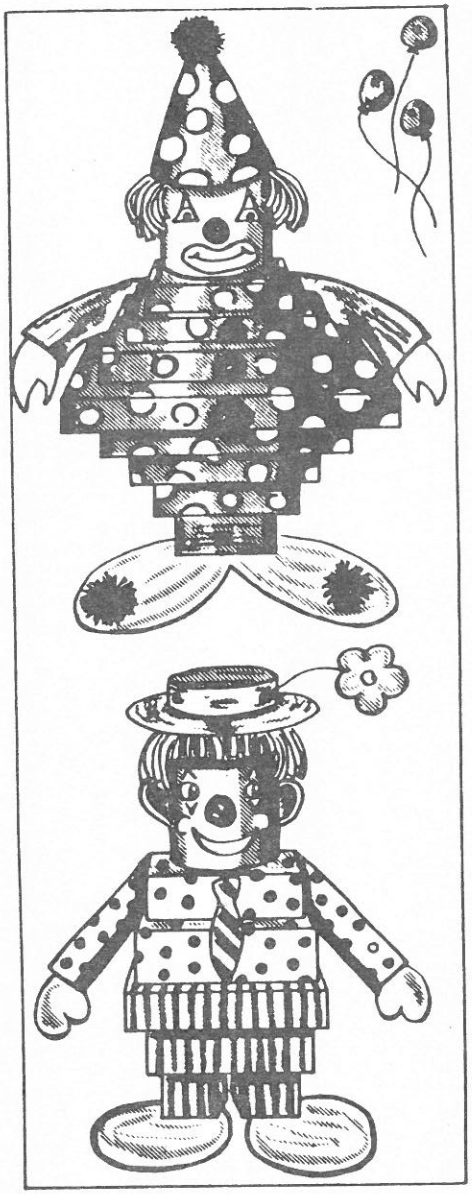
Each clown's body is made by simply stacking up boxes. First, cover the boxes with gift wrap. Then, stack and glue them together.

For his head, use an oatmeal or other round box. Cover the box with paper and then paint on features or cut them from colored paper and glue them on. How about a ping-pong ball or tiny foam ball for a nose? Cut ears from paper, with a tab for gluing to head. Add bright yarn hair.

To make a pointed hat, glue gift wrap to another sheet of paper (for strength). Cut and roll into a cone. Add a yarn pompon and glue hat to head.

To make a brim for a flat-topped hat, use a circle of paper, 6" more across than the head. Cut a hole in the middle the same size as the head to slip the brim over the head down to the hairline. Top of head becomes the crown for the hat.

From cardboard, cut arms and hands. Color or cover with gift wrap. Glue to the back of one of the top



Two clowns to get you started.

boxes. Cut feet from stiff cardboard and decorate. Be sure to make feet large enough, so the clown stands up. Glue feet to the bottom box.

To trim your clowns, add yarn pompons, a fancy flower, dad's old tie — you name it.

THE PRESIDENT QUIZ

1. How did President Jefferson enlarge the United States?
2. What did the Monroe Doctrine declare?
3. Name the theater which President Lincoln was attending when he was shot.
4. Which President was first to live in the White House?
5. The picture of which President is on the five dollar bill?
6. Which President served the most consecutive terms?
7. What is shown on the back of the twenty dollar bill?
8. Which President is shown on the twenty dollar bill?
9. What American once received more votes than any of his three opponents but was defeated when the election for President was decided in the House?
10. Name the President who was in office when the Atomic Bomb was used on Japan to hasten the end of World War II?
11. Our first Vice-President was later President. Name him.
12. What is the surname of the only father-son combination ever to become Presidents of the United States?
13. Nine of our Presidents did not attend college. One extra point for each one you name.
14. Which two of our Presidents attended West Point?
15. Four of our Presidents have been assassinated. One point for each one you can name.
16. What was the name of Jefferson's home?
17. Which President said, "Truth is generally the best vindication against slander"?
18. Which President said, "There is no right to strike against the public safety by anybody, anywhere, anytime"?
19. Which President declared "My hat is in the ring"?
20. Which President said, "The world must be made safe for democracy"?
21. What was the name of Washington's home?
22. Which President said, "Yesterday, December 7th, 1941, a date which will live in infamy"?
23. "Four Score and Seven Years Ago" began a major speech by what President?
24. Which President felt we should "Speak softly and carry a big stick"?
25. Who were the only two Presidents to face enemy gunfire while in office?
26. Who was the first President to have been a Senator?
27. When and where was Abraham Lincoln born?
28. Who was the only President to have impeachment proceedings brought against him?
29. This President was defeated for re-election. Later he ran again and was elected, thus serving two non-consecutive terms. Who was he?
30. Which President was first to win the Nobel Peace Prize?
31. Which President was first to become Chief Justice of the Supreme Court?
32. Name the first woman elected to each house of Congress.

THE PRESIDENT QUIZ Continued...

33. Who was the first President to refuse a third term?
34. The faces of four Presidents are carved on Mount Rushmore. Name them.
35. Who was the first President to die in office?
36. Which President declared "It is our true policy to steer clear of permanent alliances with any portion of the foreign world"?
37. Who was the only President toserve in more than three terms?
38. The first woman cabinet member was Frances Perkins, Secretary of Labor. Which President appointed her?
39. Name the six Presidents whose first name was James. One extra point for each correct answer.
40. Which President wrote the Declaration of Independence?
41. Who was our shortest President (only 5'4" tall) and was known as the Father of our Constitution?
42. How many Presidents have we had from Washington through Regan?
43. The Erie Canal was completed under our sixth President. His father was also President. Give his full name.
44. Our 7th President was also the hero of the Battle of New Orleans. Was he Jackson, Johnson, or Madison?
45. Our 8th President was the first not born a British subject. Was he Van Buren, Harrison, or Lincoln?
46. Which of our Presidents had a famous kitchen debate with a Russian leader?
47. Four of our Presidents had John as a first name. One extra point for each one you can name.
48. Our 12th President defeated Santa Anna in the Mexican War. Was he Fillmore, Polk, or Taylor?

ANSWERS

1. He was responsible for the purchase of the Louisiana Territory.
2. That the United States will regard as an unfriendly act any attempt on thepart of European powers toextend their systems in the Western Hemisphere.
3. Ford's Theater.
4. John Adams (1800)
5. Lincoln
6. Franklin Delano Roosevelt
7. The White House
8. Andrew Jackson
9. Andrew Jackson
10. Harry S. Truman
11. John Adams
12. Adams
13. Washington, Jackson, Van Buren, Taylor, Fillmore, Lincoln, Andrew Johnson, Cleveland and Truman.
14. Eisenhower and Grant
15. Lincoln, Mc Kinley, Kennedy and Garfield

THE PRESIDENT QUIZ - ANSWERS Continued...

16. Monticello
17. Lincoln
18. Coolidge
19. Theodore Roosevelt
20. Wilson
21. Mount Vernon
22. Franklin Roosevelt
23. Lincoln
24. Theodore Roosevelt
25. Madison and Lincoln
26. Monroe
27. Hodgenville, Kentucky, February 12, 1809
28. Andrew Johnson
29. Cleveland
30. Theodore Roosevelt
31. Taft
32. Jeanette Rankin, House, 1916; Margaret Chase Smith, Senate 1948
33. Washington
34. Washington, Lincoln, Jefferson and Theodore Roosevelt
35. William Henry Harrison
36. Washington
37. Franklin Roosevelt
38. Franklin Roosevelt
39. Madison, Monroe, Polk, Buchanan, Garfield & Carter
40. Jefferson
41. Madison
42. 40
43. John Quincy Adams
44. Jackson
45. Van Buren
46. Nixon
47. Adams, Quincy Adams, Tyler and Kennedy
48. Taylor

SUGGESTIONS FOR USE:

For Cubs select only the easier questions after talking about them in Den Meeting. For parents - give them the entire quiz and after properly teaching the boys the answers have the boys answer the questions.

THE STORY OF A GOOD TURN

How good must a Good Turn be to be GOOD? The answer is best given by telling youthe story of how Scouting came to America. It shows that it isn't the size of the Good Turn that counts. It's the doing of it, whether large or small.

A GOOD TURN TO AN AMERICAN. One day in the year 1909 the great city of London was in the grip of a dense fog. An American businessman, William D. Boyce, stopped under a street lamp to locate himself. Out of the gloom a boy approached him and asked if he could be of help.

"You certainly can," said Boyce. He told the boy that he wanted to find a certain business office in the center of the city .

"I'll take you there," said the boy. When they got to the destination, the American reached into his pocket for a tip. But the boy stopped him.

"No thank you sir. I am a Scout. I can't take anything for helping."

"A Scout? And what might that be?" asked Boyce.

And so the boy told the American about himself and his brother Scouts. Boyce became very interested. After finishing his errand, he had the boy take him to the British Schout office. There the boy disappeared.

At the office Boyce met Baden-Powell, the famous British general who had founded the Scouting movement. Boyce was so impressed with what he learned that he decided to bring Scouting home with him.

And so, on February 8, 1910, in Washington, D.C., Boyce and a group of outstanding men founded the Boy Scouts of America. Ever since then this day has been known as the birthday of Scouting in the United States.

What happened to the boy? No one knows. He was never heard of again, but he will never be forgotten. In the British Scout Training Center at Gilwell Park, England, a statue of a buffalo was put up in honor of this "Unknown Scout." His Good Turn had brought the Scouting Movement to our country.

One Good Turn to one man became a Good Turn to millions of American boys. Such is the power of a Good Turn. You never can tell...

The SCOUT SLOGAN - DO A GOOD TURN DAILY

The Scout slogan is DO A GOOD TURN DAILY. This does not mean that a Scout is to do one Good Turn during the day and then stop. It means looking for chances to help throughout each day, then helping quietly, without boasting. Doing them should be an automatic, normal part of your life.

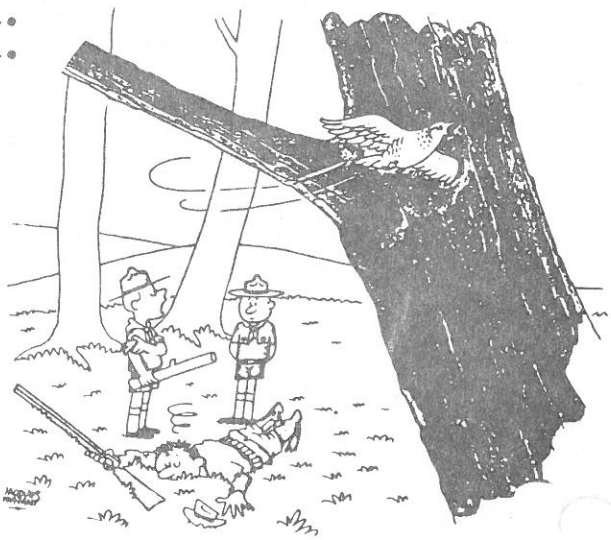
Some Good Turns are big things - saving a human life at the risk of losing your own ... rescue work in floods... service in hurricane-stricken areas... helping to fight a forest fire... working with your Den on a conservation project.

But Good Turns more often are small things, thoughtful things. They might be helping a child across the street... clearing trash off the highway... picking up broken glass from the street.

Remember always that a Good Turn is an extra act of kindness. It is not just something you do because it is good manners. To answer the question of a driver about reaching an address is not a Good Turn. That is common courtesy. But to draw a map for him that will show him how to get to where he wants to go - that's a Good Turn.

THERE ARE MANY WAYS OF HELPING

Find a lost child.
Put out a grass fire.
Raise school flag daily.
Deliver church circulars.
Sort books in the library.
Wheel a crippled person to church.
Pick up broken glass from the street.
Get child's kite down from a tree.
Put of a First Aid demonstration.
Move furniture for an old person.
Make a scrapbook for a hospital.
Take part in a safety campaign.
Do errands for a sick person.
Clean trash off a vacant lot.
Help someone change a tire.
Help a blind person on a bus.
Give first aid to someone.

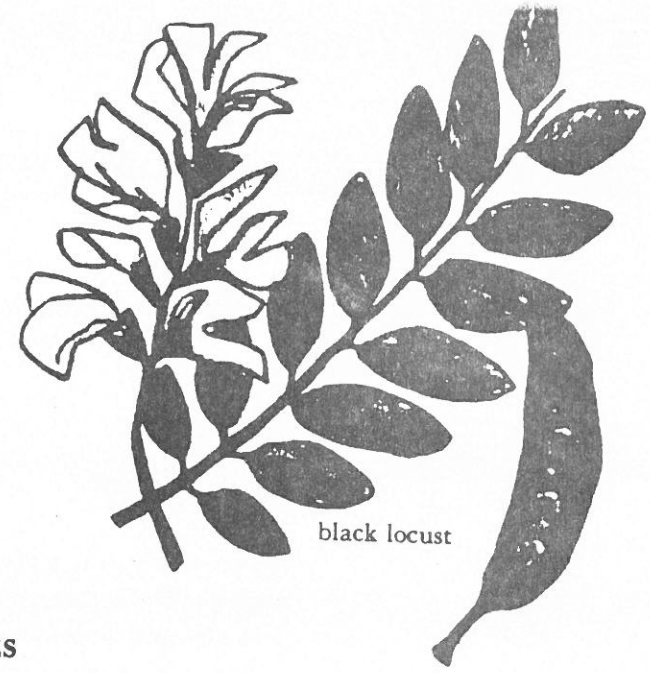


So, when does a Good Turn cease to be a Good Turn and become a Bad Turn and vice versa?

Mais à quel moment une B.A. cesse-t-elle d'être une B.A. pour devenir une M.A. et inversement?



red maple



black locust

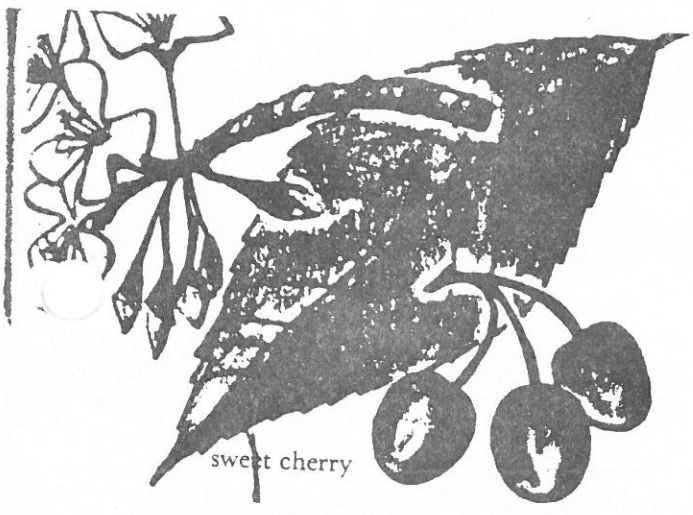
FLOWERS AND SEEDS OF TREES

All trees have flowers and seeds. Many flowers are large and fragrant, others so small you have to look closely to find them. Try looking at a tree flower with a magnifying glass. Can you see the seeds inside? Some trees form seeds in the spring, others in the fall.

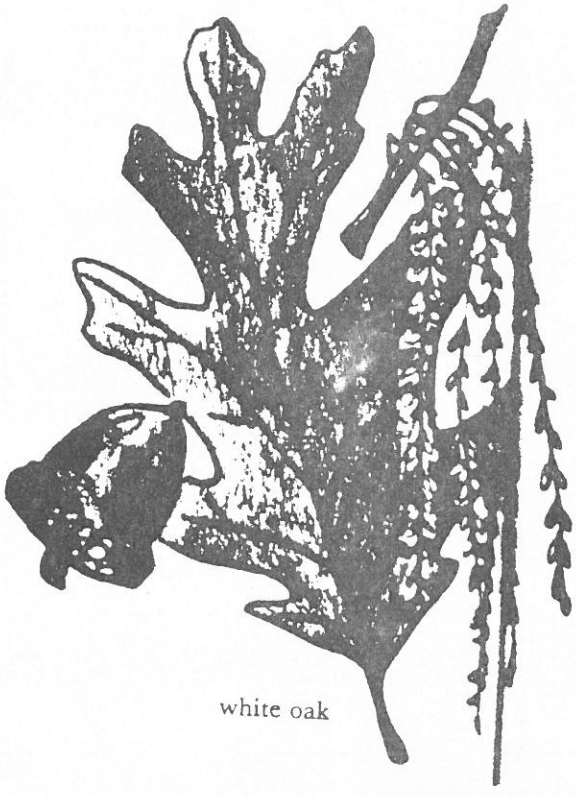
INJURIES TO TREES

Trees, one of our greatest natural resources, are easily injured. Thoughtless people peel or cut into bark with their knives. Fires damage or destroy whole forests. Gale winds tear off branches, and hurricanes knock trees to the ground. Insects injure trees by eating leaves or boring into trunks or roots.

A tree can heal a small injury in a few years. The growing layer under the bark spreads out over the injury, leaving only a scar. The larger injury, the longer it takes to heal.



sweet cherry



white oak

Weather

All around you is a layer of air. You can feel it. It is air that makes our weather. When the air is warm the thermometer goes up, and you feel warm. When the air is cold, the thermometer dips low, and you feel cold. When the air moves quickly, it is windy. Every time the air changes, our weather changes.

Air soaks up water like a giant sponge. Tiny drops of water gather on tiny bits of dust in the air and together form a cloud. When the drops get big, they fall back to earth in the form of rain, sleet, snow, or hail. In the center of every rain drop is a particle of dust. Did you know that fog is a cloud close to the ground?

Here are some clues from the wind and clouds:

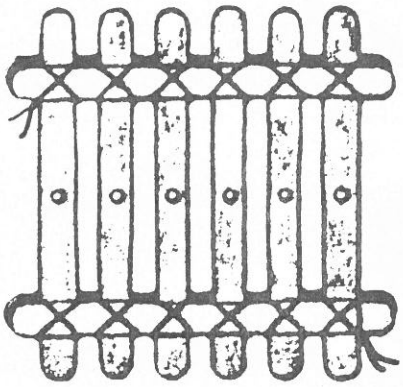
If the WIND is blowing from	and the CLOUDS are	then the WEATHER is apt to be
W or NW to N	Cirrus	Good
NE or E to S	Cirrus	Rainy or snowy in a day or two if the wind is steady.
NE or E to S	Cumulus	Fair—but if these clouds build up, they may bring a storm.
NE or E to S	Cumulonimbus	Rainy soon, thunderstorm.
NE to S	Stratus	Rainy or snowy in fifteen or twenty hours, usually a steady rain.
Westerly	Stratus	Overcast sky or light drizzle.

WEAVING

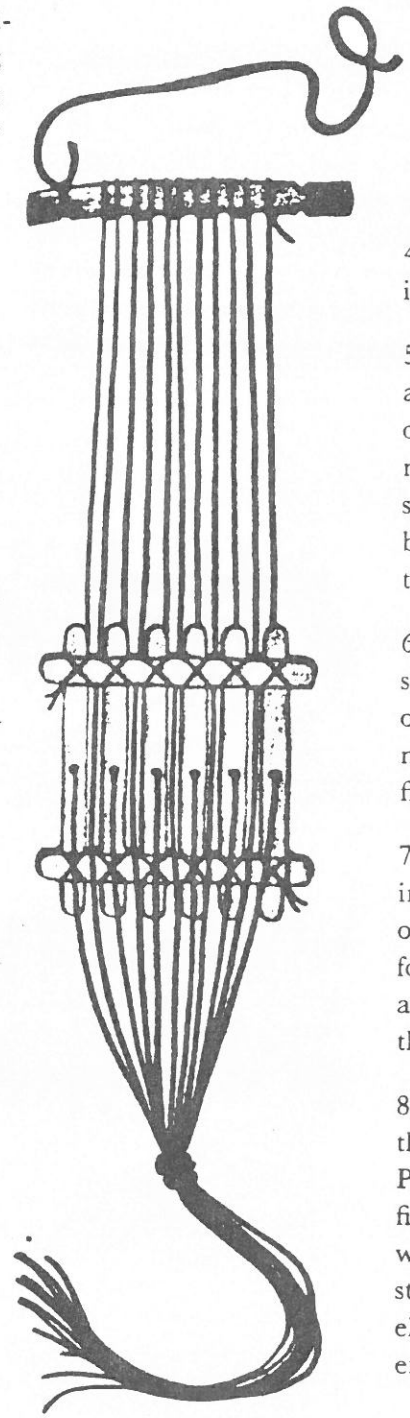
There are many kinds of weaving. Weaving on a square frame is one kind you probably know. Weaving on a tee dee loom, an Indian type, is another kind. On a tee dee loom you can weave a belt or headband or tie.

To make a belt on a tee dee loom:

You need: Ten ice cream sticks or tongue depressors, wood glue, cord, wood stick about one inch thick and six inches long; tape or rope long enough to fit around your waist; newspaper; cardboard; hand drill; knife or coping saw; carpet warp or string for warp threads; candlewicking or thick yarn scraps for woof threads.



heddle



To make the loom:

1. Drill a small hole in the center of six sticks. Warp threads go through these holes.

2. Take two more sticks and place them, on a piece of newspaper, in position for cross pieces of the heddle as in the picture.

3. Spread glue on the two cross pieces. Place the six sticks with holes across the two cross pieces as in the picture. Leave enough space between the sticks for a warp thread to pass between the sticks. Take the last two sticks and glue them across the six sticks, facing the first two cross sticks. Now you have a heddle. Put something heavy on it and let it dry.

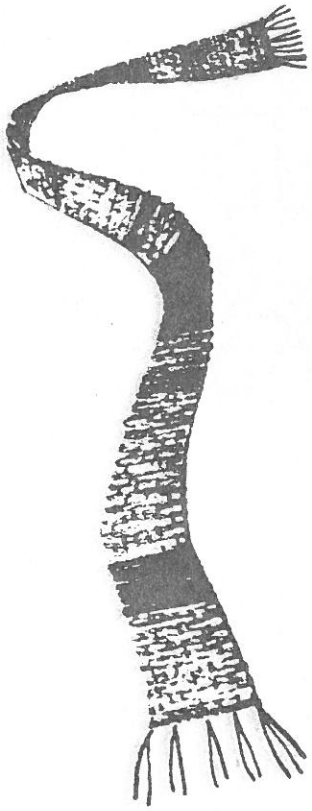
4. When the glue is dry, tie the sticks in place with the cord.

5. Take the six-inch stick and whittle a notch around it near each end. Tie one end of the tape or rope around one notch. Put the stick in front of your stomach and bring the tape around in back of you and in front. Make a loop in this end to slip in the other notch.

6. Cut warp threads from carpet warp or string. Cut one warp thread the length of your belt plus 18 inches. Cut five more warp threads twice as long as the first one.

7. Tie the first warp thread to the six-inch stick with a square knot. Fold the other warp threads in half. Take each folded thread and wrap the fold loop around the stick. Pull both ends through the loop.

8. Thread the first warp thread through the hole in the first stick of the heddle. Pass the second warp thread between the first and second stick. Thread the third warp through the hole in the second stick. Continue in this way until all eleven warps are threaded. Tie all the ends together with an overhand knot.



9. Cut a shuttle out of cardboard about one inch wide and longer than the heddle is wide. Notch the ends of the shuttle. Wind the thick woof thread around the shuttle. If you want different colors on your belt, use several different colored woof threads, each on its own shuttle.

10. Cut two strips of cardboard ½ inch wide and as long as the heddle.

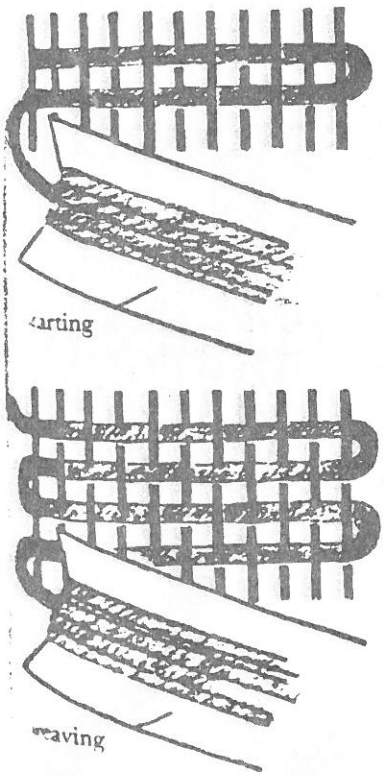
To weave:

1. Fasten the knot of warps to a chair, hook, or tree.

2. Fasten the tape around your waist.

3. Start weaving close to your body. First weave in the two pieces of cardboard: Raise the heddle. The warp threads will form an opening called a "shed." Put one of the cardboard strips in the shed. Lower the heddle. This will make a second shed. Put the second cardboard strip in there.

4. Start the yarn: Raise the heddle with your left hand and pass the shuttle through, from the right to the left, with your right hand. The yarn will lay between the warps. Shift the heddle to your right hand and with your left hand pass the shuttle around the last warp thread. With the heddle still raised, pass the shuttle back, from left to right. The yarn comes back between the same war and is anchored. Every time you start new color or put more yarn on your shuttle, start and finish your yarn this way.



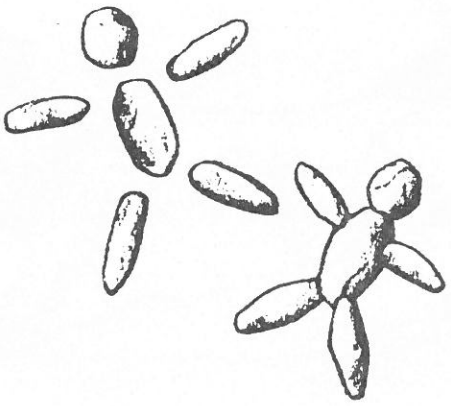
5. Weave: Drop the heddle and pass the shuttle through, from right to left, from your right hand to your left hand. Raise the heddle with your right hand and pass the shuttle back with your left hand. Continue to do this for the length of your belt. After you weave five or six inches, wrap the weaving around the stick at your waist so you can weave easily. Do not pull your weaving too tight. Keep the edges straight and even.

6. Finish: Cut the ends of the warp threads tied to the stick. Remove the cardboard strips and knot the warp threads together with a square knot. Pull the knot up tight against the weaving to keep it from unraveling. Cut and knot the other end the same way.

CLAY

Roll, bend, twist, shape, pat clay any way you like. You can work with clay and then use it again and again to make new figures and shapes. Sometimes you might find clay along a creek bank. Sometimes you buy it.

There are many different colors in natural clay—white, gray, red—depending on where you live. There are many clay substitutes, which are fun to model. But only real clay can be baked and kept a long time. Try to find someone who can show you how to prepare clay and glaze it and fire it in a kiln.





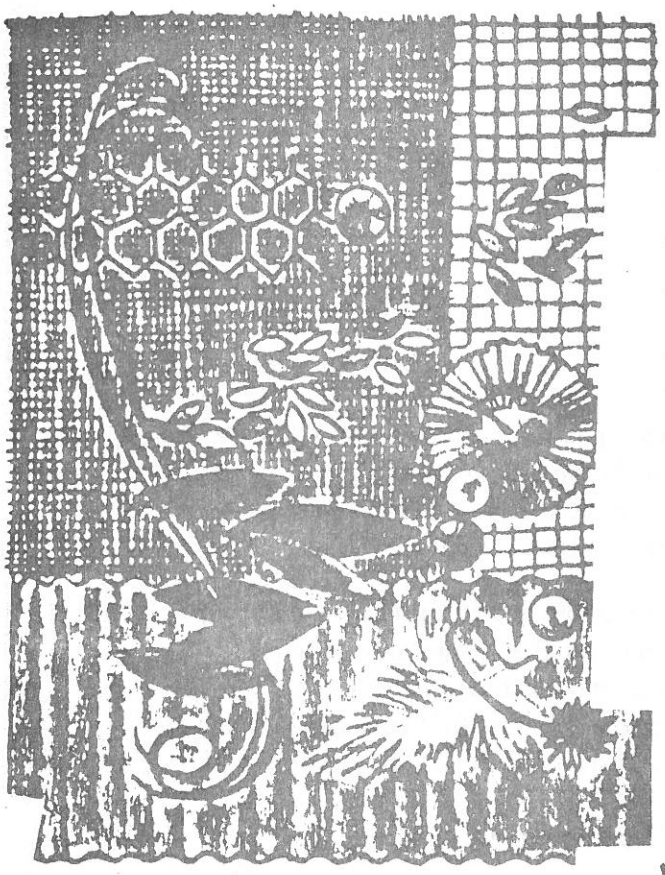
To make a figure of clay:

1. Make balls and coils of clay for the head, legs, and body by rolling the clay between the palms of your hands. Keep forms large enough to work with easily.

2. Put these forms together in a shape you like. To make the pieces of clay stick together, use "slip." Make slip by adding water to powdered clay until it is like thick cream. Dip the pieces you want to join into the slip, then press them together firmly.

3. Bend or straighten legs and body to make the figure sit up or lie down. Tilt or turn the head.

4. Add little pieces of clay for the nose, ears, hair. For special effects, scratch or scrape the clay with a fork, knife, or twig.



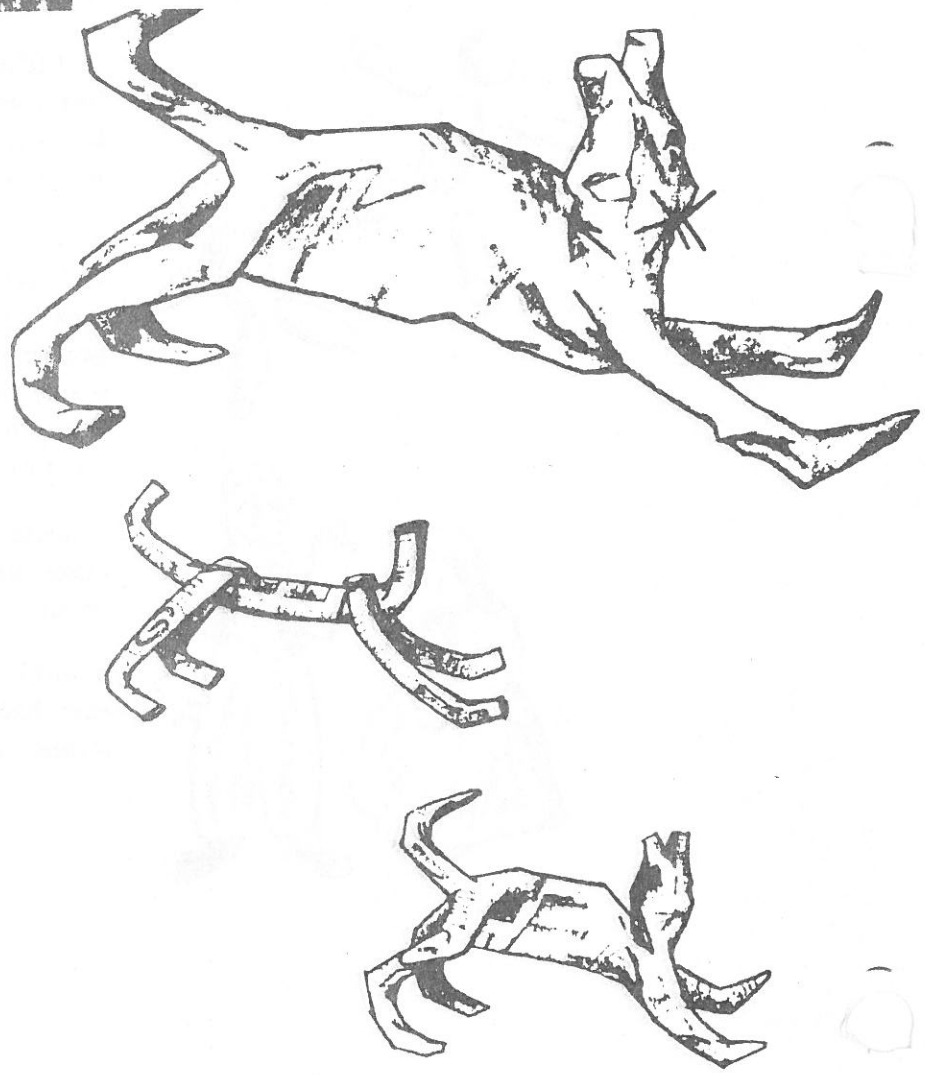
COLLAGE

You can make a wonderful picture with just scraps of material or paper and odds and ends.

Collect a box full of different kinds of paper and fabric scraps —tissue, wallpaper samples, printed paper, candy papers, foil, cellophane in colors, velvets, cotton, denim, fur bits.

Collect pieces of ribbon, yarn, rickrack, some buttons, paper clips, pieces of sponge, pipe cleaners.

Choose papers, fabrics, and objects that you like together. Glue or staple these to a background of cardboard or heavy paper.



PAPIER MÂCHÉ

Puppet heads, masks, figures of animals and people, holiday ornaments are some things you can make with papier mâché.

You need: Newspapers, string, white paste, poster paints.

To make an animal of papier mâché:

1. Roll several sheets of newspaper toward the fold. To make your figure stronger, insert a piece of wire in the newspaper roll.
2. Tie string around each end of the roll and also around the middle.
3. Bend and tie rolls together to make animals.
4. Paste on ears or a tail or mane.
5. Tear newspaper into small strips and squares.
6. Paste strips and small squares of newspaper over the figure. Overlap the strips.
7. Let your figure dry. Paint it.


BLUE
GOLD
FLOWERS
GROWING
PLANTING
MATURING
TREE
Tiger Cubs BSA
Tiger Cubs BSA

B.S.A.

DIAMOND JUBILEE



BLUE AND GOLD

In 1909, American businessman, William D. Boyce, was lost in a London fog. A boy appeared out of the fog and offered to guide him to his destination. When Mr. Boyce attempted to give the boy a shilling tip for his services, the boy politely declined, explaining that he was doing a "good turn."

Impressed, Mr. Boyce questioned the boy about Scouting and was ultimately led to the office of Lord Baden-Powell, the Founder of Scouting.

Caught by the dream, Mr. Boyce returned to the U. S. A. with a suitcase full of information and ideas. A short time later, with the aid of enthusiastic volunteers, on February 8, 1910, the incorporation papers for the Boy Scouts of America were approved in Washington, D.C.

Meanwhile, back in England, Boy Scout troops were bombarded with younger boys who wanted to join. Eventually, Wolf Cubbing was introduced there to accommodate the boys.

Seeing a similar need here, the Boy Scouts of America began experimenting with Cub Scouting. Introducing it on a trial basis in 1929, it was a rave success and was formally adopted in 1930.

Each year Scouting celebrates its anniversary in a variety of ways during the month of February. Traditionally, Cub Scouts have celebrated by holding an annual Blue and Gold Banquet. (Blue and Gold for the Cub Scout colors.) For many packs across the nation, this is the main social event of the year, with gay decorations, invited guests, and special awards.

This year, 1984, marks a very special birthday, Boy Scouts of America's Diamond Jubilee - the 75th Anniversary - and Cub Scouting's 55th. In the following pages, we hope to aid you in making this your most memorable Blue and Gold celebration.

February 1985

3	Scout Sunday
3 - 9	Scouting Anniversary Week
8	75th Anniversary of the BSA
9	Scout Sabbath
12	Abraham Lincoln's Birthday
14	Valentine's Day
18	President's Day
20	Ash Wednesday
22	Lord Baden-Powell's Birthday
	George Washington's Birthday

The pack committee should begin to plan the Blue and Gold Banquet very early -- preferably, two or three months in advance. Try to involve as many people as possible, and avoid giving Den Leaders too many additional responsibilities -- they will be busy with their dens. Keep the party atmosphere as you plan your programs, filling it out with good Cub Scout fun and entertainment.

There are no set rules to follow for a Blue and Gold Banquet. It can be like a regular pack meeting with songs, skits, stunts, and awards. Or, you can have something different and special, such as, a magician, puppet show, musicians - singers, or someone famous. It can be a simple, inexpensive, picnic dinner or an elaborate, catered affair. The meal itself, however, is just a means to an end. The important thing is the atmosphere created for this special family affair.

Planning Your Blue and Gold Banquet

At the November pack meeting, announce and explain what a Blue and Gold dinner is. If necessary, enlist the aid of volunteers to help the pack committee plan the banquet and activities.

When the pack committee meets, they will need to make decisions on the following points:

1. Date and time
2. A meal plan
3. Facility
4. Theme
5. Invitations
6. Decorations
7. Agenda
    a. Set-up
    b. Pre-opening activities
    c. Hosting
    d. Opening ceremony
    e. Welcome and introductions
    f. Invocation
    g. Dinner
    h. Program and activities
    i. Advancement awards and ceremonies
    j. Special recognition awards
    k. Announcements and thanks
    l. Closing ceremony
    m. Clean-up

Keep in mind that there are no set rules for a Blue and Gold Banquet, other than in keeping within the Boy Scouts of America ideals. Plan your celebration to meet the needs of the families in your pack.

1. Date and Time:

Set the date and time for your banquet well in advance. Make the announcement to the pack at least two months in advance so all members will have ample time to prepare. Many packs schedule theirs for a regular pack meeting night, however, you may wish to schedule a different time for various reasons. For example; young children's regular dinner hours, availability of kitchen facilities, desire for outdoor games, etc.

2. Meal Plan:

There are, basically, three different plans to utilize:

A. Potluck - there are a number of different ways to handle this choice:

- Each family could bring a complete dinner (picnic) for their family.
- A committee could coordinate with each pack family, individually, requesting or assigning a particular dish, condiment, drink, or service item from each.
- A parent from each den could coordinate with the other parents in the den to create a balanced meal.

A pack may request the families to bring food and serving utensils only, perferring to purchase plates, utensils, and cups from pack funds in order to have uniform place settings.

B. Food Committee - if a kitchen is available, the pack may wish to purchase the food, prepare and serve a hot, uniform meal, i.e, a spaghetti dinner, etc. When this method is used, please keep in mind the dietary preferences of your pack families. The pack could purchase the food with pack funds or prefer to prorate the cost of it among the pack families. Keep in mind that Blue and Gold Banquets are not intended to be fund raisers. The costs should be carefully analyzed and divided fairly. Also, take care that the cost is not so high as to cause stress on some families.

C. Catered - The pack arranges to have a catering service prepare and deliver the dinner - or chooses to go to a restaurant. Once again, keeping in mind costs and dietary preferences of pack familes. Catering orders or restaurant reservations should be made at least six weeks in advance.

- Reservation forms announcing the date, time, menu, and costs are always a good idea. You will also need to know who is attending, and how many are expected.
- Keep records of all costs, donations, members attending, and procedures for future reference.
- When using a buffet style of serving, it is always a good idea to have two lines - one down each side of the tables.

3. Facility:

Secure an adequate facility at least six weeks in advance. This could be a school cafeteria, church meeting room, town hall, restaurant, etc. Consider these things when selecting the facility:

- Rental fee
- Seating capacity
- Special items:
  P.A. system,
  Speakers,
  Stand, etc.
- Parking space
- Restrooms
- Kitchen, if needed

Keep in mind that this will probably be the pack's largest crowd of the year. Be prepared.

4. Theme:

It will be easier to plan the program and decorations if there is a theme to build upon. Check your program helps, pow-wow books, etc., for theme ideas. Don't be afraid to ask for help and ideas.

5. Invitations:

Who's invited? This is a prime opportunity to show appreciation to those who have helped your pack during the year. Invite the officers of your sponsoring organization, local dignitaries, Scouting Commissioners, Scouting Executives, and those who have provided a service or donation to your pack or den. (These guests should not be asked to speak, although, the guest from the sponsoring organization may be asked to bring a greeting.)

President

Invitations to the Blue and Gold Banquet are usually sent to every pack family and to the special guests. Boys can make the invitations at a den meeting and take them home to their families. Invitations to special guests should be mailed.

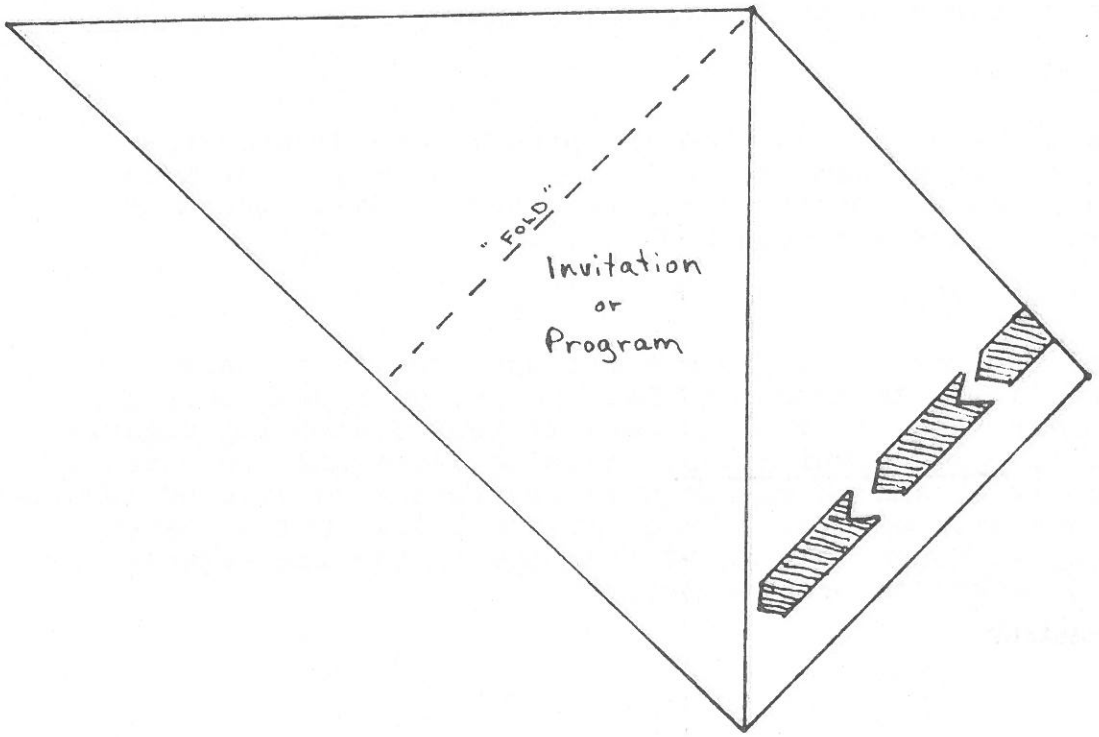
The design of the banquet invitation should reflect the high ideals of Cub Scouting and also the theme of the banquet.

Cub Scout Pack _____
requests the pleasure of your company
for our Blue and Gold Banquet on_____,
the _____ of February at ___ o'clock.
_____(where)_____
_____(address)_____
Your town, U.S.A.

R.S.V.P. (Den Leader or Cubmaster)
Address
Phone Number

NECKERCHIEF INVITATION OR PROGRAM

Cut a triangle of yellow construction paper: base 16", sides 8". Decorate with blue paint, crayon, or felt-tip pens to resemble the Cub Scout neckerchief. Fold points to tip to form an 8" square. Print invitation or program inside:



BLUE AND GOLD

Invitations:

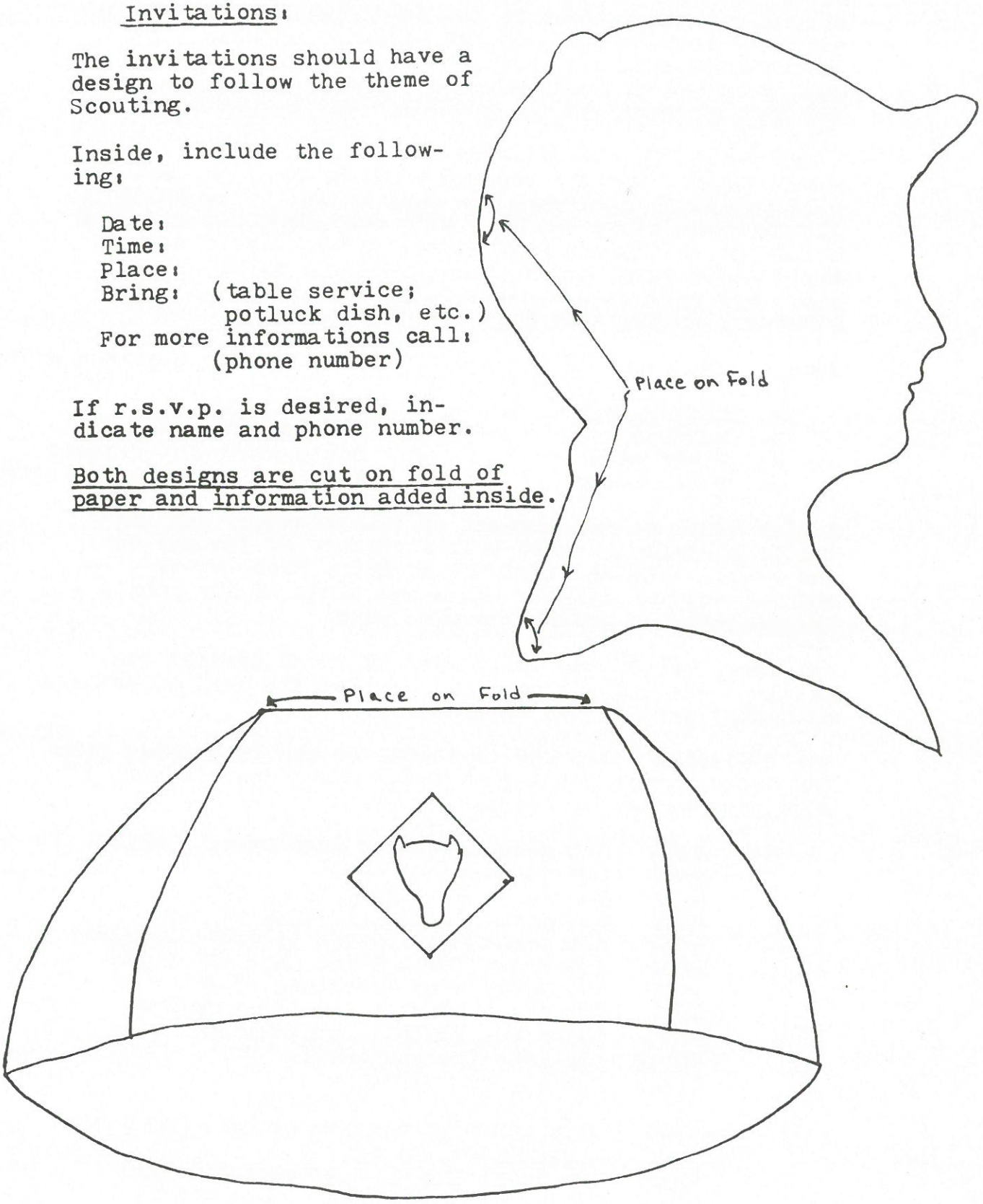
The invitations should have a design to follow the theme of Scouting.

Inside, include the following:

Date:
Time:
Place:
Bring: (table service; potluck dish, etc.)
For more informations call:
(phone number)

If r.s.v.p. is desired, indicate name and phone number.

Both designs are cut on fold of paper and information added inside.



6. Decorations:

Making the decorations is the most exciting part of the Blue and Gold Banquet for Den Leaders and boys. The decorations should be simple and easily made by boys. Make good use of inexpensive and scrap materials. Use the banquet theme as the guideline for decorations.

There should be coordination between Den Leaders, Den Leader Coach, and the program subcommittee, so each den will be making generally the same amount of decorations. The type and style can vary with each den, but all dens should be making the same items. It is bad if one den makes place mats, place cards, nutcups, napkin rings, etc., and another den makes only place mats. A little advance planning will make everyone happy.

Some of the items which boys might make in den meetings are:

a. Centerpiece
b. Nutcups
c. Place mats
d. Place cards
e. Napkin rings
f. Corsages for mothers
g. Boutonniere for fathers
h. Favors for brothers/sisters

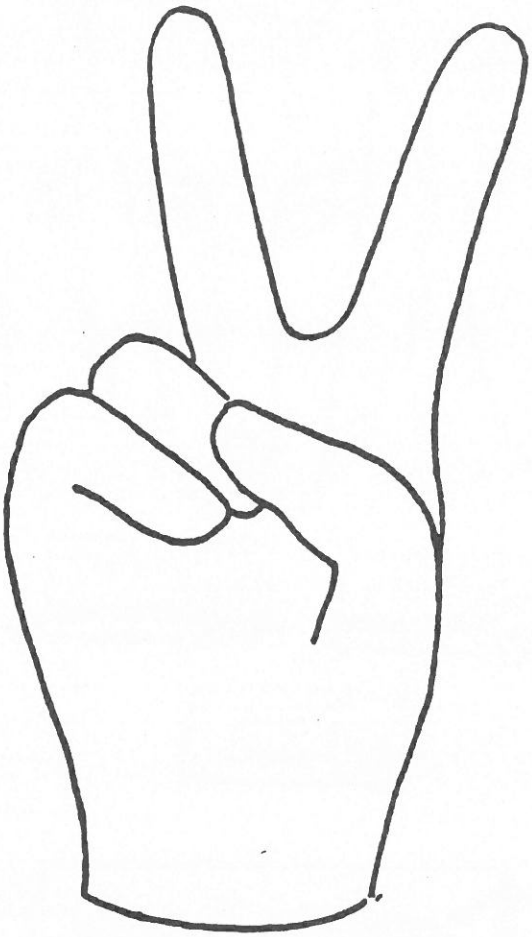
A nice token of remembrance of this pleasant evening can be a simple program with a picture of the den on the cover. Inside, list the program, pack leaders, and Cub Scouts' names. Add a few facts of the pack's accomplishments during the past year.

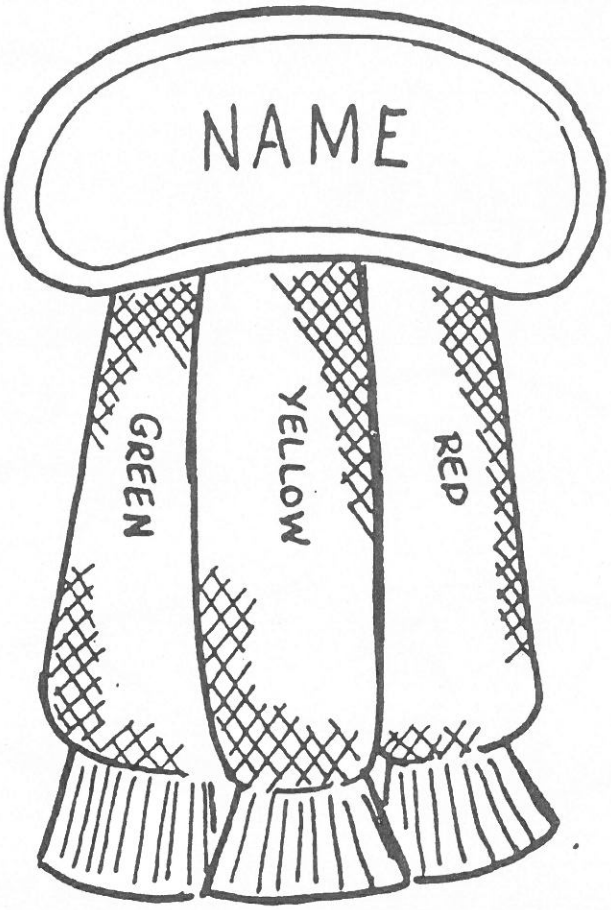
Remember, Cub Scouts won't want to spend several den meetings cutting and pasting. Enlist the help of mothers in making part of the decorations.

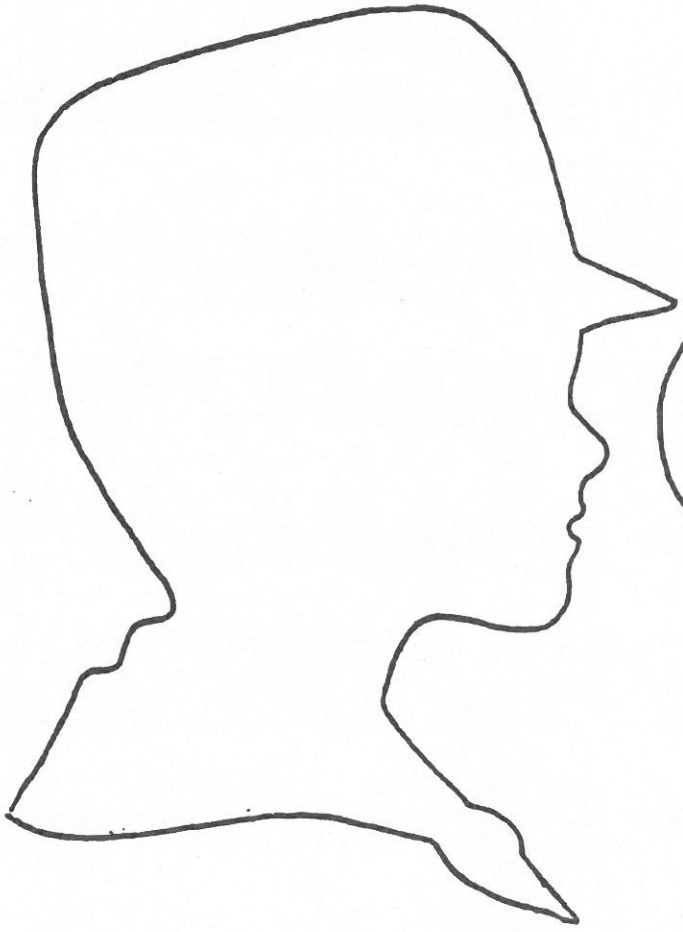
The following items are available or can be ordered from the Scout Service Center or local Scout distributor, if your pack wishes to purchase them:

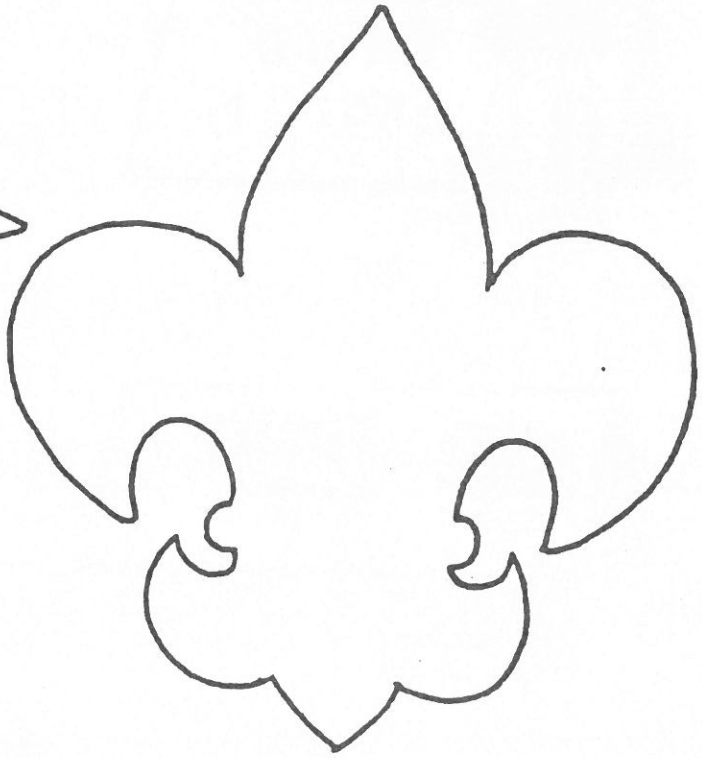
No.		
	4596	Cub Scout Activity Menu Cover (small)
	4540	Cub Scout Menu Cover
	4022	Cub Scout Napkins (pkg of 50)
	4021	Cub Scout Place Mats (pkg of 50)
	4014	Cub Scout Place Cards (5-7/8 x 2-5/16")
	4020	Cub Scout Giant Place Card (4" x 5")
	4036	Cub Scout Name Tags (pkg of 4)
	4601	Cub Scout Display Kit (polythylene)
	4601A	Stars and Stripes (polythylene)
	4601B	Big Star (polythylene)
	4601C	Bunting (polythylene)
	2723	Cub Scout Emblem (plastic)
	4605	Blue and Gold Plastic Display Pennants (string of 12)
	4650	Cub Scout Insignia Stickers (large)
	4649	Cub Scout Insignia Stickers (small)
	1109	Cub Scout Desk Flag Set

NAME TAGS



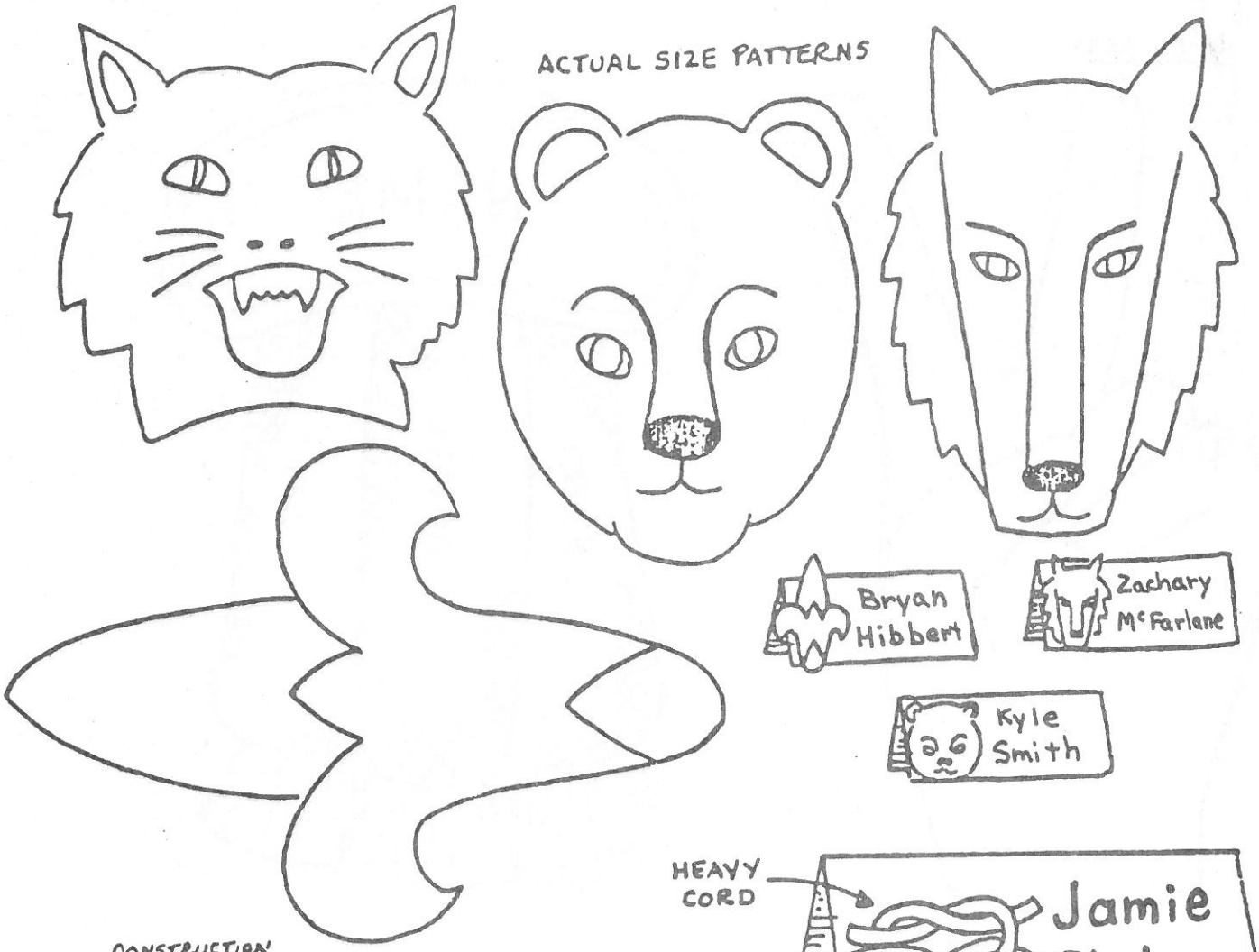


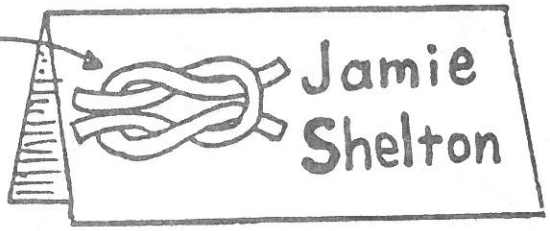


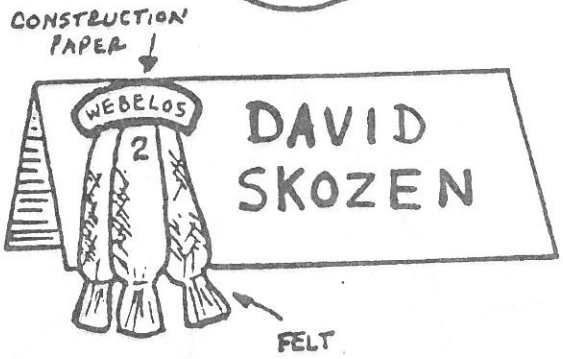


PLACE CARDS

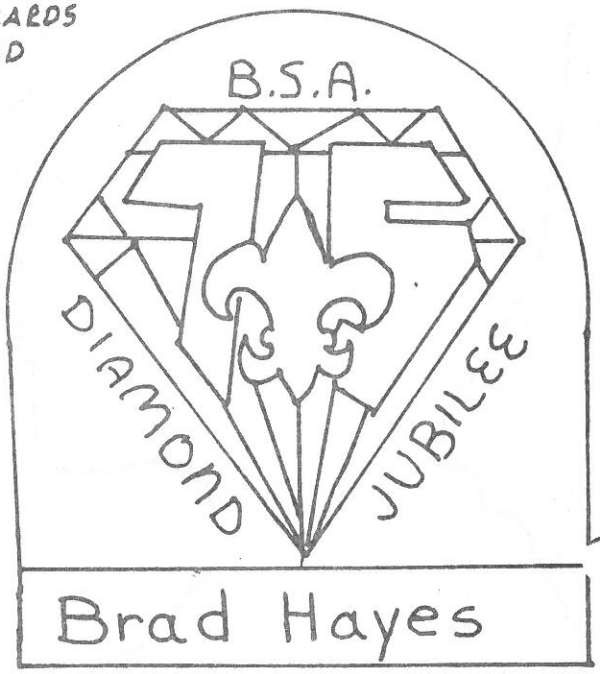
ACTUAL SIZE PATTERNS

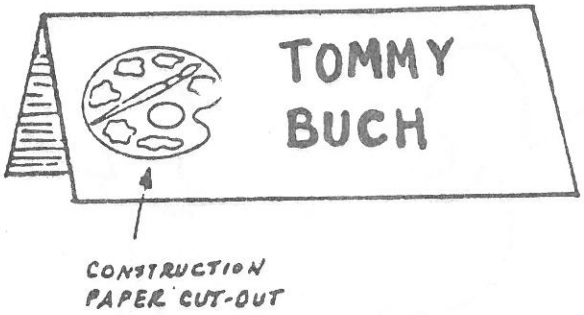




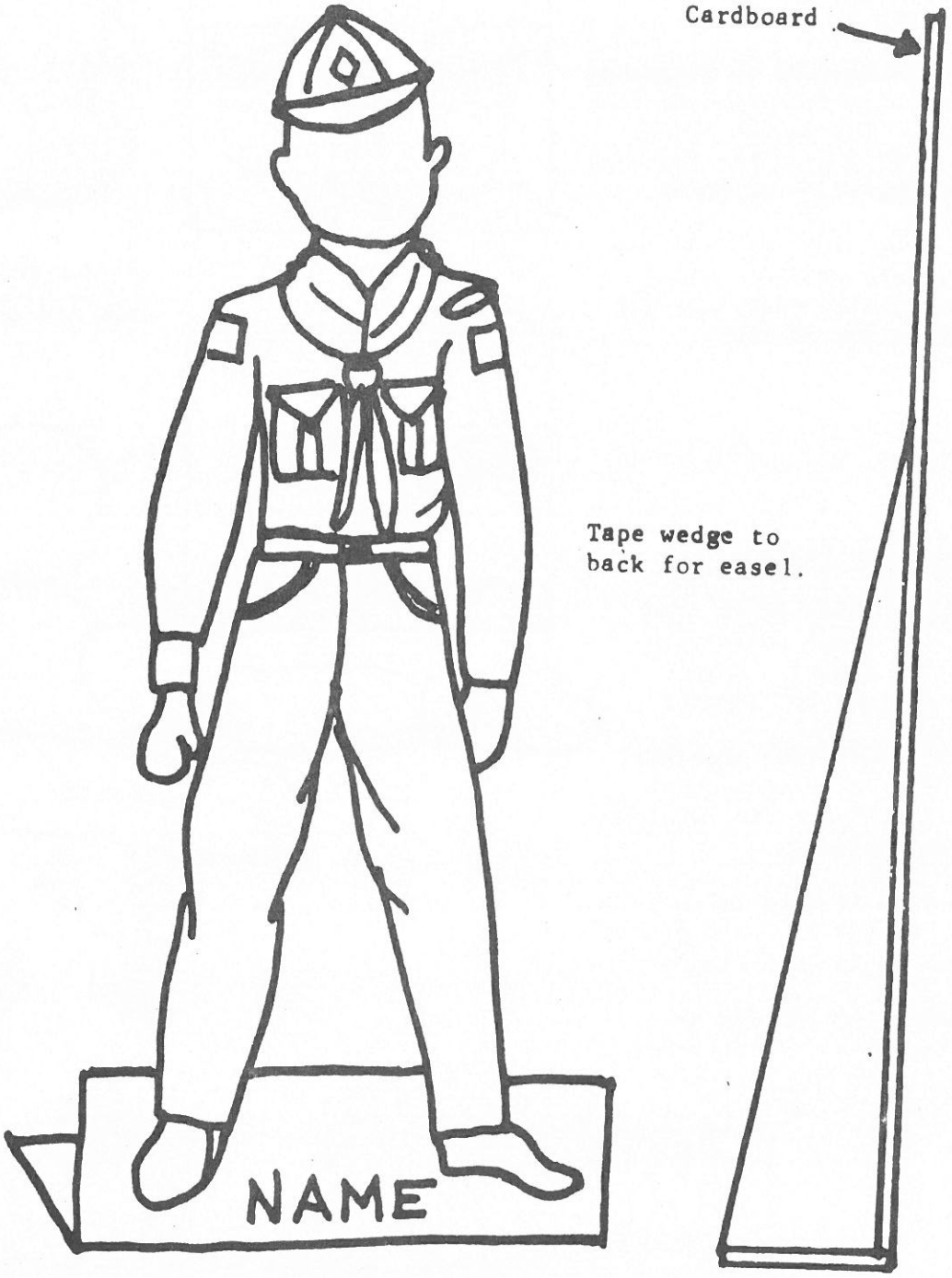


4" x 5" CARDS
FOLDED





Trace onto light blue construction paper. Paste onto cardboard then cut out with scissors. Cut out photo of Cub's head and paste over face.

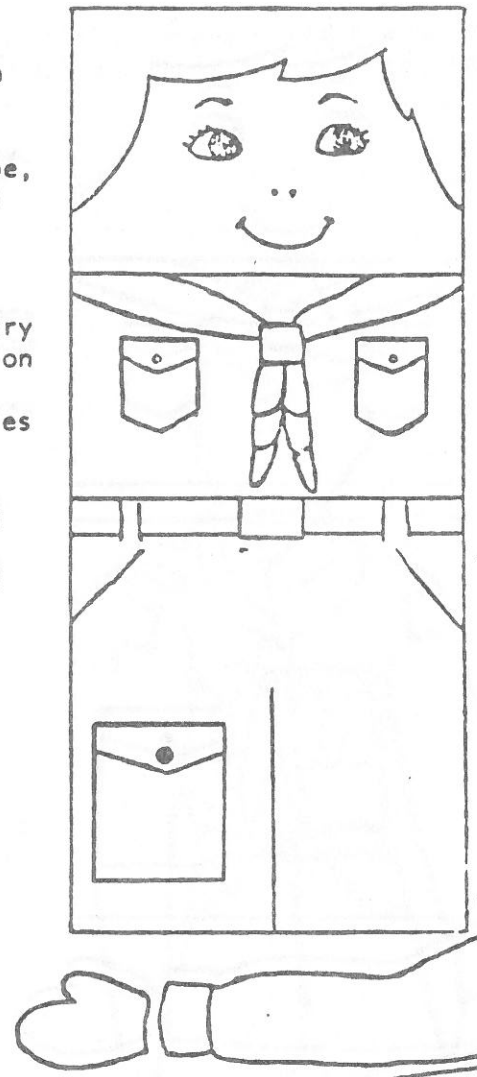


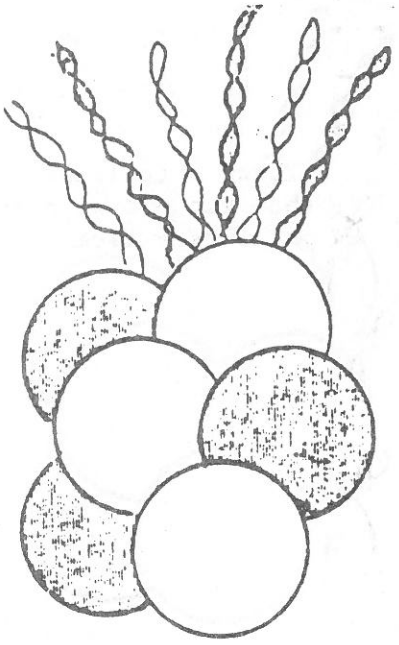
DECORATIONS

Favor - A clever favor can be made for Cub Scouts or Webelos Scouts by using a Pringle can, mailing tube, oatmeal box or paper towel roll, depending upon the size you wish.

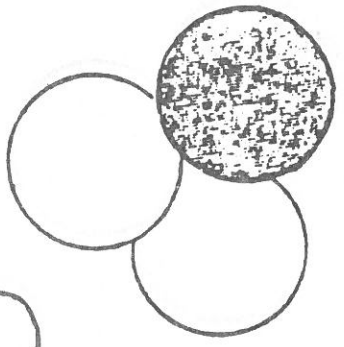
Enlarge pattern to necessary size. Cut from construction paper. Use poster paints or marking pens for features and details on uniform.

Cut arms from construction paper and glue on. Make construction paper hat and glue on top of can.





DECORATE CEILING WITH BLUE AND GOLD BALLOONS, WITH TWISTED CREPE PAPER STREAMERS.



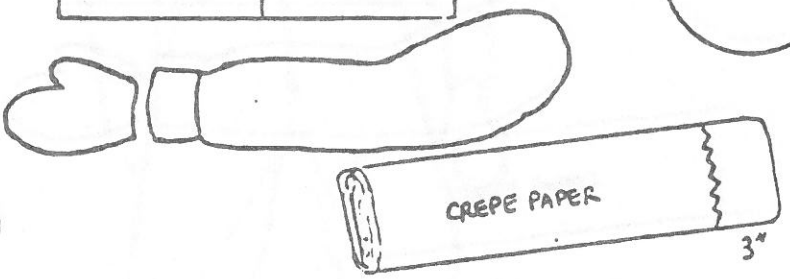
Corsage or Boutenneire

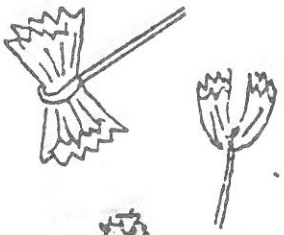
Cut a 3" wide strip from foll of crepe paper with pinking shears. Unfold and cut off 26" lengths.

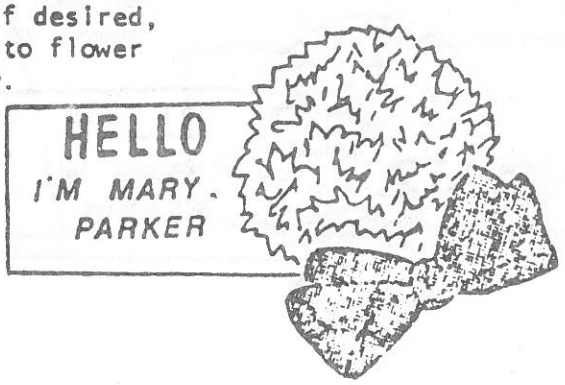
Gather one piece together, holding it between thumb and forefinger and twisting as you gather.

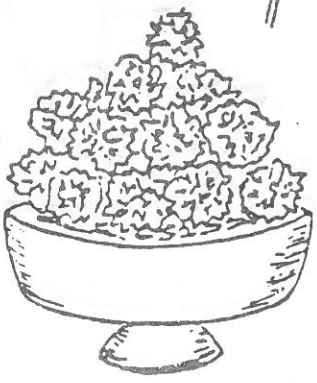
Use florist wire to twist around middle. Fold pinked edges up to form flower.

Remember to include a corsage pin. If desired, add a name tag to flower or a ribbon bow.

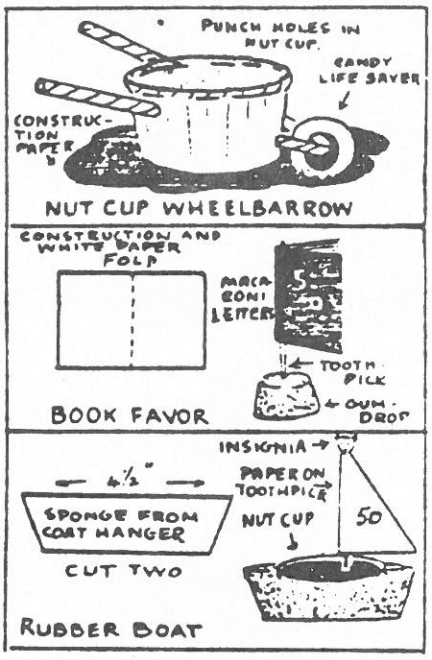


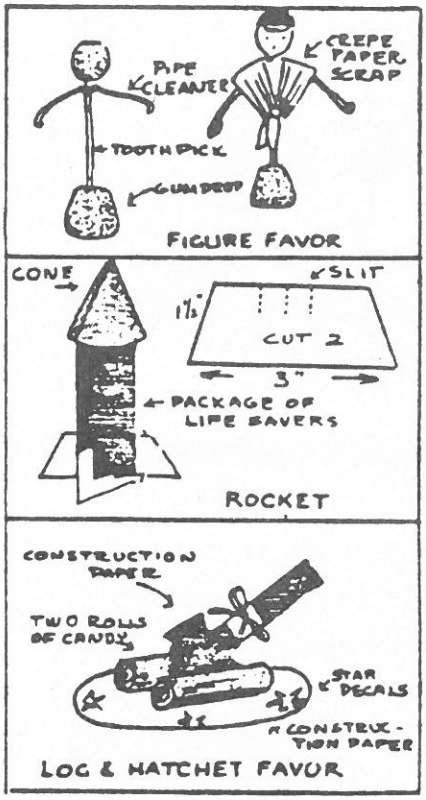






FAVORS


PUNCH HOLES IN NUT CUP.
CANDY LIFE SAVER
CONSTRUCTION PAPER
NUT CUP WHEELBARROW
CONSTRUCTION AND WHITE PAPER FOLD
MACARONI LETTER
TOOTH PICK
GUM DROP
BOOK FAVOR
INSIGNIA
4½"
PAPER ON TOOTHPICK
SPONGE FROM COAT HANGER
NUT CUP
50
CUT TWO
RUBBER BOAT


PIPE CLEANER
CREPE PAPER SCRAP
TOOTH PICK
GUM DROP
FIGURE FAVOR
CONE
SLIT
1½"
CUT 2
3"
PACKAGE OF LIFE SAVERS
ROCKET
CONSTRUCTION PAPER
TWO ROLLS OF CANDY
STAR DECALS
CONSTRUCTION PAPER
LOG & HATCHET FAVOR


NUT CUP
COVER A 2½" HIGH PIECE OF ROLL
CONSTRUCTION PAPER
WELCOME
ADD STAR DECALS
PATRIOTIC HAT
CANDY CORN ON TOOTH PICKS
RIBBON
GUMDROP WITH TIN FOIL
CANDY BASKET
COVERED PERFUME BOTTLE
PAPER SCARF
CREPE PAPER
CAP
SLASH PAPER CIRCLE FOR CAP
PEAK
SURPRISE FIGURE

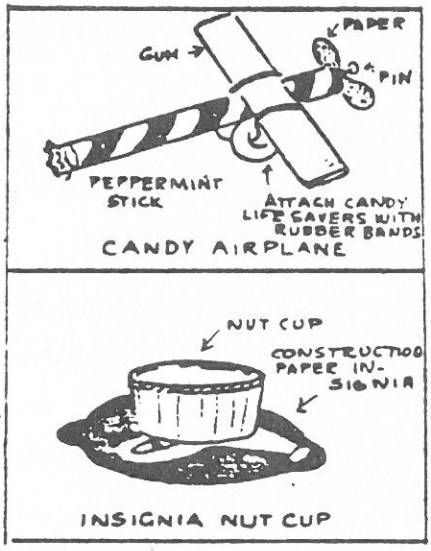

GUM
PAPER
PIN
PEPPERMINT STICK
ATTACH CANDY LIFE SAVERS WITH RUBBER BANDS
CANDY AIRPLANE
NUT CUP
CONSTRUCTION PAPER INSIGNIA
INSIGNIA NUT CUP

TABLE DECORATIONS



VALENTINE'S DAY

Insert the necks of the bulbs into sections cut from pulp egg cartons.

Bulbs can be painted or covered with crepe paper.

Facial features can be drawn with a pen or cut from paper and blued in place.



GEORGE WASHINGTON'S BIRTHDAY

The cupids arrows are from toothpicks, and the Cub Scout hat is a little round section of egg shell.

For Washington's hat, a plastic bottle cap and a 3½" paper circle is ideal. Glue hats in place.

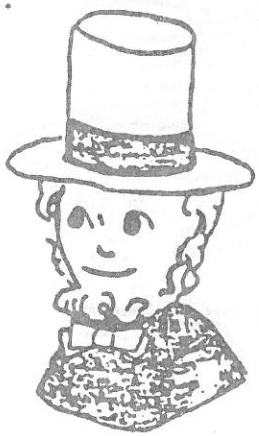
These novel "busts" are made from light bulbs and make clever decorations for a banquet table, whether used singly as favors or in a group as a centerpiece.

If you want large "busts", use the 100-watt light bulb. Perhaps you would like minature "busts", flashbulbs from taking pictures work excellent.



For the hair and whiskers, glue on tiny snips of yarn, cotton, etc.

Paint the base, as desired, or glue on paper. Necktie, scarf, buttons and so on, can be cut from paper or cloth and glued in place, as desired.

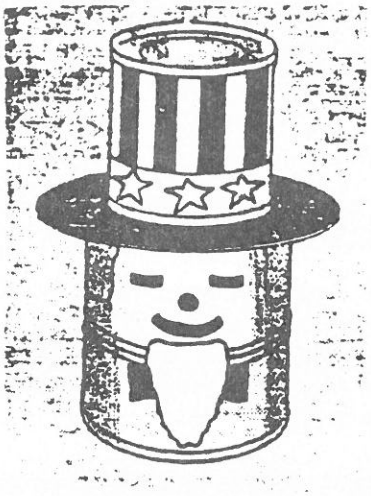


ABRAHAM LINCOLN'S BIRTHDAY

TRINKET HOLDERS

These trinket holders are made from tin cans. The bottom can is a short can about 3" across. Glue a cardboard strip 1" wide around inside top of can, letting 1/2" extend above the can. This way the next can can be inverted to fit down over the bottom one and can be easily removed.

Paint cans using enamel or acrylic paint. Use tempera to paint foam ball heads and white glue for gluing.



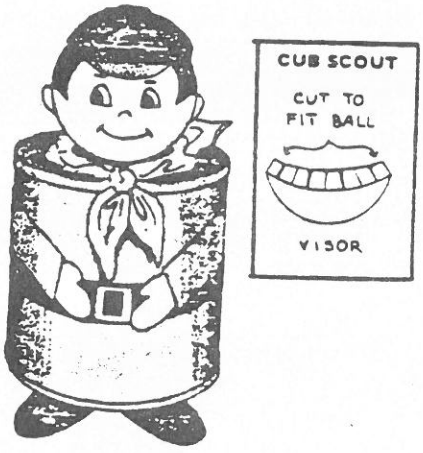
UNCLE SAM

For a can for his head, use a tuna or pineapple can. For a can for his hat, use one slightly smaller in diameter and about 3" high. Paint the bottom can for his suit and the middle can for his head. Paint the hat, gluing on paper stripes vertically.

From felt, cut a bow tie, features, beard and hair. Glue all in place. To attach the hat to the head, cut a 4½" circle of cardboard for the brim. Paint and then glue the circle to the open end of the hat. Glue the hat to his head. Add a band of paper or gummed stars around the bottom of the hat.

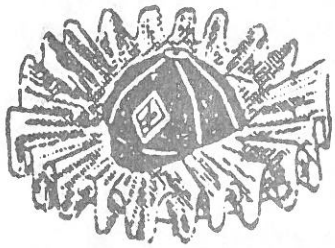
CUB SCOUT

For the top of his body use a tuna can exactly like the bottom can. For the head use a 3" foam ball. Paint the head and body. For the neck, cut a strip of cardboard 1/2" x 7-1/2", glue the ends together to make a ring. Paint the neck. Glue the head to the neck and the neck to the top of the body.



Glue on paper features. Cut small ears from painted cardboard, insert and glue ears in slit made in the head. For the hat, cut a strip of crepe paper 2" wide and long enough to go around the head. Glue the bottom edge of the hat around the head. Gather the top edge and insert a straight pin through the center and into his head. Cover the pin with a paper circle. For a visor on the hat, cut a piece of paper in the shape shown, curing the back edge of the visor to fit the curve of the head. Cut the back edge into 1/4" tabs to bend up and glue to the front of the hat. Cut a 5" x 15" crepe paper strip for scarf. Tie scarf around neck. Cut belt, arms from paper, paint and glue to top can. Cut feet from cardboard, paint and glue them under the body.

BANQUET CORSAGE FOR MOM



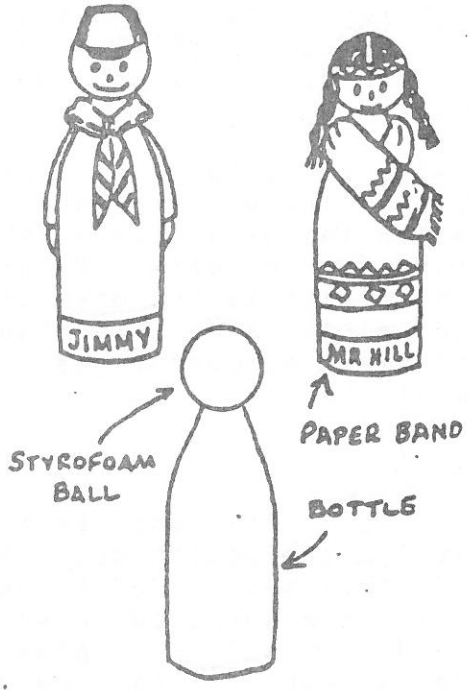
Make Cub Scout cap by using a section of a styrofoam egg carton. Paint cap blue and gold and glue on paper brim. Make a ruffle of gold net or crepe paper 1-1/2" wide and glue it to a circle of yellow construction paper 3" in diameter. Glue Cub Scout cap to center of ruffle. Add pin on back side.

BOTTLE FAVORS

Make Cub Scout favors for the boys and Akela favors for the adults from assorted sizes of bottles. A 6-1/2 oz. Coke bottle is a good size for Cub Scout Favors. Akela favors could be taller and larger.

Cub Scout - Paint bottle with blue acrylic paint. Add a gold felt neckerchief. Blue construction paper arms could be glued on sides if you wish. Head is pink styrofoam ball. Use glass-head pins for eyes and nose. Draw on mouth with marking pen. Add construction paper cap.

Akela - Paint bottle brown. Add a felt or crepe paper blanket around the shoulders. The head is styrofoam ball which has been painted brown. Use black glass-head pins for eyes. Make braids from black yarn. Add construction paper headband.





KEY CHAIN FAVOR

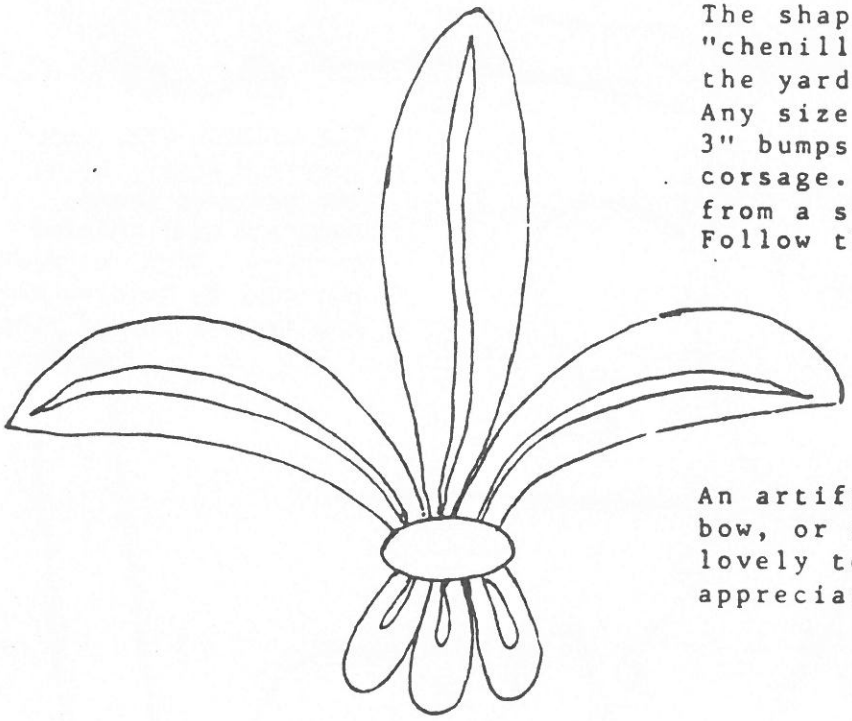
Paint a straight-type clothespin with blue acrylic paint in uniform area; gold paint for necerkhief, blue and gold for hat. Leave face natural color.

Draw on features with marking pen. Put an eye-screw in top of clothespin for attaching key chain or key ring.

Using the same idea, boys can make a Den Chief figure, Den Leader figure or others.

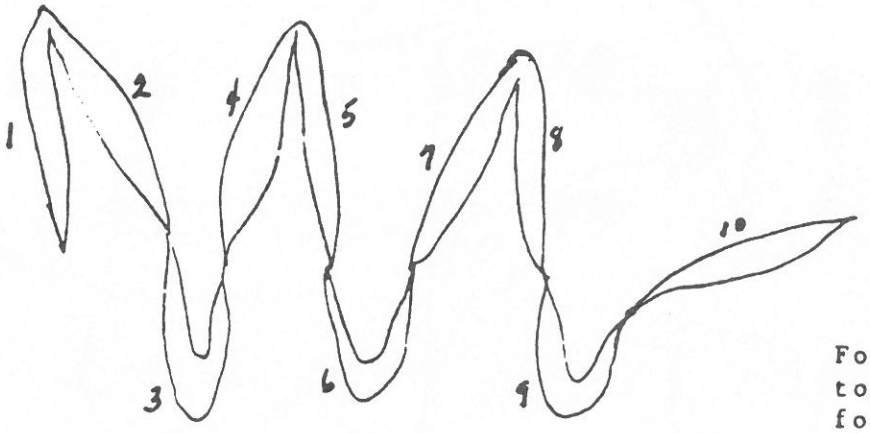
A CORSAGE FOR MOTHER

A corsage for Mother to wear at the banquet and to take home later will be very much appreciated. This corsage, made in the shape of the international emblem of Scouting - the "fleur de lis" - is an easy one for the home and very appropriate.



The shape is made from blue "chenille bumps" - found by the yard at craft stores. Any size can be used but the 3" bumps make a nice size corsage. One corsage is made from a string of 10 bumps. Follow the diagram below using the 10th bump to wrap around holding the other 9 in position. Work with the bumps to get the shape you desire.

An artificial flower, a yellow bow, or similar trim adds a lovely touch which Mom will appreciate.



Form the first top loop by folding at the narrowing between bumps #1 and #2. Form first bottom loop by folding bump #3 in half. Continue this pattern with the 2nd group of 3 (#4, #5, #6) and the 3rd group of 3 (#7, #8, #9). Wrap #10 around to hold all others in position. Spread and bend loops to create desired shape.

NUT CUPS



Cut animals from construction paper, using the patterns shown. Decorate with colored markers. Glue to regular nut cups by folding arms and legs on dotted lines.

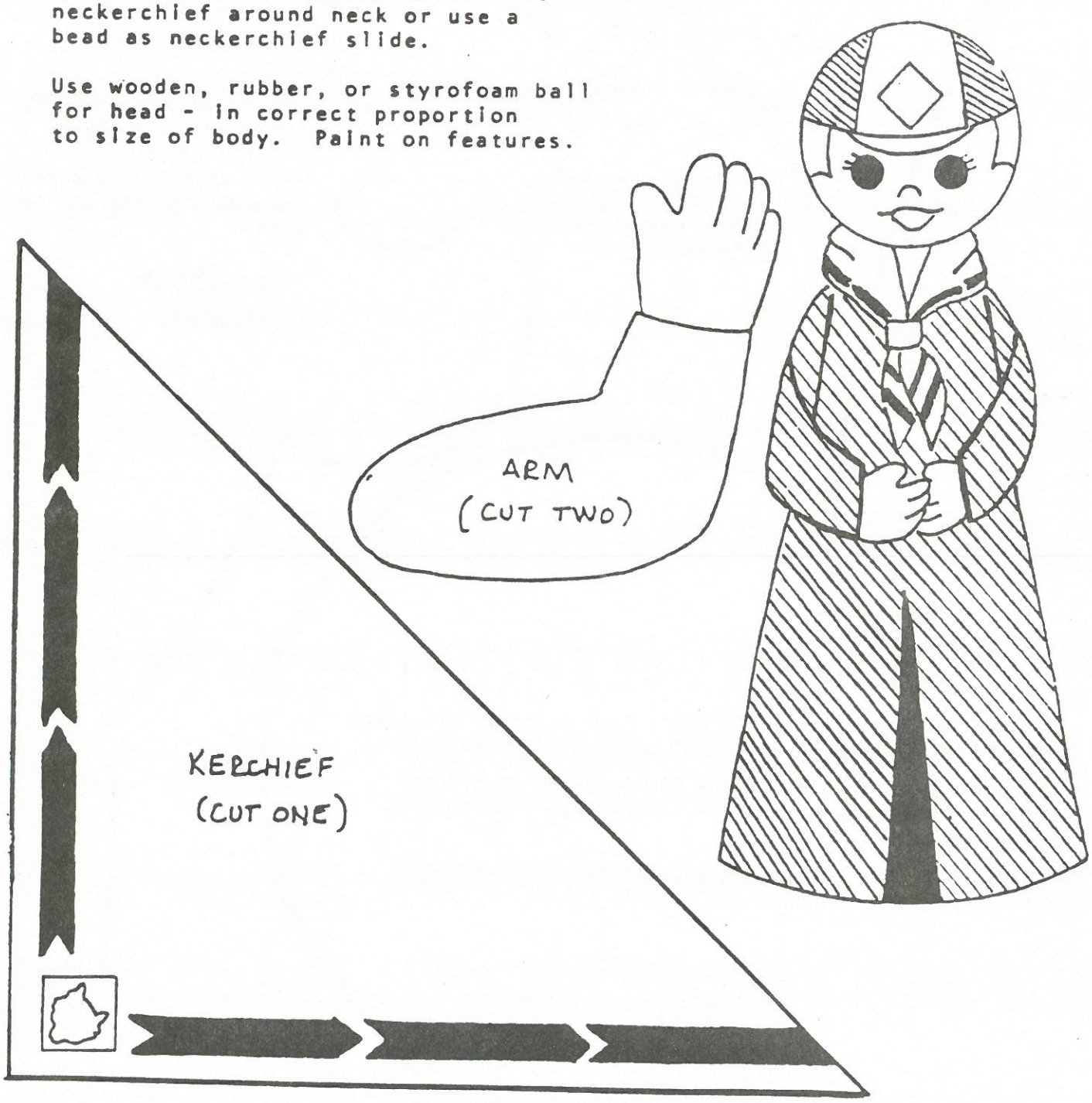
CENTERPIECE

Use a large commercial thread cone or styrofoam cone. Paint dark blue. Paint a black triangle in front and back to represent separation between pant legs.

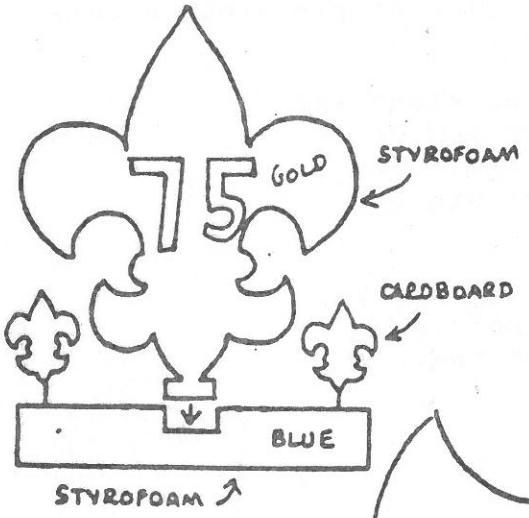
Cut two arms from lightweight cardboard, using actual size pattern below. Paint dark blue. Glue or pin arms to cone in proper position.

Cut neckerchief from yellow cloth and use blue liquid embroidery pen or permanent marker to add trim. Tie neckerchief around neck or use a bead as neckerchief slide.

Use wooden, rubber, or styrofoam ball for head - in correct proportion to size of body. Paint on features.



CENTERPIECE



Small fleur-de-lis are cut from pattern at left. Cut from cardboard and glue on a toothpick to insert in styrofoam base.

Additional fleur-de-lis can be cut for place cards. Insert in small styrofoam pieces and write a name on each.

1/4 PATTERN
(LOWER)

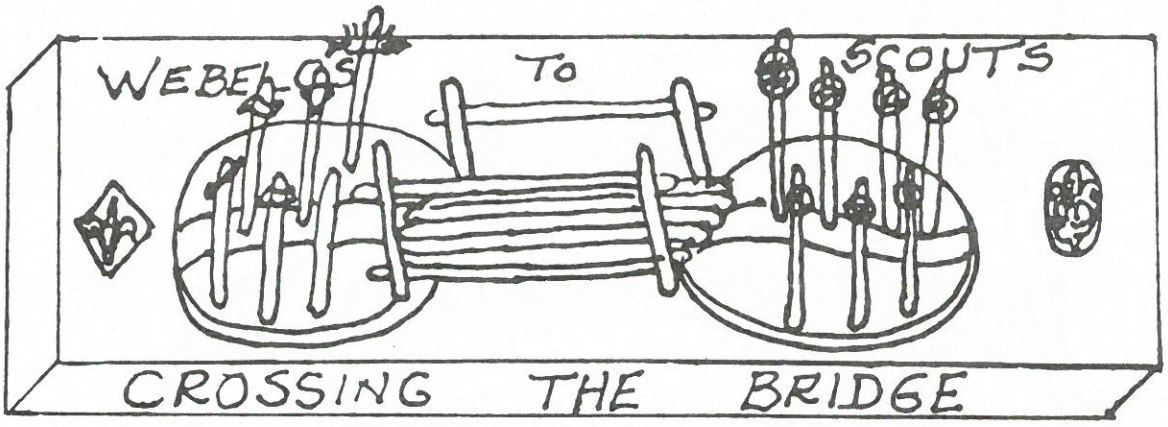
1/4 PATTERN
(UPPER)

Cut out two large pattern pieces. Tape together and place on fold of newspaper. Cut full pattern from newspaper.

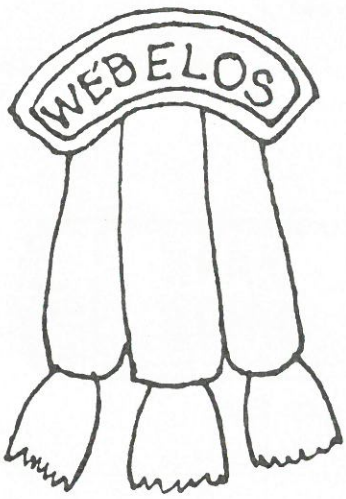
Lay pattern on thin styrofoam and cut with styrofoam cutter or serrated edge knife. Spray paint gold (with styrofoam paint)

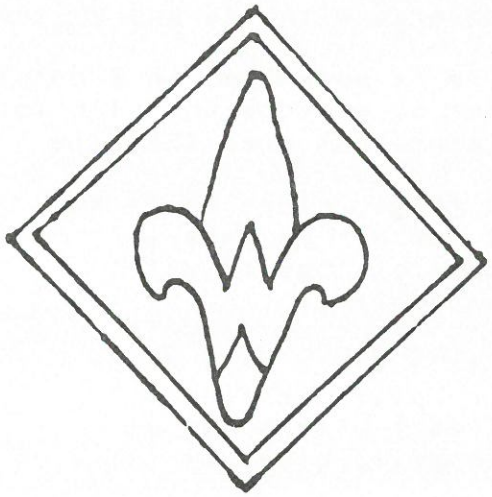
Base is a rectangular piece of styrofoam sprayed blue.

WEBELOS CENTERPIECE

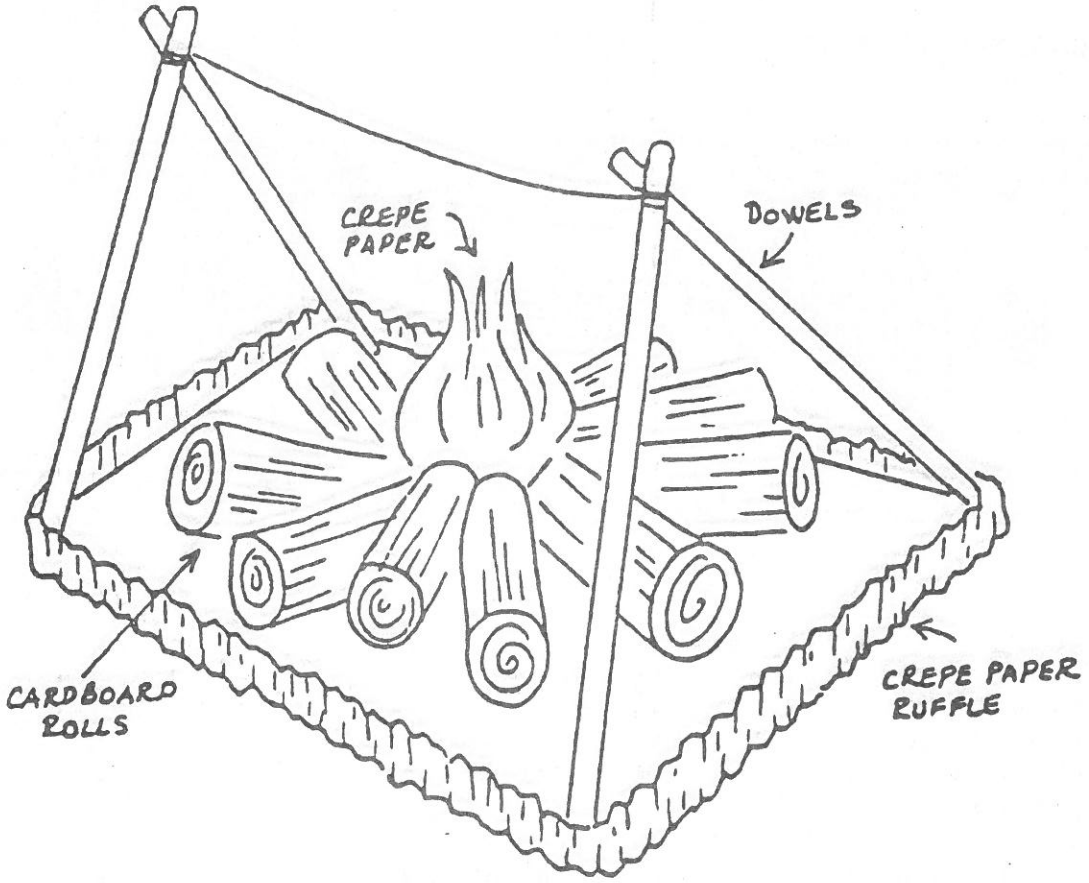


Base:
2"x8'x14' Styrofoam sheet
is covered with blue crepe paper.
Webelos and Scouts circles 6"
styrofoam x 1" thick covered with green
crepe paper, using a 1" strip of brown
crepe paper for the path. The bridge
is made of popsicle sticks, glued
together. Signs are popsicle sticks with
the Arrow of Light and activity badges for the
Webelos side. Scout badge and merit badges are on the
Scout side.





CENTERPIECE

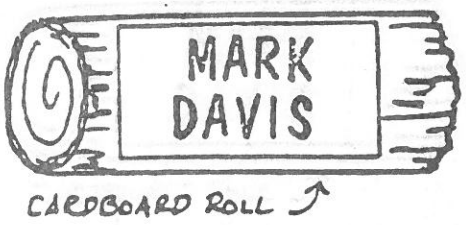


Webelos Scouts will like this centerpiece because it reminds them of something they like to do .. camp.

Seal the ends of cardboard rolls with tape of brown paper. Cover the rolls with crumpled brown paper, using a fine-line marking pen to make markings resembling bark. Flame is a chicken-wire base covered with red and yellow crepe paper.

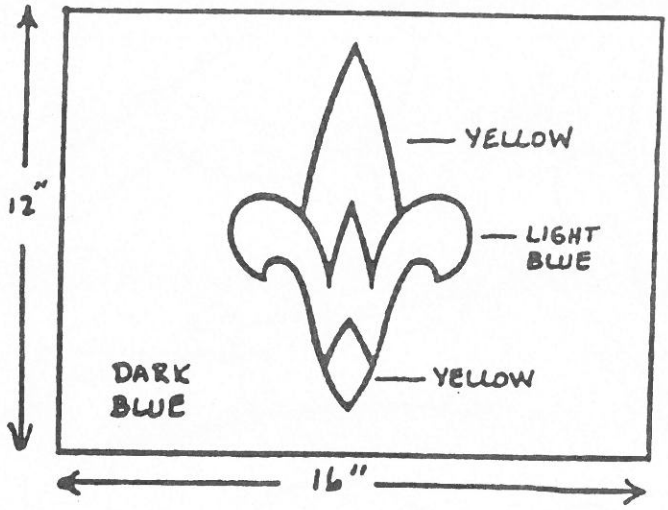
Campfire is assembled on a decorated box lid. Dowels, lashed together at the top are used for supports. You may wish to hang a miniature pot over the fire.

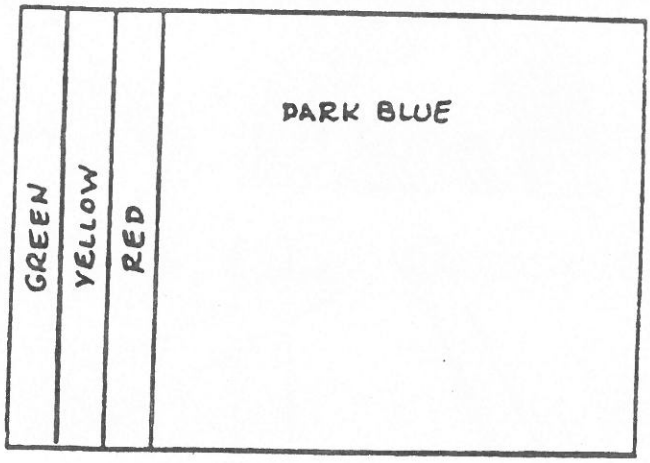
Napkin rings, place cards and favors can all be made in the shape of logs to match the centerpiece.



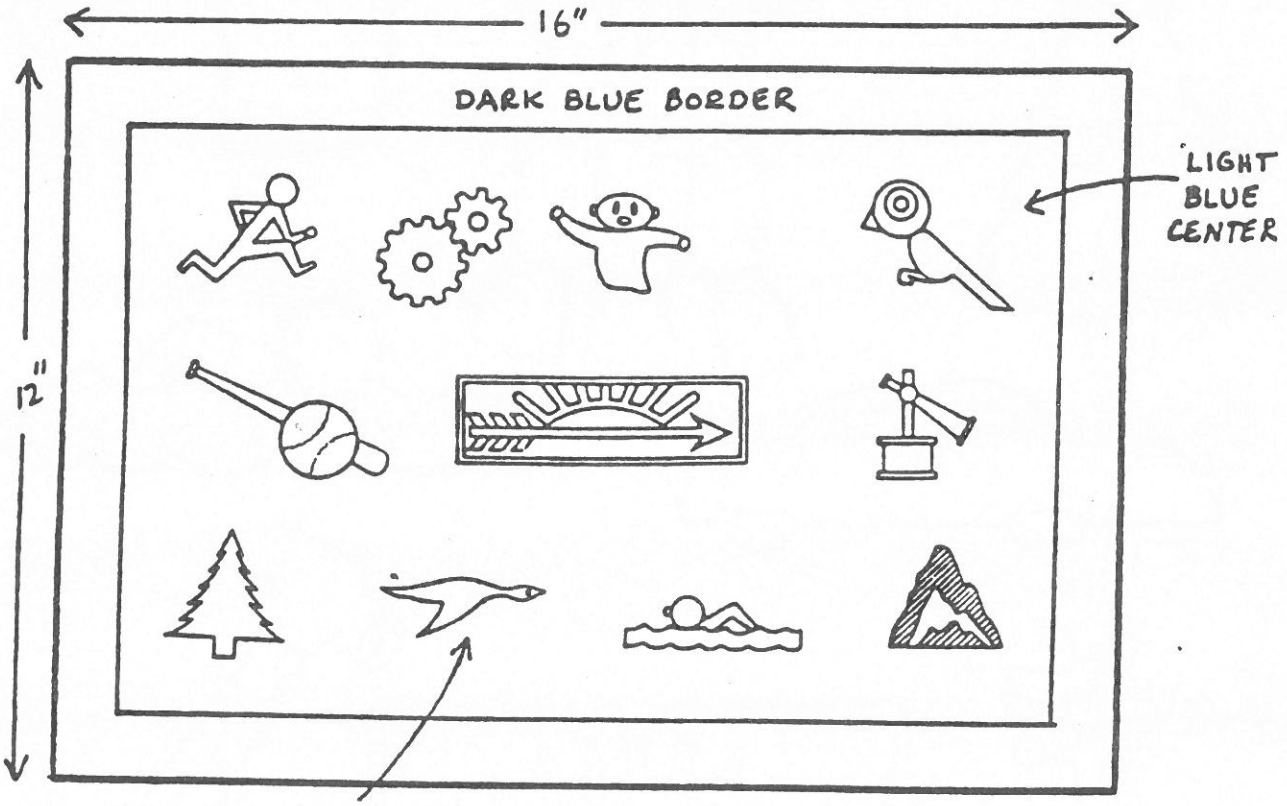
Place mats could be a construction paper rectangle (12" x 16") with a cutout of a campfire glued on it.

PLACE MATS

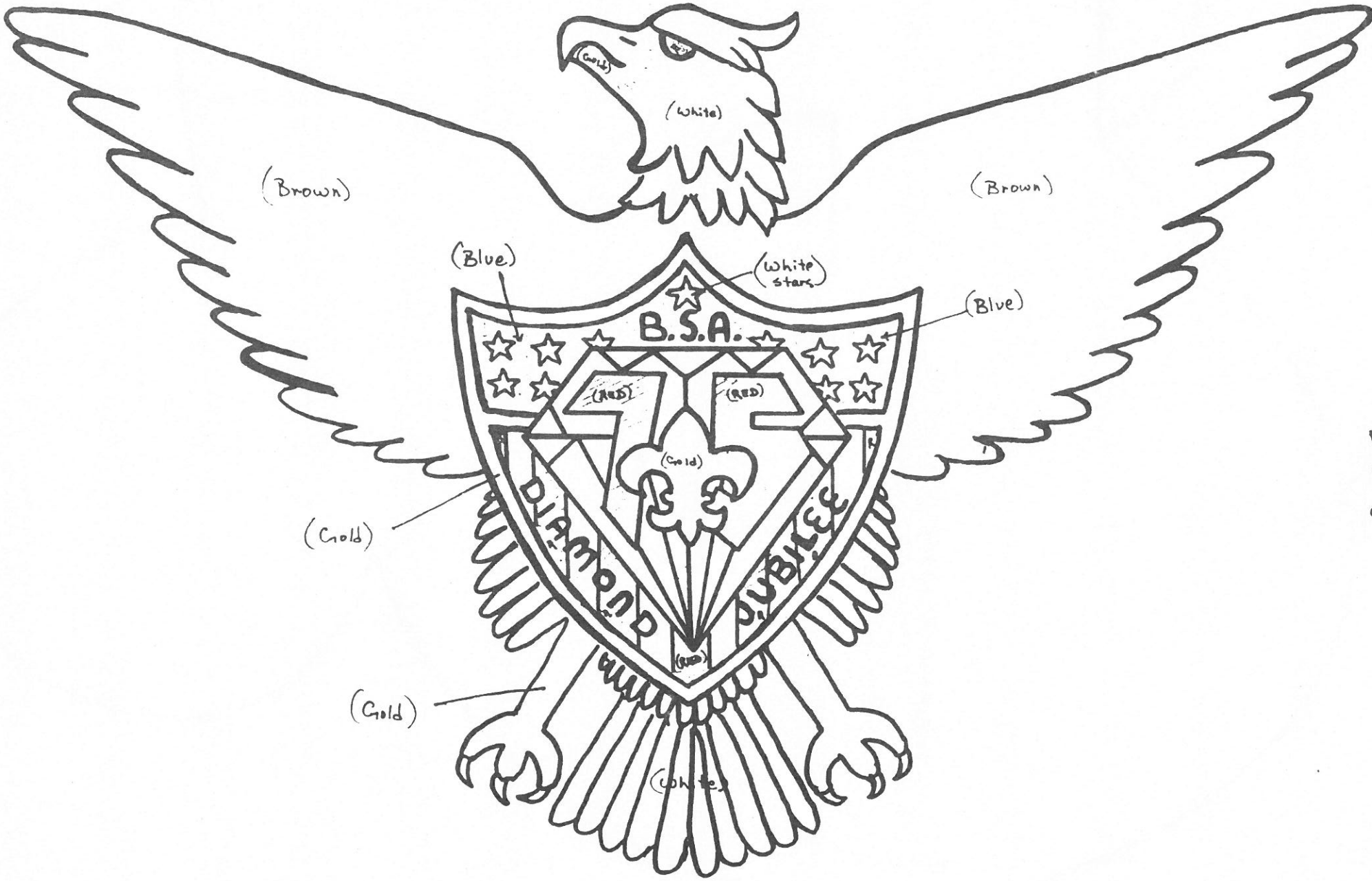




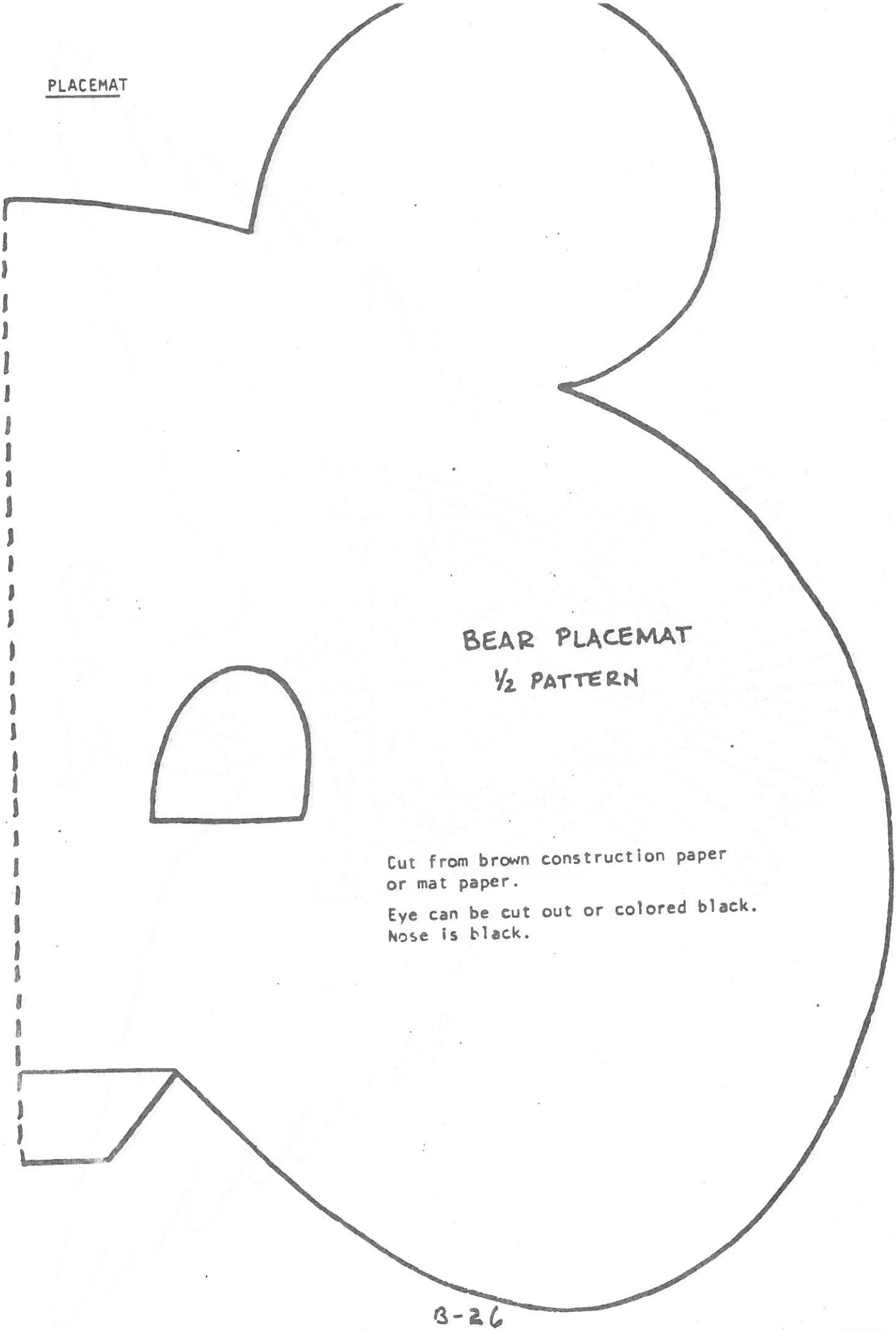
Cut place mats from mat paper or construction paper.
Decorate with contrasting colors of construction paper.




WEBELOS
2


(Gold)
(White)
(Brown)
(Brown)
(Blue)
(White stars)
(Blue)
B.S.A.
(RED)
(RED)
(Gold)
(Gold)
DIAMOND JUBILEE
(RED)
(Gold)
(White)

PLACEMAT



BEAR PLACEMAT

½ PATTERN

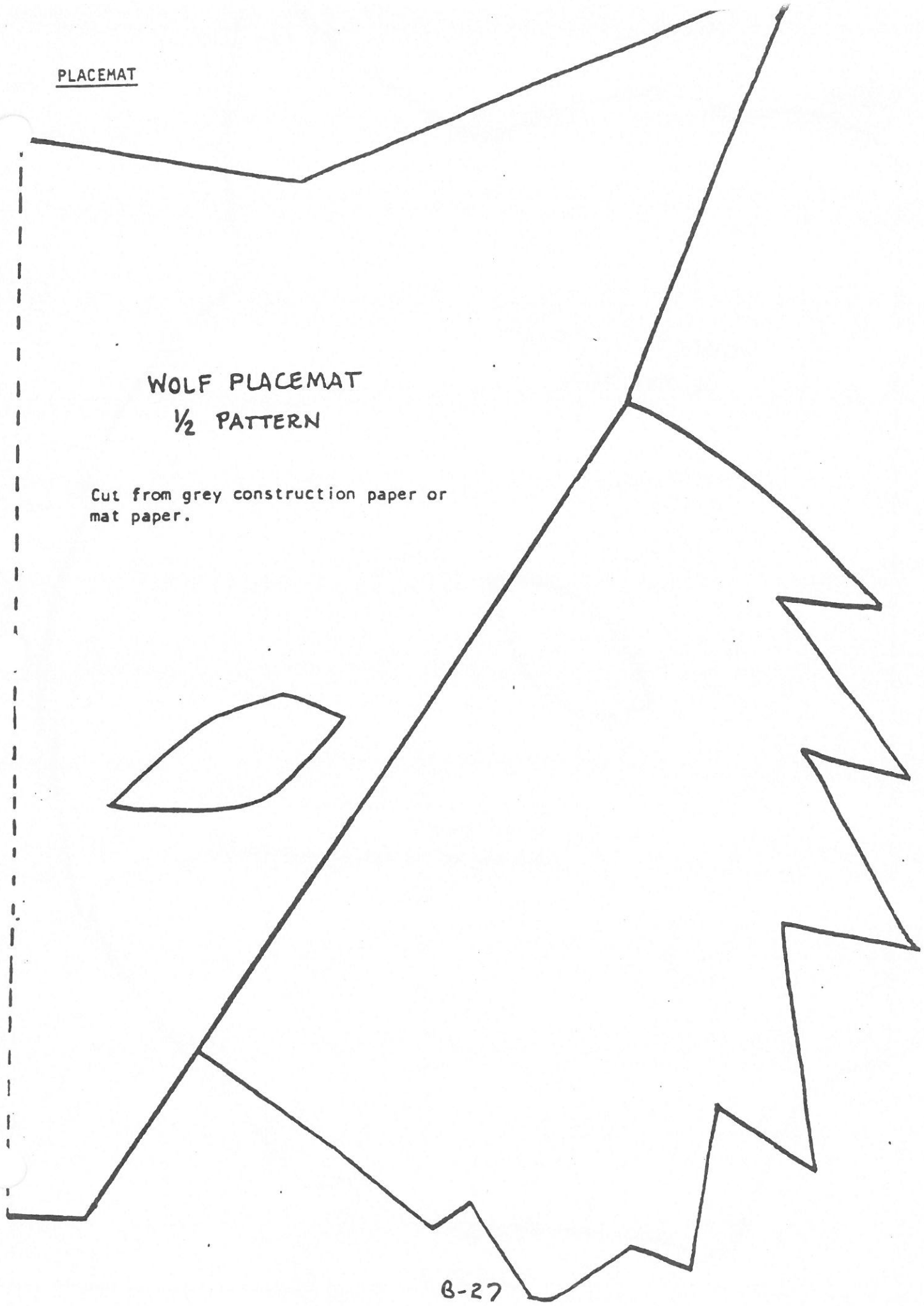
Cut from brown construction paper or mat paper.

Eye can be cut out or colored black.
Nose is black.

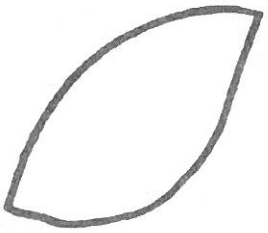
PLACEMAT

WOLF PLACEMAT
½ PATTERN

Cut from grey construction paper or mat paper.



BOBCAT PLACEMAT
1/2 PATTERN

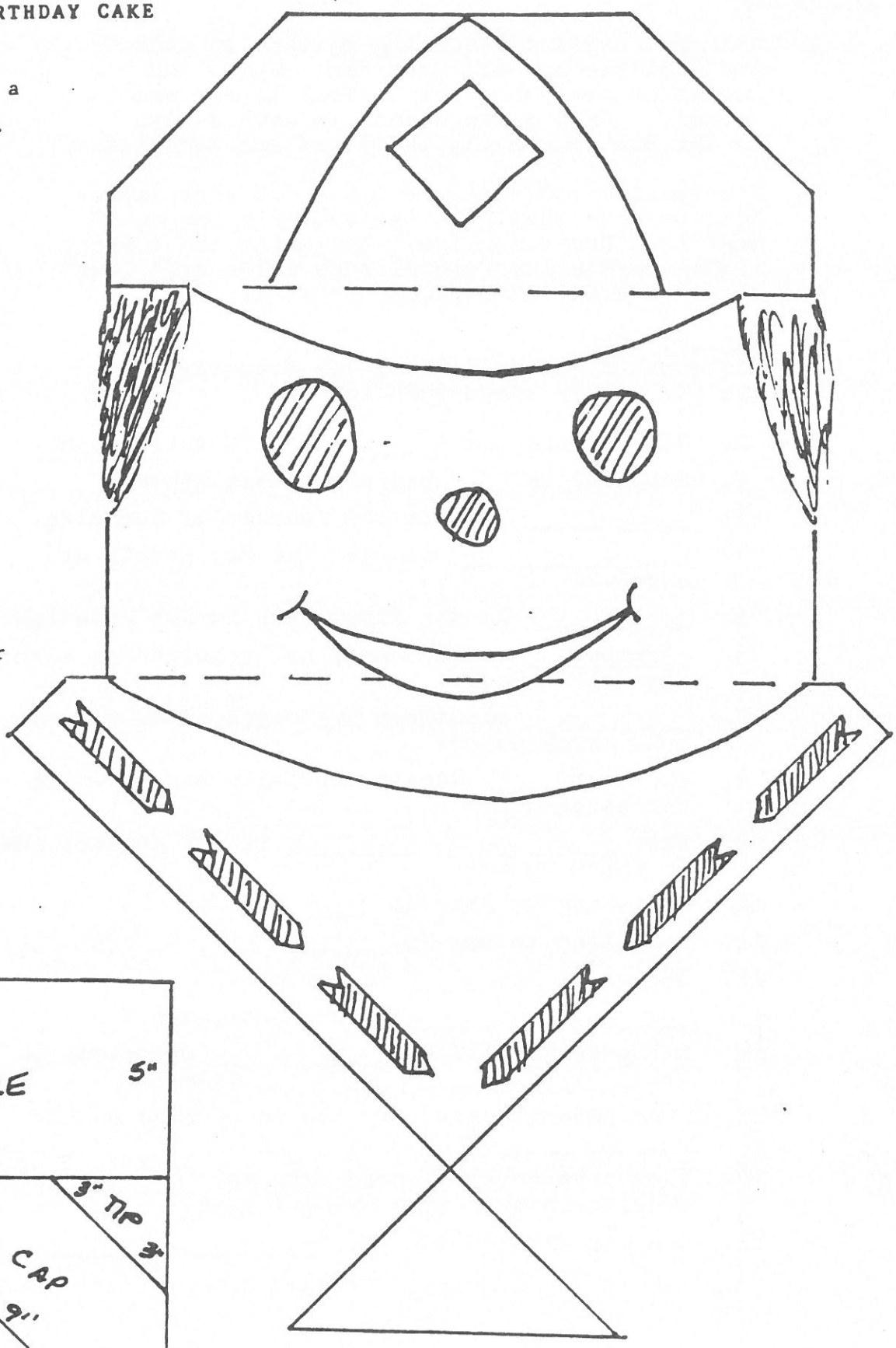


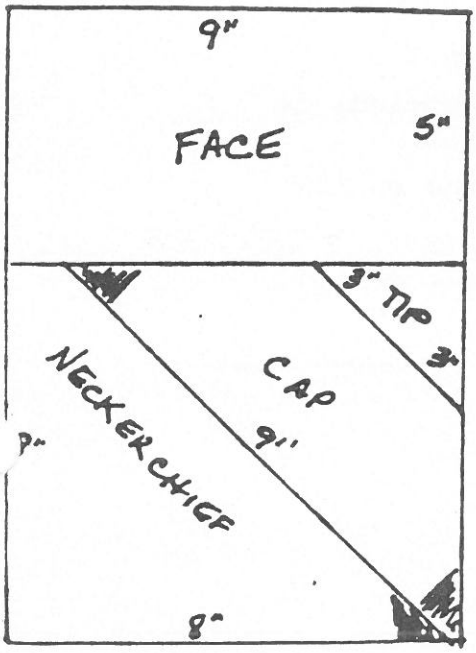
Cut from yellow construction paper or mat paper.

Eye may be cut out or colored in.

CUB SCOUT BIRTHDAY CAKE

Bake cake in a 9" x 13" pan. Cut as indicated. Arrange on a tray or foil covered cardboard and frost with pink icing for face; yellow for neckerchief and trim on cap; blue for ap and trim on neckerchief. Use gumdrops for facial features and coconut for hair.





7. Agenda:

A. Set up - Develop a seating pattern so dens and families can sit together. Place the tables so everyone will be able to see and to hear. Make arrangements to have access to the building early to set-up and decorate.

B. Pre-opening activities - These are very important because they give the guests a chance to meet and "break the ice," beginning the evening with a warmth and friendliness which will long be remembered. Your pack may wish:

- Banquet Quiz
How much do you know about Cub Scouting?
Can you answer these questions?

1. Cub Scouting is _____ years old this month.
2. Scouting is ____ years old this month.
3. _____ is the Founder of Scouting.
4. _____ started the Boy Scouts of America.
5. _____ is the first rank in Cub Scouting.
6. (number) achievements are required to earn a the Wolf badge.
7. _____ electives are required to earn a gold arrow point.
8. There are ____ Webelos activity badges which can be earned.
9. The _____ ___ _____ is the highest award in Cub Scouting.
10. We belong to Pack No. _____.
11. We belong to Den No. _____.
12. There are No. _____ in our den.
13. _____ _____ is our Cubmaster.
14. Our pack is part of _____ District, in the _____ _____ Council.
15. (For parents only) My son is working on his _____ rank.
16. (For boys only) I need only No. ____ more requirements to earn my next rank.
17. The Cub Scout Motto is, "_____ _____ _____."

- Guess What Game
Take cards or slips of paper and on each print a letter of the alphabet with a marking pen. On the back, print a question or statement whose answer begins with the letter printed on the other side of the card. Hold up the card so the audience can see the letter, then ask the question. They have great fun guessing the answer.

A - Name of an important Cub Scout Leader (Akela)

B - What Cub Scouts want to be when they are older (Boy Scouts)

C - Name of the leader of the pack (Cubmaster)

D - An elected officer of the den (Denner)

E - Ten of these earn an arrow point (Electives)

F - Something Cub Scouts learn to respect (Flag or Family)

G - Name of a Wolf elective (Gardening)

H - Something Boy Scouts do a lot (Hike)

I - We use this to write with (Ink)

J - We like to see how high or far we can do this (Jump)

K - We do this to a football (Kick)

L - Something we do when we are happy (Laugh)

M - What we can make with a guitar or singing (Music)

N - These can be saved for recycling (Newspapers)

O - A Webelos activity badge (Outdoorsman)

P - Something fun to make out of paper bags (Puppet)

Q - What everyone is when the Cub Scout sign is given (Quiet)

R - Part of Cub Scout physical fitness (Run or Race)

S - A kind of arrow point (Silver)

T - A Webelos activity badge (Travelor)

U - What we wear to show we're in Cub Scouting (Uniform)

V - What we like to do in the summer (Vacation)

W - What a ten-year-old Cub Scout is called (Webelos Scout)

X - A musical instrument (Xylophone)

Y - Another name for a den cheer (Yell)

Z - A place where a lot of animals live (Zoo)

- A Banquet Icebreaker - Find someone in the room who answers each of the descriptions below. They should sign in the proper space.

Signature

Someone who wears size 10½ shoe _____

Someone with your same color of eyes _____

Someone who has a Girl Scout daughter _____

Someone who was born in December _____

Someone who has not been to Holcomb Valley _____

Someone wearing blue socks _____

Someone who went to Philmont _____

Someone with a preschool age child _____

Someone who was a Cub Scout as a boy _____

Someone who has earned the Eagle rank _____

Someone who was born in San Bernardino County _____

Someone with the number 3, 5, or 1 in their telephone number _____

Telephone number _____

The person obtaining the most signatures is the winner.
Your pack may wish to assign this responsibilty to one of the dens.

C. Hosting - Assign a den to greet and welcome guests as they arrive. You may also consider asking Boy Scouts or a local club to help serve the meal, thereby, freeing all the Cub Scouters to enjoy the banquet.

D. Opening ceremony - Decide who will perform the opening. This may be done by a den, den chiefs, den leaders, etc. Keep in mind that everyone is hungry.

Opening: (Service to others)

1st Cub: Cub Scouting has a birthday this month. It will be the _____ birthday. Scouting came here from England. Our Founder was a soldier named Robert Baden-Powell.

2nd Cub: One idea he had in mind for Scouts was to help other people.

3rd Cub: He said: "The real way to get happiness is by giving out happiness to other people."

4th Cub: He said: "If I were asked what is the prevailing vice in the world, I would say selfishness."

5th Cub: He said: "From small Good Turns, a Scout goes on to learn, and develops a sense of duty to others."

6th Cub: He was telling us that Good Turns can change the world. They may be small in many cases, but if there are enough of them, people will become more concerned and better citizens.

7th Cub: And this, he said, is greater patriotism than flag waving.

Blue and Gold Opening:

Arrangement: On head table are arranged magic candles which should be lit as ceremony begins.

Narrator: Our candle stands tall, straight, and white. It burns and gives forth inspiring light. As its light shines forth, you will see our colors, blue and gold, are regal as can be. As the blue appears, think of truth and loyalty; the sky so blue; steadfastness and spirituality. When the gold shines forth, be of good cheer; think of happiness, and the sunlight so clear. As our candle's flame reaches toward the sky so blue, let us ask the Lord to give us wisdom to lead each boy straight and true. Mold each of us to be like our candles, straight and tall, and be inspired to give to God and our country our all.

How to make the magic candles: Use a tall, white candle. Drill ¼" diameter holes every 2 inches down opposite sides of the candle. Place scrapings of blue and gold crayons in the holes. Melt paraffin and whip with an egg beater. Cover candle with whipped paraffin using a fork to give the candle a rough decoration. As the white candle burns, it will drip blue and gold down the sides of the candle.

E. Welcome and Introductions - The master of ceremonies will want to recognize pack leaders, guests, head of chartered organization, etc., at this time. Keep the comments short, with plenty of applause.

F. Invocation - This may be given by a pack leader, Cub Scout, or minister. Keep the invocation non-denominational, so as to accommodate the various faiths represented in the pack.

Invocations:

He's just a little laddie, God, this blue-eyed Cub o'mine,
Take Thou his hand, along the way,
Help him "to help" and "to obey,"
Bless all these busy Cubs, dear God,
For if they follow all Cub rules,
They won't stray far from Thee,
Bless all, dear God, who guide them,
Crown each effort, noble, true,
Sustain the good Den Leaders,
They need Thy blessing, too.

Our God and God of our fathers. We gather as loyal members of our Cub Scout Pack, and we pray for Thy blessing. Give us the vision to see our duty and the courage to perform it. Teach us to walk together in the spirit of brotherhood, so that we are true to Thee who art the Father of all. Guide us and guard us, so that we shall be faithful sons of the righteous God Who is from everlasting to everlasting. Amen.

Cub Scout Prayer

O, Lord, that I will do my best,
I come to Thee in prayer,
Help me to help others everyday,
And teach me to be fair.
To honor Mother and Father,
And to Obey the Cub Scout Law, too,
This I ask that I may be,
A loyal Cub Scout, true. Amen.

Cub Scout Parents' Prayer

Look down upon my son, dear Lord,
This smiling Cub of mine,
Please take his hand along the way;
So he may never stray.
Bless my son tonight, dear Lord,
And help him walk with Thee,
Give him comfort, warmth, and love;
He's all the world to me.
Bless his daily efforts,
And make them strong and true,
For life's a heavy burden;
And we're all in need of You.

G. Dinner - The serving plan should be quick and efficient. If you are serving buffet style, you may wish to group the dishes together by category; i.e., salads, in one place, main dishes in another.

The Banquet Meal:

The type of menu selected for the banquet will be determined by current food prices, however, a well-balanced meal should include; meat, vegetables, salads, bread, dessert, and drinks. The following information will help the banquet committee in planning:

Pot Luck Meal - For den of eight families:

Two families bring meat dishes, two bring vegetables, two bring salads, one brings dessert, and one brings bread and drinks.

Food Committee - The table below will serve as a guide for the committee in buying the food for the banquet.

The quantities listed will serve 25 people.

Quantity Buying Table:

Baked Beans - 4 qt bowl
Butter - 1/2 lb = 32 servings
Carrots, raw sticks - 1-2 lb
Coffee (reg) - 1 lb = 40 - 50 cps.
Coffee (inst)- 1-2oz jar = 40 cps.
Lettuce - 3 heads
Salad Dressing - 1 pt, or 1/2 lb
Potato Salad - 1 qt bowl
Jello Salad - 1-1½ qt mold, or 9" x 13" dish
Mashed Potatoes - 4 qts bowl
String Beans - 3-2 lb cns

Quantity Buying Table (cont'd):

Peas - 5-2 lb cns
Baked Ham (bnls) - 6-7 lbs
Swiss Steak - 10 lbs
Meatloaf - 1½ lbs pork, 3½ lbs beef
Chicken - 40 pieces
Stuffing for poultry - 5 qts
Turkey - 18-20 lbs
Pickles - 1-1/2 pt
Jelly - 1-1/2 pt
Rolls - 50
Cream for Coffee - 1½ pts
Ice Cream - 1 gal
Punch or Iced Tea - 2 gal (makes 50-5 oz servings)
Crackers - 3 lbs
Cream for whipped topping - 1 pt
Frankfurters - 7 lbs (2 each)
Juices - 3-46 oz cns (5 oz each)
Ketsup - 3-14 oz btls
Lemon (for tea) - 4
Mints - 1½ lbs
Nuts, salted - 2 lbs
Peanut butter - 3 cps to spread 25 sandwiches
Potato chips - 2 lbs
Radishes - 4-5 bunches
Sugar (for tea and coffee) - 3/4 lbs

H. Program/Activities - In planning the program, remember, it must appeal to boys, as well as adults, and there are no set rules to follow. It can be like a regular pack meeting with den presentations of songs, skits, stunts, awards, etc., or, some different form of entertainment, such as, magician, puppet show, or singers.

Most packs prefer to use entertainment from within their own group. You might want to have the den leaders, den chiefs, or parents perform songs, skits, or stunts as a change or pace from the ordinary. The boys always like to see the adults act silly.

Songs:

Finest Pack of Cub Scouts (Tune: Yellow Rose of Texas)

We're the finest pack of Cub Scouts that you have
ever seen,
We're loyal and we're honest, we're never rude or mean.
We're proud to wear our uniforms, we like the gold and
blue,
You know that you can count on us to live our Promise
true.

We follow our Akela, we always do our best,
We work on our advancement, we rarely stop to rest.
We learn while earning badges, Cub Scouts know more
than most,
We learn to be good citizens, about that we can boast.

We love our God and Country, we respect our fellow man,
We're busy doing good turns, we help each time we can.
We're proud to be Americans, we fly our flag to show,
Our land is free for you and me, to live and learn
and grow.

Blue and Gold Marching Song (Tune: Davey Crockett)

Now, blue is the color of the sky above,
The blue in the flag of the land we love,
Remind us of God and our country free,
Giving us a lesson in loyalty.

Loyal - Cubs are loyal - to God and Country and fair,
Like the warmth and the sheering of the golden sun,
And the smiles of a friend and deed well-done,
This is the gold that a Cub Scout finds,
In keeping his duty to the Law that binds.

Smiling - warm and friendly - Cub Scouts will give
good cheer,
Now, the blue and gold show the world apart,
That the Cub pack is loyal and warm of heart,
Faithful to God and our country, too,
We'll do our best at whatever we do.

Loyal - ever cheerful -
Cub Scouts are on the march.

Tact: To make your guests feel at home even though
you wish they were.



Blue and Gold Skit:

This skit was sent to us by Mrs. Mabel Goyd, of Akron, Ohio. It can be adjusted to suit various occasions. Boys may make the props and, thereby, earn credit toward an achievement or an elective.

The narrator, the 'spirit of Lord Baden-Powell', is a Den Chief in full uniform, wearing a campaign hat.

NARRATOR: I represent the 'spirit of Lord Baden-Powell', the Founder of Boy Scouting. I am also the 'spirit' of Scouting, past and present. Here are our future Cub Scouts of America.

First boy enters carrying toy church or Bible. He says, "We take turns praying in our dens. I like to wear my uniform to church on Scout Sunday (or Sabbath). Nearly half of all Cub Scout Packs in America are sponsored by churches."

Second boy approaches in complete Cub Scout uniform. He says, "The two colors of the Cub Scout uniform have a meaning. Blue stands for truth and loyalty; gold stands for good cheer and happiness."

Third boy enters carrying Wolf Cub Scout Book and Kipling's, Jungle Tales. He says, "When Cub Scouting was organized in America in 1930, Indian themes were used."

Fourth boy enters with a craft project of wood. He says, "Good Scouts means fun; we have lots of fun. But, I like making things - real boy projects - things we can play with or that follow our theme."

Fifth boy carries in a nature collection. He says, "I like to go on hikes and collect things for my nature collections or the den museum."

Sixth boy enters with a 'buddy burner'. He says, "I like to go on picnics. We, Cubs, sure do like to eat! This is the cook stove I made."

Seventh boy, the smallest Cub Scout, enters with the American Flag. He says, "I'm proud to be an American so I can salute our flag. I also like to see our Pack Flag (points at it) because then I know I am a part of Scouting. I belong!"

NARRATOR: Yes, I represent the past and the present. These boys, Cub Scouts now, are the men of tomorrow. They will be the preservers of our American heritage. Please stand and join us in singing, "God Bless America."

I. Advancement Awards/Ceremonies - If your banquet is held on the regular pack meeting date, remember to include an advancement awards ceremony.

The Birthday of Scouting

Cubmaster: Scouting began in England, in 1907, with a small group of young boys. Lord Baden-Powell, the Founder, took these boys to Brownsea Island off the coast of England for twelve days of adventure in camping and pioneering. He was testing his idea for an organization for boys. That was how Scouting began.

Tonight, we have some boys who are beginning their adventure in Cub Scouting. (He calls the names of new Bobcat candidates and asks them to come forward with their parents.) Baden-Powell based his idea for Scouting on some principles which he had been taughts as a boy - things like trust and loyalty, helpfulness, courtesy, and cheerfulness. In Cub Scouting, we have these same principles in the Cub Scout Promise and the Law of the Pack.

Will you repeat the Cub Scout Promise with me? (They do.) Now, I'll ask all the Cub Scouts here tonight to stand, give the Cub Scout sign and repeat with me the Law of the Pack. (They do.) (Cubmaster then presents Bobcat badges to parents and congratulates both boys and parents.) You, boys, have now started your Scouting adventure, just like the boys on Brownsea Island.

Chicago publisher, William Boyce, was lost in London fog one evening in 1909. A boy appeared and offered to take him to his destination. Mr. Boyce offered him a tip, but the boy said, "Scouts do not accept money for doing a Good Turn." This interested Mr. Boyce in Scouting, and he brought it back home to America.

We have some boys here tonight who have been doing their daily Good Turns and working hard on achievements and electives. They have earned their Wolf badges and arrow points. (He calls boys and parents forward for the awards.) Your Wolf achievements and electives are helping you along the Scouting trail.

Scouting had been in America only a few years when younger boys and their parents asked for a program of their own. That is when Cub Scouting started. It has been growing ever since.

Tonight, we have some boys who are really growing, too. They have completed the requirements for Bear badges and arrow points. (He calls boys and parents forward to receive awards.) You, boys, are also moving along the Scouting trail.

Baden-Powell left a message for Scouts before he died. In that message he said, "Try to leave the world a little better than you found it." We have some Webelos Scouts who are doing just that. They have been working hard on activity badges, exploring fields of knowledge that will be helpful to them all their lives. (He calls boys and parents forward to receive awards.) I hope you will continue to do your best on the Scouting trail.

Scouting has spread to 109 nations. This year Scouting is celebrating its _____ birthday. It is also the _____ birthday of Cub Scouting. From that handful of boys on Brownsea Island so long ago, Scouting has grown into a brotherhood of more than fifteen million boys and adults around the world. Be proud that you belong to such a great organization.



J. Recognition - The Scouting program happens only because of the persons who give of their time to make it happen. Everyone appreciates being recognized for his contributions and efforts. There are numberous certificates and plaques available for purchase in your local Council Service Center and these are always appropriate. However, often the budget or the occasion warrants another type of recognition.

Imagination is the main ingredient in the items shown on these pages. Who would not enjoy receiving one of these original forms of saying, "THANKS"? The creator and the recipient will both have FUN with these ideas or the ones waiting in your mind when you give them a chance.

RIGHT ARM - Cut from cardboard the shape of an arm bent 90° at the elbow, with the fingers in the Cub Scout sign. Color it and mount on a larger board or string on a ribbon to hang around the neck. This can be given to a Den Chief or Assistant Cubmaster or anyone who has served as the "right arm" for another.

LETTERS TO THE EDITOR - Draw or trace at random 10 to 15 letters. Cut out letters and string together. You can make letters from heavy construction paper, cardboard, felt, etc. Make them colorful! You may string them together in one long strand, or hang like a mobile. The newsletter editor of the pack or the secretary would enjoy this award.

ROCKING CHAIR AWARD - Use a small plastic toy rocking chair or picture of one. This can be used for a den leader who is retiring, or for someone who has been active for "ages".

YAK YAK AWARD - Use two tin cans or frozen juice cans. Tie each end of a long string to the cans. This could be a second telephone line into the home of the Pack or Den Telephone Chairperson, so that the regular telephone can be used for other than Scout calls. Then once in a while, you can get through and not get a continuously busy signal.

BIG TIME AWARD - For the timer in the Pinewood Derby or Olympics events, cut out a large clock face or draw one. Using a brad, attach moveable hands to the face. If desired, attach to a chain (paper or key chain) so that it resembles a pocket watch. You could also use a purchased toy watch.

CERTIFICATES OF RECOGNITION FOR CUB SCOUTS AND ADULTS

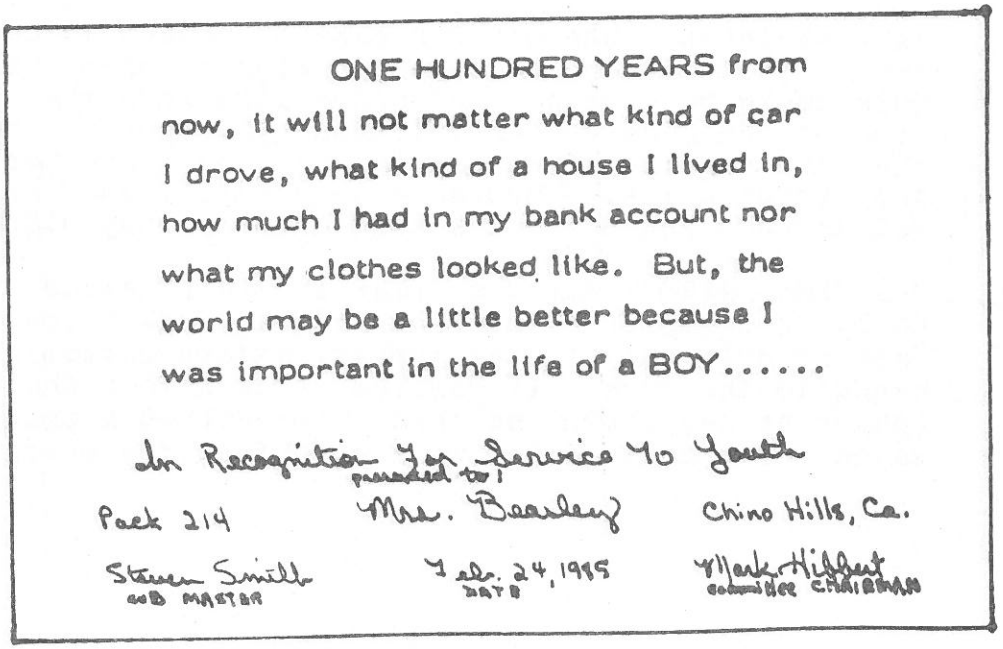
Certificates of appreciation for Cub Scout Pack Leaders or parents can be purchased at the Council Service Center. For a more special recognition, certificates can easily be custom made. The Pack may also wish to present certificates of participation to all boys at special events like Pinewood Derbies.

In designing certificates, the best results are obtained with black ink, black line-drawings, and some dark blue line-drawings. The components can be found in many places if you're watching for them. For example: line-drawings from the Cub Scout Leader Program Notebook, scroll border from an Honor Roll Certificate, badges and activity badges from the Insignia Control Guide, tracing of a race car photo from a magazine ad.

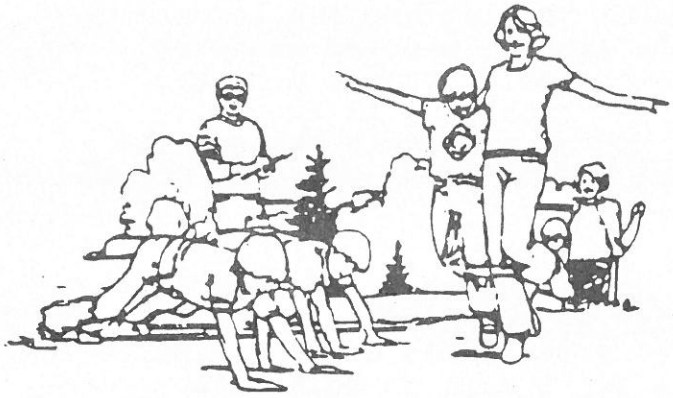
It is not necessary to cut up these items. Make a photo copy of them and cut out the parts you need. On a piece of white typing paper, arrange the pictures or insignia and add lettering. The easiest way to position the pictures is with double-stick tape. If part of your composition is crooked or off center, carefully peel it off and replace it. A sheet of graph paper under the typing paper will help with alignment.

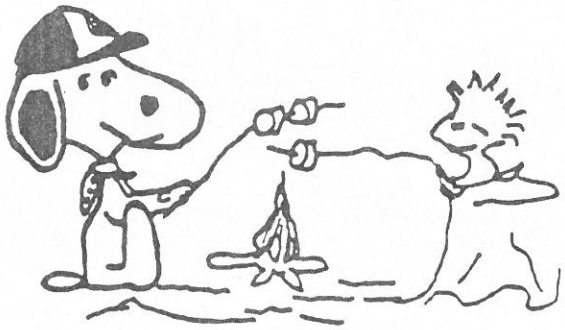
Now, run one copy of your finished certificate on a good copy machine. There may be some lines that should not be there. Cover them with liquid paper and you are ready to have your certificates run off. Parchment or colored paper can make them extra special.

This same technique can be used for Blue and Gold Dinner Programs, Pack newsletters and announcements.



On the following pages are some items which can be used to make special certificates for both adults and boys. Have the pages copied on a good copy machine, cut out the pictures you need and arrange them to add a little sparkle to any printed material.

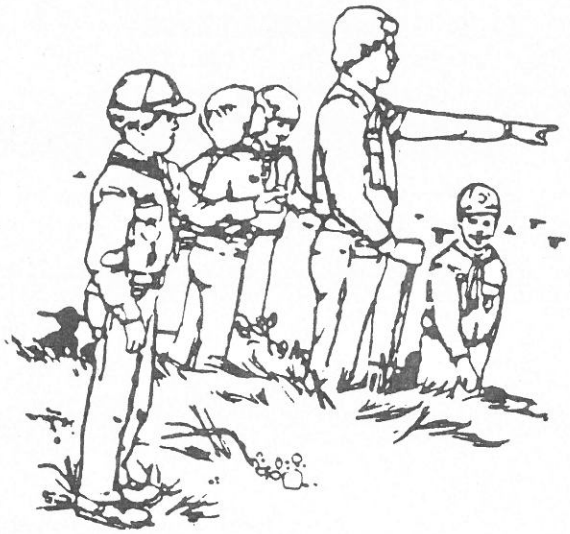




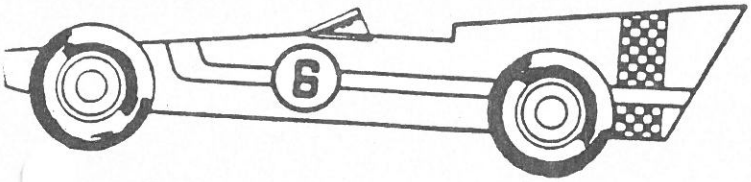
ONE HUNDRED YEARS from now, it will not matter what kind of car I drove, what kind of a house I lived in, how much I had in my bank account nor what my clothes looked like. But, the world may be a little better because I was important in the life of a BOY.....



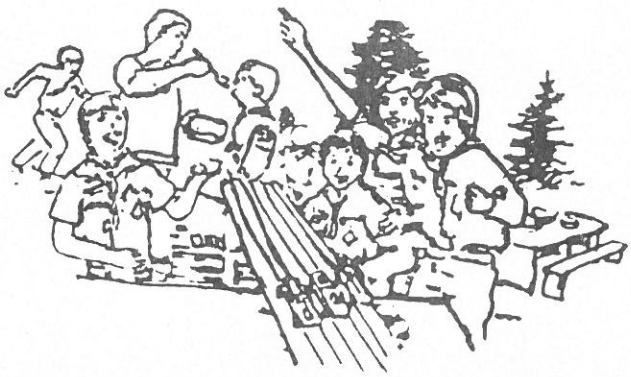




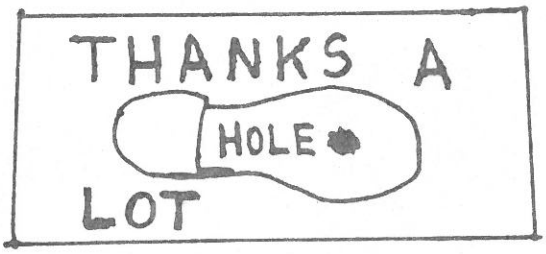




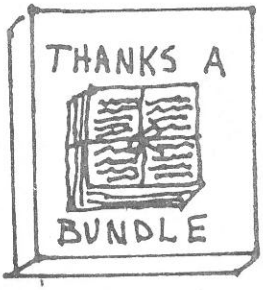
PINEWOOD DERBY



THANK YOU PLAQUES



THANKS A HOLE LOT: For the Dad who joins the Webelos den on the hike - Use a piece vinyl to shape the sole of a shoe. The letters can be made with marking pens or whatever you choose. Provide a hanger on the back. It is funniest if you drill a hole through the wood and vinyl to creat an actual hole.



THANKS A BUNDLE: Use real newspaper cut in a small stack or make a facsimile of newsprint. Tie the bundle in both directions and mount on a small wood piece. Lettering could be on an engraved plate, or you could use alphabet macaroni if the plaque is small.



THANKS A BUNCH: A small plastic replica of a bunch carrots or bananas is mounted on a wood piece. Lettering can be as for the bundle.



A SMALL HAND OF APPRECIATION: A plaster model made from the cast of an actual child's hand print would be best for this plaque. Otherwise, use a plaster or clay replica. Lettering can be as for the plaques above.

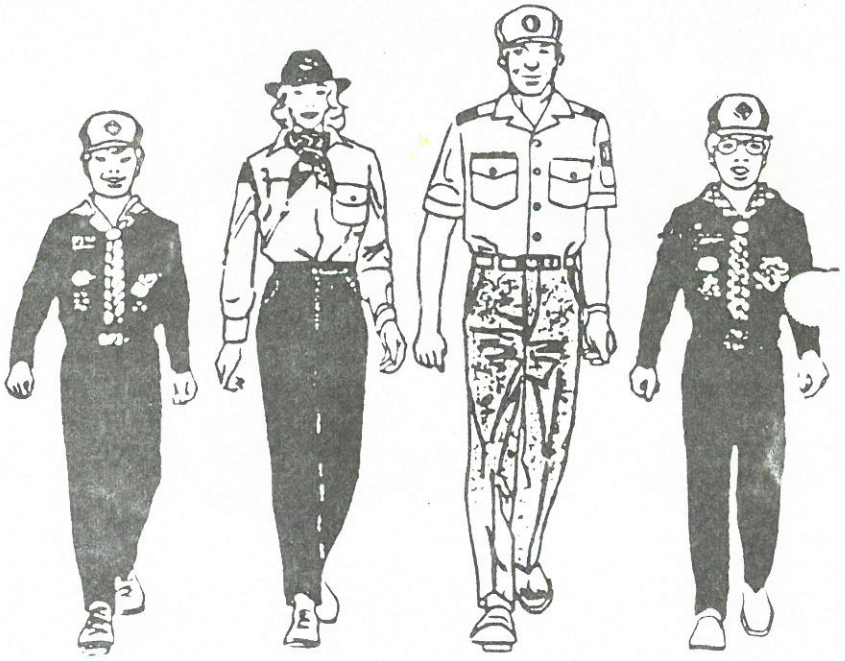


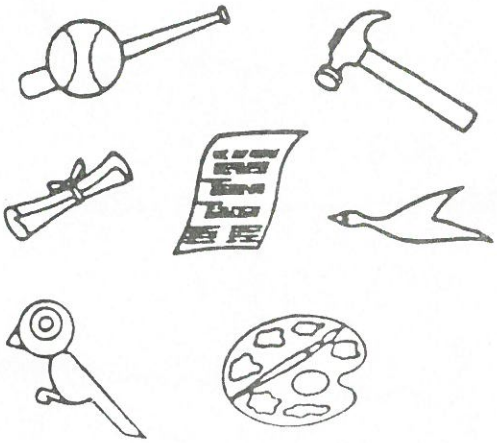




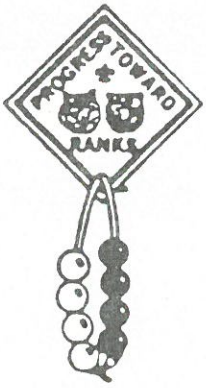














BLUE AND GOLD

Make a large "Birthday Book" using an old wallpaper sample book. Wrap the book in blue and gold paper and have it delivered to the master of ceremonies.

Fasten awards on left-hand page. Opposite each award, write a statement to be read as award is presented.

EARLY BIRD AWARD - This is an award for the person who just does things before they need to be told. If you ask them to do something, it is done an hour later instead of a day, week, or month later. Make, buy, or draw a bird. Make it as funny or silly as desired, but be sure to include the prize - a worm!



"What did I tell you?
Worth getting up early t'see, isn't it?"

"Qu'est-ce que j'avais dit!
ça valait le coup de se lever tôt pour voir ça, non?"



여름 캠퍼리 갔을때
수영선생과 함께 찍은 사진

With my swimming instructor at the summer Camporee!

mon prof de *Campo[illegible]ée!*

K. Announcements and Thanks - It takes a lot of people working together to plan, prepare, and make a Blue and Gold Banquet. Be sure to thank everyone for attending.

L. Closing Ceremony - At this point in the program, the "tone" of the meeting should become more serious. Close with something inspirational or patriotic.

Closing: (Helpful to Others)

Cubmaster: Lord Baden-Powell, the Founder of Scouting, said this to Scouts everywhere; "I think that when the sun goes down, the world is hidden by a big blanket from the light of heaven, but the stars are little holes pierced in that blanket by those who have done good deeds in this world. The stars are not all the same size; some are big, some are little, and some men have done small deeds, but they have made their hole in the blanket by doing good before they went to heaven. Try and make your hole in the blanket by good work while you are on earth. It is something to be good, but it is far better to do good." Think of Baden-Powell's words when you promise "to help other people."

Lord Baden-Powell Closing:

1st Cub: Baden-Powell had a vision, Which he made come true,

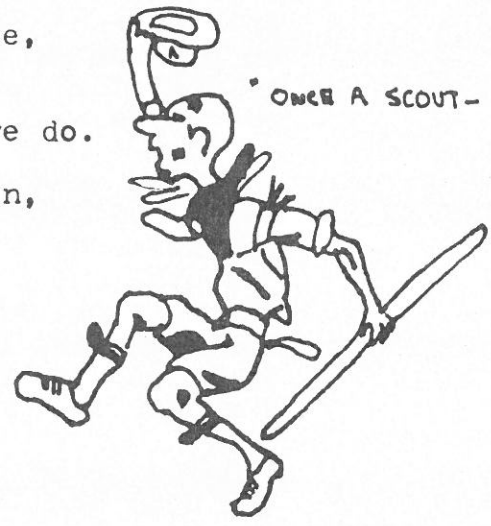
2nd Cub: So that we enjoy Scouting, And have fun while we do.

3rd Cub: He wasn't an American, But he is famous to us;

4th Cub: He had earned in America, Our admiration and trust.

5th Cub: May the Spirit of Scouting, Be with both young and old,

6th Cub: As you never forget, The Blue and Gold.



7th Cub: May you strive for Truth and Spirituality, In the warm sunlight under the sky above.

8th Cub: May you bring good cheer and happiness to others, And have steadfast loyalty and love.

Closing Ceremony: (All lights out. Reader uses flashlight to read by. One person holds the candle to be lit.)

This candle represents all Cub Scouts. The candle is blue, the flame gold. (Light candle) I light the candle to guide you through the coming weeks until we meet again. Remember a Cub Scout helps other people, is obedient, fair, happy, and game - always - even when it is hard for him to do so. Goodnight to all.

Closing Thought: You've heard the TV commercial which says, "You're not growing older; you're getting better." That's the way it is with Cub Scouting. It's getting better all the time. Cub Scouting has improved and been updated to keep pace with a changing world and to make it relevant to today's boys. So even though some of you may think that 55 sounds pretty old, just remember, "Cub Scouting isn't getting older ... it's getting better."

Goodnight.

A Boy in Blue

Blue and Gold are the colors tonight,
Boys in uniform shiny and bright,
With smiling faces to the left and right,
We pay homage to our Cub Scouts tonight.
A Cubmaster who is loyal and true,
Who works with parents and the boys in blue.

In hopes that these boys will grow up to be,
Better citizens than you and me.
Den mothers, too, in uniforms blue,
Teaching Cub Scouts the need to be true,
And working, singing and playing with them,
Striving real hard to make better men.
So all of you Cub Scouts in Gold and Blue,
The door to Scouting has been opened to you.

Closing Ceremony: This is an impressive closing for the Blue and Gold Banquet, or any other type of dinner:

Personnel: Cubmaster, Cub Scout poem reader, person to turn off lights, audience.

Equipment: Candles, one on each den's table.

Arrangement: On each den's table, a single lighted candle burns. All house lights are out.

CUBMASTER: Cub Scouting is a part of family life in sixty countries around the world. In all of these free countries, on an evening such as this, Cub Scouts are joining in a grand howl and repeating the Cub Scout Motto. What is the Cub Scout Motto?

CUB SCOUTS: Do your Best!!

CUBMASTER: As we face each other around our blue and gold tables, let us look at the candle's flame and silently thank God for Cub Scout friendships we are privileged to enjoy. Now, join me in rededicating ourselves to our Cub Scout Promise. (All repeat Cub Scout Promise.)

CUBMASTER: Thanks to everyone for your assistance tonight. We will say goodnight after Cub Scout _____ reads Edgard A. Guest's, "A Creed".

CUB SCOUT: "Lord, let me not in service lag,
Let me be worthy of our flag;
Let me remember, when I'm tired,
The sons heroic who have died,
In freedom's name, and in my way,
Teach me to be as brave as they.

In all I am, in all I do,
Unto our flag I would be true;
For God and Country let me stand,
Unstained of soul and clean of hand,
Teach me to serve and guard and love,
The starry flag which flies above."

M. Clean-up - Arrange for a clean-up crew.



PLANNING THE BANQUET

To be successful, the banquet must be well planned in advance. A banquet chairman is slected by the pack committee. That person recruits helpers to carry out the responsibilities below. This general outline will help make your planning easier. Try to involve as many people as possible, and avoid giving den leaders too many additional responsibilities - they will be busy working with their dens.

BANQUET COMMITTEE RESPONSIBILITIES

1 - Set the date and time of banquet if this has not already been pre-determined. Most packs hold the banquet on the regular pack meeting date.

2 - Decide on- a meal-serving plan.

a. Pot Luck - Each family brings a dish to share either with with the whole pack or with the den group. Families furnish their own plates, cups, utensils, serving dishes. Food is pooled and served buffet style.

b. Food Committee - If the pack has sufficent funds, they may wish to buy the meat, brea, beve-age, plates, utensils cups, napkins and ask pack families to bring salads, vegetables, and desserts. Some packs prorate the cost among those who attend. Some food committees purchase all the food and prepare the entire dinner.

c. Catered - Either have a caterer bring in the food already prepared, or the pack can go to a restaurant for dinner. In these cases, the food is prepared so ther is nothing for the pack to do but decorate the room and tables.

3 - Secure an adequate facility at least six weeks in advance. The space needed will be determined by the serving arrangement and the type of exhibits used.

a. Type of facility
   (1) School cafeteria
   (2) Church meeting room
   (3) Civic centers, town halls
   (4) Restaurants

b. Check on rental fee, if any. This may determined which facility you decide to use.

c. Check seating capacity and number of tables available.

d. Inquire about kitchen availability, if needed.

e. Secure permission to use special items - PA system, etc.

f. Confirm reservation at least a month in advance.

PLANNING THE BANQUET (Continued)

FOOD SUBCOMMITTEE RESPONSIBILITIES

1 - Pot Luck Plan

a. Decide if dens will plan their own menus, or if each family will bring food to contribute to an over-all pack menu.

b. Let each den family know how much and what type of food to bring.

c. Ask each family to bring their own plates, utensils.

d. Decide if pack will furnish salt, pepper, sugar, napkins, etc. If so, make arrangements to buy them or have them donated.

2 - Food Committee Plan

a. Decide how much food the pack will furnish (meat, drinks, paper goods, or all the food)

b. Purchase food and other dinner items.

c. See that each den receives their share of purchased goods.

d. Obtain enough helpers to prepare the meal (or part of the meal). Be sure it is prepared well. Remember health rules.

3 - Catered Plan

a. Caterer

(1) Contact caterer. Agree on menu and cost.
(2) Check time of delivery and find out if caterer provides everything, including drinks and dessert.
(3) Accept reservations, and estimate attendance well in advance.
(4) Collect money prior to banquet.

b. Restaurant

(1) Contact restaurant. Agree on menu and cost.
(2) Accept reservations, and estimate attendance well in advance.
(3) Collect money prior to banquet.

4 - Plan to have a cake or cupcakes. This is a birthday party. Consider having a father-son cake bake.

5 - Determine serving needs.

a. Plan two serving lines if more than 150 are served.

b. Arrange for kitchen utensils, serving dishes, large containers for hot and cold drinks, as needed.

6 - Work with program subcommittee in adhering to time schedule for serving, eating, etc.

PLANNING THE BANQUET (Continued)

Use the members of the Banquet Committee as chairmen of the following sub-committees to plan the details of the banquet. Depending on the size of the banquet, you may wish to combine some of the responsibilities to fit your needs.

PHYSICAL ARRANGEMENTS SUBCOMMITTEE RESPONSIBILITIES

1. Develop a seating plan so that den families can sit together!
   a. Head table?
   b. Arrangement of tables (determined by size and shape of room)
      (1) Square (2) U-shaped
      (3) Parallel (4) Fan-shaped
   c. Be sure everyone will be able to see and hear.
2. Make arrangements to get into the building early on the day of the banquet to set up tables.
3. Inform dens what time they may arrive to decorate. Be sure to allow enough time for people to go home and dress for banquet.
4. Check restroom and coatroom facilities.
5. Check on need to work with custodian.
6. Be sure there is adequate parking space.
7. Arrange for adult clean-up committee. Have trash bags available.



PLANNING THE BANQUET (Continued)

PROGRAM SUBCOMMITTEE RESPONSIBILITIES

1 - Cubmaster should be a member of this committee.

2 - Select theme for banquet.

3 - Select master of ceremonies.

4 - Working with Cubmaster, plan format of program and recruit a person to handle each item on the agenda.

5 - In cooperation with Den Leader Coach and Den Leaders, plan the general room decoration and head table decoration.

6 - Decide on placement of room displays and exhibits.

7 - Prepare a printed program for handout.

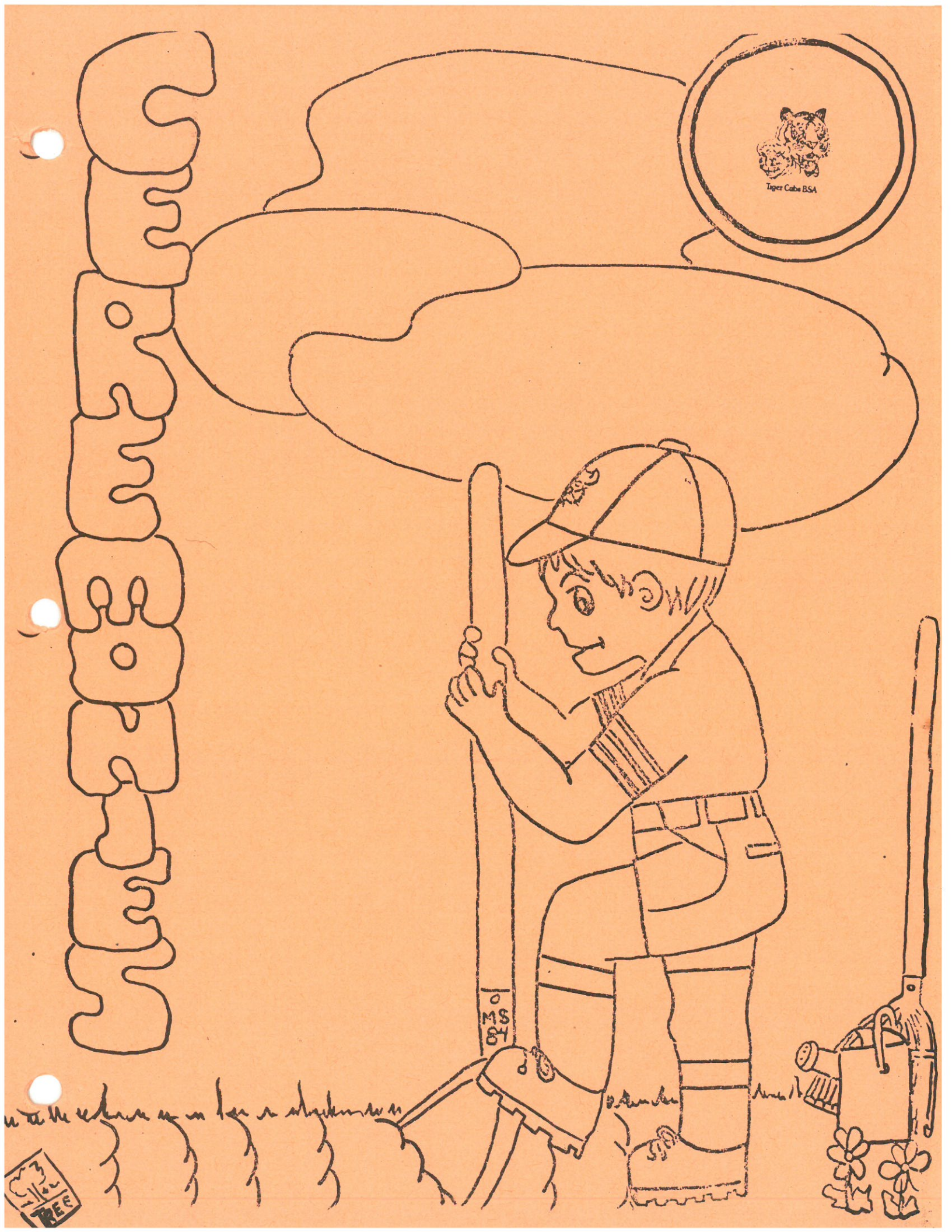
8 - Arrange for props for ceremonies and skits. Work with advancement chairman on props.

9 - Send written invitations to special guests.

10 - Select a welcoming committee to greet people as they arrive. (Preferably a group of Cub Scouts in uniform).

11 - Send thank-you notes afterwards.




Tiger Cubs BSA
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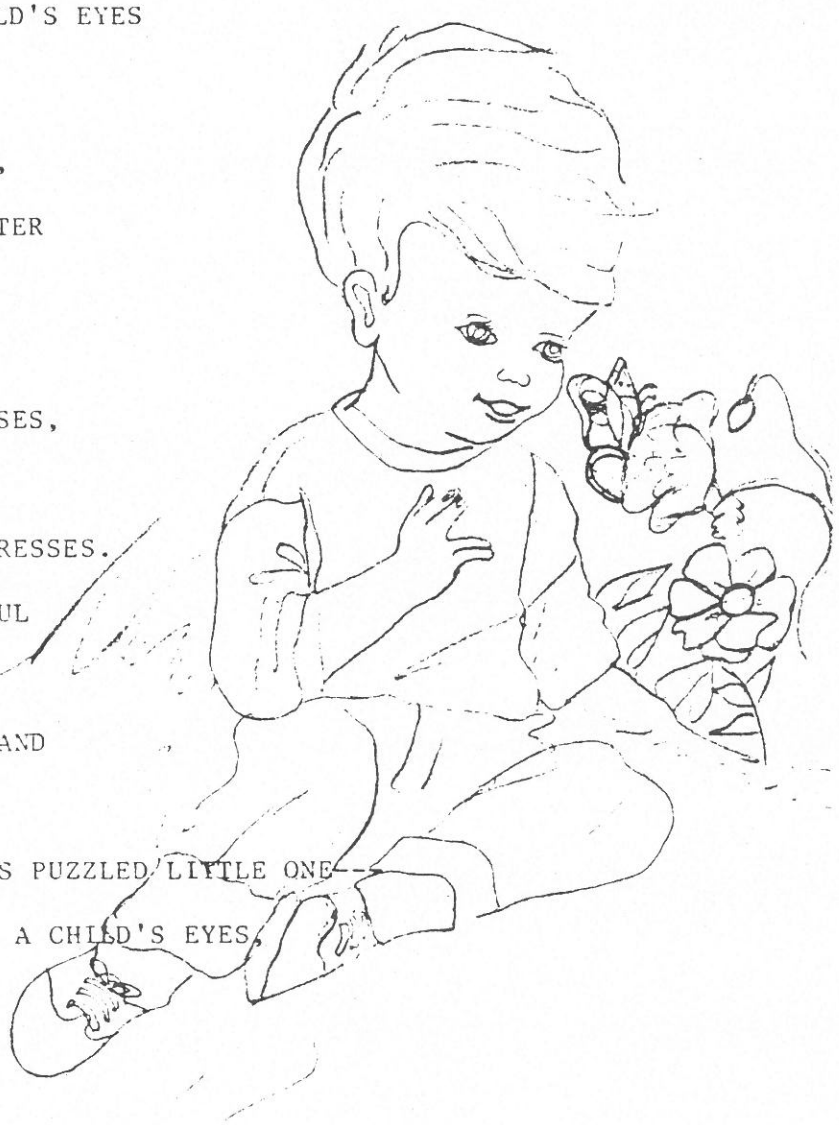
THROUGH A CHILD'S EYES

WITH A CHILD'S IMAGINATION
AND A CHILD'S POINT OF VIEW,
THE WORLD LOOKS SO MUCH BETTER
THAN IT MIGHT TO ME OR YOU.
HE WONDERS ABOUT GOD
AND THE MANY THINGS HE BLESSES,
THE WINDS ACROSS HIS CHEEK
ARE MOTHER NATURE'S SOFT CARESSES.
TO HIM THE WORLD IS BEAUTIFUL
IN EVERYTHING HE SEES,
THE MOUNTAINS, THE RIVERS, AND
MOST OF ALL, THE TREES.
EVERYTHING IS BEAUTY TO THIS PUZZLED LITTLE ONE--
BUT IF WE COULD SEE THROUGH A CHILD'S EYES,
WOULDN'T LIFE BE FUN?



WHY SHOULD WE HAVE CEREMONIES

We have ceremonies for many occasions, little and big. Some ceremonies are traditions like weddings, baptisisms and graduations. When we have joined clubs there is sometimes an initiation which is considered a ceremony. Indians have tribal ceremonies. When ever a flag of the United States is raised or lowered it is a ceremony. Not all the ceremonies are the same. In Tribal ceremonies there are different ones performed by different tribes. Individual traditions play an important part. We all have different ways we celebrate holidays. These are usually traditions handed down from our ancestors.

The 1984 Olympics were exciting this year. The opening and closing ceremonies were the most spectacular ones I have ever seen. To be a part of this great nation is like being on top of the world. When our athletes stood on the podium and received their medals and our National Anthem was played it was heart warming because these athletes deserved the best. Many had to overcome great obstacles. They had worked long and hard hours. They deserved the recognition. Our Cub Scouts may be compared to these athletes, they are just as deserving as them. Many things that they have done has taken time and work to accomplish. If they don't have parent backing its even harder for them. Don't take away that moment of triumph and recognition of a job well done.

Ceremonies can be simple and still be impressive. Sometimes it can go too long and lose the interest of the boys and the parents. Use costumes or props to carry out your theme. Use sound effects or music. Darken rooms and use spotlights or flashlights to set the mood. Make sure that it is well rehearsed, and please try to memorize your lines so you don't have to read them. Make sure that everyone can see and hear what is taking place. Try to stagger chairs and use microphones when possible. Have parents get involved. Recognition should be given to the parents for their help. We all need a little pat on the back.

I"LL REMEMBER

When I open my loved book of memories
Among all my treasures I'll find
An arrow of light pin and patch from a bid
Reminders of an evening divine.

Tenderly I'll turn o'er the page
And perhaps my eyes will meet
A picture of a den leader giving courage
To a boy fearing defeat.

At page after page of mementos
I'll look and remember and sigh
Yes, those were the days filled with gladness
My wonderful Cub Scout days gone by.

HOW DOES A CEREMONY TAKE PLACE

First you need to know what kind of awards has been earned. Some award presentations are a must. Bobcats, Wolfs, Bears, Webelos activities, Webelos Colors and Webelo Badges. All Arrow Points and Graduation into a Boy Scout troop are also very important. More time and energy should be spent on the Arrow of Light Award. The Arrow of Light Award is to a Cub Scout as the Eagle is to a Boy Scout. They both represent the highest rank attainable, they both require a great deal of time and effort to achieve, and finally, they are extra special when attained because they are not attained by everybody. Therefore, the Arrow of Light ceremony should be special. By special, we don't necessarily mean complex, complicated or flashy. By special we mean the style, dignity and grace by which a ceremony is performed. Simple or complicated--either can be great or lousy if the execution is not good. It is important that the Arrow of Light be given as soon as it is earned. The Cub Scout needs to earn it as soon as possible so that he can show it off. He helps to inspire the younger scouts to earn theirs. This is the highest award given to a Cub Scout.

THERE ARE FOUR KINDS OF CEREMONIES.

1. Flag
2. Advancement
3. Recognition
4. Opening and Closing

A theme needs to be chosen for the awards to be presented. It can be taken from the program helps or one can be made up. Use your committee and do some brainstorming. You would be surprised how much can be accomplished in putting together a program by getting everyones input. Things to be discussed are.

1. Theme (if not previously chosen).
2. Outline how program will be accomplished.
3. Props (including costumes).
4. Music or sound effects.

Remember these simple rules while planning.

1. Make ceremonies impressive but simple.
2. Use props and costumes. Make them so they can be used over again. Don't go to alot of expense.
3. Keep dignified and always remember the boy receiving the award.
4. Know what you are suppose to do. If you are confused think how the audience feels.
5. Be sure the audience can hear.
6. Be sure the audience can see.
7. Don't make it too long. If dragged out the audience will get bored, but the boys will be the first to get bored.

CEREMONIES

TIPS FOR BUILDING GOOD CEREMONIES

Dignity: Maintain dignity if you would hold the attention of the audience.

Imagination: Get the showmanship into the act. Use dramatic flair in producing your ceremonies and props.

Improvisation: Use low cost, easily found materials. From a bandana, eye patch, wooden sword and gold earring and the boy becomes a convincing pirate. A blanket and turkey feather can transform a Cub Scout into an Indian brave.

Inspiration and Ideals: Help your participants and audience understand the spirit of Cub Scouting through your interpretation of the ideals of the Cub Scout movement as expressed in the Cub Scout Promise, the Law of the Pack the Pledge of Allegiance to the flag and inspirational thoughts worked into your recognition ceremonies.

Location: Consider where the ceremony is to take place. Ceremonies can be changed to fit the location, but often the location cannot be change.

Mood: Set the stage. Use announcement, lighting, music, props or other means to get the audience into a receptive frame of mind.

Perspective: Be sure to plan ceremonies at any one Pack meeting to meet the perspective of the importance of the occasion. For example, the Bobcat ceremony should be simple compared to a Wolf or Bear ceremony. The advancement to Webelos, the Arrow of Light and the graduation into Scouts should be your Pack's most impressive ceremonies.

Participation: Include as many people as you can. The more people you get involved the better turn out you will have.

Proper Staging: Imagine how the ceremony looks from a seat in the audience. Recipients of awards or honors should always face the audience with the narrator at the side in such a position that he can be seen and heard by everyone. Use a public address system, if you have one and the setting justifies it. Keep in mind that Cub Scout age boys do not naturally speak with strong voices before an audience, that is. Coach him a little if he is to respond during the ceremony.

Simplicity: Keep it simple and make it fun is an old Cub Scout saying that is just as appropriate for ceremonies and any other phase of the program.

Presentations. Pronounce names distinctly and correctly. Have awards readily available and in proper order. Pin on the pin-type awards. Present badges. Hold up plaques so audience can see while you read the inscription. Avoid mass presentations of awards. Each person is an individual and should be recognized as such, if at all possible. If the den is receiving an award, announce the name of each den member.

TIPS FOR BUILDING GOOD CEREMONIES (cont.)

Symbolism: Use props to represent the deeper meanings and values you want to symbolize. A lighted candle can symbolize the spirit of Cub Scouting; a paper chain may help your audience visualize the power of unity. A simple target and a rubber-tipped dart may get the idea across of hitting the bull's eye of parent participation or hitting the mark.

Variety: Avoid repeating the same ceremony meeting after meeting, either in the den or in the Pack, no matter how well it seems to be received.

Action: Use as many people as possible. Have them to move about having them use ceremonial props, i.e. boards, candles and enlarged cutouts. Keep the action and attention moving.

Adventure: Relate your ceremony to the theme of the month. Have the participants indentified with the theme through action, narration and costume.

Coordination: Plan ahead. Anticipate each step in the ceremony and prepare the props. Have the Advancement Chairman, Cubmaster or whomever plans the ceremony be sure to tell dens, parents and others exactly what they will be asked to do and when they are to do it. Check everything before the ceremony begins. Take nothing for granted.

Delegating Responsibility: Rely on assistants, committee members, and especially parents. Don't try to do everything yourself. Start by appointing a parent who loves dramatics to be the Ceremonies Leader for the year. The more parents you can involve, the greater becomes their enthusiasm.

A LEADERS PRAYER

Lord help me to help these little boys.

Let me remember they are so young and their self-esteem is so fragile.

Help me to teach them to be proud of Our Country and being a Cub Scout.

Help me to teach them to love one another.

Help me to teach them unselfishness.

Help me to guide them with kindness and love.

Let me have the patience and wisdom to know what is right for them.

Let me remember my youth and the struggles I had that I might help them overcome their struggles.

Help me to judge them fairly.

O Lord if I could be just one small speck in this Scouts life that I might have helped him have faith in himself, all the struggles will have been worthwhile.

I thank Thee for this opportunity to serve Thee.

A PICTURE -- AN OPENING CEREMONY

NARRATION: (In darkened room)

Behind this curtain is a picture. This picture contains many things, is a picture of many things and stands for many things. This picture was begun on July 4, 1776, but it is not yet completed.

This is a picture of 170 million living souls and the ghosts of millions that have died to keep them free.

This picture has in it the spirit of Nathan Hale and Paul Revere. It has in it parts of Washington, Jefferson and Patrick Henry. It shows the spirit of John Paul Jones, the Green Mountain Boys and Davy Crockett. It shows Lee and Grant and even Abe Lincoln.

This picture shows scenes of the spirit of the Alamo, the Maine and Pearl Harbor. It is a picture of the heroic dead in Flanders Field, on the Rock of Corregidor, on the bleak slopes of Korea and Vietnam.

This is a picture of the Brooklyn Bridge, the wheatlands of Kansas and the granite hills of Vermont. It shows the coal fields of the Virginia and Pennsylvania, the fertile lands of the West, the Golden Gate and the Grand Canyon. In the middle is Independence Hall.

This picture covers a big area from the Atlantic to the Pacific, three million square miles of throbbing industry, five million farms, forest field, mountain, and desert, the quiet villages, and the cities that never sleep.

This picture shows Babe Ruth and the World Series, schools and colleges, and churches and synagogues where people worship God as they think best. This picture shows a ballot being dropped in a box and radiates the roar of a crowd in a stadium and the voice of a choir in a cathedral.

For portraits, it has Eli Whitney and Stephen Foster along with Thomas Edison, Albert Einstein and Billy Graham.

Yes, this picture contains all of these things, but it is not yet finished; and, God willing, through our service to Scouting, we will continue to add many wonderful parts to its texture.

Here is the picture, ladies and gentlemen, a picture of the United States, OUR FLAG.

(Curtains part -- Spot on flag stretched out full length.)



OUR AMERICAN HERITAGE -- OPENING CEREMONY

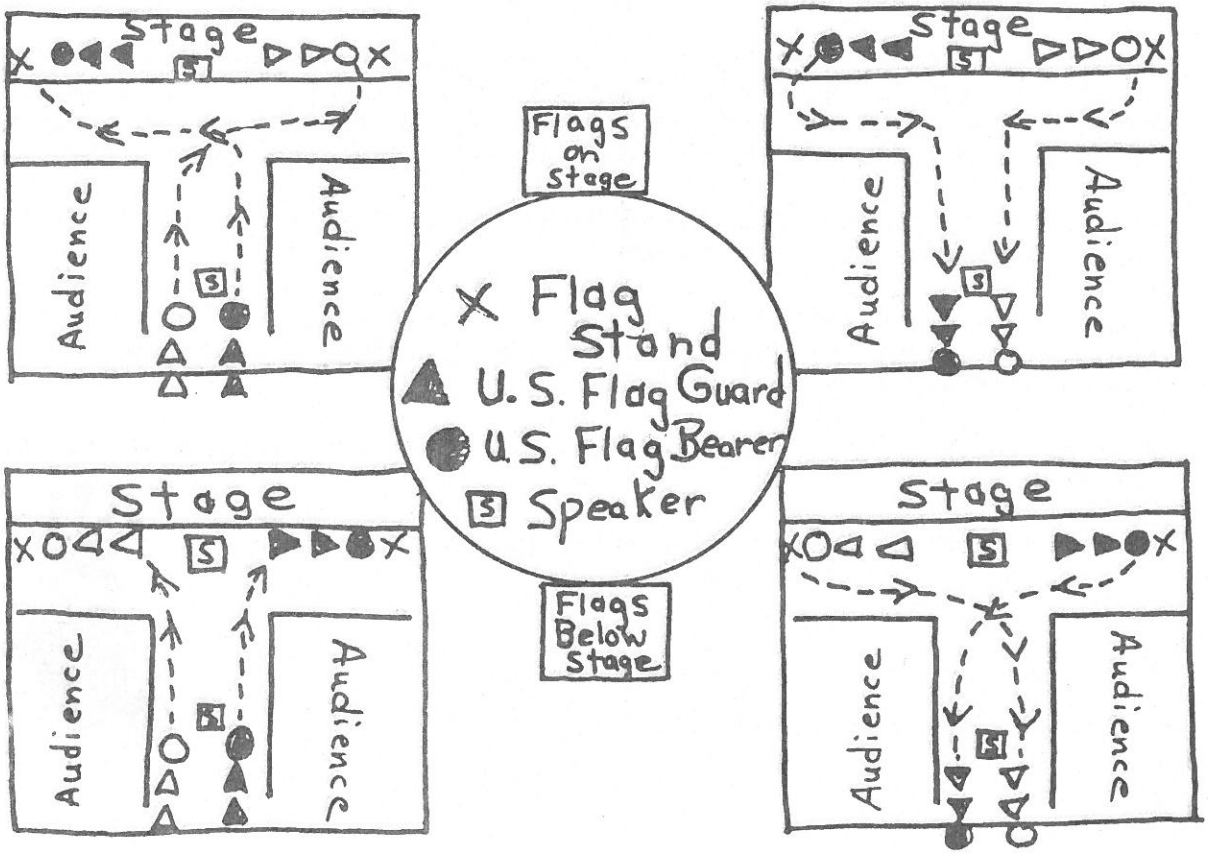
A cub Scout stands blindfolded, gagged and bound before the audience. the Cubmaster says:

> "This is an American boy. The American Revolution won him freedom. (Cubmaster unbinds him.) The Constitution guarantees him free speech. (Removes gag.) A free education gives him the ability to see and to understand. (Removes blindfold.) Let us help Cub Scouting teach him to preserve and enjoy his glorious heritage and to become a good citizen."

Turn on lights, spotlight American Flag and repeat Pledge of Allegiance.

ARRANGEMENT FOR FLAG CEREMONY

If flags are to be posted on the stage, the American flag will be posted on the audience's left. Since it should be on the marching right in the procession, it will be necessary for the flags to cross in the front of the room. (see diagram below.) The American flag should cross in front of the pack flag. If flags are posted on audience level, the American flag will be placed on the audience's right. In this case, the flags do not cross. When colors are retired at the end of the meeting, the same positions are used as shown below except in reverse order.



OUR FLAG AND OUR FREEDOM

This program is set up for an astronaut but use your imagination and you can come up with other ideas, such as a pioneer theme with a person dressed as a pioneer. Use the music when the Saints Come Marching in.

A person dressed as an astronaut carries the Flag of the United States into the room. A recording of the first man on the moon is to be played as he walks in. The flag is placed in the stand. Astronaut says, "I have placed this flag upon this land we call America. It is a banner of hope and freedom for all generations past and present. It represents truth, justice and charity for all those that gaze upon it. It is a symbol of National Unity. Men have loved it so much that they have given their lives. They have given us our freedom through their courage and sacrifice. On June 14, 1777 our flag was born. For 200 years our Star Spangled Banner has waved over the land of the free and the home of the brave. The proud and sacred symbol of the freedom, equality, justice, and humanity for which our flag stands. Please join me in the pledge of allegience.

JUST HUMAN

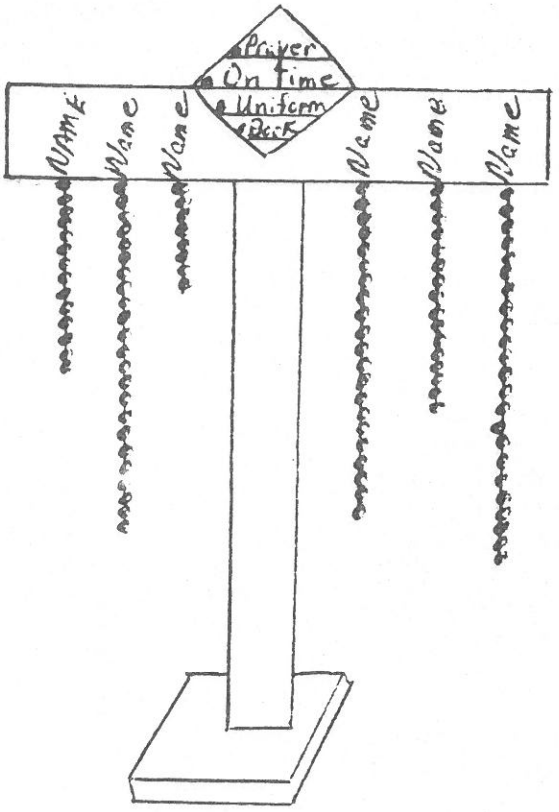
Show me the boy who never threw
    A stone at someone's cat;
Or never hurled a snowball swift
    At someone's high silk hat
Who never ran away from school
    To seek the swimming hold
Or slyly from a neighbor's yard
    Green apples never stole.

Show me the boy who never broke
    A pane of window glass;
Who never disobeyed a sign
    That says, "Keep off the grass."
Who never did a thousand things
    That grieve us sore to tell
And I'll show you a little boy--
    Who must be far from well.

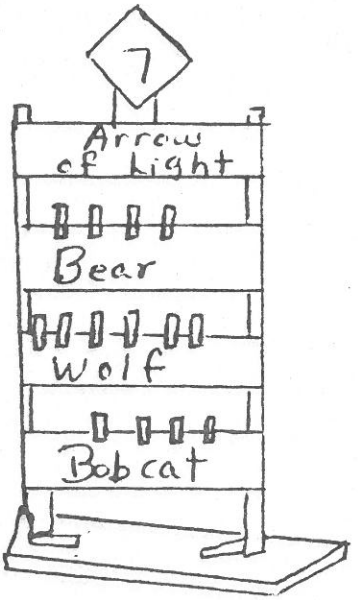
ADVANCEMENT AND CEREMONIAL PROPS

These aids can be as varied as your imagination can devise. Always be on the look out for new ideas. These may come from the most unexpected sources-magazines, advertisements, TV, and game shows. Watch bill boards, publications and ads that relate to your work or business. If they catch your attention, then they must have some idea that will catch the fancy of others. Watch your children's reaction to TV ads, school events and actions of their heros. These often will give you an idea for a ceremonial prop or inspiration.

Use and improve on the following advancement and ceremonial props and share your successes with other Cub Scouters through your monthly Roundtable meetings, Den Leader Workshops and Scout Fair.

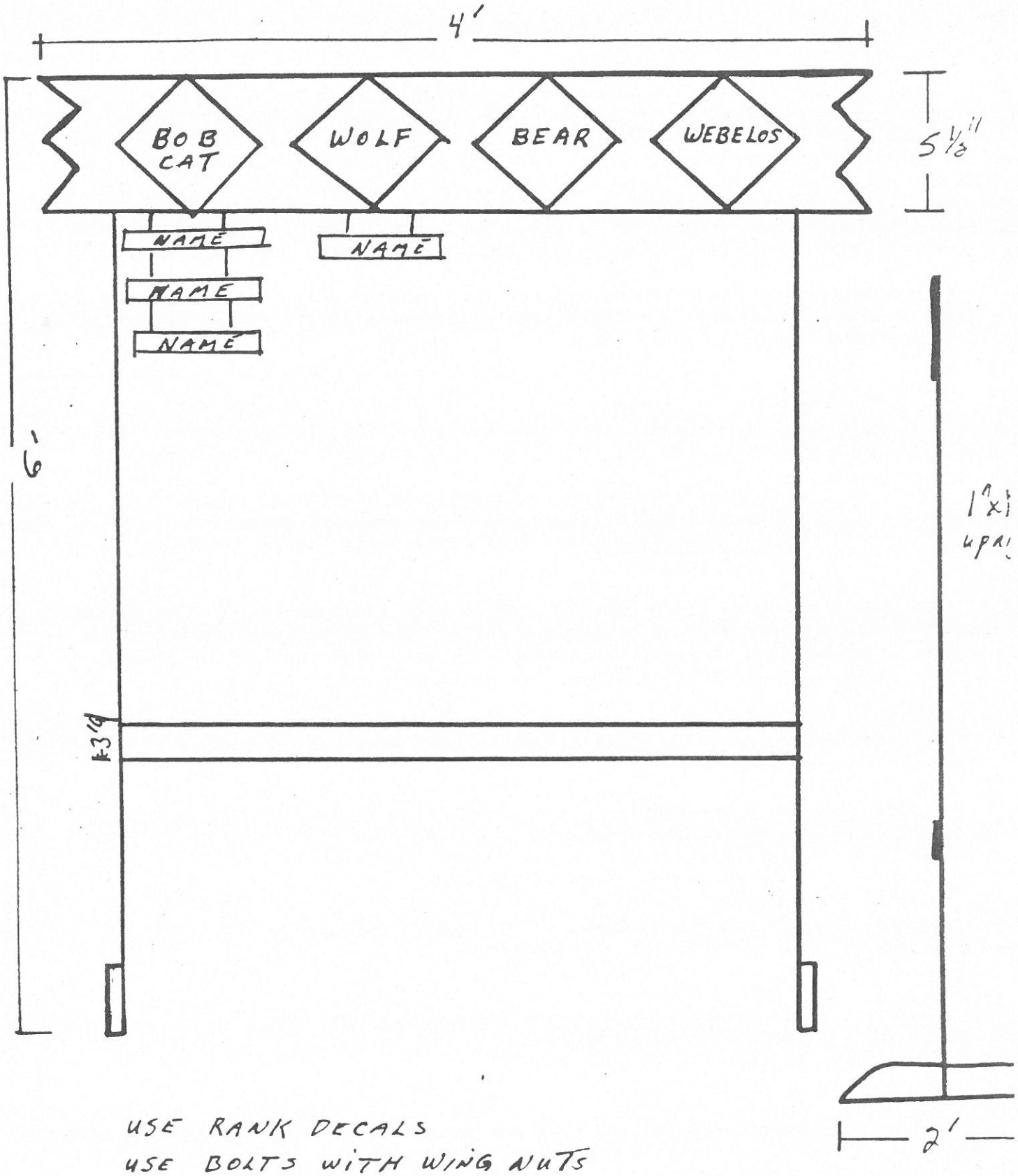


Den Doddle: Different colored beads represent different achievements. (On time to den meetings, bring book, wear scout uniform and advancements.



Clothes pins are used to show advancements. Boys like competition. If they see another boy advance they try harder.

ADVANCEMENT BOARD



USE RANK DECALS
USE BOLTS WITH WING NUTS

BIRTHDAY CEREMONY

All the boys in the den gather around a table, each boy holding a small birthday candle. After the lights are turned out, the Den Leader strikes a match and lights the candle of the birthday boy, who uses his candle to light the candle of the boy next to him. Each boy in turn quickly lights the candle of the boy next to him, all the way around the table, until all the candles are lit. The birthday boy chooses when to blow out his candle. This is the signal for all other candles to be blown out. The lights are turned on, and everyone joins in singing "Happy Birthday." All candles are then collected.

The boys love this ceremony and are very careful about obeying safety rules when they know that any infraction will result in the end of this tradition in the den.

It is a cause for concern that many Americans fail to recite the Pledge of Allegiance properly. As amended by Congress in 1954, the pledge reads:

> "I pledge allegiance to the flag of the United States of America and to the repulic for which it stands, one nation under God, indivisible, with liberty and justice for all."

There is no comma after "nation" and no need to pause there. The concept of "one nation under God" is a precious thing. The extra pause destroys the rhythm and meaning of these great lines. The next time you say the pledge, say it right. Perhaps your example will catch on.

Listed below are a few publications you may find useful resources for making your own ceremonies.

3085	Troop Ceremonies
3122	Group Meeting Sparklers
3188	Your Flag
3214	Staging Den and Pack Ceremonies
3215	Cub Scout Fun Book
3222	Cub Scout Song Book
3707	Citizenship Through Service
	"Boys' Life" Magazine
	Scouting Magazine
	How Book of Cub Scouting (if you can find one)
153	The Scout Law in Action
166	The Scout Oath in Action

There are other publications that may help, such as lodge magazines, books on other cultures, etc. Also, records and tapes may be used for ideas. The best sources of new ideas are other Packs and Troops. Some of the best ceremonies I've seen, I've also stolen.

FOUR WINDS

PERSONNEL: The four winds (4 Cub Scouts), each with a candle, graduating Webelos Scouts and their parents, light switch operator.

EQUIPMENT: Four candles, Scout neckerchief, graduation certificates, graduate's original Cub Scout Application, gift (optional.)

ARRANGEMENT: Graduating Webelos Scouts and their parents are at the front of the room which is in semi darkness. Cub Scouts representing the four winds stand in each corner of the room. Each lights his candle as he expresses his wish for the graduating Webelos Scout. After expressing his wish, he comes to the front of the room.

NORTH WIND: "I'm the North Wind. People say I am cold, but to you I will always bring the warmest of winds because you have been a true-blue Cub Scout and Webelos Scout and have lived up to the Law of the Pack."

SOUTH WIND: "I am the South Wind. I wish you good Scouting. Over hill and dale, I have carried stories of you and your experiences. As a Cub Scout and Webelos Scout, you have been happy, game and fair, a credit to your den and Pack."

EAST WIND: "I am the East Wind. I wish you well. I have spread the story of our fun and happiness in Cub Scouting with Pack #_____ and how you lived up to the Cub Scout Promise and were fair and helpful."

WEST WIND: "I am the West Wind. I would like everyone present to know that these graduating Webelos Scouts did not walk the Cub Scout trail alone. Each had the wonderful help and guidance of his parents. Parents, continue to help your boys go and grow."

ALL WINDS: (In unison) "We will be with you forever. We wish you the best of luck in your travels and experiences on the Scout trail." (Room lights come on. The graduating Webelos Scouts and his family are introduced to his new Scoutmaster. Parents replace the Webelos Scout neckerchief with the new Scout neckerchief. Cubmaster presents graduating certificates and his original Cub Scout Application.)

ADVANCEMENT INTO THE BOY SCOUTS

SETTING: Darkened room, two red lights each on the American flag and pack flag which are stationed between the bridge. On the left of the bridge are the parents and Webelos Leader, on the opposite end of the bridge is the Scoutmaster or Blazer Leader.

NARRATOR: Tonight we mark a great occasion, the graduation of Webelo Scouts _____ from our pack. We are sad to see him leave because he has been a great help to our pack, but we are happy for him because he is going into the great adventure of scouting. He has worked hard for this night and has advanced well. Please escort Webelos Scout (s)_____ to the front. (The prospective scouts remain in their den, and two Webelos Scouts escort the prospective scouts to the stage with the first scout who carries the den flag proceeded by the prospective scouts followed by a Webelo's Scout. They stop at front: The graduating Webelos Scout (s) salutes and joins his den leader on stage. The other Webelos Scouts returns to their place).

(Recaps information obtained from Den Leader concerning each scout).

NARRATOR: Webelos scout (s)_____it is with a great sense of pride that I now ask you for your webelos neckerchief. (After removing neckerchief, Den Leader escorts him to end of bridge), And now you may take the final steps. (Webelos Scout crosses bridge. He stops in center, turns to salute Cubmaster with Cub Scout salute he proceeds across bridge to where the Scoutmaster or Blazer Leader is waiting. He gives him the Scout salute).

BLAZER LEADER _____, We are happy to welcome you to our troop. (Blazer Leader gives short statement on what is expected of scout). Please repeat after me the Scout Oath. (Blazer Leader and Scout exchange salutes and shake hands). As a token of this important occasion, I would like to present you with the troop neckerchief. (Blazer Leader and parents meet in front of bridge). Mr. and Mrs. _____, welcome to our troop. I congratulate you on the fine work that you have done with your son(s) in Cub Scouting. I am sure you will find new adventures in our troop.

Everyone leaves stage.....

BUCCANEERS IN THE DAYS OF OLD

NARRATOR: (With english accent): In the days of our early settlers and right down to the present, mates, many sailors have committed mutiny. This is how many of them became captains--ha, ha, the easy way. Now, for instance, let's take Edward Teach, the real name of Blackbeard. (Blackbeard walks onto the stage--the most bloodthirsty pirate ever to sail the seven seas.)

BLACKBEARD: Ah don't be frightened my friends, it's only me--Blackbeard. You've heard of me the most beloved buccaneer. I've come to warn you there are some strange warnings on this here treasure map I found. It says beware of Bobcats, Wolfs, Bears, and Arrow Points. I have poor eyesight and I need some help finding the treasure. (Call boys up front to receive awards.) I will flog you with a cat-o-nine tail, if you don't help me find this treasure. (Give treasure maps to each boy. Each boys map guides them to their treasure. In the room are small boxes decorated like treasure chests. The boys go and look for their treasure chest and bring them back to Blackbeard. Blackbeard looks inside each box and pulls out awards and gives them to each boy.

WEBELOS INDUCTION

PROPS: Curtain or door or two boys holding up black sheet. Music from Twilight Zone.

NARRATOR: Cub Scout_____please come up front. Cub Scout_____ is now 10 years old and ready to join the Webelos. I hope he has prepared himself well. He is about to go through a test of courage that many don't make. Behind this door is a world of unknown. Scout_____will go behind this door and receive this knowledge. Are you ready? (Music will be played. Scout goes behind door. An adult will be there and will mess up scouts hair and have the scout scream along with his own scream. He well take off his neckerchief and pull his shirt out of his pants. He then throws him back through the door all messed up.

NARRATOR: It looks like Scout_____has had a rough time. I think he needs some help. Will all Webelos come forward. Please concentrate real hard and help Scout_____become a Webelo. (Music is played again. Send Scout back through door. This time he is fixed up and has a webelos neckerchief placed around his neck. He emerges from the door as a new Webelo.) I give to you a new Webelo. (Have boys shake hands with him).

INDUCTING THE NEW FAMILY

PERSONNEL: Cubmaster
EQUIPMENT: "Wolf Cub Scout Book", "Bear Cub Scout Book", "Webelos Scout Book", and "Scout Handbook".

CUBMASTER: Friends, we welcome you to our ceremony for new Cub Scout families. Standing before you are four boys holding up cards that read C, U, B, S. These four letters spell Cubs, but each letter by itself stands for something special.

The C stands for courtesy. A Cub Scout is courteous. He is courteous to adults, his friends, his teachers, and especially his parents. He is courteous in all that he says and does.

The U stands for unity. When a boy joins a pack, his parents join, too. He does not work alone but with other boys. He learns to get along with others.

The B stands for bravery. The Cub Scout is courageous enough to stand up for the things that he thinks are right--honesty, equality, and fair play--thereby making the world a better place in which to live.

The S stands for service. A boy not only does service for himself while he is a Cub Scout but he also serves others. He strives to help spread goodwill in every way he can.

CUBMASTER: (Holding up books), Cub Scouts, you see before you four books: the "Wolf Cub Scout Book", the "Bear Cub Scout Book", the "Webelos Scout Book", and the official "Scout Handbook". They stand for the steps a boy climbs as he goes higher and higher in Cub Scouting and finally reaches the very top as a Scout.

You have come here tonight seeking admission to the friendship and fun of Cub Scouting. You have learned, along with your parents who are here with you, these things necessary to become a Bobcat. Will you give the Cub Scout sign and repeat with me the Cub Scout Promise? (Have all Cub Scouts stand and help the scout give sign and Promise.

Parents, we welcome you. Cub Scouting is for the whole family. As parents, you have certain responsibilities in Cub Scouting. We expect that you will attend the monthly pack meetings and work with your son. Please repeat after me. I _____ will be expected to attend monthly pack meetings and help get my cub to his weekly meeting. I will help work with him on his achievements, allowing him to grow. I will assist the pack when called upon to help with den activities. I will give him encouragement and support when needed.

CUBMASTER: Thank you. Will you pin this Bobcat badge on your son, making him an official Cub Scout? This priviledge will be yours for every badge he earns. We expect that you will work just as hard as he

(Con't)
CUBMASTER: on some of the projects. You start together up the Cub Scout trail. May you all be happy with us in this pack. Cub Scouts what is our motto? (Cub Scouts call back, Do Your Best.) (Have father turn boy upside down. Mother will pin badge on boys pocket. When turned right side up the pin will be upside down. When he does a good deed he presents the pin to his mother who wears it on her brag rag). (A brag rag is a piece of ribbon that the mother can wear with the mothers pins on it. This shows the boy how proud his mother is of his accomplishments.)

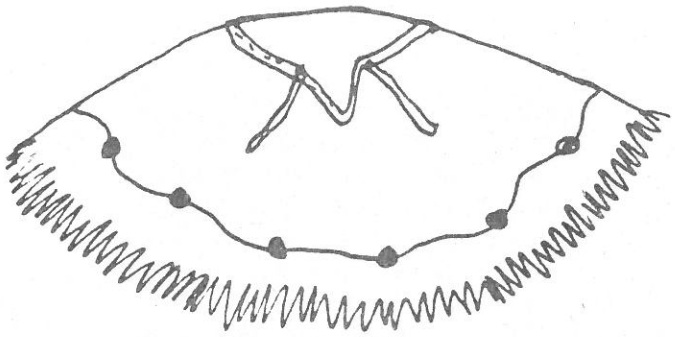
WHO

How happy is that little boy
Who seems so bold and yet so coy,
Who's wild and wooly; never fears
Has grimy face and grimy ears,
And who scoots around upon the ground
Until his jeans are soiled and brown.
He's gay and carefree as can be,
Full of wonder and simplicity.
Who is he? What is his name?
Where does he live? From whence he came?
A trouble, yes, but still a joy.
Who is he? Why, my little Cub Scout Boy!

SAMPLE CLOSING

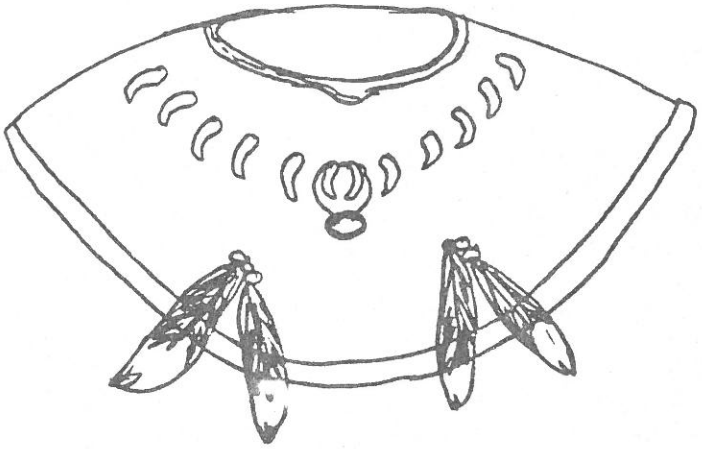
PERSONNEL: Cubmaster, Den Leader, several Cub Scouts
EQUIPMENT: Candles for all, matches

CUBMASTER: Cub Scouts, let's all gather in a circle. I"m going to put out all the lights. (Extinguish all lights). Now, think about the darkness. I'm going to light this small candle. (Lights his candle) and even this one tiny flame makes the room seem cheerful again. That's just the way it can be with a Cub Scout. He isn't very big, but he can light up his home (lights Den mother's cand and make the people around him a little more happy, and soon this good cheer passes to everyone. (as soon as Den mother's candle is lit, she lights a Cub Scouts's candle who lights another, and so on.)



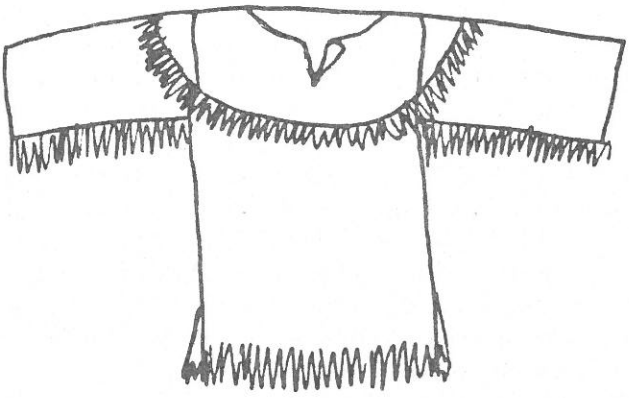
This cape can be made with any heavy material. Cut edges to make fringe. Be creative and paint design or for the more ambitious person use beads.





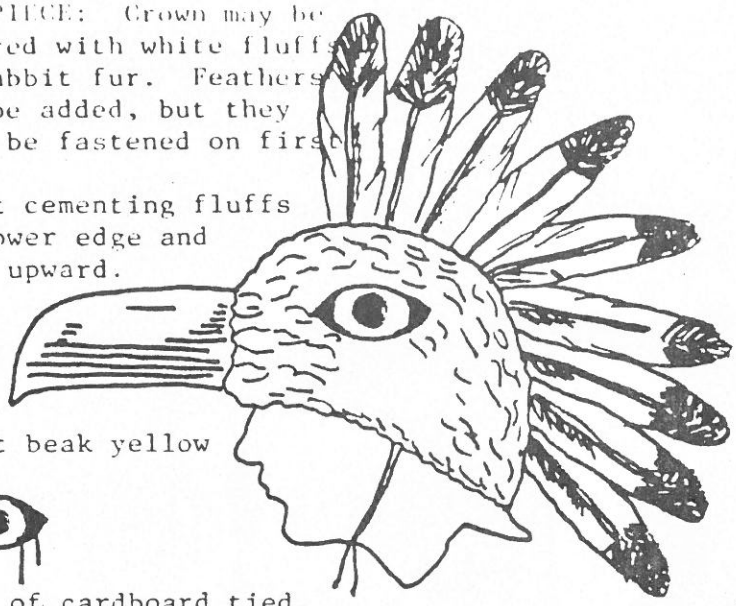
This bearskin cape can be made from any dark straight hair fur. The outer edge of the cape has a border of bright colored cloth or ribbon. Use bear claws and feathers for decoration. The possession of bear claws and eagle feathers indicated that one was an important member of the tribe. Claws can be whittled out of wood and painted or purchased from a leather shop.

Fringe can be made of cheap chamois skin. Heavy outing flannel makes the best imitation buckskin. Next is unbleached muslin. Design can be colored or sewn on shirt to give it color.



HEADPIECE: Crown may be covered with white fluffs or rabbit fur. Feathers may be added, but they must be fastened on first.

Start cementing fluffs at lower edge and work upward.



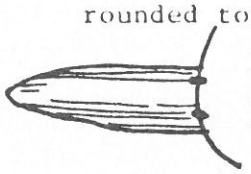
Paint beak yellow



Eyes of cardboard tied on over fluffs.

BEAK

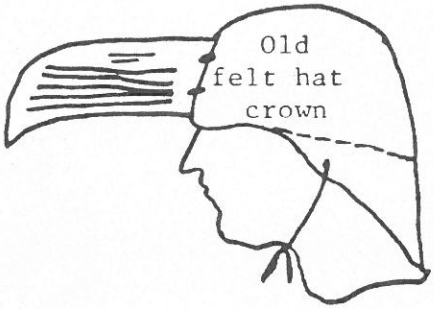
Make beak of balsa with rounded top.



Fasten with cement and thongs.



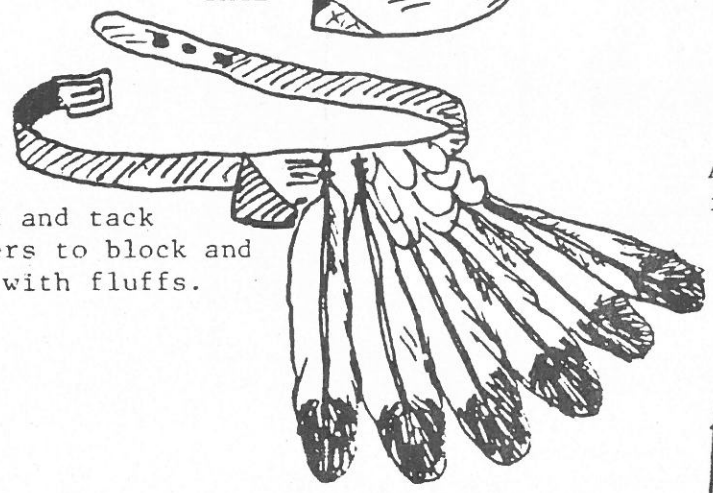
Beak may also be made of fiber and gummed tape.



A woodland roach can be worn in place of the eagle headpiece.

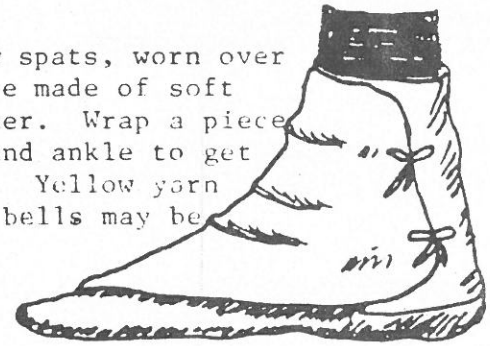
TAIL





Cement and tack feathers to block and cover with fluffs.

SPATS:
Bright yellow spats, worn over moccasins, are made of soft painted leather. Wrap a piece of cloth around ankle to get your pattern. Yellow yarn leg bands or bells may be worn.





WRAP AROUND KILT: Make wrap-around kilt of white canvas.

DENNIS THE MENACE



"THAT'S what I'm gonna be when I grow up!"

"A Boy Scout!"

"J'ai trouvé ce que je ferai quand je serai grand!"

"Je serai SCOUT!"

ARROW OF LIGHT CEREMONY
Aug. 17, 1982

Around a crackling campfire, the Council, with the presiding Akela, Chief White Eagle, opened the ceremony with three loud calls of A-KE-LA!

Chief White Eagle was dressed in buckskin with bead work of small brown eagles and teepees running up both sleeves. On his chest and back was a large, beaded, spread-winged eagle looking in both directions signifying "All Seeing". His impressive headdress was made of rabbit fur with a line of white feathers in a cockscomb fashion. On each ear, he had a large, round, beaded shield with an eagle on each piece. The same spreadwinged eagle was on his shield.

Holding the grand Arrow of Light with its seven rays of light high above his head, Chief White Eagle explained its meaning. The Council chanted A-KE-LA to the beat of a drum, louder and louder each time Chief White Eagle, in all his glory, danced over the bridge seven times. Finally, he stopped before the campfire, proudly holding the Arrow of Light high in the air. His shadow cast a mysterious image on the trees behind him.

Looking around the campsite, one could see that the boys' golf-ball-sized eyes were all fixed on their Chief, each boy awaiting his next word. A-KE-LAAAAAAAAAAAAA !!! Rang in our ears.

The silence that fell over the camp was almost eerie. Even the horses were still. The silence was broken only by the crackling of the campfire. Then, we could hear the distant sound of hooves coming nearer and nearer. A silhouetted figure on horseback loomed out of the darkness. With the play of shadows, he seemed at least ten feet high. Sitting proudly on his painted pony was our Grand Akela-Chief Running Buffalo. His horse walked slowly on the outskirts of the campsite. With their mouths wide open with awe, the boys and parents alike watched Akela as he came nearer to the campsite. Finally, by an unspoken word his horse stopped.

A grunt from the Akela sent some small boys running to their mothers to tell them of the genuineness of the Indian.

Chief Running Buffalo slipped off his bareback horse and walked into the full light of the campfire. He was wearing a magnificent Buffalo headdress with a buckskin shirt and pants and a white rabbit fur medicine pouch at his waist.

A young warrior tended to his horse as a beautiful maiden took the buffalo staff and shield. A running buffalo decorated the center of the shield which jingled with bells at each movement.

Chief Running Buffalo stood alongside of Chief White Eagle before the silent Council. When he finally spoke, his voice sounded like that of a deep-throated bear in a cave.

RUNNING BUFFALO: "Why have you called Chief Running Buffalo--keeper of the Arrow of Light?"

WHITE EAGLE: "We have a scout who is to receive his Arrow of Light."

RUNNING BUFFALO: "Call forth this Scout." (As he spoke to the Scout, he used sign language.) "I know you have traveled many miles, climbed many mountains, swam many rivers to earn your Arrow of Light. Call forth the parents. (The proud parents walked up to Akela, standing on each side of their son.) "Pin this arrow of light pin on your son. He has made our Pack Council and Akela very proud." The campfire light increased the years of knowledge which showed on Chief Running Buffalo's face as he spoke to the Scout. "Pin this arrow of light pin on your mother, close to her heart so that she may remember the great honor you brought her. ALL COUNCIL ARISE. I GIVE TO YOU ___name____, HOLDER OF THE ARROW OF LIGHT.

Before chief Running Buffalo departed, he gave a mighty chant. The Webelo Leader took the Scout's Webelo scarf off and released him to walk across the bridge. Waiting on the other side of the bridge was his new Scout Master, to receive and welcome him into the Boy Scout Troop. He introduced the Blazer Leader to the new Scout, while he, in turn, introduced him to the Patrol Leader and then the rest of the Scouts.

Chief White Eagle thanked everyone for coming.



Performed by Gary, Charity, and Norman Galbraith. Roger Ballard was Chief White Eagle

Teach me to walk in the light of his Love

Teach me to pray to my Father above

Teach me to know the things that are right

Teach me, Teach me, to walk in the light.

ARROW OF LIGHT

THEME: Space

PROPS: A Space ship, black light, music of star wars. People dressed as star wars characters.

NARRATOR: (Dressed as Darth Vadar.) I am Darth Vadar, King of the Darkness. I have been beamed here to earth from a far away galaxy to help honor a young man who has earned his Arrow of Light. I have traveled many light years so that I may meet your Akela. Help me now beam your Akela here. (Narrator then chants A-KE-LA with the help of the audience. The lights go out and the star war music is played. The curtain is opened and a space ship appears. The black light gives it an illuminous look. A red flickering light placed behind the ship gives an illusion of just landing. The people dressed in costumes of star war Characters, come to the front and stand. Lights go on and the music stops.

OB: "Why have I, OB King of the Light been beamed here?

DARTH VADAR: "We have a boy that has earned his Arrow of Light.

OB: "Bring forth this boy and his parents. (Star war Characters go and bring forward parents and boys.) This emblem I hold represents the Arrow of Light. It represents seven virtues of life.

#1. Wisdom: Wisdom does not necessarily mean superior knowledge. It means putting to the right use the knowledge that one possesses. The next virtue is...

#2. Courage: Courage is not the quality that enables men to meet danger without fear, it is being able to meet danger in spite of one's fear. The third virtue is...

#3. Self-Control: Self-Control is'nt limited to the control of one's self in all things: eating, playing, and even working and talking. Fourth is...

#4. Justice: Justice is the practice of dealing fairly with others without prejudice or regard to race, color, or creed. The next virture is...

#5. Faith: Faith is the conviction that something unproved by physical evidence is true. The sixth ray stands for...

#6. Hope: Hope means to expect with confidence. Always hope for better things to come. And the last virtue is...

#7. Love: There are many kinds of love--love of family, love of home, love of fellowmen, love of God, and love of country. All these loves are necessary for a full life.

OB: If you live by the seven great virtues you will become a happy man, and a happy man is a successful man.

It is now my pleasure to present you and your parents with your Arrow of Light Award.

Scout_____you have followed your beam well. With your parents you have grown with the challenges that were placed before you. Parents with your help Cub Scout_____has earned this award that represents the good in this world. Goodness will always triumph over darkness. Cub Scout_____place this emblem over your mothers heart. Father place this pin on your son. Turn Cub Scout so he is facing audience. I give to you a new Jedi Warrior, holder of the Arrow of Light, Cub Scout_____. (Lights go out and music plays and curtain closes. As soon as curtain closes light goes back on and all the star war characters disappear behind the curtain.

PRESERVING A CUB SCOUT

1 large grassy field
1 Cub Scout
1 Cup awards
2 cup parents
2 cups triumph
a dash of pride
assorted recognition

Mix scouts with parents and empty onto grassy field, stirring constantly. Sprinkle the field with awards. Cover with assorted recognitions and bake in pride. When scouts are well recognized remove and set to cool in triumph.

WEBELO ACHIEVEMENTS CEREMONY

Call boys and parents up front. Have them sit on a blanket on the floor around a council fire. Wrap each boy and parents with a blanket.

CUBMASTER: This blanket represents the unity of the family. Together they have accomplished the task that was laid before them. They have shown the willingness to work hard to develope personal skills to make them a strong member of the tribe. (Hand each boy a penny). This penny represents good luck. Keep it always and remember the good fortune you have given your parents and the tribe. You have been called to come before the coucil fire. This fire is with you to give you warmth and light. We use it to cook and use it to light our way. (Present awards to boys). May the Great Spirit be in your hearts forever.

TAKE ME OUT TO THE BALL GAME

PROPS: Bases are cut out of cardboard or styrofoam. Cubmaster wears baseball uniform. Music-Take Me Out to the Ball Game. Play music-Take Me Out to the Ball Game. While music is played boys that are to receive awards march into the room in single file. They line up facing the audience. The music stops.

CUBMASTER: Baseball is a favorite sport of boys. Every boy dreams of hitting a home run when bases are loaded and being the hero. In Scouting, a boys dream is to achieve the highest award, the Arrow of Light. (call each boy forward that is to receive their Bobcats). First base represents the first advancement to make that home run. They have shown a commitment to Scouting. They are on the right track. (the Bobcats are presented their awards and walk to first base). Second base represents the Wolfs advancement. The boys are halfway home. They have learned to develope their skills which will help them become a good player. (present award and have boys go around to second base). Third base represents Bears. The Bears have come along way, but they are not home yet. They have shown dedication to the game. They have shown a desire to be the best. Their practicing has brought them to third and one step closer to home. (Present award and have boys go around the bases touching first and second then standing on third. Hold up Arrow of Light with the seven rays on it. Read the seven virtues and present arrow to boy receiving his Arrow of Light). You are the hero of this game. You have succeeded where many have failed. You are the winner. Call parents up to share in the glory. Present pin. (Have boy carry Arrow of Light around bases to home plate. Have boys yell GO GO GO! When he reaches home plate turn scout to face audience. Cub Scout _____ has earned his Arrow of Light. He will soon be going into Scouts where its a whole new ball game. In our pack his name will remain in our Hall of Fame.

ARROW OF LIGHT CEREMONY

THEME: King Gerald of the Round Table

PROPS: Throne, horn, dry ice, music of horns. People dressed in medieval times. (King, page, princess and Merlin the Musician. Other leaders can also dress up.

NARRATOR: (Dressed as Merlin the Magician). I am Merlin the Magician. I have come here tonight to honour a Cub Scout who has earned his Arrow of Light. With my magic I will call back the Akela of the Knights of Yore. He will travel through time to join us. Knights had to know the rules of chivalry and to promise to be true to them throughout their lives. They were expected to be generous; to use their swords only in good causes; to defend the church; to protect widows, orphans, and the poor; and to help all fellow beings in distress. Let us now summon the Akela. (The audience participates in calling out A-KE-LA. The lights go out. Music of horns is played while the curtains are being opened. Dry ice has been placed in buckets of water to give a look of fog. A strobe light flickers fast to give a look of coming from time. The King Akela sitting on the throne with a page blowing on a horn next to him. A princess is standing on the other side of the throne. The King arises and comes forward. The princess and page follow. The curtain closes and the lights go on).

KING: Why have you summoned me King Gerald of the Knights of Yore, Keeper of the Arrow of Light?

MERLIN: We have a boy who has earned his Arrow of Light.

KING: Escort Cub Scout_____ and his parents up front. (people dressed in costume escort them to the front). This night I have been summoned to present to you the Arrow of Light. (Page bows to the King). Arise and take my shield. Cub Scout_____ you have chosen your path well. You have fought the mighty dragon and have faired well. You have brought great honour to the court and to your parents. (Present boy with mothers pin). Place this pin on your Mother so she may wear it and remember the honour you have brought her. (Present father with award). Father place this pin on your son so he too might always remember his great deeds. (Have boy get down on one knee). I King Akela proclaim that Cub Scout_____ is now the new holder of the Arrow of Light. (Have boy arise and turn him to face audience). All court arise, I give to you Cub Scout_____ new holder of the Arrow of Light. Music is played, lights go out and curtains open. King goes back to throne and page and princess take their same positions. Curtain closes and music stops. Lights are turned on.

CREATION STORY

In a Pima version of the creation myth recited at the very beginning of the 20th century, Earthmaker, wandering around in nowhere, rubbed the sweat and dirt from his breast. He made a tiny ball which he held out on the palm of his hand. The ball tipped over three times. The fourthe time it stayed straight "in the middle of the air and there it remains now as the word."

Earthmaker then created the first bush; it was greasewood, or creosotebush. He made tiny red ants to live on the bush, to live on the gum that comes from its stem. The tiny red ants did no good, so white ants were created. They worked and enlarged the earth. They kept making the earth larger and larger. At last it was big enough to make a resting place for Earthmaker. Next, it is said, a person was created. Earthmaker made him out of his eye, "out of the shadow of his eyes, to assist him, to be like him, and to help him in creating trees and human beings and everything that was to be on the earth." This person was created. So Earthmaker himself created the mountains and everything that has seed and is good to eat. For if he had created human beings first they would have had nothing to live on.

But, after making Buzzard and before he made the mountains and seed, Earthmaker made the sun. In order to do this he first made water, which he placed in a hollow earthen vessel to harden--to become ice. He placed the hardened ball in the sky. "First he placed it in the North, but it did not work; then he placed it in the West, but it did not work; then he placed it in the South, but it did not work; then he placed it in the East and there it worked as he wanted it to."

He made the moon in the same way and tried it in the same places, with the same results. When he made the star, "he took the water in his mouth and spurted it up into the sky. But the first night his stars did not give light enough. So he took the doctor-stone (a crystal or Quartz pebble) and smashed it up, and took the pieces and threw them into the sky to mix with the water in the stars, and then there was enough light."

Earthmaker again rubbed his breast and from the rubbings he made two little dolls. He laid them on the earth. And they were human beings, man and woman. The people increased until they filled the earth. The first parents were perfect, and there was no sickness and no death. But when the earth was full, "there was nothing to eat, so they killed and ate each other."

Not liking the way his people acted, Earthmaker "let the sky fall to kill them. But when the sky dropped he, himself, took a staff and broke a hold through, through which he and Buzzard emerged and escaped, leaving behind them all the people dead."

Now being on top of this fallen sky, Earthmaker again made a man and a woman in the same way as before. "But this man and woman became grey when old, and their children became grey younger still, and so on till the babies were grey in their cradles." And Earthmaker, "who had made a new earth and sky, just as there had been before, did not like his people becoming grey in their cradles, so he let the sky fall on them again, and again made a hole and escaped," whith Buzzard as before.

On top of this second sky, again he made a new sky and a new earth, and new people, just as he had before. But these new people made a vice

of smoking. "Before human beings had never smoked till they were old, but now they smoked younger, and each generation still younger, till the infants wanted to smoke in their cradles." Earthmaker did not like this either, and so he let the sky fall again; then he created everything anew in the same way, "and this time he created the earth as it is now."

At first, "the whole slope of the world was westward, and though there were peaks rising from this slope there were no true valleys, and all the water that fell ran away and there was no water for the people to drink." Buzzard was sent to fly around among the mountains and over the earth, "to cut valleys with his wings, so that the water could be caught and distributed and there might be enough for the people to drink."

The sun was male and the moon was female. They met once a month. "And the moon became a mother and went to a mountain called Sun Striking Mountain." There her baby was born. Mother Moon had her duties to perform. She had "to turn around and give light, so she made a place for the child by ramping down the weedy bushes and there left it. And the child, having no milk, was nourished on the earth." This child was Coyote-thus the night-prowling beast was mothered by the moon. As he grew, he went for a walk and came to the house of Earthmaker and Buzzard. Earthmaker recognized him and called him by name, Coyote.

Then out of the north came a powerful personage, a great unknown force pervading the earth, recognizable as Iitoi (EE-ee-toy). Buzzard and Coyote he addressed, each, as his younger brother. The two disputed this; they claimed to have been first, and to be older than he. Iitoi was so powerful that even Earthmaker trembled before him. Finally, because he insisted so strongly, he was allowed to be called Elder Brother. He then made his home with Earthmaker, Buzzard, and Coyote, and did many wonderful things. Because of his ambition to do great deeds and get more fame, Iitoi was always trying to outdo Earthmaker, who was king and generous, and really the strongest.

Some of the under takings of Iitoi caused a great flood to cover the land. Forewarned, each of these four original ones planned means by which they could escape. When the floods came, the people fled to the mountains. They had to move higher and higher as the water rose. This happened four times. Then Earthmaker used power to help his people; he raised the mountains. "But at last he saw all was to be a failure. And he called the people and asked them all to come close together, and he took his doctor-stone or stone of light, and held it in the palm of his hand and struck it hard with his other hand, and it thundered so loud that all the people were frightened and they all turned into stone."

Little birds flew up to the sky and hung on by their bills. "The flood rose higher until it reached the woodpecker's tail, and you can see the marks on it to this day." One little bird was cold and cried so loud that the other birds pulled off their feathers and built him a nest so that he could keep warm. When he was warm he quit crying. "And then the little birds sang, for they had power to make the water go down by singing, and as they sang the waters gradually receded.

THE CREATION OF EARTH (cont.)

When the land began to appear, Earthmaker and Coyote got out of the water. Buzzard was flying high in the sky. Iitoi was the last to get out on dry land. Even so, he argued again that he was the first, and greeted Earthmaker as 'my younger brother.' Just to please him, Earthmaker gave him his way and let him be considered the elder." All of them, even the little birds, though they knew better, admitted that Iitoi was the Elder Brother.

HOW SICKNESS CAME

While the earth was still damp, Iitoi, Earthmaker, and Coyote took clay and began to make dolls. They did not let each other see what they were making. Earthmaker did not make good ones "because he remebered some of his people had escaped the flood through a hole in the earth, and he intended to visit them and he did not want to make anything better than they were to take the place of them."

Coyote made the poorest of all. Iitoi asked if they were ready. They said, "Yes." and all turned and showed what they had made. Iitoi asked Earthmaker why he made such queer dolls. He found fault with all of them. That made Earthmaker angry, and he began to sink into the ground. He took his greasewood stick and hooked it into the sky and pulled the sky down while he was sinking. "But Iitoi spread his hand over his dolls, and held up the sky, and seeing that Earthmaker was sinking into the earth he sprang and tried to hold him and cried, 'Man, what are you doing! Are you going to leave me and my people here alone?'"

But Earthmaker slipped through his hands, "leaving in them only the waste and excretion of his skin. And that is how there is sickness and death among us." Swinging his hands, Iitoi scattered disease over all the earth. He washed his hands in a pool and the impurities remaining in the water are the source of the malarias and all the diseases of dampness.

AN APACHE PRAYER

addressed to White Painted Woman by the medicine man--

(White Painted Woman), you are good. I pray for a long life.
I pray for your good looks.
I pray for good breath.
I pray for good speech.
I pray for feet like yours to carry me through a long life.
I pray for a life like yours.
I walk with people; ahead of me all is well.
I pray for people to smile as long as I live.
I pray to live long.
I pray, I say, for a long life to live with you where the good people are.
I live in poverty.
I wish the people there to speak of goodness and to talk to me.
I wish you to divide your good things with me, as a brother.
Ahead of me is goodness, lead me on.

-from Curtis, E.S., 1907 Vol. I:37

CRAFTS

Tiger Cubs BSA



WHY CRAFTS IN CUB SCOUTING?

If you check the Wolf and Bear Cub Scout books, you will find they are filled with an unlimited number of achievement and elective ideas involving crafts.

Crafts can be fun and teach a boy basic Cub Scout skills. Each of the 12 electives for the Wolf and Bear ranks includes special handicraft projects to hold a boy's interest and increase his desire to advance from one rank to another.

Your Cub Scouts will be happy to be able to point with the proper amount of pride and enthusiam to some article and say, "I made that!" In these days of specialization and mass production it is usually not sound economically to make things. But the creative urge is still present in us. In the Cub Scouting program we devote time to handicraft to enable boys to get guidance in ways to express these creative efforts.

Is is important to encourage the natural creative urge in a boy. Unless you do, the urge may disappear and be replaced by a lack of confidence. Learning by doing is important to everyone. The earlier you start to praise the efforts of a boy, the better you will build his confidence in his own ability. The enthusiasm you show for his effort will be rewarded if you show him how to do the job. Your patience and interest will build his confidence and encourage him to put forth his best efforts.

There are different opinions about handicraft contests in Cub Scouting. Competition in the handicraft field is difficult because it involves judging one boy against another. Who wins? Is it the boy with a nice-looking article made in a complete workshop, or the boy who has done his best with few, if any tools? There are many more human problems in handicraft competition. The best way to eliminate the problem is to eliminate the handicraft contests.

Dec.

BATH SALTS

Your Cub Scouts will enjoy making and bottling bath salts for gifts. To make the gift, put Epsom salts into a glass jar and add a few drops of food coloring and a little perfume or cologne. Cover jar and shake well until the salts are uniformly colored.

You will need 5 lbs. of Epsom salts to make about 8 pints of bath salts. For best results, allow mixture to stand for several weeks before using.

GLYCERIN SOAP BUBBLES

Here's a Cub Scout gift for little brother or sister. Mix together and allow to cool; 2 tablespoons of detergent (not soap), 1 tablespoon glycerin, 1 cup hot water, and food coloring as desired.

Put mixture into a small baby food jar container. Use a piece of saran wrap or plastic wrap to act as a seal. Add colored straws or a decorated spool for the bubble pipe and your gift is ready to wrap.

HAND HOLDER



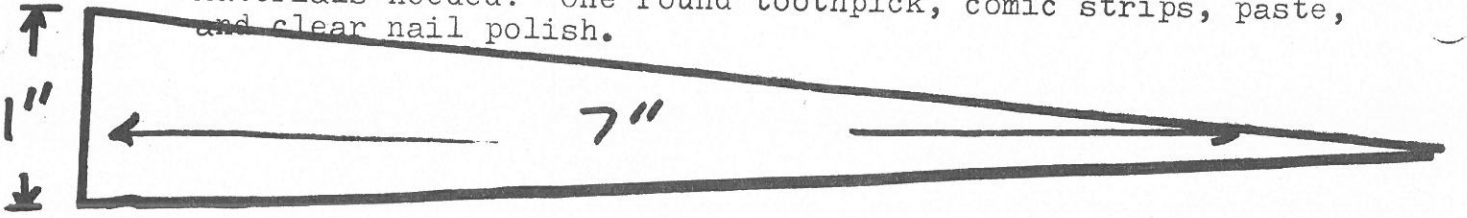
Here's a gift that can be personalized for Mom's kitchen. Have each Cub place his hands, fingers spread apart, on a piece of $\frac{1}{4}$" plywood. Trace outline of hands, one at a time. Cut out, sand carefully, and fasten them to the sides of a block of wood as illustrated. This makes a good napkin or envelope holder or mail rack.

CORAL BEADS

String beads, tint with different colored inks, and string on a thread to make a lovely coral necklace. Materials needed: Macaroni, thread, a needle and colored ink.

PAPER BEADS

Cut a sheet of colored comic strips into 1" x 7" triangles like the one shown below. Roll each triangle around a toothpick starting at the wide end. When you come to the end of the strip, use a touch of paste to hold it in place and paint with clear nail polish. When dry, remove from toothpick and string on heavy thread. Materials needed: One round toothpick, comic strips, paste, and clear nail polish.

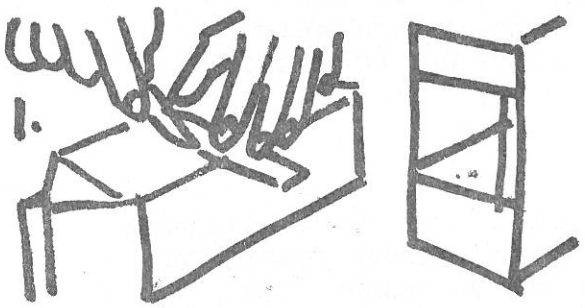


DEC.

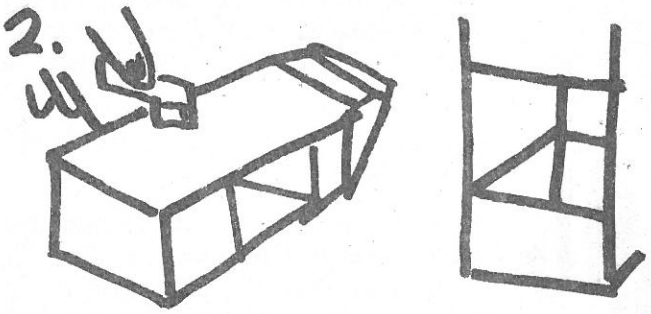
MILK CARTON FEEDER



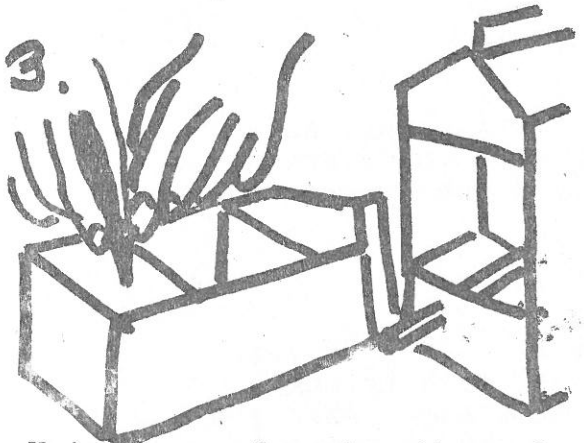
These bird feeders aren't very fancy, but the birds wintering in your neighborhood won't care. They're looking for food and these feeders will keep them in good supply. Made from half gallon plastic-coated milk cartons cut and stapled together, they are easy to make and will lend themselves to mass production for a conservation project for winter. Cutting and assembly can be done in four easy steps. Materials? Three cartons will make two feeders-two bodies and two roofs. An 8" length of 3/16 inch wood dowel is required for each perch. Finished feeders may be hung from a tree limb or fastened on top of a post. Fill feeders with wild bird seed.



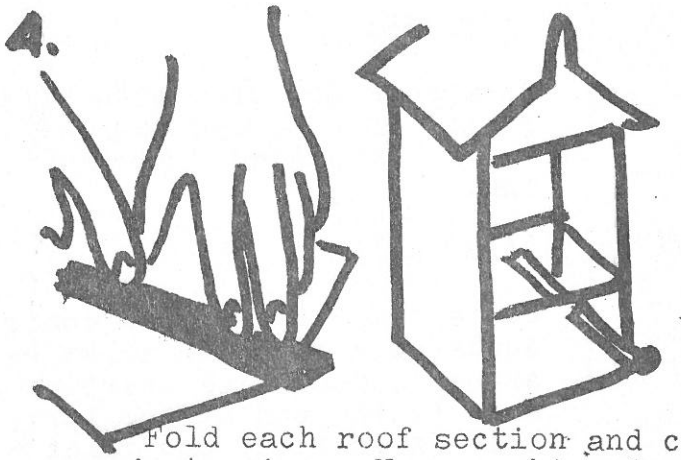
Using a steel square, cut carton on opposite sides with sharp blade. Cut 2¼" from bottom, 1¼" from top.



Cut opposite corners to form flaps; fold them in; staple to side panels. Fold and staple spout shut.



Using a cardboard pattern for a guide, mark center of hole on each side for the perch. Holes may be punched first, then enlarged to correct size with sharp pencil. Remove top and bottom from a third carton, cut apart on opp-osite corners to make roofs.



Fold each roof section and cut ends to size. Now, working from center fold, use a 11/12" wide strip of wood as guide and score ridge folds with blunt point. Attach roof to body with staples, then put 1/8" hole in ridge center so feeder can hang on limb.

JAN.

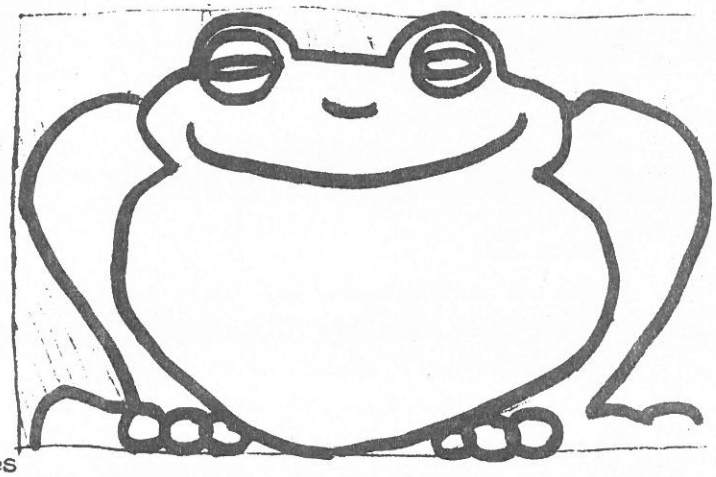
SUPER SOAP SCULPTURE



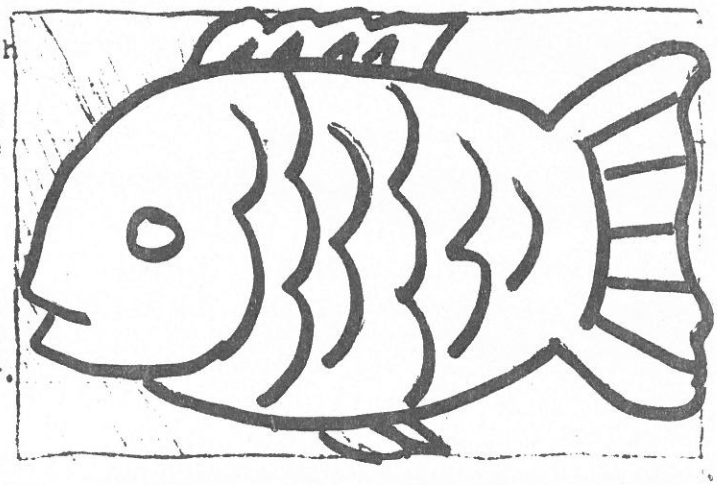
Some call it soap sculpture... I call it good, clean fun! This is a great indoor activity for cold, rainy days when it's just too mucky to do anything outside. Any one who's old enough to handle a pocketknife can make these useful - and sometimes really beautiful - soap fancies. They can make nice gifts... be sold at crafts fairs... or just be enjoyed in your home.

To do your first sculpture, you'll need a bar of soap, a pocketknife, paper to draw on, a peice of newspaper, and a sharp pencil. Even though carving in soap is much easier than carving in wood, I would still suggest a fairly simple design for your first sculpture so that you can get the feel of the material you're working with. After that, just let your imangination run wild... and see what it creates!

Start by laying the bar of soap on some drawing paper and making an outline of it. You'll need to do this twice unless your sculpture is going to be identical on both sides. Then sketch your design on the pattern just the way you want the finished project to look. Use as much of the bar as possible, keeping in mind that if you make deep cuts into the middle, it can easily break apart. If you want your creation to have a different front and back, be sure to outline both views.



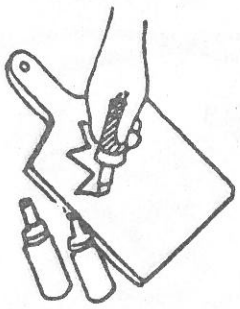
Now, transfer your drawing onto the sculpture-to-be by laying the pattern on the top of the bar and tracing all the major lines with a pencil. Bear down hardeenough to leave an impression but not hard enough to tear your pattern... especially if you plan to use it again on the other side of the bar! Remove the pattern and redraw the lines in the soap with the pencil point to make them a little deeper. Then sketch minor lines and details directly onto the bar.

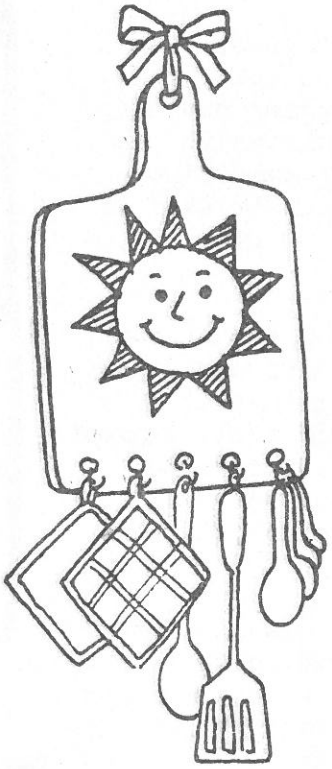


Working over a peice of newspaper to catch the shavings, remove the larger chunks. Since sopa is usually soft, most bars can be cut away in wedges just as you'd slice an apple, but work slowly... and if it starts to crumble, take smaller pieces. Also, try to keep the knife blade level as you cut away the outer rim, so that the edges are not beveled...unless, of course, your finished piece is supposed to be narrower on one side than the other. keep on till you have the basic outline of your design. Now, carefully begin to carve in the details, shaving away only a sliver at a time.

JAN.

Kitchen Hanger





What to Use:

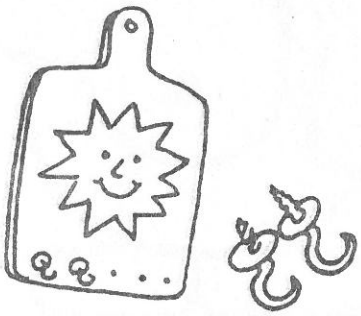
Inexpensive chopping board from dime store
Ribbon
Screw-in type hooks
Felt-tipped markers, shellac, small nail and hammer, tape measure, newspapers

What to Do:

1. Spread newspapers on your working surface. Paint your chopping board in any design you choose, or follow the design on the illustration given here. Use a black felt-tipped marker for the outlines of the design and colored markers to fill in the pattern. When the design has dried, paint the board with a coat of shellac. Let the shellac dry.

2. At the bottom of the board mark spots at approximately 2-inch intervals. Make small holes, using a nail and hammer, in the spots you marked. Screw the hooks into the holes. These will be used for hanging up potholders, small kitchen utensils or whatever.

3. Pull a ribbon through the hole at the top of the chopping board and tie it. Your present is all done.



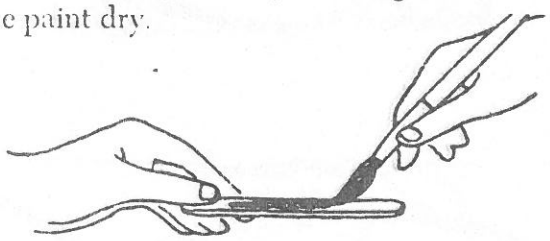
Trivet

What to Use:

10 ice cream sticks
10 large wooden beads
Paints, glue, shellac, brush, tape measure, newspapers

What to Do:

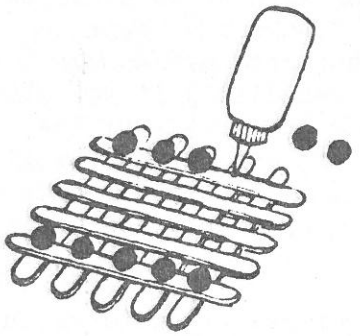
1. Spread newspapers on your working surface. Paint one side of each of the ice cream sticks in one color, or two colors, or any number you like. Use your imagination. Let the paint dry.

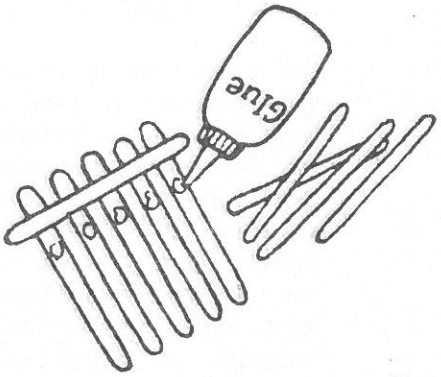


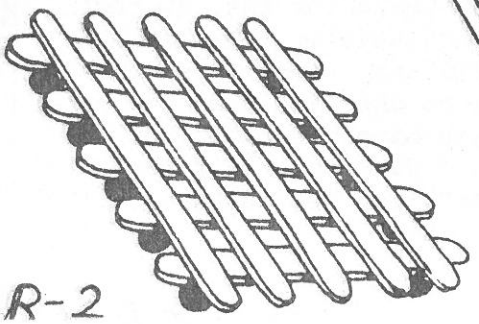
2. Now shellac each of the sticks and let the shellac dry thoroughly, for at least one hour. Repeat shellacking and dry.

3. Glue five sticks, painted sides up, at right angles to the other five sticks. This will form a latticed square.

4. Glue large wooden beads under the bottom five sticks, at both ends, approximately ½ inch from the edges. The beads will make an air space between the hot pot sitting on the trivet and the table surface.





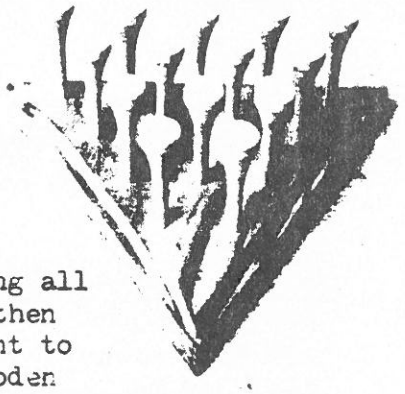


CR-2

JAN.

a game of skill

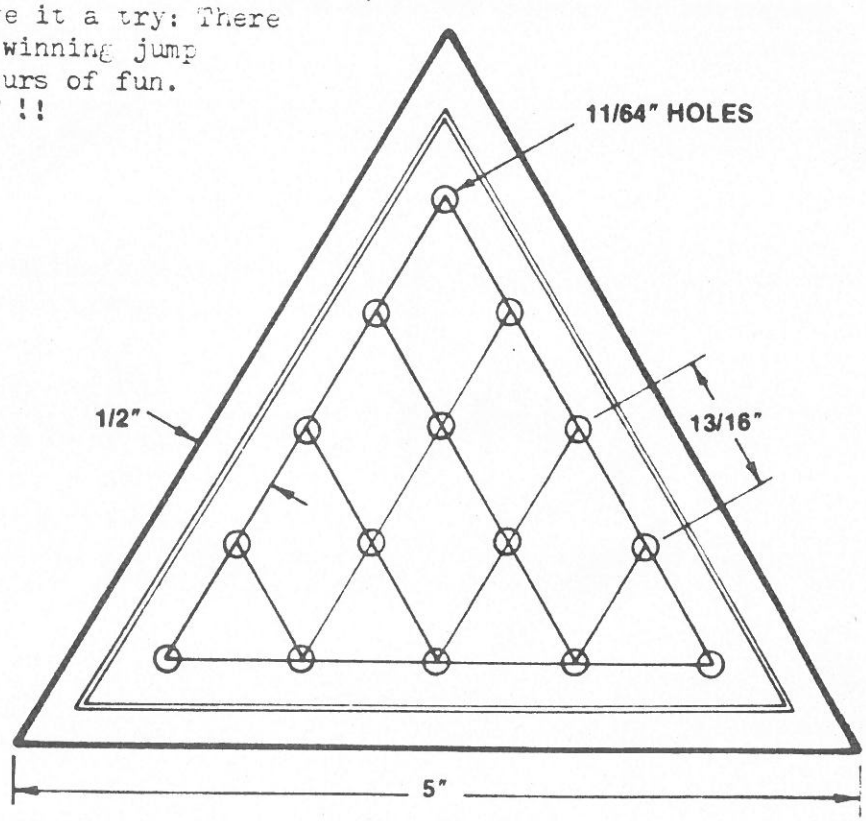
All you really need to whip out this little stumper is a 3/4 - inch - thick scrap of lumber (softwood is OK, hardwood is better) large enough to cut into an equilateral with 5 - inch sides, a bag of golf tees (89¢ will buy enough to make up three games), a drill with an 11/16-inch bit, and a handsaw.



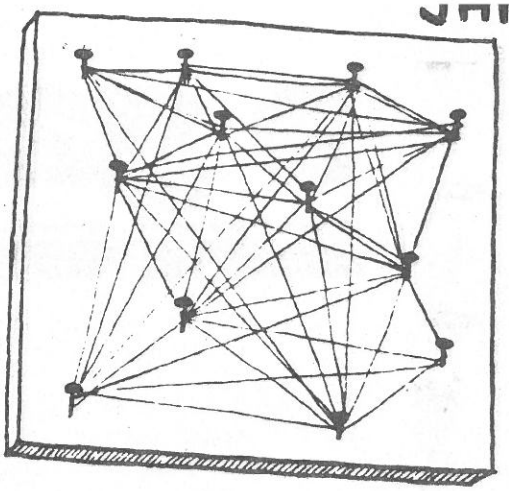
Cut out the triangle and then drill 15 holes - 5/8 - inch deepand spaced 13/16 - inch apart- into the block of wood as shown. (The easiest way to lay out the pattern is by lightly penciling a smaller triangle 1/2-inch inside the edges of the wooden one, marking off a spot every 13/16-inch along the penciled triangle's perimeter, connecting all the marked points with lightly penciled straight lines, and then drilling wherever two of the lines cross.) If you really want to get fancy, you can rout or scallop the upper edges of the wooden block. Then finish it off with linseed oil, polyurethane, or the stain of your choice.

To play, just put a tee in every hole but one... then jump the tees like checkers - one at a time, removing each one you jump - until only one remains. That, of course, sounds ridiculously simple...but give it a try: There are only a scant handful of winning jump combinations, guarenteeing hours of fun.
Good Luck and Happy "Jumping" !!

(but mostly luck)



Yarn-Nail-Wood Collage

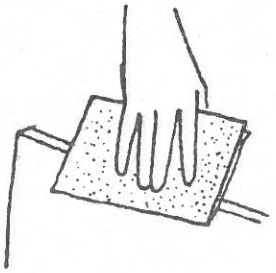


What to Use:

Scrap of wood, about 8 by 8 or 8 by 10 inches (often free from a lumberyard)
About 12 nails, short and rustproof
Pieces of yarn
Self-adhesive picture hook
Spray paint or shellac, hammer, newspapers, scissors, sandpaper, dust cloth

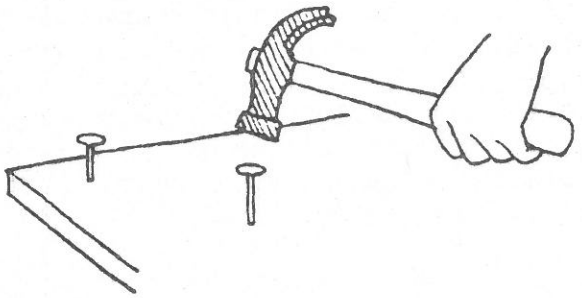
What to Do:

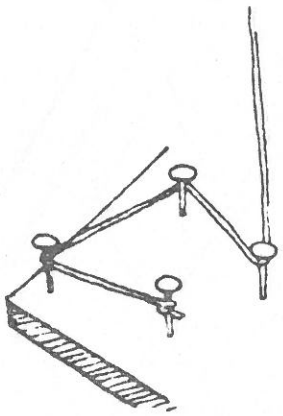
1. Spread newspapers on your working surface. Smooth the edges of the wood with sandpaper. Dust the piece of wood with a dust cloth.



2. If you want a colorful background for your yarn picture, paint the piece of wood either with spray paint or with enamel paint and brush. Let the paint dry completely. If you want to have a neutral background for your picture, merely cover the wood with a coat of shellac and let it dry.

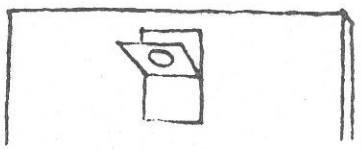
3. Hammer the nails into the wood in any pattern you like, or follow the design on this illustration.





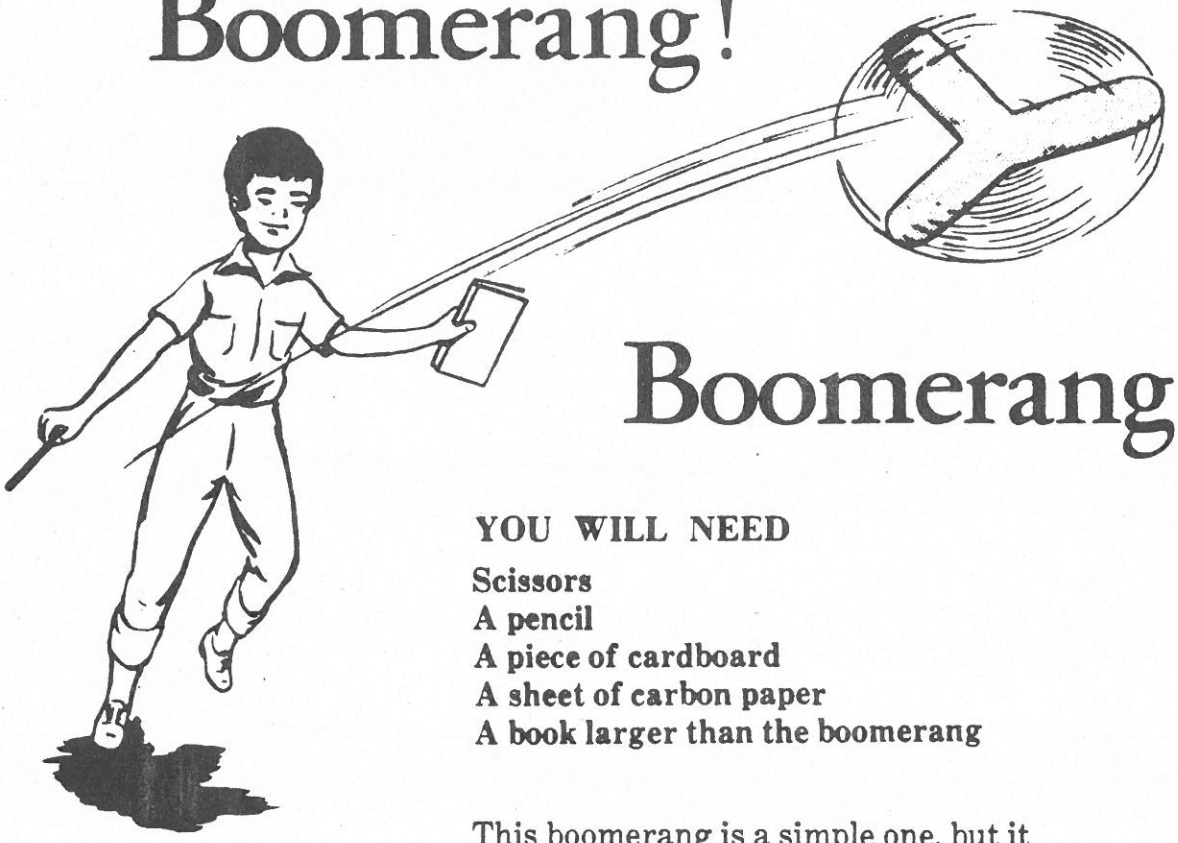
4. Wind the yarn around the nails in any pattern you desire, or follow the illustration. When you are satisfied with the web the yarn has created, the picture is done.

5. Attach a self-adhesive picture hook to the back of the picture, about two inches from the top and in the center of the picture.



JAN.

Boomerang!



Boomerang!

YOU WILL NEED

Scissors
A pencil
A piece of cardboard
A sheet of carbon paper
A book larger than the boomerang

This boomerang is a simple one, but it will work exactly like the boomerangs used by natives of Australia, South Africa, and India. You can make it whirl across the room and return to the spot from which you threw it.

1.

Trace the boomerang pattern on a piece of stiff cardboard and cut it out.

2.

Lay the boomerang on a book or magazine with one prong extending over the side of the book.

3.

Tip the front of the book up a little and hit the prong of the boomerang with a quick forward stroke of a pencil.

4.

If you hit it correctly, the boomerang will whirl out across the room and return to the spot where you are standing.

JAN.

EARN A WOLF ARROW POINT CREDIT
in Parties and Gifts, Elective 9, by making a boomerang for a gift.



JAN.

PINEWOOD DERBY

The Pinewood Derby, a Pack Meeting with variety, action and purpose -- but can provoke ill feelings if not well planned and thought out in advance. Here are some guidelines, through experience, that may be helpful in planning your Derby Pack Meeting.

DO: At the Pack Meeting preceeding your Derby, explain briefly the rules, hints on building and what to expect. On a large sheet of paper write down, with a large felt tip marker, items such as: (1) Pick up Derby kits tonight; (2) Kits are numbered, including the directions in kit. Place this number on top of car where it will be clearly visible. (kits may be purchased 8 to a box, then individually mark adn package ahead for this meeting); (3) Use decal in kit or paint on the correct number, or use stickers. (4) Minimum clearance 3/8" (if less, car may rub on pine strip they straddle; (5) Width, max. 2-3/4"; (6) Length 7-3/8"; (7) Weight 5 ozs = 141.75 gms. Weights must be built into car. Overweight cars will be drilled out; (8) No loose coins, etc. may be scotchtaped, etc. to car to bring up to a mixiumum weight (nothing will create more problems on car weight than this); (9) Only axles, nails, and wheels in kit may be used for suspension. No bushings, solder on nails, etc. may be used to make better fit; (10) Scale available, weight in during month (this is important -- if everyone uses same scale, the maximum weight of cars will be the same regardless if they actually weigh over or under 5 ounces. May encounter problem of Scout-o-Rama if your winners cars are light or heavy. Be certain, obtain a good scale and an accurate 5 oz. weight. Same scale is then used at pack meeting); (11) Lubrication optional, silicone, graphite. The aforementioned are covered in directions with the exception of points (8) and (10).

Some helpful suggestions may be mentioned: Do not shorten axle width, but do polish nails, trim up wheels, leave some lateral clearance for wheel on nail, etc. Ask and answer all questions -- everyone is off to a good start.
Results: More informed cubs and parents, less doubt what you can and cannot do.

During the month of your derby: (1) purchase or make the trophies you desire to give out; (2) Make ribbons for 1st, 2nd, 3rd and 4th place in each heat (can be determined by the run-off sheet). (3) Is your track in good shape, or if rented, make reservations early; (4) Purchase some 5 min. epoxy; (5) Make up large chart of boys car number and his name (taken from registration sheet); (6) Have your sales available; (7) Make a sign "Gasoline Alley," and place above a table which is covered with paper. On paper write "Please Lubricate Cars Over Table--Keep the Floor Clean--Keep America Beautiful". Have clean rags available, and the 5 min. epoxy could be available at this table.

JAN.

PINEWOOD DERBY PACK MEETING

1. At Registration Table - Check cars against registration sheet for correct car number; have stickers available if necessary.

2. Weigh-in cars - have drill available to drill out if car is overweight.

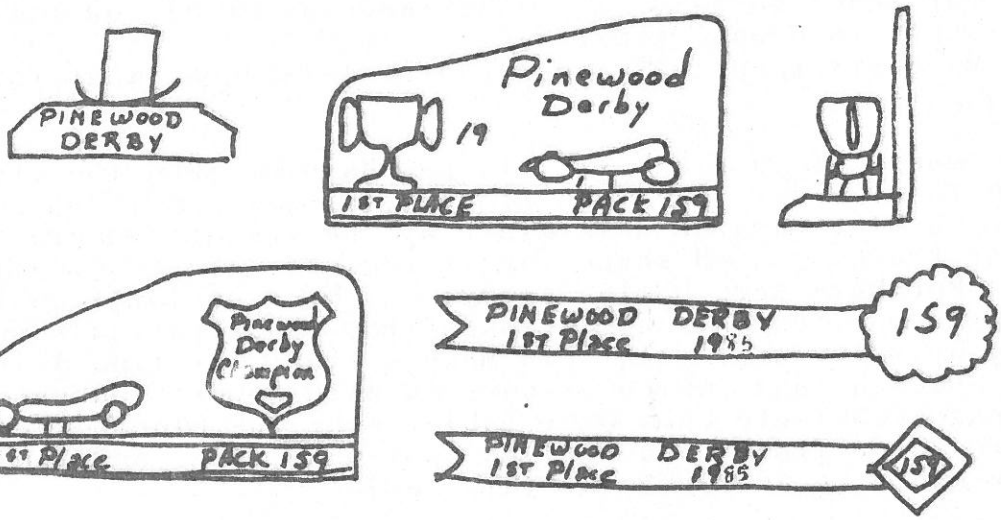
3. Check for length and width - small box 2-3/4" x 7-3/8" works best.

4. Place cars in trays which have individual compartments, prevents cars from rolling off on to floor. Trays may be numbered corresponding to car numbers.

5. Start Pack Meeting

Opening Ceremony -- Sparkler -- Bobcat Induction -- Cub awards -- Induction into Webelos. Webelos activity badges are presented first.
Then a song (Pinewood Derby Song). PINEWOOD DERBY - Trophies presented. Webelos graduation - announcements (thank those who helped) and then a closing ceremony in this general order.

During the first part of your pack meeting it would be a good time to have your judges select most original, best design, etc. if you give awards for this phase. There are many details to any pack meeting which are not covered here, but for a Pinewood Derby itself, these points should help clarify or solve many problems which are encountered. A general layout of some of these ideas are shown on attached sheet.



Mold may be purchased at Scout outlets

TRY MAKING TROPHIES

JAN.

PINEWOOD AND SPACE DERBY RUN-OFF SYSTEM

Pinewood Derby cars must be numbered for best operation of this Run-Off System for four-lane track.

The first time cars race, the order of finsih is marked horizontally across system under the respective group. 1st place, 2nd place, 3rd place, 4th place, heat line.

Example: Cars 2, 4, 6, 19 are in heat 1	1st Place Heat	2nd Place Heat	3rd Place Heat	4th Place Heat
	1 ____	1 ____	1 ____	1 ____

The same procedure is used until all cars have raced once.

All cars who came in 1st should be in vertical column 1 through 12 under the word "Heat", 1st place group. If pack has 32 cars, 1 through 8 will be filled in.

All cars coming in 2nd should be in vertical column 1 through 12 under the word "Heat", 2nd place group.

All cars coming in 3rd should be in vertical column 1 through 12 under the word "Heat", 3rd place group.

All cars coming in 4th should be in vertical column 1 through 12 under the word "Heat", 4th place group.

Cars which came in 1st in their first heat, 1 through 12, are ready to run against each other for 1st place.

The first four virtical car numbers are raced against each other and the car no. is placed in bracket to the right according to how they finish.

Example:

Heat			
1	6	15 ↘	Car Nos. 6, 15, 12, 28. winning in 1st Heat for each, race against each other. No. 15 was 1st, No. 12 was 2nd. No 6 was 3rd, No. 28 was 4th.
2	15	12 2	
3	12	6 3	15
4	28	28 4	

The same procedure is used with the remaining cars in the vertical column running for 1st place, and bracket to right is filled according to respective finish.

Bring winners of heat down as indicated by arrow.



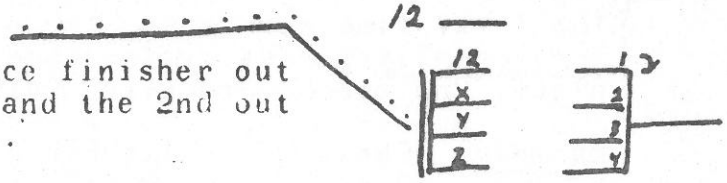
Winners of heats race against each other, bracket to right is filled in according to respective finish.

JAN.

2nd place is run off the same way as stated. However, note bracket at bottom of 2nd place group. The four horizontal lines under Heat 12 are filled in with the car Nos. which came in 2nd in all of the heats run off for 1st place. Note line from bracket to the words "2 Runs for 2nd".

Example: 2 Runs for 2nd

Car No. 12 plus the 2nd place finisher out of the two bottom brackets and the 2nd out of the championship bracket.



Third place is run off the same as above. However, note brackets at bottom of 3rd place group. The nine horizontal lines under Heat 12 are filled in with the car Nos. indicated by the two dash lines leading off to the left.

Example: 3 runs for 3rd - 3rd place in heats out of 1st place group.
2 Runs for 3rd - 2nd place in heats out of 2nd place group.

4th place is run off the same as above. However, note brackets at bottom of 4th place group. The 16 horizontal lines under Heat 12 are filled in with the car Nos. indicated by the three dash lines leading off to the left.

Example: 4 runs for 4th - 4th place in heats out of 1st placegro
3 runs for 4th - 3rd place in heats out of 2nd place group.
2 runs for 4th - 2nd place in heats out of 3rd place group.

The purpose of this Run-Off System is to give pack committees a good, fair, fast procedure for running a Pinewood or Space Derby. Forty-eight cars are run off in 39 heats, less cars -- less heats.

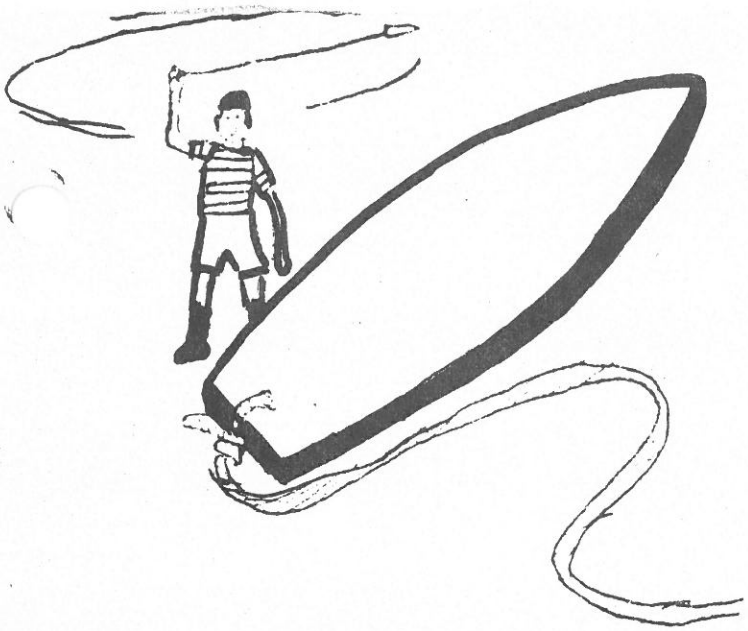
Use same system for Den races; then race everyone for pack race.

If pack committee has procedure they like and it is fair, use it. If they are long, drawn out affairs, then this system fills the bill.

If ribbons are awarded for every heat, the chart may be filled out ahead of time using numbers representing each car in the pack. Determine ribbons needed by counting the heats.

System may be color coded prior to Derby.

Example: Draw orange line under 4th place, then circle all small numbers which are entitled to run for 4th as indicated with orange pencil.

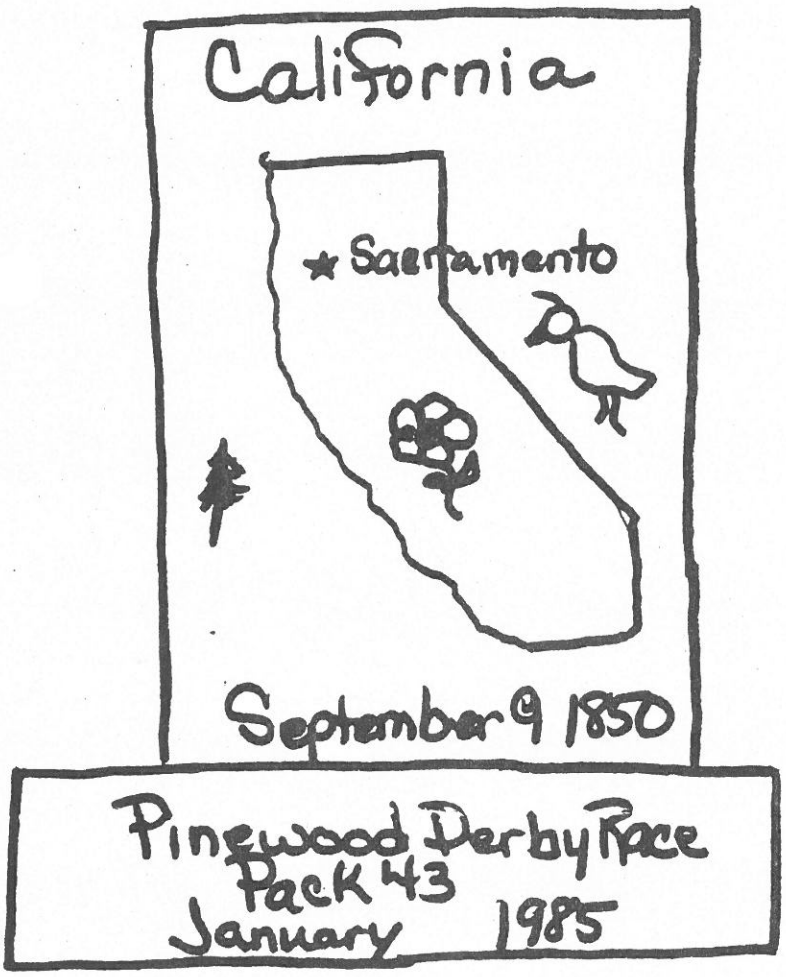


BULL ROARER

A 2inch by 12 inch slat of wood
A whittler's knife
Drill and bit
Sandpaper
cord

1. Use a 2" X 12" slat of wood to make this weird noisemaker. Shape into a thin wooden feather. Drill hole for the string at the base. Sand smooth and paint bright colors.

2. Tie a strong cord to the bull roarer and wrap the other end around your finger. Whirl the bull roarer above your head, unwinding the string as you do to create the sound of thunder.



PINEWOOD DERBY CAR STAND

2 - 2 X 4 pieces of wood
Glue
Felt Pens or Crayons or Pencils
(to decorate and design stand)
Stain and/or Shellac
Sandpaper

Cut 2 X 4's to look like the example at the left.
Sand smooth and put on the designs in pencil before putting on with pens.
Glue bottom of long piece of wood to the top of the smaller square base.
Let dry.
Shellac .

If you want to stain your wood you should do it before and maybe use felt or cloth or construction paper to make the state and other information about the state.

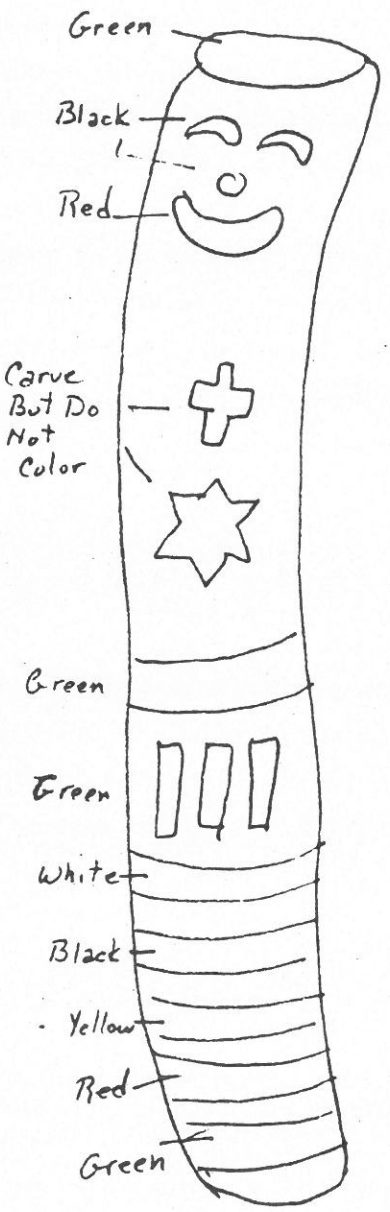
Set your car on top when completely dry so that the car won't stick to the stand.

This allows you to store your car on a decorative stand so you can race your car at the next Scout-A-Rama, keeping your car in excellent shape and will keep your wheels from getting flat.

State Tree--------Redwood Tree
State Flower------Golden Poppy
State Bird--------Valley Quail
Statehood---------September 9, 1850

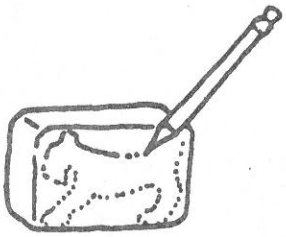
FEB.

FRIENDSHIP STICK

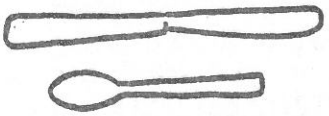


This stick of green wood is a living symbol of friendship. It is curved to fit the curve of the earth, symbolizing that friendship can grow as do the trees of the forest. The green circle at the bottom is for Faith in God and one another. It is the first on the stick because it is the basis of a happy meaningful life. The next four circles represent the races of the world -- red, yellow, white, and black. They stand close together indicating that all people are equal. Every person is capable of being a loyal friend. The green of hope is above the races. This is the hope of the future -- that people everywhere will try to overcome any difference of opinion and human failing. The four races are bound by hope and faith, the paths leading toward a central goal signifying the attachment of this unity. The Cross and the Star of David are symbols of the way for all races to come together and work for peace. The smiling face is the result of Friendship based on faith, home and unity. To be greeted by the smiling face of a friend is one of the greatest joys which can be experienced. The face is crowned with green of the forest, the wonderful thing called camping and the friendships developed therein. A friendship stick must be carved by the giver. It shows time, thought and effort.

FEB.



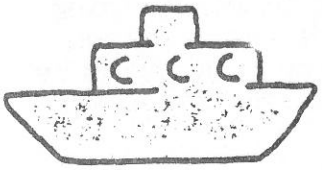
SOAP SCULPTURE



Imagine you are a sculptor and carve a block of soap as he would carve a block of stone. A kitchen spoon or table knife makes a good carving tool. Make some sandpaper tools for smoothing surfaces. Spread newspaper over the table before you start to work and be careful about spilling soap chips on the floor. Try carving a nonsense animal. Sketch the shape of your animal on one side of the bar of soap. Cut in on an angle around the sketch, gradually taking away the excess soap. But be careful not to cut away too much. A washcloth, dipped in water, will help you smooth away rough edges. Use a nail file or your sandpaper tools to round the corners. For a glasslike sheen or glaze, cover the finished sculpture with clear fingernail polish.

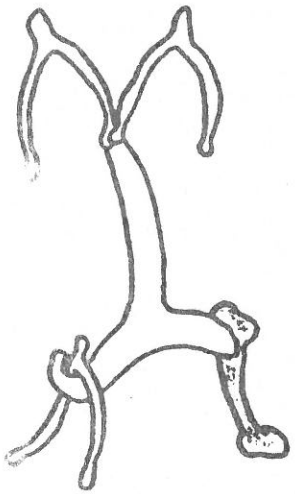


PARAFFIN CARVING



Carve a boat out of a bar of paraffin wax with kitchen sculptor's tools such as paring knives or spoons or beverage can openers. The boat will float. Paraffin is a clean material and good to use for sculpting because it's easy to carve.

BONE SCULPTURE



Save bones—turkey, chicken and bones from steaks and roasts. Boil them until all the gristle and scraps of meat can be removed. Study the shapes of the bones as you develop ideas to make a sculptural relief. Glue the bones to a box lid background or a thin sheet of plywood. Or make sculpture in the round by fastening several bones together with glue. Use chicken and turkey bones to create wild bird creatures.



MAR.

AN OLD - TIMEY WOODEN TOP

This little spinner can be easilybuilt by even the most amateur wood-worker... and requires nothing more than a coping saw, a drill (with 1/8", 3/8", and7/16" bits), some sandpaper, a small roundhead finishing brad, carpenter's glue, a 3-1/2" length of 3/8" dowel, a 2" section of 1" dowel , an old shoestring, a piece of scrap wood (that measures about 3/4" X 5" X 7"), and approximately half an hour of time.

To make the project even simpler, we've provided grid drawings that can easily be transferred to your working material. (Because

Cut the wood to size, then carefully drill a pilot hole through the handle and cope out the round opening - as indicated - that serves as the top's string housing.

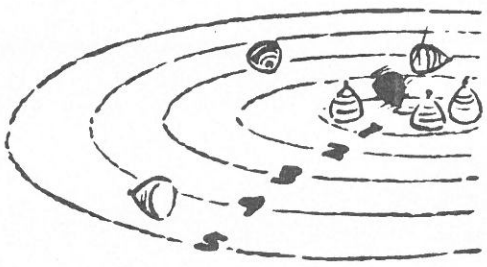
With that done, "guesstimate" the center of thejust-cut opening and bore two 7/16" holes - on a vertical line that intersects the central point - through the upper and lower "walls". Next, carefully drill a straight 3/8" hole exactly through the midpoint of the toy's flywheel ... to serve as the axle mount.

Now take your piece of 1" dowel, find its center, and drill a 3/8" hole about 1/4" into one end. Using a course sandpaper (or a file), fashion the opposite end of the peg into a point as shown, and tap your brad right into thetip. To complete the "gyro" part of the top, lightly coat one end of your 3/8" dowel with glue and push it through the wooden disc until a 1/4" nub protrudes. Cover the nub and a small area around it with adhesive, and fasten your metal tipped peg to the flywheel and its axle. Then temporarily slip the shaft into the handle's two two holes and drill a 1/8" bore through the rod - as shown - to serve as a catch for the string "motor".

Finally, sand the entire knickknack to a smooth finish (you might want round its edges), and stain it or add a coat of polyurethane if desired.

To set the gyro spinning, merely slide it into the handle, thread one end of the cord through the axle hole, carefully wind the remaining string around theshaft, and pull it smartly... the whirling gizmo will drop from the the handle and dance merrily along any hard, smooth surface. There's little doubt that your homebuilt top will facinate the youngsters on a rainy spring day... and who knows, once in a while you might be tempted to give it a whirl, too!







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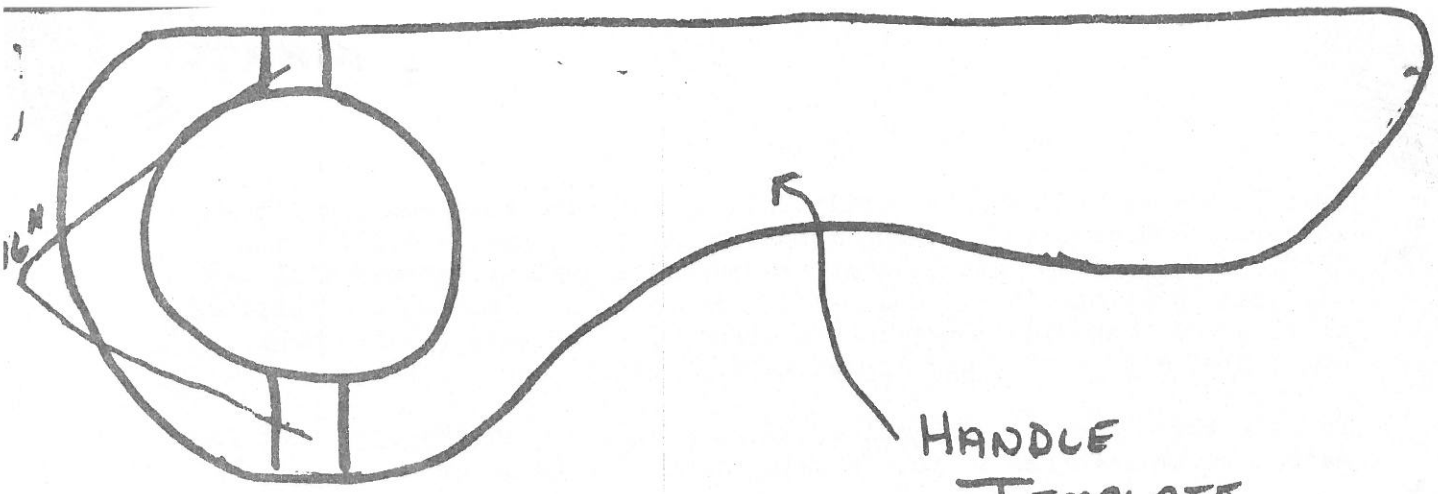
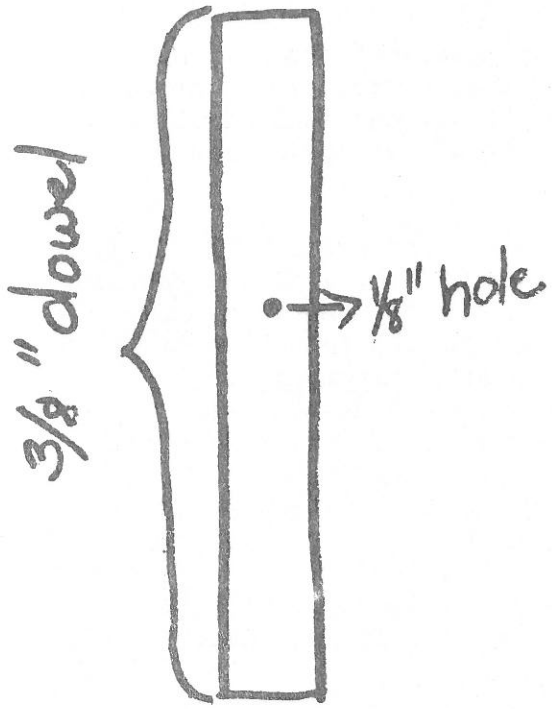
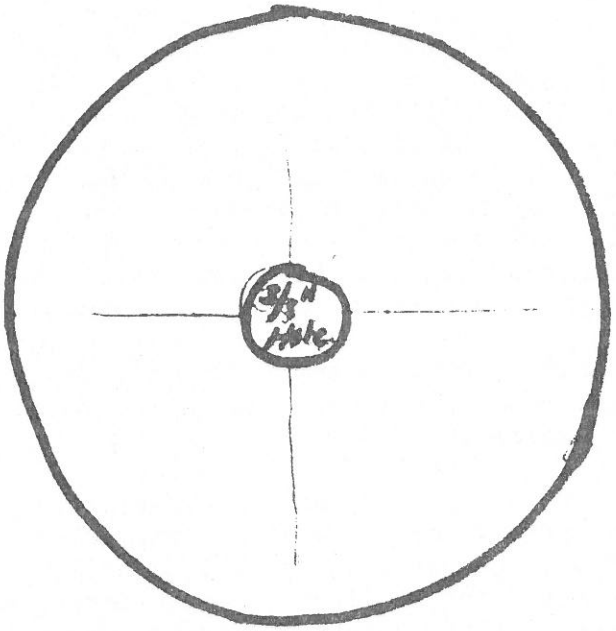
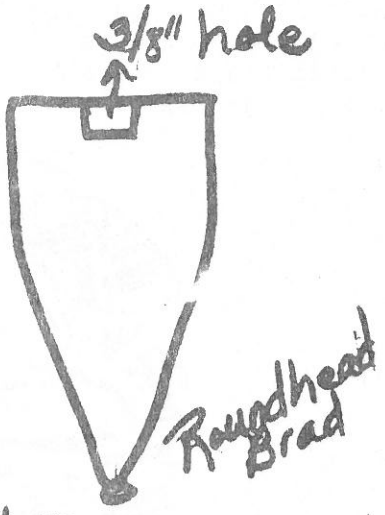


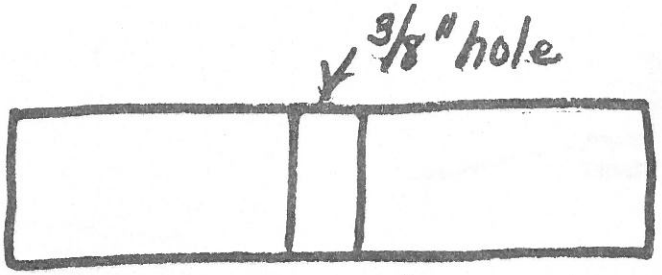


Fly wheel Template





1" x 2" Dowel with pointed END



Side view of fly wheel



It might prove a lot of fun to organize a Junior Olympics right in your neighborhood by inviting all of the boys to help you get up a Junior Olympic Track and Field Meet.

First, you will have to find a big, flat, open field on which to hold your events. Then, you will have to make all of the arrangements for the meet beforehand. For instance, you must find people who are willing to act as field judges, timers, starters, score-keepers, and so forth. These officials may be boys who are not participating in particular events for which they are officiating. Then you are ready to invite the contestants. I think that for a Junior Olympics there should be no entrance fees required either of the participants or of the spectators. Just do it for the fun which you will have.



On the day before the meet, go down to the field and mark off the various distances which you need. Draw a line at one end of the field, then measure off fifty yards and draw another line there. This will be the course for the fifty-yard dash.

Measure the distance around the field, and otherwise lay out a course that comes to 440 yards for your long race. I don't think that boys ought to race for any distance longer than that.

Then dig up the earth for a jumping pit and stand your high jump bars in front of it. It should be dug up so that the jumpers ought to have a soft landing spot to keep from getting heel bruises.



Make a similar pit at the spot where you will have your pole-vault event.

For the broad jump, simply draw a line on the ground and then dig it up. Begin digging about ten feet away from the line, and continue to dig till you get about twenty feet from the line, so that the jumpers have a soft place to land on, and so that you can more easily mark the spot in which their heels land.

The "javelin throw" needs only a six or seven foot pole—a bamboo pole would be very nice. When this event is going on, make sure to keep your spectators well out of the way of the possible line of throw.



An eight pound shot put can be made by filling a sturdy leather pouch with BB shot, or better still, by finding a smooth, round rock which weighs about eight pounds. The shot put event will require a seven-foot-circle, from which the contestants will have to make their throws.

That will give you seven events: A 50-yard dash, a 440-yard run, the high jump, the broad jump, the pole vault, the shot put, and the javelin throw.

Each boy will score ten points for winning first place in any event, five points for second, three for third, two for fourth, and one point for fifth place.

MAR.

REAL TESTS OF STRENGTH

TUG ALONG Two boys of about equal size and weight stand back to back on a chalk or cardboard center line. Each faces a similar line directly in front of him and about ten feet away.

The two opponents bend slightly forward, reach back between their legs and clasp right hands firmly. On the word "tug," each tries to pull the other across the line directly in front of him. The contestants must not jerk but advance steadily in the bent-forward position. In this easy contest, the players may touch the floor occasionally with the left hand, when necessary, for balance.

A more difficult form of the game does not permit the left hand to be used, and a player who touches the floor with his hand is ruled as having lost. The winner is best decided by two out of three wins.

HEAD UP Whoever does not keep his head up in this contest loses. Two boys of about the same size and weight stand face to face with the left foot slightly advanced and both feet braced. Each boy then places his left hand behind his opponent's head and his right hand flat on his rival's chest.

The object is for each boy to make the other bow his head by pulling, not jerking, with the hand on the chest always flat. A boy who ducks his head to keep it from being pulled forward or moves his feet after the round begins loses. This contest is another which is best decided by two wins out of three.

To vary the rounds, change the hand used on the opponent's chest and head. For the first round, the left hand is placed behind the rival's head and the right hand on his chest. For the second round, the right hand is placed behind the opponent's head and the left hand on his chest. In the final round, the left hand is used behind the head and the right on the chest.

INDIAN WRESTLING This is a form of leg wrestling practised often by young American Indians. For this contest you need a clean floor, a clean piece of cloth or plastic to cover the floor, or old clothes. It is a fine game to learn on a rainy day and then play again on the grass on sunny days.

Two boys of about the same height and weight lie side by side on their backs, with their heads in opposite directions and right elbows hooked together. If a third boy is watching, he can direct the match by slowly counting one-two-three. On the word "one," both wrestlers raise their right legs straight up into the air, then lower them. On the word "two," they do the same thing. When "three" is called, each boy raises his right leg straight up in the air and hooks his opponent's right knee with his. He then tries to turn him head over heels by the downward force of his leg. The boy who performs as a part of a somersault is counted out, provided his opponent hasn't lost his balance, too.

Some boys become good at this form of wrestling, defeating their opponents time after time. At first, it feels awkward to wrestle this way, but when one becomes used to the position, it is fun for wrestlers and spectators. The winner should be decided by three tries.

OVERHAND STEP Throughout, this test is carried out by a boy clasping his hands, so that the fingers of each hand press on the back of the other hand. On the signal, "Go," he lowers his hands and steps over them, one foot at a time, of course.

When two or more boys compete this way, each boy must step over his hands three times—that is, with both feet, one at a time, three times. The first to finish wins, provided he has not had to let go his hands from loss of balance, or toppled over while stepping.

UPS AND DOWNS One or more boys sit, side by side in a row, three feet apart, with legs outstretched and arms folded. A player says, "Ready—Go!" At this signal each player draws his legs and feet close to his body and tries to stand up straight for a moment, then slides down into the same sitting position. He must not lose balance or touch the floor with his hands. The player who can rise and sit three times this way, the fastest and without losing balance, is the winner.

BACK-TO-BACK RISE Two boys of about the same height sit back-to-back on the floor. They lock arms by the elbows and then try to rise and sit down again without changing their positions when they sit.

Another way to play this quickie is for each boy to clasp his hands on the top of his head, instead of locking arms with the other fellow. This makes it more difficult to keep balance when rising and sitting.

This is always more amusing when there are two teams with two boys on each team. On the word "go," each team tries to do the stunt quicker than the other team.

UP! When there is enough floor space for two or more boys, so that the opponents lie six feet apart, this test is more fun. On a clean floor, or piece of cloth or plastic, each boy lies flat on his back with arms folded.

On the word "go," each boy tries to get to his feet—to stand upright—without unfolding his arms, getting onto his knees first, or pushing with his elbows or knees. First man up is the winner.

In trying this out, sometimes the use of knees must be allowed, but, of course, the test is made much easier by so doing.

BALANCE BOUT This form of hand wrestling tests balance more than strength. Two boys stand face to face with the outside edges of their right feet touching, each grasping his opponent's right hand at chest level. Their left feet are placed firmly on the floor behind them to act as braces.

On the word "go," each boy tries to throw the other off balance by using his hand only. As soon as either boy moves a foot, he loses.

Skill in hand movement and throwing an opponent off guard is more important in this contest than strength. The victor must win two out of three rounds.

MAR.

KNEEL! This is a test of strong fingers and hands, coupled with a little skill. Two players stand face to face and grasp each other's hands, with fingers interlocked. To avoid sprains, the fingers should be tightly joined, with the fingertips pressing on the back of the opponent's hands.

On the word "go," each boy steps backward, trying as he does so to force his opponent to his knees by downward pressure of the hands. The one first forced to kneel loses.

If one finds the pressure too great, his fingers really hurting badly, he may call, "Hold!"—whereupon his opponent stops the pressure but wins the bout.

PULL AWAY American Indians used to play this game, using a strip of leather for a headband. All that you need to play is a strip of webbing, the sort used in furniture repair to hold the springs in place. It should be about 4 feet 6 inches long and 2 1/2 to 3 inches wide. This strip is folded in two. The ends are overlapped about 3 4 inch and sewn strongly together with sturdy thread.

Two boys of about the same weight face each other on hands and knees and put the strip around their heads so that it rests on their necks and is held in place by the tops of their shoulders. A line is marked on the floor exactly between them.

Both boys back up into position, so that the headband is just taut. On the word "pull," both boys strain backward, moving in a straight line on hands and knees, and keeping their heads far enough back to hold the headband in place. Smooth pulling, with hands well braced, helps to win the contest. The boy who pulls the other over the line wins.

Two out of three tries decide the game. If a player lets the headband slip over his head twice, he is disqualified and loses.

Of course, some fellows may decide to pull their opponents a distance of six feet instead of stopping just past the center line, but the distance needed for a win should be agreed upon before the tug begins.

STICK PULL This isn't an easy test but it's worth trying. The only gear needed is a stout stick about two feet long. Two boys sit on the floor facing each other, with their legs extended and the soles of their shoes touching. Each boy grasps an end of the stick with both hands and braces his feet together against his opponent's. Neither should let go of the stick unexpectedly, as this might be hazardous to his opponent.

On the word "pull," each boy exerts a strong, steady pull on the stick, trying to force his opponent to his feet or to at least raise him to a near-standing position. The boy pulled to his feet or who loses his grasp on the stick is the loser. Two wins out of three decide the victor.

SOCCER KICK This game will help you to develop a better, surer kick. Even if you don't play soccer, you will get a kick out of this little game! The only gear needed is half a dozen cone-shaped paper cups and a ball about the size of a tennis ball.

The cups are placed on the floor about six inches apart at one end of the room, and a line is marked on the floor directly opposite them and about twenty feet away, according to the space available. The ball is placed directly behind the line. Each player gets three turns at kicking it toward the cups so that the ball goes between the cups without displacing any of them. When two or three boys play, the one who displaces the fewest cups in the three kicks is the winner. It is surprising that even if a considerably larger ball is used, such as a volleyball, it will pass between the cups almost as easily as a tennis ball.

This game can be played in different ways. The cups may be spaced farther apart, making the game easier until the players develop good kicking form. This means striking the ball sharply with the ball of the foot, not the toes. Such a kick will send the ball in the direction intended. As the players become more expert, the cups may be moved closer together, making scoring more difficult.

Another form of this game is to try to knock over cups instead of avoiding them. Any form of this game will prove amusing, and you may, of course, devise any scoring system you like for deciding the winner.

INDIAN ORDEAL For this game, only an old, soft rubber ball which still bounces well is needed. The ball should not be smaller than a tennis ball, though it may be larger.

A chalk line is drawn on the floor, and another just opposite and twelve feet away. On one line stands the brave who does not fear the tribal ordeal, and behind the other stands the boy armed with the ball. He bounces the ball on the floor, trying—by using the correct bouncing distance and angle—to hit the other fellow. The target must not move his legs or body but can stop the ball with his hands before it hits his face.

The best place to bounce the ball depends entirely on how well the ball bounces and how much angle can be put into each bounce. Once the best bouncing spot has been discovered a twelve-inch circle may be drawn around it.

Each human target should get his turn to try the bouncing after he has weathered six bounces.



MAR.

RAINY-DAY GAMES FOR KEEPING FIT

HIKING ON PLACE For this you need a sixteen-inch circle for each player. These can be marked on the floor with chalk.

One boy stands in each circle. Two other boys act as judges. On the word "Hike," each boy hikes in place, inside his circle. The pace should be kept brisk. Any boy who slacks should be disqualified by the judges. Hikers must also be careful to keep strictly inside their circles. If any part of a foot goes over the circle line, that boy is out.

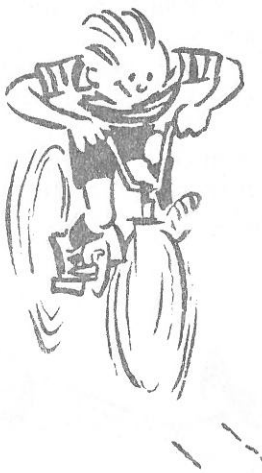
After the boys have hiked for two or three minutes, the hiking stops on the call, "Halt." The winner is the one who best kept up a brisk pace, showed the most style, and did not get a toe or heel outside the circle. To break a tie, the boys are judged on turning continuously as they hike within their circles.

JOGGING ON PLACE This game is the same as the preceding one, except that the arms are held to the sides just above waist level. The steps are higher and brisker. The feet remain inside the sixteen-inch circle, and any jogger who allows any part of his foot outside his circle is disqualified.

This jogging should be done smartly and rhythmically on the balls of the feet. It must also be done without slowing down, or the jogger is ruled out. The judges decide on the winner, picking the one who has done the best jogging for two or three minutes without straying outside his circle.

BIKING ON PLACE Each player stands inside a sixteen-inch circle. He lifts his legs as though riding a bicycle at a fair clip. To make the workout more difficult, he must keep his hands extended level with the waist, as though holding the handle grips of a bike. He must use only the balls of his feet and keep strictly within his circle. Those who allow any part of a foot outside a circle are ruled out. After two or three minutes, the judges choose a winner on the basis of best biking style and pace.

Biking on place is harder when the players are required to turn in the same direction continuously within their circles.





BIKE RACE The riders stand in a straight line about three feet apart, facing another chalk line about twenty feet distant.

When a judge gives the word "Ride," each player grips the handle bars of his imaginary bike. With arms extended and level with the waist, he races with a quick step, as though pedaling a bike, to the finish line. Each short step must be taken as though the feet rested on the pedals of the bike. The steps will allow the bikers to advance, but not very fast. Any rider who takes a long step is ruled out of the game. The judges may decide before the race begins that the race will be to the second line and return to the start line.

SHADOWBOXING This form of boxing needs neither sparring partner nor opponent. It is fine exercise and, when practiced regularly, can help you to become a better boxer. Simply draw a six-foot circle on the floor, put on a T-shirt, a pair of shorts and sneakers, and you are ready to take on all comers.

Shadowboxing is carried out within the circle, which has enough space for advancing, retreating, and dodging. There is also plenty of room for strenuous exercise. A rest should be taken after every five or ten minutes of hard shadowboxing. To make these bouts really worthwhile, take care to box in good style, using correct stance and foot movements, as though you were confronted by a smart opponent trying to outpoint you. Merely jumping around inside the squared circle without watching your guard and footwork is of little value.

SKIPPING ROPE Mark a six-foot circle on the floor. The only equipment needed for this workout is a short length of fairly heavy rope, just long enough to skip with comfortably.

Skipping rope is a favorite form of exercise used by many athletes. It should be started rather slowly and the pace increased until the going becomes really tough. Skipping with both feet together, then separately, and then with hops and quick steps alternating, not only is fine exercise but also helps to develop quick, good footwork for boxing. One can contest against other fellows in these skipping exercises, aiming for speed and endurance, but without overdoing it.

MAR.

TRICK TESTS OF STRENGTH

It's easy to impress others with these stunts and tricks. They show how a person's stance and distribution of his body weight affect his strength. Some of the experiments should be of special interest to boys who know judo.

Take care not to strain yourself in doing any of these stunts. It is smart to be able to judge when you have had enough and admit it. Of course, these stunts should be tried out with pals of equal size and weight.



ELBOW LIFT If you stand upright, holding your elbows at your sides with hands pointed upward about shoulder level and the elbows slightly forward, your center of gravity is displaced and moved forward. It is very difficult for a strong boy or even one on each side to lift you straight up by the elbows. However, if you move your elbows back in line with your body, you may easily be raised from the floor. Try this as an experiment.



WALL PUSH Here is another trick which can make you appear to be really strong. With feet together, stand slightly on your toes about two and a half feet away from and facing a wall. Press your fingertips and thumb against the wall and incline your body at a slight angle toward the wall.

Now, ask one of the huskier fellows to push you against the wall by placing his hands on your waist and pressing against you steadily, but with force. If you have taken the proper stance and your body angle is right, it will be almost impossible for any boy to push you to the wall. Of course, with a run-and-jump sort of push, any fellow can drive you against the wall, but that is not the sporting method of carrying out this little test.

POLE PUSH Get a strong wooden pole, like a broom handle, not less than three feet long. Hold it in a horizontal position, straight in front of you, with hands about four inches from each end. Bend your elbows so that they are almost at right angles, with the forearms almost parallel.

Now, challenge another fellow to move you steadily backward by holding the pole at each end and pushing only in a horizontal direction, not upward or downward. Tell your opponent to push with all his force but steadily, not jerkily.

All that you have to do to make it impossible for him to push you backward is to exert enough upward pressure to hold the pole in position, so that his pressure is deflected. When you learn the best way to do this, you can show your "strength" by having a boy push on each end of the pole. Experiment with a four-foot pole and see if it works better.

FINGERTIPS PULL Place your fingertips together, with the two hands forming a triangle, just in front of your chest. Hold them together by firm pressure.

Now, have a boy take one of your wrists in each of his hands and try, by pulling steadily but not jerkily, to pull your hands apart by exerting only horizontal pressure. He will find it very difficult to separate your hands. There is no catch to this stunt.

FORFEIT STUNTS

When stunts are not carried out well, the unsuccessful contestant may be penalized by being asked to perform a forfeit, such as one of these.

- Sing a verse of a song or hum a tune accompanied by his imaginary guitar or piano.
- Give one of the fellows a very good reason for lending him a dollar.
- Hold half a lemon in front of his face and whistle a lively tune.
- Imitate catching a fish and show how he feels on landing it.
- Imitate Pocohontas saving Captain Smith's life.
- Illustrate hitting his thumb with a hammer.
- Imitate a sleepy tight-rope walker.
- Imitate a famous detective detecting.
- Give a short pep talk in Italian, Japanese, or French.
- Give another boy a language lesson in a real or imaginary language.
- Imitate an Olympic champion receiving a gold medal.
- Salute three different boys in three different ways.
- Imitate a speedy typist at work.
- Demonstrate two dance steps, real or imagined.

MAR.

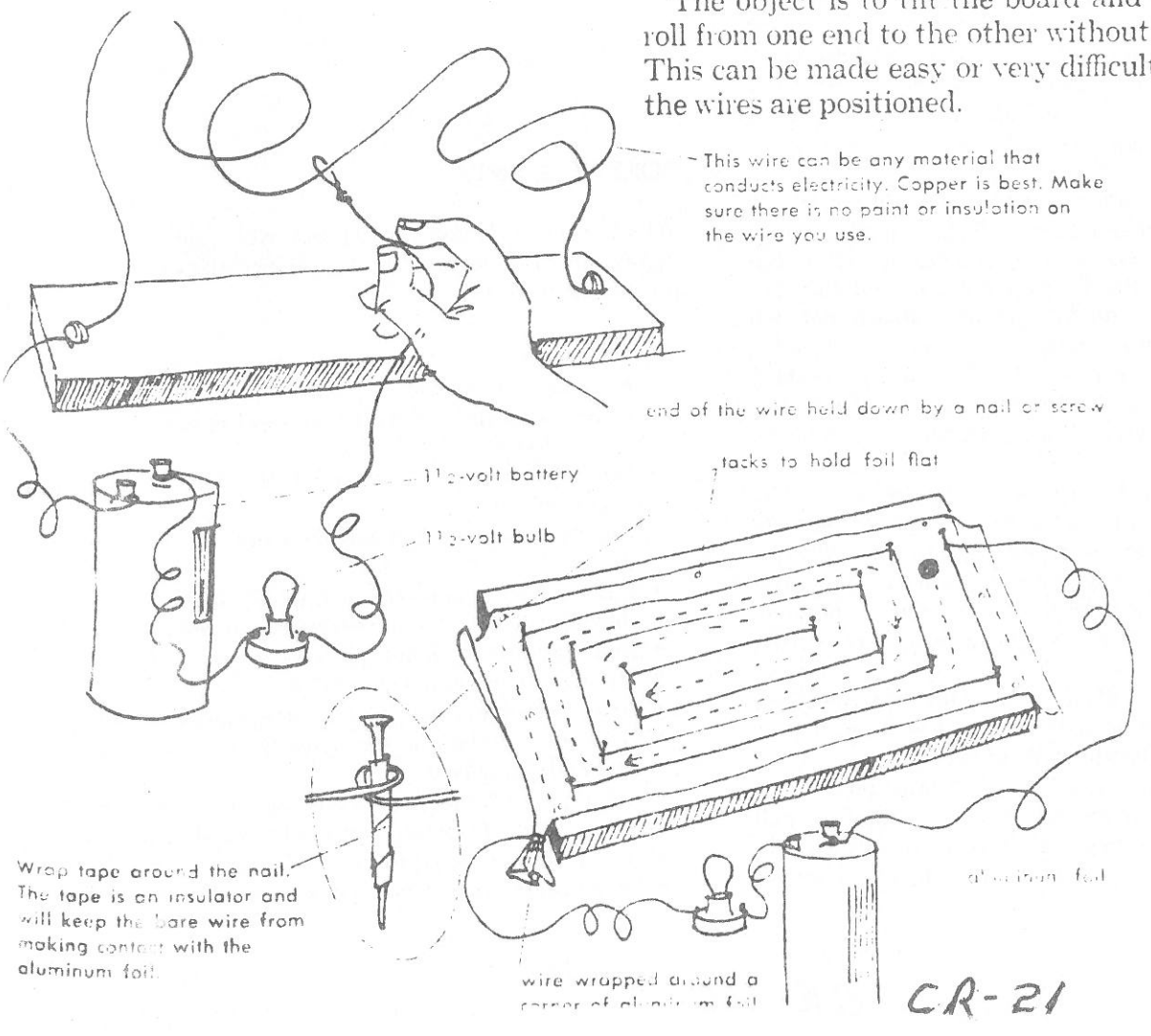
A MUSCLE-COORDINATION TESTER

This little gadget will show you just how steady and controlled your hand is. A shaky hand, or poor control, will turn on a light. A little loop of wire is supposed to be passed from one end of a wavy, bare, fixed wire to the other end without touching it. If the loop does touch the fixed wire, a light will flash on.

A simplified diagram shows what happens. When the loop touches the wire the circuit is completed, just as if a switch had been closed. Electricity can now flow out of the battery to the loop, to the wavy wire, to the bulb, and back to the battery in a continuous, uninterrupted path. As long as the loop is *not* touching the fixed wire, the circuit is not complete and the current can't flow.

There are several variations of this coordination tester that you might want to experiment with. Some of the possibilities are shown here, and perhaps you can think of others. One of the most interesting variations uses a steel ball bearing that is made to roll along a board covered with aluminum foil. The foil, which is a conductor of electricity, acts like a single big, flat wire. The other wires are placed as shown. If the steel ball touches any of these wires, the circuit is completed, lighting the lamp. The ball, which is a conductor of electricity, makes the connection between the aluminum foil and one of the wires.

The object is to tilt the board and let the ball bearing roll from one end to the other without touching the wires. This can be made easy or very difficult depending on how the wires are positioned.



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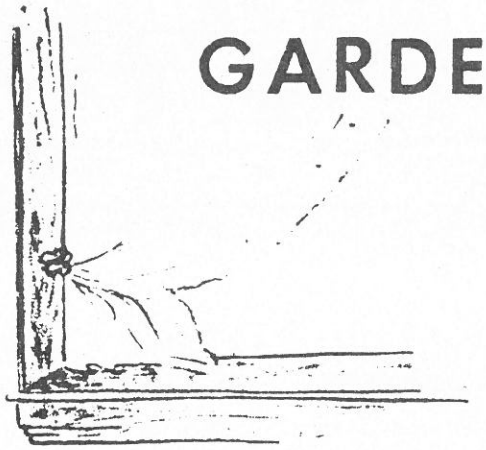
APR.

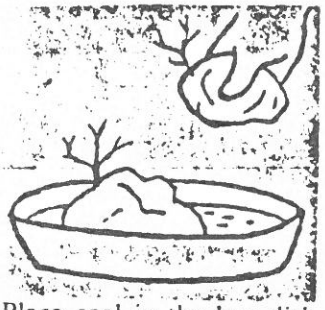
CHEMICAL GARDEN

This colorful garden will grow right before your eyes. You can make it in a pie plate or shallow dish. The blooms grow on pieces of soft coal, so you'll need two or three good-sized lumps.









1. Place coal in the low dish with a little water. You can glue tiny twigs or sticks on top of coal for trees. Be sure to let glue dry before completing garden, however.

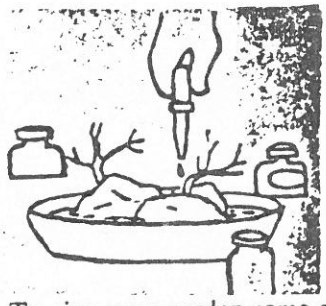


2. To make the chemical mixture, combine the following ingredients in a bowl and mix well:

6 tablespoons of common salt
6 tablespoons of bluing
6 tablespoons of water
1 tablespoon of ammonia



3. Pour this mixture very slowly over the coal.

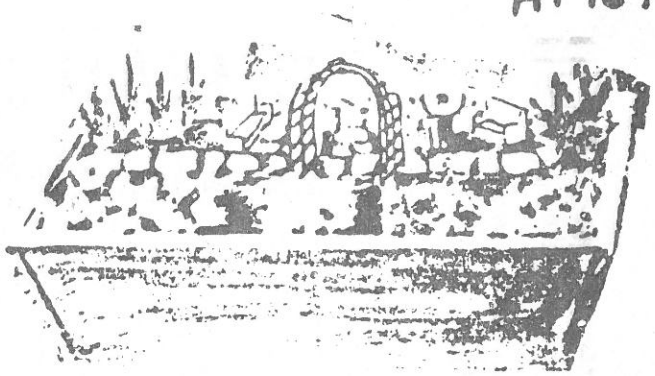


4. To give your garden some color, borrow some food coloring, colored inks, and perhaps some fabric dye from mother. With a medicine dropper, drop the different colors all over the mixture.

In a short time little crystals will begin to form. Within a few hours, your chemical garden will have odd and interesting shapes. If some places seem bare of crystals, drop on a little more ammonia water.

APR.





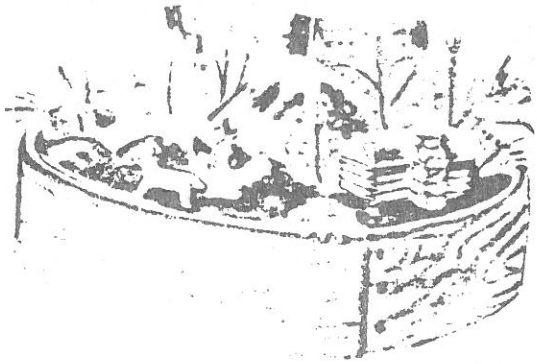
JAPANESE

HERE are four miniature gardens you can make with mother, father, sister, and brother. Try making a Japanese garden first. You can build it in a shallow tray filled with moist sand. Toward the center make a pool, using a small mirror. Over the pool arch a cardboard bridge. You can make a tiny railing with straight pins and thread. Use some small odd-shaped twigs for trees; paint some tiny pieces of sponge green for bushes. Make a Japanese temple like the one in the picture out of cardboard. Place some unusual pebbles and stones at different parts of the scene.

OLD-FASHIONED

Make an old-fashioned garden for mother in a small window box. Use soil in this one. Decide first of all where you would like to have garden paths. Put down some small flat stones along paths as stepping stones. Then get some packets of fast-sprouting seeds in the dime store and plant them in the soil. While you are waiting for the seeds to sprout, make an arbor out of cardboard, painting on the slats with ink. Make little benches, too. The crystal ball is made from a very small Christmas tree ornament glued on a tiny base of wood. Perhaps you would rather have a cardboard sundial set on a large, flat rock.





DESERT

A desert garden can be made in a wooden box filled with dry sand. First of all, make some hills and valleys. Bury a few rough and weathered rocks in sand so that just small parts show at surface. If you have some tiny potted cacti around your house bury the pots in sand, leaving the plants sticking out of the sand. If you don't have any real cacti, make some out of light cardboard and paint them green. A small wheel from a broken toy is half buried in the sand to look like an old wagon wheel. At one side, make a small oasis with a mirror pool and some cardboard palm trees.

MOUNTAIN

Make a rugged mountain garden for brother. Use a good-sized hoop cheese box for the container. Fill box with sand or clean soil. Soil will stick better for mountain tops. Use plenty of rough pieces of rock and let points of rocks be mountain peaks with artificial snow on them. If you have some evergreens in your yard, get a few twigs to make a pine forest. If you have no evergreens, make little pine trees out of green cardboard. Make a little log cabin out of wood matchsticks and cardboard. Tiny lead or plastic figures of people and animals would look very nice in any of these gardens.

APR.

AN INDOOR GARDEN is something to work on and enjoy during the long winter months. About the easiest plants to grow are root vegetables, such as carrots, beets, or white turnips. First trim off most of the vegetable, leaving just a stub and the leafy top. Place the stub in a shallow dish of pebbles and water. If you keep it watered and in a light place, new shoots will appear within a few days.



INDOOR GARDENING

TINY ORCHARD

A tiny orchard can be a lot of fun to take care of. Seeds from almost any common fruit, such as apple, pear, orange, grapefruit, or even a date, can be started between two layers of moist paper towels. Keep towels moist for three to four weeks. When sprouts appear, set them in a coffee can filled with earth. Keep your little orchard in a sunny window and water it regularly.

SWEET POTATO VINE

An ordinary sweet potato will produce a beautiful vine. Just suspend it with toothpicks in a mason jar or tall glass so that its tip is in water. Keep it in a sunny window, and as the vine starts to grow, tack a few strings up the window for the stems to climb on. It takes about two weeks for sprouts to appear on a sweet potato.

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APR.



NARCISSUS

Narcissus bulbs produce beautiful flowers. You can get a few bulbs at your seed store. Set them in a bowl of pebbles and water, always keeping the base of the bulbs wet. Keep in a dark place for about ten days until the roots are formed. Then move to a sunny window. Bright blooms will open in four to five weeks.



LENTIL FOREST

You can grow a miniature green forest by spreading a single layer of lentil beans over a saucer. Add enough water to moisten, but not float, lentils. Keep moist and in a light place. In about 10 days you will see little green sprouts.



LILIES OF THE VALLEY

Lilies of the valley will make a pretty plant, too. Chop off all but 2 inches of the root and place it in a bowl of pebbles and water. Keep it in the dark for 10 days. After it is moved to a window, it will blossom in about three weeks.



MARIGOLDS

French marigolds or sweet alyssum are easy to grow in the window. Just sow the seeds in a small pot of soil, and water every day. Keep the pot covered with a piece of paper until seeds sprout. If you give the little plants plenty of sunshine, they will have tiny flowers in about two months.



GRASS SEED SPONGE

Take a small sponge, moisten it, and roll it in grass seed. Then place it in a saucer of water in a bright window. Keep water in saucer, and in a few days your sponge will be covered with a growth of brilliant green grass.

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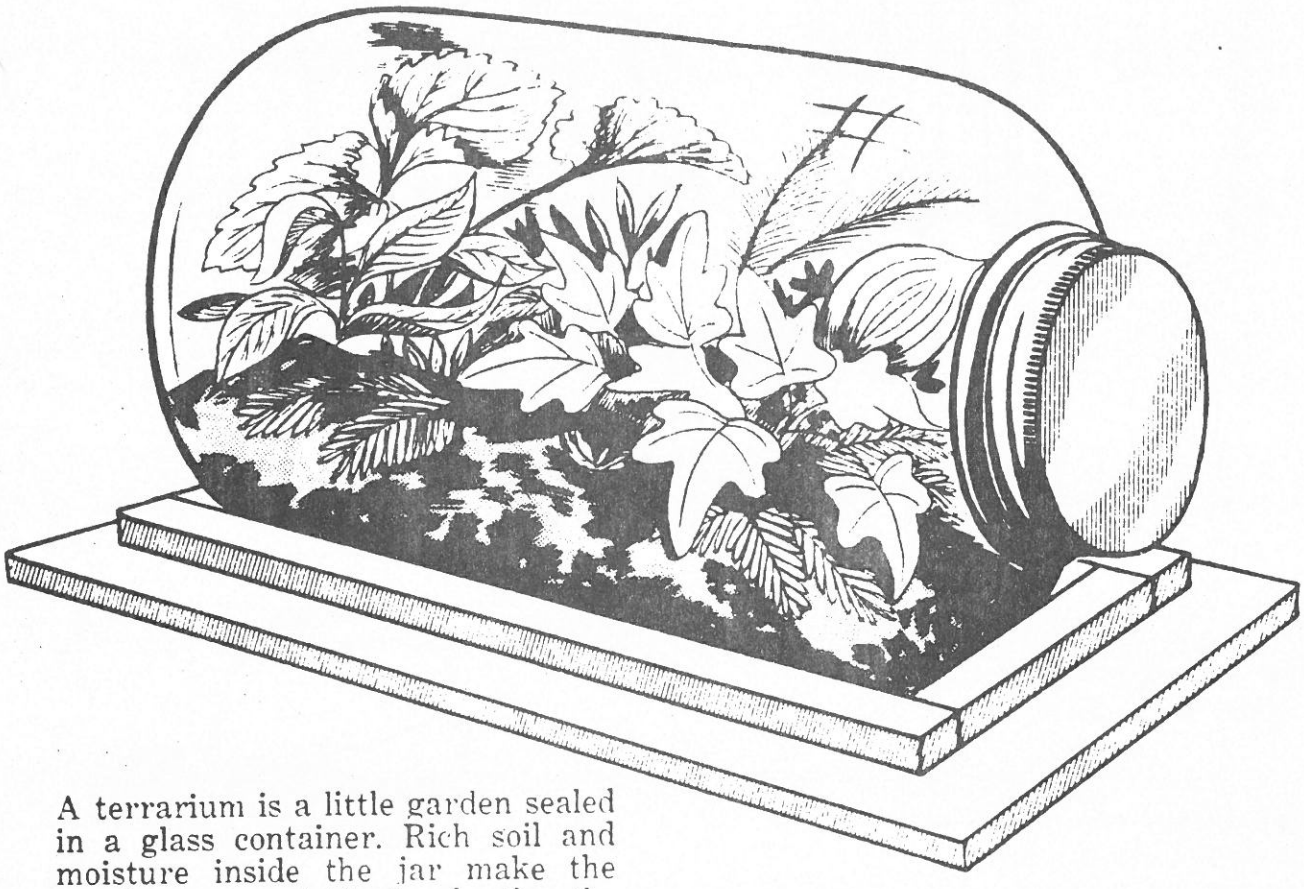

A terrarium is a little garden sealed in a glass container. Rich soil and moisture inside the jar make the garden grow quickly. In planting the garden, use wild ferns, violets, moss, small cuttings of evergreen, ivy, or any house plant that will grow in water.

How to Make a Small Greenhouse

YOU WILL NEED

A clear, wide-mouth glass gallon jar and lid
(Ask at your neighborhood grocery, restaurant or delicatessen for an empty pickle jar.)
Sand or bird gravel
A piece of burned wood or some charcoal
About two cups of rich garden dirt
Wood to build a base for the jar:
Plywood, 12 by 8 inches
Strips of wood $\frac{1}{2}$ inch thick and 1 inch wide
Thin brads or nails
Hammer and a saw
Paint or stain
A variety of plants to place inside the jar

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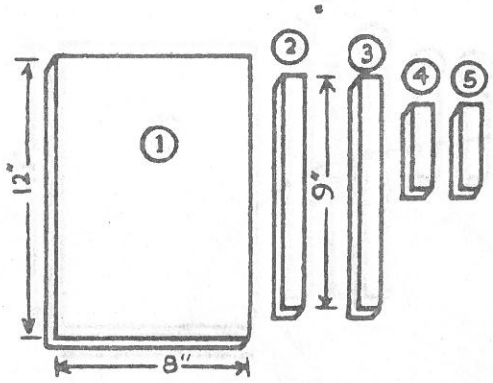
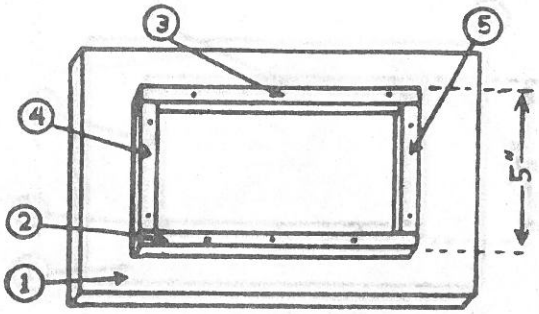
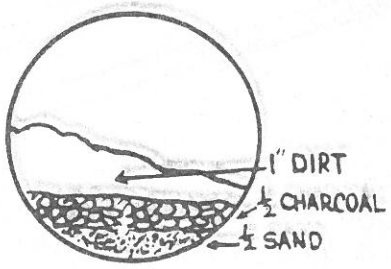




BUILD THE BASE FOR THE GARDEN FIRST

Five pieces of wood are used to make the base, pictured above. Sandpaper the inside edges of the frame to make the jar fit snugly within it.



NOW PLANT YOUR GARDEN INSIDE THE JAR

1. Place the jar, thoroughly clean, on its side on the wooden base.

2. Put a half-inch layer of sand or bird gravel in the bottom of the jar as it lies on its side.

3. Crush a piece of charcoal or burned wood between newspapers, and sprinkle a layer of charcoal over the sand.

4. Add a layer of rich dirt. Garden can be higher at the back side of the jar, but be sure that the dirt is smoothed away from the mouth of the jar so it will not spill out.

5. Set your plants at least an inch deep in the soil.

6. Spray the garden with water. Do not get the dirt too wet.

7. Seal the jar with the lid and set the tiny greenhouse in a spot where it will get some sunlight each day.

8. Watch the garden carefully for a day or two. If it appears to be too wet, take off the jar lid for a day or more until the garden dries some.

9. The garden will grow for two or three months without having to be opened.

EARN A WOLF ARROW POINT CREDIT
in Gardening, Elective 15, by making this terrarium.

APR.

SUNDIAL

Materials:

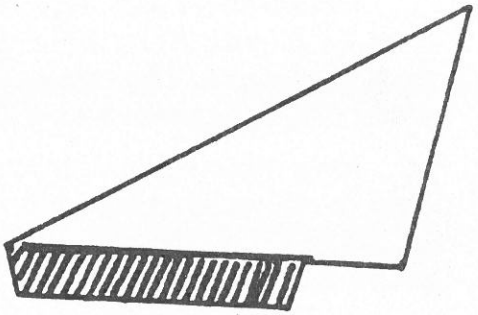
Tracing paper
Pencil
Scissors (or single-edged razor blade)
Glue
Piece of cardboard



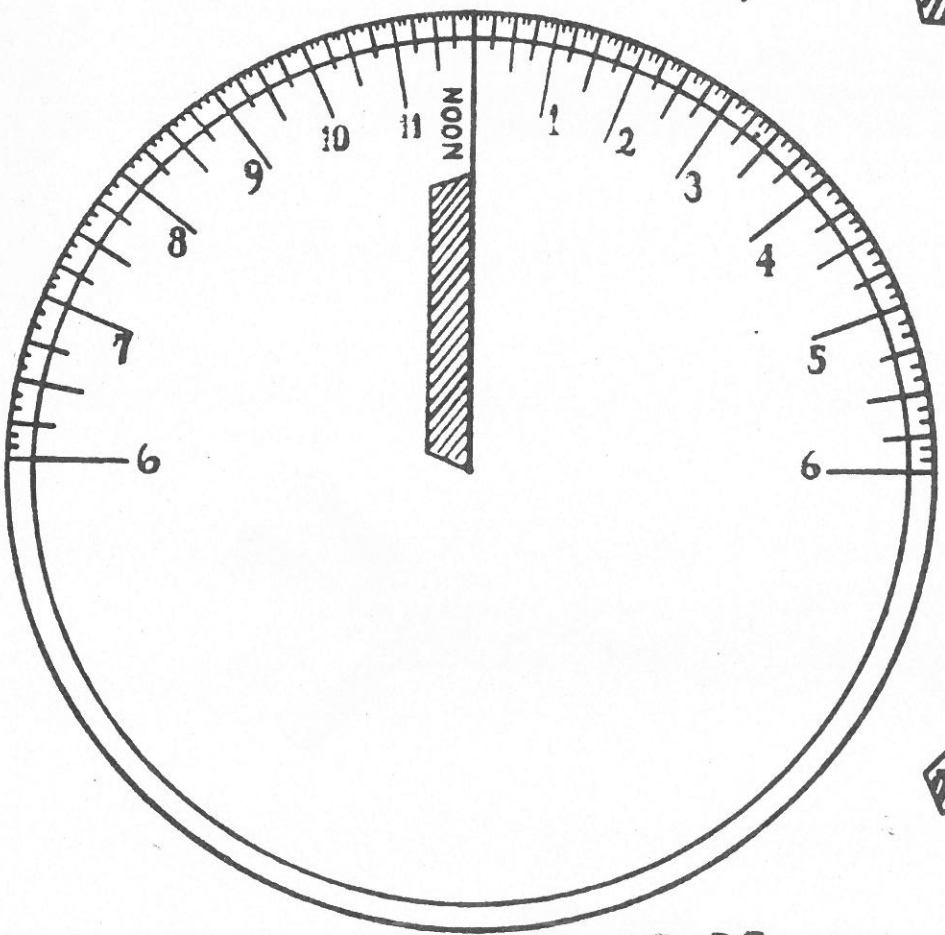
Using tracing paper, trace *Picture Three*. A compass and ruler will help. If you live in the Southern part of the U.S.A., trace *Picture One* on to your tracing paper. If you live in the Northern part of the U.S.A., trace *Picture Two*. Then glue your two tracings—the circular dial and the triangular piece—to a piece of cardboard.

Now cut along the extreme outlines of these two figures, cutting clean through the cardboard. You now take the triangular piece and bend it along the colored line shown in the pattern. The shaded area shows the part you paste on to the shaded area of the dial. This piece will now stand at right angles to the dial.

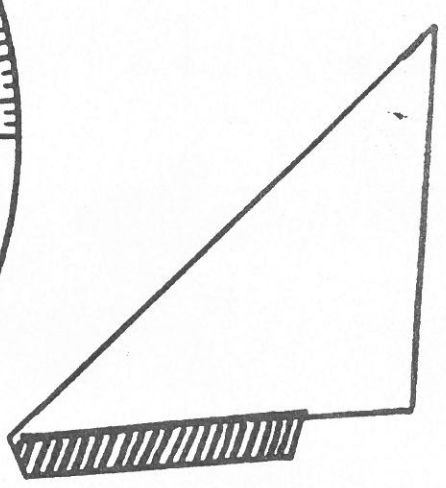
Place your *Sundial* so that the point marked *NOON* is facing true North. Using a clock or watch, turn the *Sundial* around so that it shows the correct time. Then you have set the dial to *True North*. It's a good idea to color the dial with crayons or paints, and to go over the numbers with ink so that they will read more easily.



Picture One



Picture Three



Picture Two

CR-28

APR.

DOG LEASH

Materials: A ball of twine



Use twine that is smooth and hard, not hairy. It should be about 1/16th of an inch thick. You are going to braid eight pieces of this twine together, so you don't want the cord to be too clumsy to handle.

A round braid is usually made of four strands, but four double strands will be much stronger; and that's what is recommended. Cut your twine into eight 6½-foot lengths. Tie them on a doorknob or on the back of a chair, knotting them together. These strands will make a six-foot leash.

Important: To make the explanation simpler, we are going to speak of each double strand as if it were just *one single strand.*



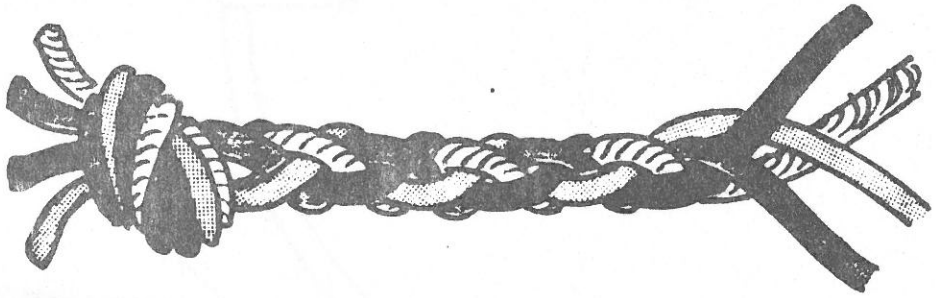
In the pictures, you will see that the strands are numbered *1*, *2*, *3*, and *4*. Take hold of *Strand 1* which is on the extreme left. Move it behind Strand *2* and Strand *3*. Then bring it forward and fold

Hold it there with your left hand. Then take *Strand 4* which is on the extreme right. Move *Strand 4* behind the two strands that are now next to it. Then bring *Strand 4* around over *Strand 1*. *Strand 4* will then be between *Strand 1* and *Strand 3*.

Keep repeating this process. First use the strand on the left side, then do the same thing with the strand on the right side. Braid slowly and tightly. Smooth the strands out often so that they don't get tangled.



When you have completed your braid, slide it off the doorknob and knot the ends so that the weaving doesn't unravel. Now you can tie one end of this nice strong leash to your dog's collar, and tie the other end into a big knot to hold on to.



MHY

SPACE DERBY

Twin-Tower Rocket Raceway

The space derby is rapidly becoming one of Cub Scouting's most popular father/son projects. Why? Because Cub Scouts get a charge out of building their rubber-band powered rockets and watching them zoom along the raceway.

It is easy to buy the official Cub Scout Space Derby kits at your Scout distributor, and there are even ribbons and trophies available. But what about the raceway itself? Shown on the next page are plans for a new improved raceway. Light-weight, easy to make, inexpensive -- it takes only a few hours to build with ordinary carpenter tools.

Identical in construction, the towers consist of two legs, two feet, one cross-arm, and one bottom brace each. The launching-gate frame is made as a unit and is attached to the crossarm of one tower with small strap hinges.

Begin construction by cutting all parts to size before assembling. Clamp the legs together in pairs. Then lay out the bolt-hole centers, squaring the lines across the legs so both pieces will be matched. Drill ¼ inch holes for all bolts.

Make the plywood feet next. Clamp them in position on the legs. Drill matching bolt holes in them, using the leg holes as guides for the bit. Label parts with numbers before disassembling the pieces so they can be reassembled again easily.

Lay out both cross arms for bolt holes and screw-eye centers, again in pairs. Do the same with the bottom braces. Now install the butt hinges at the top of the legs and the screw-eyes in the crossarms.

Then assemble the towers. Open the screw-eyes slightly before installation so the fishline (30 to 50-pound monofilament) can be slipped into the eyes from the rear, rather than threaded through the eyes.

The launching-gate frame consists of 4 pieces of wood, 12 dowels and 2 small strap hinges. Assemble the frame with brads and glue, squaring it up before glue sets. Lay out the dowel-hole centers, then drill holes 5/8" deep. Press-fit the dowels into the holes instead of using glue. This makes replacement easy.

Install the strap hinges and mount the frame on one tower crossarm, centering it. The launching-gate frame requires a small counterweight to balance the frame in a horizontal position. Use a small C-clamp attached to the center of piece E.

Space Derby (cont.)
Twin-Tower Rocket Raceway

Set up the raceway indoors or out. Locate the towers at least 100 feet apart. Use guy ropes fastened to the ends of the crossarms or at the hinges at the top of the legs to anchor the towers to suitable supports (see drawing). Then thread the fishline in one length around the screw-eyes, draw tight to equalize tension, and secure the ends. If used outdoors the plywood feet can be omitted, substituting headless spikes or rods to act as ground anchor pins. The plywood feet merely hold the towers erect while the raceway is being set up.

Space Derby Launcher (materials)

Towers:

A	4	3/4" x 3 1/2" x 72" pine
B	2	3/4" x 3 1/2" x 40" pine
C	2	3/4" x 1 3/4" x 40" pine
D	4	1/2" x 12" x 24" plywood

Fastenings:

1	2	2 1/2" butt hinges
2	4	1/4" x 5" carriage bolts
3	4	1/4" x 4 1/2" wing nuts/wash
4	8	1/4" x 2" wing nuts/wash.

Launching Gate;

E	1	3/4" x 1 3/4" x 24" pine
F	2	3/4" x 1 3/4" x 18" pine
G	1	3/4" x 1 3/4" x 36" pine
H	6	1/4" x 3" wood dowels
J	4	1/4" x 5" wood dowels

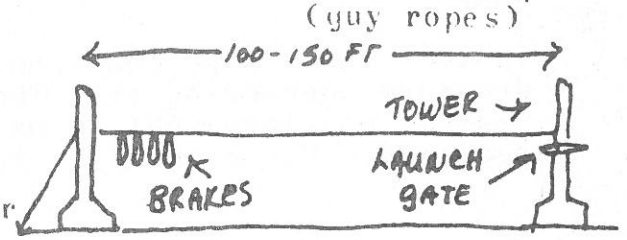
Fastenings:

6	2	2" strap hinges
7	8	1/4" - 16 wire brads
		white glue

Miscellaneous:

600 feet 50 lb. test monofilament fish line; 3/4" x 1/4" rope (guy ropes)

Outdoors - attach guy ropes to stakes trees or fences.
Indoors - attach ropes to wall hooks or columns.
Brakes - hang strips of cloth over guide lines near finish tower.



MAY

Suggestions on how to run a Space Derby:

1. To stage the race participants wind up their rubber-band rocket motors. Then they hook the rockets over the guide lines centering the rockets between the vertical dowels and locking the propellers behind the horizontal dowels on the starting gate. Start the countdown and fire at "Zero" by lifting the rear of the starting-gate frame thus releasing the rockets.

2. Run your race in heats, up to four contestants at a time. Cub Scouts work hard on their rockets, so each boy gets to try at least twice instead of eliminating him from competition after the first race. For instance, in a 6-Cub Scout den, try two heats of three boys each. The winner of each heat goes into the den finals. Then race the other four again with the winner competing with the other heat winners for the den championship and entry in pack finals.

3. Recruit dads as your flight operations team - two as starters (with green flags); two as judges (with checkered flags) and two as gatekeepers to line up the boys. Use other fathers as inspectors, scorekeepers and announcers.

4. Experienced rocket racers 'warm up' their space ships by gradually winding the rubber-band motors to full capacity. Try 50 turns first, then 100, 200 and so on. Release the propeller between each winding. Try some backyard runs on a length of monofilament line before competition.

5. Soak rubber bands in castor oil several days before the space derby. This prolongs the bands' life and power and will help eliminate breaking during the competition. Pack leaders should still have boxes of extra rubberbands and props handy for emergencies. Remember that it takes three rubber bands to fly the ship properly.

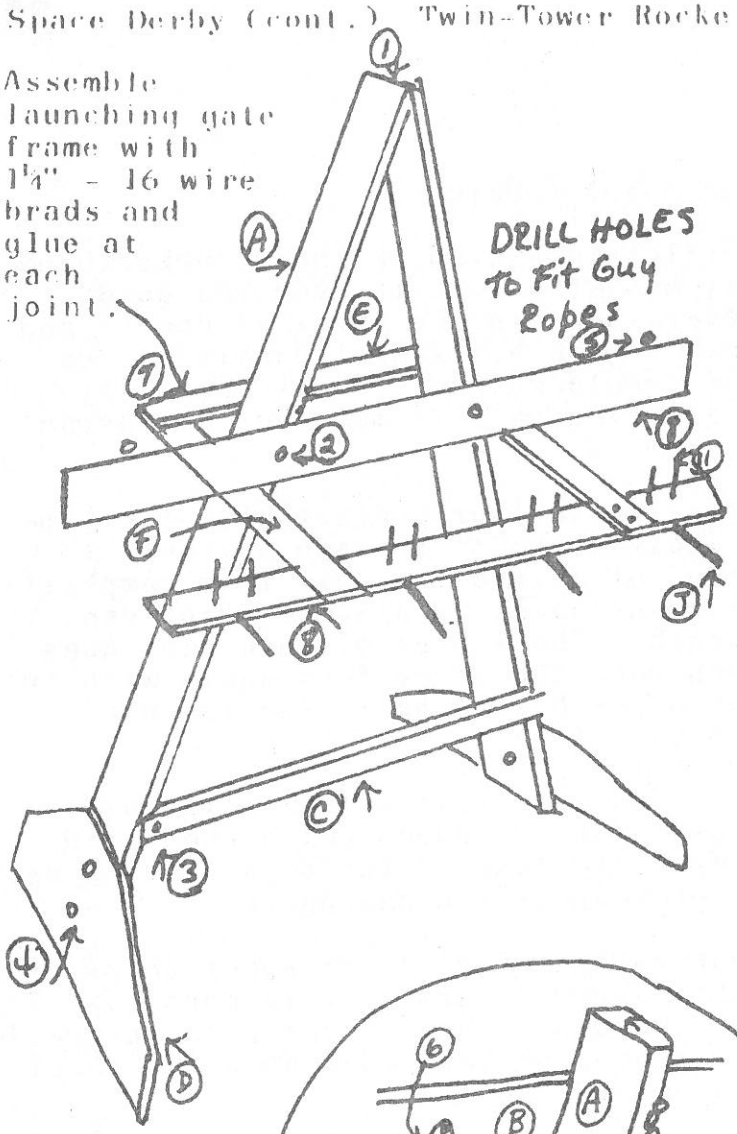
6. To save time, whenever a ship gives trouble, pull it off the line and run it with the last heat. Allow boys to wind propellers before coming to the starting gate. Turn a spotlight briefly on each heat winner as his name is announced.

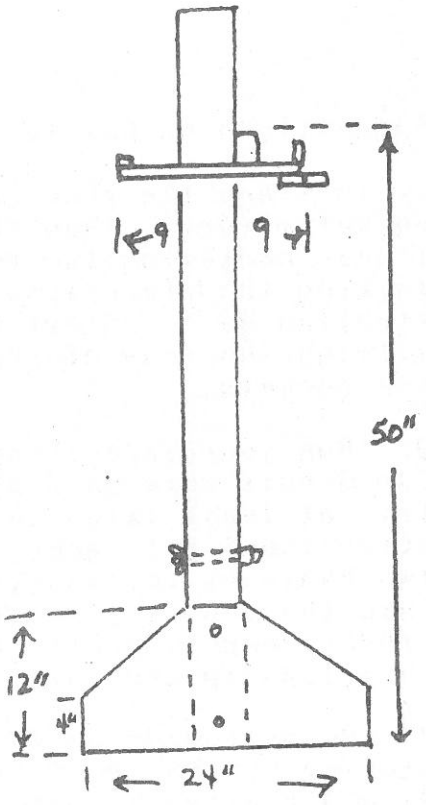
Your Cub Scouts will find the space derby exciting. Join the fun as the countdown begins for the rocket race of the century.

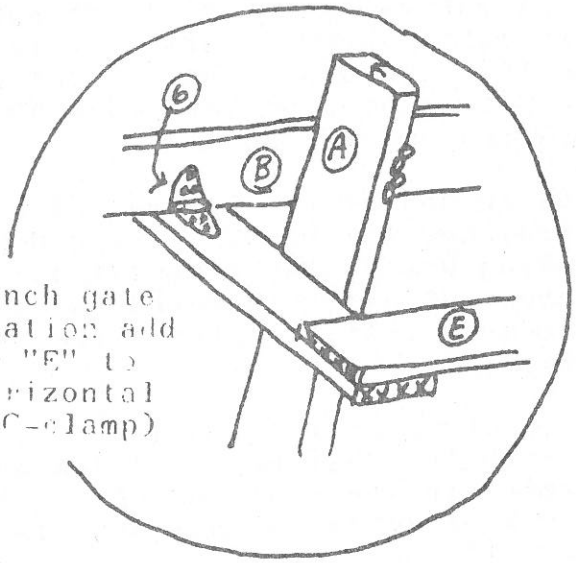
See Cub Scout Activities book for additional information on Space Derby.

MAY

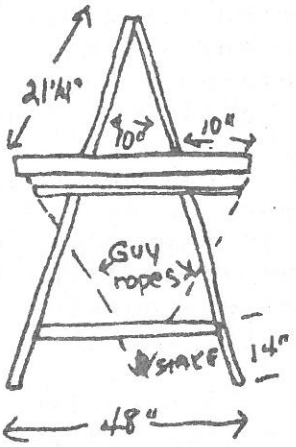
Assemble launching gate frame with 1¼" - 16 wire brads and glue at each joint.







Detail of launch gate hinge installation add weight to bar "E" to hold frame horizontal (use a small C-clamp)



-May

SOLAR SYSTEM

Your space-minded children will take readily to the Solar System Game. You will need at least 10 to play.

Label pie plates with the names of the sun and nine planets. As a reminder (or for the uninformed), place information about the particular planet on the back of the pie plate. The data might include distance from the sun, size, temperature, gases, etc. It would be wise for the leader to have a master copy of the information.

Give out the pie plates to the members of the group. Give each player a chance to discuss the information on his plate. After all have told what they know of their planet, the leader calls, "Line up by distance from the sun." The children must then arrange themselves according to their distances from the sun: Mercury nearest, then Venus, Earth, Mars, etc. The leader might follow with, "Too cold to harbor life." The planets that are too cold would step forward.

The leader might then ask "Line up by size."

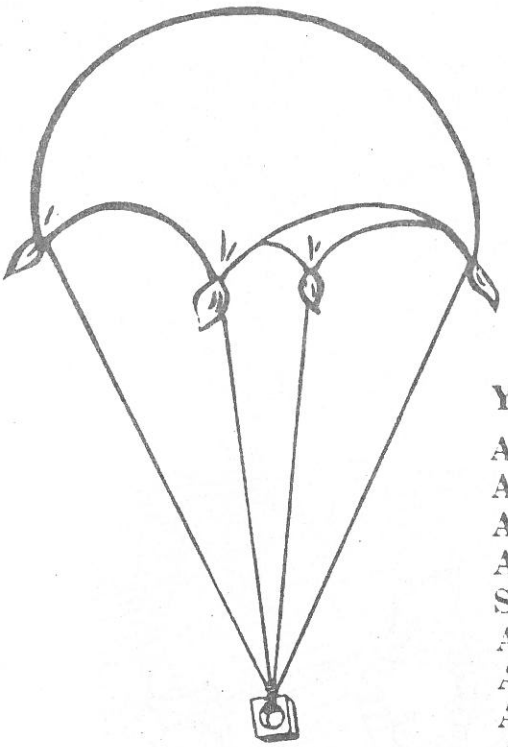
For this game you might award a star for each correct response.





MAY

Make a Catapult

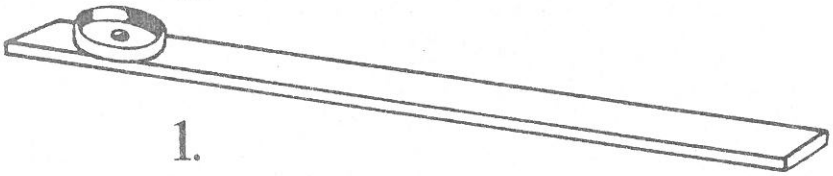


YOU WILL NEED

A nail
A hammer
A small screw
A screw driver
String or heavy thread
A small nut or lightweight washer
A small mustard or pickle jar lid
A lightweight cloth or cleansing tissue about 10 or 12 inches square
A stick of light wood (wooden paneling is fine) about 18 inches long and 2 inches wide

Airplanes are launched from the deck of a ship with a piece of machinery called a catapult. Here is a simple catapult for launching a parachute.

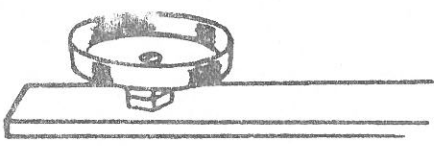
TO MAKE THE CATAPULT



1.

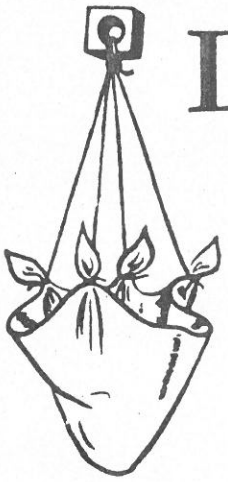
Using a hammer and a nail, punch a hole in the center of a small jar lid. Fasten the lid to the stick of wood with a small screw.

2.



If the screw protrudes through the back side of the stick of wood, slip two or three nuts between the lid and the wood to take up the extra length. That's safety first!

to Launch a Parachute



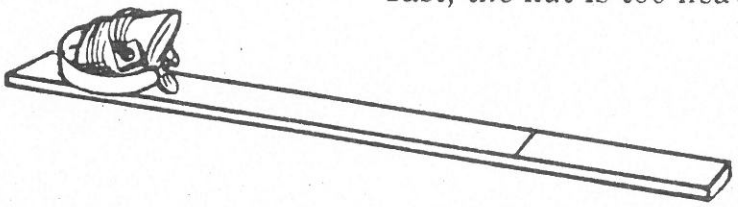
TO MAKE THE PARACHUTE

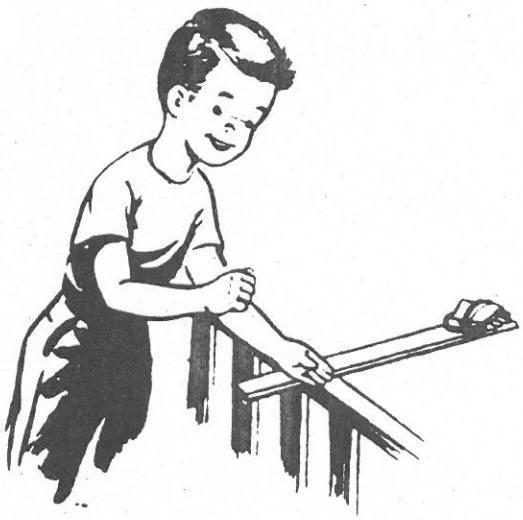
3.

Tie a piece of 12-inch string tightly to each corner of a cleansing tissue or lightweight cloth. Then hold the corners of the parachute even, slip the strings through a nut or washer, and tie with a square knot.

4.

Test the parachute by tossing it into the air. If it sails to the ground too fast, the nut is too heavy.





EARN A WOLF ARROW POINT CREDIT
in Machinery, Elective 8, by making a toy catapult to launch a parachute.

TO LAUNCH THE PARACHUTE

5.

Mark a pencil line across the catapult 6 inches in from the end opposite the jar lid. This is the lever point.

6.

Fold the parachute and wrap the strings loosely around it. Then place the parachute in the jar lid.

7.

Use left hand to hold catapult on porch railing. Strike end of board with right fist.

8.

The parachute will open as it is projected into the air.

JUNE

OBSTACLE COURSE



Here's a natural for Cub Scouts. They like to climb, crawl, and jump, and a good obstacle race includes plenty of each.

PREPARING THE COURSE

Get a group of dads to plan and lay out the course for the race. The course should be difficult enough to challenge the imagination of Cub Scouts, but not so difficult that they cannot do it successfully.

A large area is not necessary. The event can be adapted to the facilities available. A park, playground, vacant lot, or a yard can be used.

The illustration above shows some possible obstacles, but this is only a start. Other obstacles might be crawling through a hoop, or crawling between the legs of a picnic table, under a fence or a rope tied between trees; running around a tree three times; jumping across a real or imaginary brook (if the brook is not narrow, merely draw two lines to represent an imaginary brook). Other possibilities are hopping with a paper cup of water, carrying a dry navy bean on a knife, walking on a low wall (or a 2 by 4), etc.

MAKE IT A RACE

An obstacle race is an excellent activity to use in connection with a pack picnic.

The obstacle course should be run on a den basis, starting one or two boys at a time. The total time should be kept for each den, thus determining the winning den.

If you start more than one or two boys at a time, it will be very confusing. You'll find that boys will be interested in watching until it is time for them to run the course.

It would be wise to station dads along the course in order to keep boys on the right track and prevent them from falling over one another.

Some of the dads may be interested in running the course themselves. If so, let them. However, do not make them feel that they have to participate.

JUNE

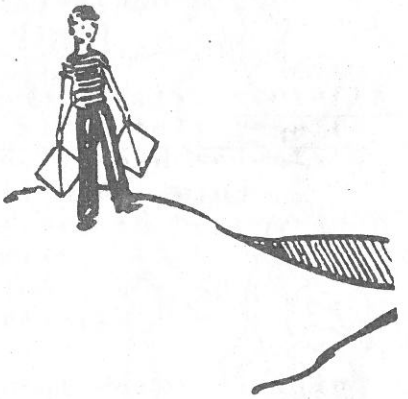
SEMAPHORE

terials: 2 sticks 2 feet long
White shelf paper
Red crayons (or red paint)
Thumb tacks
Pencil
Scissors
Ruler

You can make a set of signal flags out of paper or cloth. Practice nding messages with them, using the standard semaphore signals own on the opposite page. If you have one of your friends make a t of these flags, you can have fun practising together.

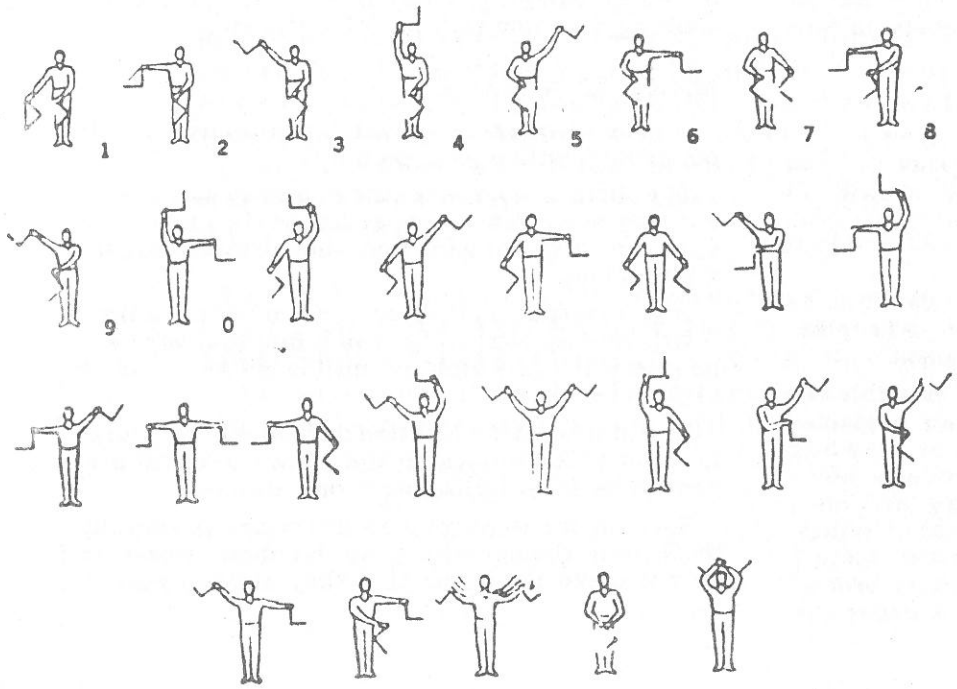
The official size of a semaphore flag is 18 inches square, and ere's how you make it. Cut a piece of fairly heavy white paper 18 nches square. Shelf paper is good, but if you don't have paper quite hat wide, you can paste two pieces of white paper together with Scotch tape.

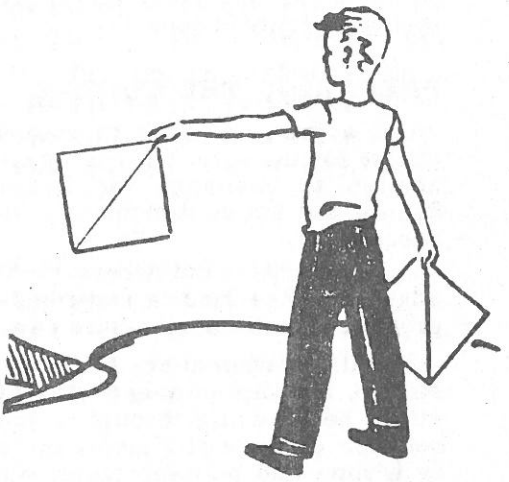
Now divide the square in half by drawing one line to connect he upper right hand corner with the lower left hand corner. Color he upper triangle in red.



For the flag-sticks, use any sturdy stick—an old broomstick will be fine, or a branch with the twigs trimmed off will do, too. The official length of the staff is 24 inches. Attach the flags to the sticks with thumb tacks placed 1½ inches apart.

Now you will have two nice sturdy semaphore flags and you will be able to send messages across great distances. When you get to be good at signalling, you can make these flags out of red and white cloth.





JUNE

KITE DERBY

A kite derby can be a special activity on either a den or pack basis. If you are planning one, be sure to announce it far enough ahead of time for the boys to make their kites know the rules and the events scheduled. On the day of the derby you will need an open field judges and an announcer.

There may be several classifications of kites, box, tailless, those with tails, etc.

Entrance requirements:

1. All kites are dad and son made.
2. Each entrant may have his dad help get the kite into the air and help catch it when it comes down.
3. A kite must fly in order to be eligible for prizes.
4. No restrictions on materials used on construction of kites except no fighting kites.
5. No wire flight lines permitted.
6. Kites in power lines are lost and not to be retrieved.
7. Kites may be adjusted and modified at any time during the derby.

Contests:

Pre-Flight Judging	Judging While in Flight
Smallest Kite	First kite in air
Largest kite	Highest after 5 minutes
Funniest kite	Highest after 15 minutes
Prettiest kite	Most stable flying
Most unusual kite	Most graceful in air
Strangest kite	Fastest climbing
Best kitesmanship kite	Best sportsmanship (boy)
Most original kite	Most persistent flyer (boy)

You might want to include events in the derby such as 100-yard dash with kites being flown at the end of a 100 yard kite string, an altitude race, etc. Also a prize might be awarded for the Most Spectacular Crash !

See also Cub Scout Fun Book and Cub Scout Activities book.

JUNE

CUB SCOUT ROCKET DERBY

10-9-8-7-6-5-4-3-2-1-Lift Off !! With these words you can launch your pack into an exciting activity that is sure to become a most popular father/son project. The Akela I rocket is fun to build and even more fun to fly. Boys make them and launch them. Fathers and leaders plan supervise and stage the event. Here's how to start:

Preparation - The pack committee approves the activity, contacts local fire marshall and police department so all safety requirements are met and approved, establishes the date, and selects a capable committee of fathers representing all dens, plus additional adults. Decide whether boys' kits are to be provided by the pack or sold to the adults in each family. Each den will need a BSA Power-Pad Launching System #165. Be sure everyone knows that model rockets are not fireworks.

Rocket Derby Committee -- Publicize your rocket derby; invite the public; arrange for a photographer. Recruit adults to divide items in the 8-Pak Model Derby Kit #1655 into individual bags. Select the site and secure written permit for the site. Arrange location and set up of launchers for each den as shown in the leader's guide in the 8-Pak kit. Recruit and instruct 2-man adult teams to supervise each pad, control motor supply, and assist boy in preparing for lift-off to avoid long waits. Team members should be trained in advance. They arrange a demonstration to the whole pack a month in advance so all understand procedure.

Registration and inspection teams set up tables so they can record each boy's name and den, and number his rocket to identify it. Prepare crowd control lines and supervisors.

Recruit a starter, timers, and judges as needed. Develop contests from the leader's guide. Keep it fun. Add competitive events later. Launching his rocket will be the main attraction for the boys. Appoint a recovery crew to help boys retrieve rockets after all have been fired. Develop rules and information sheets for each family to have at the previous month's pack meeting.

Plan and create some imaginative, meaningful awards for the boys, such as the Rocket Derby medals or trophies (available from Scout distributors). Each boy who participates or achieves a successful launch should receive some type of recognition. Special appreciation should be shown to all helpers.

JUNE

Cub Scout Rocket Derby (cont.)

Derby Procedure

- At den meetings introduce kit and review derby plans. The families then start construction. Each boy needs a box to protect his rocket.

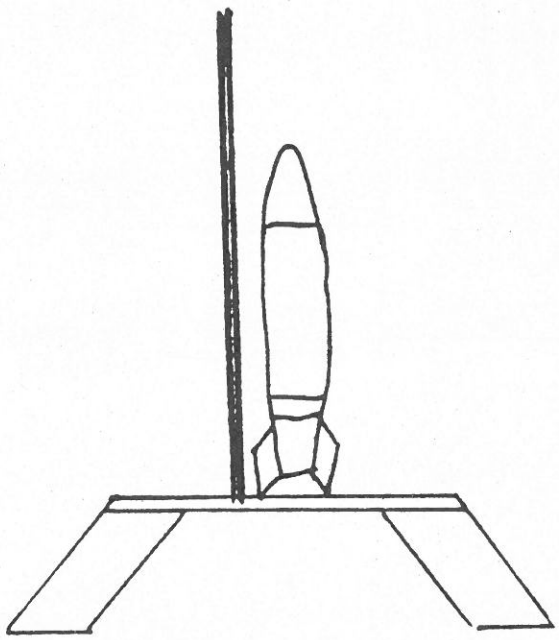
- At pack meeting, derby committee teams set up in advance.

- Displays and opening activities (flag ceremony, song, guests, skit)

- Rocket launching (check-in inspection, dens line up at their pads, launching teams help boys prepare motors to avoid waiting delays, flight control team begins launching, recovery crew supervises recovery).

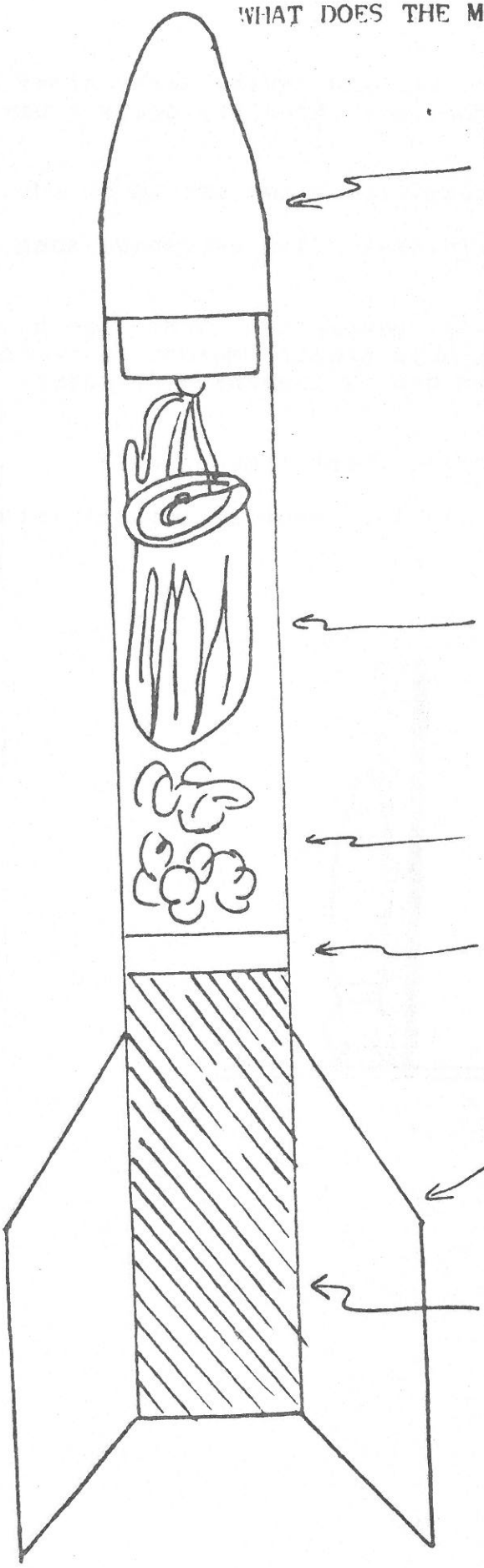
- Additional flights organized where time allows.

- Recognitions and awards (include regular advancements, closing and cleanup).



JUNE

WHAT DOES THE MODEL ROCKET LOOK LIKE?



Nose Cone -- ejected at end of flight for parachute or streamer recovery.

Recovery system -- paper streamer and rubber band attaching nose cone to rocket body.

Special wadding to protect recovery system from hot gas from engine.

Engine End Mount -- transmits thrust to airframe.

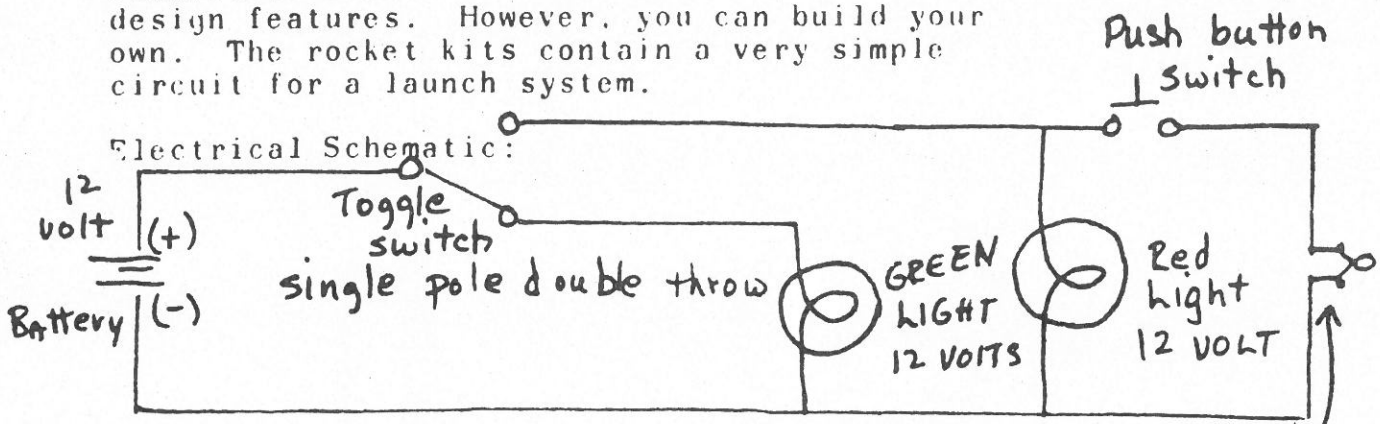
Fins -- at the aft end -- to guide rocket in a straight flight path.

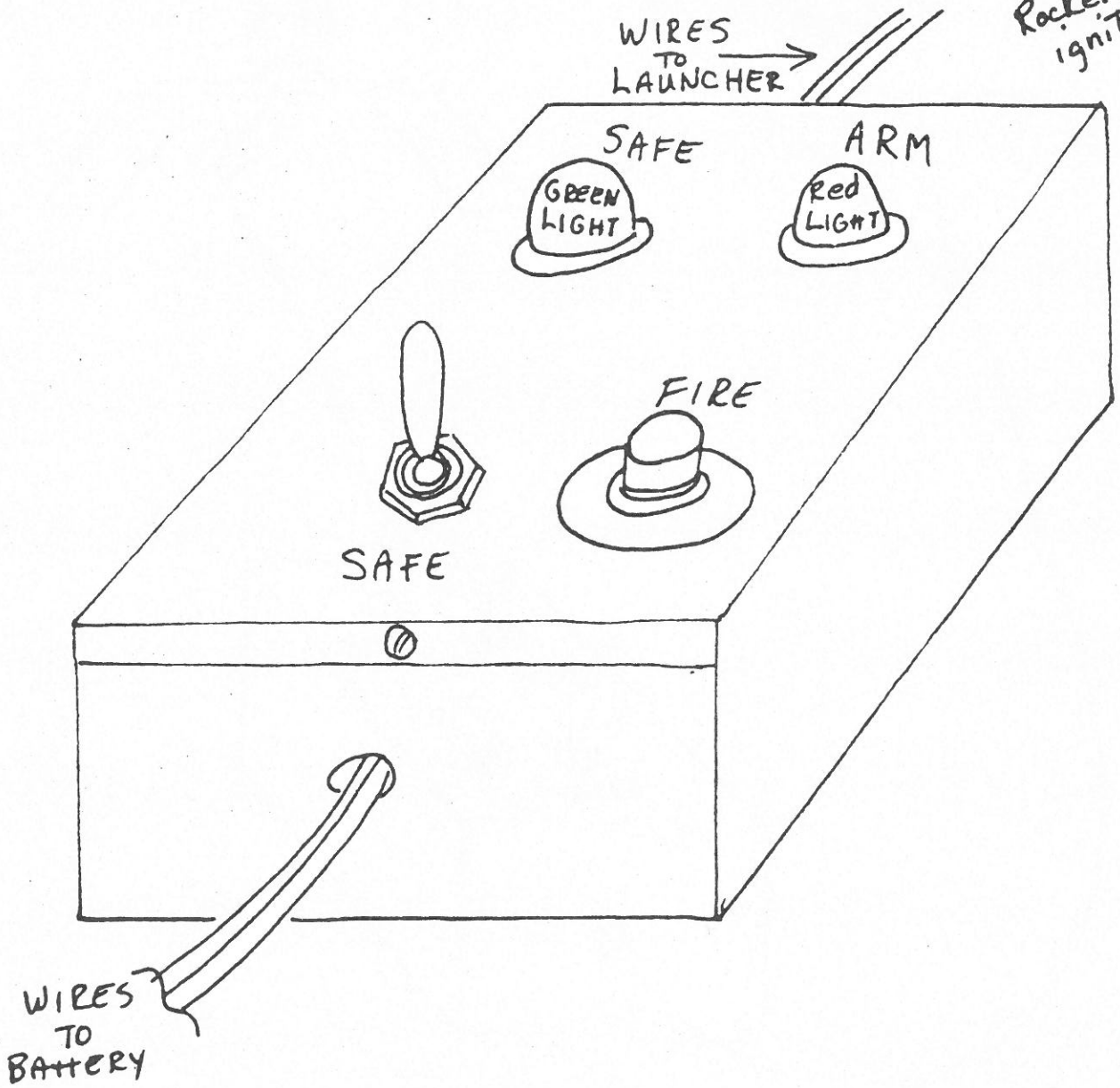
Rocket Motor.

Pack Rocket Activity (cont.)

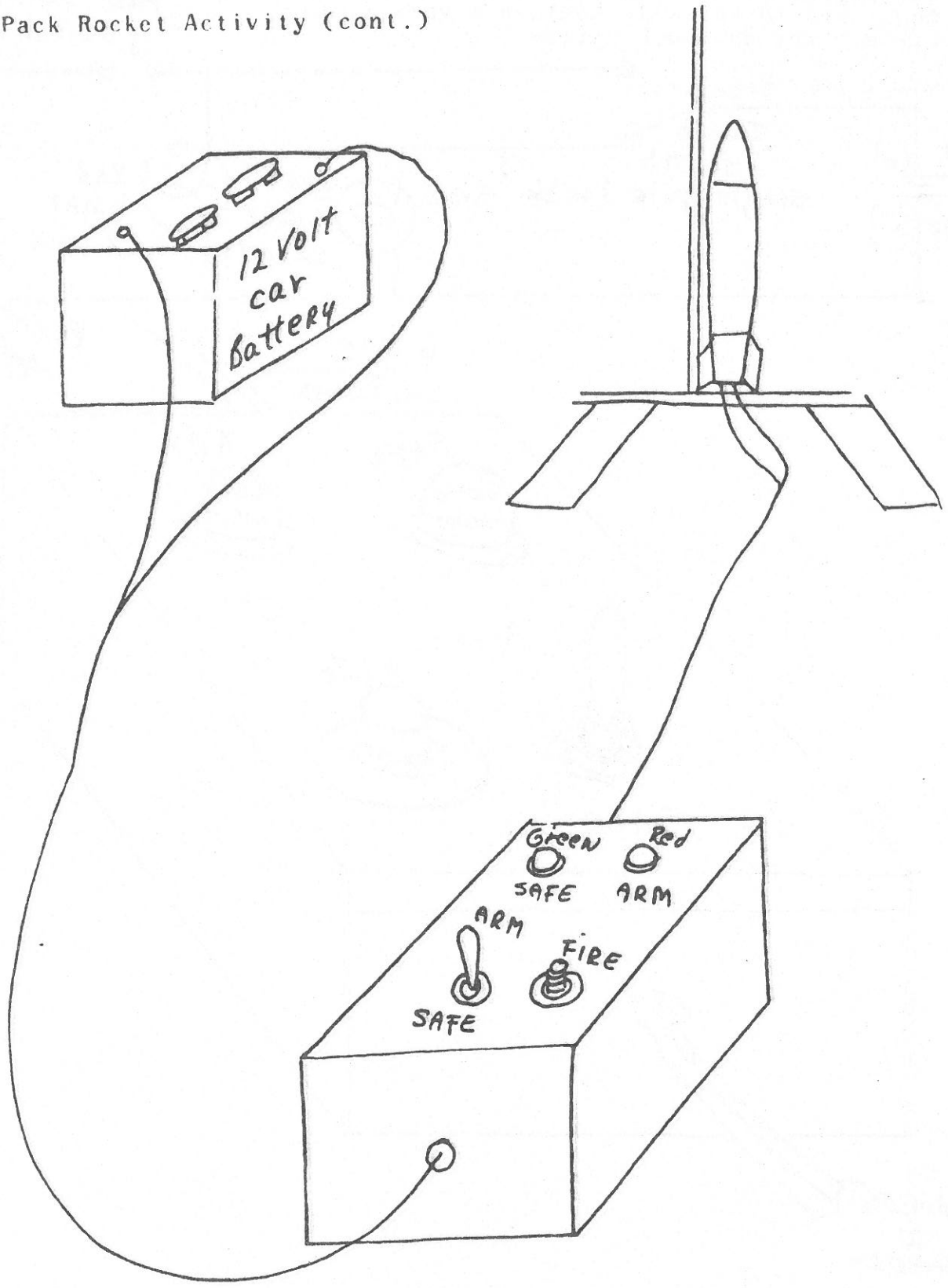
Commercial launchers are available, and include all necessary design features. However, you can build your own. The rocket kits contain a very simple circuit for a launch system.

Electrical Schematic:



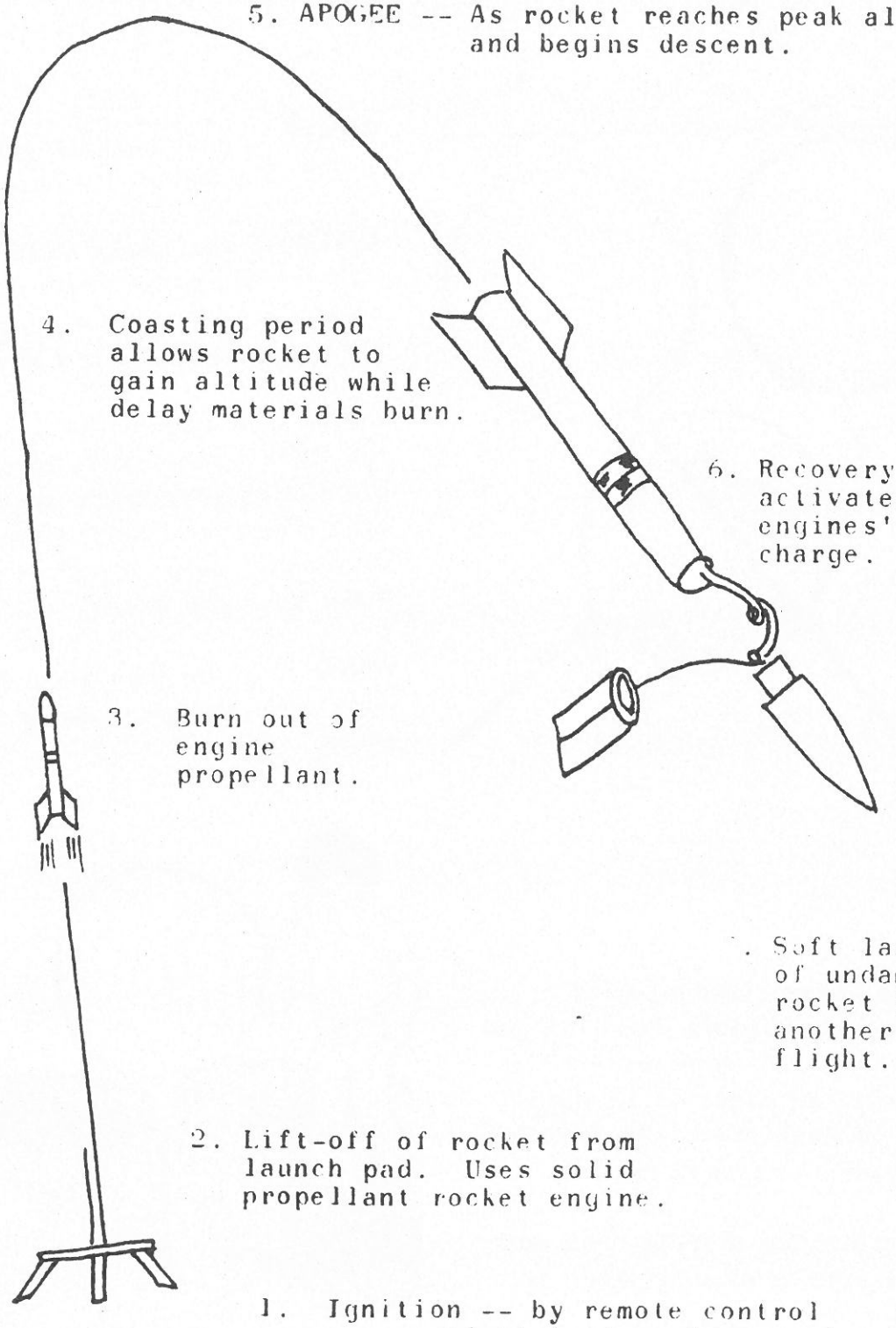


Pack Rocket Activity (cont.)



JUNE

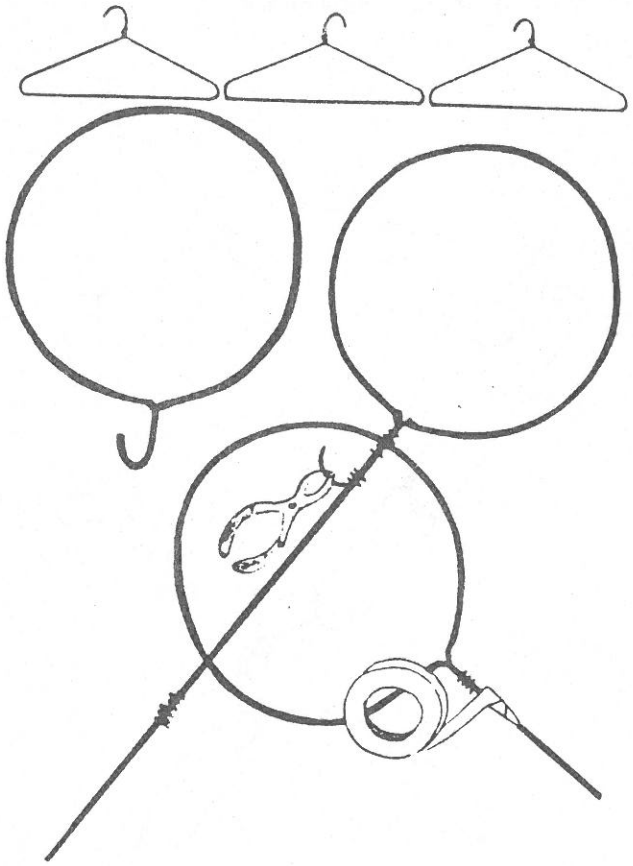
HOW DOES IT WORK?



CR-51

JUNE

Hoopla



SHAPE a wire coat hanger into a circle. Straighten the hook.

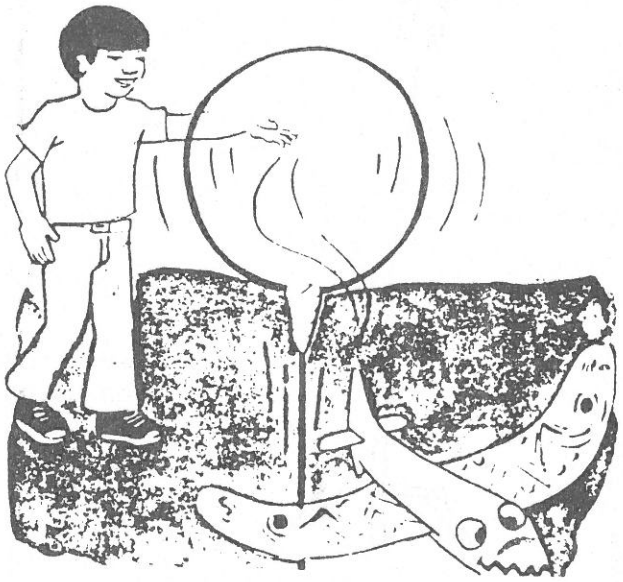
UNTWIST the necks of two more hangers. Straighten them out as much as you can. Wrap the hangers around each other to make one straight wire.

TWIST one end of the wire around the neck of the circle hanger. Wrap the straightened hook around the long wire. Bend all the ends flat so they won't poke. A pair of pliers will make your job easier.

WIND masking tape around the area where the straight wire joins the circle.

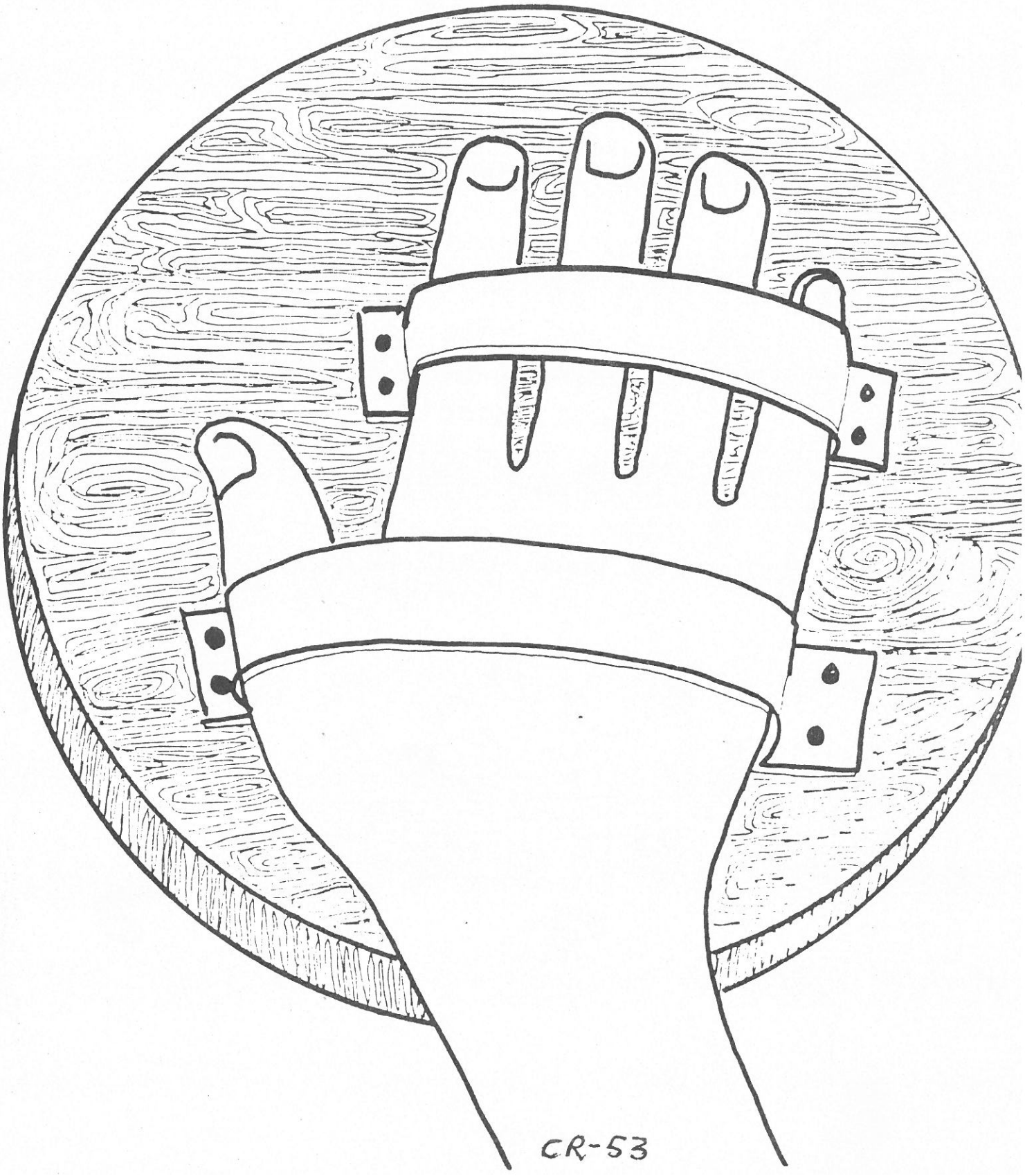
STICK the straight end of your hoopla into the ground. Push it in far enough to keep it from leaning. Try sailing paper airplanes or aluminum pie pans through the circle. Keep moving back to make it harder.

START the hoopla moving back and forth sideways. A moving target is tricky.



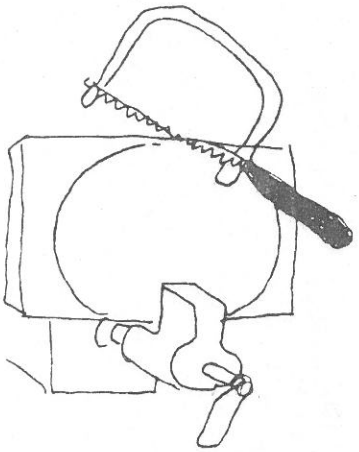
JUNE

PALM PADDLE

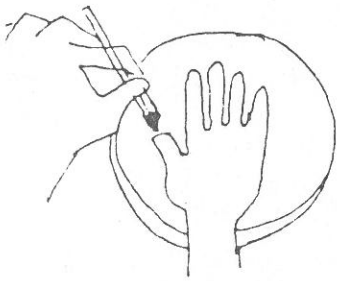


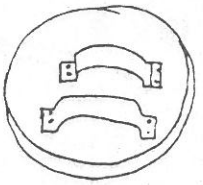
CR-53

YOU NEED: ¼" or ½" plywood about as big as a dinner plate or a pine board 1" x 8" x 8" or any paddle type material you have on hand. 1" elastic tape, sandpaper.



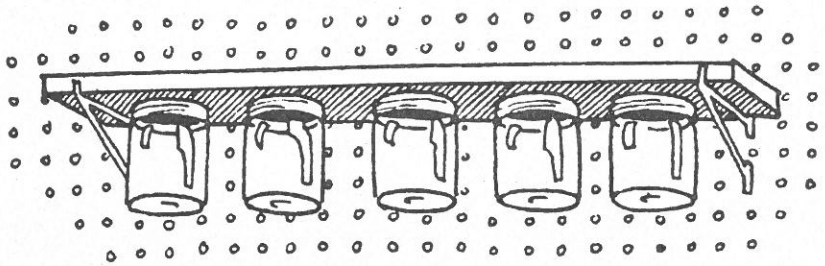
1. Trace a dinner plate on the board.
2. Cut out the circle with a coping saw & sand the edges smooth.
3. Trace your hand on the wooden circle
4. Measure enough elastic to hold your hand tight to the paddle, & tack it down.





JUNE

Workshop Shelf



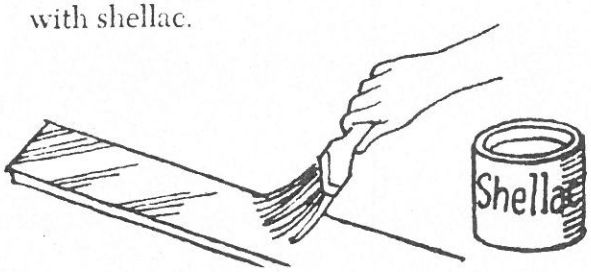
What to Use:

Piece of wood, about 16 by 4 inches
Glass jars, such as baby food jars or small applesauce or cranberry relish jars, with screw-on tops
Nails, hammer, shellac, brush, glue, sandpaper, dust cloth, newspapers

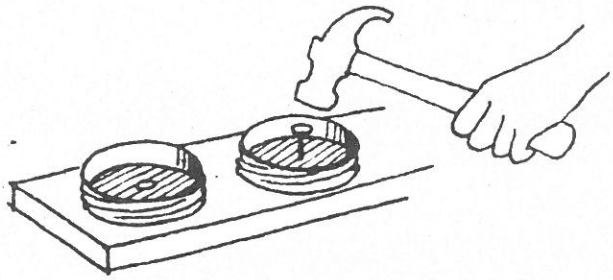
What to Do:

1. From a lumberyard get a wooden board of the size mentioned above. If you know that the recipient of this present has a pegboard with shelves in the workshop of his or her home, get a piece of lumber that will fit the brackets of the pegboard.

2. Spread newspapers on your work surface. Smooth the edges of the wood with sandpaper and dust it with a cloth. Paint the shelf with shellac.



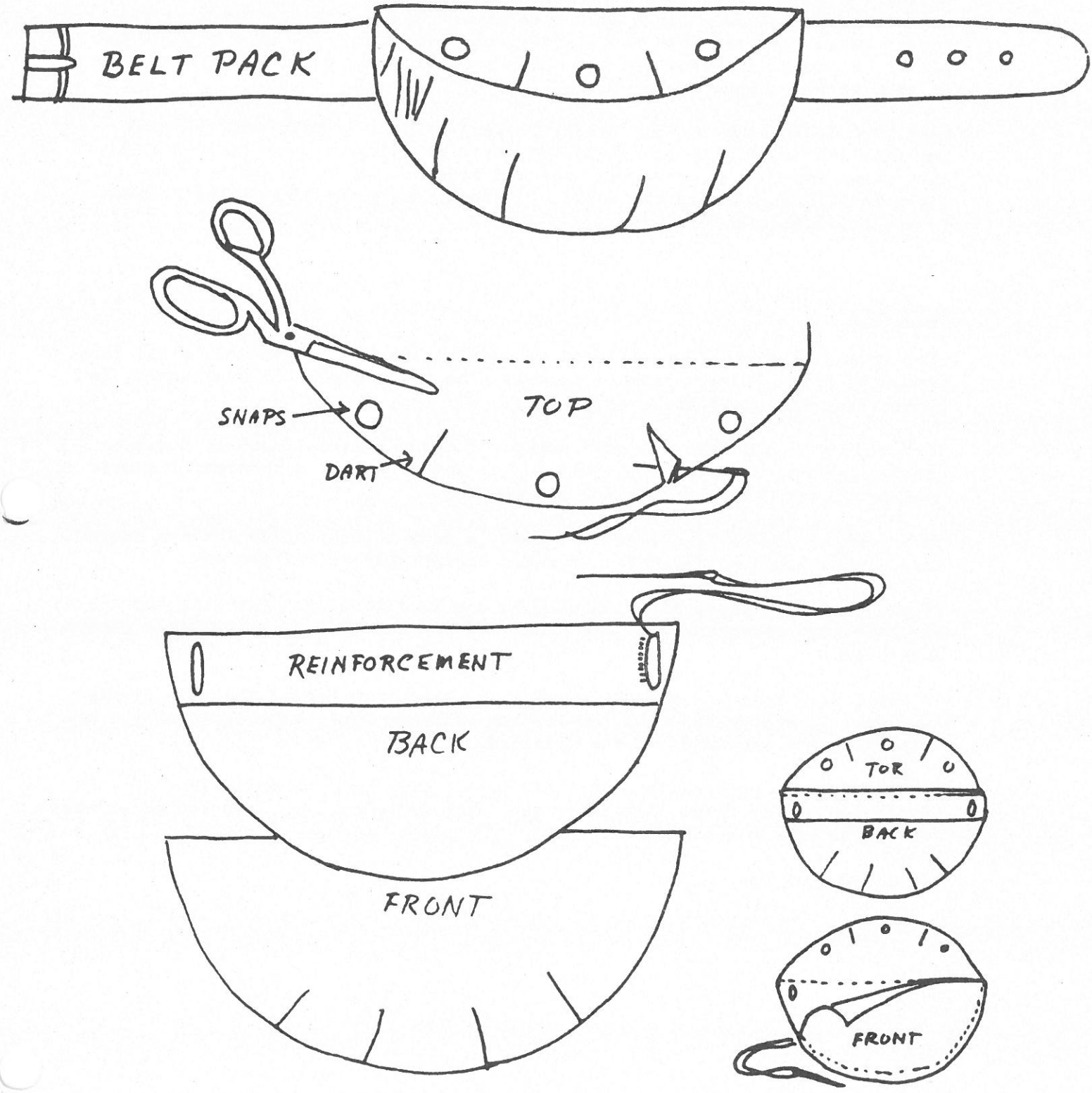
3. Wash and dry the glass jars as well as the caps. Hammer small nails through the jar caps into the wood so that the caps are 3 or 4 inches apart. (If you prefer, instead of nailing the jar caps into the wood, you can glue them to the wood.) Screw the glass jars to the tops.



This shelf can be used for storing nails, screws or other small workshop items after it is hung on hooks on the wall of the kitchen, basement workshop or garage.

JULY

BELT PACK



JULY

JOURNAL - Let's make a collection of our cativities for the month and put it into a journal similar to what Lewis and Clark or a pirate captain kept. The outside cover is made from a brown paper bag. Wade it up and burn the edges to make to look old. Use strips of leather or leather shoe laces to bind the top of the journal.

During the month of Explore your Neighborhood have the boys make maps for each other to follow. The maps can be made from the similar paper as the cofer. Also they can make a collection of items they find on a hike to be put in the journal. They can also have a collection of pictures they make or take with a camera to be mounted in their journal.

Help them learn about birds, trees, flowers, frogs, insects and fish and how they all contribute to a balanced world of nature. Take the den to a city park, vacant lot, country woods and have fun in Cub Scouting outdoors. The more they know about the world of nature, the more they can be at home in the out-of=doors.

BELT PACK

Easy to make and wear, a belt pack is lighter than a knapsack but still large enough to hold a lunch, a small camera, some film, a pair of sunglasses, and other items too bulky for your pockets.

If you have an old belt and some scraps of heavy material such as denim or canvas, you can make a useful belt pack. Better still, a waterproof fabric will provide a belt pack fit for any weather.

On an outing you'll find your belt pack is easy to open while you are on the move. When you don't need it, it rides confortably out of the way.

If you prefer, a piece of nylon webbing can be fitted with a buckle and the web belt sewn permanently to the pack. Or you can look for a suitable ready-made belt.

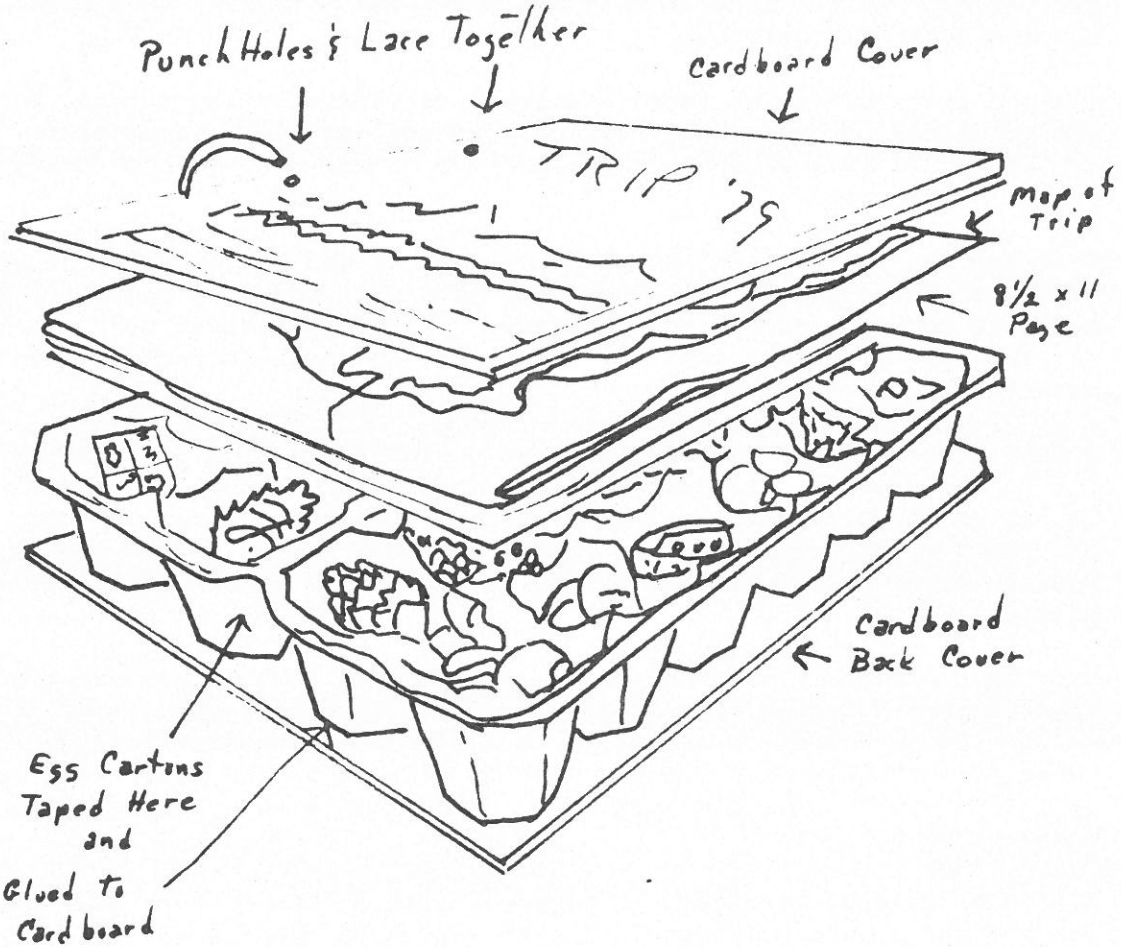
You will find that heavyweight material is easier to handle than the lighter fabrics. It also makes a better-looking finished pack, especially if you sew trim along the raw edges of the material.

You may want to personalize your belt pack. Cut out your initials in a contrasting color. Sew them on or use "iron on" patching cloth and press them into place with a hot iron.

See pattern on next page

JULY

Travel Scrapbook



JULY

TRAVEL "POSSIBLE KIT"

Travel has changed rapidly in the years since our country began, but one thing has stayed the same. Wise travelers have always known that special situations can arise on the road. The early trappers had an answer to the unexpected and they called it a "possible kit". They figured out the possible emergencies they might meet on their treks into the wilderness and prepared for them.

A trapper's possible kit might contain items for trade with the Indians, emergency rations such as pemmican or jerky, extra flints for fire=making, and a packet of tinder wrapped in in oiled cloth against a time of wet and cold when he might carry fishhooks and line to help him supplement his diet with fish when warm-blooded game was scarce.

Today's traveler doesn't need emergency rations or rifle flints, but a possible kit still has its place, particularly if you travel by automobile. Such a kit can be tucked into a glove compartment or camera bag, or kept handy in some corner of the car.

What are the "possible" that can ocur on your atuomobile trip? Suppose you skin a knuckle or get some other minor cut or scrape? A couple of small adhesive bandages might come in handy. Of course, you should have a first aid kit in your car. Your possible kit is not intended to replace standard first aid materials.

A needle and trhread also can be very useful for sewing on a button that comes off in the course of travel. You can make minor, temporary repairs to clothing before you have to enter a restaurant. If you include two or three small spools of thread of different colors, you'll increase the number of temporary patches you can make. A few small safety pins are also a practical addition to your possible kit.

Ever have a snack - a juicy orange, for example - while you are traveling? When you are finished, you have a handful of peelings and sticky fingers. It's an annoying problem you can solve in a minute if you have included a few of those commercially packed paper wash-up tissues in the possible kit. They'll take the sticky juice right off your hands and leave you neater and more comfortable.

If you've thought to include a paper or plastic bag in your possible kit, you can put the orange peelings in the bag and drop them in any handy trash can.

When you travel with small children, you know how restless they can become. If you tuck a few pieces of chewing gum and some lemon drops or other hard candy into your possible kit, you can offer a treat to make the trip pass more easily for the younger set.

Another small item that has many uses in your possible kit is a notebook. With a note pad and a crayon there is an almost endless variety of games you can play with the whole family or with younger children.

Ticktacktoe is an old standby in the pencil and paper games. (Cryon and paper in this case for safety's sake.) The version you probably know is played with X's and O's, but did you know that it was once played with numbers in several squares? Make a playing board with 16 squares and write numbers at random in each square. To score, each player closes his eyes and brings the crayon point down on the playing board. At the end of four turns, add up the numbers scored by each player. The highest number wins.

Another good game for travelers is a contest to see who can spot the largest number of license plates from different states. Set a time limit or keep the game running for the duration of the trop and see if you can find plates from every state. Anybody who sees a Hawaiian plate while traveling through central Nebraska should be declared the winner automatically.

Another good time-passer is to look for road signs that begin with different letters of the alphabet. Keep going until you have found one sign for each of the 26 letters, or set a time limit.

Set a limit of 100 miles and see how many different animals you can observe in that distance. Make it a group project or keep score individually.

Finally, there is an item for your possible kit that is much like one carried by the trappers of more than a century ago. Wind about 50 feet of fishing line on a small oblong block of wood. Attach a cork bobber about 18 inches from the end of the line, a split shot about a foot below the bobber, and tie on a number six hook at the end. Bury the barb of the hook in the cork bobber so it won't accidently hook anyone.

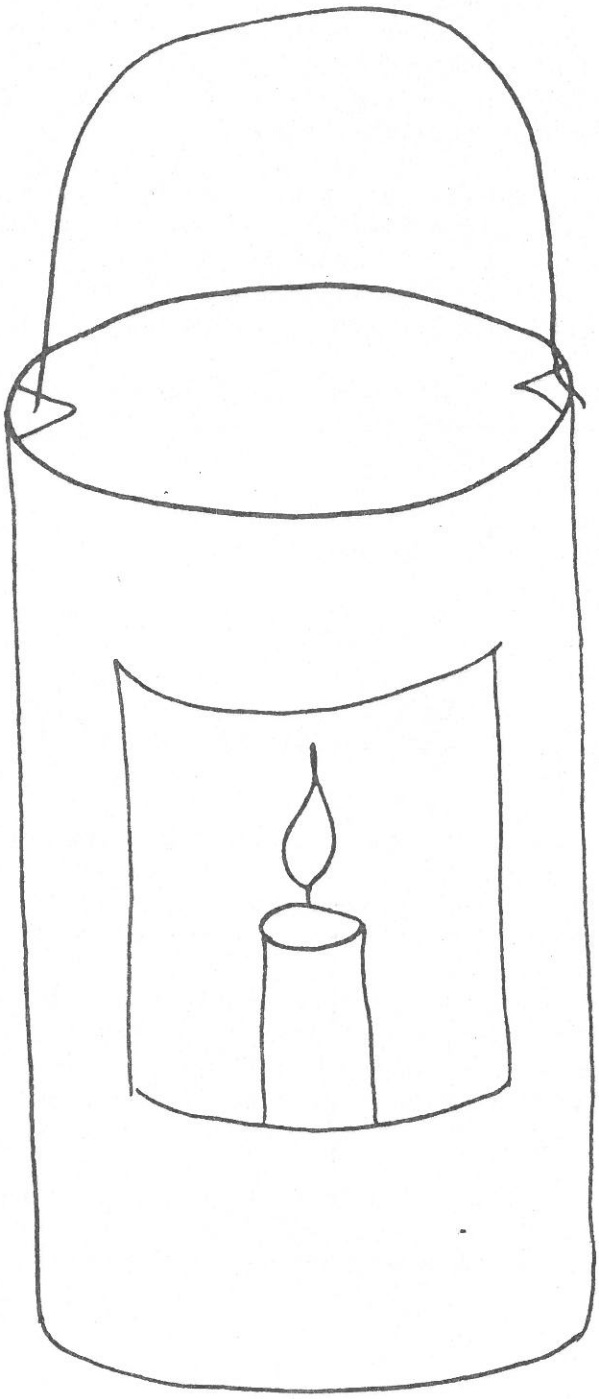
Now you are ready to take advantage of any lunch stop or rest break near a stream or lake. For bait you can use a ball of soft bread, a bit of sandwich meat, or a grasshopper or other insect you find near the water. There's no telling what kind of prize you may capture before the journey begins again.

If you are under 14 years of age, you probably won't need a fishing license in most states, but make sure you know the regulations before you fish or you might attract a game warden just about the time you snag your fish. Knowledge of fishing laws, which sometimes are printed on road maps, must be part of every traveler's possible kit.

Travel experience or special family needs will dictate other items you may want to add to your own kit. But, whatever your choice, being ready for the "possibles" will make travel easier and more fun for you and your family.

JULY

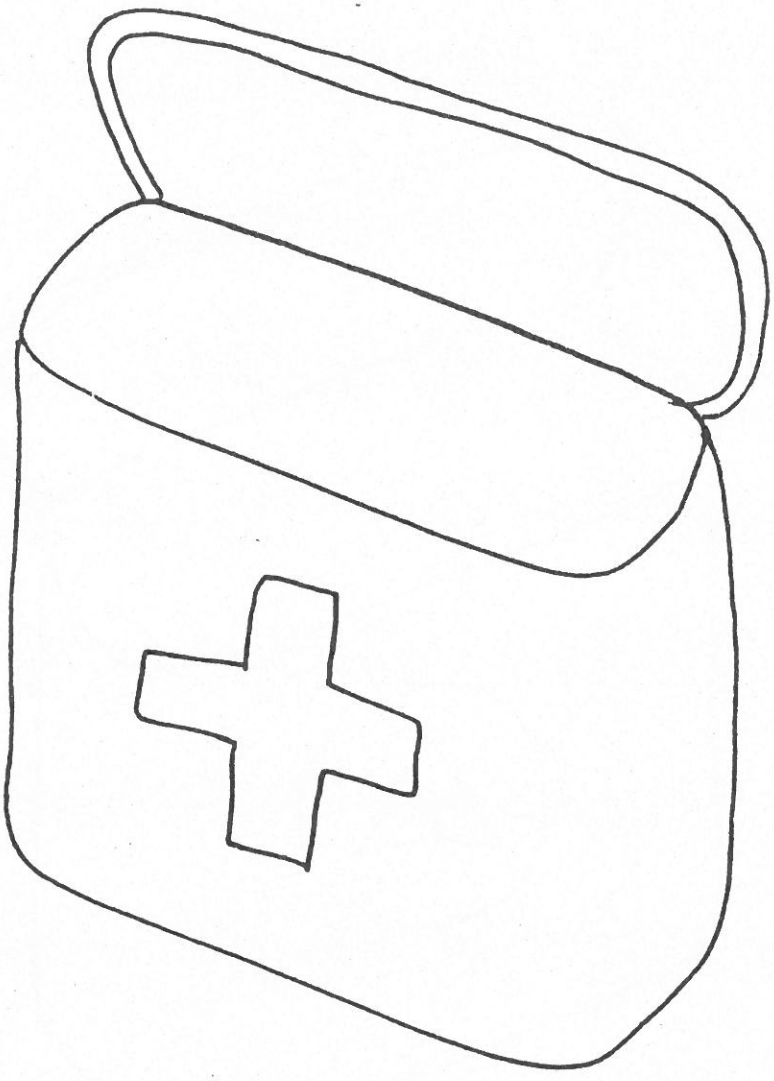
CAMP LANTERN



Made from fruit juice can and wire coat hanger. Form coat hanger into handle. Cut window out of side and install candle.

JULY

FIRST AID KIT



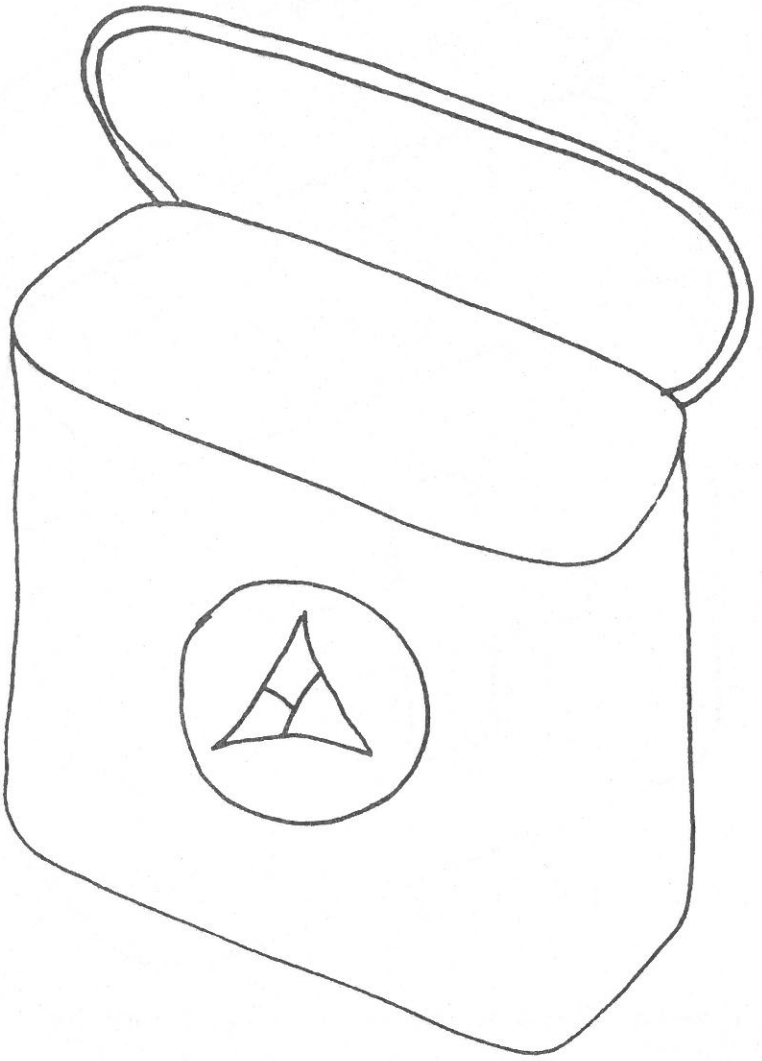
Made from metal Band-Aid box -- slits can be cut in back for belt wear.

Suggested contents:

- Band-aids
- Adhesive tape
- Iodine
- Gauze
- Razor blade
- Safety pins
- Tourniquet
- Salt tablets

JULY

SURVIVAL KIT



Made from metal Band-Aid box. Slits can be made in back for belt wear.

Suggested contents:

- Boullion Cubes
- Needles and thread
- Safety pins
- Band-aids
- Lip salve
- Antiseptic swabs
- Fish hooks and line
- Aspirin Tablets
- Salt tablets
- Halazone tablets
- Water-proof matches
- Candle
- Dried bait
- Small sheet aluminum foil

SAILBOAT REGATTA

JULY

For those packs who may be planning a Sailboat Regatta for this month's theme, we have included some hints here.

Sign the boys in by an entry number - painting this number on his boat sails and giving him a sailboat slide with that same number painted on the sails. That way his slide is an even more meaningful souvenier to him because it actually has his own racing number on it.

First start off with a GRAND "FREE-FOR-ALL" pack race with every boy in the pack putting his boat in the water and on signal letting it go. This getts them all inv9lved right away which is what they want. Award lst, 2nd and 3rd place winners in each race and have somebody to record it on a large poster board as results come in. Walkie Talkies work fine for relaying results across the pond. Posting the winners helps build up enthusiasm and excitement. If a loud speaker is available the winners are annouced as results come across the pond and also annoucements amde to get the next group lines up and ready for next race. This keeps everthing moving right along and running smoothly.

After the "Grand-Free-For-All" race start running races by dens. If there are some real small dens because of boys on vactation, several dens could be combined together as one for racing purposes.

Then all 8 yr. olds race - all 9 yr. olds compete with each other and all 10 yr. olds. Be sure to have about 3 judges on the opposite side of the pond to decide the first, second and third place winners. The last race will be the Grand Sweepstake Race for all First Place winners. The lst place winner of this race will be the PACK CHAMPION. If time permits, before the Grand Sweepstakes Race, a Consolaton race can be run including all boys who have not won a lst, 2nd, 3rd in any race of the day.

All winners hould be recognized with ribbons or trophies. Small inexpenside trophies or plaques can be purchased or made for all lst place winners with ribbons for 2nd and 3rd places. A larger trophy or plaque for the Sweepstakes winner.

JULY

RAIN GUTTER REGATTA

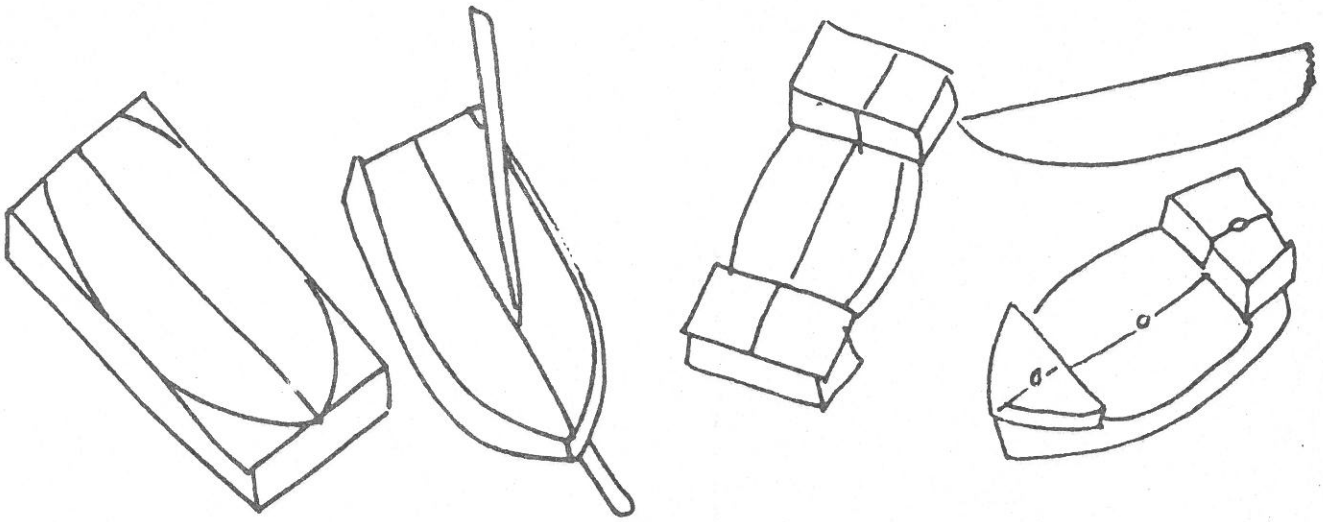
The Rain Gutter Regatta was originated by the ideas committe of Cub Pack 100, Franklin Par, New Jersey and can be used as an individual Cub Pack race and as an Intera-Cub pack competition. Each Cub makes his own boat.

Material required for den sailboat' a 3/4" x 3" x 6" soft pine block, and 8" length of 1/8" wood dowel, a wood swab stick, button thread, two common pins (to anchor stays in hull, a scrap piece of aluminum for a rudder, white writing paper for the sail.

Material required for one pirate ship: a 3/4" x 3" x 10" piece of soft pine, a 15" length of 1/8" good dowel, two swab sticks, four 1 1/4" No. 18 wire brads, one map tack, button thread, aluminum sheet for the rudder, a piece of white bond writing paper or brown craft paper bag stock for the sails, household cement, 17" press-apply signal dots" (available at stationery store). Use spray can lacquer to finish both.

BOTH MODELS USE THE SAME HULL, BOWSPRIT, MAST AND SAIL.

Steps in making the boats: In the drawing is the hull block cut to rought size with a center line scribed the length of the piece. Working from the center line, the cardboard pattern in the foreground was used to draw the outline of the hull countours. Then the position of the bow and stern blocks for the pireate ship were squared across the block. Next the hull was cut to outline with a coping saw and finished with a file and sandpaper. If you are making the sailboat model, drill the mast and bowsprit holes at this point, install the mast, bowsprit and rudder, and the boat is ready for painting with spray-can lacquer. For the pirate ship, add the bow and stern blocks as shown in the third step, using waterproof cement and four 1 1/4" No. 18 wire brads for fastening. Finally, cut the bow and stern blocks flush with the hull, drill the mast and bowsprit holes, install the masts, bowsprit and rudder, then paint. Both boats use the same main sail; the pirate ship was two additional sails. Add the rigging after paint is dry and sails have been slipped on the masts.

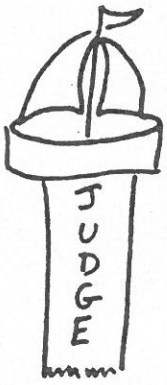


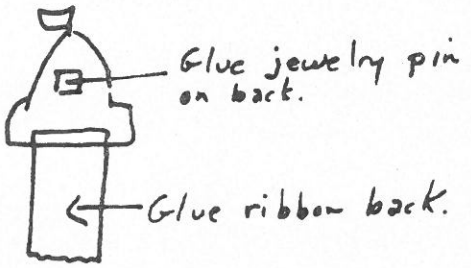
After all the race results are posted on board, everyone gathers around the sign in area for the awards to be presented. This can be done either before or after a picnic meal of hot dogs, etc.

It all adds up to a great afternnon of fun for each Cub Scout and family. If your pack has a newsletter monthly, be sure to relay all the winners names from each race to the editor and print up a nice write up for all the pack to read at the next month's pack outing. The boys are proud to see their name printed among the winners. This should also be done for any pack outing where you have winners of competions.

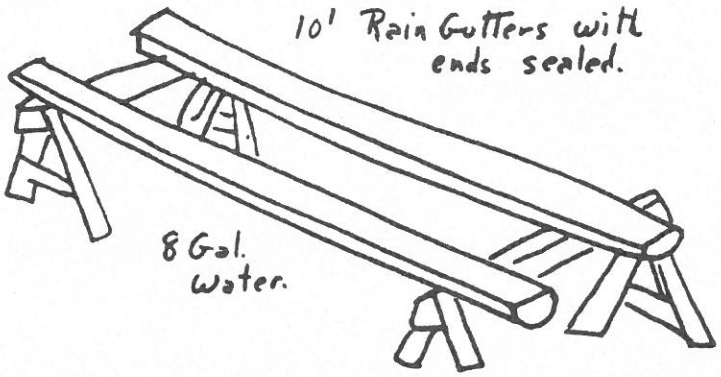
JUDGES RIBBONS

Very nice ribbons for your JUDGES TO WEAR AT YOUR OLYMPICES, Boat Regatta, Pinewood Derby, Space Derby, etc., can be made very inexpensiviely. Pour a plaster model of the sailboat, olypic torch, etc. and paint them up as you do slides. Spray a good coat of Acrylic Clear Glass on front and back. Then on back glue a jewelry type pin (available at Hobby Stores). With marking pen letter the word JUDGE on a ribbon and glue the top of ribbon on back of boat pin etc. These just give your judges more of an official look if they're wearing one of these apprpriate ribbons.





Fill rain gutters with water. Have boys blow sail boats down the stream of water. First boat to be blown to the opposite end of gutter is winner.



THE THIRD HAND

AUG.

How it looks

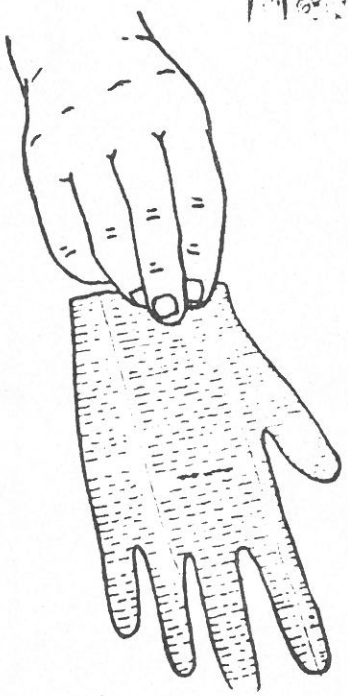
"Do you remember the nursery rhyme about the cow that jumped over the moon and the dish that ran away with the spoon?" you ask, as you show a metal teaspoon. "I don't know whatever became of the cow and the dish . . . but this is the runaway spoon."

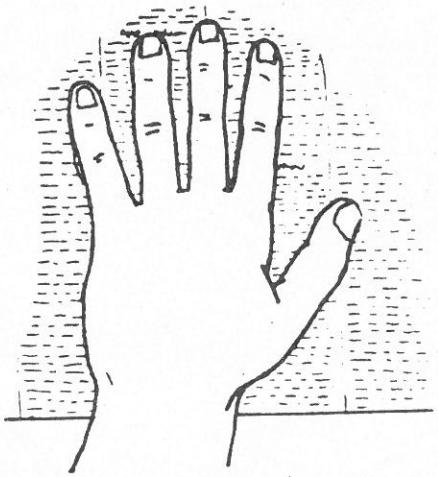
You hang a sheet of newspaper over your arm and put the spoon up under it into your hand. Then you show your other hand empty, put that under the paper, and take out the other hand to show it empty. You claim that the spoon has run away again and disappeared, but it seems obvious that you are just changing the spoon from hand to hand under the paper that covers first one hand and then the other.

You lead your audience along with the joke and offer to show your "other hand." But to everybody's surprise, you produce a *third* hand, a newspaper cutout shaped like a hand.

Finally you shake open the sheet of newspaper and show that both your own hands are empty, and that the spoon really has disappeared. You crumple up the newspaper, toss it out to those who are watching, and reach down behind your knee and produce the missing spoon.







Lay left hand flat on newspaper
Mark outline with black crayon
and cut out paper hand

The secret

The teaspoon is pushed up your sleeve to hide it when you first put it up under the sheet of newspaper, but the byplay and comic production of the paper hand help to distract your audience from the very simple secret of the trick. The "third hand" is taped inside the sheet of newspaper from the start. All the rest is acting, to lead the audience along, until you show that the spoon really has disappeared. When you reach down behind your knee to produce the spoon again, you just let it secretly slide down out of your sleeve into your hand.

To make the "third hand," place your own left hand flat on a sheet of newspaper, thumb and fingers spread apart. Mark around it with a black crayon and cut out the paper hand.

Take a double sheet of newspaper and fold it in half along the center crease between the two attached pages. Lay the paper hand on the bottom part of the top sheet, fingers pointing down, and fasten a small strip of transparent tape to the top cuff of the hand so it will hang below the center cross-crease of the sheet. Then fold

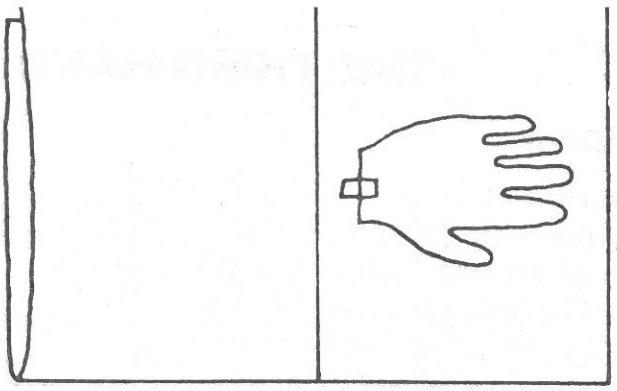
the paper in half from top to bottom to cover the paper hand inside.

Have the folded paper that way on your table, with the metal teaspoon next to it, or have the spoon in one of your pockets. You will need to wear a long-sleeved jacket when you show the trick.

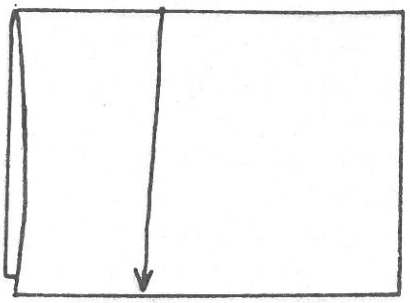
What you do

Talk about the nursery rhyme, show the spoon, and put it aside on the table. With your right hand, take the folded paper by its two upper sheets (figure 1), and lift it straight up so it opens out (figure 2). Bring your left arm in front of you and hang the center crease of the paper down over the top of that arm so that the paper covers the left hand and end of the sleeve, as in figure 3.

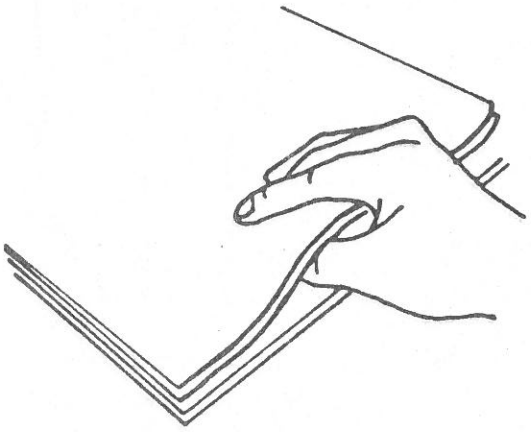
Pick up the spoon with your right hand, tap it on the table, and bring it up inside the paper that is hanging over your left arm, as though putting the spoon into your left hand under the paper. But push it up inside your left sleeve to hide



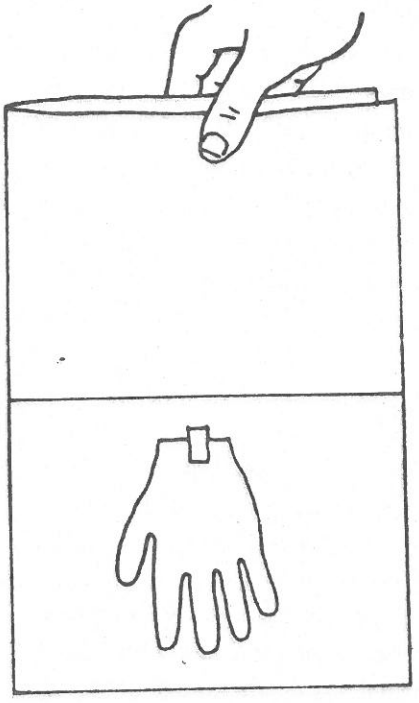
Fasten paper hand with short strip of tape



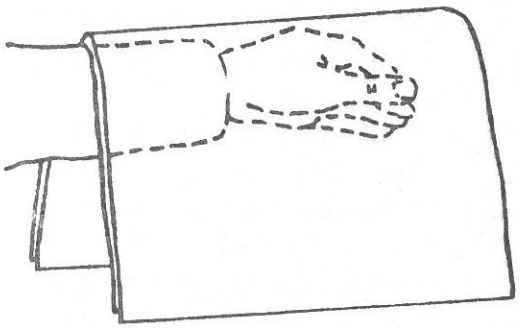
Fold in half, top to bottom with paper hand inside



1 Take folded paper by its two upper sheets



2 And bring right hand straight up so paper opens out



3 Hang center crease over top of left arm so paper covers hand and end of sleeve

it there, as shown in figure 4. From now on keep your left hand tilted upward slightly so the spoon doesn't fall down out of your sleeve.

Immediately bring your right hand out of the paper again, hold the palm of it toward the audience to show it empty, and say, "The spoon isn't in this hand." Put your right hand back under the paper, as though taking the spoon from your left hand, and remove your left hand, leaving the paper hanging over your right arm and hand. Hold your left hand upright to show it empty (figure 5) and say, "And the spoon isn't in this hand."

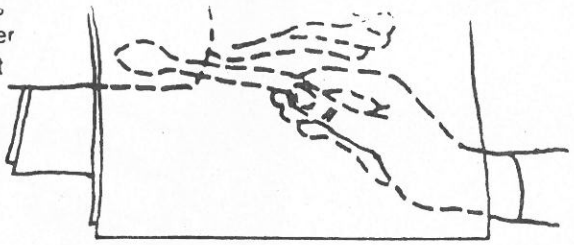
Look at your left hand again, wiggle those fingers, and say, "If it isn't in this hand. . . ." Put your left hand back under the paper as though taking the spoon from your right hand. Immediately bring out your right hand, leaving the paper hanging over your left arm and hand. Wiggle your empty right fingers and say, "And it isn't in his hand . . . then it must be someplace else. And if it's someplace else—then it isn't here. It has run away again and disappeared."

It seems to those watching as if you had simply transferred the spoon from hand to hand under the paper. They think it is just a joke. "Some of you seem to be suspicious," you say. "Would you like to see my other hand? All right. . . ." Hold up your right hand once more. "Here's one hand. . . ." Reach inside the paper with it, pull free the little strip of tape holding the paper hand, and bring that out with your right hand to hold it up and show it. "And here's another hand. Two hands. Both of them empty."

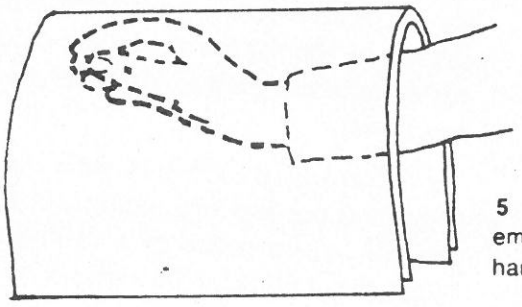
Wait for the laughter over the surprise fool you . . . not that easily, I hope." With your right hand, take the bottom front of the folded paper and lift the paper straight up off your left arm and hand. The paper falls open to reveal your empty left hand, which is held upright, palm toward the audience, fingers spread wide. "The spoon really has disappeared."

Keep both hands upright and crush the paper between them, bunching it roughly into a ball. With your right

4 Right hand pretends to put spoon in left under the paper, but pushes it into left sleeve







5 Left hand shown empty while paper hangs over right arm

bring your left hand down under your left knee, so the hand and end of the sleeve are covered from front view. As you lower your hand behind you, the spoon will slide from your sleeve into your left fingers. "Here it is again." Pretend to pull the spoon from behind your knee, hold it up high to show it, and say, "And that's what happened to the runaway spoon . . . when the cow jumped over the moon."

AUG.



CATEGORIES

Materials: Pencil
Paper

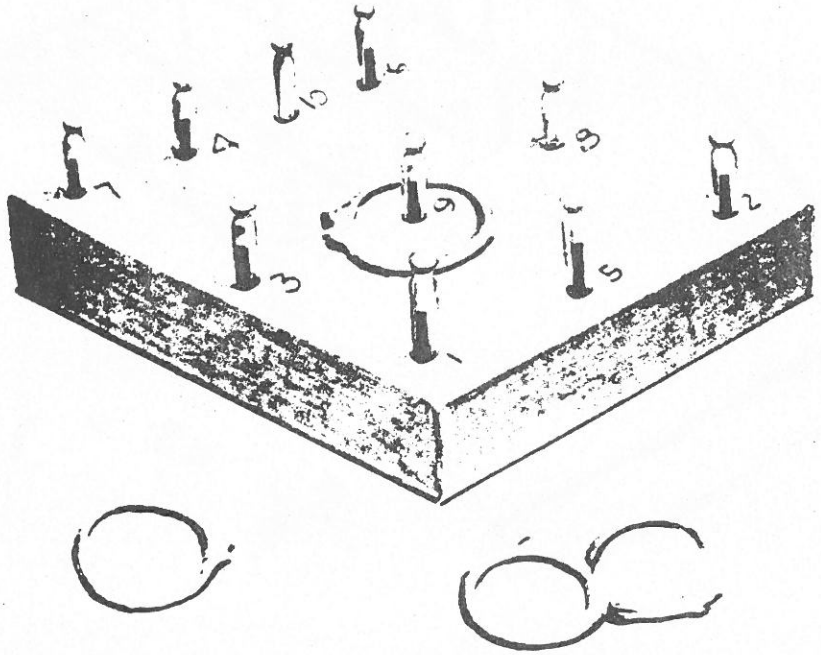
Each player draws a diagram like that shown in the picture above. A five-letter word should be placed, one letter in a box, across the top of the diagram. In the columns at the left, write four different categories, such as *Animals*, *Bodies of Water*, *Clothing*, *American Cities*.

You fill in each box with a word beginning with the key letter printed at the top of the column. For instance, on the line of "Cities" you fill in the name of a city which begins with the letter which heads the column. The player who fills in all his boxes first, wins.

Of course you choose a new name and a new set of categories for each game.

AUG.

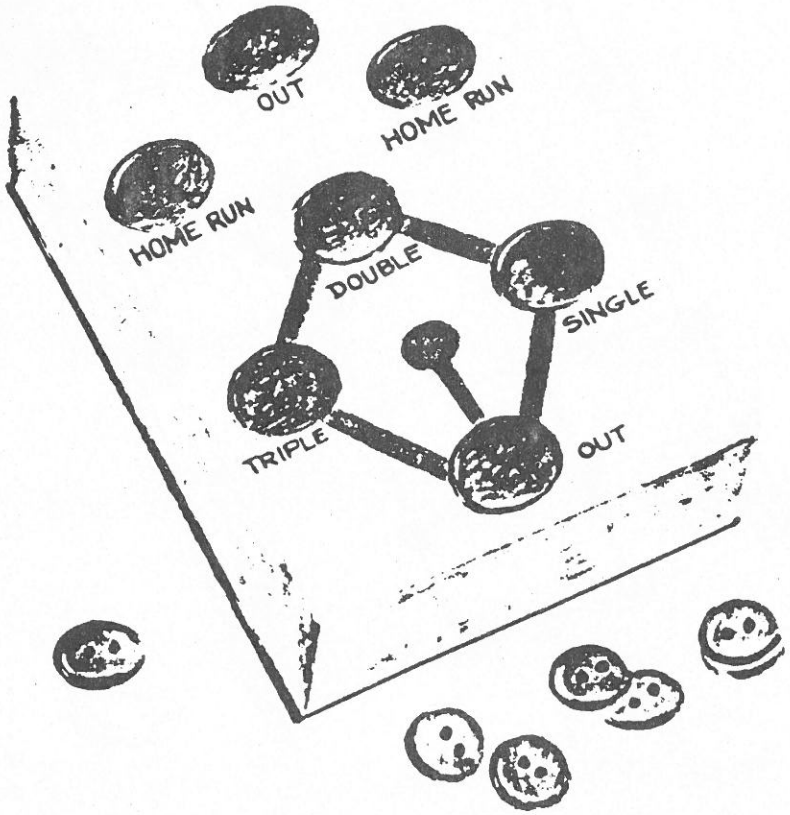
FOUR GOOD TOSS GAMES



NUMBER RING

THIS GAME can easily be made on a cardboard box top about 12 inches square. Cut 10 holes about ½ inch in width through box top at places shown in drawing. Write the numbers 1 through 10 in the places shown. Insert an ordinary wooden clothespin into each hole. Now get a few rubber jar rings, and you're ready to play the game.

You should kneel about 5 feet from the game and try to toss a ring over the clothespin with the highest number. Play with several friends and keep score, seeing who gets the highest total after 10 throws each.



BASEBALL-BUTTON

YOU CAN use a box top for this game, too. It should be about 10 x 14 inches. Mark out your baseball diamond in pencil on box top, following the one in the drawing. Each base should be about 2 inches in diameter. Cut out holes for bases with a knife or scissors. Cut base lines from colored paper and paste in place, as shown. Label each base as in the picture; also label the left, center, and right fields.

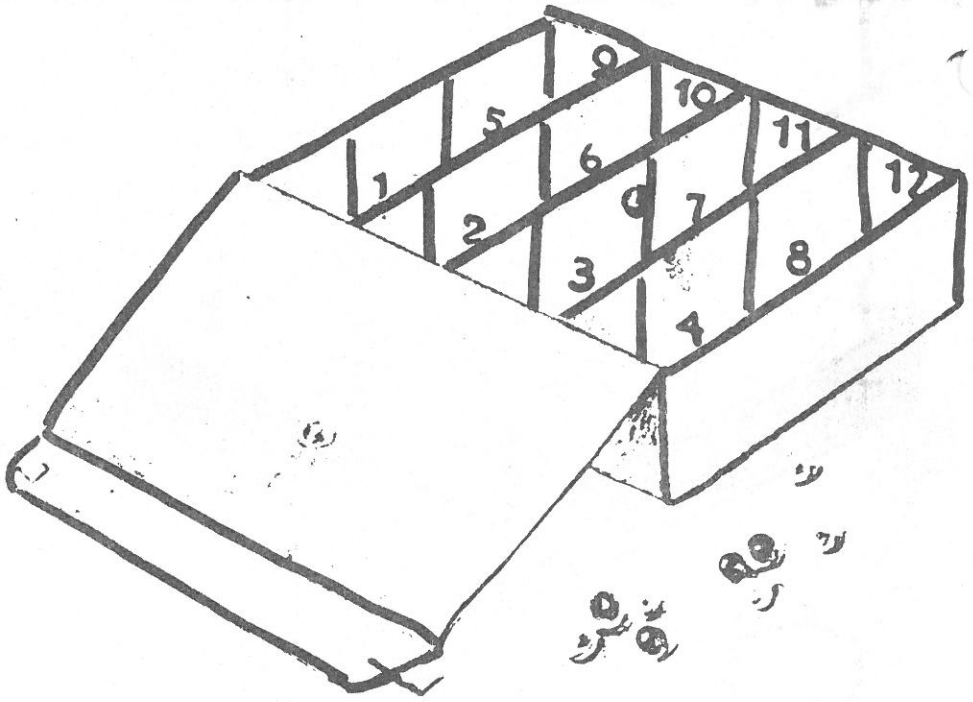
To play the game, use large buttons and toss them from a distance of 5 or 6 feet into the various holes. Play with several friends and take turns being "up at bat." When your button lands in the hole marked "out" three times in one inning, it's time for your friend to be "up." Keep score exactly as you would in real baseball. If you have a man on first or second base, try to score by getting more men on base or a home run.

AUG.

EGG BOX-MARBLE

Using an ordinary egg box (holding a dozen eggs), carefully open the cover so that it forms a gentle slope from table top to inside of box, as shown. Hold cover in place by attaching it to table with a piece of cellophane tape or masking tape. Mark each square of box with a different number. Play with several friends, taking turns rolling marbles up the sloping cover into box. You should roll from a distance of about 5 feet.

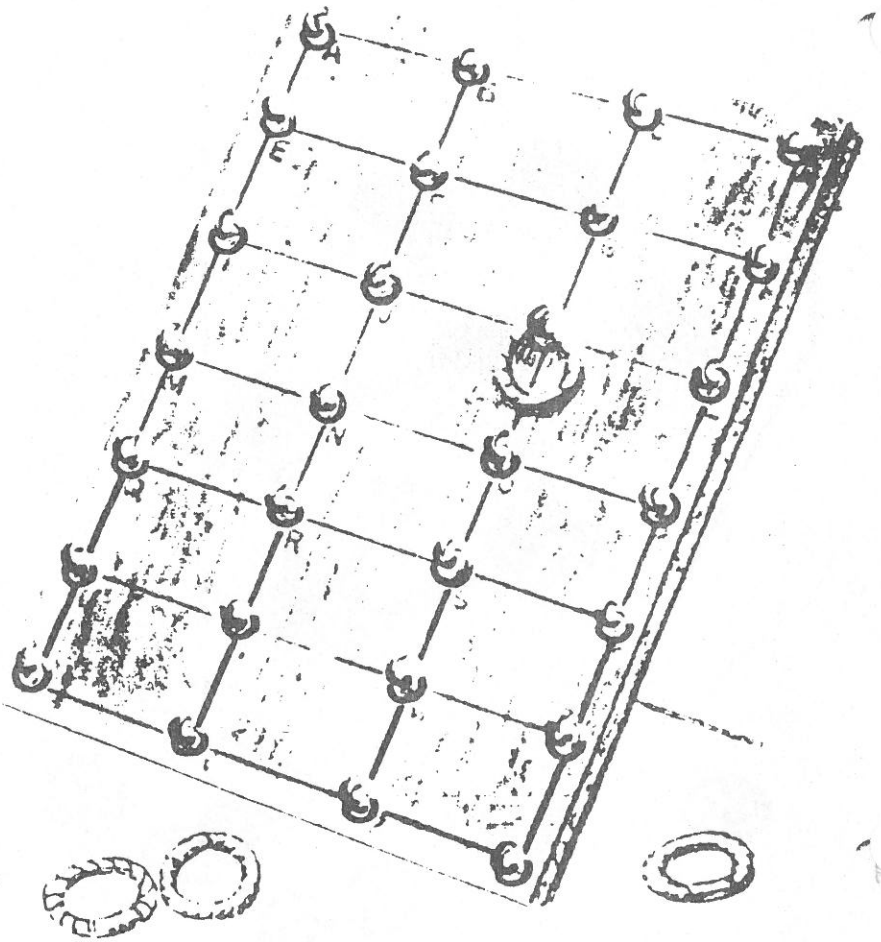
Another way to play would be to cut out pictures of wild animals and paste them in the spaces instead of numbers. As you play, see who can bag the most animals. Let the elephant and lion count highest and the smaller animals be worth fewer points.



SPELLING

This is played on a piece of plywood or very heavy cardboard about 18 x 24 inches. With a ruler, mark off a 1-inch margin all around the board. Then divide the board into three equal sections across and six equal sections up and down within the margin. Draw lines where you have made the marks. Where each line crosses another, screw in a cup hook.

Paint a letter of the alphabet underneath each hook. Since there are 28 hooks, there will be no letters for two of them. Leave these blank, and they can be penalty hooks that everyone should avoid. Make the rings out of sections of clothesline about 8 inches long. Form a ring and fasten ends together with twisted wire or masking tape. The object of the game is to see who is the first one to spell out all the letters of a short word which you have chosen ahead of time.

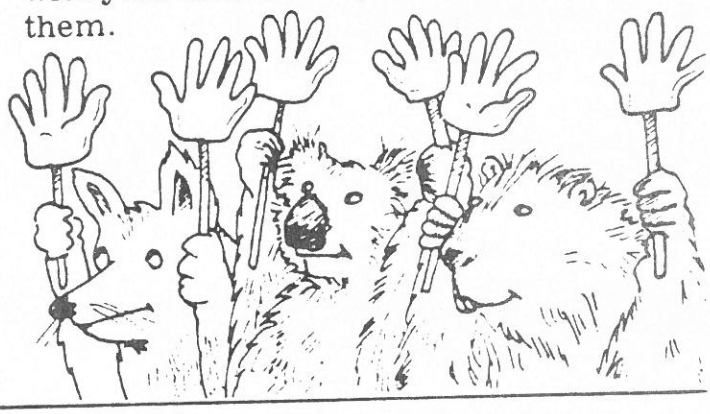


CR-72

HANDS UP!



When humans first learned to walk u right on two legs, they discovered two te rific, useful tools: their hands. When was th last time you thought about your hands an how they serve you? You probably take you hands pretty much for granted. If you'v ever had a bad injury on a hand, though, lik a broken bone or a baseball finger or a ba cut, you may remember how much it a fected your life. Of the five million sensor nerves in your entire body, about one-thir are located in your fingers, thumbs, an palms. Just imagine all the things you d with your hands that you couldn't do withou them.



How to take your own fingerprints

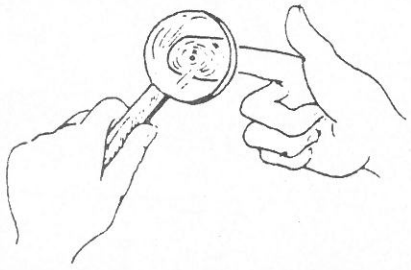
Before you were born, the patterns on your fingertips were set to make the fingerprints you have right now. And they'll stay the same for your entire life. As your hands and fingers grow, the spaces between the lines on your fingertips grow, but the patterns stay the same.

Your fingerprints are different from everyone else's in the entire world. That's why they are used to identify people. Even identical twins have different fingerprints.

What do you know about yours? Fingerprints fall into one of three categories: loops, whorls, and arches. See which category yours fall into. Any of these ways will work; choose one, depending on the equipment you have at hand.

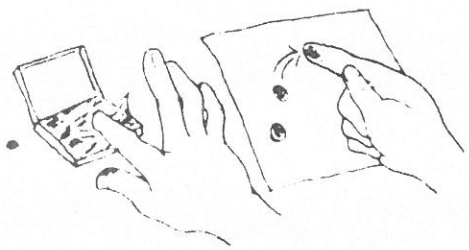
The Magnifying Glass Method

If you have a good magnifying glass, look at your fingertips with it.



The Ink Pad Method

Roll each finger on an ink pad. Then roll them gently and evenly on a piece of paper, in just one direction. Don't press too hard.



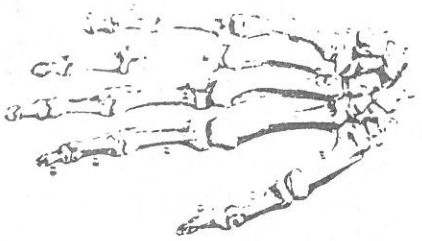


LOOP

The Pencil Smudge Method

Take a pencil and rub the l over and over on a piece of pap Cover an area larger than y fingertips. To make a fingerpr

SEPT.



Your hand contains twenty-seven bones—eight in your wrist, five in your palm, and fourteen in your fingers. More than ten different sets of muscles control your hand and finger movements. There are about four hundred sweat glands in each square centimeter of your palm. And a square centimeter is only this big:

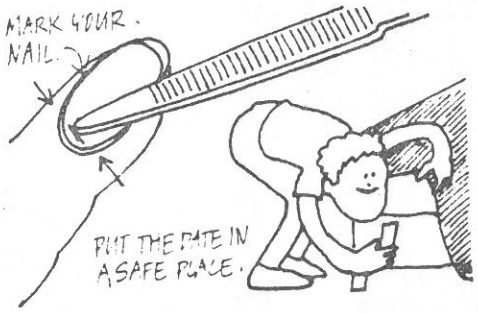


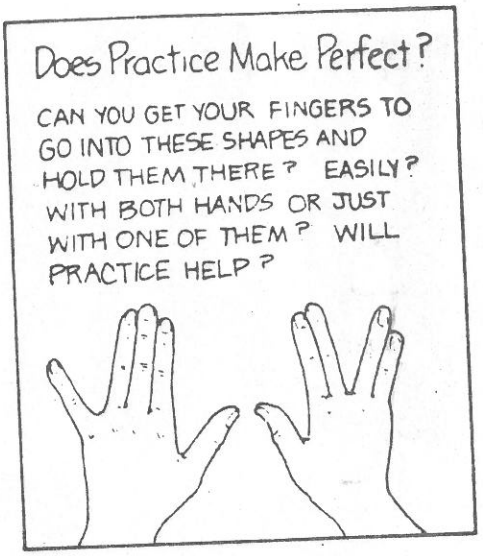
That's more sweat glands than on any other spot the same size on your body.

How Fast Do Your Fingernails Grow?

How long do you think it will take your fingernail to grow one-fourth inch? If you make a mark on one of your thumbnails, you can find out. Make the mark by scratching gently with the tip of a metal nail file at the base of your nail. Write the date on a piece of paper and keep it in a safe place.

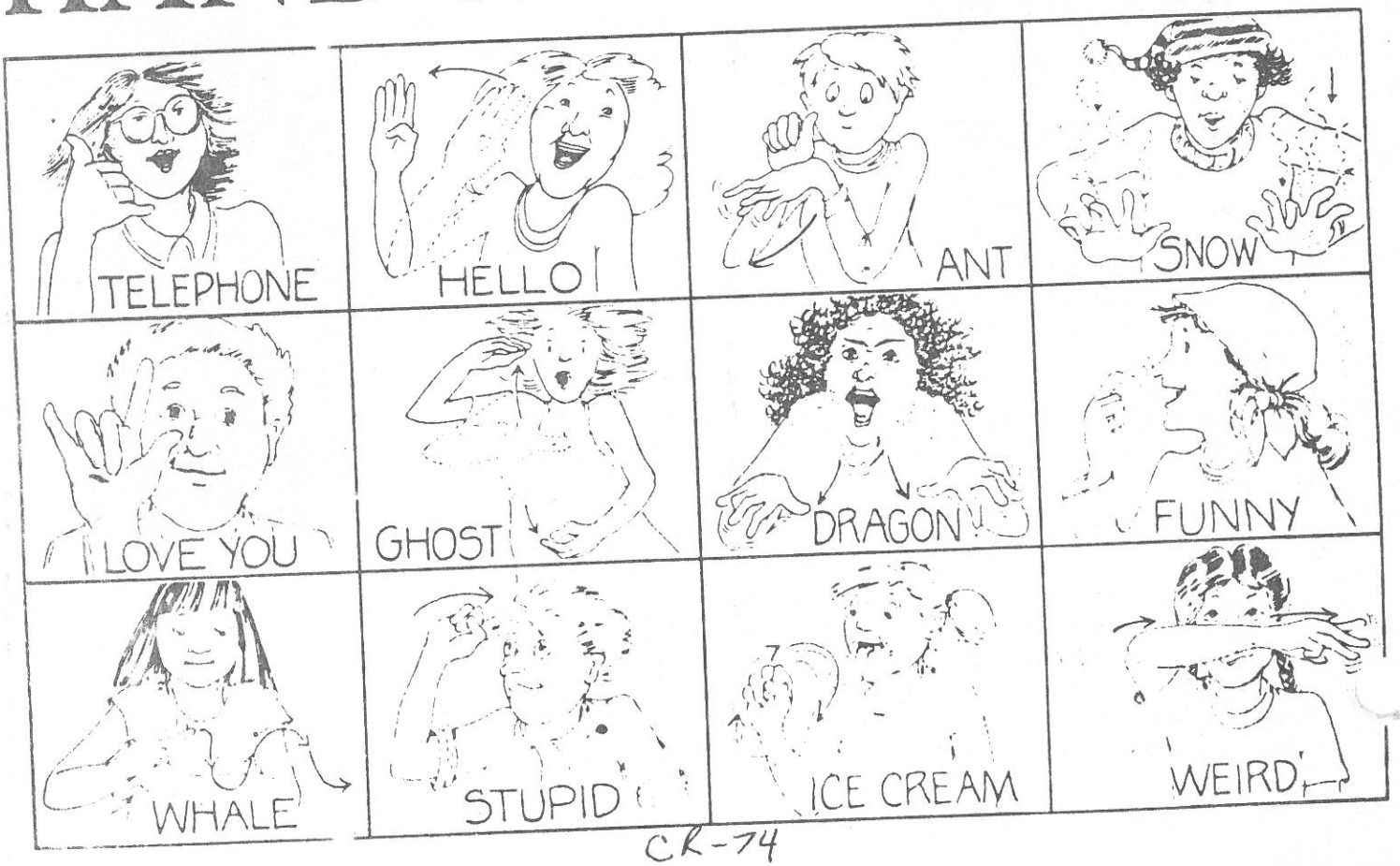
Do your toenails grow at the same rate? Make a scratch on your big toenail also if you want to find out.





According to the *Guinness Book of World Records*, a man in Calcutta, India, has grown the nails on his left hand since March, 1962. (Were you even born then?) They were measured in February 1977 and were each 70½ inches long!

HAND SIGNS TO TRY



CR-74

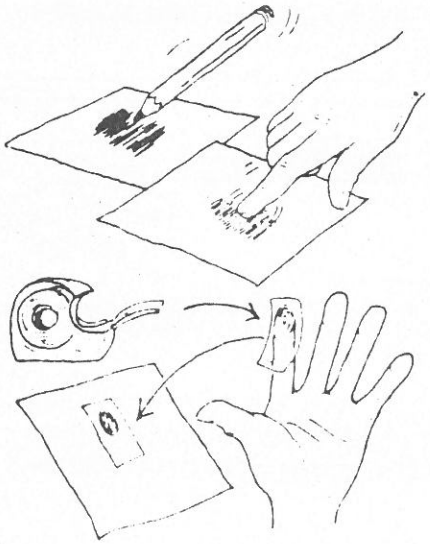


ARCH WHORL

get a good smudge on your fingertip; then put a piece of cellophane tape over the part of your finger that you smudged. The tape will pick up your fingerprint. Stick the tape to a piece of paper so you can look at it.

Compare your fingerprints with those of your parents and sisters and brothers. See if they fall into the same categories. They may not because you don't inherit your fingerprints from your parents.

Some people believe that your fingerprints can reveal something about your personality. They say that if you have loops, you're an open person who communicates easily with others. If you have whorls, you're a very original person. Arches indicate a secretive or stubborn side.



A Handy Riddle to Try On

If you turn your right-hand glove inside out and put it on your left hand, will the palm of the glove be against the palm of your hand or against the back of your hand?

ON THE OTHER HAND

THE CAPTIONS FOR EACH OF THESE CARTOONS HAVE THE WORD "HAND" IN THEM. DO THE ILLUSTRATIONS REALLY TELL WHAT THE CAPTIONS MEAN? WHAT'S WRONG WITH THEM? WHAT'S WRONG WITH THE ARTIST WHO DREW THEM? CAN YOU INVENT ANY CARTOONS LIKE THESE?



secret places

SHOE SECRET

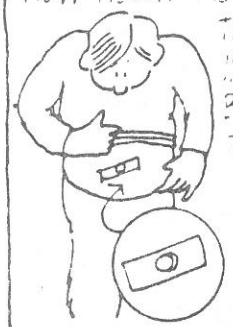
KEEP YOUR COINS IN YOUR SHOE FOR SAFE KEEPING JUST TOSS THEM IN





BETTER YET TAPE THEM TO THE INSIDE WHERE THEY WON'T GET IN YOUR FOOTS WAY.

HOW ABOUT KEEPING LITTLE THINGS A SECRET IN YOUR BELLY BUTTON? HOLD THEM IN PLACE WITH A PIECE OF TAPE



INSIDE SECRET

YOU CAN OPEN UP A SEAM IN YOUR COAT LINING USE IT TO KEEP SOME STUFF SECRET



the slide-over secret



THE MESSAGE:
The secret password is flabbermouth.
IN DISGUISE:
Jxu iushuj fqjmenht yi mqbrmhcekjx.

The secret: Write out the alphabet. Underneath write it again, sliding the A over to start somewhere else. Now write the secret message, substituting letters from the secret alphabet for the letters from the regular alphabet.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Q	R	S	T	U	V	W	X	Y	Z	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P

In order to figure out the message, your friend needs to know how many spaces you decided to slide over. You could use the month to determine the number. Slide over one if you're sending the message in January, two in February, three in March, and so on to December.

the backwards secret

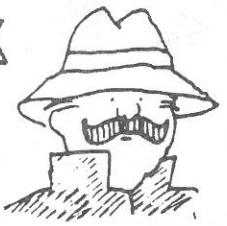
THE MESSAGE:
This would never work for Robert.
IN DISGUISE:
Trebor rof krow reven dluow siht



The secret: Write the message backwards. If you want to know why this would never work for Robert, turn to page 157 and read Backwards and Frontwards in the Bakery, the touching tale of a kid named Robert Trebor.

TIC-TAC-TOE AND X

THE MESSAGE: This is tricky to read.
IN DISGUISE: ⅂ᗰ⊓Ǝ ⊓Ǝ ⅂O⊓Ꞁ⅄.ᔭ
⅂Ꞁ ᑌOᗡ⅃⅄



The secret: Substitute the right shape for each letter according to the following code. If someone catches on, change the positions of the letters and rewrite your message. Make sure the receiver has the new system.

A	B	C
D	E	F
G	H	I

	J	
M		K
	L	

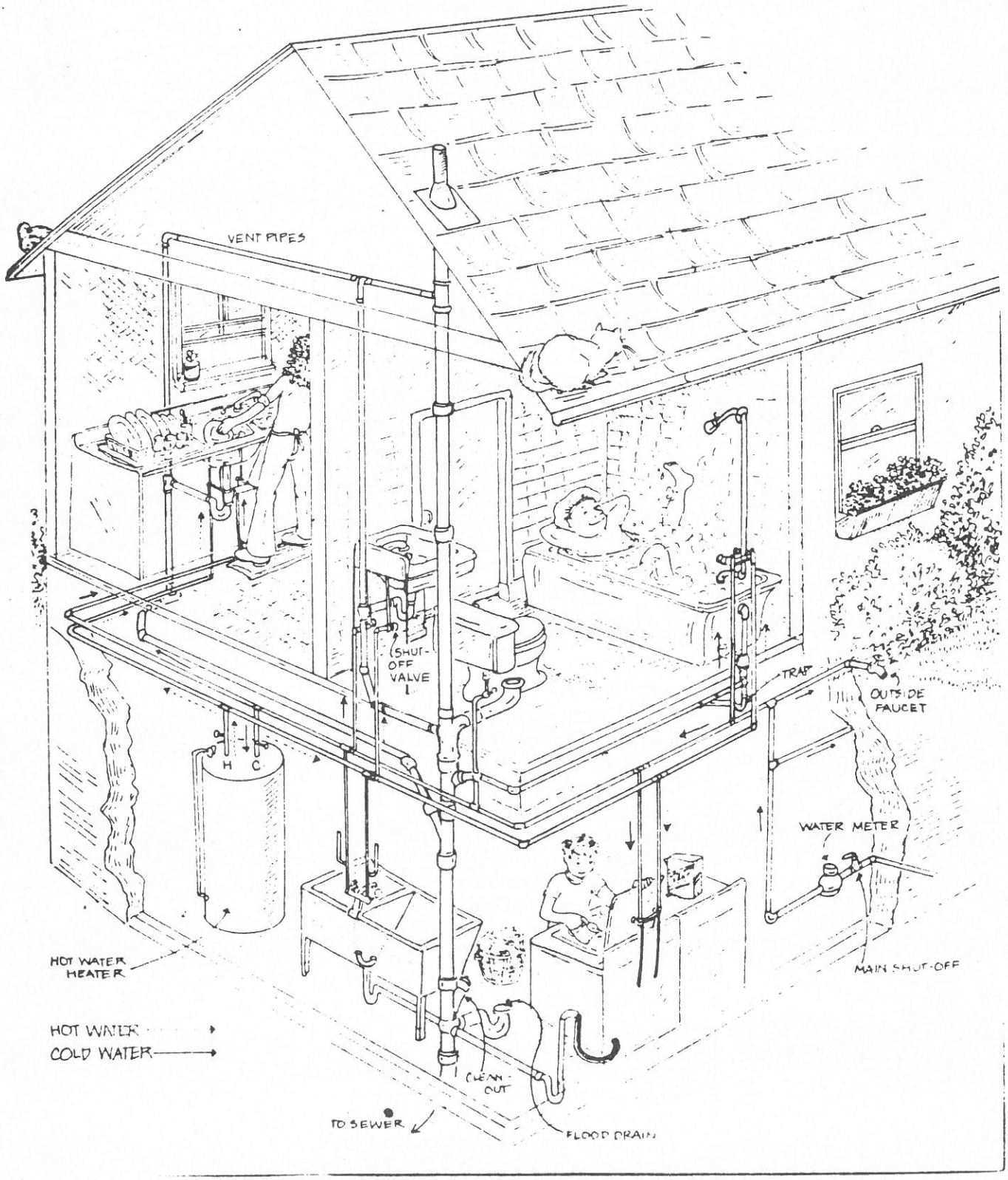
N	O	P
Q	R	S
T	U	V

W		
		X
Z		
	Y	

RUNNING WATER IN YOUR HOUSE

Where does the water come into your house? How far does it have to travel to get to the kitchen or to the bathroom? How does the water get hot? Are different kinds of pipes used to carry water? You can find out by being a water detective and following pipes around your house.

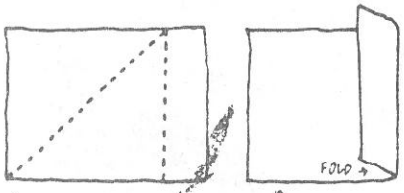
The diagram below shows a home plumbing system. Look at this diagram, then see if you can draw a map of how the water travels through your house.



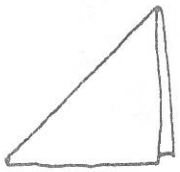


HOW TO DRINK FROM A PIECE OF PAPER

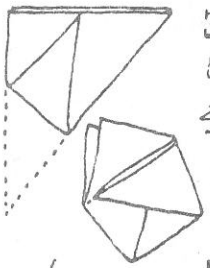
IN CASE ALL THIS TALK ABOUT SALT WATER HAS MADE YOU THIRSTY, HERE'S HOW TO MAKE A DRINKING CUP FROM A SQUARE PIECE OF PAPER. IF YOU START WITH A SHEET OF NOTEBOOK PAPER, YOU CAN MAKE A GOOD-SIZE CUP. FOLLOW THESE DIRECTIONS.



1. MAKE THE PAPER SQUARE.



2. FOLD IT IN HALF TO MAKE A TRIANGLE.



3. FOLD OVER ONE CORNER.

4. THEN FOLD OVER THE OTHER CORNER.



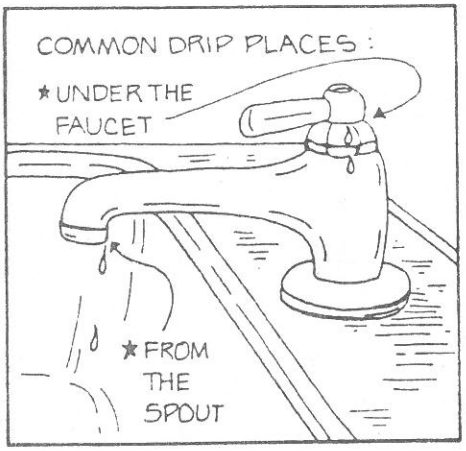
5. FOLD DOWN A FLAP ON EACH SIDE.



6. FILL IT WITH WATER AND DRINK UP.

Don't Be a Drip Save Every Drop

If you have a leaky faucet that drips just a little bit, guess how much water gets wasted from the time you go to sleep at night until you get up in the morning. Then find out. Put a pan in the sink under the drip. Tell the other people in your family what you're doing so they won't turn on the water and ruin your experiment. In the morning measure the water that dripped into the pan. How much water would this leak waste in a week? in a year?



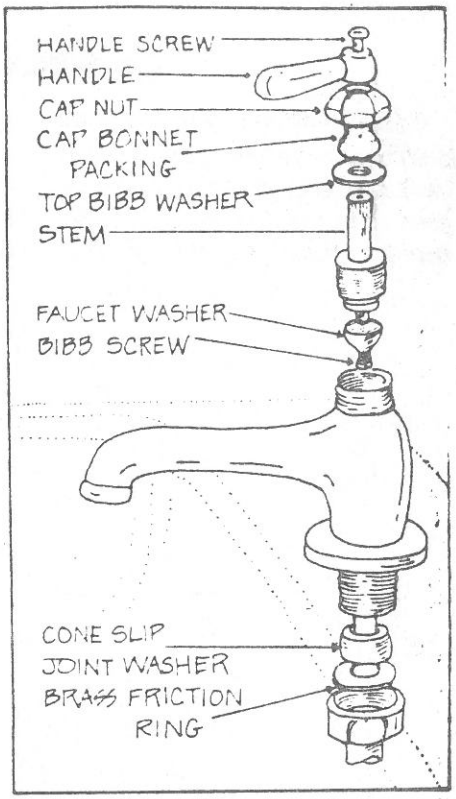
How to Fix a Leaky Faucet

Most houses have faucets that look like the one shown. There are two common kinds of leaks that happen with these faucets.

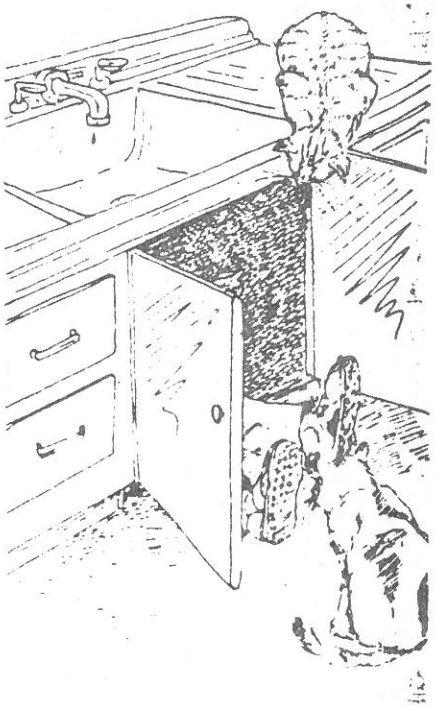
1. They drip right under the handle. The cause is worn packing.
2. They drip from the spout. The cause is usually a worn washer.

If you want to repair a leak, you will need a screwdriver, a wrench, washers, and packing. All of these are available at the hardware store. You can take the worn part or parts with you, so you are sure to get the right size for your repairs.

Before you take the faucet apart, turn off the water. There is usually a shut-off valve under the sink. If not, turn off the main valve. See the illustration on the opposite page.



After the water has been turned off, you can take apart the faucet, replace the worn part, put the faucet back together, turn on the water, and check out your handy work. It would be helpful to have someone give you a hand the first time. Use the illustration above to remind you how the faucet is put together.



A BALL BEARING AND MAGNET GAME

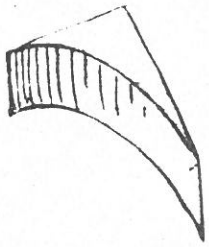
The challenge of this game is provided by the magnet If your aim isn't exactly right, the steel ball bearing i going to strike the magnet and stick there. That's "strikeout." The trick is to shoot over or under the mag net and still try to get the ball into one of the high-scorin slots. It's not easy.

The directions shown here are general, because the kin of magnet you use and also the size of the steel ball wi determine how you place the various parts.

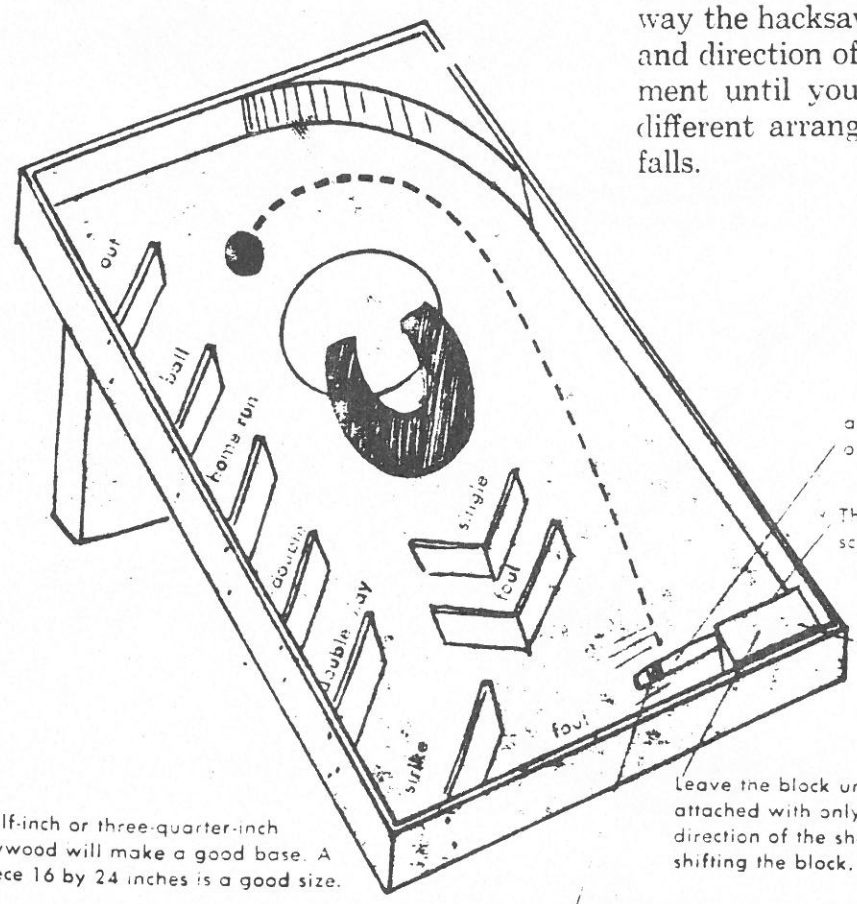
You probably won't have any trouble finding a suitabl magnet. It should be fairly strong, but almost any shap will do. However, you may have a little trouble finding ball bearing. If you ask at a garage there is a good chanc you'll get one. There is also a certain kind of ball-bearin caster that is made to be attached to the bottom of furni ture legs. If you can find one of these, or buy a set in hardware store, you can pry out the steel ball and hav the ideal thing.

Before you attach all the parts in place permanently you should experiment with the various elements unt you get everything working the way you want it. Th way the hacksaw blade is placed will determine the spee and direction of the ball. This will require a bit of adjust ment until you get it right. And you will want to tr different arrangements for the slots into which the ba falls.

You'll need a large, smooth curve to this [illegible] so that the ball will [illegible] to the other side of the board.



You must have a fence going completely around the board. Any thin wood stripping or molding, or even cardboard, will do.



a piece of spring steel or a hacksaw blade

The end of the blade is screwed to the wood block.

block of wood

Half-inch or three-quarter-inch plywood will make a good base. A piece 16 by 24 inches is a good size.

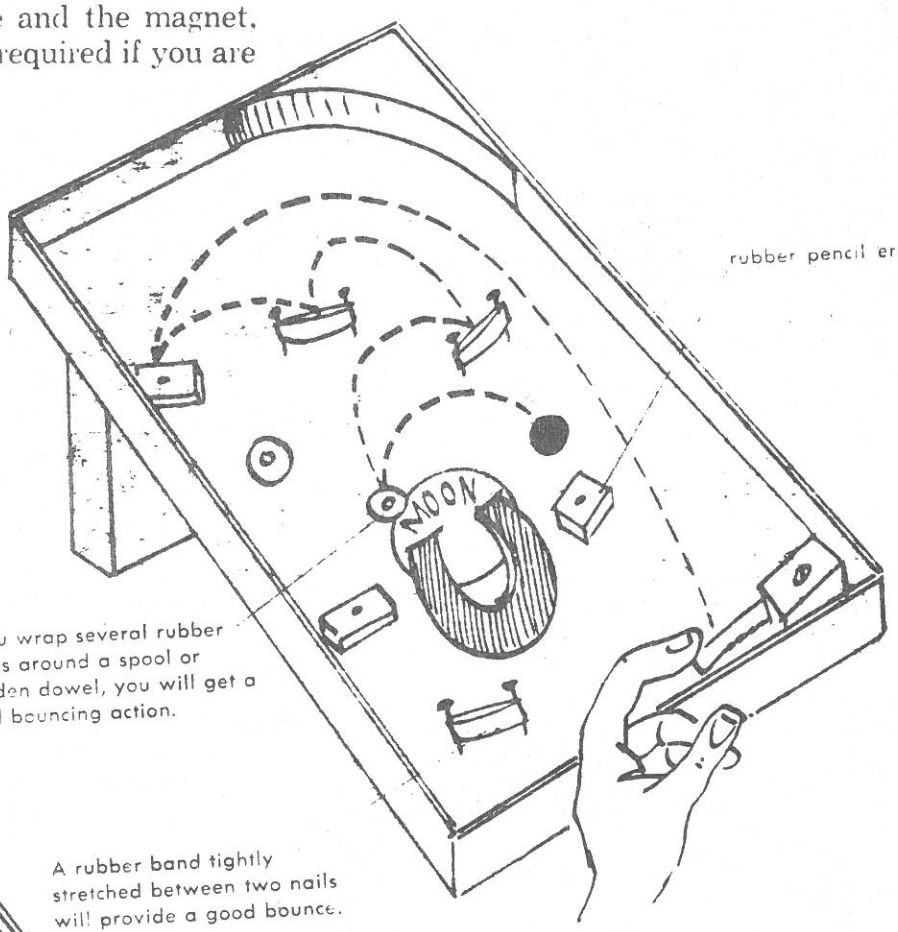
Leave the block unfastened, or else attached with only one screw, so that the direction of the shot can be varied by shifting the block.

Wrap some tape around the end of the blade to make a little "cushion" or holder for the ball.

You can adapt this game to your favorite sport. The various slots could show touchdowns, yardage gained, losses, and fumbles for football. Or you could have scoring for baseball, basketball, or hockey, or just use simple numerical values.

SEPT.

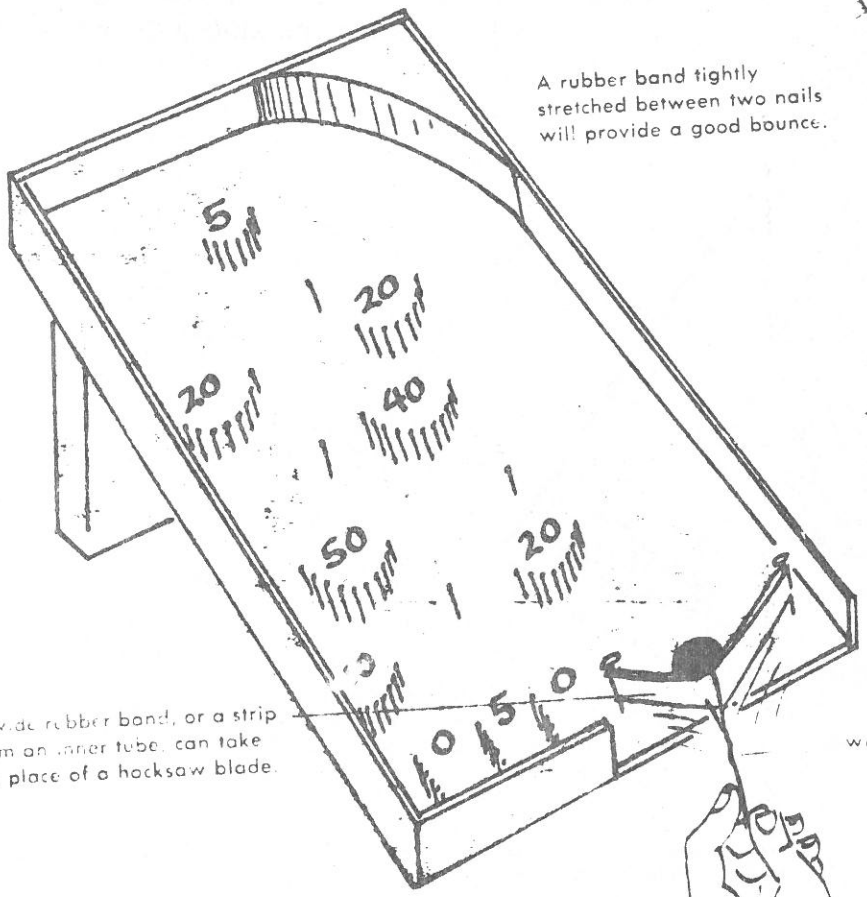
There is another way of making this game. The object in this arrangement is to shoot the ball so that it sticks to the magnet. You could call this a "man on the moon" game. A series of obstacles (blocks of wood, springs, etc.) are placed between the hacksaw blade and the magnet, so that a good deal of luck and skill are required if you are to land the ball on the magnet.



rubber pencil eraser

If you wrap several rubber bands around a spool or wooden dowel, you will get a good bouncing action.

A rubber band tightly stretched between two nails will provide a good bounce.



If you can't get a magnet or a ball bearing, you can change this game. For the ball bearing substitute a simple glass marble.

If you can't find suitable thin strips of wood, you can use a row of closely spaced nails.

A wide rubber band, or a strip from an inner tube, can take the place of a hacksaw blade.

wire or string

CR-80

SEPT.

A MYSTERIOUS ROLLING CAN

This rolling can will really puzzle and mystify your friends. What you do is roll it away from you for a distance of fifteen or twenty feet. It will gradually stop, then hesitate a moment, then—in a most mysterious fashion—roll back to where you started it from.

The secret is in a weight and rubber band inside the can. As you roll the can away from you, the rubber band winds up against the weight. The weight, because it is relatively heavy, stays suspended vertically as the can rolls. But the rubber band twists up. After the can has rolled a distance and stopped, the rubber band will untwist, sending the can on its way back to you.

A lead fishing sinker of about two ounces will work very well, but any similar weight will do. Two or three heavy steel nuts or a short, heavy bolt will work well too. Don't use a weight that is so long that it will hang down and scrape along the inside of the can. Notice that the weight is attached to only *one* strand of the rubber band.

A one-pound coffee can, a large peanut or fruit-juice can, or, in fact, any tin can four or more inches in diameter with a replaceable plastic top will do perfectly. Two holes about an inch apart are punched in the top and bottom of the can. Cut a rubber band apart and tie it in place as shown.

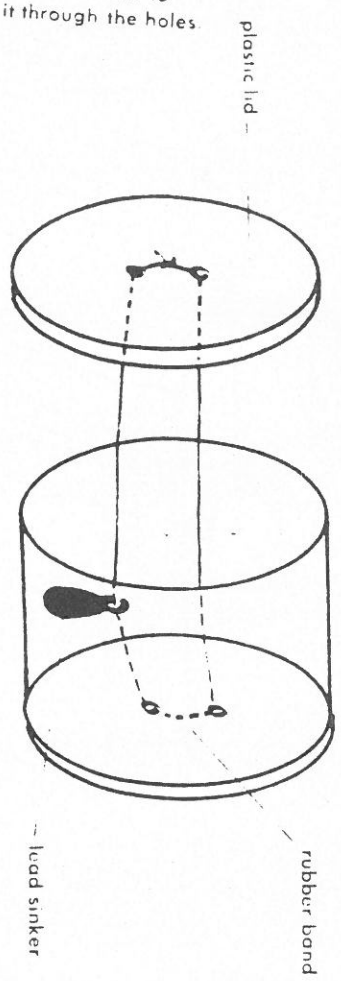
The kind of rubber band you use is quite important. A thin, small rubber band will not be able to store up much energy and so won't work properly. And a very big fat rubber band will not twist well. If you can't find the right kind of rubber band, try doubling up, or tying together two or more smaller ones.

If you cut off the *bottom* as well as the top of the can and use *two* plastic lids, the can will roll straight and true. If you use only one lid, the diameter of that side will be slightly larger than the diameter of the other, so the can will roll in a gently curved path. Either arrangement works well, but for best results you'll want a perfectly smooth plastic tile or wood floor. The can will not move well along carpets or rough, bumpy surfaces.

When you first use the can, roll it along the floor in one direction for a few feet to start winding the rubber band. This will give you a little head start when trying a long roll.

If you are very adventurous, you might want to make a giant-sized version of this gadget using a really large tin or cardboard drum, heavy weights, and many big, fat rubber bands, or strips from a rubber inner tube.

You will have to cut the rubber band in order to thread it through the holes.



If your sinker is too long and scrapes along the inside of the can, you will have to cut off the end and cement or tape it to the remaining piece.

You might want to paint your can with a design that looks nice as the can rolls along. Spirals look quite elegant.

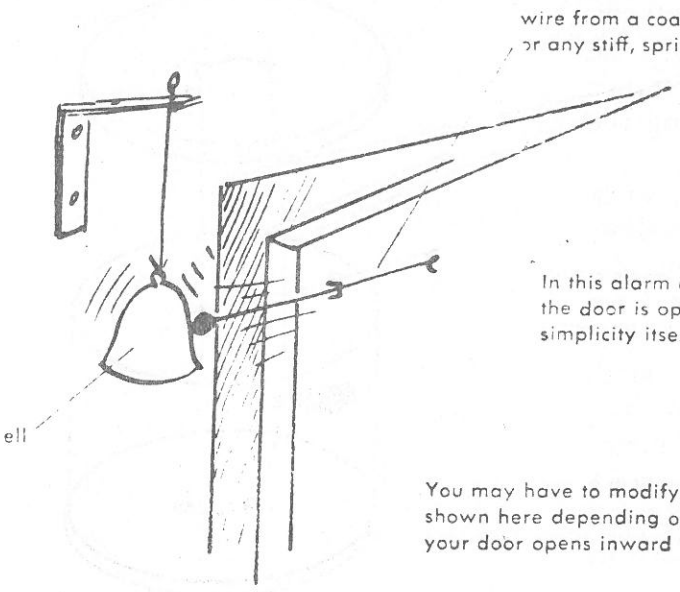


If you can't get a lead sinker, you can make a good weight using a heavy, stubby, steel bolt and a short length of wire.

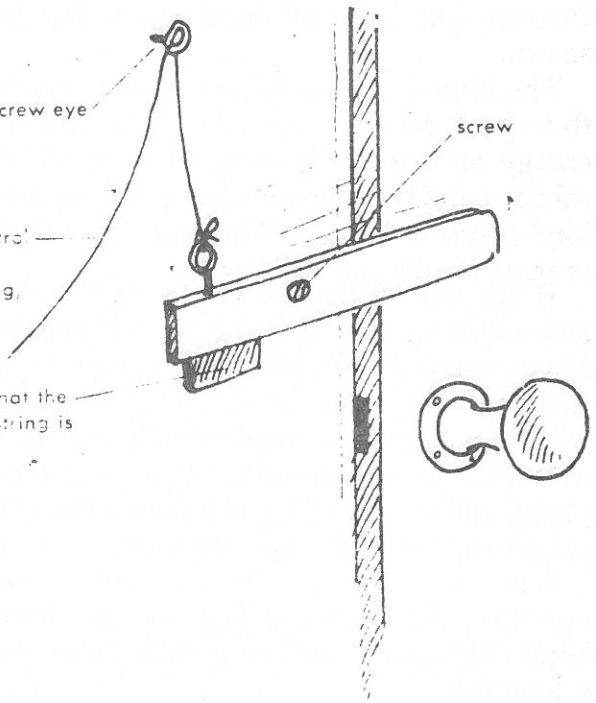
SEPT.

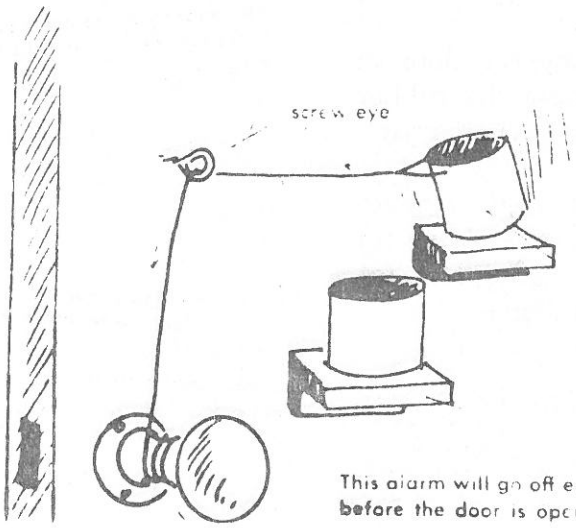
A BURGLAR ALARM FOR YOUR DOOR

The plans shown here are suggestions for various alarm systems that you can adapt to your particular needs. They are really *ideas* rather than detailed plans. If you study them and understand them, you will be able to choose and combine elements to make your own personal system.



You may have to modify the alarms shown here depending on whether your door opens inward or outward.





CR-82

SEPT.

A SPOOL CANNON

This little cannon not only looks nice, but will shoot beans or matchsticks with considerable force and accuracy.

The barrel of the cannon is made by gluing three or more spools together. When you put the spools together, make sure they line up perfectly, so that the hole down the center is straight and continuous. You must also be sure to scrape off all the paper labels that are stuck to the ends of the spools. The paper would prevent the glue from holding properly.

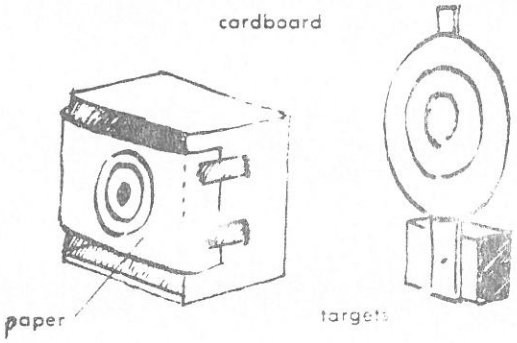
The firing pin is made from a piece of quarter-inch dowel that is glued into a square piece of wood. The square piece of wood is to prevent the firing pin itself from shooting out through the cannon. (Dowels are round wooden sticks that are available in a variety of diameters in any hardware store or lumber yard. They usually come in three-foot lengths.)

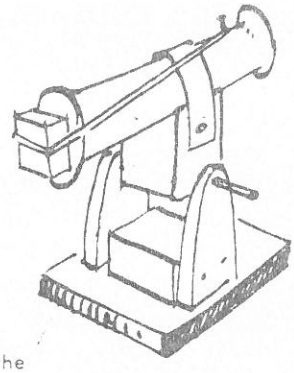
A rubber band provides the power, and the ammunition can be any small object that will fit into the barrel of the cannon. Small white beans work very well. To operate the cannon, the firing pin is pulled back, the missile is placed in the mouth of the cannon, and the pin is released. Use a good strong rubber band (or several) in order to get a powerful action.

There are a great many different ways in which the cannon barrel can be mounted. You can make a naval-style cannon, or a field-artillery cannon, or invent your own style.

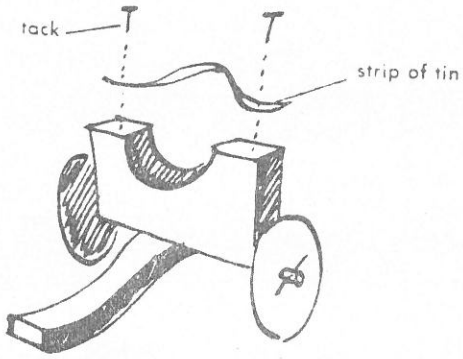
You can make a paper target and tape it over the open end of a cardboard box. The cannon will have enough power to shoot a bean or matchstick right through the paper. You can also make a small cardboard target that can be knocked down.

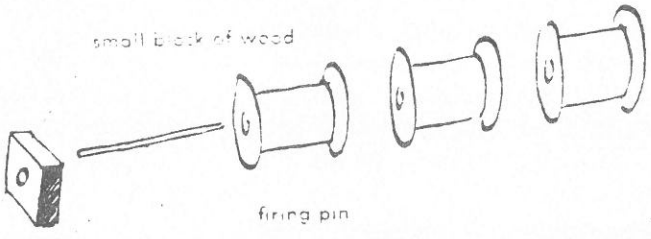
As you can see, this spool cannon will shoot a projectile with a good deal of power, so under no circumstances should it ever be pointed at anyone! Make this a firm rule for yourself, and make sure your friends also obey it.



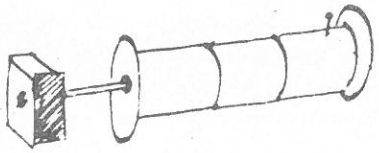


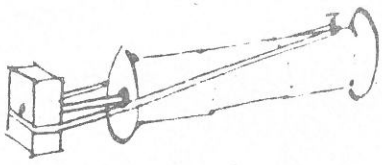
The upper part of the cannon can be tilted.





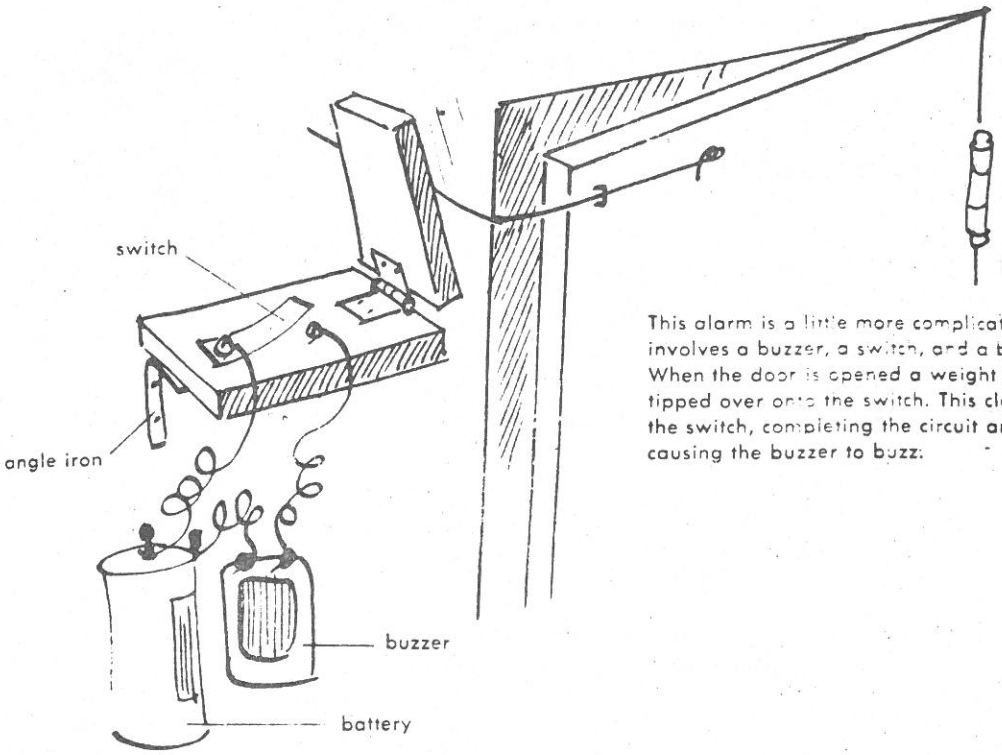
After the spools are glued together, file off excess ridges.





CR-84

SEPT.



This alarm is a little more complicated and involves a buzzer, a switch, and a battery. When the door is opened a weight is tipped over onto the switch. This closes the switch, completing the circuit and causing the buzzer to buzz.

PHENOMENA

Phenomena masquerades as a guessing game but it is a stimulating new science game which encourages the players to recall what they have learned and find new applications. It requires a large group of 9- or 10-year-olds.

The group is divided into teams. One team leaves the room while the other selects and discusses a natural phenomenon, such as air, water, sound, light, heat, electricity, magnetism, the atom, rain, snow.

When the guessing team returns, each member is entitled to ask of any one member of the other team, "What do you do?" An appropriate, different answer must be given each time the question is asked. If air was selected, for instance, answers might include: "I lift airplanes," "I run factories," "I carry sound," "I keep a fire burning," "I help you to live."

If any member of the challenging team cannot answer the question, he must disclose the phenomenon. In that case, or if the guessing team figures it out by the time all members have answered the question, the guessers select the next phenomenon.

A SMOKE-RING CANNON

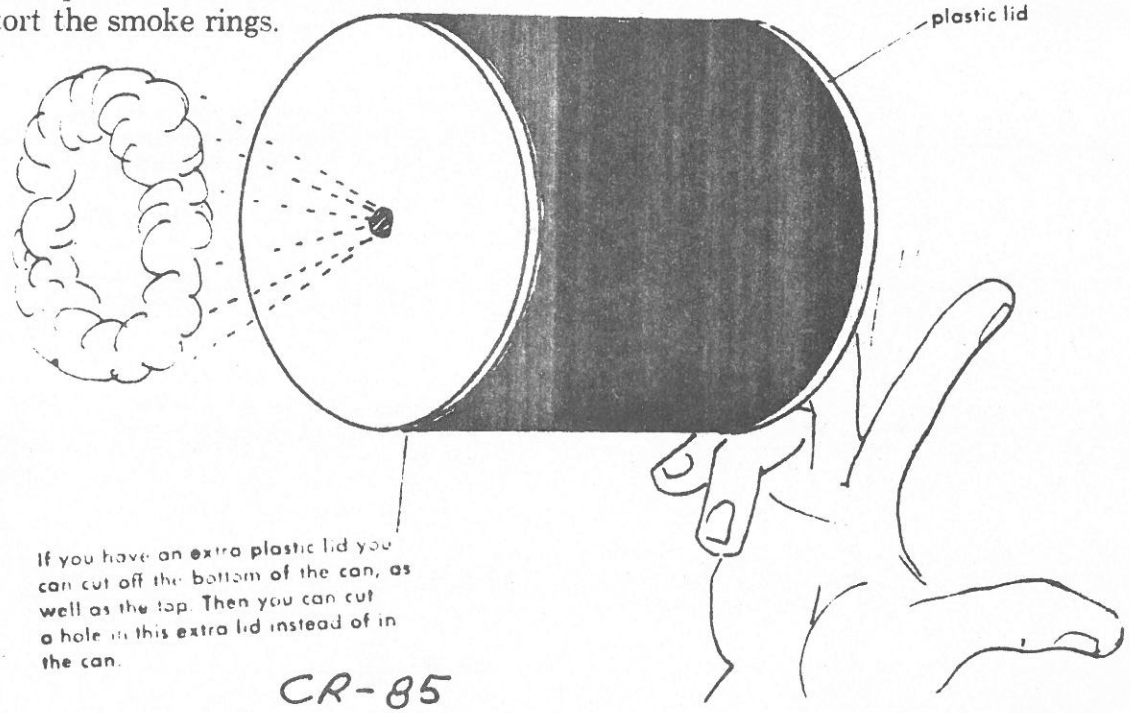
SEPT.

This simple little device can shoot a perfectly formed smoke ring for six or eight feet. It is easily made from any can that has a plastic lid. Coffee cans are ideal. A hole is cut in the bottom of the can. The can is filled with smoke. The plastic top is put in place and given a firm tap—and the smoke ring goes shooting off. That's all there is to it.

The hole in the can should be about an inch in diameter. Because the metal in a tin can is very thin, you may find it a little tricky drilling a hole with an ordinary hand drill. The simplest thing to do is to remove both ends of the can and get an extra plastic lid, which will be easy to drill through. Another way to cut a hole in the tin is to put the can on a block of wood and then make several neat cuts with a small, sharp chisel to form a hole.

But where do you get the smoke? If you know someone who smokes a pipe, cigar, or cigarette, you can get him to blow smoke into the can. Another possibility is to get an incense pellet, light it, and use the smoke it produces. You could also get some scraps of paper and some damp straw, grass, or leaves, and let that smoulder in a smoky fashion. You will have to experiment with a few different materials until you get a good smoke-producing mixture. That will be your own secret "smoke formula." What you do *not* want to do, however, is build a fire! This will produce too much heat and will melt the plastic top. It won't take much heat to make it sag and warp into a totally useless shape.

If you can get a really thick cloud of smoke inside your cannon it will be possible to see the smoke rings under all light conditions. But it is not too easy to generate that much smoke, so you may have to set up a source of light, and a dark background that will make the rings more visible. For a light you can use a shaded lamp, a spotlight, or the light from a slide projector. And you must, of course, be sure there are no open windows or other sources of drafts that will distort the smoke rings.



If you have an extra plastic lid you can cut off the bottom of the can, as well as the top. Then you can cut a hole in this extra lid instead of in the can.

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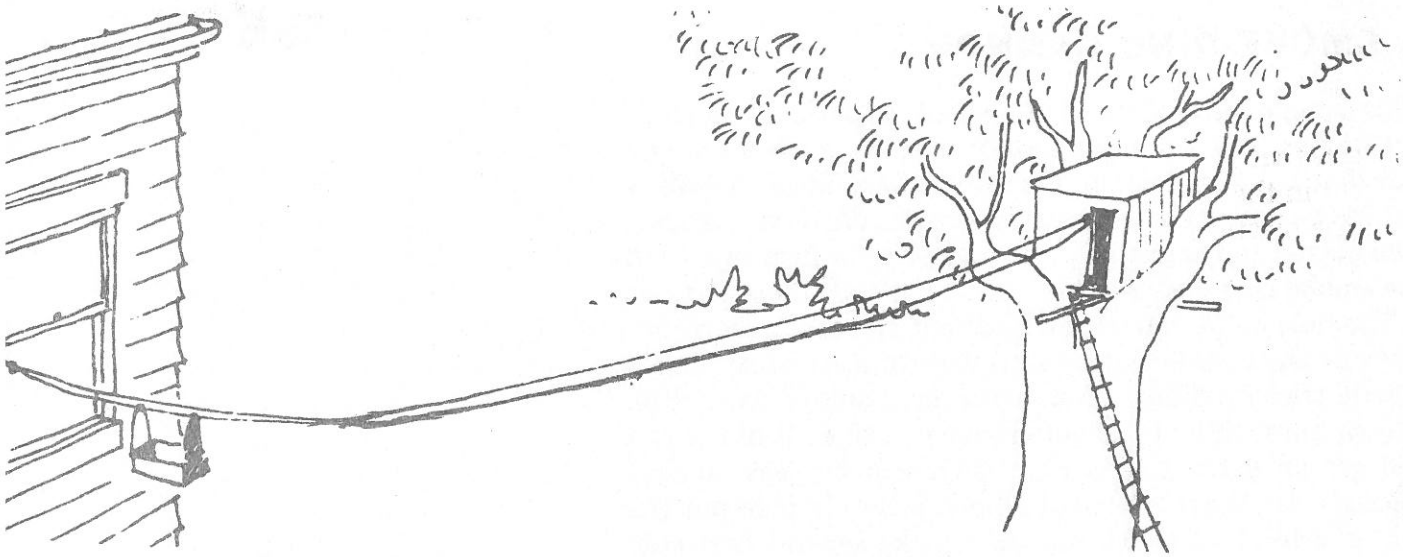


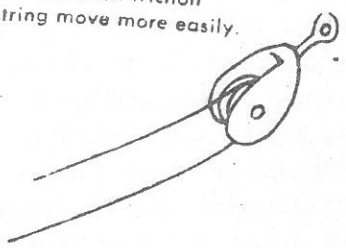
A MONORAIL SYSTEM

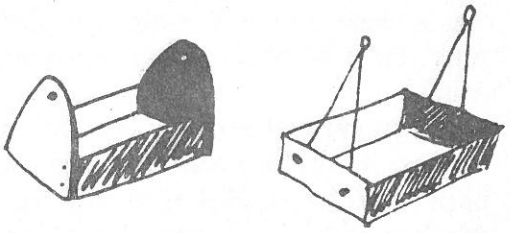
This is a way of transporting small articles or messages between two places. It is simplicity itself, but it has many uses. For example, you could use it between two adjoining houses, or between an upstairs room and a tree house in the backyard, or between two rooms, or between one corner of a room and another. You can probably think of a great many other uses.

All you need to make this system is some string, a few screw eyes, and some scraps of wood. It is a good idea to get a large ball of twine so that you won't have to piece together a miscellaneous assortment of odd, short lengths. The knots are liable to interfere with the monorail's smooth operation.

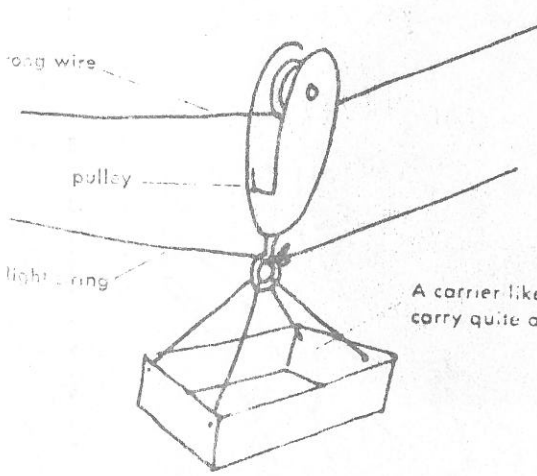
The string forms one continuous loop, so that by pulling it you shift the position of the carrier. The carrier can be made any way you see fit. A few suggestions are shown. If you are only going to send written messages, the carrier can be something as uncomplicated as a spring clothespin tied to the string. If you want to send something larger and heavier, a more elaborate carrier is needed.

Pulleys will cut down on friction and let the string move more easily.



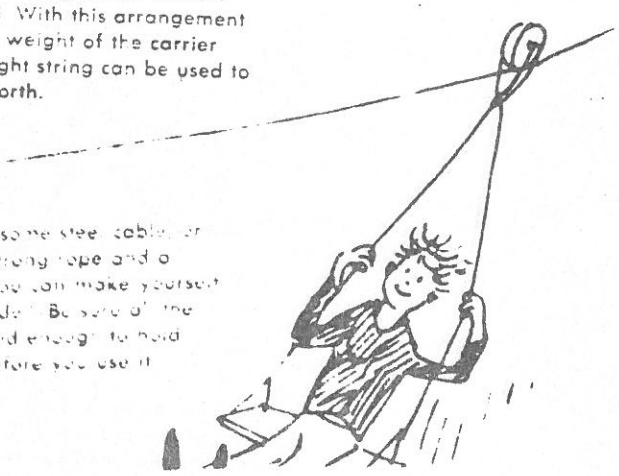


A cigar box makes a fine carrier.

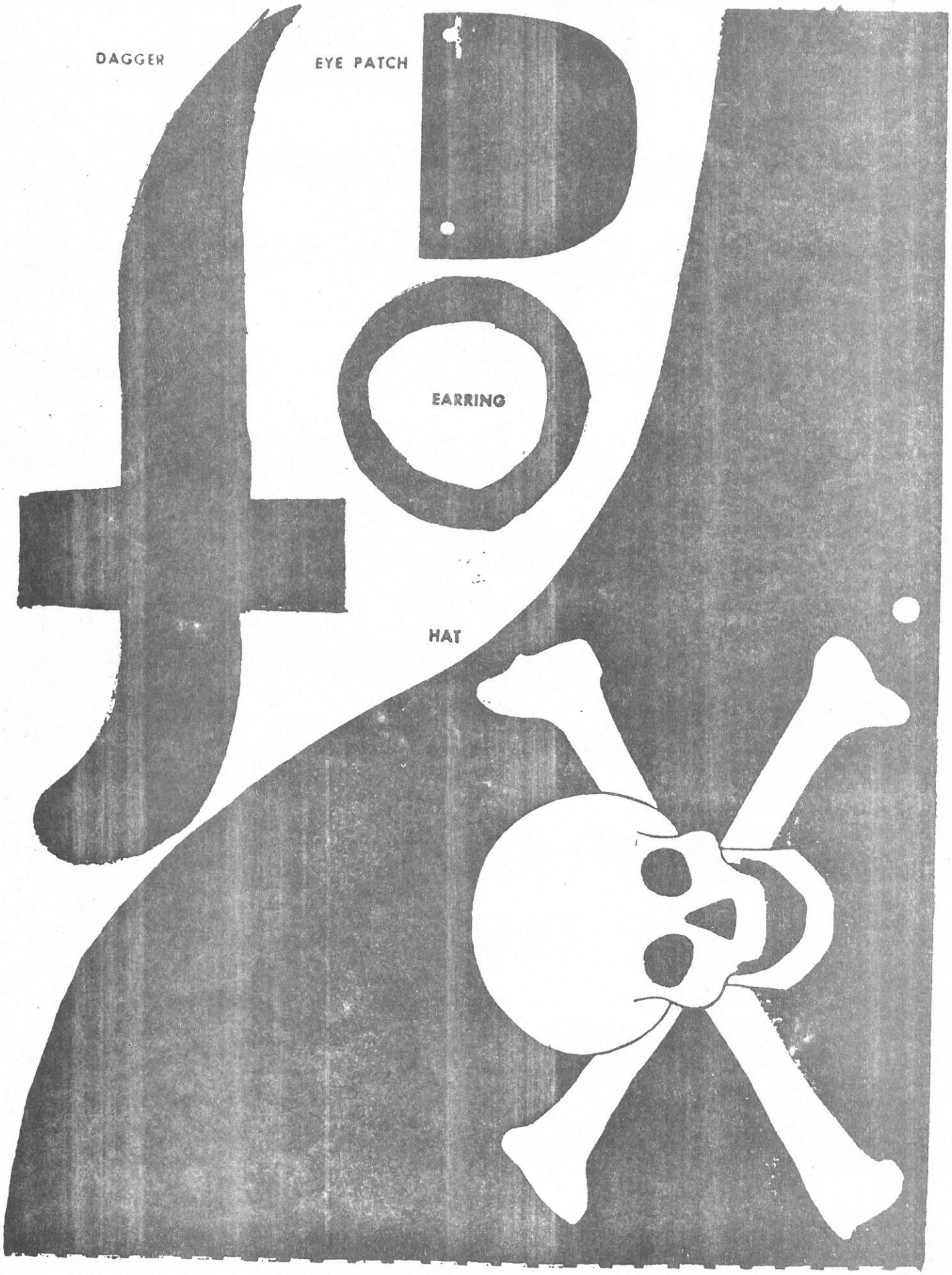


A carrier like this can carry quite a heavy load.

If you are going to send messages or objects for long distances, you can use wire to support the carrier. Galvanized wire works well. With this arrangement the wire will support all the weight of the carrier without stretching. Then a light string can be used to draw the carrier back and forth.



If you can find some steel cable or really heavy, strong rope and a large pulley, you can make yourself a monorail slide. Be sure all the parts are rugged enough to hold your weight before you use it.



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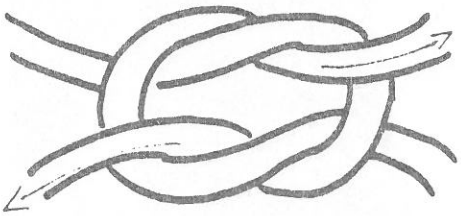
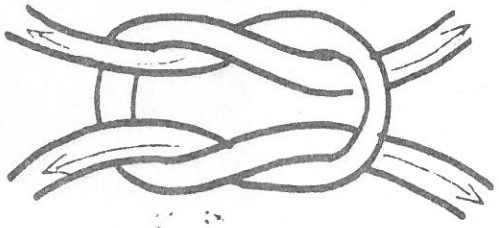
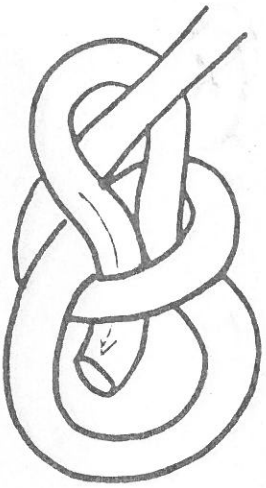
KNOTS



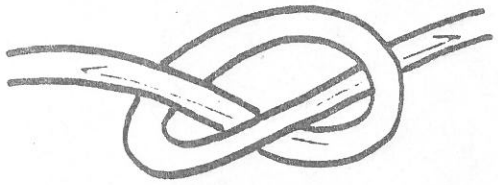
GRANNY KNOT



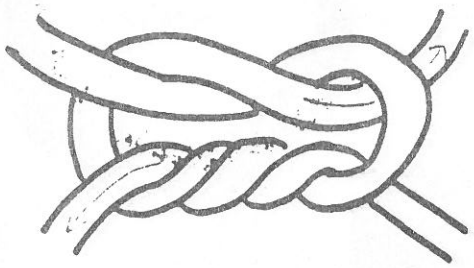
SQUARE KNOT



BOWLINE



OVER HAND KNOT



PACKAGE KNOT

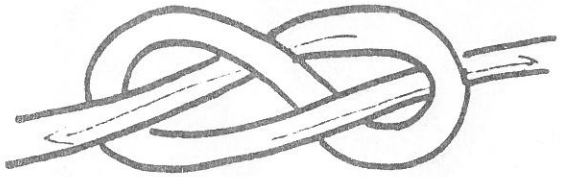
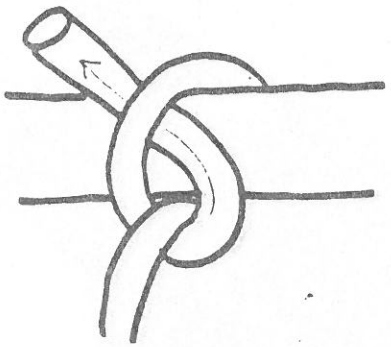
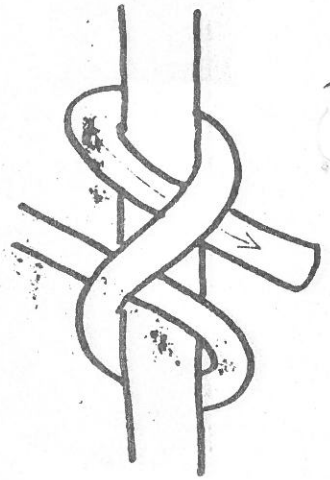


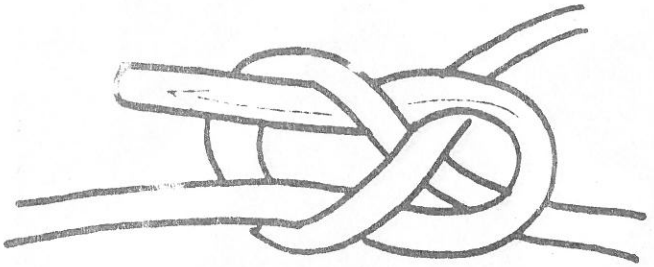
FIGURE EIGHT KNOT



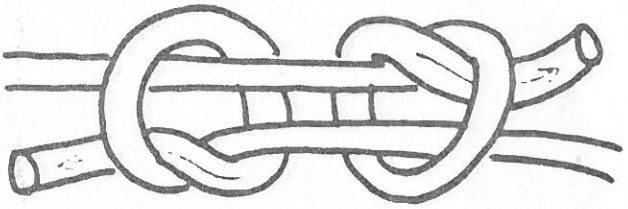
TIMBER HITCH



CLOVE HITCH



SHEET BEND KNOT



FISHERMAN'S KNOT
JOINING KNOT

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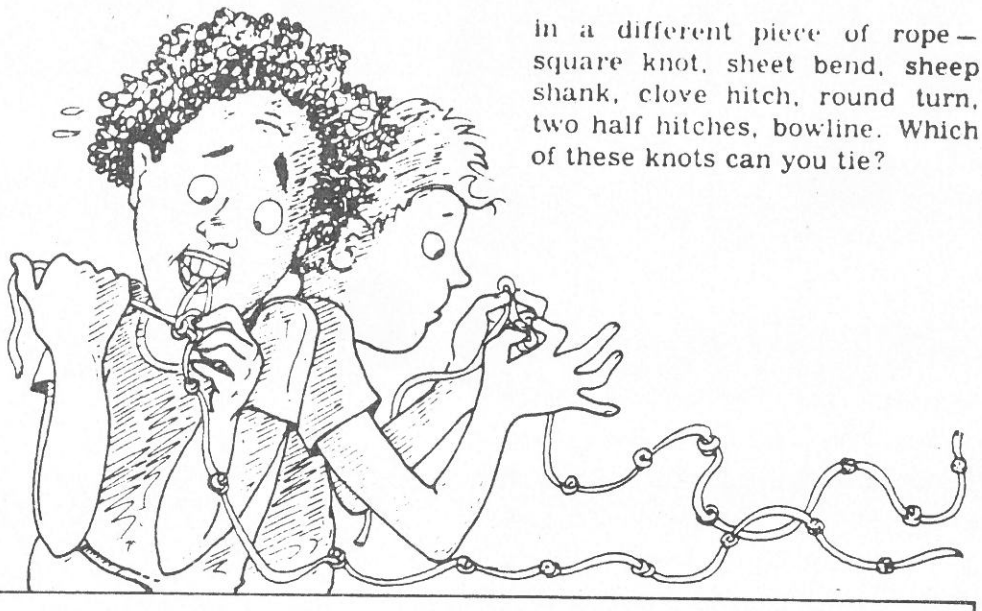
Knot Tying Race

Each kid gets a piece of twine about fourteen to sixteen inches long. This race has two parts. You score a point if you're the first one to tie twelve knots in your string. After the knots have been tied, exchange pieces of string and try untying each other's knots. Score a point if you're the first to do this. Play for five points.

A man in Oregon has set a speed record for tying seven knots, each in a different piece of rope—square knot, sheet bend, sheep shank, clove hitch, round turn, two half hitches, bowline. Which of these knots can you tie?



Spinning Spool Drag Races

First you'll need to make the spools for these races. Here's what you will need:

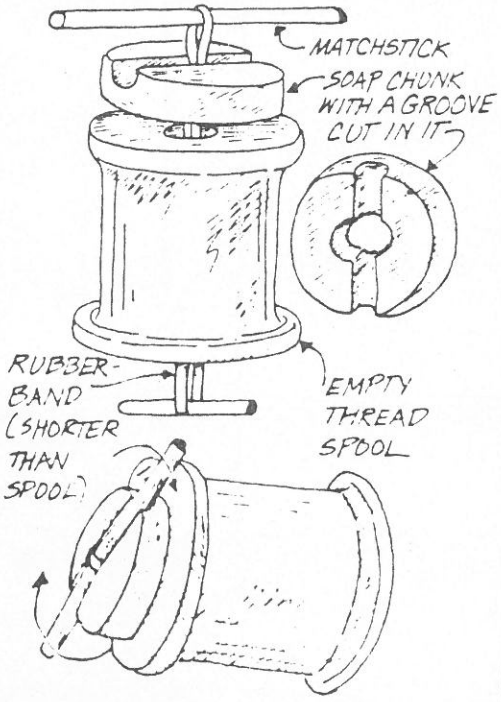
an empty spool
a small chunk of soap
a rubber band (a wide one, a little shorter than the spool)
a few wooden matchsticks

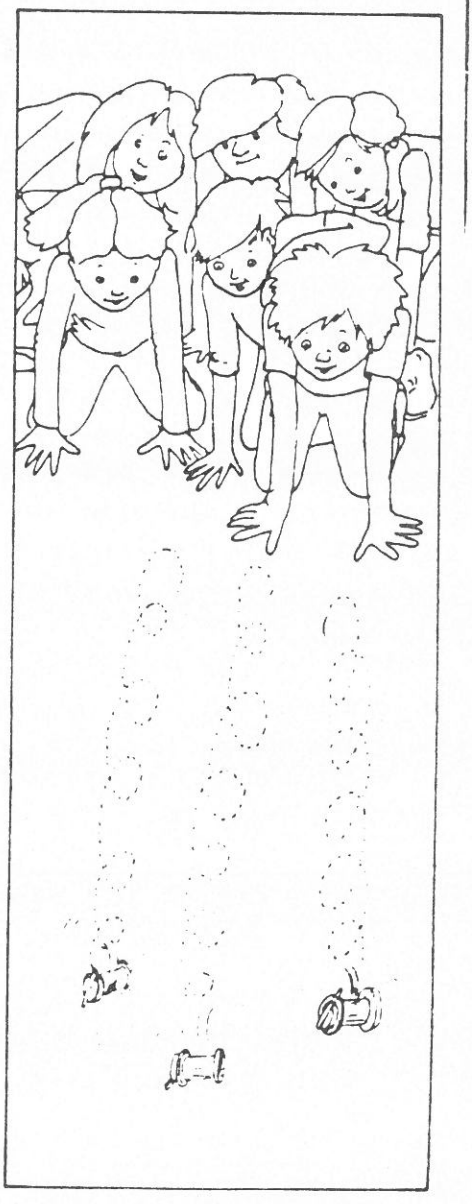
Cut a circle of soap a little smaller than the end of the spool. Make it about one-fourth inch thick. Cut a hole in the center of the soap circle and rub in a groove with a matchstick.

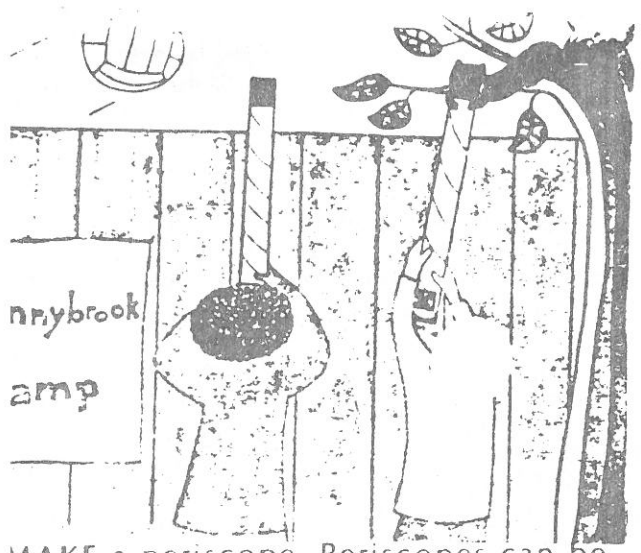
Assemble your spool racer like this:

1. Put the rubber band through the hole in the spool.
2. Use a short piece of matchstick to hold the rubber band and slide it into the groove.
3. Put the rubber band through the soap circle (with the groove on the circle facing out).
4. Put a matchstick through the end of the rubber band and slide it into the groove.
5. Wind it up tight and let go.

Spools that are good racers will dash in a straight line. You may want to tinker with yours a bit. Try another rubber band or use several knotted together. Try winding the stick more, or less. Let it go on different surfaces—a smooth floor, a carpet, outside on the sidewalk. When it's ready to go, put some racing stripes on it with a felt-tip marker and set up a racing course.







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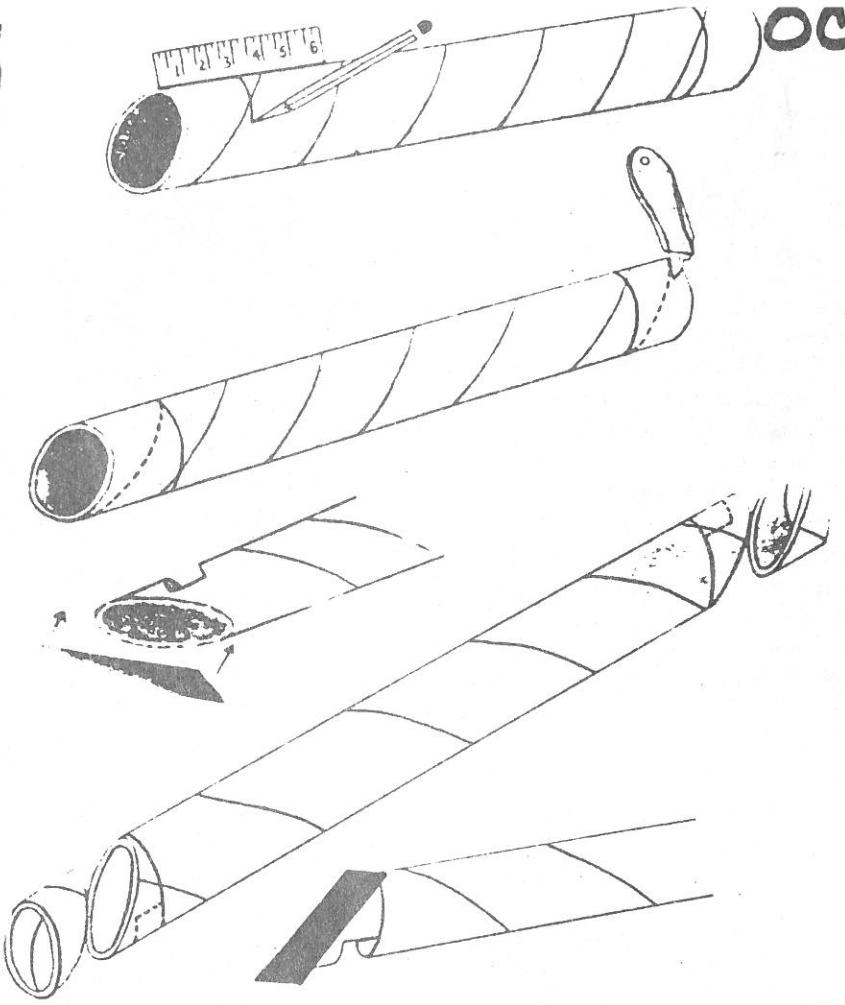


MAKE a periscope. Periscopes can be very useful. They let you see around corners without being seen. They let you look over the heads of crowds without standing on a friend. They let you look into places you can't get to.

GET a mailing tube 3 feet long and 3 inches across. Get two pocket mirrors. Get them 3 inches wide and 4 inches long. Most variety stores have them. Look in the place where women's make-up is sold.

MEASURE 3 inches down from each end of the tube. Draw circles all around the tube

LAY the tube on a flat cutting surface. Get a sharp knife. Be careful.

CUT a diagonal piece off one end. Cut from the end of the tube to the circle. Cut the same piece from the other end. Cut from the circle to the end of the tube.

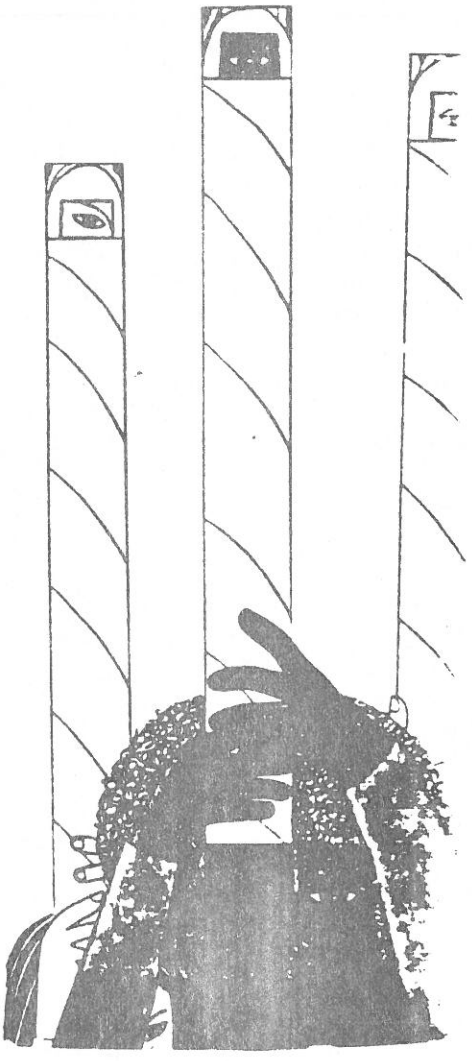
GLUE a mirror to one end of the tube. The mirror must look into the tube. Use white glue.

GLUE the second mirror to the other end. The mirror must look into the tube.

CUT OUT a piece of tube right across from each mirror. Make it about 2 inches square.

Your periscope is done. Look in one end. You'll see out the other. Tape a flashlight to the side to see in dark places.

On a clear day you can see forever.



Landlubber's Sub

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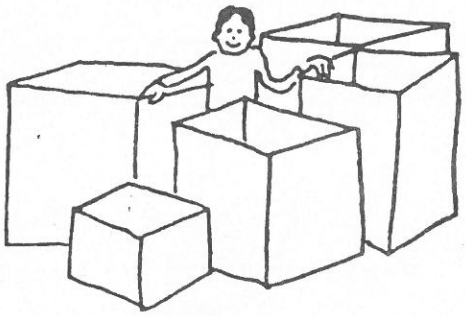
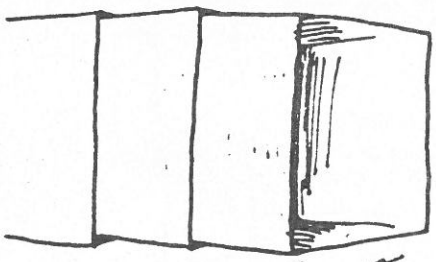


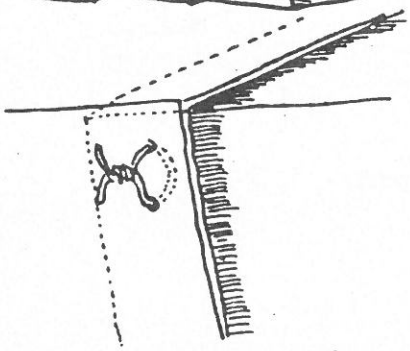
GET four very large boxes from the supermarket. They should be close to the same size. You will need one smaller box too. Get ready to build your submarine.

REMOVE the tops and bottoms from three of the big boxes. Save them. Lay the boxes in a row. Have the open ends overlapping.



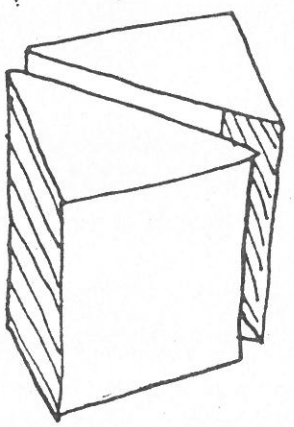
POKE two holes through the overlapped part at each corner. Put them about 1 inch apart. Run a twist tie in one hole and out the other. Twist the ends well.

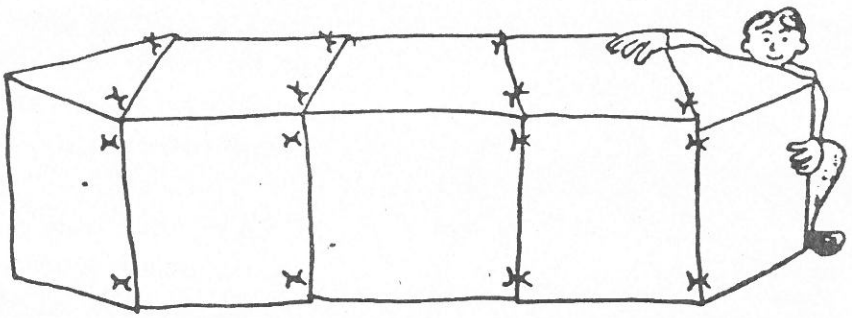
MAKE more holes to hold the boxes together. Put them wherever you need them. Use string or wire if you don't have twist ties.



CUT the fourth big box in half diagonally. This means from one corner to the other across the middle.

USE the diagonal pieces for the pointed ends of your sub. Overlap them and poke the holes as before. Fasten them together with twist ties.





REMOVE the bottom of the small box. Then set the box on the middle section of your sub. Trace around it.

MAKE a line down the middle of the square you traced. Cut along the line. Then cut on the lines at both ends so you have an I-shaped cut. This forms two flaps.

FOLD the flaps up. Slip the box down over the flaps. This is your conning tower. Poke pairs of holes along one flap and one side of the box. Twist tie them together.



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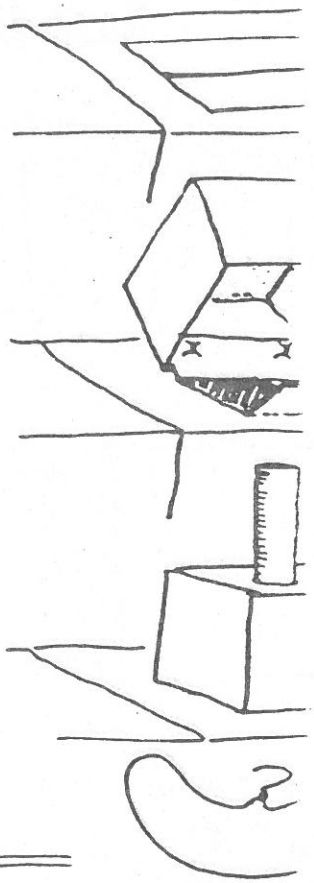
OCT.

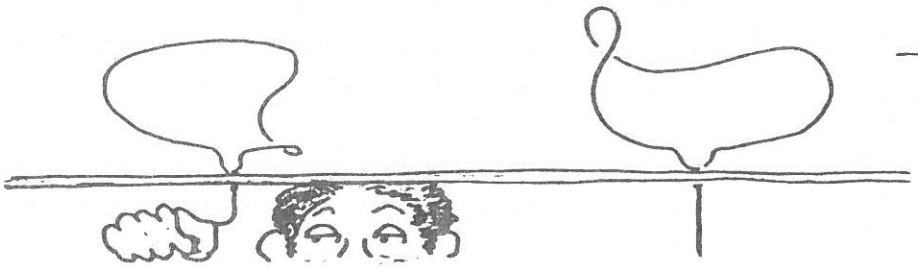
USE this side of the box as a hinge. Lift your conning tower from the other side to get in and out.

TRY a long mailing tube for a periscope. Cut a hole in the tower. Put the periscope in so it fits snuggly.

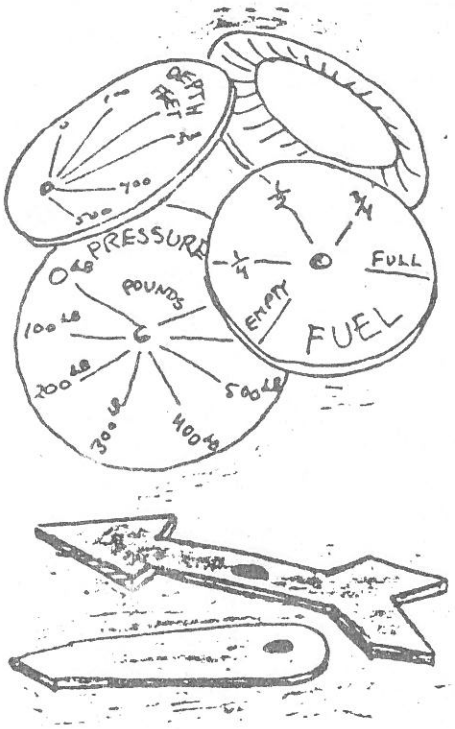
MAKE a radio antenna for your sub. Bend a coat hanger into a scrunched oval shape. Straighten the hook. Push it through the top of the sub.

GO inside. Bend the hook back for a handle. Use it to turn the antenna. Who knows what kind of signals you might pick up?





Control Panel



PUT a control panel in your submarine. Use one of the large box tops you saved. Make fake dials to show speed, pressure, depth direction, temperature, and time.

DRAW the dials on plastic coffee can lids or small paper plates. Use a felt pen. Poke a hole in the bottom of the arrows.

CUT OUT a cardboard arrow for each dial. Punch a hole in the bottom of the arrows.

FASTEN the arrows and the dials on the control panel. Use long paper brads. Have them at least 3 inches from the sides of the panel.

MAKE a steering wheel. Form circles from the bottom part of three coat hangers. Straighten the hooks. Bend them toward the center of the circles.

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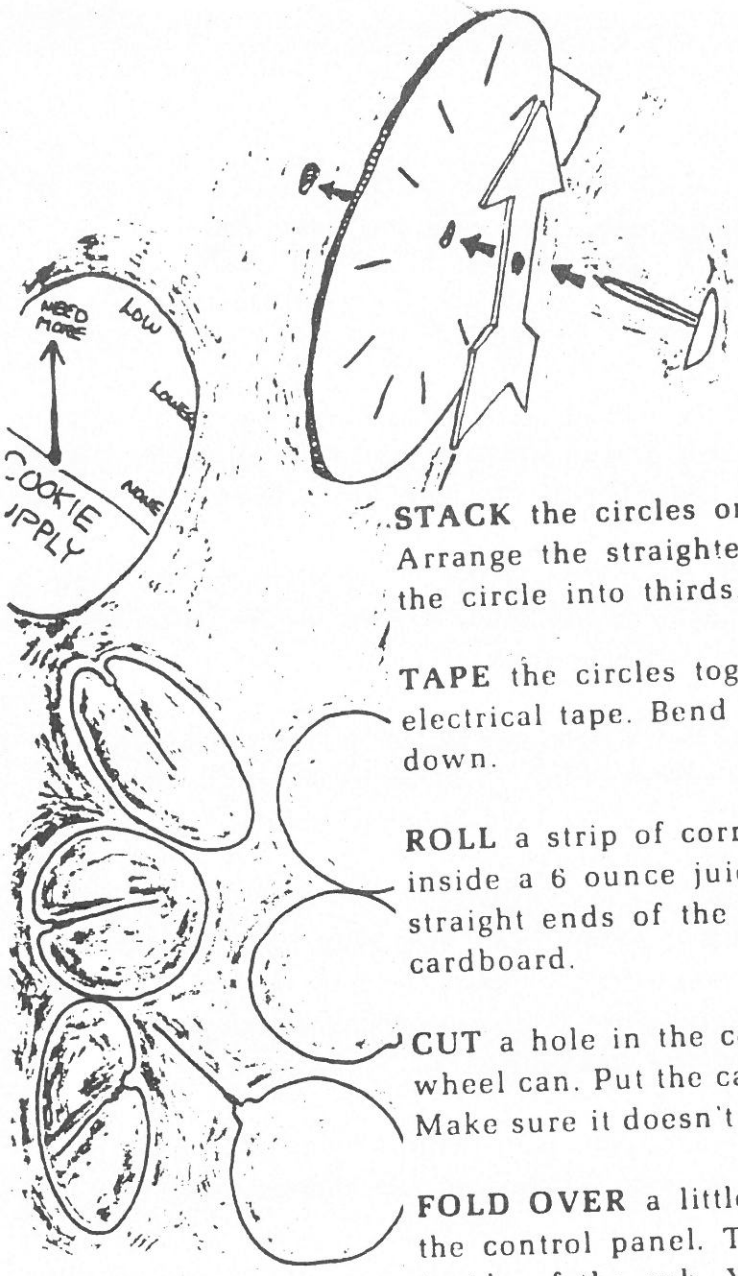


STACK the circles on top of each other. Arrange the straightened hooks so they divide the circle into thirds.

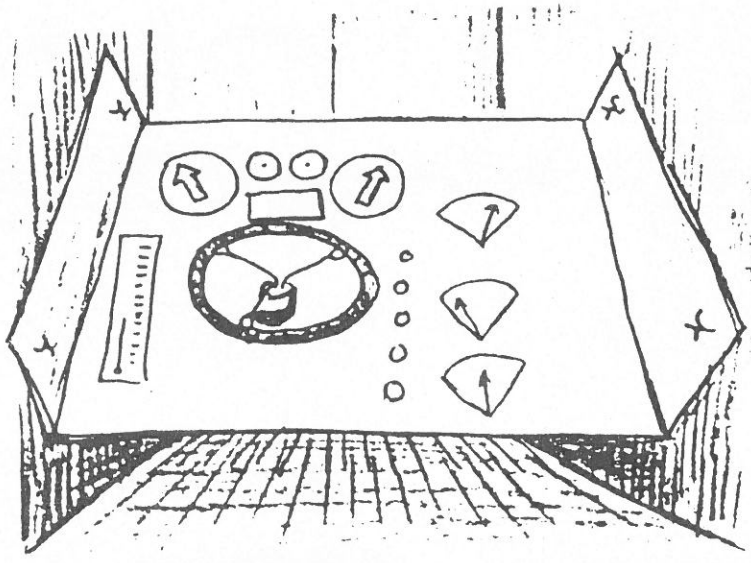
TAPE the circles together with masking or electrical tape. Bend 2 inches of the center wire down.

ROLL a strip of corrugated cardboard so it fits inside a 6 ounce juice can. Glue it in. Stick the straight ends of the steering wheel into the cardboard.

CUT a hole in the control panel for the steering wheel can. Put the can in the hole and try it out. Make sure it doesn't stick in the middle of a turn.

FOLD OVER a little cardboard on each side of the control panel. Twist tie the flaps to the inside of the sub. Your controls are ready for deep water.





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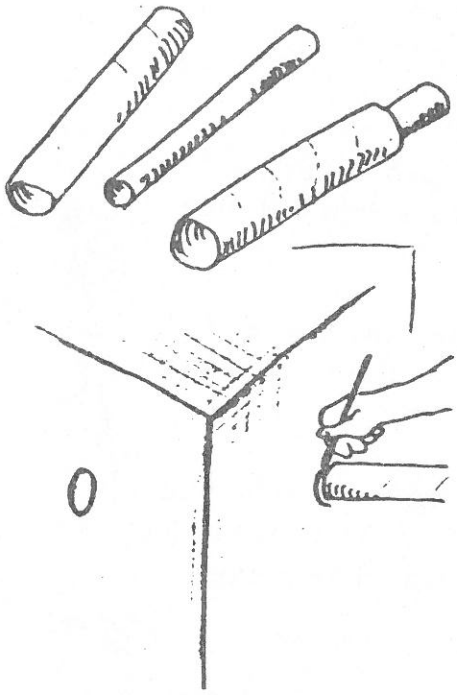
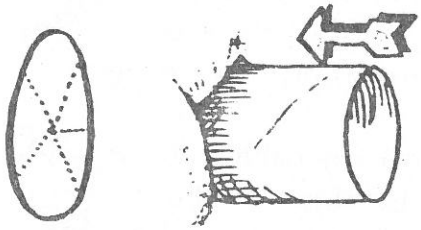
Terrific Torpedoes





SAVE two cardboard rolls from paper towels. Find two others that are just a bit skinnier. They must slide easily into the big rollers.

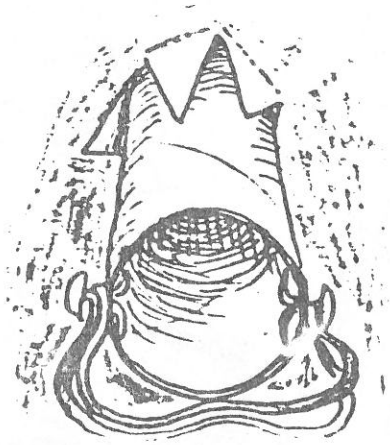
DRAW around the ends of the big rolls. Do it on both sides of the front pieces on the sub. These are for torpedo tubes.

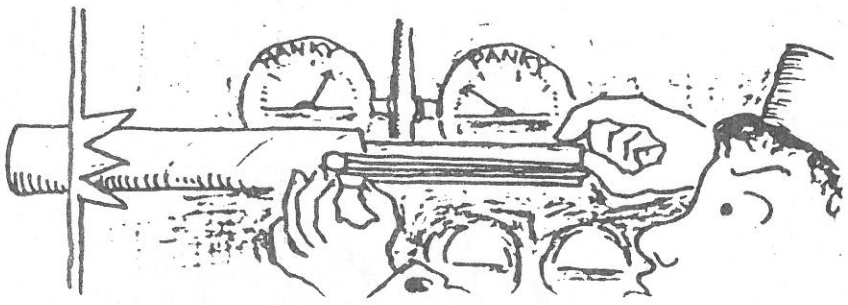
CUT slashes from the center of the circles to the outside lines. Make a slash every inch. Push the big rolls into the circles until only a few inches stick out of the sub.

SHOVE a paper brad part way into the sides of both tubes from inside the sub. Open them inside the tubes. Slip a strong rubberband around the brads.

GO inside your sub. Slide the small rolls into the big ones. These are the torpedoes.

PULL the end of the torpedo back as far as the rubberband will stretch. Now let go. Watch out ahead!





OUT.

MAKE a set of fake headphones to wear in your sub. You will need a big plastic jug with a handle and a wire coat hanger. Find two small jar lids.

CUT the top off the jug about 2 inches down from the neck. Start on the side that is away from the handle.

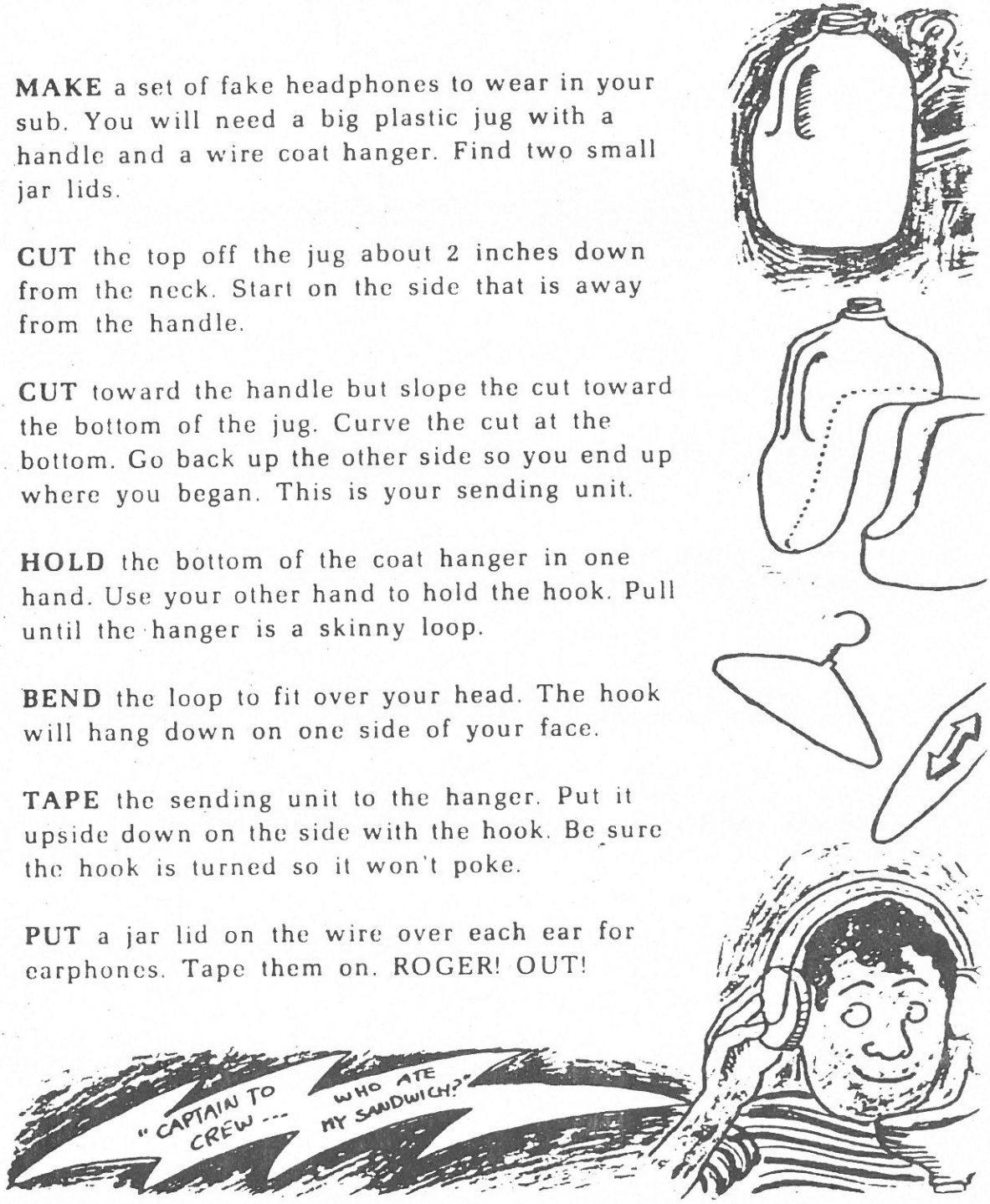
CUT toward the handle but slope the cut toward the bottom of the jug. Curve the cut at the bottom. Go back up the other side so you end up where you began. This is your sending unit.

HOLD the bottom of the coat hanger in one hand. Use your other hand to hold the hook. Pull until the hanger is a skinny loop.

BEND the loop to fit over your head. The hook will hang down on one side of your face.

TAPE the sending unit to the hanger. Put it upside down on the side with the hook. Be sure the hook is turned so it won't poke.

PUT a jar lid on the wire over each ear for earphones. Tape them on. ROGER! OUT!



OCT.

Pirate Gold



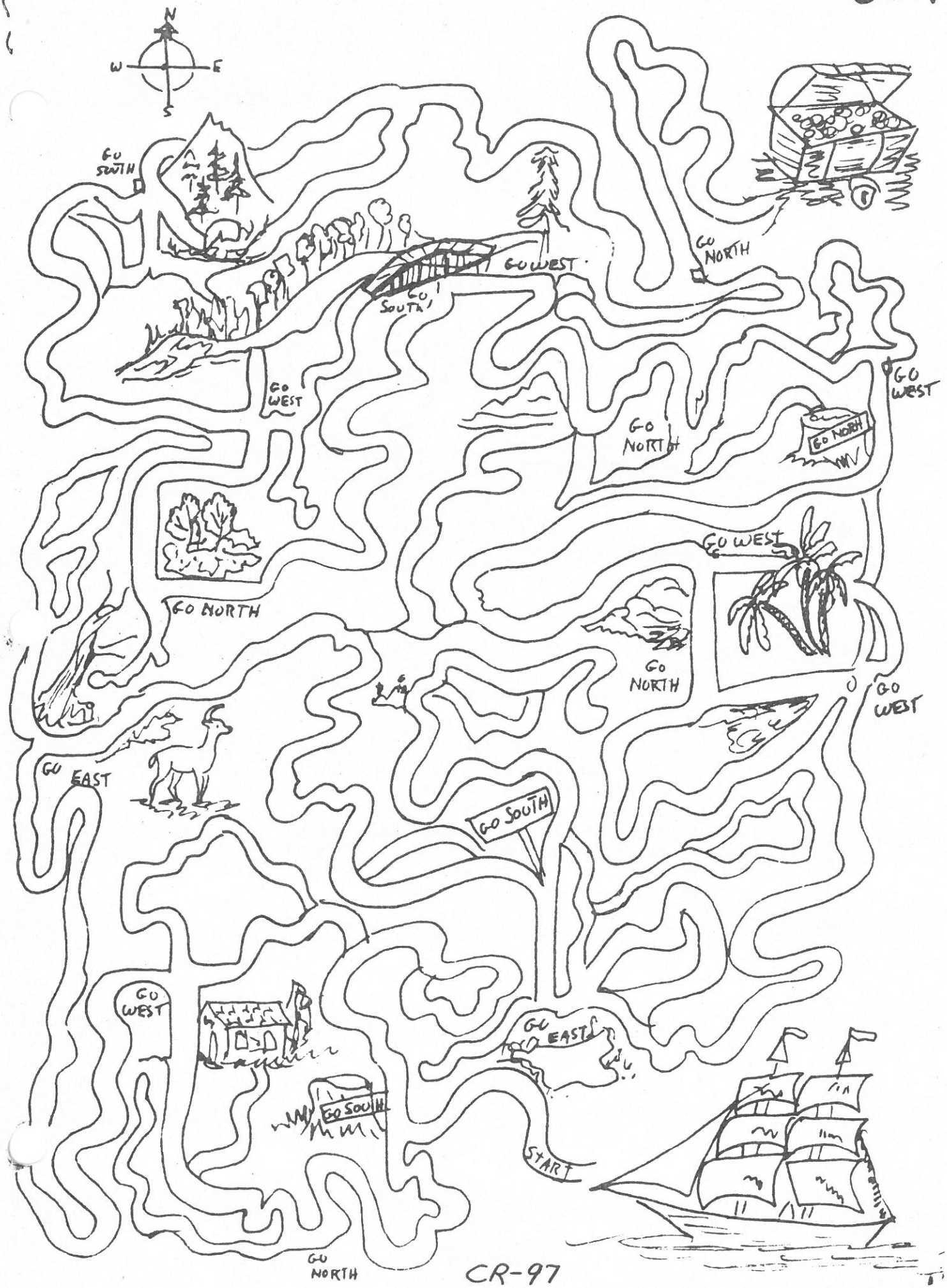
YOU WILL NEED
A matchstick to follow the route.

1. The object of the game is to go from the pirate ship to the buried treasure by following the compass directions along the route.

2. First, study the compass on the map and learn the directions in relation to the page:

   North is up - toward the top of the page.
   South is down - toward the bottom of the page.
   East is across - toward the right side of the page.
   West is across - toward the left side of the page.

3. Start from the ship. Follow the path with a matchstick. By following the directions along the route you will make the shortest and fastest journey to the buried treasure.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W
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GO SOUTH
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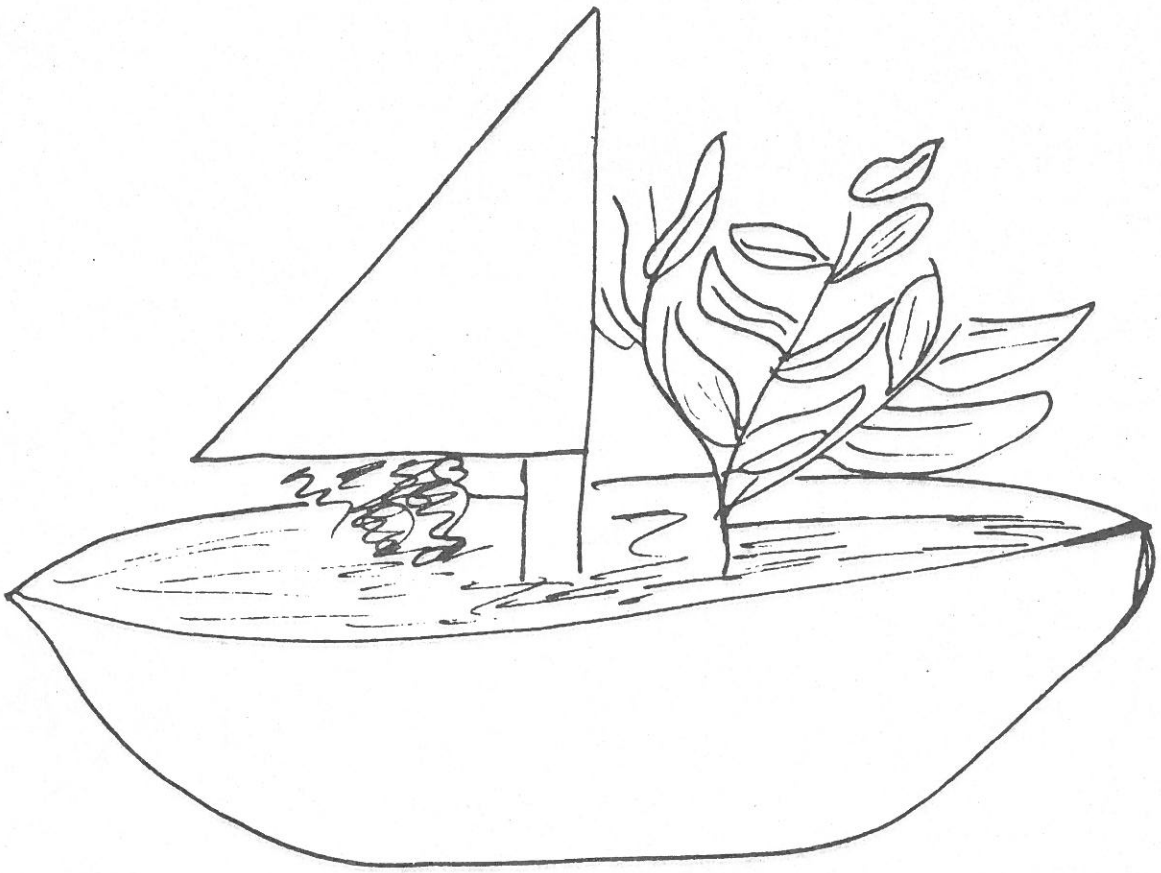
GO NORTH
GO WEST
GO NORTH
GO WEST
GO NORTH
GO EAST
GO SOUTH
GO WEST
GO SOUTH
GO EAST
START
GO NORTH

CR-97

SAIL BOAT PLANTER

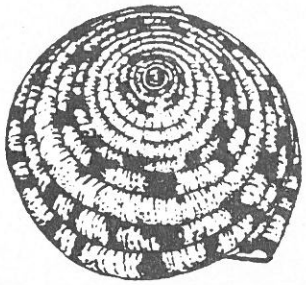


Use plastic banana split dish. Fill the dish to about 1/2" from the top with potting soil. Cut a sail from light weight cardboard, and glue to a popsicle stick mast. Glue white paper or fabric over both sides of the sail. Insert the mast into the soil. "Plant" artificial or real flowers in your planter.

OCT.

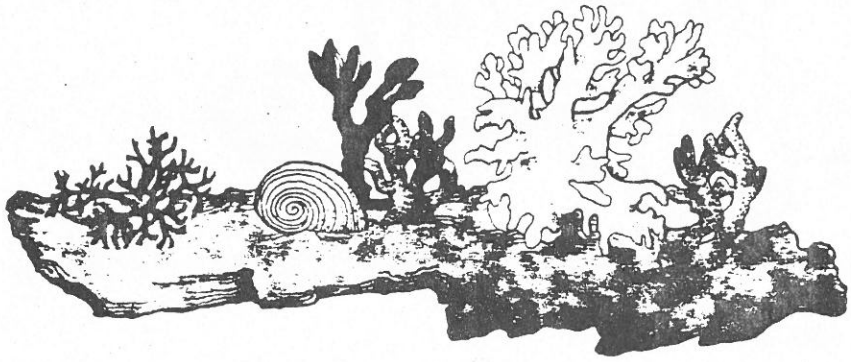
DRIFTWOOD & DRY BRANCHES

Materials needed: One piece of driftwood with a flat bottom
3 or 4 corals and seashells
Seaweed
Elmer's glue
Strainer
Newspapers
Acrylic spray (*Use under adult supervision*)



1. Put the shells and seaweed in a strainer and rinse under running water. Spread them out on newspapers to dry.
2. Form an underwater landscape by gluing and placing the shells and seaweed, some scattered and some in clusters, on top of the driftwood. Let the glue dry thoroughly.
3. Ask an adult to help you spray the centerpiece with acrylic.





SHELLS

Materials needed: 1 medium-size multicolored shell
Jewelry pin
Elmer's glue
Clear nail polish (*Use under adult supervision*)

1. If you find a beautiful shell, glue a jewelry pin on the b of it and you will have a brooch. Let the glue dry.
2. Put clear nail polish over it.

Other suggestions:

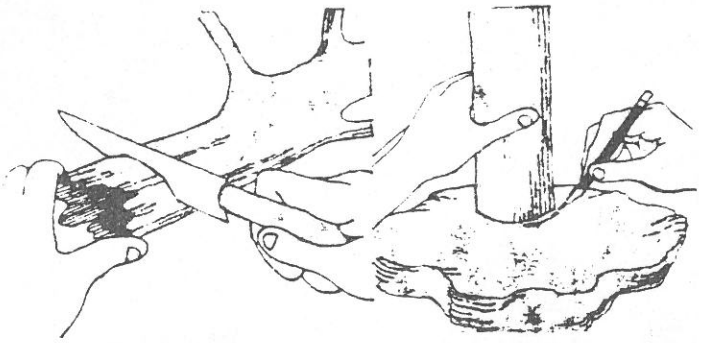
You can make brooches out of special-looking stones or paint a picture on a small, smooth stone. Or, create a miniature collage by gluing seeds or pressed flowers on small jar lids and simply glue the jewelry pin on the back.

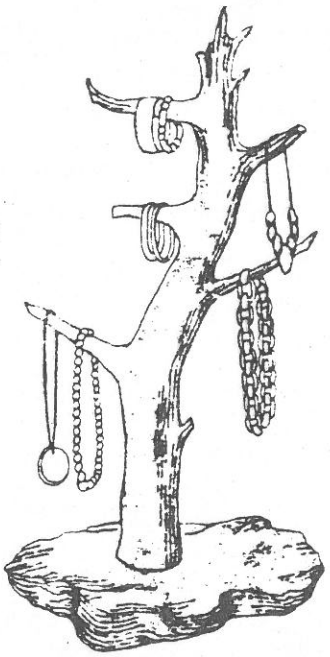
You can make a necklace out of shells by making holes in the shells by lightly tapping a hammer on an ice pick and stringing them together on a heavy thread. Make a hole in one large shell and put a narrow ribbon through to make a pendant.

OCT.

DRIFTWOOD & DRY BRANCHES

Materials needed:
- One dried branch, 15″ to 20″ high
- One piece of round, flat driftwood approximately 8″ in diameter
- Elmer's glue
- Small kitchen knife (*Use under adult supervision*)
- Pencil

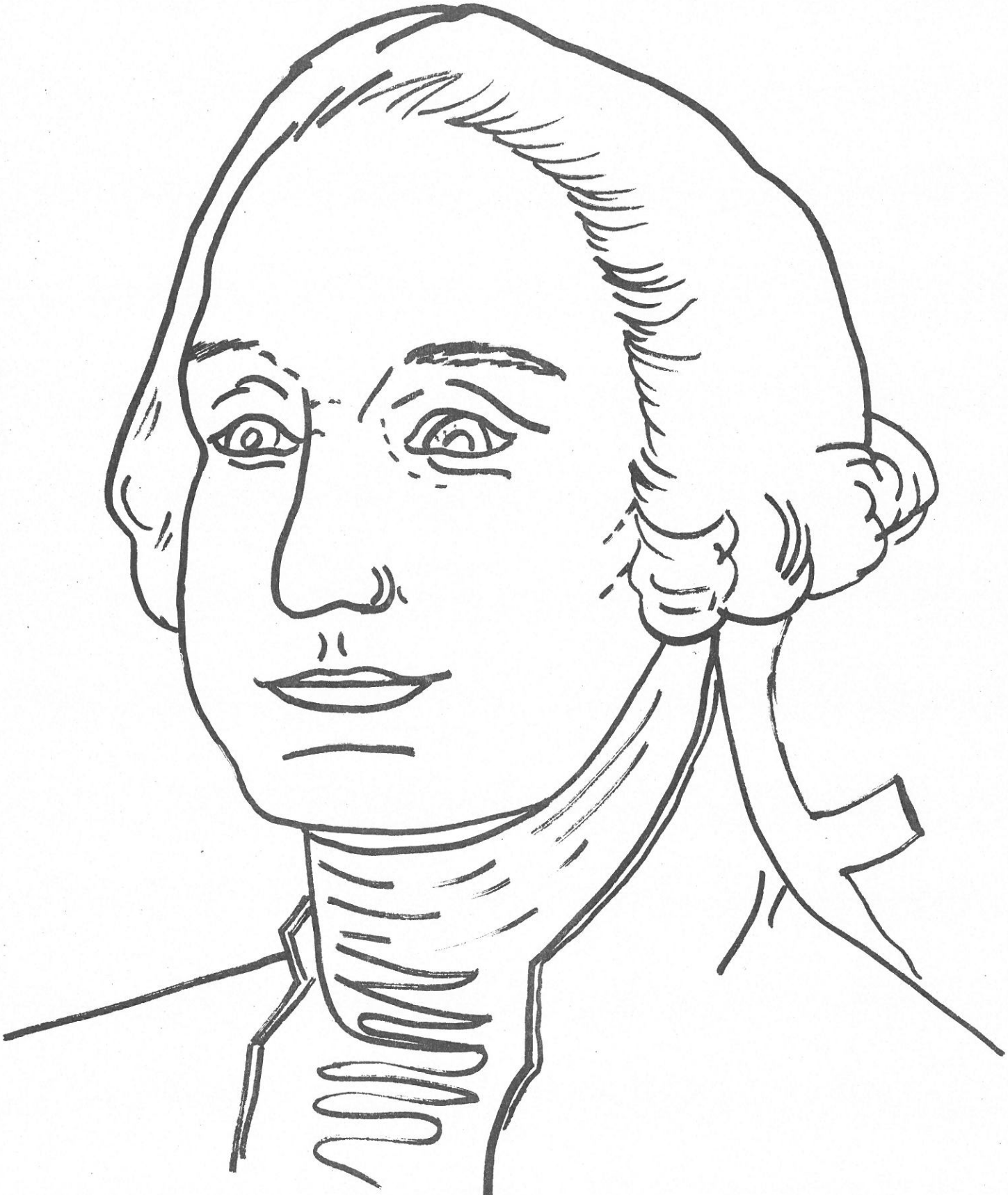




1. With kitchen knife cut off the jagged ends on the bottom of the branch to make it flat. Position the branch in the center of the driftwood and draw an outline with a pencil.
2. Put glue on the bottom of the branch and place it firmly inside the penciled outline. If it does not stand up straight, prop it against the wall until the glue dries.
3. Hang your necklaces, pendants, bracelets, and anything else you can think of on the tips of the branches.

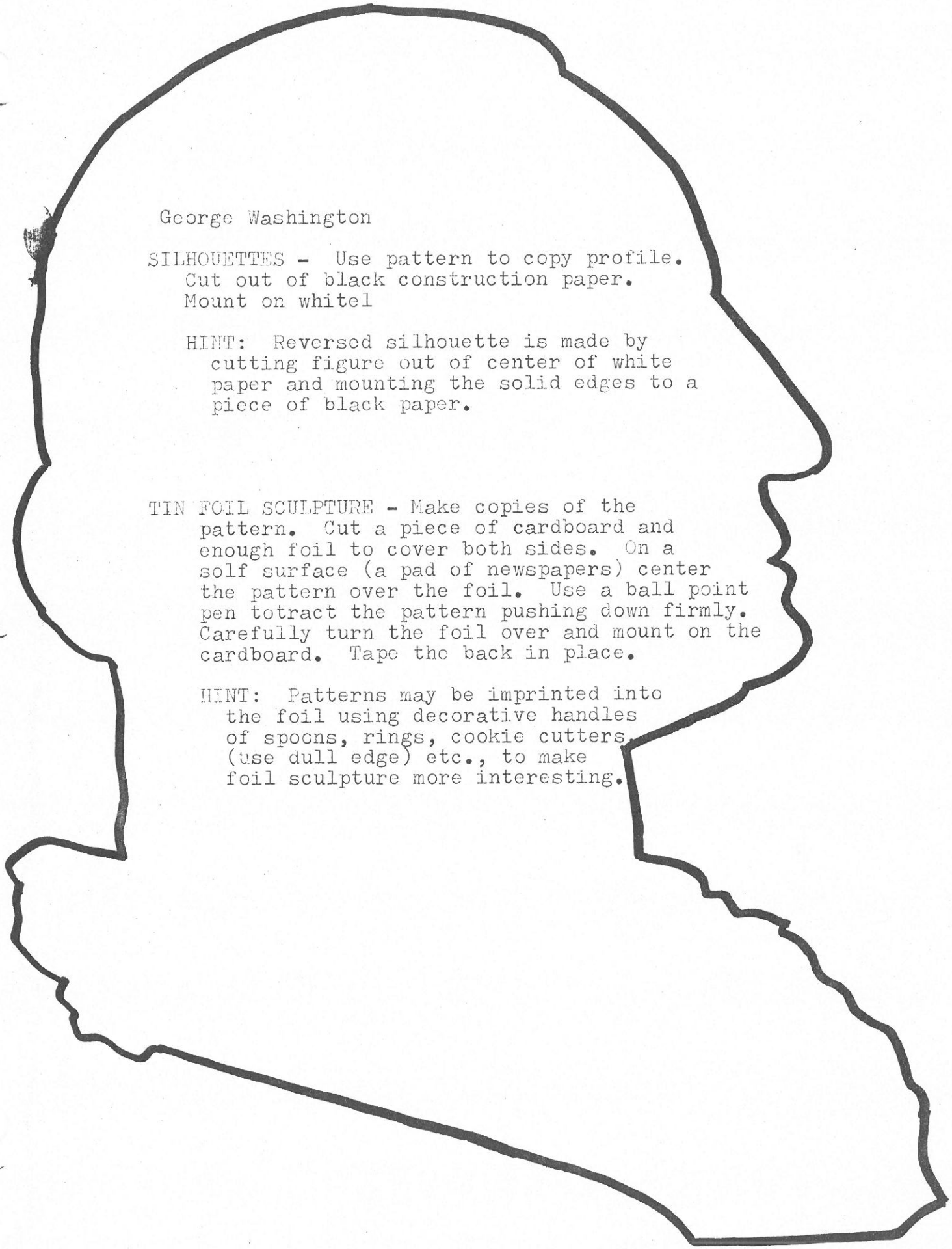
CR-100

NOV.



GEORGE WASHINGTON

NOV.



George Washington

SILHOUETTES - Use pattern to copy profile. Cut out of black construction paper. Mount on whitel

HINT: Reversed silhouette is made by cutting figure out of center of white paper and mounting the solid edges to a piece of black paper.

TIN FOIL SCULPTURE - Make copies of the pattern. Cut a piece of cardboard and enough foil to cover both sides. On a solf surface (a pad of newspapers) center the pattern over the foil. Use a ball point pen totract the pattern pushing down firmly. Carefully turn the foil over and mount on the cardboard. Tape the back in place.

HINT: Patterns may be imprinted into the foil using decorative handles of spoons, rings, cookie cutters, (use dull edge) etc., to make foil sculpture more interesting.

LITTLE TOM TINKER

up while singing Ma-a ! Ma-a !

Little Tom Tinker he sat on a clinker,
And he began to cry:
"Ma-a ! Ma-a !"
Poor little innocent boy.

OLD MOTHER MURPHY

One dark night when we were all in bed,
Old Mother Murphy took a lantern to the shed,

And when the cow kicked it over,
She winked her eye and said,
"There'll be a hot time in the old town tonight."

(Sing the above verse four time after which you yell the following)

First time	Fire, fire, fire
Second time	Smoke, smoke, smoke
Third time	Water, water, water
Fourth time	Ashes, ashes, ashes

I'VE BEEN WORKIN' ON THE RAILROAD

I've been workin' on the railroad
All the livelong day,
I've been workin' on the railroad
Just to pass the time away.
Can't you hear the whistle blowing?
Rise up so early in the morn:
Can't you hear the captain shouting;
"Dinah blow your horn !"

LONDON'S BURNING (Three part Round)

London's burning, London's burning
Look it yonder, look it yonder,
Fire, Fire, Fire, Fire
And we have not water

Sing backwards for some variety

Burning's London, Burning's London
Yon lookter, Yon lookter
Erif, Erif
And water no have we.

SWING LOW SWEET CHARIOT

Swing low sweet chariot,
comin' for to carry me home,
Swing low sweet chariot,
Comin' for to carry me home.

I looked over Jordan and what did I see,
Comin' for to carry me home,
A band of angels comin' after me,
Comin' for to carry me home.

PARTNER SONGS

THREE BLIND MICE & ARE YOU SLEEPING

ROW, ROW, ROW YOUR BOAT & THREE BLIND MICE

SWING LOW SWEET CHARIOT & I'VE BEEN WORKIN' ON THE RAILROAD

THE KING WITH THE TERRIBLE TEMPER

lect five good folks to be the characters in this activity. Then divide the audience into ve groups. These groups need not be exactly equal in size. Each group makes the sound fect for its character. Whenever the character is mentioned in the story, he/she ntomines the action and those in his/her group make the sound designated. Have one leader ad the story.

aracter	Sound
The king with the terrible temper	Grrrrrrrrrr
The short fat daughter	Ohooooooooo
The tall thin daughter	Whistle
The beautiful young daughter	Hubba Hubba
The handsome young Prince	Ahhaa
The fiery steed	All slap knees

ere once was a king with a terrible temper. He had three daughters, a short fat daughter, tall thin daughter, and a beautiful young daughter.

a nearby country there lived a a handsome young prince. One bright spring day this ndsome young prince rode his fiery steed up to the castle of the king with the rrible temper. Said the handsome young prince to the king with the terrible temper

have come to seek a wife from among your three daughters."

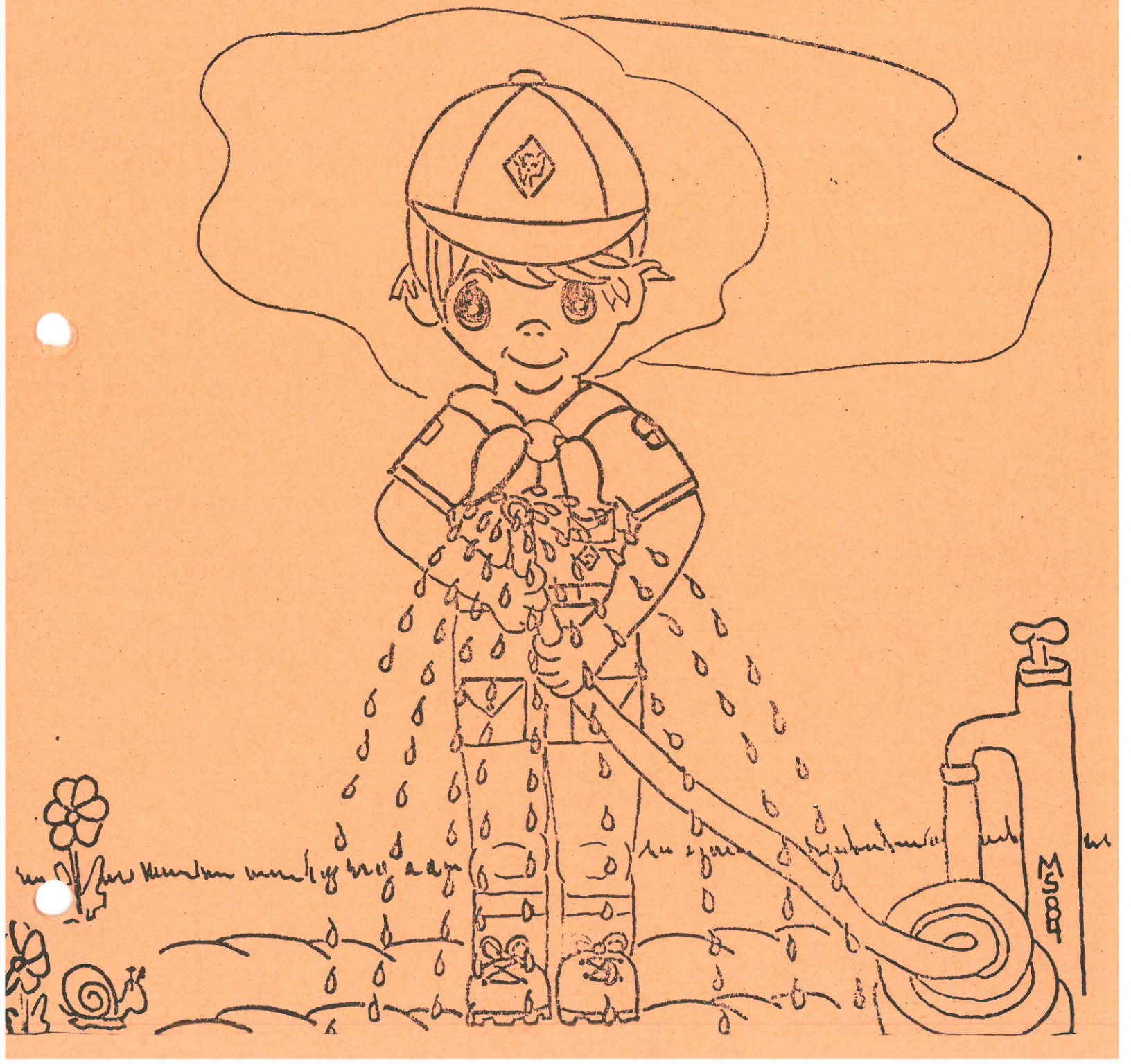
e king with the terrible temper first prsented his oldest, the short fat daughter. ne would eat too much," said the handsome young prince. Then the king with the terrible mper presented his second daughter, the tall thin daughter. "no, she is tool tall for . I cannot love your short fat daughter nor your tall thin daughter.

st then on the stairway appeared the beautiful young daughter. Rapture filled the heart the handsome young prince. "I will take your beautiful young daughter." His words raged the king with the terrible temper. "Call out the guards," he thundered, "turn out is imposter." But the handsome young prince immediately seized the willing beautiful ung daughter, and with her in his arms rushed out of the castle, jumped onto his fiery eed and rode away.

en the guards appeared, all they could see was a cloud of dust raised by the hoofs of the lloping fiery steed as the handsome young prince and the beautiful young princess sappeared in the distance.

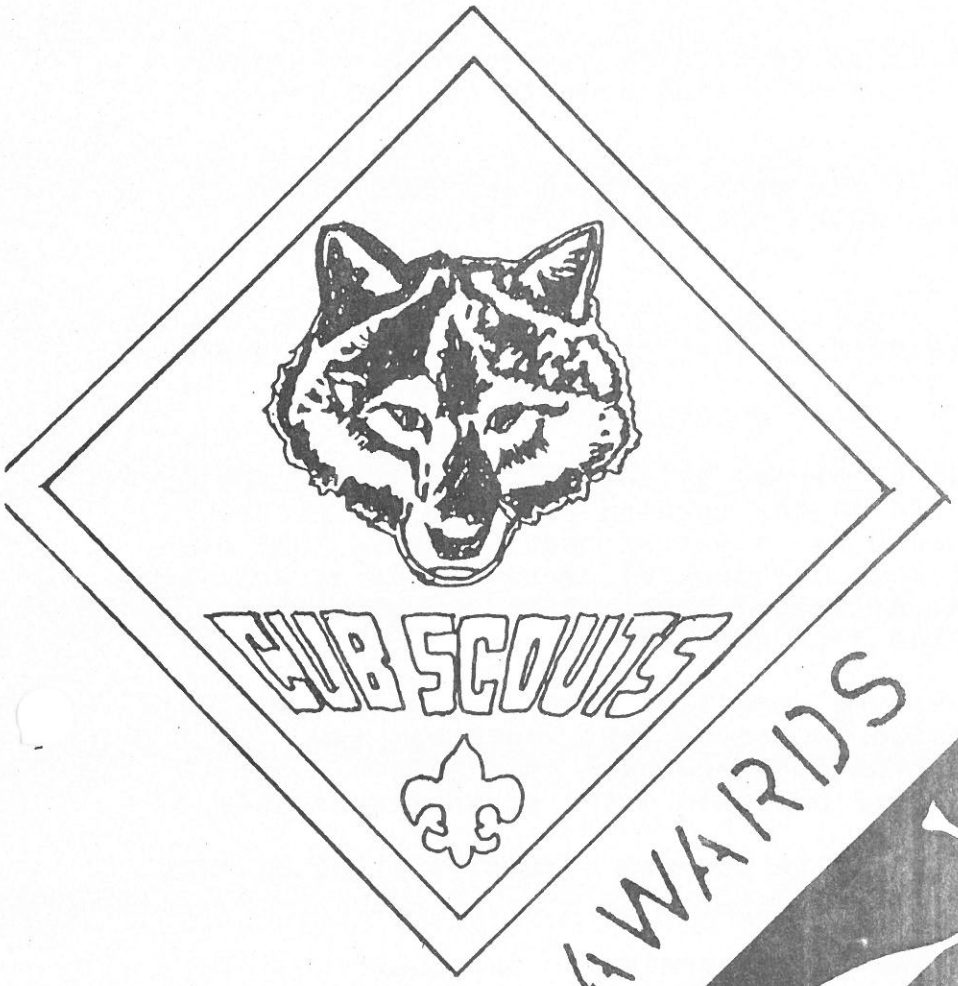
ends the romantic tale of the king with the terrible temper, and his short fat ughter, his tall thin daughter, his beautiful young daughter and the handsome young ince and his fiery steed.

CUB HIGH ADVENTURE



CUBBING

HIGH ADVENTURE



SAFETY

AWARDS



WHERE

TO GO

OLD BALDY COUNCIL *B.S.A.*

OLD BALDY COUNCIL

HIGH ADVENTURE TEAM

DEAR CUBBER:

This information was compiled to give you an easy reference to all of the High Adventure awards available to Cub and Webelos Scouts in our area.

You are entering one of the most exciting and fun filled areas of Scouting, The HIGH ADVENTURE Awards Program. No other program has the activities that work right along with the Cub and Webelos advancement program.

This program was developed so that the individual can develop respect and love for the great out-of-doors, and at the same time earn a recognized award for their accomplishments.

All of the awards can be earned by any Cub, Webelos or Adult that is currently registered in the cubbing program, of The Boy Scouts of America. Each award has a set of requirements, that have to be fulfilled, this includes the general requirements as well as the specific requirements. All requirements SHALL be completed prior to the approval by the High Adventure Team.

The Council High Adventure Team is a group of volunteers just like you. They are interested in seeing that youth has the opportunity to understand "The Outdoor Code" in a SAFE enviornment, and have the best possible award program available.

By completing the steps below you can eliminate a lot of time and misunderstanding.

1. Get the latest copy of the requirements for the award you are planning to try for. (they are subject to change)

2. See or phone a member of the H.A.T. (they are listed in this booklet), prior to completing any requirement for an award. They can explain the program and notify you of any changes in the requirements.

3. Be sure all PLANNING and PAPER WORK is completed for the award.

4. Complete the requirements for the award.

5. See or phone the same HAT member, in step 2. so that he or she can approve your award application showing that you have completed the requirements for the award.

6. Take the approved application to the Council Trading Post so you can purchase the awards.

7. Present the awards at your next pack meeting.

WHO TO CONTACT

OLD BALDY HIGH ADVENTURE TEAM MEMBERS

1. Jerry Vinaterri (Chm.)	985-4221	6. Steve Bjwellan	628-1339
2. Ron Vinaterri	985-8043	7. Rob Earle	626-1023
3. Bob Miller	947-5672	8. Chuck Massar	861-0374
4. Don Powell	622-4802	9. Gary Verholtz	593-3266
5. Bob Hancock Sr.	989-6977		

The following is a list of local U.S.F.S. Ranger Districts. The appropriate station should be contacted during your planning to determine local conditions and to find out what services are and are not available. If possible you should leave a roster and itinerary with the ranger station (emergencies, saesonal changes, fire, wheather, etc.).

ANGELES NATIONAL FOREST
DISTRICTS

SAUGUS - Jim McGully
(213) 361-7356
TUJUNGA - Steve Windward
(213) 365-9107
ARROYO SECO - Don Gilliand
(213) 790-1151
MT> BALDY - Chuck Hartley
(213) 335-1251
VALYERMO - Jack Lane
(805) 944-2187

LOS PADRES NATIONAL FOREST
DISTRICTS

OJAI - John Boggs
(805) 646-4348
MT. PINOS - Don Trammell
(805) 245-3731
SANTA LUCIA - Steve Ash
(805) 925-9538
SANTA BARBARA - Mel Sanchez
(805) 967-3481

SANTA MONICA MOUNTIANS NATIONAL RECREATION AREA HEADQUARTERS
(213) 944-4535 Eddie Lopez

CALIFORNIA STATE PARKS

LOS ANGELES COUNTY - Al Oliver
(213) 457-5538
VENTURA COUNTY - Ron McCall
(805) 651-4616

ALSO CHECK WITH: COUNTY, CITY, AND LOCAL PARKS AND RECREATION OFFICES

**(CONTACT PERSON AND PHONE NUMBERS SUBJECT TO CHANGE)

OLD BALDY COUNCIL BOY SCOUTS OF AMERICA

CUB SCOUT HIGH ADVENTURE

HIGH ADVENTURE PROGRAM:

What is high adventure?, for a cub scout it could be just about anything out of the ordinary.

Out of the ordinary, what does he mean by that?

Most dens meet on a weekly basis and after a period of a year that gets boring to the boys ... so you need something to add a little pizazz to your program, and thats where the HIGH ADVENTURE program comes in. There are about 20 high adventure patches available in our region most of them are offered by San Diego, Orange and Inland Empire Councils. (See hand out on Awards)

before I go into the different awards some other considerations come to mind and should be discussed first.

Planning

You as a leader need to do some or all of the below prior to going on any outing with your Dens.

1. Where are we going to go?
2. What is the best time of year to go there?
3. How far away is it and who is going to provide transportation?
4. What do we need to bring with us?
   a. Food.
   b. Water
   c. Extra clothing (cold wheather or swimming)
   d. Day packs
   e. First Aid kit
   f. MONEY
5. Do we need a trained First Aider
6. How difficult is this outing and are all of the boys that have signed up to go capable of completing this (Hikes?).
7. Do the persons driving have adequate auto insurance (BSA requirement see tour permit)
8. WHICH TOUR PERMIT DO I USE !
9. Is your permit filled out properly and into council on time?
10. Do I know what the requirements are for the award that we are going after (They change periodically)
11. Have I checked with the High Adventure Team to see if their are any hazards that I'm not aware of present.
12. What other permits do I need (Wilderness, Fire, etc.)

PREPARATION:

1. Parent Consent Forms, Completed and SIGNED.
2. All necessary papers on your person during the outing.
3. Money in for the awards (did you contact the appropriate council to find out the cost.)
4. Itinerary in a parents possession that is staying behind in case of an emergency.
5. Do all of the drivers have a map to where we are going and are they familiar with the route and possible alternates.
6. Are we prepared to cancell in case of inclimate wheather.
7. If we cancell do we have either an alternate date or alternate activity planned.
8. Reservations Confirmed (In Writing)

HEALTH AND SAFETY:

1. Is any adult in the group qualified as a First Aider?
2. Do any of the BOYS have any special medical problems and if he goes will there be some one that can handle that situation.
3. Does the boy have his prescription medication with him?
4. Do any of the boys get CAR SICK?
5. If I'm the only adult and I get hurt who will take care of me? (this is not Recommended)
6. One adult per every four boys is about the right amount when you get more boys than that they are too hard to control.
7. What do I do if someone gets lost or seperated from the group or the whole group gets lost?
   a. Train the boys in what to do if they get seperated from the group.
      (1.) if at a business establishment when you first go in find out where their lost and found is located (ie. Disneyland, Zoo, etc.)
      (2.) If in the woods "Hug a Tree"
         (a.) If the boy realizes he is lost have him stop and stay at that location SIT DOWN.
         (b.) Make himself as visible as possible. Stay in the area, try to find a clearing pile brush in clearing SOS, HELP etc.
         (c.) If searchers in area calling call back! don't move away and don't avoid searchers.
         (d.) Searchers are not strangers (Don't talk to strangers syndrome)
   b. If group gets lost STAY PUT same rules as above in the woods.
8. Get training in Map and compass, First Aid, Backpack awareness
9. Buy and read the appropriate High Adventure Team Hike Aids and Trek Aids.

GENERAL REQUIREMENTS

These general requirements are an ittegral part of the requirements for all HAT awards obtained through the H.A. Team and the Camping Department and includes Awards sponsored by other Councils.

1. CHANGES OR EXCEPTIONS
Changes, exceptions, modifications or waivers of any HAT award requirements SHALL be made in advance of the outing and in writing by the HAT of the Council sponsoring the Award.

2. AWARDS MUST BE EARNED
No HAT award shall be given, or otherwise made available, to any person who has not completed all of the requirements for the award, including these general requirements.

3. MUST BE REGISTERED MEMBERS OF THE BOY SCOUTS OF AMERICA
Only current registered members of the Boy Scouts of America are eligible to receive HAT awards. They SHALL NOT be made available to persons who are not registered.

Only currently registered Scouters (Cubbers) allowed on the trip with Scout Groups. If females are with a Scout Group on the trip they shall be provided with seperate quarters and area for camping away from the Scout Group. They shall never be put into a position of leadership (Does not apply to day outings for Cubbing). Co-ed groups must meet B.S.A. policy on Co-ed leadership and camping.

4. SCHEDULED OUTING
Awards may be earned only on scheduled outings of registered units, or on a District or Council function.

5. ONE TRIP ONE AWARD
Only one award may be earned for one outing: unless otherwise stated in writing in the Award Requirements. Example: San Diego Council."High Sierra Indicator Segment" are designator segments for use with other awards and the Great Western Council "14,495 Club" Mt. Whitney climb may be earned as part of a long-term Backpack trip.

6. B.S.A. TOUR PERMIT REQUIRED
A Local Tour Permit issued by the local Council, is required for trips of less than 500 miles and the tour is within the United States.

A National Permit Issued by Western Region, is required if the tour is 500 miles or over or if the trip is outside the tour is in a foreign country.

Both permits are to be submitted to the Camping Department; Local Tour Permits one week in advance, National Tour Permits one month in advance.

7. OTHER PERMITS REQUIRED
Where other permits are required, they must be obtained for the trip to be eligible for HAT Awards. Examples: Wilderness, Entry, Primitive Area, Fire, etc. See current edition of Wilderness Digest.

8. REQUIREMENT FOR ADULT ON LONG TERM TRIPS
At least one adult with the group Shall have satisfactorily completed Council (Within Region) Basic Backpack Awareness Course, or be certified by Council High Adventure Team.

At least one adult with each group taking the trip (ANY TRIP) SHALL have a current Standard First Aid or Advanced First Card, or be a Medical Doctor, Registered Nurse, or Registered Paramedic.

ADULT = 21 YEARS OR OLDER!

9. FAMILARITY WITH THE FOLLOWING AIDS
Adult and youth leaders should be familiar with San Diego Council TREK AIDS and with the Los Angeles Area Council HIKE AIDS. For cycling, the Orange County Council BIKE AID.
Cub Scouters should be familiar with San Diego Council TREK AID #5 "HEALTH AND SaFETY".

10. HIGH ADVENTURE AWARD FORM AND APPROVAL CARD
The HAT award form for the appropriate award (SCOUT OR CUB) must be filled in completely before submitting it to a HAT approval person for review and approval. NO HAT Awards shall be sold without a complete and approved HAT Award Approval Card. (including National Awards and those from other Councils. Note: An Approval Card is not required for Cubbing Awards.)

11. SAFETY
A signed Emergency Consent form is required for each youth going on trip. No pets, firearms, or alcoholic beverages allowed with any participant of a unit on the trip. Exception: seeing eye dogs. Each participant including adults must have a complete medical examination within four months prior to a long term trip. Show evidence if required. Use the appropriatB.S.A. form.

12. CONSERVATION
A conservation project must be accomplished prior to receiving award and must be signed by a representative of the agency you accomplish it in. Example: Ranger, BLM, Co Parks, etc. See individual award requirement for the amount of conservation hours required for the award being earned. May be done prior to, during, or after the trip.

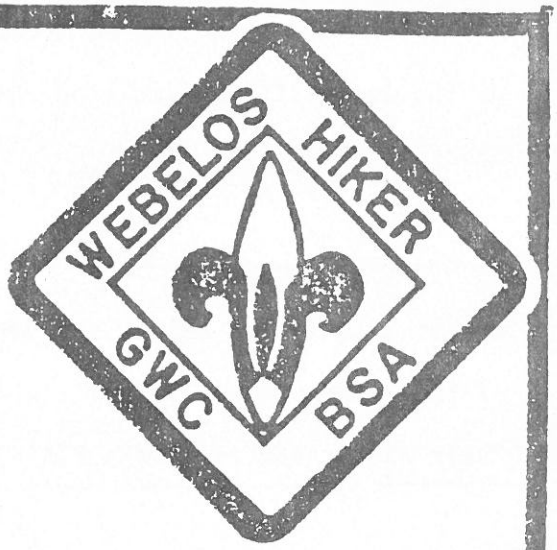
CURRENT AWARDS AVAILABLE

AWARD	COUNCIL	TYPE
1. WeBeLos Hiker	Great Western	Patch
2. Mormon Battalion	San Diego	Patch
3. El Camino Real	San Diego	Patch
4. Cub Conservation	Great Western	Patch/Segments
5. WeBeLos Weekend	Great Western	Patch
6. Historic Cycling	Great Western	Patch
7. Cub Day Hiker	Great Western	Patch
8. Mt. Baden Powell	Inland Empire	Patch
9. WeBeLos Under-the-Stars	Inland Empire	Patch *
10. Los Fierros	Long Beach	Patch
11. Cal. Whale Award	San Diego	Patch
12. Grey Whale (Restricted)	San Diego	Slide *
13. Reptiles on Review	San Diego (ZOO)	Patch
14. Ardvarks to Zebras	San Diego (ZOO)	Patch
15. S.O.A.R.(Cons.)	National	Patch
16. World Conservation	National	Patch

* INFO. NOT AVAILABLE AT TIME OF PRINTING.

HIGH ADVENTURE TEAM

PRESENTS



WEBELOS SCOUT HIKER AWARD

SPECIFIC REQUIREMENTS:

1. Meet all applicable Great Western Council General Requirements (Form HA3002) and Webelos overnight camping policies.

2. In one year's time, participate in four (4) outdoor hiking activities.

3. The outdoor hiking experience must have a planned program to cover the outdoor requirements for the following activity awards:

Outdoorsman	Forester
Naturalist	Geologist

4. One of the Outdoor hiking activities should be a Parent/Son experience.

5. The unit leader to submit a minimum of four local tour permits and have Council H.A.T. approval person sign and approve award application. Use H.A.T. Approval Person Roster (Form PP0012).

6. As a Webelos, this patch will be worn on the right pocket of the uniform.

7. When the Webelos becomes a Scout, he then puts this award on his pack or pack flap.

8. All four activity badges must be earned prior to receiving the Webelos Hiker patch.

9. Webelos do not have to all go on the same hikes - but each boy must have four outdoor experiences to qualify for the award.

10. Each hiking activity must be a minimum of one (1) mile.

11. The Specific Requirements shall supersede the General Requirements if there is an area of conflict.

WH 3000
LF:
Rev. Jan 1982

AWARD APPLICATION CERTIFICATION

Having successfully completed the requirements for the award as specified _____ of _____,
Type of Unit No. District

_____, do hereby apply for patches for its
Council

members, as listed below, who participated in the event. List all members of the group who qualified. Indicate all adults with a letter (A) after their name. Adults in the BSA are those of 21 years or older.

Name of Participant Please Print	List Tour Permit No. For Each Activity			
	OUTDOORSMAN	NATURALIST	FORESTER	GEOLOGIST
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Total participants _____ Total patches @ _____ = _____

I certify that all the above listed participants are eligible and did complete all the requirements for this award.

_____ _____ _____
Date Signature Position

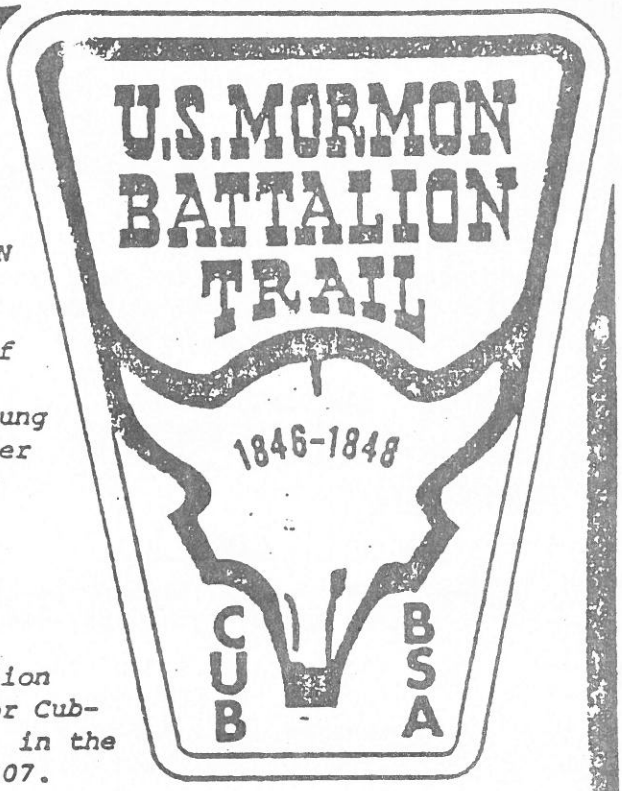
Valley Service Center
14955 Saticoy St.
Van Nuys, CA 91405
786-9500

Mailing Address:
P.O. Box 3198
Van Nuys, CA 91407

Douglas Service Center
1130 Palms Blvd
W. Los Angeles, CA 90066
391-5250 870-7321

HA-9

GREAT WESTERN COUNCIL



U.S. MORMON BATTALION TRAIL

REQUIREMENTS FOR CUBS & LEADERS

REFERENCE: TREK AID NO. 107 "U.S. MORMON BATTALION TRAIL"

Many places are not programmed for large groups of Cub-age youth (such as a Pack) so it is strongly recommended that this Award be a Den Project. Young people learn more and have more fun when is smaller groups. Trips to Memorials, Museums and the Hike should be done by Dens.

REQUIREMENTS

1. History of the Mormon Battalion Trail

   a. Read a brief History of the Mormon Battalion in the Mexican War. Books recommended for Cub-age youth are marked with an asterisk (*) in the Bibleography on page 12 of Trek Aid No. 107.

   b. The lunch period of the Hike, or a sit-down session, should include a discussion of the Mormon Battalion in the Mexican War. This discussion should include:

      (1) What the Mormon Battalion was.

      (2) The route, or Trail, of the Mormon Battalion from Council Bluffs, Iowa, to San Diego, California.

      (3) The Mormon Battalion and the Indians.

      (4) The hardships encountered by the Battalion, particularly the crossing of the Southwest Deserts.

2. Visits to Memorials and Museums

   Visit a Memorial to the Mormon Battalion, if one is within reasonable driving distance. Those earning the Award in the San Diego County Council shall visit either the Mormon Battalion Memorial in Presidio Park or the Mormon Battalion Memorial Visitor's Center at 3520 Juan Street in "Old Town" San Diego. Visit a Museum that displays artifacts and life of the period of the Mexican War.

3. Rations of the Mormon Battalion

   Assist his Den in the preparation and eating of a typical Battalion trail lunch. Since the Battalion did not typically stop for lunch, their lunch consisted basically of dired meat and biscuits which could be carried and eaten as they marched.

4. Hiking the Trail of the Mormon Battalion

   Take a five mile hike along the original Trail of the Mormon Battalion. However, some of the original Trail, particularly in built-up and farming areas, may be closed to hikers. When it is not practical or not safe to hike on the actual Trail, the candidates may follow an alternate trail known to have been used by the U.S. Army in the Mexican War. These alternate trails must be approved in writing by the High Adventure Team of the Council in which they are located.

5. A Tour Permit of the Boy Scouts of America is Required

   Comply with the general requirements on pages 4 & 5 of Trek Aid No. 100.

CUB SCOUT AND LEADER REQUIREMENTS

THE EL CAMINO REAL HIGH ADVENTURE AWARD



Many places are not programmed for large groups of Cub-Age youth (such as Packs) so it is strongly recommended that this Award be a Den Project. Young people learn more and have more fun, when in smaller groups. Trips to missions, museums and the hike should be done by Dens.

REFERENCE: SAN DIEGO COUNCIL TREK AID 106
"EL CAMINO REAL"

REQUIREMENTS

I. History of El Camino Real

(a) Scan a brief history of El Camino Real. Books recommended for Cub-age youth-scanning are listed on page 7 of Trek Aid 106.

(b) The lunch period of the Hike, or a sit-down session, should include, in addition to eating and "letting off steam", a discussion of El Camino Real during the hundred year period from 1760 to 1860. The discussion should include:

(1) A description of El Camino Real and the missions it served in the Den's Council or in the Council where the Den is earning the Award

(2) Why El Camino Real was founded and by whom.

(3) The many peoples who travelled along El Camino in its short history.

(4) Life in Southern California when El Camino was at its greatest use.

II. Visits to Missions and Museums

Visit at least two of the original twenty-one missions of Alta California (USA) and visit a museum portraying artifacts and life of the Mission era. (The Museum may be at one of the Missions visited).

III. Mission Cooking

Assist his Den in the preparation and eating of a Mission drink and a Mission dessert. Suggested are:

"Chaperrado" (Spanish hot chocolate): use double the amount of your favorite chocolate mix (ie. use 2 pkgs per cup) and add a dash of cinnamon to achieve the flavor of "chocolate caliente".

"Jiricalla" (the nearest thing to Mission ice-cream): separate 6 egg yolks from the 6 whites, mix 1 qt. milk, 3/4 cup sugar and dash of nutmeg; add slowly to egg yolks; blend in cornstarch and cook over medium heat, stirring continually until thickens. Remove from heat, add egg whites, whipped stiff, to top. Place in oven long enough to set meringue, remove, sprinkle lightly with sugar and cool. (A good project for a den meeting at a good cook's house).

IV. Hiking the Trail of the Padres

Hike 5 miles along El Camino Real. As most of El Camino Real is now on private lands, in streets and along highways where hiking is hazardous, the High Adventure Team has approved a 5-mile hike in Old Town and Presidio Park. See Map in TREK AID No. 106.

V. Comply with General Requirements of pages 4 & 5 of this TREK AID No. 100.



HIGH ADVENTURE TEAM

PRESENTS

CUB CONSERVATION AWARD

This award was established for the younger scouts who like their older scout brothers believe in conservation as one of the ways to preserve America for future generations.

CONSERVATION:

A conserving, preserving, guarding, or protecting
A keeping in a safe or entire state; preservation

5 HOURS

10 HOURS

15 HOURS

REQUIREMENTS:

1. Must have approval from agency or representative of area where conservation project is going to be done prior to accomplishing project.
2. A BSA Local Tour Permit (white) is required.
3. Tour permit and application form (backside) must be signed by the agency representative to get credit for hours worked.
4. Must be a unit approved function.
5. Each participant must be a current registered Cub Scout or Webelo Scout.
6. All award applications shall be approved by a member of the HAT Approval Group, before awards will be issued. See H.A.T. Approval Roster (form PP0012)
7. The award is divided into 5 hour segments which are acculative.

This award will not be issued for picking up litter or trash. Please use the Mission Council Anti-Litter Award for that type of activity.

CC 3000
LF:
Revised January 1, 1981

CUB CONSERVATION AWARD
APPLICATION FORM

PACK NO. _____ DISTRICT _____ COUNCIL _____

LOCAL TOUR PERMIT NO. _____

CONSERVATION PROJECT _____

Agency/Representative Signature _____

	SEGMENTS		
Scouter Name	5 HRS.	10 HRS.	15 HRS.
1			
2			
3			
4			
5			
Cub/Webelos Name			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

I certified the above have qualified for the award _____
Unit Leader

If you have more than 15 boys or 5 adults, please use another form and attach to this form.

CC 3001

SCOUT/WEBELOS WEEKEND AWARD



This award is designed to promote a better pack-troop relationship, cub interest in and awareness of boy scouts, interaction between webelos and scouts and the transition. The activity will be a planning/teaching experience for the scouts, a learning/doing experience for the webelos and an educational experience for the adults.

REQUIREMENTS

1. Meet all applicable Great Western Council general requirements and webelos overnight camping policies. Make advanced reservations at council camp.
2. This activity will be conducted in uniform (a minimum of scout/cub shirt, belt and scarf).
3. Weekend camp-out of 2 days and 1 night. (L.D.S. units may earn this award in 2 one day outings to accomodate church policy).
4. Great Western Council, high adventure team approved, council camps are to be used. (This will help accomplish a meaningful experience with good environment, facilities, equipment and without the destructions and problems associated with public campgrounds). See resources below.
5. Adults to have a separate campsite and program. This may include scouting and troop program awareness, webelos transition, future activities, etc.
6. The program and schedule will be planned by scouts to include scout skill award and related webelos activity badge requirements. Scoutmaster and webelos leader to approve plans.
7. Preparation of meals to include cooking skill award and webelos outdoors man activity badge requirements.
8. Saturday (first day, L.D.S.) requirements:
   A. Camp set up including campsite selection, arrangement, tent set up, cooking area, sanitation and wood cutting area to be set up by scouts and webelos.
   B. One morning and one afternoon learning sessions to be conducted by scouts for webelos to do. See suggested topics below.
   C. Dinner to be prepared on wood fire or charcoal. Cooking will be utensilis or using home made tin can cook sets and stoves. See suggestions below. Adults may eat with units.
   D. Saturday night (L.D.S. units may do this on second days activities) camfire. Scout and webelos planned, should include skits, songs, recognition, awards, etc., campfire need not have real fire or after dark. Adults may be included.
9. Sunday (Second day, L.D.S.) requirements:
   A. Breakfast to be prepared on wood fire or charcoal. Cooking will be utensilis or using home made tin can cooksets and stoves, whichever was not used for Saturday (first day) dinner. Adults may eat with units.
   B. Scouts own to be conducted by boys. Adults may be included.
   C. One learning session to be conducted by scouts for webelos to do. This should be a nature type experience. See suggested topics below.
   D. A one hour service project, assigned by camp ranger, is to be completed. Adults qualifying for award must participate.
   E. Camp to be disassembled, areas to be put back as found, equipment to be packed and stored properly and camp site to be left cleaner than found by scouts and webelos.

(over)

F. An evaluation of the activities will be conducted including adults, scouts and webelos.

SUGGESTIONS:

Learning sessions and program considerations

- Webelos activity badges-Outdoorsman-outdoor fire safety, visit a scout camp, help cook meals, campfire program; Forester- identify 6 different forest trees and plants, plant 20 forest tree seedlings, harm and prevention of wildfires; Geologist-collect 5 geologic specimens; Naturalist-identify poisonous plants and reptiles; Showman-sing 2 songs, one act play, play 4 tunes on instrument; Arrow of light-first aid requirements; Aquanaut-swimming, boat safety, rescue.

- Scout skill awards - Camping - knots, lashing; Conservation - outdoor code, conservation project; Cooking - tot-n-chip, fire building; Environment - plant and animal identification; First Aid - shock, hurry cases, bandages/slings; Hiking - map reading, compass work, Swimming - swim, rescues

- Cooking

  Tin can cooksets and stoves could be a troop and/or webelos project prior to outing or at camp.

- Resources

  High adventure team member, scout handbook, scoutmasters handbook, webelos scout book, webelos and scout program helps, boys life, various training session materials.

  Typical scout camps are camp Jubilee, Great Western Council; Camp Three Falls, Ventura County Council.

HIGH ADVENTURE TEAM
PRESENTS



THE CUB

HISTORIC CYCLING TOURING AWARD

INTRODUCTION:

The Award was established to celebrate our Mexican and Spanish heritage who long ago colonized and developed Southern California into a land of enchantment. Within most Council's boundaries are many historic sites, which go unnoticed by the average Californian; and to bring them to the attention of our young people and make them aware of the local history of our area.

SPECIFIC REQUIREMENTS:

1. Meet all applicable Great Western Council General Requirements (Form HA3002).

2. CUBS: (8-10 years) Cycle between a minimum of three Historic sites in one day, visiting each one.
   SCOUTERS: (21 years plus)

3. Contact your Council H.A.T. Approval Person (Form PP0012), prior to doing the trip. After trip, have a H.A.T. member on the Approval Roster approve award application.

4. Tour group will have a motor vehicle for emergency use with them at all times.

5. Bikes must be currently licensed, and pass inspection, and be certified as safe (brakes, tires, reflectors etc.) by a qualified cycling counselor (bike shop representative).

6. Touring group must have at least one registered adult Scouter (21 years or older) and one adult with the current First Aid card with them at all times.

7. Participants must be familiar with the State Vehicle Code, and the Orange County Council BSA Bike Aid Brochure.

8. Each group will write up a report of their tour and submit it with their application to their H.A.T. Approval Person.

9. Recommended that unit present their report to the Pack meeting, or other Cub Scout gathering.

10. Keep size of group for safety to eight (8) youths per adult. Minimum two adults with each touring group at all times. One of which shall be on bicycle with Tour Group.

11. It is strongly recommended that one of the adults on the trip have completed the latest High Adventure Team (GWC) Cycling Seminar.

12. The Specific Requirements shall supersede the General Requirements if there is an area of conflict.

HC3000 LF: Rev Jan 1982

A: RD APPLICATION CER FICATION

Having successfully completed the requiremer ts for the award as specified _____ ____ of _____,
Type of Unit No. District

_____, do hereby apply for patches for its
Council

members, as listed below, who participated in the event. List all members who qualified. Indicate all adults with a letter (A) after their name. Adults in the BSA program are those of 21 years or older.

1. _____	11. _____	21. _____
2. _____	12. _____	22. _____
3. _____	13. _____	23. _____
4. _____	14. _____	24. _____
5. _____	15. _____	25. _____
6. _____	16. _____	26. _____
7. _____	17. _____	27. _____
8. _____	18. _____	28. _____
9. _____	19. _____	29. _____
10. _____	20. _____	30. _____

Total participants _____ Total patches @ $ _____ _____

I certify that the above listed participants are eligible and did complete all the requirements as specified for this award.

_____ _____ _____
Date Signature Position

Valley Service Center
14955 Saticoy Street
Van Nuys, CA 91405
(213) 786-9500

Mailing Address:
P.O. Box 3198
Van Nuys, CA 91407

Douglas Service Center
11350 Palms Blvd.
W. Los Angeles, CA 90066
391-5250 870-7321

HA 3008
LF: sc
Rev Jan 1982



CUB DAY HIKER AWARD

This hike award is designed to promote the outdoor program in the Cub Pack and give recognition to the participants. The award may be accomplished as a Pack or Den activity. Only registered Cub Scouts, Adult Cub Scouters or Den Chiefs qualify for this award.

The hike shall have a purpose or destination to give Cub Scouts an outdoor experience away from their normal environment. Example: Nature Trails, Guided walks in parks, etc., hike to historic places.

AWARD REQUIREMENTS:

1. At least one week before the hike file a TOUR PERMIT with your local Council.
2. The hike should take a minimum of two hours to complete.
3. Each pertinent Scout should be in uniform (if available) and carry his personal equipment such as his lunch, drinking water and extra clothing like a jacket etc.
4. Each Cub Scout brings pencil and paper to take notes and each Den is to submit a short hike report.
5. At least one Adult in the group should carry a first aid kit and be familiar with basic first-aid.
6. Carry out your trash and that left behind by others.
7. On completion of the hike, fill out a hike award application and submit this with the Den hike report to your local High Adventure representative for approval.

CUB REQIREMENTS FOR MOUNT BADEN-POWELL AWARD

I. USE PROPER COUNCIL HIGH ADVENTURE TEAM AWARD APPLICATION.

II. DAY HIKES REQUIRE ONLY B.S.A. TOUR PERMIT, ROSTER AND ITINERARY.

III. ONLY ONE EMBLEM PER PERSON FOR EACH CLIMB.

IV. AWARD CAN BE EARNED BY UNITS WHO CLIMB BADEN-POWELL AS A REQUIREMENT FOR ANOTHER AWARD. SUBMIT PROOF OF COMPLETION OF OTHER AWARD REQUIREMENTS AND THESE REQUIREMENTS.

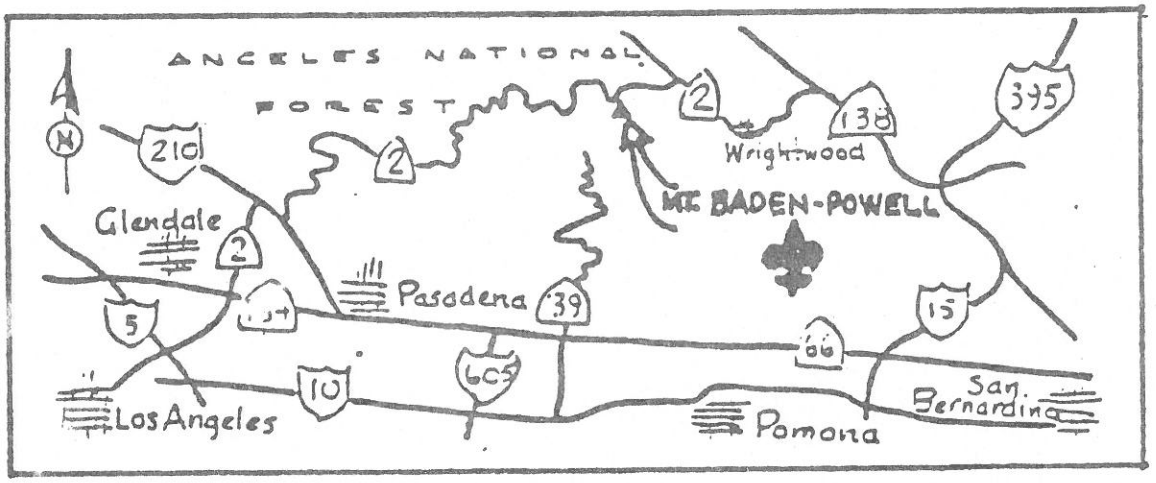
V. THE TRAIL FROM VINCENT GAP ASCENDS MT. BADEN-POWELL BY SWITCH-BACKS. IN PLACES IT IS STEEP AND DANGEROUS. GREAT CARE SHOULD BE TAKEN NOT TO LEAVE TRAIL OR TO DISLODGE ROCKS WHICH COULD INJURE CLIMBERS BELOW.

VI. CAMPING FACILITIES IN THE AREA OF MT. BALDEN-POWELL ARE LIMITED.

(A) THERE ARE NO FACILITIES IN VINCENT GAP ITSELF.

(B) NO FIRES OF ANY KIND ARE PERMITTED ON THE MOUNTAIN, HENCE CAMPING AT LAMEL SPRING ON THE TRAIL MUST BE A COLD CAMP. LAMEL SPRING AT CERTAIN TIMES OF THE YEAR THERE IS NO WATER AVAILABLE.

VII. BADEN-POWELL IS LOCATED ON CRYSTAL LAKE QUADRANOLE 7.5' MAP U.S.G.S.



LOS FIERROS

REQUIREMENTS

1. Visit Rancho Los Cerritos and Rancho Los Alamitos.

   Rancho Los Cerritos is located at the north end of Virginia Road in the Virginia Country Club. Rancho Los Alamitos is located at the end of Palo Verde Avenue, in Bixby Hill Estates. Tell the guard that you want to see the Rancho. Both Ranchos are open Wednesday through Sunday from 1 p.m. to 5 p.m.

2. Visit the Rancho Boundary Series Markers.

   Listed and mapped on Page 4.

3. Visit and research (for reports) these Long Beach historical landmarks.

   a. G.A.R. Highway marker: Auditorium entrance at Seaside and Long Beach Blvd.
   b. G.A.R. Highway marker: Pacific Coast Highway at overpass of the L.A. River, on the south railing.(Not Available this PRINTING)
   c. Willmore's Dream: near the corner of 14th and Pacific.
   d. Anaheim Landing: south of intersection, Pacific Coast Highway and Seal Beach Blvd.
   e. Boundary marker between Rancho Los Cerritos and Rancho Los Alamitos, on Ocean Blvd. at the end of Alamitos Avenue.
   f. Boundary marker between Rancho Los Alamitos, Rancho Los Cerritos, and Rancho Los Coyotes at DeMille Junior High School, Los Coyotes and Carson.
   g. Site of first Long Beach bench mark: in Rotary Club park on top of Signal Hill on Panorama Drive.

4. Write a report on any one of the following:

   a. G.A.R. Highway
   b. Willmore's Dream
   c. Anaheim Landing
   d. The first bench mark in Long Beach

   OR

   Visit and report on any one of the following:

   e. Dominguez Ranchhouse, 18127 Alameda, Compton. Property of Dominguez Seminary, tours by appointment. Phone: 631-5981. From L.A. call 636-6030.

   f. Phineas T. Banning Mansion, in Banning Park, Pacific Coast Highway in Wilmington. Open every day, April through October, from 1 p.m. to 4:30. Admission: adults, 25¢, children, 10¢.

   g. LaMesa Battlefield: 4500 Downey Road, Vernon. In Crocker-Citizens Bank parking lot.

5. Camp overnight at Will J. Reid Scout Park; other than Boy Scout groups, at Monte Verde Park in Lakewood. Reservations required for both parks.

6. Answer 13 out of the 15 questions on Page 2.

QUESTIONS (To be answered orally)

1. What is the name of the Indian tribe that lived on Rancho Los Alamitos and when were they there?
2. How much land was given to Manuel Nieto?
3. Who built the Rancho Los Alamitos adobe?
4. Who was the first owner of Rancho Los Cerritos?
5. Who was the first owner of Rancho Los Alamitos?
6. Who bought Rancho Los Cerritos from Manuela Nieto and for what price?
7. At what battle did U.S. troops recapture Los Angeles?
8. Who restored the Cerritos adobe in 1930?
9. What does G.A.R. stand for and how long was the Highway?
10. What was W.E. Willmore's "dream"?
11. What was Anaheim Landing?
12. Who set the first bench mark in Long Beach?
13. On what ranch is the Dominguez ranchhouse?
14. Who was Phineas T. Banning?
15. At the Battle of LaMesa marker two officers are commemorated. Name one of them.

These questions are to help you in your research. If necessary, write down the answers to help you remember them!

NOTES TO SCOUTMASTER: Scouts should be tested individually on the questions. The best way to complete requirement #4 would be to assign a group of boys to report to the troop on each landmark. Additional information is available at Rancho Los Cerritos and at the main branch of the Long Beach Library, Pacific and Ocean.

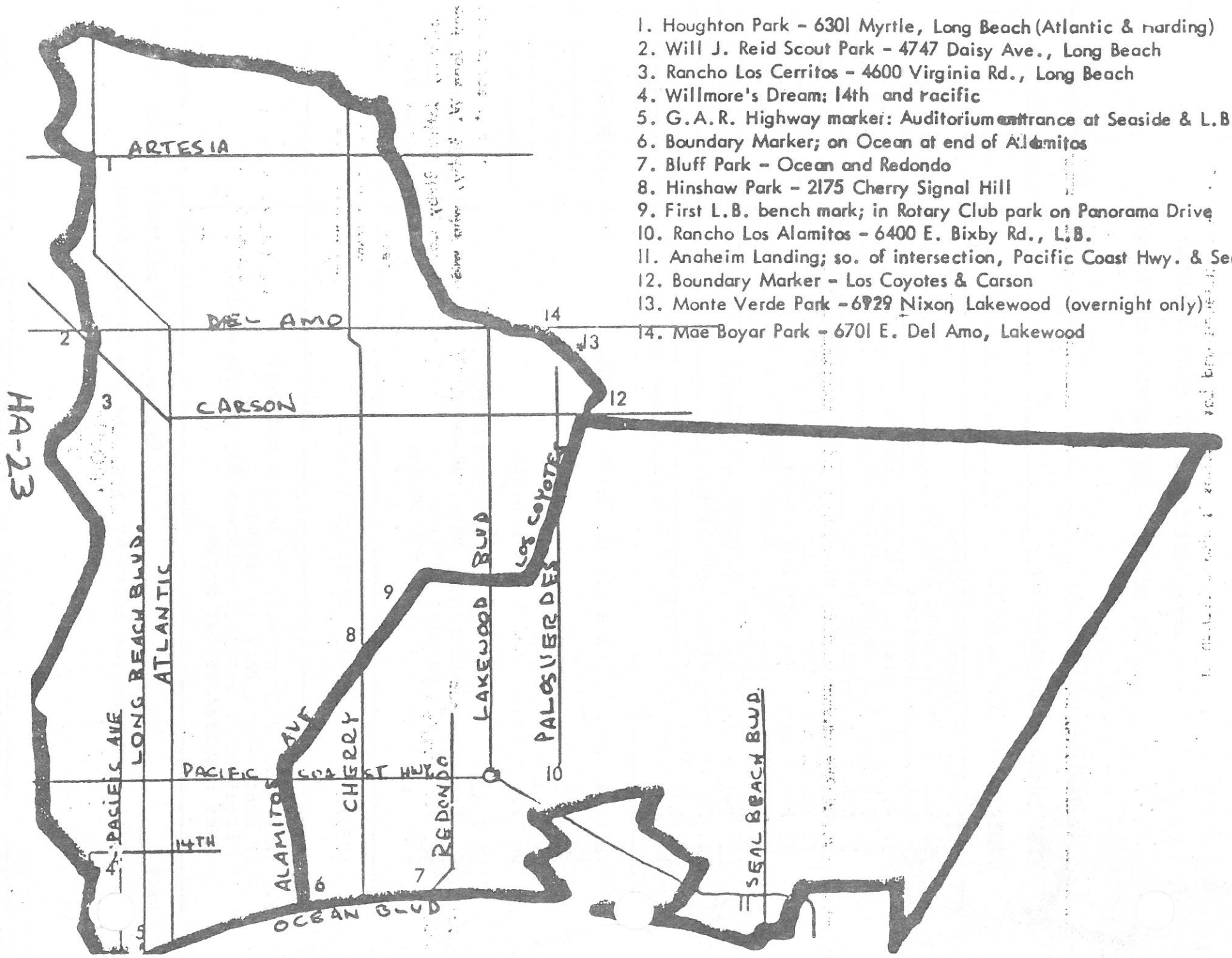
APPLICATION FOR LOS FIERROS AWARD

CUB SCOUTS - BOY SCOUTS - EXPLORERS

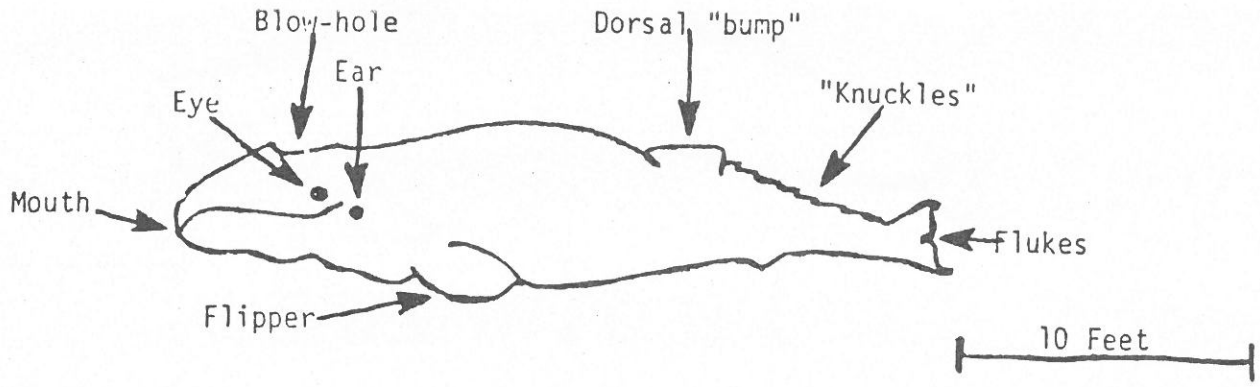
BY BICYCLE OR CAR	SIGNED OFF	DATE
1. VISIT Rancho Los Cerritos		
VISIT Rancho Los Alamitos		
2. VISIT Rancho Boundry Markers		
1. Will J. Reid, BSA, 4747 Daisy		
2. Rancho Los Cerritos		
3. Willmore's Dream, 14th and Pacific		
4. G.A.R., Long Beach Auditorium		
5. Alamitos-Cerritos Divide		
6. Hinshaw Park, 2175 Cherry		
7. First Bench Mark in Long Beach - Top Signal Hill		
8. Bluff Park, Redondo and Ocean		
9. Anaheim Landing, Seal Beach Blvd. & Electric St.		
10. Rancho Los Alamitos		
11. Tri Point Marker, Los Coyotes Diagonal & Parkcrest		
12. Monte Verde Park, 6929 Nixon		
13. Mae Boyar Park		
14. Houghton Park, 6301 Myrtle		
3. WRITE A REPORT ON ANY ONE OF THE FOLLOWING:	ONE NEEDED	
A. G.A.R. Highway	A.	
B. Willmore's Dream	B.	
C. Anaheim Landing	C.	
D. First Bench Mark in Long Beach	D.	
OR VISIT AND REPORT ON ANY ONE OF THE FOLLOWING:		
E. Dominguez Ranchhouse, 18127 Alameda	E.	
F. Phineas T. Banning Mansion	F.	
G. LaMesa Battlefield, 4500 Downey	G.	
4. ANSWER 12 out of 15 questions in book.		
5. CAMP OVER NIGHT at Will J. Reid Scout Park OR Monte Verde Park in Lakewood Required of Scouts (Explorers-Boy Scouts-Weblos) Not required of Cub Scouts		

NAME_____ has completed all requirements above and entitled to wear (on shirt or pack) the Los Fierros Award.

Unit | District | Scoutmaster or Assistant | HA-22 Date | Tour Permit Number



1. Houghton Park - 6301 Myrtle, Long Beach (Atlantic & harding)
2. Will J. Reid Scout Park - 4747 Daisy Ave., Long Beach
3. Rancho Los Cerritos - 4600 Virginia Rd., Long Beach
4. Willmore's Dream: 14th and Pacific
5. G.A.R. Highway marker: Auditorium entrance at Seaside & L.B. Blvd.
6. Boundary Marker; on Ocean at end of Alamitos
7. Bluff Park - Ocean and Redondo
8. Hinshaw Park - 2175 Cherry Signal Hill
9. First L.B. bench mark; in Rotary Club park on Panorama Drive
10. Rancho Los Alamitos - 6400 E. Bixby Rd., L.B.
11. Anaheim Landing; so. of intersection, Pacific Coast Hwy. & Seal Bch.
12. Boundary Marker - Los Coyotes & Carson
13. Monte Verde Park - 6929 Nixon Lakewood (overnight only)
14. Mae Boyar Park - 6701 E. Del Amo, Lakewood



CALIFORNIA GRAY WHALE

CUB SCOUT

WHALE AWARD REQUIREMENTS

A. Read one of the following which may be checked out from your local library;
   a. The Whales Go By, by Fred Phlegar
   b. The Great Whales, by Herbert S. Zim
   c. Whales, by Bernard Stonehouse.
   d. Whales and Dolphins, by G. Collins Wheat.
   or ask your librarian to help you find any other book on Whales which you can read and understand.

NOTE: Remember, do not keep these books checked out too long because there are other children who might want to use them also.

B. Visit the whale exhibit in the basement of the Muneum of National History in Balboa Pakr. Especially notice the miniature models of whales and skeletons of the whale and dolphin.

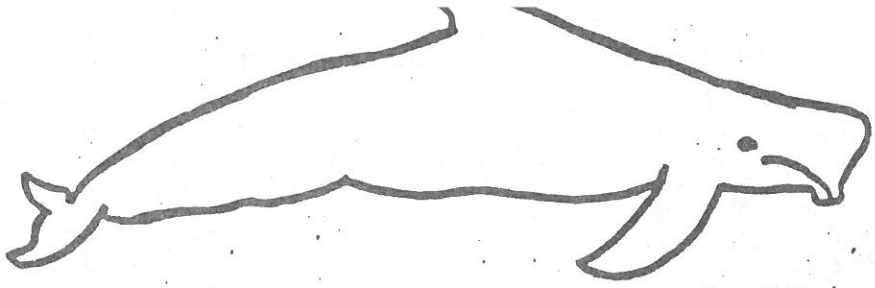
C. Visit the Cabrillo National Monument(lighthouse) atop Point Loma and:
   a. Read the California Gray Whale exhibit displayed out-of-doors, listen to the tape recording, and
   b. SIGHT A WHALE GOING NORTH OR SOUTH ALONG THE COAST OF SAN DIEGO COUNTY.

OR, if

a whale is not sighted, visit Sea World and watch the Whale Show.

DATA FOR SEA WORLD

Grade School with leaders $1.00. If they have time for other shows, $1.25
High School $1.25; older Scouts $1.50. CALL MR. DON DALE 222-6363.



PILOT WHALE

(cut) (cut)

REQUIREMENTS "INTERVIEW SHEET"

NOTE: Each requirement below, A thru C (see page 4), should be completed and then presented to the described people for their signature when you have satisfied them that you have done a reasonable job; YOU ARE DOING THIS TO HELP INCREASE YOUR UNDERSTANDING AND ENJOYMENT OF WHALES.

REQ.	TO BE INTERVIEWED BY;	INTERVIEW SIGNATURE	DATE
	YOUR DEN LEADER, CUBMASTER, OR PARENT WILL REVIEW YOU FOR GENERAL ACQUAINTANCE WITH THE BOOK'S INFORMATION.		
B.	LADY AT MUSEUM INFORMATION DESK.		
C.	RANGER - DECEMBER THRU MARCH ANY RANGER OR ADULT AUTHORITY PRESENT.		

_____ has completed all requirements above and is entitled to wear the Whale Award.

Pack NO. _____ DISTRICT _____ CUBMASTER OR DEN _____ DATE _____

****

Original Data by Alfred L. Pentis, Up Date 1976 - Price and Powell, Council Advancement Committee

****

WHALE AWARD REQUIREMENTS

(Work Sheet)

Check the right block.

1. Is a whale a fish? YES ☐ NO ☐

2. Are whales warm blooded YES ☐ NO ☐

3. Are whales and cows the same in these ways: YES ☐ NO ☐

   A. Body Temperature? YES ☐ NO ☐

   B. Hair on Body? YES ☐ NO ☐

   C. Air Breathers? YES ☐ NO ☐

   D. Give milk to their babies? YES ☐ NO ☐

4. Do all whales have teeth? YES ☐ NO ☐

5. What is the average weight of a gray whale? Check one

   A. 10/20 tons ☐

   B. 25/40 tons ☐

   C. 50/100 tons ☐

6. Do whales have ears? YES ☐ NO ☐

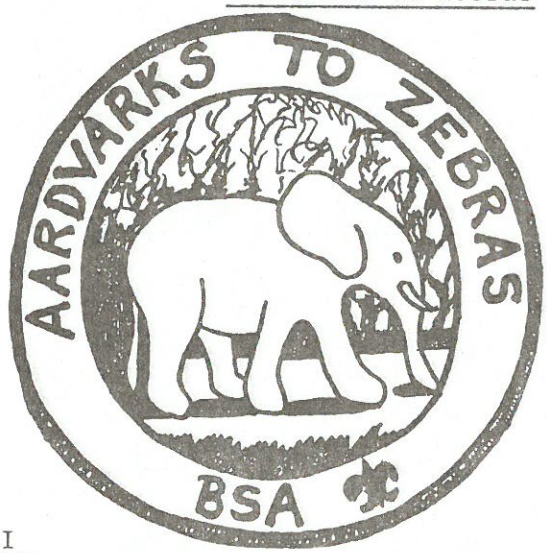
7. Do whales blow water out of their heads? YES ☐ NO ☐

8. Do all whales have a fin on their backs? YES ☐ NO ☐

9. Do whales have protection against cold water? YES ☐ NO ☐

10. May whales be seen along the of San Diego County? YES ☐ NO ☐

BOY SCOUTS OF SAN DIEGO COUNTY COUNCIL and THE SAN DIEGO ZOO
presents
Aardvarks to Zebras - Zookeeping Patch Program



Take a closer look at the San Diego Zoo! Now, Boy Scouts and Cub Scouts can earn a special Zookeeping Patch while taking advantage of a great new opportunity to go behind-the-scenes at the Zoo. See first-hand how the world-famous San Diego Zoo feeds, houses and gives medical attention to over 3,500 animals daily. All you ever wanted to know about zookeeping and never had the chance to ask will be made available to you during this new program!

The Aardvarks to Zebras zookeeping patch can be earned by your troop by completing either of two patch plans:

Plan I

Come to the San Diego Zoo after school for a two-hour guided tour, including a special trip inside the Bird Yard, an in-depth walking tour around Primate Mesa and the Reptile House, and a lecture about zookeeping, careers, animal health and animal handling. You'll also have a chance to touch unusual animals during the lecture.

After your tour at the Zoo, you will be asked to complete three more parts of the patch program--including a zookeeping project to work on individually or as a troop.

Tours start at 3:30 every weekday and last until 5:30.

Price: $4.95 for Cub Scouts, Boy Scouts and their leaders.

Plan II

At your convenience, schedule a complete, three-and-a-half to four-hour Inside Story tour of the San Diego Zoo that includes going inside the Bird Yard, Elephant Barn and Warehouses, an in-depth bus tour and a lecture about zookeeping, careers, animal health and animal handling. You'll also have a chance to touch unusual animals during the lecture.

After your tour at the Zoo, you will be asked to complete two more parts of the patch program--including a zookeeping project to work on individually or as a troop.

Prices: Discounted at $7.50 for Cub Scouts and Boy Scouts and $9.50 for adults (regular prices: $12.75 for adults and $8.75 for children).

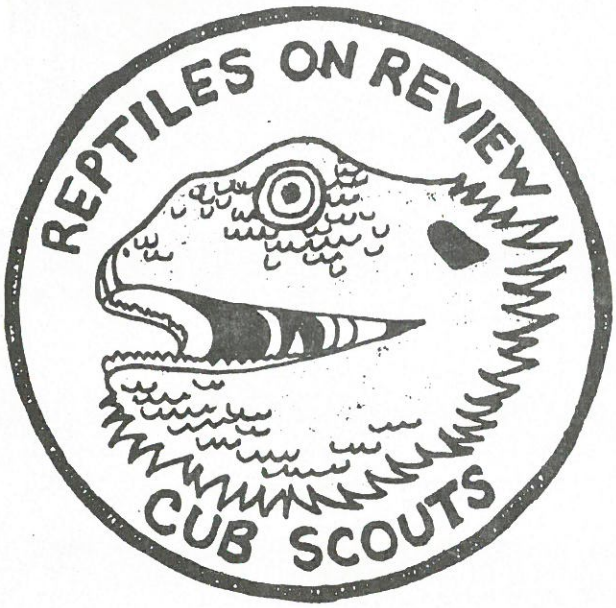
Troop leaders will be provided with an informative booklet to help them complete all parts of the Aardvarks to Zebras zookeeping patch program requirements.

When all requirements are completed, you will be eligible to buy your Aardvarks to Zebras patch through the Boy Scout San Diego County Council business office, 1207 Upas Street, San Diego, CA. 92103.

For your information and to schedule a tour for your troop, just call us at (619) 231-1515, and ask for Special Tours. Minimum group size is 15 people. Groups of less than 15 need to make reservations at least one month in advance of their tour date.

Prices valid through December 31, 1983.

CUB SCOUTS OF SAN DIEGO COUNTY COUNCIL and THE SAN DIEGO ZOO
present
Reptiles on Review--A Reptile Study Patch Program



Take a closer look at the fascinating world of reptiles at the San Diego Zoo! Now, Cub Scouts can learn first-hand all about reptiles by taking a behind-the-scenes tour and earning their "Reptiles on Review" patch.

During the tour, boys will learn to recognize different kinds of reptiles and amphibians, learn about snakebite prevention and treatment, see how the San Diego Zoo cares for one of the finest reptile collections in the world, get to touch several different reptiles and even go inside the Zoo's Reptile House!

Leaders--Don't let your boys grow up with an unreasonable fear of reptiles!

Boys--Find out how fun and interesting reptiles can be!

The "Reptiles on Review" Tour and Patch Program

The "Reptiles on Review" tour is a two-hour behind-the-scenes walking tour for Cub Scouts. It includes an introductory slide show all about reptiles and amphibians, with information about snakebite prevention and treatment, lots of reptiles and reptile artifa to see and touch, a tour of Reptile Mesa and a once-in-a-lifetime chance to go inside the San Diego Zoo's Reptile House. Once inside, boys will get to handle equipment used by the Zoo's herpetologists, see how the Zoo cares for its fine reptile collection and also get to meet several more reptiles. On Reptile Mesa, boys will learn to recognize local reptiles, including rattlesnakes, and also see how the Zoo cares for large endangered species, like the Komodo Dragon and the Galapago tortoises.

After the tour, each boy will be given a reptile worksheet to fill out. Leaders will be given a copy of the worksheet and an answer booklet at the time they book a tour. The worksheet can be completed the day of the tour, or the troop can schedule a complimentary return trip to the Zoo on another day to complete their worksheets.

Tour Information

Tours start at 9:00 a.m. and 1:00 p.m. daily, and reservations are required.

Price: $4.95 for Cub Scouts and their leaders.

When the requirements are completed, Cub Scouts will be eligible to obtain their "Reptiles on Review" patch through the San Diego County Boy Scout Council business office at 1207 Upas Street, San Diego, California, 92103.

For more information and to schedule a tour for your troop, just call the San Diego Zoo at (619) 231-1515 and ask for Special Tours.

Reptile Study Merit Badge Program

A special 3½-hour reptile tour is available for Boy Scouts who wish to work on their Reptile Study Merit Badge. You can sign up as a troop or individually for our regularly scheduled tours. Prices: $7.50 for Scouts and $9.50 for their leaders.

Prices valid through December 31, 1983.

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BOY SCOUTS OF AMERICA



CUB SCOUT WORLD CONSERVATION AWARD

Application

NAME _____

ADDRESS _____

_____

AGE _____

This is to certify that Cub Scout _____ is a registered member of Pack _____ (no.), _____ (district), _____ (city) and has completed the following requirements for his age and badge.

Wolf

___Complete-Achievement #7
Complete all Arrowpoints in 2 of the Following 3 Electives:
___#13-Birds
___#15-Gardening
___#19-Fishing

Bear

___Complete-Achievement #1
Complete all Arrowpoints in 2 of the Following 3 Electives:
___#2-Weather
___#12-Nature Craft
___#19-Water and Soil Conservation

Webelos

Complete the Following Activity Badges:
___Forester
___Naturalist
___Outdoorsman

Participate in a Den or Pack conservation project in addition to the above.

DATE _____ PROJECT _____

He is now qualified to receive the World Conservation Award.

DATE _____ APPROVED _____
(Cubmaster's signature)

MAIL TO: YOUR Scout Council Office

NOTE: The award is only earned once.



CONSERVATION

ideas for units

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CONSERVATION

CAMPING AND
CONSERVATION SERVICE
BOY SCOUTS OF AMERICA

CONSERVATION PUBLICATIONS LIST

Camping and Conservation Service, National Office, Boy Scouts of America

Available free--single copies only:

SOIL AND WATER CONSERVATION ACTIVITIES FOR SCOUTS
SCHIFF SCOUT RESERVATION CONSERVATION PLAN (available on loan--sample for developing camp conservation plan)
OUR OUTDOOR HERITAGE (a filmstrip and record set--available on loan)

CONSERVATION IDEA SHEETS

Number	Item	Number	Item
21-300	Conservation Planning for Scout Camp Properties	21-314	A Guide for Cub Leaders--Conservation Advancement
21-301	Adult Scouter Conservation Clinic	21-315	How a Tree Grows
21-302	Brush Piles and Quail Roost	21-317	Nest Boxes--Squirrel, Raccoon, Duck
21-303	Camp Fire Danger Signs	21-318	Outdoor Environmental Ethic
21-304	Camp Natural Area	21-319	Scouting Environmental Country Fair
21-306	Conservation Baseball	21-320	Tracking Pit
21-307	Cub Scout Conservation Activities for Summer	21-321	Wildlife Habitat Improvement and Other Projects
21-308	Save Energy at Camp	21-322	SOAR With Conservation
21-309	Energy Gardens	21-323	Solar Clock and Compass
21-310	Energy Merit Badge Clinic	21-325	Solar Greenhouse
21-311	Environmental Science Merit Badge Clinic	21-326	Solar Hot Dog Cooker
21-312	Fish Derby	21-329	Solar Still
21-313	Forestry Demonstration Plot	21-330	Solar Wood Drier

Available as indicated--single copies only:

TIPS FOR ENERGY SAVERS
(Free)
- Technical Information Center
P.O. Box 62
Oak Ridge, TN 37830

SPECIAL REPORT ON ENERGY
(Free)
- National Wildlife Federation
1412 16th Street, NW.
Washington, DC 20036

HOW TO RECYCLE WASTE PAPER
(Free)
(Paper recycling award application forms are also available)
- American Paper Institute, Inc.
Paper Stock Conservation Committee
260 Madison Avenue
New York, NY 10016

BACKYARD HABITAT KIT
($1.00)
- Backyard Wildlife Habitat Program
National Wildlife Federation
1412 16th Street, NW.
Washington, DC 20036

Available from the Boy Scouts of America, Supply Division, SUM 0310, at the national office. Please enclose remittance in the form of check or money order when placing an order.

Number	Item	Price
7167	Ecology Signs (set of 80)	$ 11.50
4158	Ecology Workshop Instructor's Guide	1.10
4157	Ecology Workshop Student Reference	.90
3810	Conservation Chart	2.00
12024	Ecology and Conservation Posters (set of 10)	9.00
12019	Environmental Teaching Charts (set of 10)	9.00
3227	Scout Handbook	3.95
3201	Fieldbook	3.95
3575	OBIS for Cub Scouts	17.00

All prices are subject to change without notice.

Merit Badge Pamphlets - $.85 each

3282	Bird Study	3353	Insect Life
3253	Citizenship in the Community	3271	Mammals
3252	Citizenship in the Nation	3285	Nature
3335	Energy	3306	Oceanography
3363	Environmental Science	3342	Reptile Study
3307	Fish and Wildlife Management	3311	Rifle and Shotgun Shooting
3295	Fishing	3291	Soil and Water Conservation
3302	Forestry	3274	Weather
3284	Geology		

Please order these items from the appropriate national Supply Division distribution center:

EASTERN DISTRIBUTION CENTER
P.O. Box 7143
Charlotte, NC 28217

MIDWESTERN DISTRIBUTION CENTER
1930 N. Mannheim Road
Melrose Park, IL 60160

WESTERN DISTRIBUTION CENTER
P.O. Box 556
Sunnyvale, CA 94088

Order No.	Audiovisual Items	Price
AV-938	Look 'N'Do Conservation (Filmstrip w/script)	$ 19.50
AV-654	Look'N'Do Conservation (Slide set w/script)	27.50

Please order these items from: AUDIOVISUAL SERVICE, Boy Scouts of America, 1325 Walnut Hill Lane, Irving, TX 75062-1296.

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CONSERVATION

CAMPING AND CONSERVATION SERVICE
BOY SCOUTS OF AMERICA

CUB SCOUT CONSERVATION ACTIVITIES FOR SUMMER

Summertime is the ideal time to carry out certain learning experiences in conservation and have fun at the same time. Participation in one of the six activities listed below will help a Cub Scout understand the vital importance of natural resources to himself and his country and show him his interdependence with his environment and his responsibility, as a citizen, to contribute to the development of a better environment.

A. Participate in a clean water awareness program.

In the spring, packs may contact their local community water works for a free booklet entitled "The Story of Water Supply". Ask them for any ideas they may have as to how your pack may participate.

Hold an all-day outing combining the three ingredients listed below for a day of water fun and learning.

1. Water contests - held earlier in the year, judged prizes awarded to den or individuals, then, if possible, exhibited at the outing (clean water posters, window displays, clean water jingles, etc.)

2. Water games - see Cub Scout Activity (catalog no. 3837)

3. Tours of water-related facilities (guide arranged ahead of time)

   a. Municipal water treatment plant
   b. Municipal sewage disposal plant
   c. City watershed area
   d. Intensive stream improvement area
   e. Dam-reservoir-hydroelectric project
   f. Industry using large quantities of water and properly treating waste water.

B. Take a conservation trip or guided tour - arrange in advance, confirm guide for Cub Scout-age tour:

1. See water-related tours in A.3, above
2. Fish hatchery
3. Game farm
4. Wildlife management area
5. Managed forest and/or fire tower
6. Zoo or menagerie of native animals
7. Airport or other weather station
8. Mine or quarry (safe for tours)
9. Museum of native natural history exhibits

NOTE: Special Webelos tours for Forester, Naturalist, and Geologist activity badges can be arranged:

a) Nature interpretation centers (see reference for directory in C. below)
b) Forest management areas (contact U.S. or state forestry departments or forestry industry companies)
c) Areas where geologic materials are mined, quarried or used in industry

C. Visit a nature center - combine this tour with an all-day outing. Arrange for a guided tour well ahead of time. A directory is available for sale entitled "Directory of Environmental Education Facilities" from the National Audubon Society, 950 Third Avenue, New York, New York 10022.

There might be a good conservation-oriented project that your pack can do under the guidance of the nature center personnel; offer the pack's services ahead of time.

D. Spend a day with a conservationist - soil and water specialist, forester, fish or wildlife biologist, geologist, conservation officer, and naturalist.

Many resource-agency people will be happy to lead your den or pack for a field trip related to natural history/conservation. A morning hike could be an introduction to the nature community where your outing is held with a rundown of the resources encountered, their interrelationships and importance to the environment, wildlife or man.

After a picnic lunch, the afternoon can be devoted to nature fun and, perhaps, a conservation activity under the direction of the conservationist, planned in advance.

E. Be a farmer or rancher for a day - hold an annual "day on a farm or ranch" for urban Cub Scouts, sponsored by a local service club or industry. Arrangements must be made ahead of time for:

1. Bus transportation
2. A farm or ranch with conservation practices; farm or ranch animals; agricultural practices; picnic and sanitary facilities
3. A guide or two (U.S.D.A. Soil Conservation Service district office, county seat)
4. Offer the services of the pack for a good turn project.

Tour the facility, see how important farms or ranches are to all of us. Have a picnic lunch. Have a Cub Scout from each den write a thank-you note.

F. Go to the park or museum for a day

Some city parks and museums have scheduled nature programs under the guidance of a naturalist. Some of these cities include: New York; Chicago; Washington, D.C.; St. Louis; San Francisco; and San Diego.

Check with your city park commission, city department of education, and museum or zoo to see if your pack or den can take part in a scheduled nature-conservation program.

Plan a full-day picnic outing around the planned park program. Be sure to offer the services of the pack or den to participate in a service project at the end of the day.

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CONSERVATION

CAMPING AND
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BOY SCOUTS OF AMERICA

ENERGY GARDENS

The worldwide food shortage is critical. This country is being asked and is expected to supply more and more grains and soybean to meet worldwide needs. Fertilizer and agricultural chemicals, petroleum-based, will be in short supply worldwide in the future. Weather conditions, too much or too little rain, late or early frosts, could be catastrophic to food crops. Loss of farmland to highways and urban development, loss of once fertile soil to erosion, desertification (drying of once fertile land) and lack of water for irrigation are also reducing our capacity to produce crops.

The objective of the BSA Energy Gardens program is to help meet this problem nationally and worldwide and to help beat inflation. It is estimated that $25 worth of seed and fertilizer could feed a family of four during the growing season and, depending upon the crops grown, well into the fall. A little more spent on seed or seedlings plus careful freezing and/or preserving could fulfill the same family's vegetable needs for 6 months or more.

Many families that have not gardened in years or that have not gardened before can be very successful. In addition to growing much of their own food, they will find that gardening is a low-energy-using activity. They can save on gas by staying home and, best of all, have family fun.

Many of us have some "extra" time on our hands. In order to get into the outdoors yet not leave the backyard, why not grow an energy garden that will supply your family (and possibly some friends) with fresh vegetables all summer long? Depending on **your** energy, it may supply you all winter, too. Rising food costs can be added to rising gasoline costs to convince us that a vegetable garden makes good sense/cents. Before planning, there are a few questions that you should answer and a few items you must consider:

1. What do I want to grow?
2. How much should I grow?
3. How much time can I spend gardening?
4. What will it cost?
5. How big should my garden be?

Basically, the size of your garden depends on the available room in your yard and the amount of time you can spend (i.e., an hour or two in the evenings and a half day on weekends, or whatever).

You must decide if you just want to have a few fresh vegetables for salads or if you want to grow all of your fresh vegetables for your whole family and then store, freeze, and can the surplus. Your desires will undoubtedly fall somewhere between these extremes. The costs can be determined after careful planning and some help from catalogs or garden centers. A good source of information is the BSA *Gardening* merit badge pamphlet, No. 3240.

Let's assume you want to grow all the fresh vegetables for your family of four with enough extra to can, store, and freeze. Here are a few points to remember and follow before making your garden plans:

- Grow only those vegetables and vegetable varieties that have proven to grow well and produce high yields in your area.
- A plot 10 feet wide by 16 feet deep growing 10 vegetables at a low seed cost should supply fresh vegetables for a family of four and a substantial saving on your food bill.
- A plot 50 by 50 feet or 40 by 60 feet will grow enough fresh vegetables for your family with additional crops to store, can, and freeze.
- Test your soil. Add lime and/or fertilizer according to test or recommendation. Preferably, prepare your plot by digging it up in the fall or as early in the spring as you can.
- Order your seed or buy it from a reliable seed company at an early date.
- Buy your plants for setting out from a reliable local dealer. Do not set out until danger of frost is past.
- Be sure to plan your garden on paper before you start digging! Consult a good garden book, catalog, or dealer for information.

REFERENCES

Gardening merit badge pamphlet, No. 3240, BSA
County agricultural agent
Soil Conservation District Office
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Garden books from library

- Find out the earliest and latest dates in your area for planting different vegetables or varieties. Example: beets may be planted as soon as the soil can be worked in the spring until midsummer.

- Some vegetables do better at different times of the year. Example: quick-maturing radishes do best in the spring and should not be planted during the hot summer weather.

- Vegetables which mature at the same time should be planted together. Example: asparagus and rhubarb. Since they are both perennials, they should be planted at one end of the garden so as not to disturb them when your garden is dug up each year.

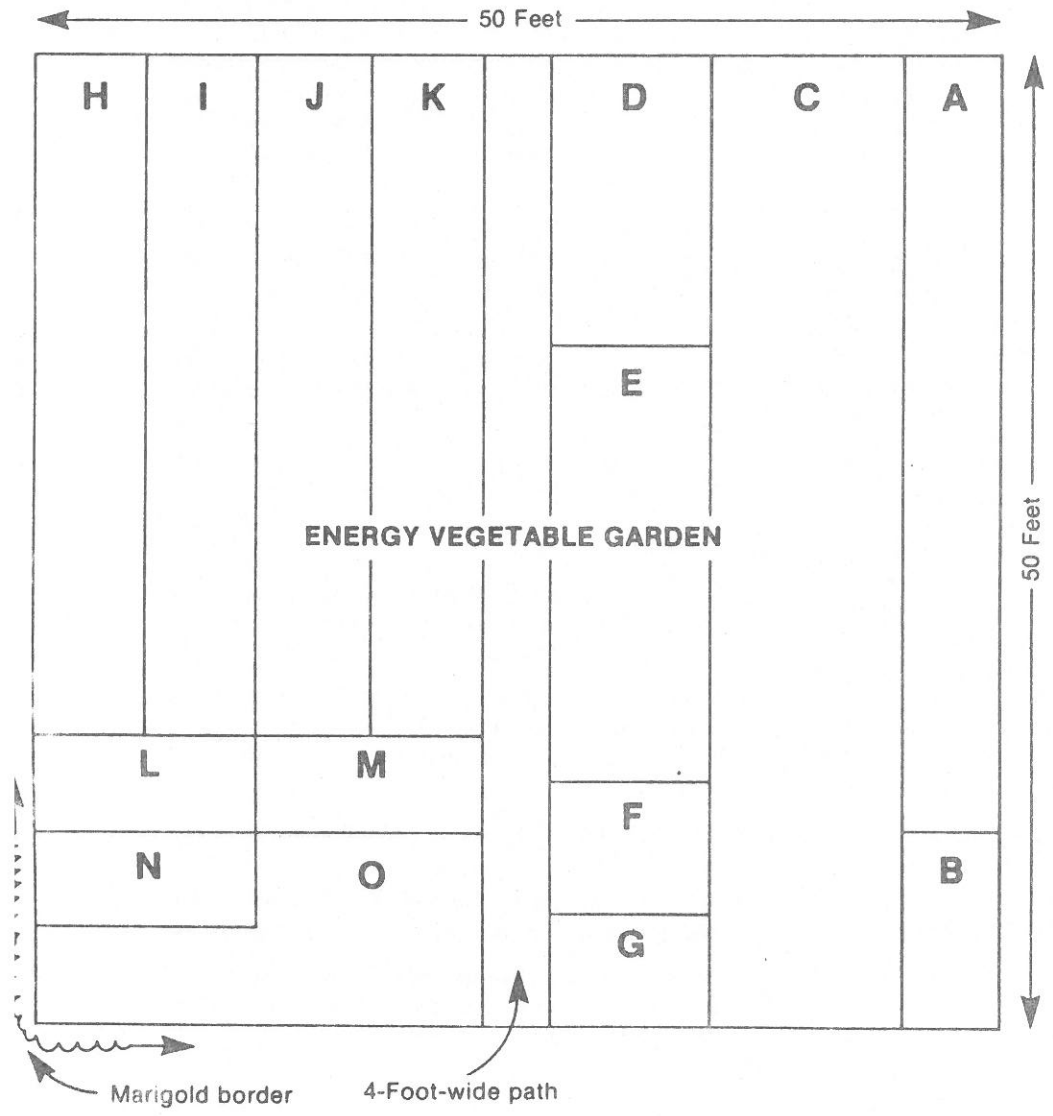
- Check in the garden book or on seed packages for planting distances between rows and between plants.

- Exposure of your garden to full sunlight is important. A south or southeast location is best so that the house will not shade the plot. If your plot is rectangular, it should lengthwise run north and south. Remember, you must have **at least** 6 hours of sunlight a day for success.

- Plant tall-growing vegetables at one end of the garden so they do **not** shade short-growing ones. Example: tomatoes and potatoes do well next to corn, but lettuce or beets would not.

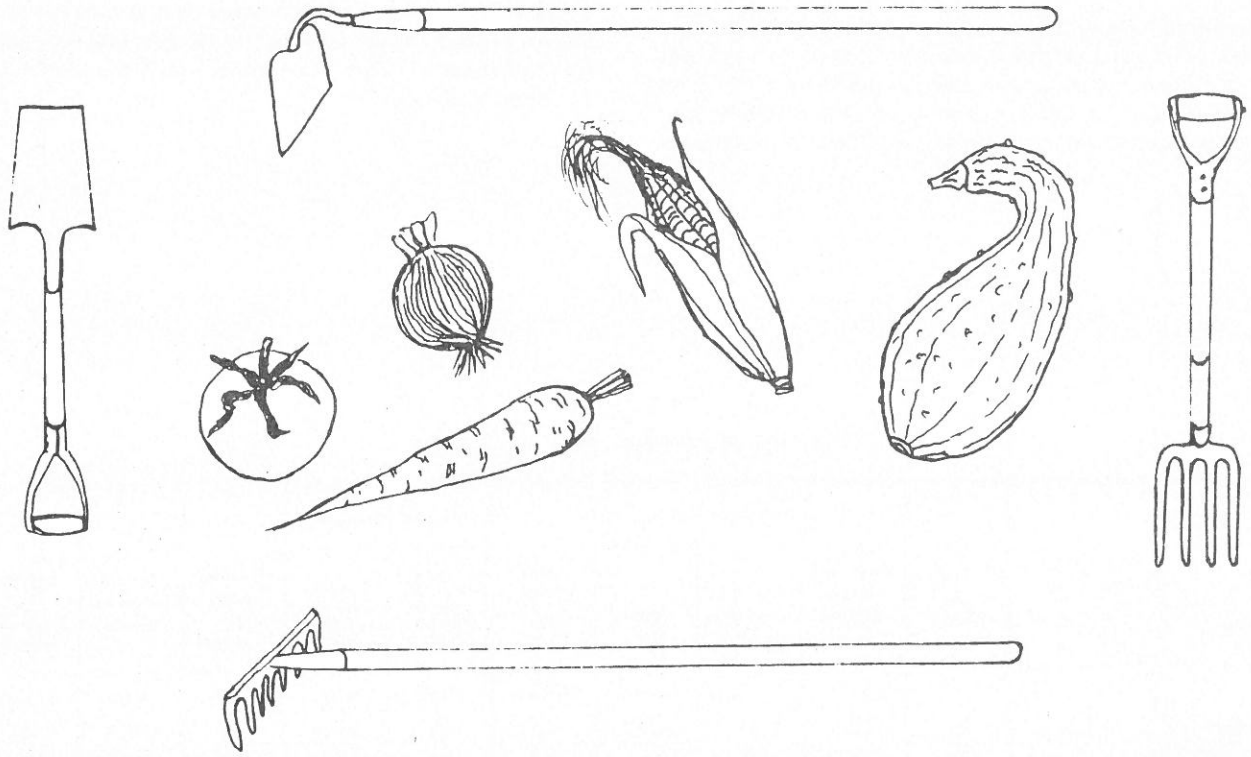
- Many varieties of vegetables are more resistant to drought, insects, and disease than others. Be sure to use those varieties applicable for your area. Check with your county agent for recommendations for prevention and control of insects and disease. Avoid picking vegetables from leafy plants when the leaves are wet. Disturbing the leaves when wet promotes fungus.

- Those vegetables that are susceptible to the same insects and diseases should be planted next to each other so that control will be easier. Example: broccoli, cabbage, and cauliflower belong to the same group; similarly, tomatoes, potatoes, peppers, and eggplant belong together, while melons, cucumbers, squashes, and pumpkins are in a third group.



HAPPY GARDENING

A asparagus or pumpkins
B rhubarb or lima beans
C corn
D tomatoes
E potatoes
F eggplant
G peppers
H beets, carrots
I lettuce, spinach, radishes
J snap beans
K peas, then late spinach
turnips, carrots, or beets
L onions
M cabbage
N cucumbers
O squash (summer and winter)



- Successive cropping means that your garden should produce all the time. Plan it so that as soon as one crop is removed, another one is planted to take its place. Check the early producers such as early peas, which can be followed by spinach or turnips. Bush snap beans mature quickly and, for a succession, plant at 2-week intervals. Looseleaf lettuce is fast and easy, maturing in about 45 days. It can be planted on successive weeks in the spring and again in early fall. Spinach is another crop that can be planted early and again in late summer or early fall. Three plantings of beets are possible by sowing the seed a month apart. Beets yield greens when trimmed in addition to the root when mature.

- Intercropping is another way to increase your production. Plant quick-maturing crops between those that take long to mature. Examples: lettuce may be intercropped with late peas. Squash or pumpkins may be intercropped with corn.

- Rotation is important for best results. Many vegetables and their close relatives will produce better if **not** in the same place after an earlier crop has been removed.

- Be sure to place a path through the center and length of your garden so you have access to cultivate, fertilize, water, and harvest.

- The borders of the path and around the edges of your garden can be planted to marigolds. Marigolds tend to act as a natural insecticide and repel certain insects as well as adding beauty to your vegetable garden. You may plant taller flowers such as zinnias behind the marigolds to add a little bit more beauty.

- Essential garden tools are a spade and fork for good soil preparation, a rake for smoothing the soil and raking in fertilizer, and a hoe for making rows, cutting weeds, covering over the seeds, and making holes. In addition, stout cord and stakes are needed for making straight rows.

- Additional garden tools are cultivators, trowel, pruning snips (one hand), wheelbarrow, hose, watering can, stakes and ties, insecticide and fungicide sprayer, and a basket to carry your produce.

Where manure and compost are available, chop it into your garden after it is first dug up. Commercial fertilizers are used when manure is not available. The amount and times to use it vary and depend on existing soil conditions and kinds of plants. This information can be secured from the county agent, Soil Conservation District Office, and often from reliable garden center dealers. Many "complete" commercial fertilizers are on the market containing nitrogen, phosphorus, and potash. The percentages of the above elements are given on the bag.

i.e., 4-8-4 would mean that the fertilizer contains 4 percent of nitrogen, 8 percent of phosphorus, and 4 percent of potash.

The vegetables may be stored in a cool basement or in an outdoor pit or mound for winter and spring use. Crops that mature early in the season usually do not store well. Some root crops such as carrots, beets, potatoes, salsify, and parsnips require cool and moist conditions. Others such as winter squash and onions must be kept warm and dry. Onions grown from seeds store better than those from onion sets. Tomatoes may be picked green and wrapped in newspaper and stored in cartons in a cool, dry pla[illegible] Those picked before frost in the fall can last through t[illegible] holiday season. Other vegetables that store well include cabbage and turnips.

GARDEN PLANTING INFORMATION

CROP	Hardiness Group	Suggested feet of row per person	For 100' of row		Seeds to sow per foot	Distance between—		Planting depth in garden	Time before ready for use	Reasonable yield per person
			Amount of seed to plant	Plants to set		Plants in the row (thinned or transplanted)	Rows for hand cultivation			
		Feet		Number	Number	Inches	Inches	Inches	Days	Pounds
Asparagus	A	15	——	50-67	——	18	36-48	6-8	2-3 yrs.	5
Beans, bush lima	D	25	1 lb.	——	3-4	6-8	18-24	1-2	70-90	5
Beans, pole lima	D	10-15	½ lb.	——	——	36-48	36	1-2	80-120	——
Beans, green snap	C	50	1 lb.	——	6-8	2-4	18-24	1-2	40-65	20
Beets	A	30	1 oz.	——	10-15	1-3	12-18	½-¾	40-75	20
Broccoli	A	20	1 pkt.	67	——	18	24-30	½	90-120	20
Brussels sprouts	A	10	1 pkt.	67	——	18	24-30	½	100-120	5
Cabbage	A	10	1 pkt.	67-100	——	12-18	24-30	½	80-100	20
Carrots	A	70	¼ oz.	——	15-20	1-3	12-18	½	65-80	60
Cauliflower	B	5	1 pkt.	67	——	18	24-30	½-¾	100-140	5
Celery	B	15	1 pkt.	200	——	6	18-24	¼	120-150	30 plts.
Chinese cabbage	A	5	1 pkt.	——	4-6	8-12	18-24	½	75-90	10
Cucumbers	D	10-25	½ oz.	——	——	12-18	48	1	60-90	——
Eggplant	D	5	1 pkt.	50	——	24	24	—	140-160	3
Endive	A	10	1 pkt.	100	4-6	12	12-18	½	60-90	10 plts.
Kale	A	25	1 pkt.	——	4-6	12	18-24	½	60-90	10
Lettuce	A	20	1 pkt.	100-150	10-15	8-12	12-18	½	50-90	10
Muskmelons	D	20	¼ oz.	67-100	——	12-18	48-60	1	100-150	30
New Zealand spinach	C	5-10	1 oz.	67-100	——	12-18	36	1	60-100	——
Onions (sets)	A	40	1-2 lbs.	——	——	1-3	12	2	50-120	40
Parsley	A	2	1 pkt.	200	——	6	12-18	½	65-100	½
Parsnips	A	15	1 pkt.	——	15-20	2-3	12-18	½	125-160	15
Peas	A	40	1 lb.	——	10-15	1-2	18-30	1-2	50-90	20
Peppers	D	10	1 pkt.	67	——	18	18-24	—	120-150	7
Radishes	A	15	½ oz.	——	10-15	1-2	12-18	½	25-65	15 bchs.
Rhubarb	A	2 pl.	——	33-50	——	24-36	36-48	2-3	365	5
Rutabagas	A	10-25	1 pkt.	——	10-15	6-10	18-24	½	90-100	——
Spinach	A	40	1 oz.	——	15-20	4-8	12-18	1	40-60	20
Squash, summer	D	1 hill	½ oz.	——	——	18-24	60-72	1	60-80	10
Squash winter, and pumpkins	D	3 hills	½ oz.	——	——	24-36	72-96	1	120-150	25
Sweet corn	C	20	1 oz.	——	1-2	9-12	24-30	1	60-100	15 ears
Swiss chard	A	5	½ oz.	——	8-10	6-12	18-24	½-¾	50-60	5
Tomatoes	C	10 pl.	1 pkt.	25-50	——	24-48	24-48	—	100-150	150
Turnips	A	20	1 pkt.	——	10-15	4-8	12-18	½	45-70	20
Watermelons	D	10-15	1 oz.	——	——	24-36	72-96	1	100-140	——

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No. 21-309 1981 Printing

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CONSERVATION

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A GUIDE FOR CUB LEADERS - CONSERVATION ADVANCEMENT

We want to provide the opportunity for every boy in Scouting, according to his age level, to be exposed to a program that will show him:

1. The vital importance of natural resources to himself and to the future of his country and his way of life in a democracy.

2. His interdependence with his environment.

3. His responsibility, as a citizen, to contribute to the development of a better environment in which to live.

Every Cub leader is challenged to teach these concepts to Cub Scouts through related achievements, electives, and Webelos activity badges in conservation. The following pages outline conservation as it occurs in Cub Scout advancement with interpretation of the requirement. There are suggested projects and activities in this field for individual boys, dens, packs, and families.

WOLF - ACHIEVEMENT 7 - Conservation - Pages 56-59

1. Cub Scouts should understand that the soil is an important basic resource and that with the resources of water, climate, and sunlight, this soil produces plants upon which all animal life depends. It is easy to see how soil produces trees from which wood products are made, however, soil produces grass upon which cows feed, who in turn produce milk, so milk can be traced back to the soil. One could really trace back all food and most of our everyday necessities to the soil.

2. Air and water are necessary for life. Clean air and water are essential for a healthy society. Dirty air kills vegetation, is harmful to wildlife, and endangers human health. Polluted water kills wildlife directly, as well as destroying the water environment for vegetation and lesser animal life. Dirty water is undesirable and unhealthy for human use. A big air and water polluter is soil....dust in the air, silt in the water. Erosion is caused by wind or water blowing or washing soil from one place to another. This does not happen when adequate vegetation is kept on the land. Water is polluted by silt, sewage, factory wastes, hot water from power plants, and indiscriminate use of chemicals. Air is polluted by blowing soil, vehicle exhaust, fumes from factories, burning dumps, and incinerators.

3. Improving your environment could be through beautifying your yard, neighborhood or community. Participation helps Cub Scouts to want to improve their environment. First, by not contributing to the problems that already exist, i.e., litter and vandalism; secondly, by doing something that will improve their environment, so that they can take pride in their accomplishments. Some beautification projects are: cleaning up an empty lot, cemetery, park, school ground or yard; cutting or uprooting unsightly weeds; planting flowers in yards, window boxes, and traffic circles; painting fences and garbage cans; planting trees or shrubs; making and distributing car litter bags.

4. The quantity of water available to any community in the United States, of course, varies with the location of that community, the annual amount of rainfall, and the ever increasing numbers of people using the existing supply. Water used in the home may come from wells, reservoirs, rivers, lakes or desalted sea water. Whatever the quantity of water available, it should never be wasted. Some ways to prevent wasting water in the home are: put water in the sink instead of letting it run when washing hands; keep a bottle of drinking water in the refrigerator instead of running the water; repair leaky faucets; take a shower instead of a bath; water garden in the evening, instead of when the sun is bright, to reduce evaporation; mulch your garden, trees, and shrubs to conserve ground moisture; place glass milk bottle in the water closet in the bathroom which displaces (saves) a quart of water; and rinse dishes, when washing them, in a container instead of running water. In areas of the country where real water shortages exist, water garden, trees, and shrubs with waste dishwater.

BEAR - ACHIEVEMENT 1 - Wildlife Conservation - Pages 10-13

Cub Scouts should understand that all animal life depends either directly or indirectly on plantlife for survival. Most mammals use plants for cover and shelter. Some use plants for nests or lining their dens or use hollow trees or stumps. Others eat plants. These include: deer, antelope, muskrat, beaver, rabbit, squirrel, mouse, etc. Some mammals eat smaller animals that feed on plants and store the "plant energy" in their body tissues. These include: weasel, coyote, fox, badger, bobcat, etc. Once a Cub Scout grasps this concept, he will be able to understand this plant-animal relationship for birds, reptiles, amphibians, fish, and insects. Cub Scouts should know, too, that there are four basic needs of wildlife and if one of these needs are missing - wildlife will not be there: Food, Cover, Water, and Living Space.

1. Wild animals are important! They are important to the "Web of Nature," providing food for other animals through food chains. Insect-eating birds destroy harmful insects and benefit farmers. We all enjoy seafood, which is important to man's well-being and economy. Wildlife is important for aesthetic reasons - many of us enjoy watching birds and other life forms. Wildlife affords recreation to millions of Americans through hunting and fishing. Hunting and fishing equipment, as well as food, camping gear, motels, gasoline, bait, and boats, provide income for thousands of Americans. The fur industry that uses pelts from certain wild animals is an important part of the American economy.

2. Laws affecting fish and wildlife are determined by the state conservation department of each of the 50 states. Write to your department for a compendium of fish and game laws within your state. Stores that sell hunting and fishing licenses usually have a supply on hand. Generally, the laws will

cover: seasons or dates for harvest, daily and seasonal bag or creel limits, protected sex or species, proper and improper methods of harvest, and license requirements as to age and residency.

3. A conservation officer is usually thought of as a law enforcement-public relations man for the State Fish and/or Game Department, or the U.S. Fish & Wildlife Service. When we talk about the job of a man working in fish and wildlife conservation, we usually are talking about the services of different men involved in four general areas: research, management, education, and law enforcement. (See page 13, "Bear Cub Scout book")

4. Most state conservation departments publish a booklet on attracting birds to home and garden. (See Birds - Elective 13, pages 142-147 of "Wolf Cub Scout Book")

BEAR - ELECTIVE 19 - Water and Soil Conservation - Pages 160-163

Soil is a very complex substance which develops over a long period of time. Soil formation goes on very slowly all the time and we can see it nearly everywhere. Soils vary with the influence of climate, original rocks which formed the soil in the beginning, and the kind of vegetation which provides the organic matter.

Soil is the source of mineral nutrients for plants and animals. It stores water from rain and snow and releases it either through plants (transpiration) by evaporation from the soil itself or letting it seep into underground supplies.

Water is important for plant growth. Seeds will not germinate without moisture. Plant roots absorb water, which carries nutrients from the soil to the leaves of the plant. Man needs and uses tremendous supplies of water of which his needs are increasing each year. Water waste is explained in Wolf Achievement 7 and 2 above and how we can conserve water in 4 above.

1. The difference in the layers of soil can be quite dramatic to a Cub Scout. Have him collect a small quantity of topsoil from beneath a tree where there is quite a bit of organic matter. Then have him collect subsoil (a foot or more deep) from an area of bare ground. This can be easily done where there is an excavation or road cut. He will be able to see the bits of organic matter, darker color, and, perhaps, animals in the topsoil. He can feel that most topsoil is crumbly and does not easily compact. The subsoil may look lighter in color and have very little or no organic matter and animals. The subsoil will usually compact into a ball when he squeezes it. To further test it, he can put both soils in separate cans with holes in the bottom and pour the same amount of water in both cans. Water will quickly percolate through the topsoil, but will lie on top of the subsoil. From this, he can be taught the value of soak-in compared to runoff and the need to take care of our topsoil.

2. Planting a bean in each of two kinds of soil, again, will show the value of topsoil as compared to subsoil for growing plants. As a general rule, plants will usually grow better in topsoil than in subsoil. This is because topsoil contains more organic matter which improves the soil. (In desert soils, organic matter seldom accumulates in the surface layer. Some other soils leach the nutrients from the topsoil to the subsoil.) At the end of a month the Cub Scout will be able to tell which of his two soils grew the best bean plant.

3. Where does the water come from that is used in the homes of your community? It will come from one of these sources: a well outside the home, community wells, community reservoir or lake, river, springs, desalinated sea water, or underground supply.

4. Two simple experiments that show how soil may be lost or ruined and how grass or other plants help protect soil are: runoff plot (p. 161, "Bear Cub Scout Book") and splash boards. Runoff plots can be constructed right on the land, as an outdoor activity, using bare soil on a slope and sodded soil on a slope. By making it rain (perforated can) on the upper part of each plot, Cubs can see how soil is washed away (erosion) when not protected by plants. You can start with two bare plots and add vegetation - grass clippings, straw, leaves, etc. to one plot to show how the addition of any vegetation will help. Relate this experiment to an example on the land (if one is available) such as an eroding driveway, path or bank. Splash boards illustrate splash erosion. One stick is placed in the ground on bare soil and the other placed in sodded soil. A piece of white cardboard is tacked to each stick with the bottom touching the ground. Make it rain (perforated tin can) in front of each and compare the difference between the two cardboards. Cub Scouts will see the powerful force of raindrops and how they move soil particles from unplanted areas. Show Cub Scouts how this occurs on a garage or house where bare soil is unprotected. Much soil is lost each year by movement through splash erosion. Cub Scouts will notice that very little water splashes upward from the grass because grass breaks up the raindrops. There is little or no splash from sod, since the raindrops do not strike bare soil.

WEBELOS ACTIVITY BADGES

Geologist and Forester are well outlined in the "Webelos Scout Book."

Natu conservation projects and activities for individ Cubs, dens, packs, or families. These are desi d to interest Cubs in an activity from which he can learn a concept or contribute an effort toward conservation understanding or learn the interrelationships of a nature community.

ACTIVITY OR PROJECT	SPRING	SUMMER	FALL	WINTER
1. Plastic bag nursery Use dime store potting soil and plastic bags: Cutting stock - yews Seeds - trees of all kinds Small transplants - evergreens	*	*	*	
2. Keep a live animal (purchased from a store) Goldfish Guppies, zebras, and white cloud mountain fish are a few tropical fish that can be kept at lower temperatures in small fish bowls.	*	*	*	*
3. Terrarium of local wild plants from backyards, woods, corner lots, mountains, deserts, etc. (use gallon jar, fish bowl, etc.)	*	*	*	
4. Learn five local trees and their uses in the community and/or in the forest.	*	*	*	
5. Take a trip with guided tour to: Sewage disposal plant Airport or other weather station Managed forest or woodlot Wildlife area Stream improvement Fish hatchery or Game farm Industry with pollution abatement Nature interpretation center Natural history museum Zoo or menagerie	*	*	*	*
6. Build a bird feeder for seed or suet (P. 143, 146, 147 Wolf Cub Scout Book)			*	
7. Build a bird house according to specifications for a local nesting bird.				*
8. Take a nature hike and learn the word ecology	*	*	*	*
9. Make an ant colony (P. 142 Webelos Scout Book)		*	*	
10. Plant trees (P. 114 Webelos Scout Book)	*			

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ACTIVITY OR PROJECT	SPRING	SUMMER	FALL	WINTER
11. Plant wildlife shrubs	*			
12. See a conservation movie or filmstrip	*	*	*	*
13. Make a bird bath (P. 146 Wolf Cub Scout Book)	*			
14. Keep worms and learn what they do to the soil	*	*	*	
15. Keep an insect: Meal worms (pet store), praying mantis, cricket, grasshopper (P. 118 Webelos Scout Book)	*	*	*	*
16. Collect and keep insect cocoon (P. 117 Webelos Scout Book)				*
17. Make a plaster cast of a mammal track	*	*	*	*
18. Make a mineral hardness scale - use it (P. 125 Webelos Scout Book)	*	*	*	*
19. Grow plants in chemicals (P. 153 Wolf Cub Scout Book)				*
20. Read a nature forestry, geology or wildlife book.	*	*	*	*
21. Grow bean seeds in subsoil and loam - keep and compare growth (P. 163 Bear Cub Scout Book)	*	*	*	*
22. What seeds are airborne? Keep a box of steril soil outside, water and care for it. What happens? (P. 163 Bear Cub Scout Book)	*	*	*	
23. Make a tree collection: Leaves or seeds of trees that produce lumber products. Leaves or seeds of trees important to wildlife. Leaves or seeds of trees used as an ornamental or as shade. Leaves or seeds of trees whose fruit is edible.	*	*	*	
24. What we get from forests - put samples of forest products on a panel (newspaper, plywood, etc.)	*	*	*	*

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ACTIVITY OR PROJECT	SPRING	SUMMER	FALL	WINTER
25. Make a soil erosion or runoff box to demonstrate erosion and erosion prevention to your den (P. 161 Bear Cub Scout Book)	*	*	*	
26. Make a splashboard demonstration and show to your den. (Make it "rain" in front of white cardboard on bare soil and on sodded soil)	*	*	*	*
27. Clean up a trail, park, etc.	*	*	*	
28. Plant Flowers (seeds or plants).	*			
29. Weed garden or yard.	*	*	*	
30. Put up bird house in winter or early spring	*			*
31. Feed birds			*	*
32. Window display during Wildlife Week - March	*			
33. Make a rain gauge - put it in your yard, keep records (P. 87, 163 Bear Cub Scout Book)	*	*	*	*
34. Game laws - why do we have them? What mammals and birds are concerned -- learn them.	*	*	*	*
35. Fish laws - why do we have them? What fish are concerned - learn them.	*	*	*	*
36. Install outdoor thermometer in your yard. Make a box for it.	*	*	*	*
37. Make a rock or fossil collection (P. 134, 135 Webelos Scout Book)	*	*	*	*
38. Make an insect collection (P. 141, 147 Webelos Scout Book)	*	*	*	
39. Make a percolation display. Cut bottoms and tops out of two cans. Force one can in ground in subsoil and one in ground in soil with rich humus. Pour equal water in both cans. What happens? Why? Demonstrate to den.	*	*	*	
40. Clean up a section of stream.	*	*	*	*

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CONSERVATION

CAMPING AND
CONSERVATION SERVICE
BOY SCOUTS OF AMERICA

HOW A TREE GROWS

PURPOSE

A display showing how a tree grows and pointing out the functions of the trunk, roots, foliage, bark, and inner wood. The display also shows the length of time to grow a tree to a certain diameter, how to age a tree and some reasons for tree or forest conservation.

EXPLANATION

This exhibit consists of three pieces. Two colorful charts on tree growth are available and are self-explanatory. They are mentioned below.

The third part consists of a cross-section of a tree. This is used to show the annual rings laid down by the tree. It can be made more interesting by relating dates in history to corresponding tree rings. Dry and wet years can be shown by the relative width of the rings compared to available weather data.

CONSTRUCTION

1. Write for charts:

   Growth of a Tree--American Forest Products Industries, 1816 North Street NW., Washington, DC 20006 measuring 24½ by 34½ inches.

   How a Tree Grows--U.S. Department of Agriculture, Forest Service, M-5159, measuring 16 by 21 inches, U.S. Forest Service, P. O. Box 2417, Washington, DC 20025.

2. Mount these charts side by side behind a clear plastic sheet on a 4- by 4-foot by ½-inch marine plywood panel, 3/8-inch plywood, ¼-or 1/8-inch tempered Masonite or other weatherproof material. They can also be mounted separately. The panel(s) should be undercoated and painted with outside enamel before the chart is mounted.

3. Screw the plastic-covered mounted chart onto the frame (or conversely) for easy removal to replace chart from climate damage in time. The framing could be 1 by 2 or 2 by 4 inch or other material. It should be undercoated and painted dark green with outside enamel.

4. Mount panel on two posts set in the ground using lag screws or bolts. A single post will suffice if the charts are mounted separately. An easel may be used instead of posts constructed from 2 by 2 or 2 by 4-inch lumber. See sketches.

5. Get as large a log cross-section as can be procured, preferably from a native tree. Check with a local timbering company or saw the section from a trunk or stump that is "seasoned," but not rotted. The section should be about 6 or more inches thick. Sand the top side of the section smooth and apply several coats of marine varnish. Mount it on a stand or tripod. See sketch.

6. Use arrows or flags to mark tree rings representing historic dates. The older the tree the section is taken from, the more interesting the exhibit. Six or more arrows or flags are used to mark the rings which indicate interesting dates to Scouts.

Tree-Growth Key

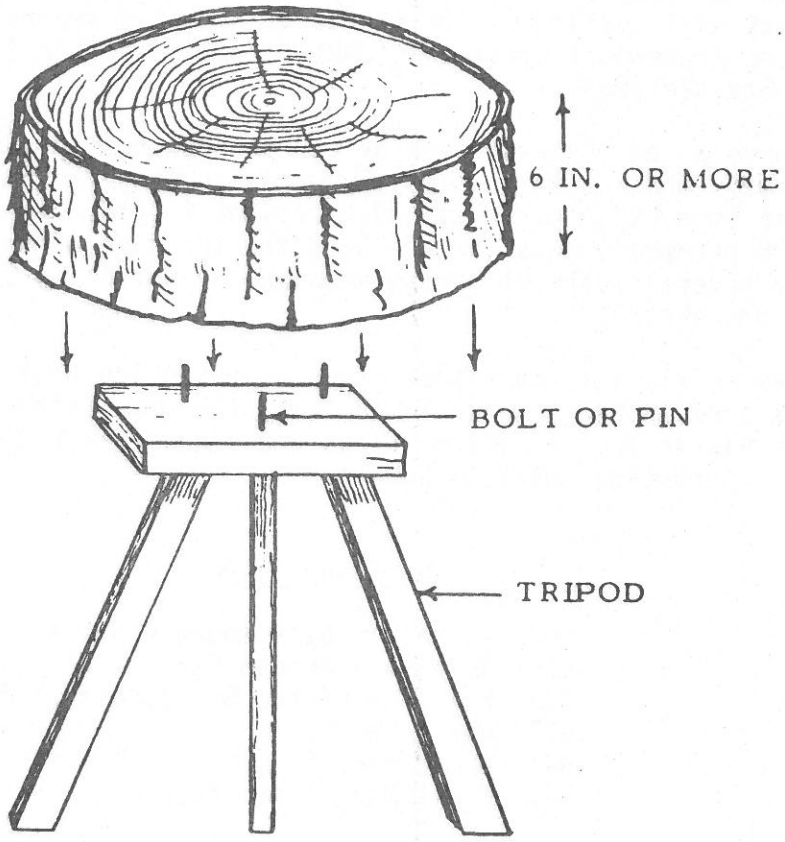
1863 Lincoln's Gettysburg Address
1898 Spanish American War
1910 Birthday of the Boy Scouts of America
1917 World War I
1941 World War II
1969 First Man on the Moon

12 rings from outside--Your date of birth, etc.

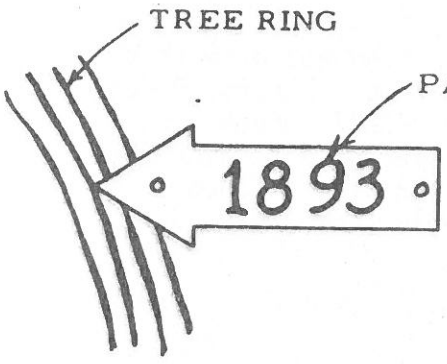
7. Cut arrows from aluminum, copper, or galvanized metal sheathing and paint them with historic dates or numbers--see the key above. Flag markers can be made from aluminum nails and metal sheathing and painted with dates or numbers. See sketch. The above tree-growth key can be printed on white posterboard, covered with clear plastic, and mounted on the log cross section.

8. Two additional colored charts can be similarly mounted and added to this exhibit, "What We Get from Trees," U. S. Department of Agriculture, Forest Service, M-5293, and "What We Get from Forest Land," M-5297. Each measures 28 by 40 inches and can be mounted side-by-side on a 4- by 8-foot panel or separately. They should be treated as the charts mentioned above. Both charts are self-explanatory and obtainable from the U. S. Forest Service, Washington, D.C. 20025.

LOG CROSS SECTION

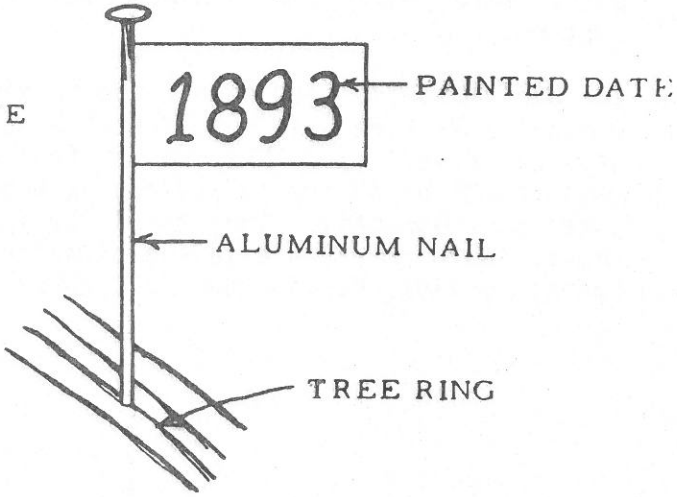


MARKING TREE RINGS



METAL ARROW

NAILED FLAT ON FACE
POINT ON RING



METAL FLAG

NAIL POINT ON RING

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CONSERVATION

CAMPING AND CONSERVATION SERVICE
BOY SCOUTS OF AMERICA

NEST BOXES --- SQUIRREL - RACCOON - DUCK

A. PURPOSE

A project to provide a suitable "home" or nesting box for certain kinds of wildlife where natural homes--such as hollow trees or logs--are few or missing. These structures will help increase the wildlife population provided that the other needs of wildlife are fulfilled--food, water and living space.

B. EXPLANATION

One of the requirements for wildlife survival is cover. This includes an adequate area or "home" to bear and raise young in addition to the protection and shelter requirements. The types of "homes" for different species are, of course, different. Raccoons need a fairly large cavity in a tree (or hollow log), while a squirrel or woodpecker would require a smaller one in which to build their nests. Deer do not build nests but hide their fawns in a thicket or forest glade.

First, you must know what kinds of birds and mammals live or could live in or near the area in which the homes are to be placed. Second, construct the homes according to the correct measurements and style for the animals that will use them. Last, place the homes in the correct location and in the right way in order to attract an occupant.

Young woodlands are ideal areas for nesting boxes, because they usually lack old, dead "den trees" and hollow logs which are natural wildlife homes. Remember, homes should be placed in the habitat of these animals: squirrel boxes in an oak or nut-tree woodland; raccoon boxes in wooded areas not too far from water; wood-duck boxes along a woodland stream or in a wooded lake or pond; and mallard boxes in water along the edges of a lake or pond.

Animals other than those you intended, may use these homes. Some of these are: bees, flying squirrels, screech owls, and woodmice.

C. CONSTRUCTION

Made from lumber, plywood, or slabbing, according to sketches and dimensions:

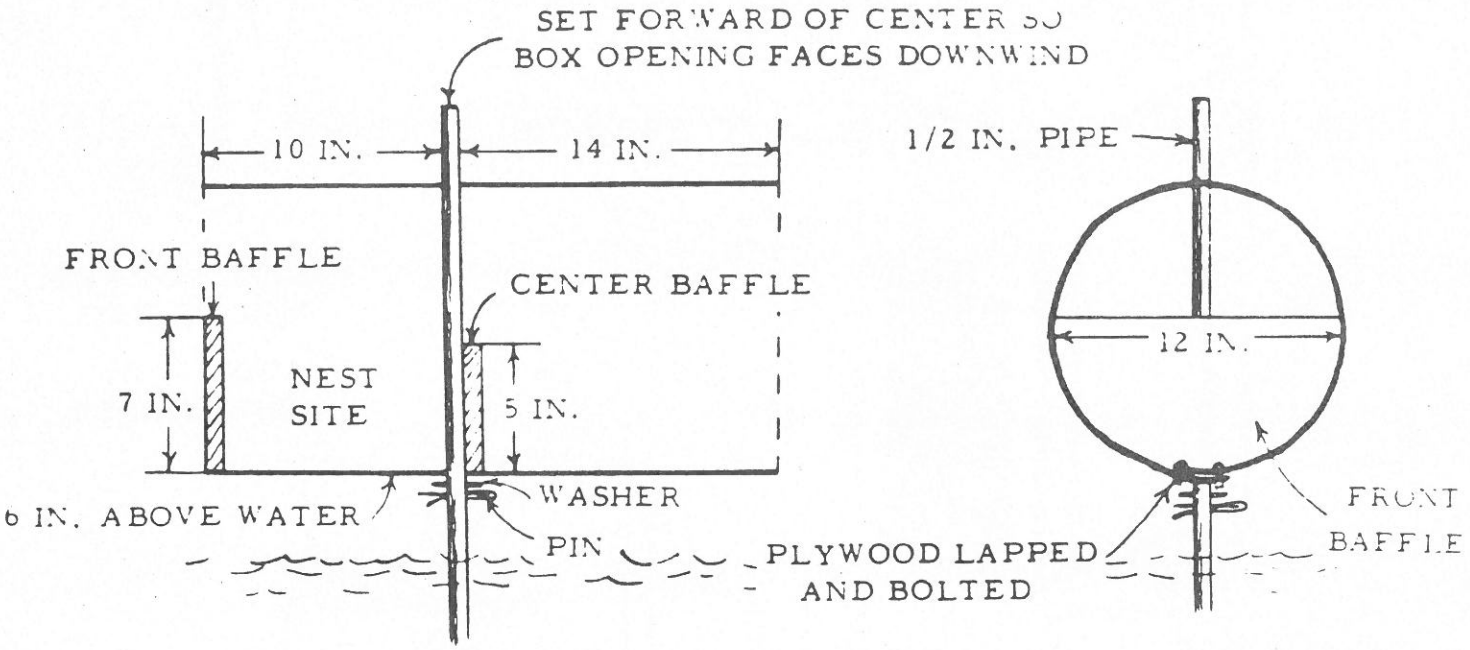
Wood-Duck Nest Box. See sketches and material list.

Squirrel and Raccoon Nest Box. Same measurement as a wood-duck box. Place entrance hole for squirrels and raccoons on side as per sketch. Wooden nail kegs with a "roof" and entrance hole make good mammal boxes. Entrance hole for raccoon must be larger.

Mallard Duck Nest Box - See sketches and material list.

Place a legend sign beneath or near an example of one of the nest boxes so that it will be self-explanatory when no "guide" is present. The legend will consist of the explanation (item B). It can be typewritten, plastic covered, and mounted on Masonite on a post.

MALLARD DUCK NEST BOX



SIDE VIEW

FRONT VIEW

MATERIAL LIST

Marine Plywood
Exterior Glue
1/8" x 24" x 44"

Baffles
3/4" x 12" x 12" - Pine

Four Bolts, Nuts, Washers

One Cotter Pin and large Washer

Pipe - 1/2"

Steam Apparatus to soften, then bend Plywood:
Polyethylene around wood frame
Household Vaporizor Overnight

NATURAL WOOD
PRESERVATIVE
MAY BE APPLIED

BOX PLACED NEAR
SHORELINE IN WATER
2 FT. OR MORE DEEP

WOODEN KEGS OF
APPROX. SAME DIAMETER
MAY BE USED

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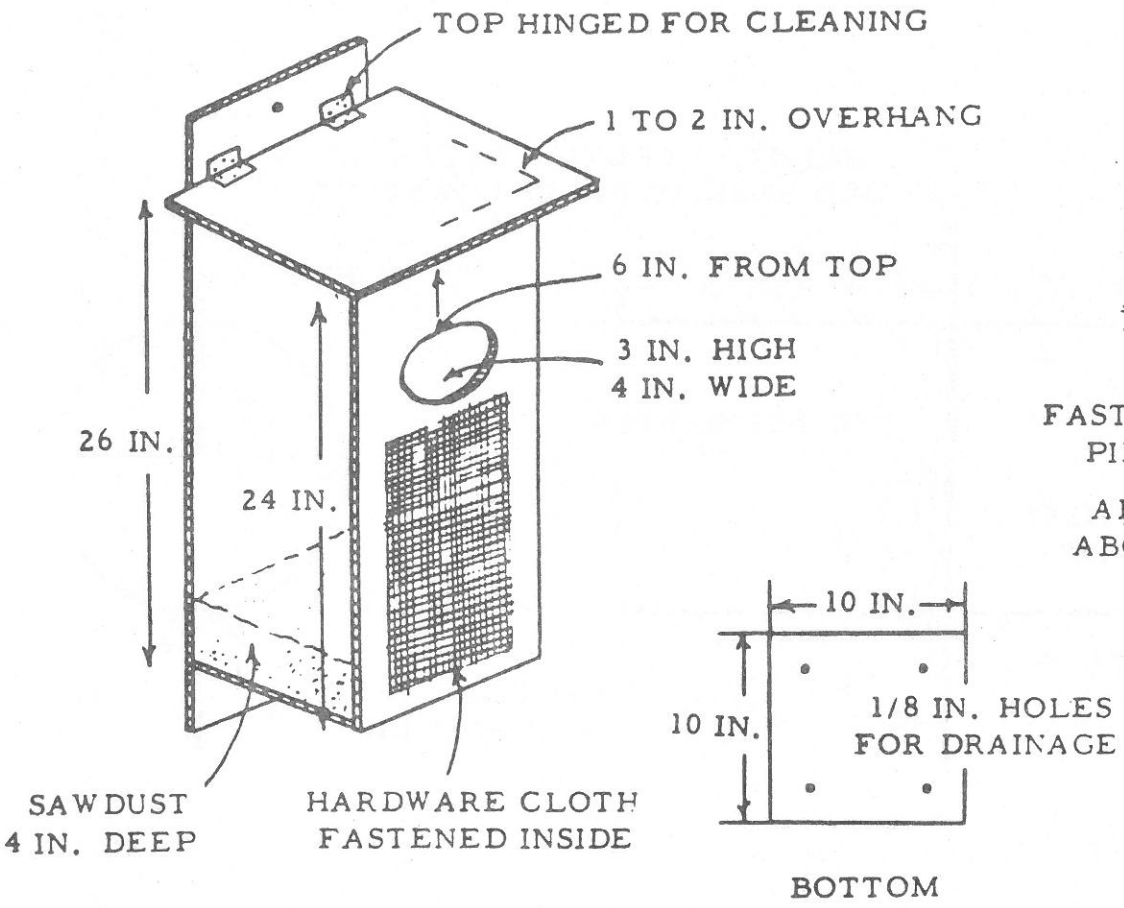
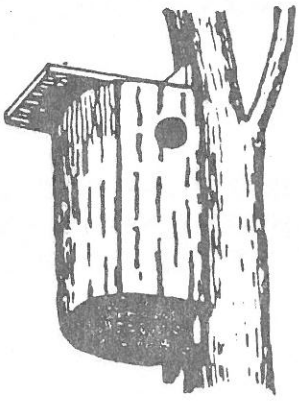




FASTEN TO TREE,
PIPE OR POST

ABOUT 6 FT.
ABOVE WATER

WOOD DUCK NEST BOX





SQUIRREL AND RACCOON BOX

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WILDLIFE HABITAT IMPROVEMENT

AND

OTHER PROJECTS

In some areas of the country, collections of paper, metals, and glass for recycling do not have a ready market. Some units, in addition to their recyling program, will want to carry out a wildlife activity, tree planting or beautification project for Project SOAR.

The curtailment of weekend trips is one way that we can help conserve energy. As a result, we will turn to other pursuits to occupy our time. What better way to get in the out-of-doors than through a project that will improve habitat conditions for wildlife or beautify your community.

The following projects will provide learning experiences for Scouts and Cub Scouts:

- Beautify your community through tree planting and, where applicable, plant trees to help meet lumber and pulp needs in the future. Launch a troop and pack program of "Trees for All Reasons." Do a planned unit tree planting project in cooperation with U.S. or state forestry departments, city or county parks departments, conservation department or Soil Conservation District.

- Improve habitat conditions for wildlife. Carry out a planned unit urban-suburban habitat improvement project for wildlife, planting for food and cover in cooperation with state or Federal agencies.

- Build and set out bird nesting boxes and bird feeders. Check with local conservation authorities on the nesting needs of local birds and applicable houses that will provide nesting devices for wildlife, for example, a bluebird trail, wood duck nest boxes, squirrel boxes, morning dove nest, goose next, etc.

- Plant geraniums, other potted plants, and flowers around your sponsoring institution, community, and yards. You may also propagate ornamental plants by rooting in a windowsill "greenhouse." After a few months, the plants may be set out. Call this project "Beautify Your Community--Plant Flowers and Shrubs."

HOW TO MAKE A BIRD FEEDER

Purpose

To feed birds during the winter season when food is in shortest supply and to allow people the opportunity to observe birds at closer view.

Materials Needed

Sufficient quantity of 3/4-inch wood depending on number of tray feeders being constructed and/or sufficient lengths of 4-inch logs or 4 by 4 lumber depending on number of log feeders being constructed.

Other materials are 1 by 4 lumber and nails for the tray feeder and one screw eye per log feeder.

Salvage or scrap lumber is sometimes available from industry. Small trees or limbs for log feeders may be cut with permission of landowners or available from land-clearing.

Suet feeders can also be made from pine cones, hardware cloth, or heavy net bags.

Other material for seed feeders include: plastics, half coconut sheels, and wooden salad bowls.

Procedure

(Birdseed Tray for Window or Post)

One piece of board, 10 by 16 by 3/4 (10-inch wide boards are finished to 9 3/4 inches) and one piece of 1 by 4 by 51 inches will be needed for each feeder. The cuts are made according to the following sketches. Note: Braces will not be needed if feeder is placed on a post. Use scrap 1 by 2 for braces. Be sure to drill ¼-inch drainage hole in each of the 4 corners of the tray. Fill tray with wild birdseed mix or sunflower seeds and place in yard on post or in window.

Suet Log Feeder

One log, 16 inches long and approximately 4 inches in diameter, will make a good feeder. Practically any durable wood that can be drilled may be used. From 6 to 10 one-inch holes may be drilled halfway through the log. Taper the log with axe or knife and insert heavy screw eye for hanging. Suet is forced into the holes, and the feeder is hung from trees in yards where it may be observed from the house. Suet feeding birds include woodpeckers, nut-hatches, chickadees, titmice, and brown creepers.

HOW TO MAKE A BIRDHOUSE

Purpose

To provide a nesting box for those species of birds in an area where natural ones are lacking.

Materials Needed

Sufficient quantity of 3/4-inch thick wood, depending on style and number being constructed. The plants below are based on 3/4-inch pine, available at local lumber yards.

Salvage or scrap lumber is sometimes available from industry. Sawmill waste, rough slabs with bark on, is sometimes available from mills.

Birdhouses can be also constructed from milk cartons, gourds, pottery, and tar paper. However, wood seems to be the most practical and durable.

Materials to complete the birdhouse include hinge for access to cleaning, nails, and paint (modest tones such as brown, gray, or dull green blend best, except that houses, such as those for purple martins in exposed areas, should be painted white to reflect heat).

Procedure

A few general rules:

Make nest boxes for specific birds, each of which require specific measurements, entrance holes, height above ground, etc.

Do not build apartment houses for birds other than for purple martins.

As a rule, do not use metal as it gets extremely hot when exposed to the sun.

Limit the number of homes to an area; i.e., 3 or 4, widely separated, to the area.

Make provisions for cleaning out the old nest after each season.

Build houses with ventilation (slits under roof overhang) and drainage (4 small holes in corners of bottom).

(Bluebird House)

For Eastern Bluebird, Western Bluebird, Mountain Bluebird.

One 55 by 6 by 3/4 inch board is needed per house. The entrance hole is 1½ inches. No perch is necessary. Place box on fence post, tree, or post in open area, 5 to 10 feet above ground. A bluebird trail can be laid out by placing one bluebird box every 500 feet for any number of miles.

(House for House Wren, Carolina Wren, Chickadee, Nuthatch, Titmouse, Downy Woodpecker)

One 45-inch long, 6-inch wide by 3/4 inch thick board is needed per house. The house construction will be the same as for the bluebird with the modifications listed below:

back	6 by 12	side	6 by 6 by 7
front	6 by 5½	side	6 by 6 by 7
bottom	6 by 4½	top	6 by 7½

Size of entrance holes are as follows: house wren, 1 inch; Caroline wren, Chickadee, 1 1/8 inches; nuthatch, titmluse, and woodpecker, 1¼ inches. No perch is necessary. Place houses in suitable areas (backyard or open woodland) on tree or post, 5-10 feet above ground. Chickadees, nuthatches, woodpeckers, and titmice prefer bark covered houses. Place wood chips in bottom for woodpecker.

HOW TO MAKE ROOT CUTTINGS

Purpose

To propagate ornamental plants by rooting in a windowsill "greenhouse."

Materials Needed

Plastic freezer bags, 2 quart size.

Rooting soil of two parts peat moss and one part of salt-free sand by volume.

Rooting hormone (available from garden supply or dime store).

Plant cuttings (of current seasons's growth, i.e., light green rather than brown) with recommended times for rooting:

Conifers: yews and junipers - January and early February.

Garden Flowers: geraniums, lantana, and roses - late May through August.

Flowering Shrubs: forsythia, mock orange, and viburnum - mid-June to mid-August.

Broad-Leaved Evergreens: holly, azaleas, and camellias - mid-June to mid-August.

Foliage Plants: ivy, philodendron, and Chinese evergreen - any time of the year.

Procedure

Thoroughly mix peat and sand. Add enough water and work in completely so that when you squeeze the mixture only a few drops squeeze out.

Place about four inches of rooting soil in a plastic bag and firm gently with your hand. "Greenhouse" is now ready for cuttings.

Take cuttings with knife or shears, 4 to 6 inches long from the plant. Remove leaves from the lower third to one-half of cutting. Make a straight cut across the base with a sharp knife. Then, take a sliver off the side of the cutting, about an inch long, ending at the base. Dip this end in a rooting hormone, which will quicken the development of roots. Insert the cutting two to three inches deep in the rooting soil within the plastic bag. Space cuttings in the bag so the leaves barely touch each other.

Sprinkle the cuttings lightly, just enough to wet the foliage. This is the last watering they will need until they are rooted.

Finally, seal the top of the bag with a rubber band. The completed "greenhouse" should be placed in a northern window where it will get plenty of light but no sun.

Cuttings of most plants will root in 8 to 10 weeks. After 8 weeks, open bag and carefully remove a cutting. If a number of roots ½ to 1 inch long have formed, the cutting may be transplanted into a pot. Before transplanting, condition the cuttings to a less humid atmosphere by gradually opening the bag over a week's period. During the time, add enough water to keep original moisture contents of the rooting soil. Discard any cutting whose leaves turn brown. Reset those that have not rooted.

TREE SEEDLING AND WILDLIFE SHRUBS

Purpose

Planting trees will improve and beautify any home, yard, neighborhood or community. Trees may be planted for landscaping around the house, for shade, a border along an edge or fence, to attract birds or other wildlife, even supply fruit. Trees may also be planted to grow future crops of pulp and timber.

Materials Needed

Tree and shrub seedlings or larger nursery stock.

Pails to hold seedlings to keep roots wet.

Planting tools--mattocks, planting bars, shovels.

Procedure

For technical help in selecting sites, making planting plans, selecting species of trees and shrubs to use. and planting instructions, check with local representatives of the Soil Conservation departments or county agent.

Make plans to care for the trees and shrubs for at least a year after they are planted. In some instances, mulching, cultivation, and watering will be required. Staking trees will prevent trampling or moving losses.

Following is a representative list of nurseries that sell trees and wildlife shrubs. It is by no means complete. Try to find a nursery near you so that growing conditions would be similar. Check with the local Soil Conservation Service district office (under U.S. Department of Agriculture in phone book), county agent or conservation department for the location of nurseries and species best planted in your area. Some state departments make tree and shrub seedlings available at no or low cost for conservation planting.

Musser Forest, Inc., Indiana, PA 15701
E.C. Moran, Stanford, MT
Stark Brothers' Nurseries, Louisiana, MO 63353
Western Maine Forest Nursery Co., ME 04037
Flickinger's Nursery, Sagamore, PA 16250
Pine Grove Nursery, Clearfield, PA 16830
Pikes Peak Nurseries, Indiana, PA 15701
Plumfield Nurseries, Inc., Freemart, NB 68025
Tate and Dyhes Nurseries, McMinnville, TN 37110
Mellenger's., Inc., North Lima, OH 44452
Gulf Stream Nursery, Wachapresque, VA 23480
Tingle Nursery Co., Pittsville, MD 21850
Vans Pines, Inc., West Olive, MI 49460

The cost of shrub seedlings depends on the species or kind of shrub. Sometimes a nursery will offer wildlife or bird food shrub specials. Be sure to inquire about them.

Planting wildlife food shrubs will help attract wildlife. Many times homes are landscaped with vegetation that does not offer food for birds and other wildlife. Without food, wildlife will not be found in an area. Wildlife food shrubs have attractive foliage, blossoms, and fruit that will beautify the yard and enhance the general landscaping of the home, in addition to attracting wildlife.

idea sheet

CONSERVATION

CAMPING AND
CONSERVATION SERVICE
BOY SCOUTS OF AMERICA

SOLAR GREENHOUSE

Purpose: To root plants from cuttings through indirect sunlight.

Materials Needed:

Clear plastic freezer bags, 2-quart size
Peat moss
Sand
Rooting hormone (0.3 percent indoleacetic acid)--available from garden or discount store
Plant cuttings of current season's growth (light green rather than brown) with recommended times for rooting
Conifers - yews and junipers (January and early February)
Garden Flowers - geraniums, lantana and roses (late May through August)
Flowering Shrubs - forsythia, mock orange, and viburnum (mid-June to mid-August)
Broad-Leaved Evergreens - holly, azaleas and camellias (mid-June to mid-August)
Foliage Plants - ivy, philodendron and Chinese evergreen (any time)

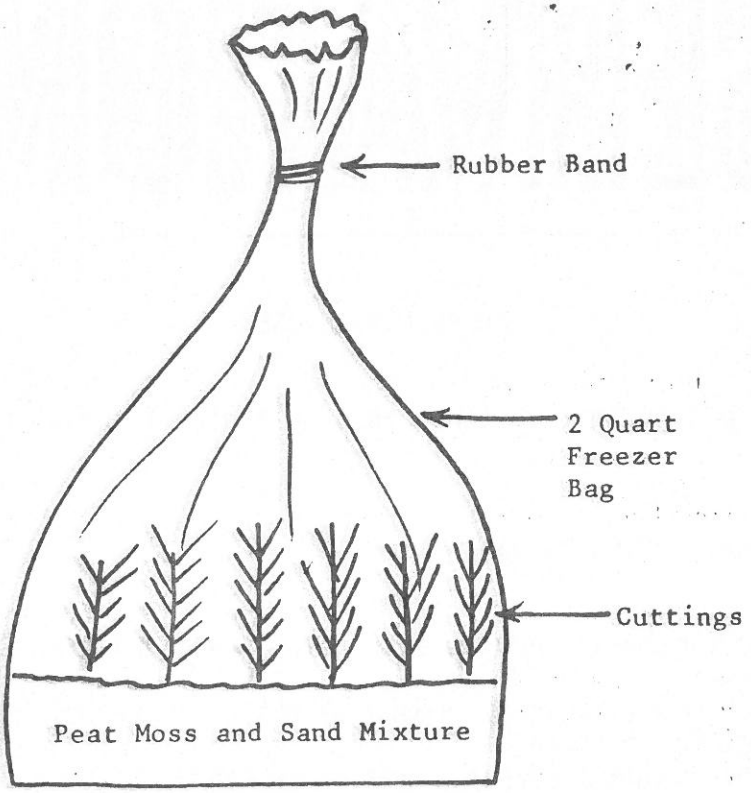
Directions:

Thoroughly mix one part sand to two parts of peat moss. Mix in just enough water so that when you squeeze a handful of the mixture, only a few drops of moisture will fall.

Place about 4 inches of this rooting soil mixture in a 2-quart size plastic bag and firm it gently with your hand. Your "solar greenhouse" is now ready for cuttings.

Use a sharp knife or shears to take cuttings 4 to 6 inches long from the plant. Remove leaves from the lower one-third to one-half of the cutting. Cut straight across the base of the cutting with a sharp knife. Then, cut a thin sliver, about 1 inch long, from the side of the cutting.

Dip the end of the cutting in a rooting hormone to quickly develop roots. Plant the cutting 2 to 3 inches deep in the rooting soil in the plastic bag. Space the cuttings in the bag so the leaves barely touch each other.



SOLAR GREEN HOUSE

Sprinkle the cuttings lightly (preferably with a mister) with just enough water to wet the foliage. This is the only watering they will need until they are rooted.

Finally, gather the top of the plastic bag and secure it tightly with a rubber band. Then place your solar greenhouse in a north facing window where it will get plenty of light but no direct sun.

Cuttings of most plants will root in 8 to 10 weeks. After 8 weeks, open the bag and carefully remove a cutting. If roots 1/2- to 1-inch long have formed, the planting may be transplanted to a pot. Before transplanting, condition the cuttings to a less humid atmosphere by gradually opening the bag over a week. During this time, add enough water to maintain the original moisture of the rooting soil. Discard any cuttings whose leaves turned brown. Reset those that have not rooted.

HUG A TREE



"HUG-A-TREE AND SURVIVE"

The HUG-A-TREE and SURVIVE Program was started in San Diego, California after a group of us searched for a nine year old boy who died in local mountains. We put together an assembly program for children on how to stay comfortable if they do get lost, and how to be spotted and found. We hope your children never need this knowledge, but if you discuss this handout and the assembly with children, it may help them to remember one or more facts that will make the search short and successful.



1. ALWAYS CARRY A TRASHBAG AND WHISTLE on a picnic, hike, or camping trip. By making a hole in the bag for the face (without this hole, there is a danger of suffocation) and putting it on over the head, it will keep the child dry and warm. The whistle will carry further than the child's voice, and takes less energy to use.

2. HUG A TREE once you know you are lost. One of the greatest fears a person of any age can have is of being alone. Hugging a tree and even talking to it calms the child down, and prevents panic. By staying in one place, the child is found far more quickly, and can't be injured in a fall.

3. MY PARENTS WON'T BE ANGRY AT ME. Time and again, children have avoided searchers because they were ashamed of getting lost, and afraid of punishment. Anyone can get lost, adult or child. If they know a happy reunion filled with love is awaiting, they will be less frightened, less prone to panic, and work hard to be found.

4. MAKE YOURSELF BIG. From helicopters, people are hard to see when they are standing up, when they are in a group of trees, or wearing dark and drab clothing. Find your tree to hug near a small clearing if possible. Wear a red or orange jacket when you go near the woods or desert. Lie down when the helicopter flies over. If it is cool and you are rested, make crosses or "SOS" with broken shrubbery, rocks, or by dragging your foot in the dirt.

5. THERE ARE NO ANIMALS OUT THERE THAN CAN HURT YOU IN THIS COUNTY. If you hear a noise at night, yell at it. If it is an animal it will run away. If it is a searcher you are found. Fears of the dark and of "lions and tigers and bears" are a big factor in panicking children into running. They need strong reassurance to stay put and be safe.

6. YOU HAVE 200 FRIENDS LOOKING FOR YOU. We have had children in the area of a search tell us, "My parents would never spend the money to search for me with all these people." Of course, search personnel are professionals and volunteers who charge nothing and do it because they care. Many children who are lost

don't realize that if they sit down and stay put, one of a few hundred people will find them. Some are afraid of strangers or men in uniform, and don't respond to yells, and have actually hidden from searchers they knew were looking for them.

7. FOOTPRINTING YOUR CHILD is a five minute exercise that cuts down the time of a search by several hours. Have the child step on a piece of aluminum foil, on a soft surface such as carpeting or a folded towel. Mark the foil with the child's name. With this print, trackers (available from the Border Patrol) can separate your child's track from the hundreds of others in the area, and quickly determine the direction of travel.

ADDITION INFORMATION THAT MIGHT BE HELPFUL:

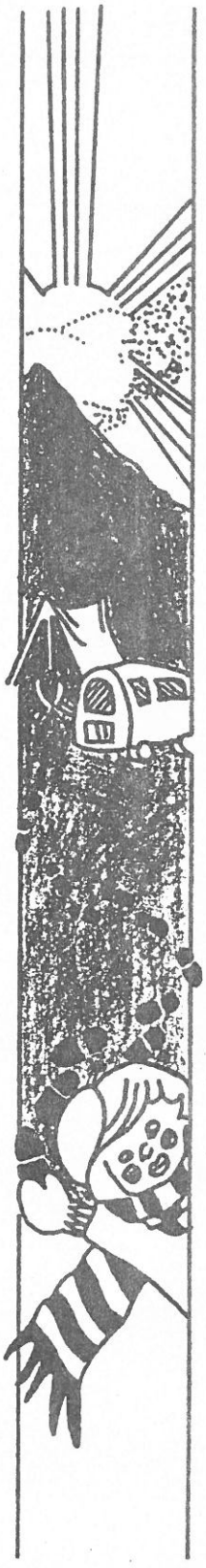
1. TRY TO KEEP THEM FROM GETTING LOST in the first place, which is probably impossible. Children are easily distracted off the trail, so teach them to stay on the trail. Never let your child walk trails alone. Pick out a high landmark such as a prominent hill, or note the direction of the sun; this prevents disorientation.

2. ADMIT IT TO YOURSELF WHEN YOU BECOME LOST. It can and does happen to anyone, yet is a source of shame when it happens. When you become lost, admit it, accept it, and take actions to be comfortable and in the area when the searchers arrive. Use your head since it is your best survival tool; you can't lose it.

3. CALL THE SHERIFF QUICKLY, if your child is lost. The search area expands so quickly due to the victim's possible movements that rapid response is critically important. A call to the Sheriff which is <u>cancelled</u> gives the searchers practice and helps keep them alert. A slow reponse is dangerous, especially if bad weather wipes out the track, and exposure is a consideration.

4. BE AVAILABLE FOR INTERVIEWING. Clues which lead to finding the child in good shape usually come from family and friends who remain on the scene and talk openly and accurarately with the search leader or his representative. Any personal information will be kept confidential.

THIS PROGRAM IS DEDICATED TO THE MEMORY OF JIMMY BEVERIDGE



For information or to send contributions please send self-addressed stamped legal size envelope to:

Jacquie Beveridge
National Office HUG-A-TREE
6465 Lance Way
San Diego, CA 92120

619-286-7536
9AM to 5PM Pacific Time

PACK ADMINISTRATION



PACK ADMINISTRATION

The purpose of the Pack Administration session at Pow Wow is not to teach a Cub Scouter how to run a Pack from 'A to Z'. The purpose of this session is to highlight certain functions and activities of Pack Administration which past Pow Wow participants have indicated should be discussed. For more detailed 'A to Z' treatment, the CUBMASTER'S PACKBOOK and the PACK COMMITTEE BOOK are prime resources. It is hoped, as a result of this session, that each participant will have a basic understanding of these functions and activities as they are outlined below.

RECRUITMENT: CUB SCOUTS & CUB SCOUTERS

An excellent way to recruit Cub Scouts and Cub Scouters is through the use of periodic roundups and rallies, notably in the Fall. A consistent program using Cub Scout roundups will produce not only an ample supply of Cub Scouts but will also supply continuity in Cub Scout leadership. New adults are recruited as leaders at the time their boy joins the Pack. As the parents of graduating Cub Scouts leave the Pack, you are insured of ample adults to take up the reins of Cub Scout leadership. In many cases, you can have more than one person trained for each position.

As soon as an adult is recruited, training should be provided as early as possible. Sources for such training, in addition to numerous publications, are basic training sessions, Pow Wow, and monthly Roundtables. Each adult should be encouraged to obtain as much training as possible. Scouting is a volunteer movement and it is only as strong as are its leaders. We try to improve their performance through proper training.

Another recruitment tool is the Pack meeting itself. If the boys enjoy the Pack meeting, they will spread the word to their friends who will want to join. One technique at Pack meetings is to permit each Cub Scout to participate whether by game, skit, song, denner report or whatever. The boy (and parents) should enjoy the Pack meeting and look forward to it with anticipation. The meeting should be as short as possible, lively and brisk, but most of all, it should be fun. The CUBMASTER'S PACKBOOK details many ideas about running a Pack meeting. Most of all, remember KISMIF (Keep it simple; make it fun!).

The Parent Talent Survey Sheet is another useful tool in recruiting leaders. See to it that each parent completes the sheet and turns it in. The form should be available at all Pack meetings and be distributed at each roundup.

Stay in contact with your Chartered Institution. When a church, school, PTA or civic group agrees to sponsor a Cub Scout Pack, they also agree to help provide leadership. If a Pack is having difficulty recruiting adequate adult leadership, seek the help of your Chartered Institution.

PACK ADMINISTRATION

RECOGNITION AND ADVANCEMENT

There are four ranks in Cub Scouting: Bobcat, Wolf, Bear and Webelos. Each rank is earned by performing detailed achievements outlined in the respective books for each rank. The ranks are related to the boy's age and year in school. After attaining each of the ranks of Wolf and Bear, a Cub Scout may earn additional recognition by working on gold and silver arrow points.

From an administrator's viewpoint, the nitty gritty on how to earn the ranks is not important. What is important is that every Pack have an active program. See that each Cub Scout works toward his ranks and advancement **and** that his achievements are recognized by the Pack. Suggestions for ways of presenting awards and recognition are found in the STAGING DEN AND PACK CEREMONIES book and in the related sections of this POW WOW book.

Recognition is a key element to administering a Pack--recognition not only for the boy, but for the leaders and the volunteering parents as well. Recognition is an incentive to the boy to earn his ranks and in the process to learn new and useful skills. Recognition greatly assists in accomplishing the Cub Scout program, namely, to fulfill the advancement program and ultimately provide the Scouting movement with a supply of quality Boy Scout candidates.

Seventy percent of all Boy Scouts were Cub Scouts. Seventy-five percent of all Star and Eagle Scouts were also Cub Scouts.

In the advancement program, all ranks are **earned**, never given. It would be an extreme disservice to the boy, his parents and the program to let the boy slide by or be awarded any rank he has not fully earned. Advancement should also be on an individual basis. Don't hold back a den to wait for a slow Cub Scout to catch up. Likewise, don't hold back a speedy Cub Scout from earning a rank prior to the rest of the den.

The ranks and their badges are outward recognition. However, the real satisfaction to the boy comes from doing and learning rather than merely receiving the badges. If they are not truly earned, they will mean little to the boy.

Parents also enjoy recognition. If a father volunteered to be in charge of your Pack's participation at the District Scout Show, give him some recognition at a Pack meeting in front of the boys. Do the same for those volunteers assisting at the District Grand Prix Derby, Blue and Gold Banquet or any other activity in which the Pack participates. In addition to keeping these volunteers interested, you will also find it makes recruitment for special projects much easier.

RECOGNITION AND ADVANCEMENT (Con'd)

The leaders should be recognized. The Den Leaders are hard workers and should be praised periodically in front of the boys. There are awards that volunteer Scouters can earn for their service, notably the Scouter's Key, Scouter's Training Award, Den Leader's Training Award and Den Leader Coach's Training Award. Each unit leader should be aware of these awards and see to it that those leaders who qualify actually receive the award. Details of the requirements of each award are found in LEADERSHIP DEVELOPMENT PUBLICATION #4169, Boy Scouts of America. The Scout Service Center can provide this publication.

The uniform is additional recognition. It recognizes each participant in the Scouting movement. All Cub Scouts and adult leaders should wear the appropriate uniform while working in Scouting. When leaders are properly uniformed, they set a good example and encourage the boys to wear their uniforms properly. Periodic uniform inspections should be conducted at Pack meetings.

The uniform is a great social and economic leveler for adults as well as boys. When we're all in uniform, there is no apparent economic or social difference. Wearing the uniform, we show openly that we believe in and uphold the principles of the Cub Scout program. Complete details on Scout uniforms and insignia may be found in PUBLICATION #3065, Boy Scouts of America. The Scout Service Center can provide this publication.

THE OUTDOOR PROGRAM

One of the things that the boys like best is camping. Unfortunately, the Cub Scout program is not totally suitable for camping, but that does not mean a Pack cannot have a rewarding outdoor program.

WEBELOS PROGRAM

The Webelos Scout is actually a transition from Cub Scouts to Boy Scouts. During this period, greater emphasis is placed on father-son relationships and on an increased outdoor program. Father-son overnight campouts are permitted for Webelos Scouts. During these campouts, the boys learn basic outdoor skills, nature study, cooking, camping manner, hygiene, fishing, hiking, etc. These campouts are not meant to be on the same scale as a Boy Scout campout, but act as an introduction to camping for the Webelos. Such campouts, if properly planned, should increase the Webelos' appetite to become a Boy Scout.

The 'Big Brother' system of camping is permitted for Webelos at a Boy Scout campout. This is one of the suggestions in the recent 'Webelos-to-Scout Transition' which will be discussed in another section of this POW WOW book.

PACK ADMINISTRATION

THE OUTDOOR PROGARM FOR WEBELOS

If you are planning a Webelos overnight campout, be sure to fill out and turn in the necessary tour permit. Check on insurance coverage. Be sure boys and dads are properly outfitted. See Chapter 8 in the WEBELOS DEN LEADER'S BOOK.

Many Webelos activity badges lend themselves to outdoor activities such as forester, geologist, naturalist and outdoorsman. These campouts are on a den-by-den basis under the direct supervision and responsibility of the Webelos Den Leader (with as much parent help as he can get).

SUMMER PROGRAM

A well-run Pack operates year round; so a well-run Pack should have an organized summer program. A summer program encourages continuity from one school year to the next and keeps the boys and parents interested in the Cub Scout program. It also gives boys additional opportunities to work on rank and advancement. The leaders maintain their interest and there are fewer dropouts by either boys or leaders. Tips for planning your summer program are found in the CUBMASTER'S PACKBOOK. For more detailed information on the Summer Program, see the section under Pack Activities in this POW WOW book.

TRAINING

A leader is better than no leader at all. A trained leader is even better. A trained leader insures the success of the purpose of Scouting. Who needs training? Well, for starters, how about leaders, committeemen, parents and the Cub Scouts? Why should we have training? We need training to satisfy the needs of training and they are as follows:

1. Understanding: Training assists us to understand the principles, skills, crafts and requirements of the Cub Scout program.

2. Learn Relationship Skills: Training improves our ability to work with other leaders as well as the boys.

3. Learn Cub Scout Skills.

4. Learn Planning Skills: Training improves our ability to create new skills designed to promote growth and operation of the Pack. In creating new skills, you must first consider your alternatives (i.e., Plan B). Then, write down your plan, do it, evaluate the results and consider the worth of the project.

5. Learn How to Implement the Skills: In other words, learn how to get the program to the boys.

SOURCES OF TRAINING

District or Council Training Sessions

This is basic training for all leaders. Cubmasters and their Assistants, Den Leaders, Den Leader Coach, Webelos Leaders, Committee Chairman, Treasurer and all committeemen benefit from basic training. Each District has a training team who conducts training sessions.

Monthly Roundtables

A Cub Roundtable is a meeting of Cub leaders, usually in the evening, for approximately two hours. The purpose is to keep Scouters aware of Scout policy and the theme for the coming month. Methods and ideas for implementing the theme are discussed. Cub Roundtable is an informal sharing of leadership experiences and problems and it offers an opportunity to discuss problems with the District Roundtable Commissioner.

Pow Wow

Pow Wow is a Council (or District) sponsored, specialized supplementary training for leaders. As you can see from this book, the training offered at Pow Wow is varied. No matter what your interest is in Cub Scouting, you can find something at Pow Wow that suits your interest.

Philmont Scout Ranch (Cimarron, N.M.)

Week long training sessions are offered at Philmont Scout Ranch for all types of leaders. This is additional supplementary training at the District and Council level, although in 1978, unit leader's training was offered. This is a family experience where all members of the participant's family have a variety of activities to do and things to learn.

SOURCES OF TRAINING (Con'd)

Cub Scouter's Woodbadge Training

This is advanced training for experienced Cub Scout trainers. It is generally offered by invitation and involves a committment by each participant to fulfill certain training requirements.

WEBELOS-TO-SCOUT TRANSITION

This area of Cub Scouting is explained in great detail in the section so named in this POW WOW book.

WHAT IS COMMISSIONER SERVICE?

A Pack Commissioner is an individual whose main responsibility is to give service to the Pack. The Pack or Unit Commissioner is selected at the District level. His activities are supervised by the District Commissioner. There are usually numerous Pack or Unit Commissioners working under the guidance of the District Commissioner, each assigned to one or more units.

A Pack Commissioner is a friend who is usually an experienced Scouter. That person is there to help each particular unit or Pack solve problems which may be peculiar to themselves. They work to see that the Packs are rechartered on time; they assist units that may b having problems in attendance or declining enrollment; and they can also serve as a very effective liaison to insure that the boys receive their advancements on a timely basis. They also serve as an important link between the Pack and the Boy Scout Troop to which the Pack is a 'natural feeder'. They can coordinate activities with the Scoutmaster of that Troop and the Cubmaster of a Pack to assist in the more orderly and efficient transition from Webelos Scout to Boy Scout. To get the maximum advantage from the service of a Unit Commissioner, they should periodically be invited to the Pack's monthly leaders' meeting. The Unit Commissioner is ready and willing to help whenever called upon by the unit leader.

PACK ADMINISTRATION

CUB PACK ORGANIZATION

CUBMASTER: This man is the program leader of the Pack. In the cooperation with the Pack Committee Chairman, he may be responsible for the organization of dens and placing boys in dens. He helps train Den Leaders, Den Chiefs and parents. He participates in the monthly District Cub Leader Roundtable, Pow Wow and other training courses. He maintains a year-round program for the Pack. He presides at the Pack meetings. He helps cultivate the interest of parents and builds the ideals of Cub Scouting into the boys' lives.

DEN LEADERS: These men and women are responsible for the organization and operation of the dens. They take a personal interest in each boy and maintain a happy, friendly atmosphere in the den. They are alert to health and safety factors. They take advantage of all training opportunities such as Pow Wow and Roundtables. They are familiar with the policies and practices of Boy Scouts of America.

DEN LEADER COACH: The Den Leader Coach provides immediate training for new Den Leaders and a continuing assistance as they need it. Activities include meeting regularly with the Den Leaders, providing them with program ideas and information, counseling them about problems and opportunities and being the liaison between the Den Leaders and the Pack Committee.

PACK COMMITTEE CHAIRMAN: He presides at monthly Pack leaders' planning meetings. He maintains a Pack committee at full strength. He delegates responsibilities and duties to his committee and assures their fulfillment. He maintains contact with the Cubmaster and awareness of Pack activities and program. He supervises the recruiting of Pack leadership. He reports regularly to the head of the sponsoring institution on the progress and the status of the Pack.

PACK ADVANCEMENT PERSON: This individual is responsible for obtaining monthly advancement reports from Den Leaders (or Den Leader Coach) and purchasing badges to be presented at the Pack meeting. He is responsible for investiture and advancement ceremonies at Pack meetings. He coordinates with the Webelos Den Leader, Cubmaster and Scoutmaster on how the graduation ceremony will be run. He maintains accurate advancement records.

PACK TREASURER: This individual is responsible for the establishment and maintenance of proper Pack financial records. He is responsible for recommending and following an established Pack budget. He initiates Pack fund raising projects as needed and is responsible for the disbursement of all Pack funds.

CUB PACK ORGANIZATION (Con'd)

PACK ACTIVITIES PERSON: This individual can be the Cubmaster's right-hand man in planning and conducting outdoor activities. He helps obtain responsible and safe transportation for these outings. He keeps other Pack leaders informed of District and Council Cub Scout activities.

SPONSORING INSTITUTION: Every Cub Scout Pack belongs to an institution such as a church, school, PTA, service club, fraternity or patriotic organization or a similar group chartered by the Boy Scouts of America to use the Cub Scout program.

SCOUTING COORDINATOR: The institution names a Scouting Coordinator to represent it in the local Scout Council. He also serves as an active member of the District Committee and coordinates all phases of the Cub Scouting program in his institution.

PACK COMMITTEE: The institution selects three or more men or women to serve as Pack Committee members. Den Dads, who are also Pack Committee members, act as liaisons between their dens and the committee. The Pack Committee is responsible to the chartered institution for the Pack. This committee is to do the following:

1. Recruits the Cubmaster and Assistants.
2. Provides adequate and safe facilities.
3. Coordinates the Pack program with that of the chartered institution.
4. Assist. in the Pack's annual review and recharter.
5. Provides parents' training program.
6. Supervises the Pack finances and equipment.
7. Confers with the Cubmaster on questions of policy affecting interpretation of Cub Scouting and the requirements of the chartered institution.
8. Participates in District and Council training events, training courses, Cub Roundtable, Pow Wow, Den Chief Conference, etc.
9. Keeps accurate Pack records.
10. Takes pride in the appearance of the Pack by securing proper use of uniforms, badges and insignia.
11. Develops Pack procedures such as the date of the Pack meeting, the monthly Pack leaders' planning meeting, amount of the dues and size of dens.

The day is dawning. The years have passed and the future is yet to be. We dedicate this Pow Wow book in memory of all those scout leaders who are part of the past, present and future.

To those who have given their leadership and love to our boys we give thanks. Your dedication and that special time you spent with us will carry us through many hard times. The memory of your smile will be with us forever. You loved us and stood by us when we needed you the most.

To those who are scout leaders now, we give thanks for the time you spend with us, the activities you provide for us and the caring we recieve when we are with you. With out you we couldn't make it.

To those who are yet to be scout leaders we give thanks because we know that you will help us grow. You will teach us to Honor God, Our Country and Our Fellow Men.

You all will be remembered. We dedicate this Pow Wow Book to you in the memory of all those who dared to care.

NOVEMBER 1986

DEAR POW WOW PARTICIPANT:

THIS YEAR'S THEME OF "THE SPIRIT BURNS BRIGHT", NOT ONLY SERVES THE POW WOW BUT IS A FEELING THAT IS GROWING ACROSS THIS GREAT NATION OF OURS.

WE HAVE AN OBLIGATION TO SEE THAT THE SPIRIT OF FREEDOM CONTINUES TO GROW AND BURN BRIGHTLY IN THE HEARTS AND MINDS OF OUR YOUNG PEOPLE.

I DON'T KNOW HOW MANY OF YOU FEEL "GOOSE-BUMPS" WHEN YOU HEAR A BAND PLAYING "GOD BLESS AMERICA" OR SEE OUR FLAG FLYING HIGH IN ALL ITS GLORY IN A PARADE, BUT I DO!

THE OPPORTUNITY IS OURS TO HELP MAKE THE SPIRIT OF FREEDOM GROW AND THE LIVES OF OUR YOUNGSTERS WILL BE BETTER FOR IT.

SINCERELY,

William K. Gruber

WILLIAM K. GRUBER
SCOUT EXECUTIVE

" THE SPIRIT BURNS BRIGHT "

OLD BALDY COUNCIL
POW WOW 1986
1047 W. SIXTH ST.
ONTARIO, CA 91762

TO ALL SCOUTERS:

Welcome to the Old Baldy Council Cub Leader Pow Wow. I know my staff has prepared the biggest and most exciting Pow Wow this council has ever had.

The theme " The Spirit Burns Bright" was selected by the Pow Wow staff to conjure up not only with our countries birthday but also the great spirit of Scouting. I feel that the scouting spirit amoung all the volunteers is at its fullest and is still growing.

I want to take just a moment of your time to say THANKS to all of you for letting me be your Pow Wow chairman for the past 2 years. This year with the help of my co-chairmans Barbara Reynolds and Ruth Parker and our council Professional Carol Lundberg our success has surpassed our previous years. I want to say thanks for all their help and support. Believe me, with out them and the excellent staff I have, you would not have this opportunity today.

Training is one of the most important aspects of the Scouting program. Take the information and ideas that you will pick up today back with you and put them to work in you pack.

Thanks again for coming to the Pow Wow, have a great year and remember Cub Scouting and families go together.

Yours in Scouting,

Phil Tate

Phil Tate

Pow Wow Chairman



TO ALL OF OUR SCOUTING FAMILY:

It has been a great year for our council. The Spirit Burns Bright through the eyes of our Cub Scouts and their leaders. I am honored to have been the editor this year for the Pow Wow book. I have worked with very special people in this joint project and would like to say "A VERY SPECIAL THANK YOU TO ALL OF THEM". I know how hard they all have worked for the past several months.

To Kerri Smith and her family and Pat Boulton and her family, thank you for making the book come true by the printing and donating all the paper.

Our book this year is dedicated to some very special people, you, because without you there isn't any program. You see the program through the eyes of the Cub Scout and give them a quality program.

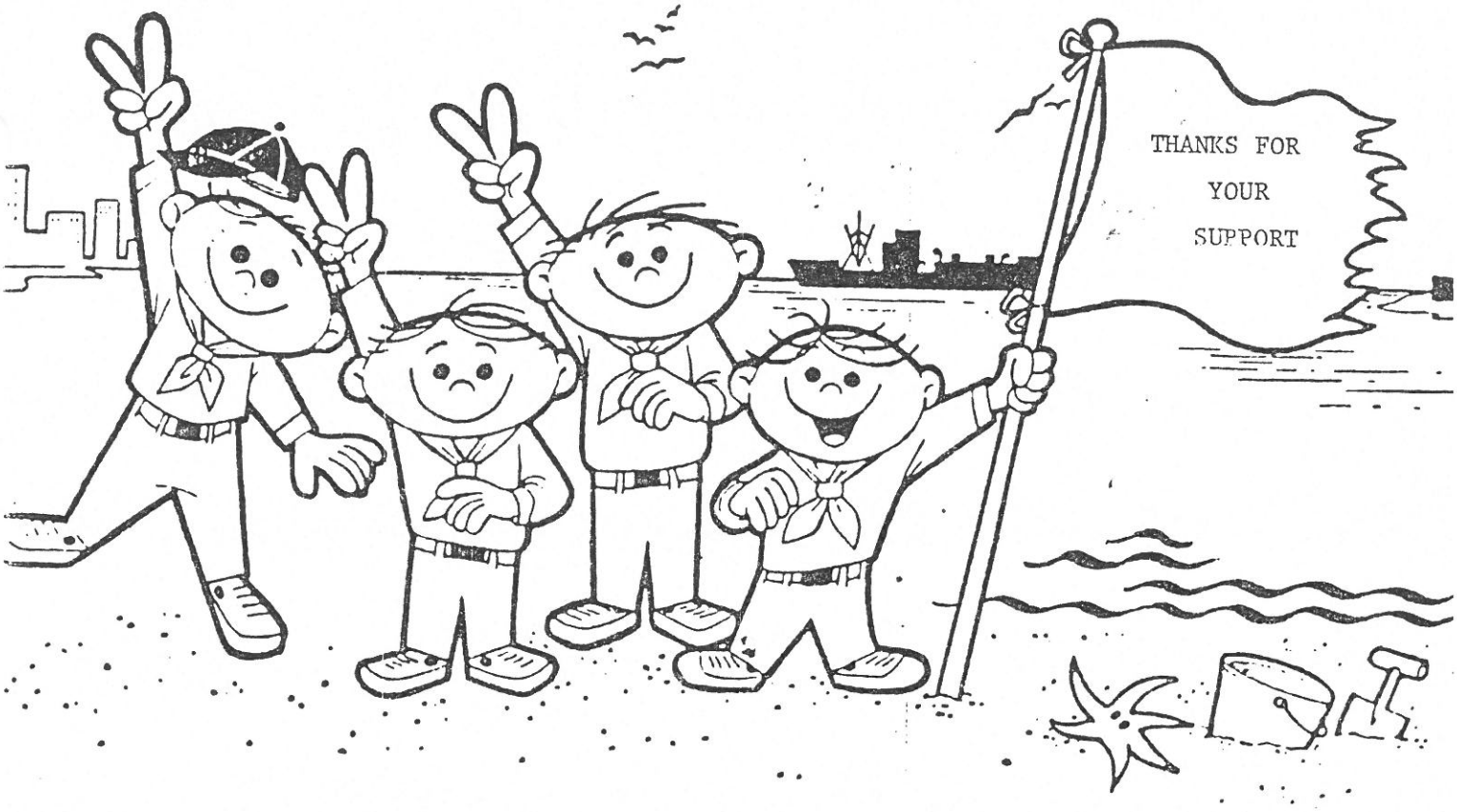
I had the experience of a lifetime this year at Cub Scout Woodbadge, in Portland, Oregon. I hope you all will be able to have this wonderful experience in the future. Thank you to the Council for letting this happen.

As leaders, we find that we can make the Spirit Bright in every experience for the boys. In Day Camp, Fun With Son, Cub-A-long, Sports Days, or Special Projects. Their eyes sparkle and sometimes cry, but they always are willing to try something new.

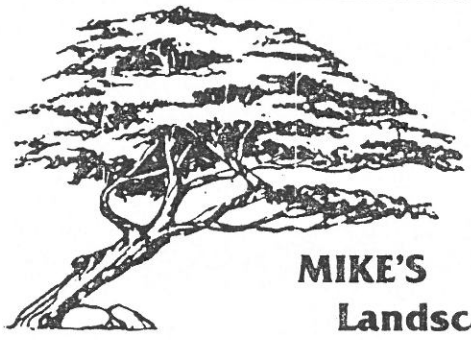
THANK YOU FOR BEING YOU, OUR VOLUNTEER STAFF. CAROL THANKS FOR BEING A GREAT ADVISOR FOR POW WOW '86. PHIL TATE, THANKS FOR PUTTING IT TOGETHER, AND BARBARA REYNOLDS, YOUR THE BEST THANKS FOR THE GUIDANCE.

Marla C. Kelly
POW WOW EDITOR





Thank you for your support with our Pow Wow Book. Without you it would not have been possible.



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Mike & Audrey Roberds **983-3087** ~~735-8493~~

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GENERAL INFORMATION

THE SPIRIT BURNS BRIGHT

POW WOW '86

OLD BALDY COUNCIL

ADMINISTRATIVE STAFF

CHAIRMAN	PHIL TATE
CO-CHAIRMAN	BARBARA REYNOLDS
CO-CHAIRMAN	RUTH PARKER
PROFESSIONAL ADVISOR	CAROL LUNDBERG
POW WOW BOOK EDITOR	MARLA KELLY
CUPS & PATCHES	PHIL TATE
REGISTRATION	JEAN BOCKSBERGER MARY ANN SHARP
CATERING	ROY COOLEY
MIDWAY	SUE PRIOR
OPENING & CLOSING	FRANK TATE
DOOR PRIZES	JUDY BAILEY
TRADING POST	ORANGE COUNTY COUNCIL
PRINTING OF BOOK	KERRI SMITH PAT BOULTEN
INVOCATION	PASTOR JIM SCHRODD FAMILY CHRISTIAN CENTER

THE SPIRIT BURNS BRIGHT

POW WOW '86

OLD BALDY COUNCIL

FACULTY

PACK ADMINISTRATION	Bill Bergman - Coordinator Barry Beard - Staff
BLUE & GOLD	Debbie & Dave Guin - Coordinators
CEREMONIES	Sharon & Gary Galbraith-Coordinators
CUB SCOUTING FOR THE HANDICAPPED	Carol Lundberg - Coordinator Dale Warren - Staff
CUB HIGH ADVENTURE	Chuck Massar - Coordinator
HUG A TREE	Charlene Meehan- Coordinator
LUMBER SCULPTURE	Don Manning - Coordinator Michael Raub - Staff
MAGIC	Mike Bailey - Coordinator Nathaniel Bailey-Staff
PLACES TO GO	Heide & Ted Durden-Coordinator
PLASTER PARADE	Doris & Bob Chase -Coordinators Mary Sturdevant -Staff
RELIGIOUS EMBLEMS	Patty Moore - Coordinator
REMEDIAL READING	Marla Kelly - Coordinator
SADDLE-UP	Penny & Allen Scott-Coordinators
Skits & Puppets	Debbie Babilius - Coordinator Tacie Adams Staff
SONGS, STORIES & GAMES	Gregg Risser - Coordinator
SPACED-OUT	Ric Bersch - Coordinator
CUB SCOUTS SPORTS	FRED MOORE - Coordinator
TRASH TO TREASURES	Barbara Freeman - Coordinator Norma Bergman - Staff Shelley Banfill- Staff Shelia Strayer - Staff
Webelos to Scout Transition	West Mitchell - Coordinator M.L. Guin - Staff

"MY PAGE"

MY COUNCIL IS: OLD BALDY COUNCIL

Address: _____

Phone Number: _____

I AM IN _____ DISTRICT.

MY DISTRICT EXECUTIVE IS: _____

PHONE NUMBER: _____

MY UNIT IS PACK/TROOP# _____

MY SCOUTING COORDINATOR IS: _____

PHONE NUMBER: _____

MY UNIT COMMITTEE CHAIRMAN IS: _____

PHONE NUMBER: _____

MY COMMISSIONER IS: _____

PHONE NUMBER: _____

MY SCOUTMASTER?CUBMASTER IS: _____

PHONE NUMBER: _____

ADDITIONAL NAMES AND PHONE NUMBERS:

_____ _____

_____ _____

_____ _____

_____ _____

OLD BALDY COUNCIL serves boys from 6 to 18 and high school young adults from 14 to 21.

The Council is divided into three geographical areas called districts: They are Sunset, Golden Eagle and Trails End. Also, the Council has two program districts Exploring and Heartlight which is the Scouting for the Handicap.

There are estimated to be over 7,000 youths and 3,000 adult leaders involved in the Scouting program in our Council. The boys at age 6 and in first grade are now Tigers. Boys age 7 through 10 are Cub Scouts in a fun-filled family oriented program. From 11 to 18 the boys move along the Scouting Trail to new adventures and Varsity teams. Young adults from 14 to 21 are in several other programs that are available, Exploring and Carerr Awareness Posts. Our Council currently has 85 Packs, 84 Troops, 15 Varsity Teams and 49 Explorer Posts and we are still growing.

Cub Scouting is where a boy begins his climb on the Scouting Trail into manhood. As Cub Scout leaders, it is our responsibility to each indiviual boy to make his Cub Scouting yeas fun, exicting, challenging and a real opportunity for growth.

A boy who joins one of our Packs should come out of his experience a different boy. We are developing good sitizens who love and appreciate their country; we are influencing the development of character and encouraging their spiritual and physical growth; we are working to strengthen families and to develop boy-parent teams that will continue through the Scouting program. We are building for America her greatest strength, her most valuable resource--that boy in his blue and gold uniform.

HOW OUR COUNCIL SERVES US

SERVICE CENTER: The Council Service Center is located at 1047 W. 6th St., Ontario, CA 91762. The center is open from 9:00AM to 5:00PM, Monday through Friday. The mailing address is the same. The telephone number is 983-4534.

FIELD SERVICE: A staff of professional Scout Executives provides assistance to the volunteer Scouters and parents in bringing the Scouting program to the youth of the area. In each district there is a full-time executive to help plan, promote and serve Scouting.

OFFICE SERVICE: The office staff keeps the records of all the boys and adults during the year of registration--Boys Life Magazine, training, advancement and activities. They handle notices on meetings and registration for special District and Council events and provide program information and special recognitions:i.e.,Training Awards, Summertime Pack Awards, Quality Unit Awards, Recruitment Awards, etc.

SUPPLIES: All forms, literature, badges, awards and special items of recognition are available at the service center "Trading Post". Rank Badges may only be purchased by filing the Advancement Report #4403, listing each boy and the award earned.

COUNCIL CAMP: Old Baldy Council has a beautiful Boy Scout Camp--Holcomb Valley Scout Ranch, located in the Big Bear Area. The camp is open to Cub Scout groups, by reservation please see your District Executive. During Boy Scout Summer Camp special arrangements must be made, for Cub Scout use.

FUN WITH SON: There are also 2 weekends one in the spring and the other in the fall that are set aside for a special Cub-Parent program. It is called "Fun With Son" and is an opportunity for the Cub Scout and his parents to enjoy the excellent program at Holcomb Valley Scout Ranch. This program is highly recommended by those who have attended it.

FUNDING: To carry out the program, Scouting relies on the support of the Community. United Way provided a certain percentage of the needed funds.

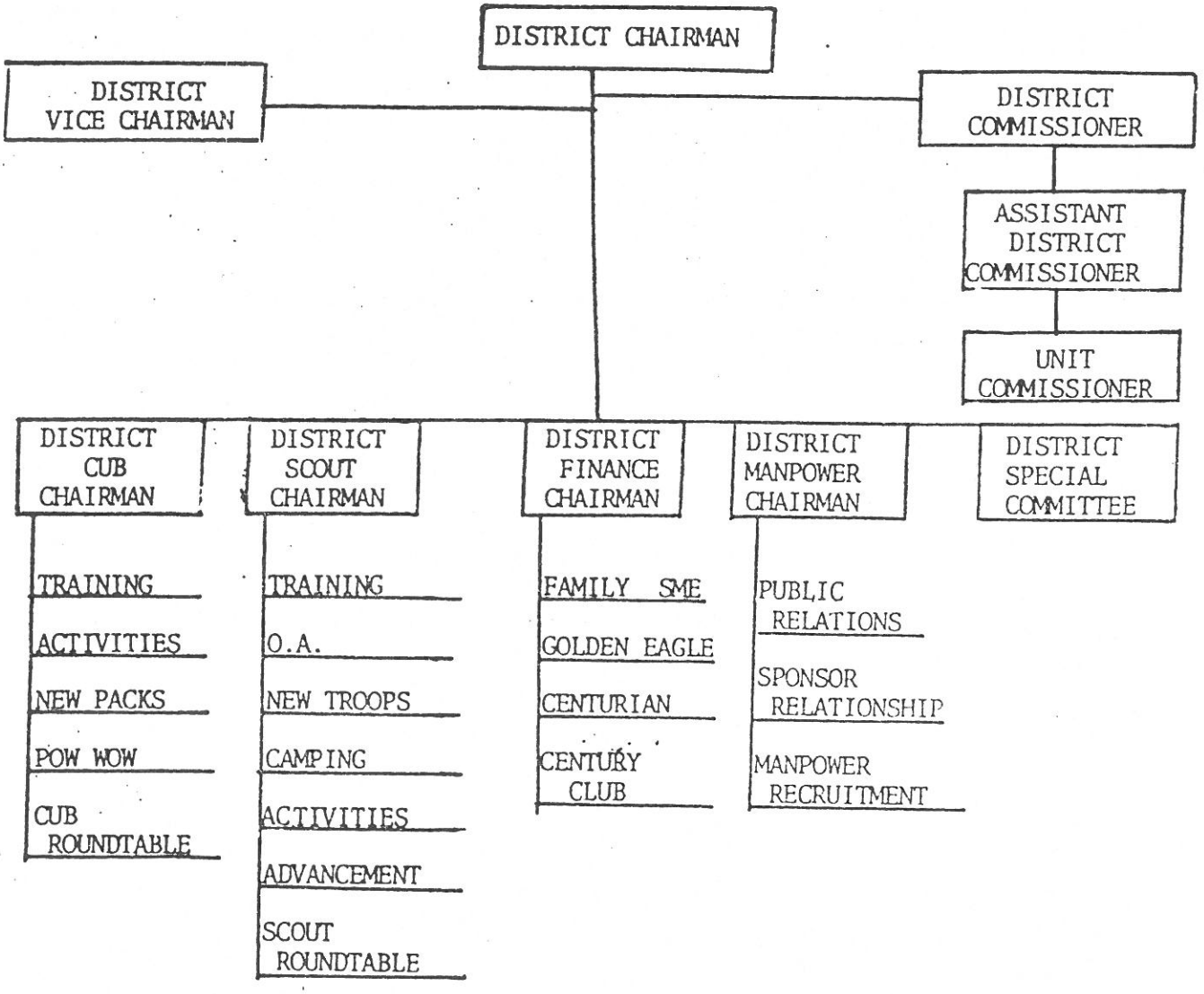
SUSTAINING MEMBERSHIP ENROLLMENT: Sustaining Memberships are solicited from friends of Scouting, parents, business people, corporations, and foundations for the remaining funds neede to bring Scouting to our youth.

DISTRICT AND COUNCIL ORGANIZATIONS

OLD BALDY COUNCIL is divided into DISTRICTS, each district being responsible to provide support and advise to the Packs and Troops within its boundaries. If you do not know your District, call the Scout Service Center and find out. It is important that you know, for then you are able to use the Districts's resources in your program.

Each District's organization is a little different, and it's run by Volunteers, just as in your Pack. There is a salaried professional, the DISTRICT EXECUTIVE, for each District.

The following organization chart may not apply entirely to your District, but it will give you an idea wher to go for help or information.


DISTRICT CHAIRMAN
DISTRICT VICE CHAIRMAN
DISTRICT COMMISSIONER
ASSISTANT DISTRICT COMMISSIONER
UNIT COMMISSIONER
DISTRICT CUB CHAIRMAN
DISTRICT SCOUT CHAIRMAN
DISTRICT FINANCE CHAIRMAN
DISTRICT MANPOWER CHAIRMAN
DISTRICT SPECIAL COMMITTEE
TRAINING
ACTIVITIES
NEW PACKS
POW WOW
CUB ROUNDTABLE
TRAINING
O.A.
NEW TROOPS
CAMPING
ACTIVITIES
ADVANCEMENT
SCOUT ROUNDTABLE
FAMILY SME
GOLDEN EAGLE
CENTURIAN
CENTURY CLUB
PUBLIC RELATIONS
SPONSOR RELATIONSHIP
MANPOWER RECRUITMENT

All leaders need someone to talk to about their Cub Scouting jobs, to share their involvement and to help them see their Cub Scout positions in perspective. Sharing experiences with other adults in similar leadership positions is a means of resolving problems together, giving deeper insight to one's own performance and learning new ideas.

There are many people in your Pack, District and Council who are ready and willing to help Pack leaders provide the best program possible for the boys. That's because the boys are very special--the most important part of the Cub Scout program. Cub Scout leaders have an important responsibility and opportunity. It is not one that should be taken lightly.

Enthusiasm goes a long way. If you are enthusiastic about the Cub Scout Program and your leadership role, it has a snowball effect on other leaders and prospective leaders. If you know where you are going, what Cub Scouting has to offer, and show this enthusiastically, others will join in the enthusiasm.

Cub Scout leaders are expected to "DO YOUR BEST"--the same challenge that we give to the boys. Can we do less?

THE TRAINING PLAN

The following 4 step training plan has been designed to provide information to all Cub Scout leaders to aid them in providing a quality Cub Scout program for the boys:

1. ORIENTATION: Designed to acquaint families and new leaders with the Cub Scout program and is a foundation for further training.

2. BASIC TRAINING: A series of training sessions to give job-related information to all Cub Scout volunteers. Check with your District for their training schedule.

3. SUPPLEMENTARY TRAINING: This includes a variety of training courses designed to give additional information on the Cub Scout program--Pow-Wow, Roundtables, Workshops, conferences, etc.

4. CUB SCOUTERS' WOOD BADGE: A week-long course for Council and District volunteers designed to prepare them for training responsibilities and a deeper, more dedicated involvement in the Cub Scout program.

HIGHLIGHTS OF CUB SCOUTING

The purpose of the Boy Scouts of America, as incorporated on February 8, 1910, and chartered by Congress in June 1916, is to provide for boys and young adults an effective educational program designed to build desirable qualities of character, to train in the responsibilities of participating citizenship, and to develop personal fitness. Through chartered organizations, Cub Scouting provides a year-round, home-centered program that has helped to strengthen families since 1930.

In Cub Scouting, boys, families, leaders, and chartered organizations work together to achieve the following objectives:

Influence a boy's character development and spirtual growth.

Develop habits and attitudes of good citizenship.

Encourage good sportsmanship and pride in growing strong in mind and body.

Improve understanding within the family.

Strengthen a boy's ability to get along with others.

Foster a sense of personal achievement by developing new interests and skills.

Provide fun and exciting new things to do.

Show a boy how to be helpful and do his best.

Prepare him to be a Boy Scout.

TIGER CUBS, BSA



Tiger Cubs BSA

Tiger Cubs, BSA, is a program for boys in the first grade and their adult partners.

It allows the boy and adult to build a strong relationship with each other, the rest of the family, and with other members of the Tiger Cubs group.

The main thrust of Tiger Cubs is fun for a boy and adult, but many of the activities are suitable for participation by the rest of the family as well.

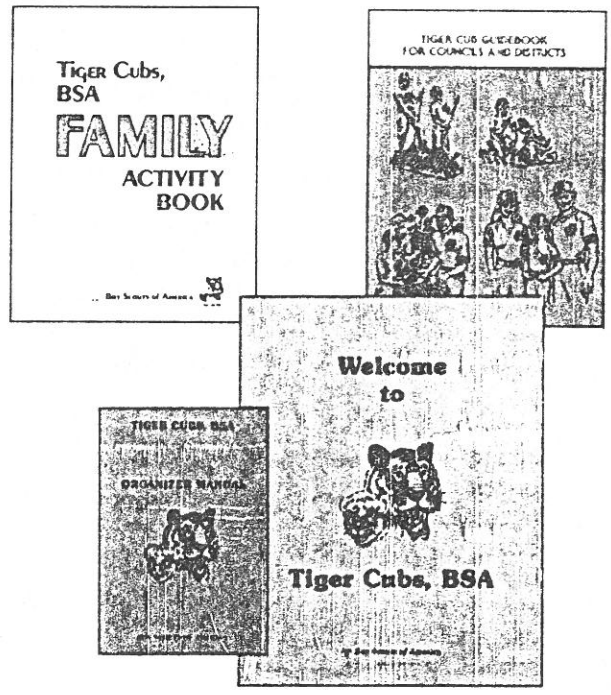
The program is built around 17 different program themes called Big Ideas. These include such topics as "know your community," "fitness and sports," "prepare for emergencies," and "family entertainment."

Four to eight boy/adult teams make up a Tiger Cubs group. Each boy/adult team shares in group leadership. Weekly activities are home-centered with the family using the Big Ideas. Group activities are held monthly.

Tiger Cub groups meet with the pack three times a year—as visitors at special events such as a pinewood or space derby, raingutter regatta, the annual blue and gold banquet, and when the Tiger Cubs graduate into the pack.

Groups are affiliated with a Cub Scout pack. The pack committee selects a pack Tiger Cub organizer who attends district/council training, and is responsible for support of the Tiger Cub group until graduation into the pack.

Basic literature for the Tiger Cubs program includes: (1) An orientation flip chart and an organizer's manual which are used by the pack organizer; (2) The *Family Activity Book* used by the boy and adult and a packet of materials included with the book—two certificates of registration, two iron-on decals for the uniform, a poster, an activity chart, activity stickers, a sheet of logos, and a registration sheet; and (3) *The Tiger Cub Guidebook for Councils and Districts.*



RELIGIOUS AWARENESS

All of the major churches and religious bodies have programs to recognize Cub Scouts who demonstrate faith, observe their creeds or principles, and give service. The religious emblems are not Scouting awards. They are presented by religious groups to boys who have earned them.

God and Me—Protestant (age 7–8)

Aleph—Jewish

Parvuli Dei—Roman Catholic

Silver Crest—The Salvation Army

Metta—Buddhist

God and Family—Episcopal (Age 9–10)

God and Family—Lutheran (Age 9–10)

God and Family—Protestant (Age 9–10)

Light of the World—Reorganized Church of Jesus Christ of Latter Day Saints

Faith in God—Church of Jesus Christ of Latter-day Saints

Chi Rho—Eastern Orthodox

Bismillah—Islamic

Dharma—Hindu

Love and Help—Unitarian Universalist

OUTDOOR PROGRAM



Family Camping

An excellent Cub Scout activity. A parent and son may constitute a family. Family camping is encouraged on a den or pack basis. Overnight or extended camping for 7-, 8-, or 9-year-old Cub Scouts is only authorized as a part of family camping.

Backyard Camping

Backyard camping is encouraged as explained in the *Cub Scout Leader Book*.

Den and Pack Field Trips

Den and pack field trips are an important part of the outdoor program, and are encouraged under the proper leader.

Cub Scout Day Camp

Cub Scout day camp is part of the camping program of the BSA. It continues to be one of the most popular programs in Cub Scouting. National Camping Schools for Cub Scout day camp are held in all regions for the training and certification of day camp directors.

Webelos Dad-Son Camping

Webelos dad-son overnight camping is th first step to Boy Scout camping. Joir den/troop campouts, with Webelos dads pa ticipating, help build a strong relationshi between the pack and the troop.

Webelos Woods

Webelos Woods is a dad-son outdoor acti ity conducted on a den, pack, district, c council basis.

Webelos Extended Camping

An extended time for Webelos dad-son camp outs (4 days, 3 nights) is permitted under th conditions described in *An Introduction T Camping For Cub Scouts*.

CUB SCOUT SPORTS

Literature

2151 Your Introduction To Cub Scout Sports
2152 Leaders' Guide

Individual Sports Manuals

2107 *Bicycling*
2108 *Skating*
2109 *Ultimate*
2153 *Archery*
2154 *Bowling*
2155 *Basketball*
2156 *Baseball*
2157 *Golf*
2158 *Marbles*
2159 *Skiing*
2160 *Softball*
2161 *Physical Fitness*
2162 *Soccer*
2163 *Swimming*
2164 *Table Tennis*
2165 *Volleyball*
2166 *Tennis*
2528 *Badminton*

Action

- Pack selects sport of its choice.
- Cub Scouts are introduced to sport at a den meeting by coach (parent, Explorer, friend).
- Cub Scouts practice.
- Pack conducts tournament.
- Pack recognizes Cub Scouts and families.

Leadership Sources

Boy Scouts
Explorers
Parents
Grandparents
Teachers
Military Organizations
Sports Clubs
Fitness Centers
Bowling Centers
High Schools
Colleges
Parks
Recreation Departments

MEMBERSHIP IN THE PACK

Cub Scout Recruiting Aids

- Gold Mine Prospect Sheet
- Be a Cub Scout
- Join the Cub Scouts
- Boy-Fact Survey Card
- Tenure Tips

Adult Recruiting Aids

- Parent Talent Survey
- Gold Mine Prospect Sheet
- When You Need Den Leaders
- Securing a Cubmaster
- Fast Start
- Expanded Cub Scout Program





DEN AIDE

ıe den aide is a teenage boy or girl, age 14 rough 17, who helps a den leader succeed conducting the den program. Den aide adership is optional with packs and is used ıere needed and wanted. This is a non-gistered, nonmembership position.

ıe den aide is a substitute for the den chief d assistant den leader where neither is ailable.

ın leaders are involved in selecting den les, choosing those they know and trust. ıal approval is by the pack committee.

e den aide position was designed to engthen Cub Scouting in rural and inner-y communities, but is available for packs ywhere.



ADVANCEMENT



Bobcat
All boys earn this badge first



Wolf
Completed first grade or eight years old



Bear
Completed third grade or nine years old



Webelos
Completed fourth grade or ten years old



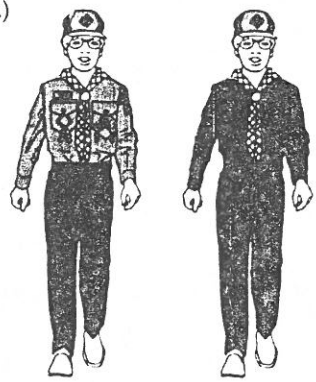
Arrow of Light Award
Highest award in Cub Scouting

See *Cub Scout Leader Book*, chapter 11, for details on the advancement program.

WEBELOS SCOUT OPTIONAL UNIFORM

Webelos Scouts have the choice of two uniforms—the traditional blue uniform or the Boy Scout khaki shirt and green trousers or shorts.

All Cub Scout insignia, along with the Webelos Scout colors, cap, neckerchief, and slide, will be worn regardless of which uniform is chosen. Badge and insignia placement is the same for both iniforms. (See supplement to *Webelos Scout Book* for more details.)



LEADERSHIP TRAINING

Every boy deserves a trained leader

Parent-Leader Orientation

Brief overview of BSA with emphasis on Cub Scouting. For parents, new leaders, and others.

Fast Start

Self-study outlines for new Cubmasters, den leaders, Webelos den leaders, and pack committee members.

Basic Training

Training sessions covering the basic information needed by new leaders.

Roundtable

Monthly planning and training meeting held by districts to renew enthusiasm and provide new ideas for leaders.

Pow Wow

Exciting annual training event for all leaders, filled with action, ideas, and fun.

Den Leader Workshops

Sessions to meet specific needs such as, crafts, skits and puppets, outdoor programs, themes, and activity badges.

Check with your district training chairman for information on coming training events.

Family Vacation Training Centers

Philmont (Cimarron, N.M.)

Philmont training center offers a combination of training and a wonderful family vacation found nowhere else in America. Each summer more than 2,000 adult leaders from all around the country come to Philmont with their families.

Check with your local council for additional information.



SPECIAL RESOURCES

epared for Today

ɔrogram to help children to be more self-iant in situations when they are without ılt supervision.

b Scout Action Books

signed to help Cub Scouts in inner-city d low-income rural areas advance, and to tivate them to read.

mily Forum

exciting opportunity for families and ıncils to grow together. A supportive pro-m to help families.

b Scout Ideas Books

signed to help pack leaders in low-income as with limited experience in youth activi-ɔrograms. Each theme last 2 months.



AWARDS

Cub Scout World Conservation Award

To teach Cub Scouts that countries of the world are closely interrelated through natural resources and that we are interdependent with our world environment. Requirements are the conservation advancement requirements for each age group.

Den Chief Service Award

Distinctive red, white, and blue shoulder cord awarded to den chiefs who lead and serve their dens for at least 1 year and complete certain training requirements.

National Summertime Pack Award

To encourage year-round pack programs. Packs meeting the requirements receive a colorful wall certificate and pack flag streamer. Boys participating may wear the individual summertime pack award pin. Dens may qualify for a den flag streamer.

Cub Scout Family Award

Details in *Cub Scout Family Book*, No. 3846.

Quality Unit Award

This national award recognizes outstanding packs which conduct quality programs for their youth. The colorful pack flag streamer and embroidered arm strips for boy and adult members are available.

75th Anniversary of the Boy Scouts of America

Pride in the past . . . Footsteps to the future.

1985 is the diamond jubilee of the BSA. Check with your local council for details on special program features.



RESOURCES

NO.	ITEM
26-004	Pack Program Planning Chart
26-001	Cub Scout Leader Program Notebook
7259-84	Cub Scout/Webelos Scout Program Helps
3748	National Summertime Pack Award Guide
3819	Pack Record Book
3828	Cub Scout Den Record
3826	Weekly Den Meeting Program
3831	Cub Scout Leader How-To Book
3850	Webelos Den Record
3852	Webelos Den Meeting Program
3847	Den Advancement Report
4403	Pack Advancement Report
4426	Local Tour Permit Application
4427	Unit Money-Earning Application
8261	Community Carnival/Sports Heroes Ideas Book
8262	Cub Scout Chefs/Who Am I? Ideas Book
8263	Bobcat and Wolf/Wolf In The Den Ideas Book
3717	Den Aide
3122	Group Meeting Sparklers
3188	Your Flag
3219	Cub Scout Magic
3222	Cub Scout Songbook
3215	Cub Scout Fun Book
3837	Cub Scout Activities
3842	Skits and Puppets
3843	Crafts for Cub Scouts
3844	Games for Cub Scouts
3853	Webelos Den Activities
3870	Webelos-to-Scout Transition
3839A	Understanding Cub Scouts With Handicaps

How Can the Cub Scout Division Help You?

Please share ideas for future program consideration with the Cub Scout Division, S208, 1325 Walnut Hill Lane, Irving, TX 75038-3096.

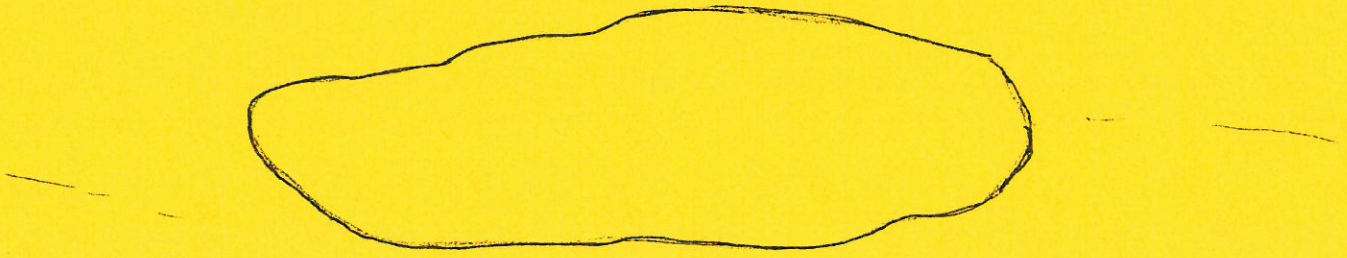
NO.	ITEM
3832	An Introduction to Camping For Cub Scouts
70-278	Scouting Literature Library
3846	Cub Scout Family Book
7362	Building Parent Participation
17-207	Religious Emblems for Cub Scouts
3863	So You're a New Den Leader
3864	So You're a New Cubmaster
3865	So You're a New Pack Committee Member
3866	So You're a New Webelos Den Leader
3867	Cub Scout Fast Start Instruction Sheet
6412	Cub Scout Parent/Leader Orientation
3071	Securing a Cubmaster
4806	When You Need Den Leaders
3825	Join the Cub Scouts
8270	Cub Scout Application
28-120	Tiger Cub Application
28-401	Transfer Application
8273	Adult Application
6410	The Pack's First Two Months
4263	Pack Job Description Sheet
3220	Cub Scout Leader Book
3211	Den Chief Handbook
3064A	Insignia Control Guide
7281	Female Leader Uniform Inspection Sheet
7282	Cub Scout/Webelos Scout Uniform Inspection Sheet
7284	Male Leader Uniform Inspection Sheet
3900	Family Action Book; 3900S (Spanish)
3901	Bobcat Action Book; 3901S (Spanish)
3902	Wolf Action Book
3903	Bear Action Book
3907	Teacher's Guide—Action Books
3230	Wolf Cub Scout Book
3228	Big Bear Cub Scout Book
3232	Webelos Scout Book
3941	Prepared for Today; 3941S (Spanish)

No. 13-513

1988 Printing

NO LEADER IS AN ISLAND

NO CUB CAN STAND ALONE



PACK

ADMINISTRATION

ADMINISTRATION



GENERAL LEARDERSHIP SKILLS

This section is devoted to the skills and techniques which will help unit leaders in doing a good job in the pack, and in preventing some of the problems which frequently arise.

Generally, when someone speaks of the unit leader of a pack, they are referring to the Cubmaster. This section is not limited to the Cubmaster, but includes information which will be helpful to any adult leader in the pack - the Committee Chairman, the Pack Committee, all Den Leaders and Assistants, and the Den Leader Coach.

"Leadership is the activity of influencing people to cooperate toward same goal which they come to find desireable."

> "A leader is best when people hardly know he exists:
> Not so good when people acclaim him;
> Worse when the despise him.
> Fail to honor people, they will fail to honor you.
> But of a good leader who talks little,
> When his work is done, his aim fulfilled,
> They will say, "We did this ourselves".
>
> - Ioa-Tse, A Chinese philosopher-

A successful leader is an individual of character and intergrity; an individual with the ability to guide boys; a good citizen; a person with pep and energy, patience, friendliness, tact, and a sense of humor;a person of intelligence who possesses a skill for teaching and an imagination; an individual who is a friend to boys with a sense of purpose and direction.

A leader needs to develop an ability to prevent and overcome difficulties such as these:

1. Untrained leaders
2. Shortage of leaders
3. Parent indifference/lack of involvement
4. Lack of program planning
5. Poor communication between leaders
6. Poor communication with boys
7. Lack of quality

He can do this by developing the following qualities:

1. Communication - Understanding parents; understanding boys and how to work with them; better communication methods.

2. Motivation - Understanding your job: taking training; involvement; obtaining leaders; importance of correct uniforming

3. Inspiration - How to actively involve parents; program planning; using ceremonies for inspiration; getting across the purposes of Cub Scouting.
4. Dedication - Teaching boys; keeping your Den Chief happy; what's it all about?

We hope that the information on the pages following will help you develop these qualities so that you can become a better leader.

CUB SCOUT LEADER DEVELOPMENT

Cub Scout Leader Development is a continuous learning process. There is a basic training program designed for every leadership position in Cub Scouting which provides information to help Cub Scout leaders get started in their jobs. However, there is no way that leaders can accumulate all the information and ideas they need to do an effective job in a few hours of training. For this reason, leaders should understand they have a responsibility for continuing self development as long as they are actively involved in the Cub Scout program. Those who accept this responsibility will be more successful in providing a quality program for the boys.

All Cub Scout leaders should read and understand their leader's handbooks. This is the best place to obtain information about their jobs in Cub Scouting. In addition to this, they should take part in regular monthly Cub Scout Roundtables, Pow Wows, Workshops and other training opportunities. They should make good use of all resources and read Scouting magazine, Boys' Life to keep updated on program changes.

All leaders need someone to talk to about their Cub Scouting jobs, to share their involvement and to help them see their Cub Scout positions in perspective. Sharing experiences with other adults in similar leadership positions is a means of resolving problems together, giving deeper insight to one's own performance and learning new ideas.

There are many people in your pack, district, and council who are ready and willing to help pack leaders provide the best program possible for the boys. That's because the boys are very special- the most important part of the Cub Scout program. Cub Scout leaders have an important responsibility and opportunity. It is not one that should be taken lightly.

Enthusiasm goes a long way. If you are enthusiastic about the Cub Scout program and your leadership role, it has a snowball effect on other leaders and prospective leaders. If you know where you are going, what Cub Scouting has to offer, and show this enthusiastically, others will join in that enthusiasm.

The Training Plan - The 4-step training plan.

1. Orientation- Designed to aquaint families and new leaders with the Cub Scout program and is a foundation for further training.
2. Basic Training- A series of training sessions to give job-related information to all Cub Scout volunteers. Check with your District for their Training Schedule.
3. Supplementary Training- This includes a variety of training courses designed to give additional information on the Cub Scout program: Roundtables, Pow Wow, Workshops, Conferences, etc..
4. Cub Scouters' Wood Badge - A week-long course for Council and District volunteers designed to prepare them for training responsibilities and a deeper, dedicated involvement in the Cub Scout program.

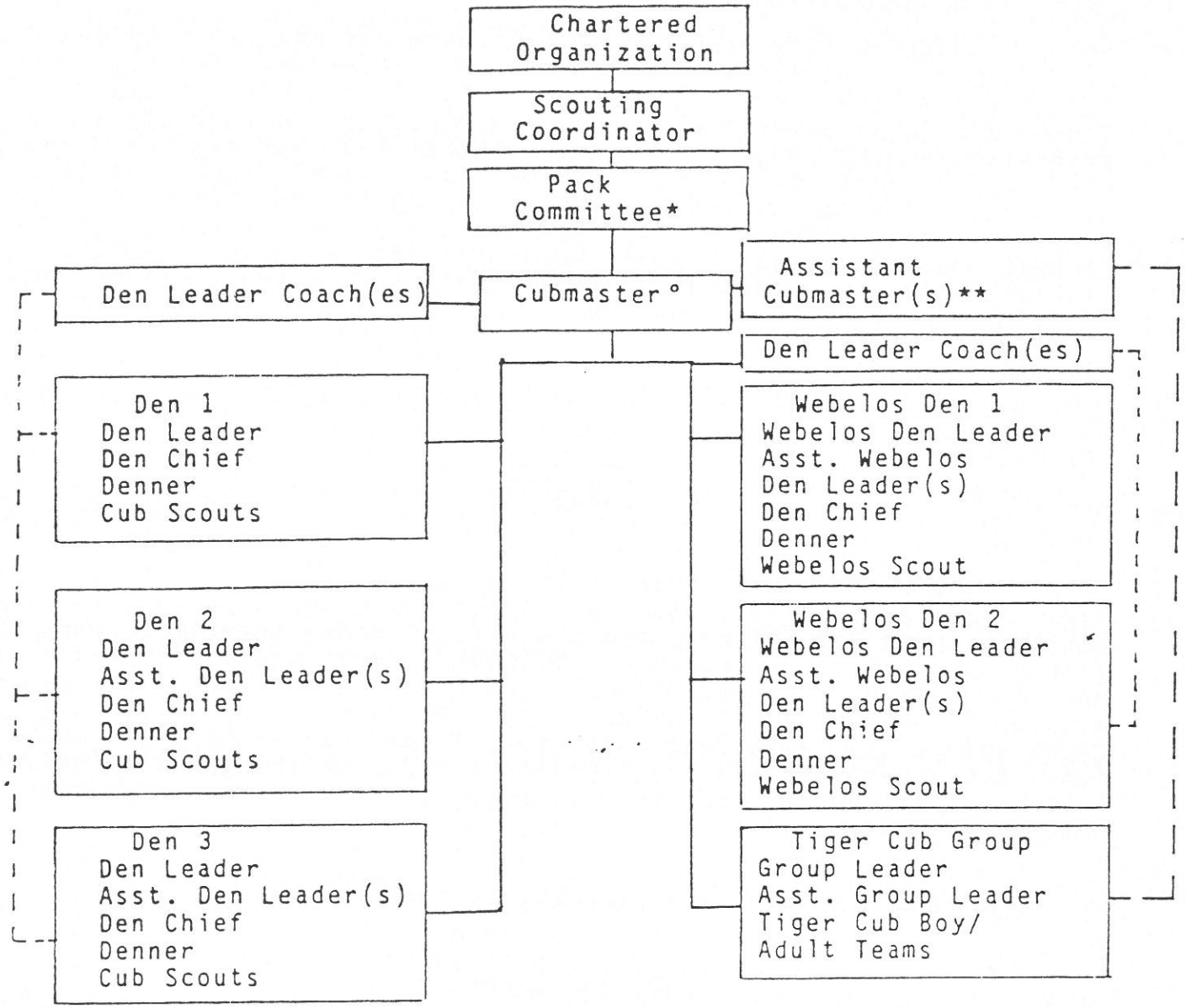
PRINCIPLES OF GOOD CUB PACK ORGANIZATION

The followingguide points are suggested to each Cub Pack in the Old Baldy Council as standard guides which we recommend that every Pack try to meet in their Pack operation.

1. Required parent participation.
2. Trained Den Chiefs are desirable in the operation of the den.
3. An emphasis on complete official uniform.
4. The hand clasp, salute, motto are used in repetition in this program.
5. The recommended length of the den meeting is one hour.
6. Variety in monthly Pack meetings.
7. Each den has an active den dad.
8. Den leaders are two deep in each den. In other words, a den leader and active assistant Den Leader. Each leader in the den being given specific assignments and responsibilities in the den.
9. The Cubmaster is the executive officer of the Cub Pack and is responsible for the operation of the Pack and Den meetings.
10. One assistant Cubmaster is responsible for recruiting and training Den Chiefs.
11. The Pack should hold monthly parents or pack leaders business meetings.
12. All leaders within the pack should be correctly uniformed, if possible, and wear their uniforms to all Cub Scouting functions.
13. The Cubmaster and Pack Committee Chairman have completed their basic training. We encourage all committee members and interested parents to attend and complete training sessions. We require the Cubmaster and Pack Committee Chairman to complete training before or immediately after taking over the job.
14. Our pack has a secretary who keeps our records - this may or may not include advancement.
15. Our pack has a treasurer handling the financial affairs of the pack and keeps all financial records.
16. The pack operates on the Pack Yearly Budget Plan and a Yearly Activities Planning format. This planning to be accomplished by the Pack Committee and approved by the committee and interested parents.
17. We have at least one Webelos Den in our Cub Pack.
18. Our Pack uses ceremonies in the induction of new boys and their parents and in the advancement of each boy as he advances to each rank. We have graduation ceremonies for all 11 year old Cubs whether they are Webelos Rank or not into a Boy Scout Troop.
18. The leadership and performance of our parents in our pack are recognized regularly.

19. The Pack presents advancements in rank to parents only and then the parents recognize their own sons by the presentation of their earned awards.
20. We encourage our Pack leadership to serve two years or longer.
21. We hold the formula that maximum membership of any den is eight boys and no more.
22. The Pack Committee Chairman is responsible for Yearly Planning, Pack Activities and service projects, and Pack Meeting programs. The Cubmaster is responsible for seeing that the program ideas are carried out in the dens.

PACK STRUCTURE



The number of dens is determined by the number of boys in the pack.

* The following functions should be assigned to members of the pack committee: chairman, secretary, treasurer, advancement, training, public relations, outings, and membership/registration.

** As Assistant Cubmaster from the pack is designated as the Tiger Cub organizer and the person responsible for ongoing support and encouragement to the Tiger Cub Group.

° Women may hold any position in Cub Scouting except Webelos den leader and assistants. All leaders must be 21 years of age or older except assistant den leaders who may be 18.

TIGER CUBS AND CUB SCOUTING

The Cub Scout program has been in existence for more than half a cent y. It is a year-round family program of the BSA designed for boys who are 7 and have completed second grade, or 8, 9, and 10 years of age. Tiger Cubs is an extention of and part of Cub Scouts. It is a 2nd grade program. However, boys may join the summer before their 2nd grade year (a the completion of 1st grade). One of the goals of Tiger Cubs is to provid an introduction to Cub Scouting for both the boy and the adult. It provides a chance for Cub Scouting to explain some of the goals and ideals to both boys and adults. Tiger Cubs will inform parents and adults about scouting with the anticipated result that more of them will be interested in becoming Cub Scout volunteers.

TIGER CUB IDEALS

The Motto of Tiger Cubs is: SEARCH
DISCOVER
SHARE

It consists only of three words, but those three words sum up much of what Tiger Cubs is all about. SEARCH. Tiger Cub partners search for new activities, new adventures, and new ways of being together. Even the search is carried out together. DISCOVER. Boys and adults enjoy the thrill of discovering new things together. SHARE. Partners share wi: each other and share with other members of their Tiger Cub group all great things they have done together. Tiger Cubs is full of excitement ar fun. But underlying all that fun and action are the goals of building a boy's self esteem and confidence, and building a stronger relationship between boys and adults.

The Tiger Cub Promise: I promise to love God,
my family, and my
country and to learn
about the world.

The Tiger Cub Promise is fairly simple, but living up to it can be complicated. Tiger Cubs are old enough to understand a promise and the responsibilities the promise carries, but they need adult help in becoming aware of the promise and in trying to meet its demands. They need help an support during those times when they find they are unable or don't want to live up to the commitment. It is not intended to be an oath that is simpl memorized.

THE PACK COMMITTEE

As a member of the Pack Committee, you have a most important responsibility. The things you do, or fail to do, will help determine how much each boy and family benefits from the program in your pack.

THE CHAIRMAN: Your goal is to involve parents, build a working committee, and develop two-deep leadership.

MEMBERSHIP CHAIRMAN: Register boys and their mothers (if they become Den Leaders) and their dads (if they become committee members or Den Leaders) promptly at the Council Scout Service Center.

ACHIEVEMENT CHAIRMAN: Receive the records from the Den Leaders and Webelos Leaders each month prior to the pack meeting, report these to the Scout Service Center and secure the badges and certificates.

FINANCE CHAIRMAN: Set up a budget plan for your pack. Supervise the collection of dues, the administration of special money raising projects - mainly Scout-O-Rama. Supervise the paying of any bills.

SME CHAIRMAN: (Usually the Scouting Co-ordinator) Responsible to recruit and train the pack SME team that will personally call on each Scouter and Scouting parent to tell the Scouting Story and become Sustaining Members of the Old Baldy Council.

SECRETARY: Keep minutes of the meetings, and send out any notices.

EQUIPMENT CHAIRMAN: Provide, scrounge, or secure adequate craft and ceremony equipment.

PUBLICITY CHAIRMAN: Publicize your pack with local newspaper coverage of all events and activities.

TRAINING CHAIRMAN: Promote and publicize attendance of pack leaders and parents at District and Council training courses, roundtables, Pow-Wow's, and Den Leader Workshops.

OUTINGS CHAIRMAN: Plan and help conduct summer outings and other outings to help provide your pack with a 12 month program.

PARENT INVOLVEMENT

Parent participation is desired by every leader. He or she dreams about it, wishes for it and complains about it when it doesn't happen. Before we talk about building it, we should know exactly what it is. Then we can plan steps to obtain it.

What is parent participation? It might be a mother helping her son make an Indian costume or a dad helping by hauling home some lumber to assemble a den game chest. It could be these and many other delightful and helpful things parents do. There is a difference between parent participation and cooperation. Parent participation is action . . . doing something.

Why is it important? The secret of a successful pack is in the high percentage of parent participation it achieves. Leaders should always remember that the program was developed for parents to use with their sons. Parents should understand that Cub Scouting belongs to them.

Where does it start? That's easy. It starts with you. As Cubmaster, Den Leader or Pack Committeeman . . . parents will look to you for guidance. Be Prepared with a few simple rules and guidelines that your Pack has agreed upon. If you expect parents to participate, tell them in no uncertain terms exactly what they're in for and what is expected of them. This means that parent participation begins even before the boy joins your pack. Try to find out in advance what each parent likes to do. Make sure that your information on parent participation is explicit. As parents see they are being helpful, they will become enthusiastic and willing to tackle additional jobs.

It is essential that you know how to use your parents. Don't expect them to volunteer, and don't try to force them into helping. Use the parent talent survey to find out their skills and interests. Then follow-up by inviting them to help in the pack or den by doing a specific job.

1. Get to know the parents through social time after pack meetings, potluck supper picnics, or group sparklers.

2. Ask parents for help and use it. Ask about summertime activities, recommendations, special chairmen or constructive criticism.

3. Inform parents that it is "your pack". Do not make the program boring for parents. Always be sure there is parent recognition for help rendered.

PARENT TALENT SURVEY SHEET (EXAMPLE)

PACK 108 INSTITUTION _____ DATE 11/21/86

Dear Cub Scout Parents:

Welcome to the Cub Scout Family of Pack 108. As explained to you, Cub Scouting is a program for parents as well as boys. We have a fine group of parents who have indicated willingness to help according to their abilities. We invite you to add your talents and interests so the best possible program can be developed for your boy and his friends.

Den Mothers and Webelos Den Leaders are always busy with Den activities. Our Pack leaders and committeemen know there are many talents among you to help in the operation of our Pack. Although your help may not be on a full-time basis, you can make a real contribution.

In making this survey, the committee wishes to uncover ways you can enjoy giving assistance. Please answer the following as completely as possible.

1. What are your hobbies? _____

2. What are your sports? _____

3. Is there something about your job, business or profession that would be of interest to Cub Scouts?

4. Would you be willing to assist on: ( ) The Pack Committee, as a ( ) Den Leader or Assistant, ( ) Den Leader Coach, ( ) Assistant Cubmaster, ( ) Webelos Den Leader?

5. What experience in Cub Scouting _____.

Boy Scouting _____.

6. Please check categories you would be willing to help with.

GENERAL ACTIVITIES
( ) Carpentry projects
( ) Swimming
( ) Games
( ) Nature
( ) Sports
( ) Outdoor activities
( ) Crafts
( ) Music/Songs
( ) Bookkeeping
( ) Typing
( ) Drawing/Art
( ) Radio/Electricity
( ) Dramatics/Skits

SPECIAL PROGRAM ASSISTANCE
( ) I have a station wagon or( )truck
( ) I have a workshop
( ) I have family camping gear
( ) I have access to a cottage or camping property
( ) I can make contacts for special trips and activities
( ) I can help Webelos Scouts with Tenderfoot skills

WEBELOS ACTIVITY AREAS
( ) Athlete
( ) Aquanaut
( ) Artist
( ) Citizen
( ) Craftsman
( ) Engineer
( ) Forester
( ) Geologist
( ) Naturalist
( ) Outdoorsman
( ) Scholar
( ) Scientist
( ) Showman
( ) Sportsman
( ) Traveler

7. How many hours per week would you be willing to give in order for us to provide a quality program for your son? _____

NAME _____ PHONE # _____

ADDRESS _____ BUSINESS PHONE _____

PLEASE RETURN THIS SURVEY TO Your Boys Den Leader By The Next Den Meeting
(PACK COMMITTEE)

YOUR COOPERATION AND HELP WILL BE APPRECIATED.

UNIT BUDGET PLAN - BOYS, BASICS, AND BUDGETS

Take first things first. If your job is the management of money, your firsts are basic. Basic income, basic spending, basic needs. You attend to them first.

If your job is the management of money for a Cub pack or Scout troop, your basics still come first. They should be planned and budgeted FIRST. Once you develop a sound budgeting plan for the basics you can add other things - such as individual programming or equipment needs.

The total is a well-managed, well-financed unit. Recognizing this, the Boy Scouts of America recommends a basic unit budget plan.

RECOMMENDED BASIC EXPENSES

Here are the recommended basic expense items per boy member:

Registration - - - - - - - - - - - - - - -	$ 4.00
Boy's Life - - - - - - - - - - - - - - -	6.60
Reserve Fund - - - - - - - - - - - - - - -	1.00
Other Basic Expenses - - - - - - - - - (badges, literature, goodwill)	
TOTAL	

Let's look at each basic expense.

REGISTRATION

When a boy joins, he usually is asked to pay the full $4.00 national registration fee regardless of the number of months remaining in the unit's charter year. The unit sends the council the pro rata amount for those remaining months. Note that the fees are figured on a monthly basis.

The balance of the boy's fee is kept in the unit treasury to supplement his dues in paying the next full year's fee. This procedure ensures prompt registration at Charter Renewal time.

BOYS' LIFE

Boys Life is the official publication of the Boy Scouts of America. Every boy should have Boys Life because of the quality reading and the articles related to your monthly theme.

RESERVE FUND

The reserve fund might be established by a gift or loan from the partner organization, members of the committee, or by a unit money-earning project. The reserve fund should meet unexpected expenses that occur before dues are collected or the money is earned. A new member's initial expenses may be met from the fund.

A small portion ($1.00) of each boy's basic expenses is budgeted to maintain this fund. If the reserve fund falls below this amount, it should be restored through a money-earning project or other means.

OTHER BASIC EXPENSES

These basic expenses include insignia of membership and rank for each boy to ensure prompt recognition and literature required by unit adult and boy leaders. Because service to others is fundamental in Scouting, the budget should include a goodwill project, Good Turn, or a gift to the World Friendship Fund.

PROGRAM MATERIALS

Each unit needs to provide a certain amount of program materials. For example, it should have United States and unit flags and equipment and supplies for its regular program.

ACTIVITIES

The size of the budgeted amount for activities depends on the unit program. Usually such activities as Cub Scout pinewood derbies are financed by the boy and his family over and above the dues program.

As a special note, refreshments at parties or parents meetings can be homemade or met by a "cover charge" or "kitty" at the event. Regular unit funds should not be used for this purpose.

SOURCES OF INCOME

DUES

Most people agree that the habit of regularly meeting financial obligations is desirable. The finance plan of any unit should include participation by a boy in a regular dues plan. An annual unit fee too often completely contributed by parents does little to teach a boy

responsibility.

The weekly or monthly dues envelopes for Cub Scout dens provide a handy means of recording dues for boys who pay on a regular basis, catch up on back dues, or pay in advance. If a boy is behind in dues, an adult leader should find out why. Adult leaders may also help provide a solution through individual work projects.

MONEY EARNING PROJECTS

A well-rounded unit program requires supplemental income. This might come from the sale of a product or a project involving the talents, participation, or efforts of the unit members or family. Policies and procedures are included in the financial records books for packs.

Most projects require the submission of the Unit Money Earning Application No. 4427 to the local council office. To ensure conformity with all Scouting standards on money earning, leaders should be familiar with the 10 guides listed on the back of the application.

SAMPLE BUDGET WORKSHEET

Expected Income for Year

Number of meetings _____

Amount of Dues each meeting $_____

Annual dues per member (dues x number of meetings) $_____

Average membership in a year _____

Total dues per year (annual dues x average membership) _____

Other Income _____ $_____

_____ $_____

Total other income _____

TOTAL BUDGETED INCOME (total dues + total other income) $_____

Budgeted Expenses for Year

Registration $ _____

Boy's Life $ _____

Reserve Fund $ _____

Other basic expense (badges, literature goodwill) _____

a. Total per boy $ _____

b. Average yearly membership _____

Total basic expenses (Items a x b) $ _____

Program materials $ _____

Activities $ _____

Total budgeted expenses (total basic expenses + program materials + activities) $ _____

To develop your unit budget, complete the above with the unit leader and have it adopted by your pack committee. Mark the proper box on your charter application to indicate that you are on the budget plan.

PACK RECORDS AND ADVANCEMENT

Advancement! Does your pack receive its due return from the time and money expended on the program? Advancements are your return, your measurement of your over-all program. If every pack analyzed its program with this in mind, there would probably be quite a few disappointments. National Standard Unit requirements state that 50% of all boys re-registering must have advanced in rank. Most of the boys who have earned the Arrow of Light badge have already graduated into a troop, so the Wolf and Bear Advancements are the only ones which will be counted toward the National Standard Unit requirements.

How do we achieve advancement? What can we do to insure our pack of at least 50% advancement? There are no cut and dried solutions to this. Only trial and error, using different methods, and then selecting the one best to your pack will get the job done. No doubt every Cubmaster has faced the problem of a boy who has been in the pack two years and is old enough to be inducted into Webelos, but is still a Bobcat. Why? This same boy may earn almost every Webelos Activity Badge during the next year. Where did the pack fail? Probably the pack did not fail. It could easily have been 'parent failure'.

Parent failure - failure to have enough interest to find out why other boys were advancing when their boy wasn't. Failure to have enough interest to work with their son a short time each week to help him pass achievements. One solution to this problem is an up to date parent orientation program. Every new parent should be told their duties as parents in the pack, with emphasis on working with their son on advancement. Most parents want their son to do well, and would help if they knew just what was expected of them. Would you believe that not one parent in five has read the Parent's Supplement in their son's handbook? It's true. When you present a boy with his new book, tear out the supplement and hand it to the parent. Explain it to them and ask them to open it. Once they have opened it, they might even read it!

A boy receives his Wolf or Bear book and in about six months he should have earned the badge. This gives him six months to work on electives for Arrow Points before he receives the next book. The basic plan for keeping records is the same, regardless of whether your pack has an Advancement Committee, or whether the records are kept by the Den Leaders and Pack Committee.

In the case of the Advancement Committee; records are kept on each boy in the pack by the Advancement Chairman.

He receives a list of all new boys from the Membership Chairman - the list includes den, name, birthdate, and date of induction. He receives a list of each month's advancements; and from this is able to update the roster. He should check it over to determine which boys are not advancing. He then talks to the Den Leader to find out how close to advancement the boy is. If necessary, one of his committee checks with the parents to determine why the boy isn't advancing. This way, the pack is showing an interest in each boy which is bound to be beneficial for the boy and for the pack.

Regardless of who handles the records, the boy should be given an incentive, and be made to feel that his advancement is important to him and the pack. A personal visit will often increase his and his parents' interest in pack activities.

Another solution to the Advancement problem might be a pack newsletter. This can be distributed through the dens with no postage expense. The newsletter can have a Den section, where Den Leaders give an account of their den's activities, attendance and special events for the month. Some of the Committeemen can have sections to expound on pack items which relate to their particular jobs. This would include such sections as Training, Outings and Advancement. The Advancement Chairman can list the names of all boys who have advanced in rank during the past month. Boys and their parents both enjoy seeing the boy's name in print and reading about his activities.

This newsletter has an added advantage in that it will furnish information about pack activities to the parents. This will help in the problem of communications.

This all boils down to the fact that if boys do not advance, they are really not getting the program as it is intended. We should do everything in our power to make the program available to them, encourage them along the way, and give them the proper recognition for their achievement. Cubbing should be fun, but the boys should also learn the Scouting way, the American way, and God's way for us to live.

ANNUAL PROGRAM PLANNING

Once a year it is recommended that pack leaders and their council members hold a long-range planning conference in which they organize an annual calendar of events.

The Cub Scout Program Helps and Webelos Scout Helps are designed to aid leaders in planning programs for their dens and packs. Using these Helps and the basic Cub Scout books, leaders will find it easy to put together monthly activity programs aimed at providing fun for boys and achieving Cub Scouting's purposes.

The prime objective of the program planning process is to deliver a high quality program for each boy - a program that must be fun and exciting for boys, and it must also achieve the purpose of Cub Scouting. With this objective as your foundation, you should be able to plan and conduct meaningful annual programs.

Scout leaders often use the word KISMIF to remind themselves to put fun in the program. KISMIF stands for "Keep it simple, make it fun!"

Three other factors should be considered in your program planning. They are: (1) the need to make sure that each boy has opportunities for advancement, (2) summer programs; don't drop Cub Scouting in the summer when they have the most time for it; (3) the need to orient parents to Cub Scouting so that they will know how it works and what they must do to make it work for their sons.

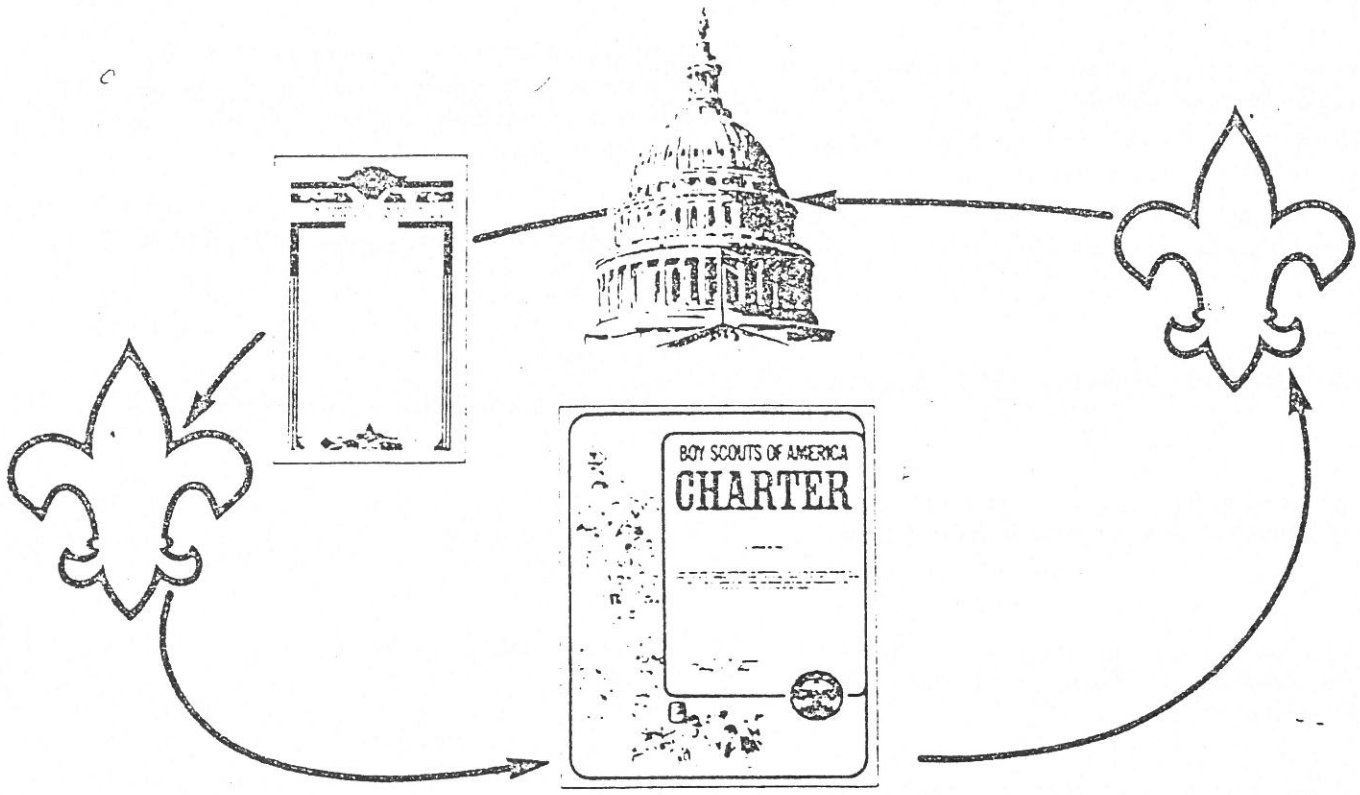
It is suggested that at some time during the year parents should meet with pack leaders to learn about their roles in Cub Scouting and learn of the pack's plans for the year.

Cub Scouting's monthly programs are based on themes. Each of the four den meetings is focused on the theme, and the month's activities are climaxed at a big pack meeting, which is centered on the theme. However, the pack leaders are free to change the suggested themes as they wish, substitute others or change the order. When the monthly themes are changed, the pack highlights will be changed as well.

Ideas and projects for the suggested themes are covered in the Program Helps, and each month's Cub Scout leaders roundtable will focus on the next month's suggested theme. Therefore, if your pack wishes to use themes not suggested in these Helps, the leaders will have to find their own supporting material and ideas.

Pack Program Planning Charts are found on the last page of your Cub Scout Program Helps manual. To achieve a better program in your pack, use this chart as a worksheet to plan your year-round program.

Also, this Pow-Wow book is designed to be an additional reference for program planning. See Den and Pack Activities and Webelos Sections of this book for International Theme Ideas to supplement the national program.



Unit Charter Renewal

Scouting is unique among community organizations. One of its most unusual characteristics is the fact that it doesn't own or operate Scouting units. The ownership of Scouting units is vested in other community organizations or groups that generally have as their main activity something other than Scouting. Representatives of Scouting approach these organizations and convince them of the value of owning and operating one or more units. The Scouting movement provides the program, technical help, and special facilities. The chartered organization provides the manpower, meeting facilities, and the continuing interest of a responsible community organization. Through the strength and wisdom of this partnership arrangement, millions of boys have benefited from Scouting. Without this unique working association, the program would be costly and limited to a very few boys.

Renewing the Scouting Charter

Since 1916, when Congress granted a charter to the Boy Scouts of America, Scouting has granted charters to organizations. Scouting renews its national charter by reporting to Congress annually. Likewise, chartered organizations report to Scouting once each year to renew their local charters. As a commissioner, you are in an excellent position to help chartered organizations carry out their trust and renew their privileges and obligations.

SERVICE TO CHARTERED ORGANIZATIONS – YEAR-ROUND

Objective

Provide year-round service to chartered organizations and their units so they are successful in achieving their objectives.

Plan

The professional Scouter serving the district should have an ongoing relationship with the head of the chartered organization. This relationship is built around personal visits. One of these visits should be held approximately

90-120 days before the charter renewal date in relationship, to the charter renewal process. On each of these visits do the following:

- Confer about the success or needs of the unit and begin the solution of any problems.
- Review the role of the chartered organization and the local council to help the unit be successful.

Review key personnel to determine replacements, additional personnel, and recognition.

UNIT CHARTER RENEWAL PROCESS

Objective

Provide a plan to reregister Scouting units on time with no or minimal losses in membership and adequate leadership.

Plan

The council prepares a unit charter renewal kit for each unit due to reregister and follows these fundamental steps over a period of 90 days:

Three Months Before Unit Expiration. The national office forwards to the local council a computer printout of adults and youth members presently registered. This form serves as the unit charter application and is inserted into the prepared unit charter renewal kit. The professional or commissioner serving the district delivers the kit to the key person in the chartered organizaton to carry out the steps of charter renewal.

Two Months Before Unit Expiration. Using the computer printout, the unit conducts a membership inventory of youth and adults. Unit personnel contacts or visits inactive youth and adults. Brings unit up to strength by inviting new youth and adults. Sets unit charter review date and invites officials of the chartered organization, the unit committee, unit leaders, and the unit commissioner or a district or council representative.

One Month Before Unit Expiration. The unit commissioner or a district or council representative conducts the unit charter review. It includes a review of the unit's performance during the past year and its plans and goals for the coming year. The national standard for quality program is the basis for determining unit performance. Units are recognized for achieving this standard. The unit reregistration forms are completed and are submitted with fees to the council service center prior to the unit expiration date.

After the Charter Application Has Been Renewed. The unit's new charter and membership certificates are presented to the chartered organization at an appropriate gathering.

Meeting With Key Person (Agenda items)

1. Analyze unit strengths and weaknesses. If there are weaknesses, find out where or how the district, or chartered organization can strengthen the quality of the program, including its leadership.
2. Determine the unit's status in measuring up to the 10 Tests of Successful Packs, Troops, and Posts/Ships.
3. Establish that the unit will reregister on time and that leadership and adult problems are resolved or on the way to a resolution.
4. Set the date and prepare for the membership inventory.
5. Set the date for the charter review meeting.

Organizing Membership Inventory

NOTE: Explorer posts determine their uniform or their distinctive dress identity and set their guidelines and standards.

1. Appoint membership inventory officer to conduct the inventory and the uniform inspection. (A uniform inspection can be conducted any time during the year.)
2. You will receive two computer printouts of all youth and adults registered during the past year. A supply of uniform inspection forms can be secured, one for each youth and adult, at a small cost.
3. Set a membership inventory date and alert all youth and adults.
4. Three to four weeks before the inventory date, meet with unit leaders to discuss ways to make best use of this event. Determine how to gather the information on membership inventory, outdoor program, advancement, and other information to be reviewed at the charter review meeting.

   Seven to fourteen days before the membership inventory, the unit leaders explain the plan and distribute to each youth and adult a uniform inspection form. These forms are taken home so members can check all details of uniform and insignia. Inform all members that the inspection forms are to be brought back to the inspection meeting. Invite your commissioner to partcipate and assist in the uniform inspection. Secure one inspector for every eight members to be inspected.

Membership Inventory Night

1. Brief committee on information to look for: youth attendance, outdoor program, and advancement. Decide on the inspection procedures.

2. Unit leader assembles unit for uniform inspection and introduces inspection team.

3. Those individuals who pass the inspection are recognized by the inspection team.

4. Following the unit meeting, the leaders and committee meet. The coding information* gathered in the membership inventory is placed on the unit copy only of the computer printouts. A review of the unit record book will supply some information.

5. All absent or inactive members are listed and assigned to various persons to be contacted to determine if they are to be reregistered. Unit leaders and committee agree on a plan to recruit new adults and youth as required.

On charter review night, the unit reports on its current year and sets goals for the coming year.

*Coding for Information Gathered (place next to each youth's name)

Pack and Troop: A – active; I – inactive; O – participates outdoor program (Yes or No); AD – advancement past year (Yes or No); UIS – uniform inspection score.

For Posts/Ships: A – active; I – inactive; SA – superactivity participation (Yes or No), DDI – distinctive dress identity (Yes or No).

Around the 30th Day • Charter Renewal Meeting

The charter renewal meeting is the keystone in the arch that is the basis for another year of Scouting. At that meeting you should lead the unit committee to:

- Summarize results of the membership inventory. How will they help those Cub Scouts, Boy Scouts, or Explorers, noted on the roster, who are not attending or participating in the quality program items?
- Check results of the current year of the 10 Tests of Successful Scouting for Packs, Troops, and Posts/Ships, No. 28-040.
- Review what is required to qualify as an honor unit. Did the unit qualify?
- Set goals for next year related to the 10 Tests of Successful Scouting for Packs, Troops, and Posts/Ships. After setting the goals lead the unit to state in writing the steps it will take with the help of the district to achieve each goal.
- Check out their own budget plan against the model —*Unit Budget Plan,* No. 38-426.
- Review the functions of and assignments of the chartered organization unit committee members and council support. Use the *Charter Renewal Discussion Guide,* No. 04-182.
- Check for accuracy and completeness of charter renewal papers for on-time reregistration.
- Plan a charter presentation ceremony.

Using the 10 Tests of Successful Scouting, No. 28-040, record the unit's report for the current year and goals for the coming year. Attach this copy to the charter renewal application. The unit should keep its copy from the back of the unit printout.

HOW TO FILL OUT THIS PACK CHARTER RENEWAL APPLICATION

REQUIREMENTS FOR REGISTRATION

The chartered organization shall select one of its members, other than the Cubmaster or assistant, to register as Scouting coordinator for the pack and any other units the organization operates. The pack must have at least three committee members, with one named chairman, a Cubmaster, a den leader, and a minimum of five boys. Webelos den leaders and their assistants must be male.

Executive Officer Certification.—The executive officer by signature certifies that the organization approves the charter application; that all registered adults subscribe to the declaration of religious principle, policy of nondiscrimination, and Scout Oath or Promise, agree to be guided by the *Charter and Bylaws* and *Rules and Regulations of the Boy Scouts of America*; and are U.S. citizens (or have declared intention or are otherwise qualified) and are 21 years of age (18 for assistants) or older.

Local Council Certification.—Council representative indicates "yes" or "no" on questions related to on-time reregistration and unit leader trained and certifies the status by signature.

Cubmaster Certification.—The Cubmaster certifies that each boy is at least 7 years of age and has completed the second grade or is 8 years of age and not yet 11, and has parental consent.

Instructions

Cross out any incorrect information and enter the correct information on the blank space directly below. *See examples:*

Reregistering With No Change.—John Smith is reregistering with no changes; therefore, do nothing.

Wrong Information.—Mary Brown's address, name, phone, or position is incorrect. Cross out incorrect information and print in new information.

BOYS' LIFE	LINE POS. NO.	NAME	ADDRESS
SC	4	MARY BROWN	~~[illegible]~~ 109 STILLWELL ST

Use the following code letters to indicate a change in leaders' positions:

SC Scouting coordinator	CA Assistant Cubmaster	DC Den leader coach
CC Chairman	WL Webelos den leader	DL Den leader
MC Member of committee	WA Assistant Webelos den leader	DA Assistant den leader
CM Cubmaster		

Dropped From Pack.—If an individual is no longer in this pack, cross out name and address.

BOYS' LIFE.—Harold Green wants to get *Boys' Life*. Mark an x in *Boys' Life* column.

BOYS' LIFE	LINE RANK NO.	NAME	ADDRESS
X	5	HAROLD GREEN	16 LOGAN

Advancement in Rank.—Peter Klug advanced a rank. Cross out old rank and print in new rank.

BOYS' LIFE	LINE RANK NO.	NAME	ADDRESS
~~X~~	~~F~~ 7 W	PETER KLUG	1817 SANDS

Use the following code to indicate a change in rank.
C Bobcat W Wolf B Bear R Webelos A Arrow of Light

Registered but Not Listed.—Samuel Johnson is registered in this pack now, but his name is not on this application.

Print all information in the proper space on the first available line.

BOYS' LIFE	LINE RANK NO.	NAME	ADDRESS
I C		SAMUEL JOHNSON	7171

New Member.—Paul Brown is a new member. Do *not* add his name to this form—have him complete an individual application. Attach the national office and local council copies to this form.

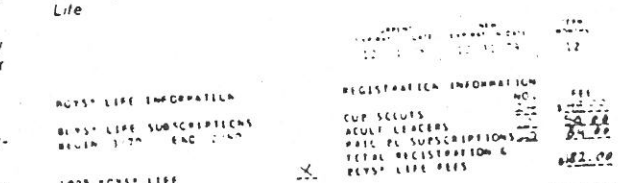
Fee Paid in Another Position.—Joseph Waters paid his registration fee as an adult in another unit and is not paying a registration fee in this pack. Circle his two-letter position code.

BOYS' LIFE	LINE POS. NO.	NAME	ADDRESS
(CC)	2	JOSEPH WATERS	48

MEMBERSHIP FEES

Boy membership fees are $2/year; adult membership fees are $5/year. $1.50 of which is for a subscription to *Scouting* magazine. *Boys' Life* subscription rates are $4.20/year. Fees for a different period are at proportionate rate.

Example of Computing Fees.—This charter will expire in December 1979 registering 10 adults, 24 boys, and 20 subscriptions to *Boys' Life*.



Unit Budget Plan, No. 28-426, provides a means for establishing a basic budget plan.

Aliens.—Visiting adult aliens must indicate country of citizenship, last address there, and any previous Scouting record in a note attached to application.

Signatures.—Adults must sign this form in the space provided on front of charter renewal. See job description cards for recommended adult committee responsibilities.

Roll Call for Youth Members.—The roll call (membership inventory) and uniform inspection will assist the unit in building a quality program for its members. This information should be noted on *the unit copy* of the charter renewal under the following code letters:

A/I — Indicate A for active or I for inactive members.
O — Indicate YES or NO for outdoor program.
AD — Indicate YES or NO for past year's advancement.
UIS — Indicate the actual uniform inspection score.

Uniform inspection forms and recognition certificates can be secured from the local council service center.

DECLARATION OF RELIGIOUS PRINCIPLE

The Boy Scouts of America maintains that no person can grow into the best kind of citizen without recognizing an obligation to God and, therefore, acknowledges the religious element in the training of the member, but it is absolutely nonsectarian in its attitude toward that religious training. Its policy is that the organization or institution with which members are connected shall give definite attention to their religious life. Only persons willing to subscribe to this declaration of principle and the *Charter and Bylaws* and *Rules and Regulations of the Boy Scouts of America* shall be entitled to certificates of leadership.

POLICY OF NONDISCRIMINATION

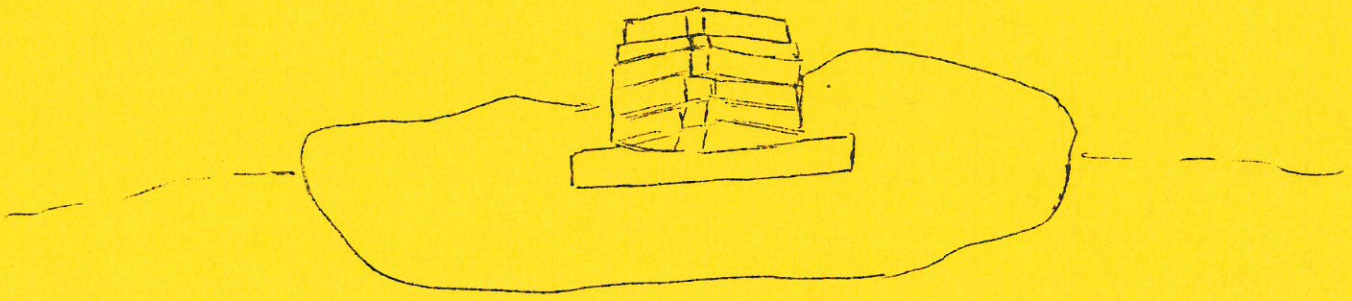
Youth membership in Boy Scouts of America is open to all who meet the membership requirements. The Cub Scout and Scout programs are for boys. The Explorer program is for young men and young women.

Both membership in Scouting and advancement and achievement of leadership in Scouting units are open to all boys without regard to race or ethnic background and are based entirely upon individual merit.

These instructions appear on the back of the Pack Charter Renewal, No. 28-101.

Family Activities foster

Parent-Son relationships



Blue and Gold

WHAT IS BLUE & GOLD?

Scouting began in England in 1907, with a group of 22 young boys. Lord Baden-Powell, the Founder, took these boys to Brownsea Island off the coast of England for twelve days of adventure in camping and pioneering. He was testing his idea for an organization for boys.

In 1909, American businessman, William D. Boyce, was lost in a London fog. A boy appeared out of the fog and offered to guide him to his destination. When Mr. Boyce attempted to give the boy a shilling tip for his services, the boy politely declined, explaining that he was a scout and was doing a "good turn."

Impressed, Mr. Boyce questioned the boy about Scouting and was ultimately led to the office of Lord Baden-Powell, the Founder of Scouting.

Caught by the dream, Mr. Boyce returned to the U.S.A. with a suitcase full of information and ideas. With the aid of enthusiastic volunteers like Ernest Thomas Seaton, who had formed "The Woodcraft Indians" in 1902 and Daniel Carter Beard who had formed "The Sons of Daniel Boone" in 1905. The incorporation papers for the Boy Scouts of America were approved in Washington, D.C. on February 8, 1910.

Meanwhile, back in England, Boy Scout troops were bombarded with younger boys who wanted to join. In 1916 Wolf Cubbing was introduced there to accommodate the boys.

Seeing a similar need here, the Boy Scouts of America began experimenting with Cub Scouting. It was a rave success and was formally adopted in 1930, and in 1982 the Tiger Cub Program was adopted.

Each year Scouting celebrates its anniversary in a variety of ways during the month of February. Traditionally, Cub Scouts have celebrated by holding an annual Blue and Gold Banquet. (Blue and Gold for the Cub Scout colors.) For many packs across the nation, this is the main social event of the year, with gay decorations, invited guests, and special awards.

Scouting has spread to 109 nations. This year Scouting is celebrating its 77-th birthday. It is also the 57-th birthday of Cub Scouting. From that handful of boys on Brownsea Island so

long ago, Scouting has grown into a brotherhood of more than fifteen million boys and adults around the world. Be proud that you belong to such a great organization.

In the following pages, we hope to aid you in making this your most memorable Blue and Gold celebration.

The pack committee should begin to plan the Blue and Gold Banquet very early -- preferably, two or three months in advance. Try to involve as many people as possible, and avoid giving Den Leaders too many additional responsibilities -- they will be busy with their dens. Remember this is Cub Scoutings birthday, so keep the party atmosphere as you plan your programs, filling it out with good Cub Scout fun and entertainment.

There are no set rules to follow for a Blue and Gold Banquet. It can be an event saved for those "Special" awards like Perfect Attendance, Service Stars, Den Leader Training Awards, and the special Thank Yous to the adults who have helped the pack through the year. It can be like a regular pack meeting with songs, skits, stunts, and awards. Or, you can have something different and special, such as, a magician, puppet show, musicians - singers, or someone famous. It can be used "in place of" or "in addition to" the regular pack meeting. It can be a simple, inexpensive, picnic dinner or an elaborate, catered affair. The meal itself, however, is just a means to an end. The important thing is the atmosphere created for this special Cub Scout family affair.

Planning Your Blue & Gold Banquet

At the November pack meeting, announce and explain what a Blue and Gold dinner is. If necessary, enlist the aid of volunteers to help the pack committee plan the banquet and activities.

This is the biggest event of the year and it will take a little extra planning. The extra planning will be worth while the night of your dinner.

When the pack committee meets, they will need to make decisions on the following points:

1. Date and time
2. A meal plan
3. Facility
4. Theme
5. Invitations
6. Decorations
7. Agenda
   a. Set-up
   b. Pre-opening activities
   c. Hosting
   d. Opening ceremony
   e. Welcome and introductions
   f. Invocation
   g. Dinner
   h. Program and activities
   i. Advancement awards and ceremonies
   j. Special recognition awards
   k. Announcements and thanks
   l. Closing ceremony
   m. Clean-up

Keep in mind that there are no set rules for a Blue and Gold Banquet, other than in keeping within the Boy Scouts of America ideals. Plan your celebration to meet the needs of the families in your pack.

Theme

It will be easier to plan the program and decorations if there is a theme to build upon. Check your program helps, pow-wow books, etc., for theme ideas. Don't be afraid to ask for help and ideas.

To be successful, the banquet must be well planned in advance. A banquet chairman isselected by the pack committee. That person recruits helpers to carry out the responsibilities below. This general outline will help make your planning easier. Try to involve as many people as possible, and avoid giving den leaders too many additional responsibilities - they will be busy working with their dens.

Banquet Committee Responsibilities

1. Set the date and time of banquet if this has not already been pre-determined. Most packs hold the banquet on the regular pack meeting date.
2. Decide on - a meal-serving plan.
   a. Pot Luck - Each family brings a dish to share either with the whole pack or with the den group. Families furnish their own plates, cups, utensils, serving dishes. Food is pooled and served buffet style.
   b. Food Committee - If the pack has sufficent funds, they may wish to buy the meat, bread, beverage, plates, utensils,

cups, napkins and ask pack families to bring salads, vegetables, and desserts. Some packs prorate the cost among those who attend. Some food committees purchase all the food and prepare the entire dinner.

c. Catered - Either have a caterer bring in the food already prepared, or the pack can go to a restaurant for dinner. In these cases, the food is prepared so there is nothing for the pack to do but decorate the room and tables.

3. Secure an adequate facility at least six weeks in advance. The space needed will be determined by the serving arrangement and the type of exhibits used.
   a. Type of facility:
      1. School cafeteria
      2. Church meeting room
      3. Civic centers, town halls
      4. Restaurants
   b. Check on rental fee, if any. This may determined which facility you decide to use.
   c. Check seating capacity and number of tables available.
   d. Inquire about kitchen availability, if needed.
   e. Secure permission to use special items - PA system, etc.
   f. Confirm reservation at least a month in advance.

Food Subcommittee Responsibilities

1. Pot Luck Plan
   a. Decide if dens will plan their own menus, or if each family will bring food to contribute to an over-all pack menu.
   b. Let each den family know how much and what type of food to bring.
   c. Ask each family to bring their own plates, utensils.
   d. Decide if pack will furnish salt, pepper, sugar, napkins, etc. If so, make arrangements to buy them or have them donated.
2. Food Committee Plan
   a. Decide how much food the pack will furnish (meat, drinks, paper goods, or all the food).
   b. Purchase food and other dinner items.
   c. See that each den receives their share of purchased goods.
   d. Obtain enough helpers to prepare the meal (or part of the meal). Be sure it is prepared well. Remember health rules.
3. Catered Plan
   a. Caterer
      1. Contact caterer. Agree on menu and cost.
      2. Check time of delivery and find out if caterer provides everything, including drinks and dessert.
      3. Accept reservations, and estimate attendance well in advance.
      4. Collect money prior to banquet.
   b. Restaurant
      1. Contact restaurant. Agree on menu and cost.
      2. Accept reservation, and estimate attendance well in advance.
      3. Collect money prior to banquet.
4. Plan to have a cake or cupcakes. This is a birthday party. Consider having a father-son cake bake.
5. Determine serving needs.
   a. Plan two serving lines if more than 150 are served.
   b. Arrange for kitchen utensils, serving dishes,

large containers for hot and cold drinks, as needed.

6. Work with program subcommittee in adhering to time schedule for serving, eating, etc.

Use the members of the Banquet Committee as chairman of the following sub-committees to plan the details of the banquet. Depending on the size of the banquet, you may wish to combine some of the responsibilities to fit your needs.

Physical Arrangements Subcommittee Responsibilities

1. Develop a seating plan so that den families can sit together:
   a. Head table?
   b. Arrangement of tables (determined by size and shape of room)
      1. Square
      2. U-shape
      3. Parallel
      4. Fan-shaped
2. Make arrangements to get into the building early on the day of the banquet to set up tables.
3. Inform dens what time they may arrive to decorate. Be sure to allow enough time for people to go home and dress for banquet.
4. Check restroom and coatroom facilities.
5. Check on need to work with custodian.
6. Be sure there is adequate parking space.
7. Arrange for adult clean-up committee. Have trash bags available.

Program Subcommittee Responsibilities

1. Cubmaster should be a member of this committee.
2. Select theme for banquet.
3. Select master of ceremonies.
4. Working with Cubmaster, plan format of program and recruit a person to handle each item on the agenda.
5. In cooperation with Den Leader Coach and Den Leaders, plan the general room decoration and head table decoration.
6. Decide on placement of room displays and exhibits.
7. Prepare a printed program for handout.
8. Arrange for props for ceremonies and skits. Work with advancement chairman on props.
9. Send written invitations to special guests.
10. Select a welcoming committee to greet people as they arrive. (Preferably a group of Cub Scouts in uniform).
11. Send thank-you notes afterwards.

We would like to expand on some of these points:

Date and Time

Set the date and time for your banquet well in advance. Make the announcement to the pack at least three months in advance so all members will have ample time to prepare. Many packs schedule theirs for a regular pack meeting night, however, you may wish to schedule a different time for various reasons. For example, your children's regular dinner hours, availability of kitchen facilities, desire for outdoor games, etc.

Reservation forms announcing the date, time, menu, and costs are always a good idea. You will also need to know who is attending, and how many are expected.

Keep records of all costs, donations, members attending, and procedures for future reference.

Meal Plan

There are, basically, three different plans to utilize:

A. Potluck - there are a number of different ways to handle this choice:
- Each family could bring a complete dinner (picnic) for their family.
- A committee could coordinate with each pack family, individually, requesting or assigning a particular dish, condiment, drink, or service item from each.
- A parent from each den could coordinate with the other parents in the den to create a balanced meal.
- Potluck by den - every mother brings a dish to be put on her son's den table, for all to share. It would be wise for the den leader to meet with the mothers to coordinate and make suggestions so that there would be a balanced meal.
- Potluck by pack - each mother brings a dish to be put on the main table for all to share. To balance the meal you might have one or two dens bring covered dishes and the rest bring salad, bread and butter, desserts etc. (Balance this out by how many dens).
- Meat by pack - if the pack can afford it (or each family pays a certain amount) they can order beef, ham or some other meat. Then each den leader meets with the mothers of their den to decide the rest of the meal. (potatoes, vegetables, salad, bread and butter, dessert).
- Chicken Dinner - each mother brings two fried chickens, some mothers bring salad, rolls or bread and butter and some dessert. This could work either by den or pack.
- Spaghetti Dinner - each mother brings a panfull of spaghetti, (enough for their family and two extra servings) and some bring salad, rolls or bread and butter, some dessert. Again this could work either by den or pack.
- International Dinner - each den leader brings a menu which is typical of some foreign Country (Mexico, Japan, China, etc.) Follow rules for Potluck by den above.

These are some suggestions and only that, set the menu to fit your Pack. The Pack may decide to furnish meat, milk, coffee and ice cream or it may be only milk and coffee or nothing. If the Pack is to furnish any of these things get a person or persons to be responsible for ordering and picking them up for the dinner.

A pack may request the families to bring food and serving utensils only, perferring to purchase plates, utensils, and cups from pack funds in order to have uniform place settings.

B. Food Committee - if a kitchen is available, the pack may wish to purchase the food, prepare and serve a hot, uniform meal, i.e., a spaghetti dinner, etc. When this method is used, please keep in mind the dietary preferences of your pack families. The pack could purchase the food with pack funds or prefer to prorate the cost of it among the pack families. Keep in mind that Blue and Gold Banquets are not intended to be fund raisers. The costs should be carefully analyzed and divided fairly. Also, take care that the cost is not so high as to cause stress on some families.

C. Catered - the pack arranges to have a catering service prepare and deliver the dinner - or chooses to go to a restaurant. Once again, keeping in mind costs and dietary preferences of pack families. Catering orders or restaurant reservations should be made at least six weeks in advance.

The Banquet Meal

The type of menu selected for the banquet will be determined by current food prices, however, a well-balanced meal should include; meat, vegetables, salads, bread, dessert, and drinks. The following information will help the banquet committee in planning:

Pot Luck Meal - for den of eight families:

Two families bring meat dishes, two bring vegetables, two bring salads, one brings dessert, and one brings bread and drinks.

Food Committee - the table below will serve as a guide for the committee in buying the food for the banquet.

The quantities listed will service 25 people

Quantity Buying Table:

Baked Beans - 4 qt bowl
Butter - 1/2 lb = 32 servings
Carrots, raw sticks - 1-2 lb
Coffee (reg) - 1 lb = 40-50 cups
Coffee (inst) - 1-2oz jar = 40 cups
Lettuce - 3 heads
Salad Dressing - 1 pt, or 1/2 lb
Potato Salad - 1 qt bowl
Jello Salad - 1-1½ qt mold, or 9" x 13" dish
Mashed potatoes - 4 qts bowl
String Beans - 3-2 lb cans
Peas - 5-2 lb cans
Baked Ham (bnls) - 6-7 lbs
Swiss Steak - 10 lbs
Meatloaf - 1½ lbs pork, 3½ lbs beef
Chicken - 40 pieces
Stuffing for poultry - 5 qts
Turkey - 18-20 lbs
Pickles - 1-1/2 pt
Jelly - 1-1/2 pt
Rolls - 50
Cream for Coffee - 1½ pts
Ice Cream - 1 gal
Punch or Iced Tea - 2 gal (makes 50-5oz servings)
Crackers - 3 lbs
Cream for whipped topping - 1 pt
Frankfurters - 7 lbs (2 each)
Juices - 3-46oz cans (5oz each)
Ketsup - 3-14oz btls
Lemon (for tea) - 4
Mints - 1½ lbs
Nuts, salted - 2 lbs
Peanut butter - 3 cups to spread 25 sandwiches
Potato chips - 2 lbs
Radishes - 4-5 bunches
Sugar (for tea and coffee) - 3/4 lbs

Hosting

Assign a den to greet and welcome guests as they arrive. You may also consider asking Boy Scouts, Girl Scouts, or a local club to help service the meal, thereby, freeing all the Cub Scouters to enjoy the banquet.

Facility

Secure an adequate facility at least six weeks in advance. This could be a school cafeteria, church meeting room, town hall, restaurant, etc. Consider these things when selecting the facility:

- Rental fee
- Seating capacity
- Special items:
  - P.A. system
  - Speakers
  - Stand, etc.
- Parking space
- Restrooms
- Kitchen, if needed

Keep in mind that this will probably be the pack's largest crowd of the year. Be prepared.

The Blue and Gold Dinner is a family banquet, for the whole family of every Cub. In most Packs it is the best attended event of the year. In planning it, you should figure on a large number. Cub Scouts and their families should sit together at their own table or at a special section of a large table.

If you are using the dishes that belong to the school or hall where you are having your dinner, keep in mind you may need extra things like platters, bowls, sugar and creamers, salt and pepper and ash trays to name a few. If each family is to bring their own place settings make sure they get a list of what to bring - plates, cups, glasses, silverware. Divide sugar and creamers, salt and pepper etc. Den leaders get a couple of your parents to come and help set your tables. Even if each family will bring their own place settings prepare your table early with place mats, name tags, place cards, centerpieces and anything else that can be done ahead of time. (Most school tables hold about 10 people).

When you have the place for your dinner check to see if you can set up the tables early in the afternoon or at least 1 hr. before your dinner will start. If you will be using their personnel check to see what service is free, which you will have to pay for if any. What else like, will they make the coffee ect.

When using a buffet style of serving, it is always a good idea to have two lines - one down each side of the table.

Agenda

A. Set up - develop a seating pattern so dens and families can sit together. Place the tables so everyone will be able to see and to hear. Make arrangements to have access to the building early to set-up and decorate.

B. Pre-opening activities - these are very important because they give the guests a chance to meet and "break the ice,' beginning the evening with a warmth and friendliness which will long be remembered.

C. Opening ceremony - decide who will perform the opening. This may be done by a den, den chiefs, den leaders, etc. Keep in mind that everyone is hungry.

D. Welcome and Introductions - the master of ceremonies will want to recognize pack leaders, guests, head of chartered organizations, etc., at this time. Keep the comments short, with plenty of applause.

E. Invocation - this may be given by a pack leader, Cub Scout, or minister. Keep the invocation non-denominational, so as to accommodate the various faiths represented in the pack.

F. Dinner - the serving plan should be quick and efficient. If you are serving buffet style, you may wish to group the dishes together by category; i.e., salads, in one place, main dishes in another.

G. Program/Activities - in planning the program, remember, it must appeal to boys, as well as adults, and there are no set rules to follow. It can be like a regular pack meeting with den presentations of songs, skits, stunts, awards, etc., or, some different form of entertainment, such as, magician, puppet show, or singers.
Most paeks prefer to use entertainment from within their own group. You might want to have the den leaders, den chiefs, or parents perform songs, skits, or stunts as a change of pace from the ordinary. The boys always like to see the adults act silly.

H. Advancement Awards/ Ceremonies - if your banquet is held on the regular pack meeting date, remember to include an advancement awards ceremony.

I. Recognition - the Scouting program happens only because of the persons who give of their time to make it happen. Everyone appreceiates being recognized for his contributions and efforts. There are numerous certificates and plaques available for purchase in your local Council Service Center and these are always appropriate. However, often the budget or the occasion warrants another type of recognition.
Imagination is the main ingredient in awards and certificates of appreciation. Who would not enjoy receiving an original form of saying, "THANKS"? The creator and the recipient will both have FUN with the ideas waiting in your mind when you give them a chance.

J. Announcements and Thanks - it takes a lot of people working together to plan, prepare, and make a Blue and Gold Banquet. Be sure to thank everyone for attending.

K. Closing Ceremony - At this point in the program, the "tone" of the meeting should become more serious. Close with something inspirational or patriotic.

One of the most important things is when you set your times stick to them. In making up your program try to approximate the time of each item on it, thus if your program is to long you can make changes now instead of at the dinner. Don't forget to thank adults and honor them at this dinner. Give them year pins, thank you cards or what ever your pack chooses. Make sure you introduce leaders and anyone that has been a help to your pack.

Invitations

Who's invited? This is a prime opportunity to show appreciation to those who have helped your pack during the year. Invite the officers of your sponsoring organization, local dignitaries, Scouting Commissioners, Scouting Executives, and those who have provided a service or donation to your pack or den. (These guests should not be asked to speak, although, the guest from the sponsoring organization may be asked to bring a greeting.) They should be welcomed and shown where they are to sit. Some Packs have a special head table for the guests some mix them in at den tables. Send out invitations at least 2-3 weeks ahead remember you are not the only pack having a dinner this month. Ask the guest to R.S.V.P. if you don't hear from them call to see if they received their invitations and if they are coming.

Invitations to the Blue and Gold Banquet are usually sent to every pack family and to the special guests. Boys can make the invitations at a den meeting and take them home to their families. Invitations to special guests should be mailed.

The design of the banquet invitation should reflect the high ideals of Cub Scouting and also the theme of the banquet.

Cub Scout Pack _____
requests the pleasure of your company
for our Blue and Gold Banquet on ____,
the _____ of February at ____ o'clock.
(where)
_____
(address)
_____
Your town, U.S.A.

R.S.V.P. (Den Leader or Cubmaster)
Address
Phone Number

The invitations should have a design to follow the theme of Scouting.

Inside, include the following:
Date:
Time:
Place:
Bring: (table service; potluck dish, etc.)
For more inforation call: (phone number)
If R.S.V.P. is desired, indicate name and phone number.

Decorations

Making the decorations is the most exciting part of the Blue and Gold Banquet for Den Leaders and boys. The decorations should be simple and easily made by boys. Make good use of inexpensive and scrap materials. Use the banquet theme as the guideline for decorations

There should be coordination between Den Leaders, Den Leader Coach, and the program subcommittee, so each den will be making generally the same amount of decorations. The type and style can vary with each den, but all dens should be making the same items. It is bad if one den makes place mats, place cards, nutcups, napkin rings, etc., and another den makes only place mats. A little advance planning will make everyone happy.

Some of the items which boys might make in den meetings are:

a. Centerpiece
b. Nutcups
c. Place mats
d. Place cards
e. Napkin rings
f. Corsages for mothers
g. Boutonniere for fathers
h. Favors for brothers/sisters

A nice token of remembrance of this pleasant evening can be a simple program with a picture of the den on the cover. Inside, list the program, pack leaders, and Cub Scouts' names. Add a few facts of the pack's accomplishments during the past year.

Remember, Cub Scouts won't want to spend several den meetings cutting and pasting. Enlist the help of mothers in making part of the decorations.

Special decorations only should be handled by a Committee, such as streamers, posters, special award box and maybe name tags, place cards, for special guests. All the rest should be done in the den by the cubs. First thing for each den mother to do is check with the boys to find out how many in the family, how many cards for every one at the table and center pieces. Place mats can be made or use Cub Scout ones. Sometimes you can combine place cards and napkin holders.

Clean-up

Arrange for a clean-up crew. Make sure you have enough trash bags, recepticles, mops, brooms, sponges, and buckets. Remember to "Leave it better than you found it."

CERTIFICATES OF RECOGNITION FOR CUB SCOUTS AND ADULTS

Certificates of appreciation for Cub Scout Pack Leaders or parents can be purchased at the Council Service Center. For a more special recognition, certificates can easily be custom made. The Pack may also wish to present certificates of participation to all boys at special events like Pinewood Derbies.

In designing certificates, the best results are obtained with black ink, black line-drawings, and some dark blue line-drawings. The components can be found in many places if you're watching for them. For example: line-drawings from the Cub Scout Leader Program Notebook, scroll border from an Honor Roll Certificate, badges and activity badges from the Insignia Control Guide, tracing of a race car photo from a magazine ad.

It is not necessary to cut up these items. Make a photo copy of them and cut out the parts you need. On a piece of white typing paper, arrange the pictures or insignia and add lettering. The easiest way to position the pictures is with double-stick tape. If part of your composition is crooked or off center, carefully peel it off and replace it. A sheet of graph paper under the typing paper will help with alignment.

Now, run one copy of your finished certificate on a good copy machine. There may be some lines that should not be there. Cover them with liquid paper and you are ready to have your certificates run off. Parchment or colored paper can make them extra special.

This same technique can be used for Blue and Gold Dinner Programs, Pack newsletters and announcements.

ONE HUNDRED YEARS from
now, it will not matter what kind of car
I drove, what kind of a house I lived in,
how much I had in my bank account nor
what my clothes looked like. But, the
world may be a little better because I
was important in the life of a BOY.....

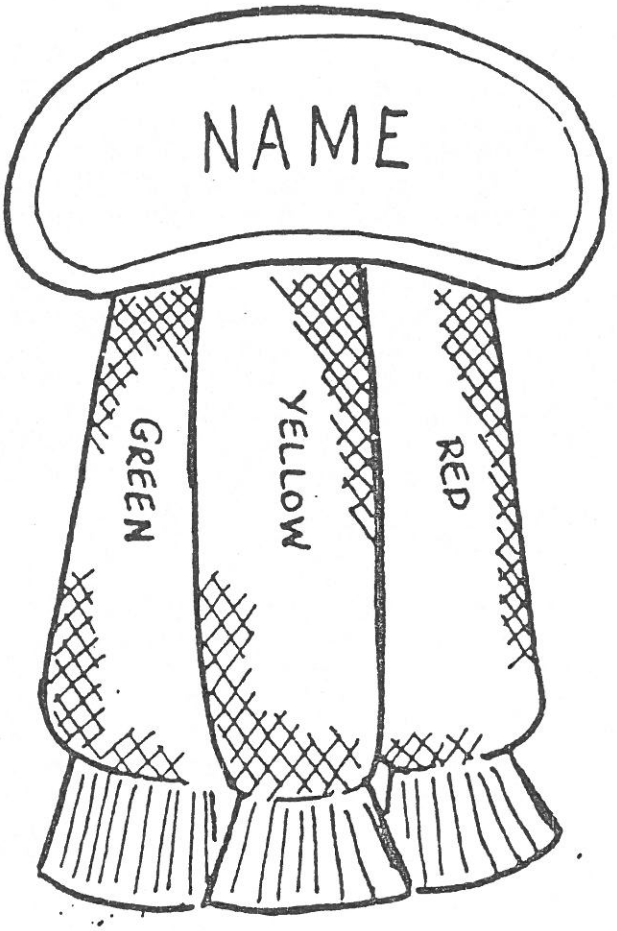
In Recognition For Service To Youth
awarded to

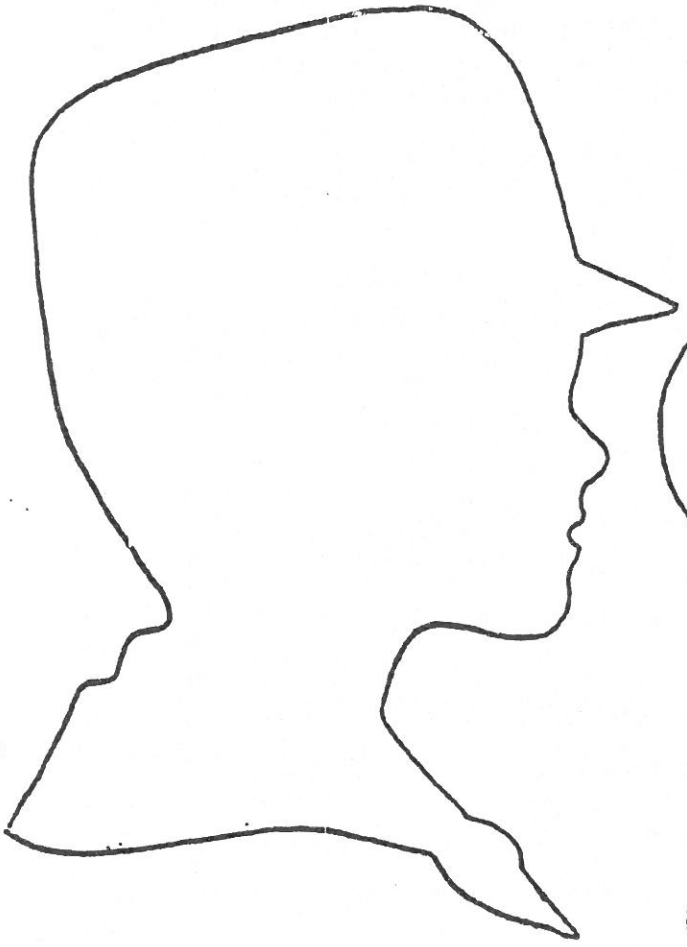
Pack 214 Mrs. Beasley Chino Hills, Ca.

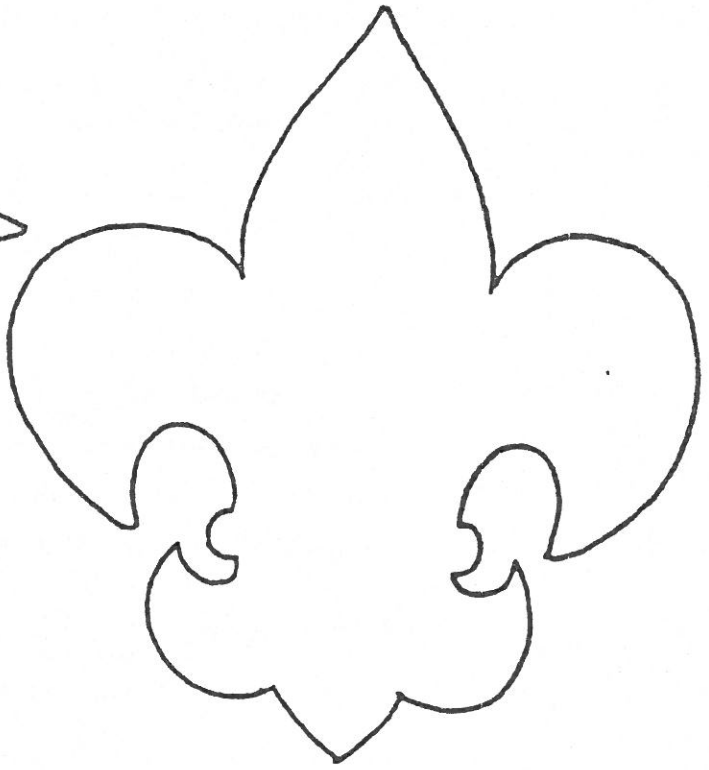
Steven Smith, CUB MASTER — Feb. 24, 1995, DATE — Mark Hilbert, COMMITTEE CHAIRMAN

NAME TAGS



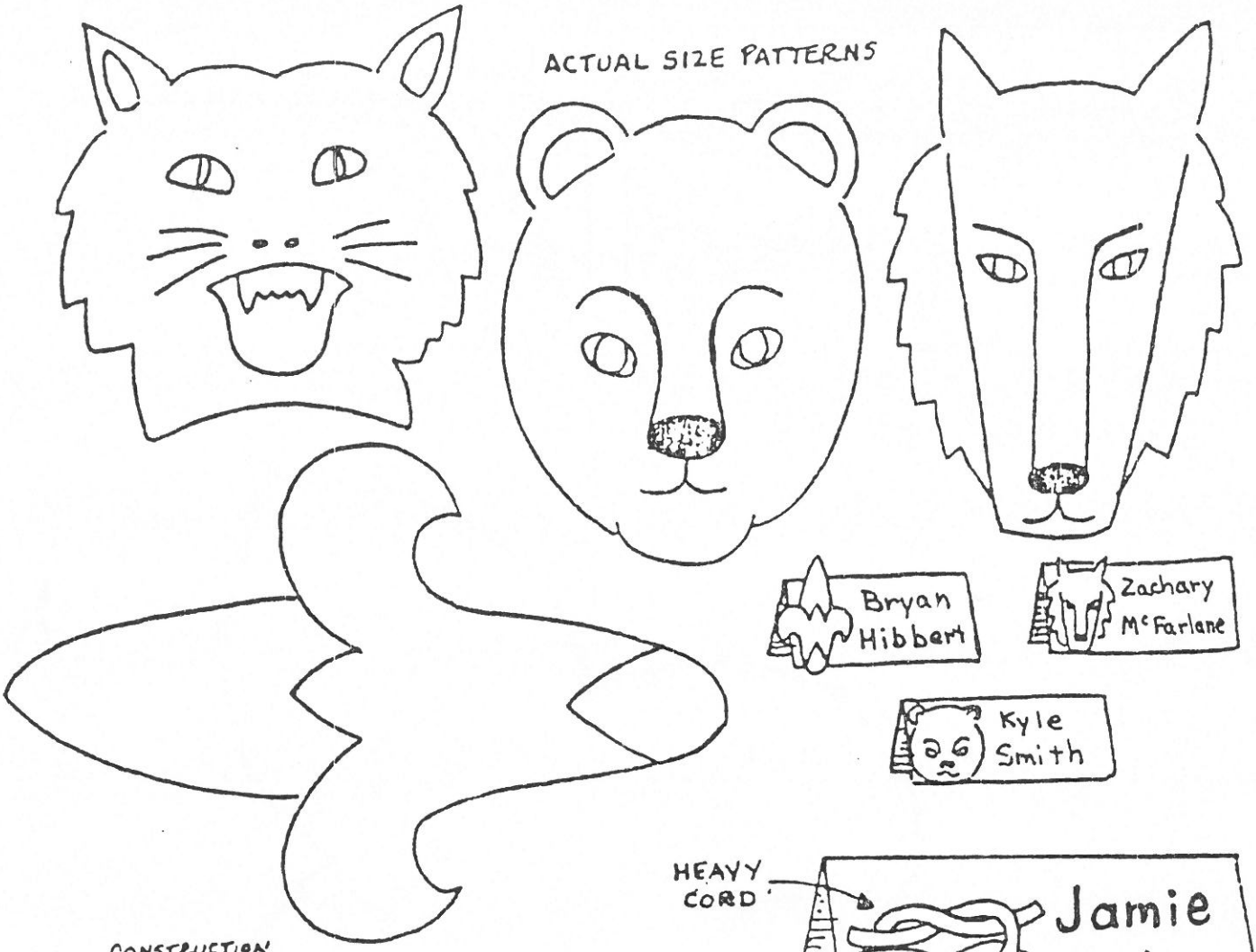


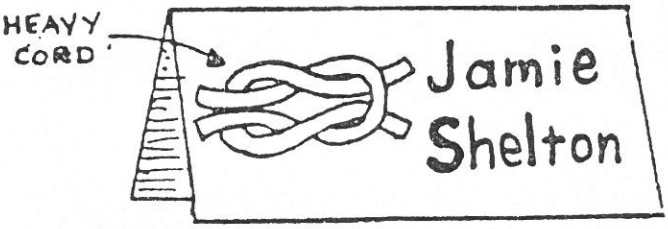


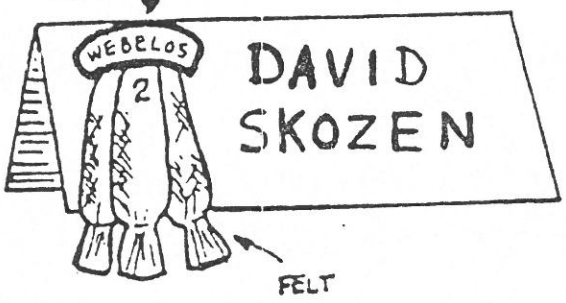


PLACE CARDS

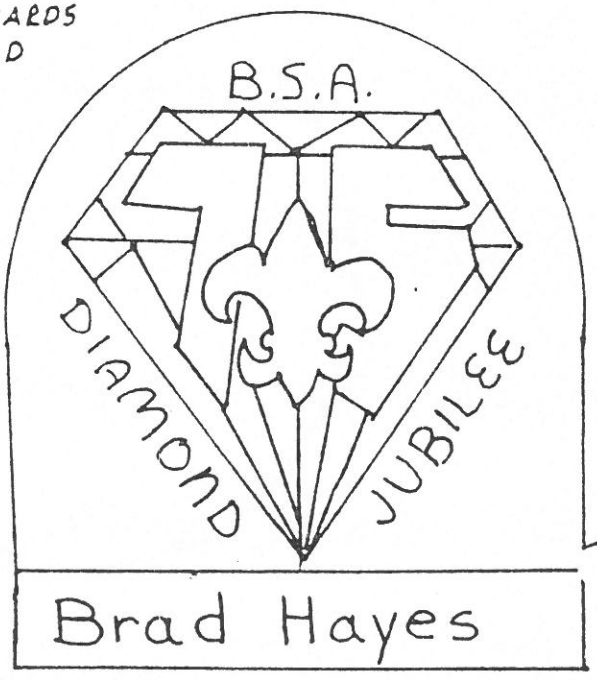
ACTUAL SIZE PATTERNS

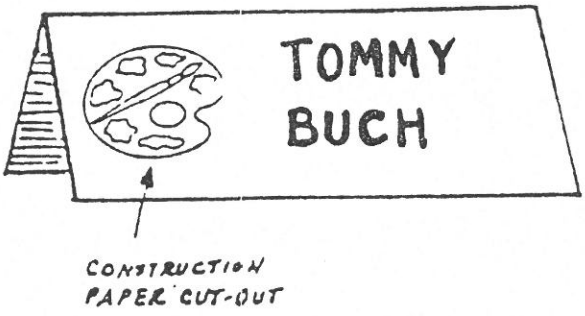






4" x 5" CARDS FOLDED

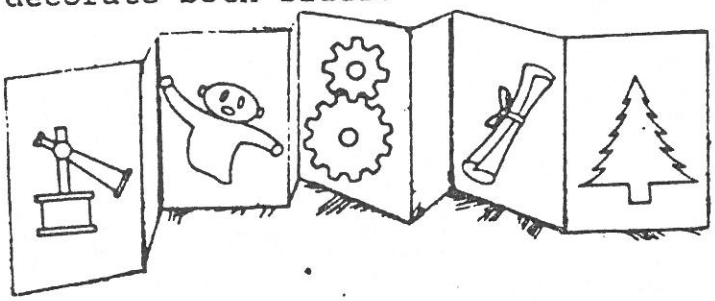




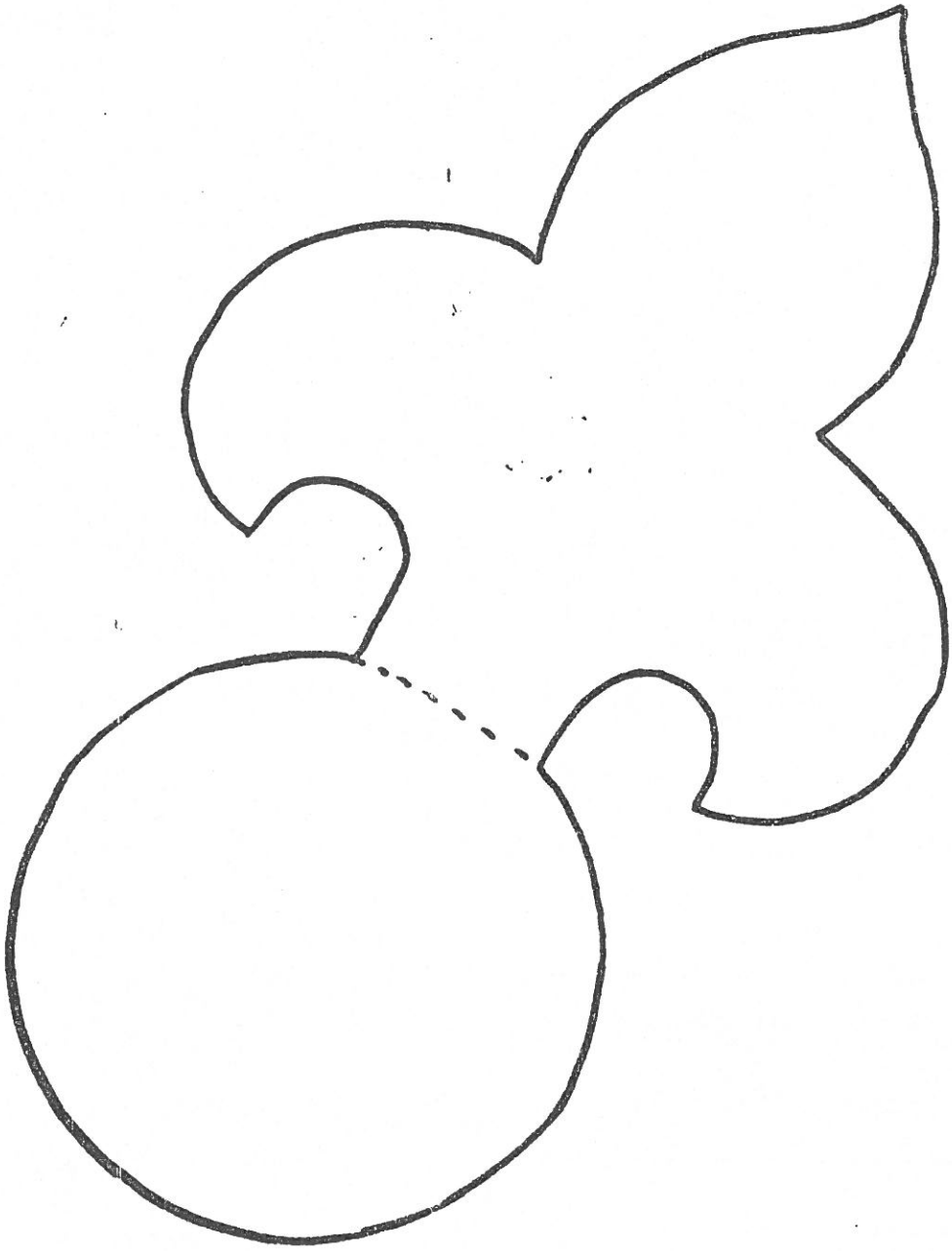
FEBRUARY/BLUE AND GOLD

WEBELOS DECORATIONS

Accordion Table Runner - Each Webelos Scout makes drawing of one achievement on 5" x 7" card (or larger). Tape cards together. Remember to decorate both sides.

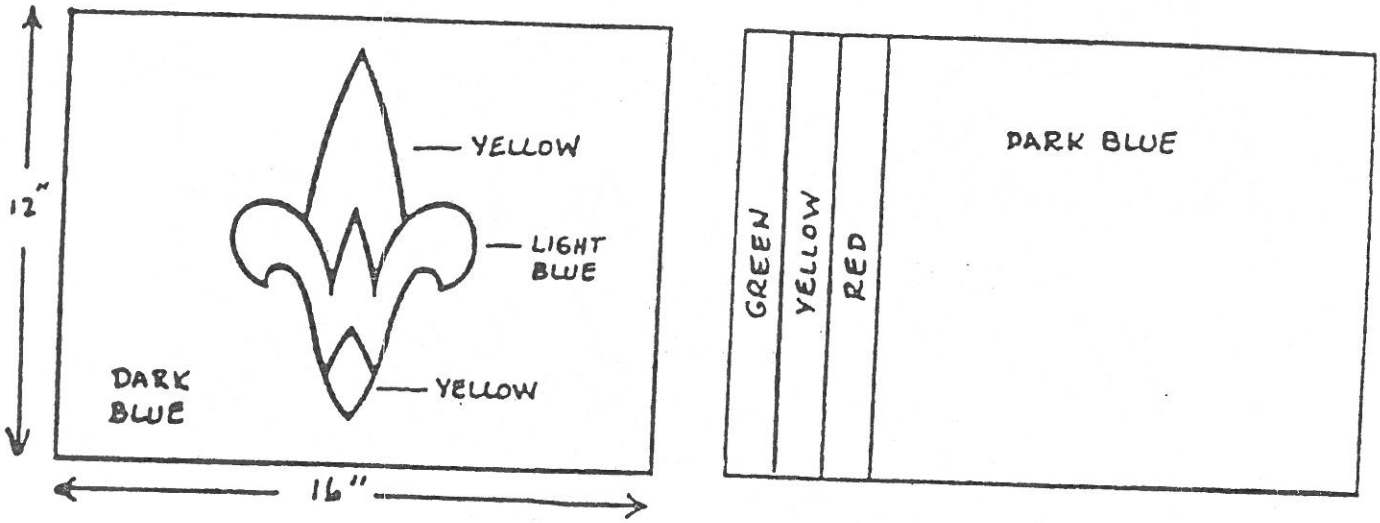


WEBELOS SCOUT PLACE CARD

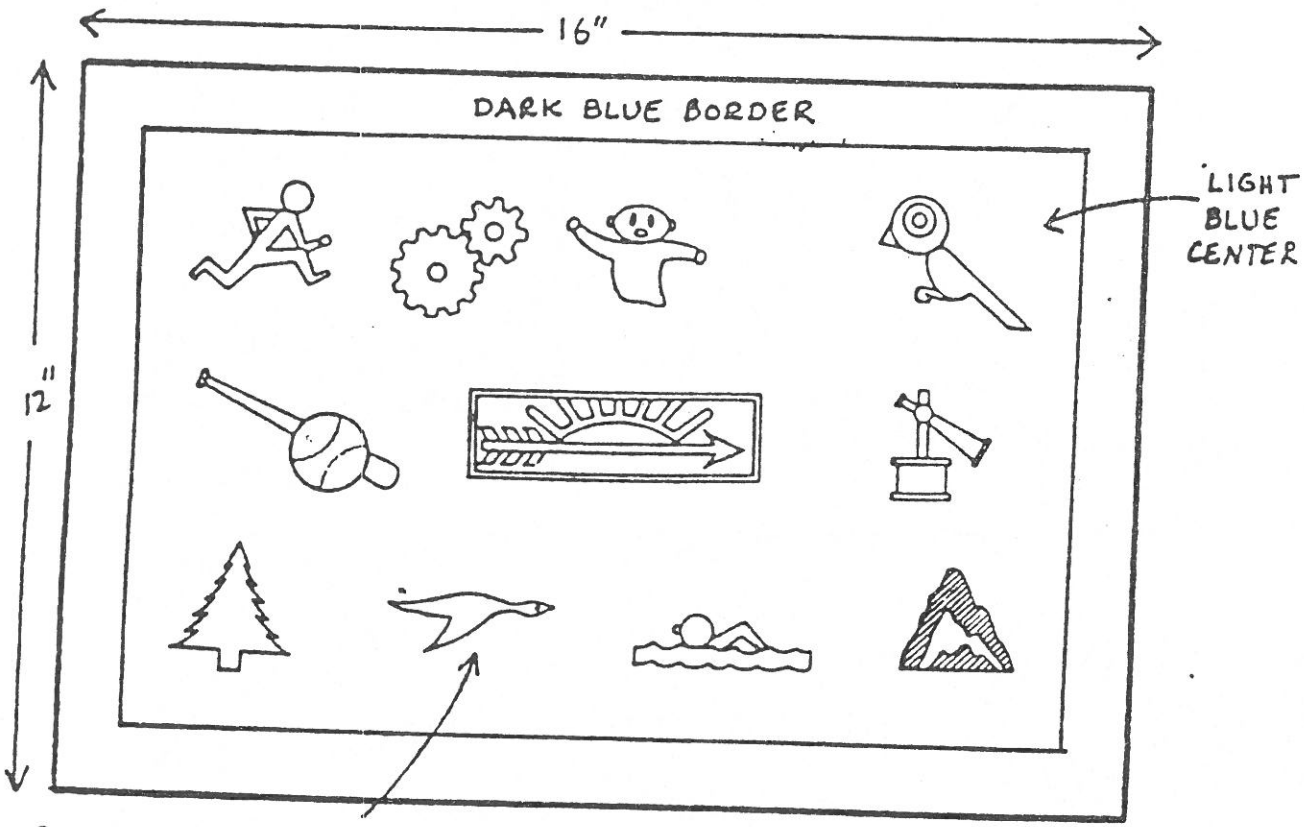



WEBELOS
2

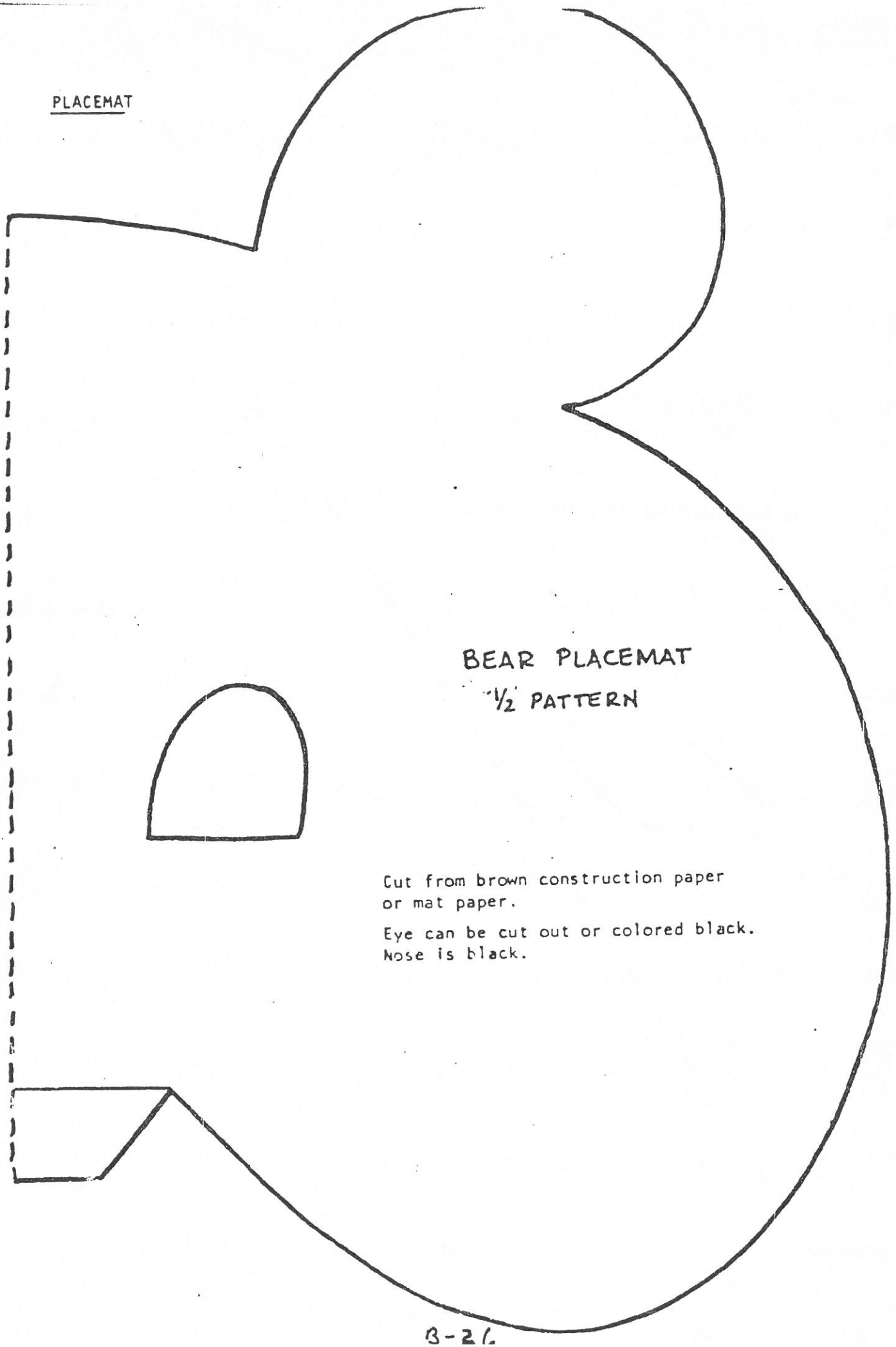
PLACE MATS



Cut place mats from mat paper or construction paper.
Decorate with contrasting colors of construction paper.



PLACEMAT



BEAR PLACEMAT

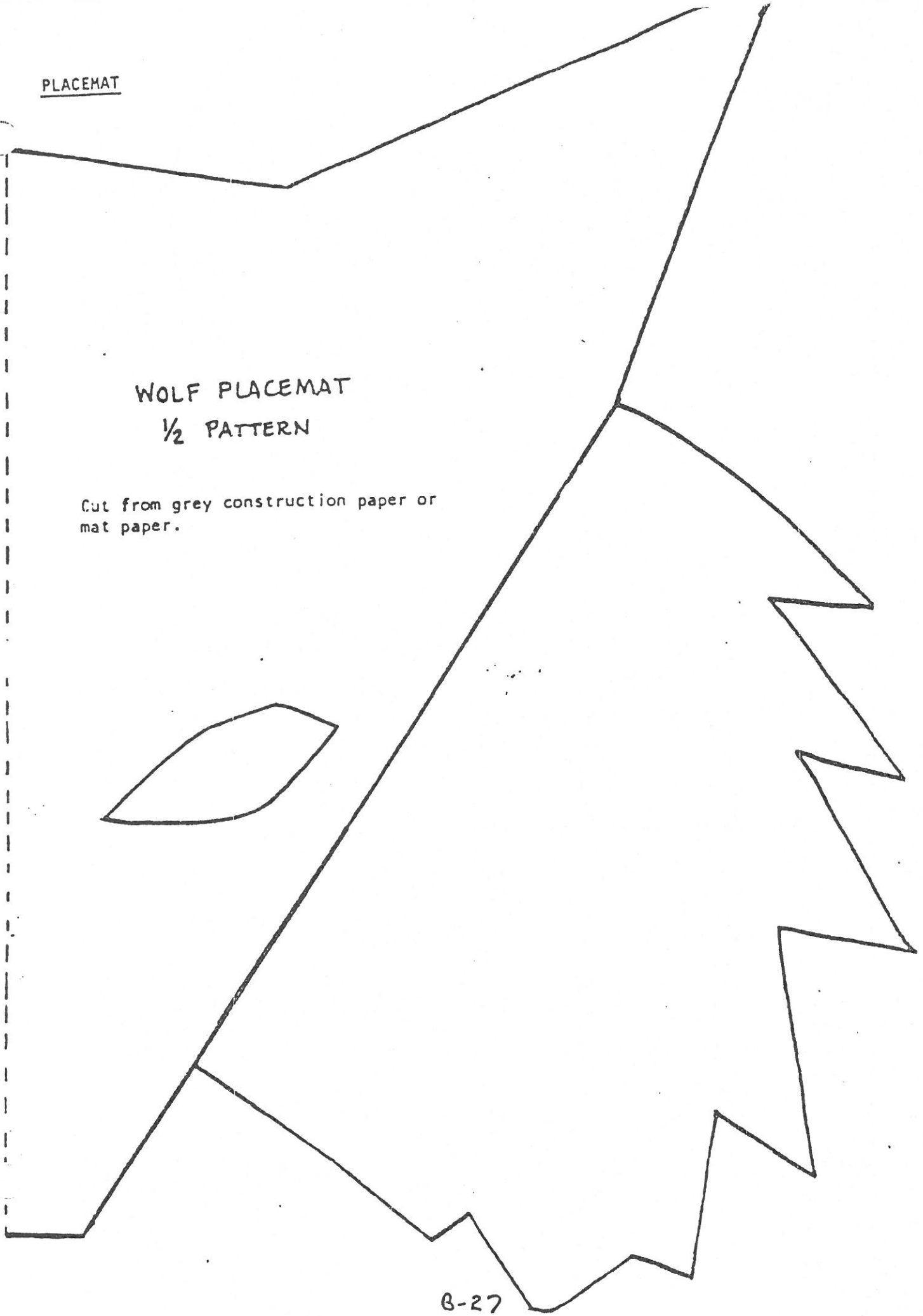
½ PATTERN

Cut from brown construction paper or mat paper.

Eye can be cut out or colored black.
Nose is black.

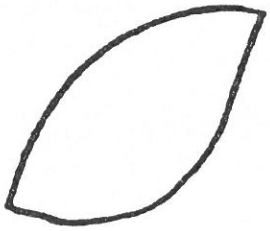
WOLF PLACEMAT
½ PATTERN

Cut from grey construction paper or mat paper.



PLACEMAT

BOBCAT PLACEMAT
1/2 PATTERN

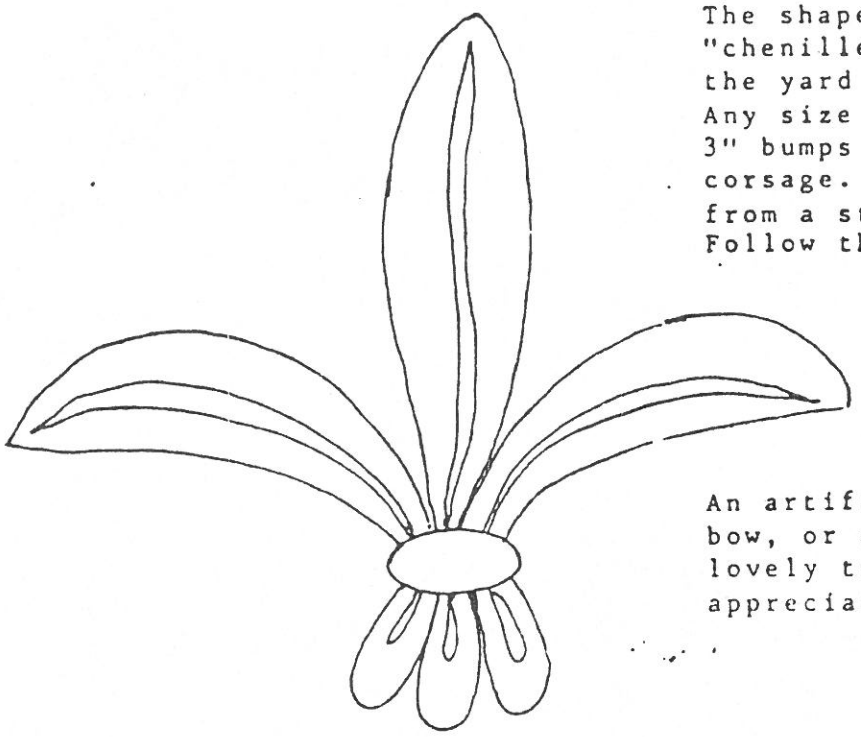


Cut from yellow construction paper or mat paper.

Eye may be cut out or colored in.

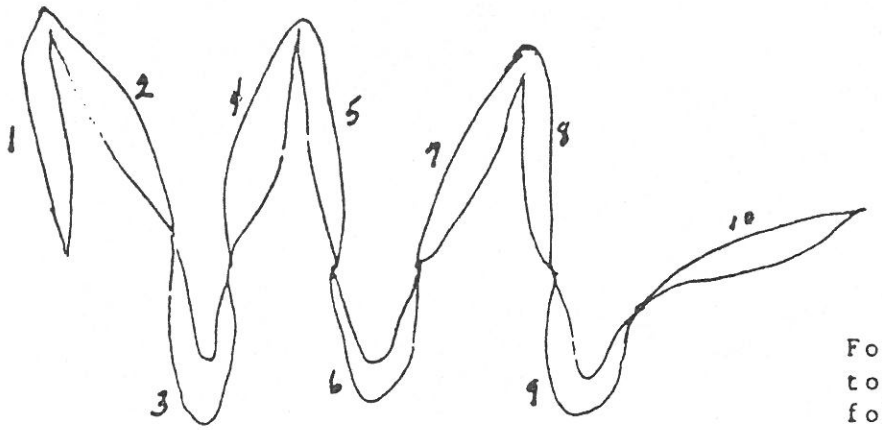
A CORSAGE FOR MOTHER

A corsage for Mother to wear at the banquet and to take home later will be very much appreciated. This corsage, made in the shape of the international emblem of Scouting - the "fleur de lis" - is an easy one for the home and very appropriate.



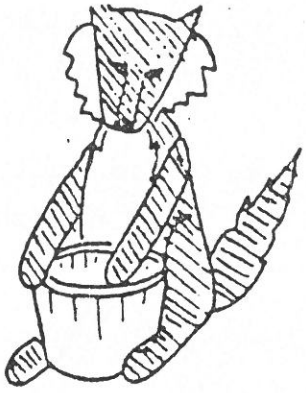
The shape is made from blue "chenille bumps" - found by the yard at craft stores. Any size can be used but the 3" bumps make a nice size corsage. One corsage is made from a string of 10 bumps. Follow the diagram below using the 10th bump to wrap around holding the other 9 in position. Work with the bumps to get the shape you desire.

An artificial flower, a yellow bow, or similar trim adds a lovely touch which Mom will appreciate.



Form the first top loop by folding at the narrowing between bumps #1 and #2. Form first bottom loop by folding bump #3 in half. Continue this pattern with the 2nd group of 3 (#4, #5, #6) and the 3rd group of 3 (#7, #8, #9). Wrap #10 around to hold all others in position. Spread and bend loops to create desired shape.

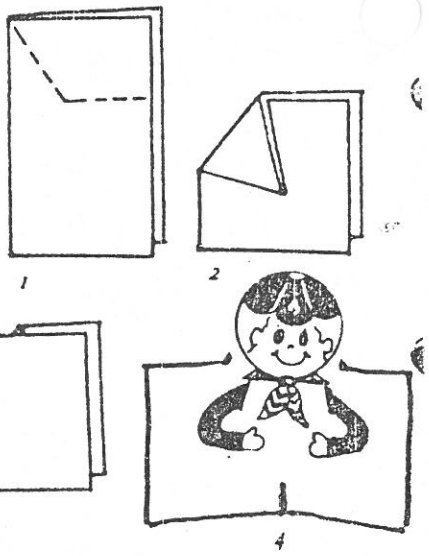
NUT CUPS

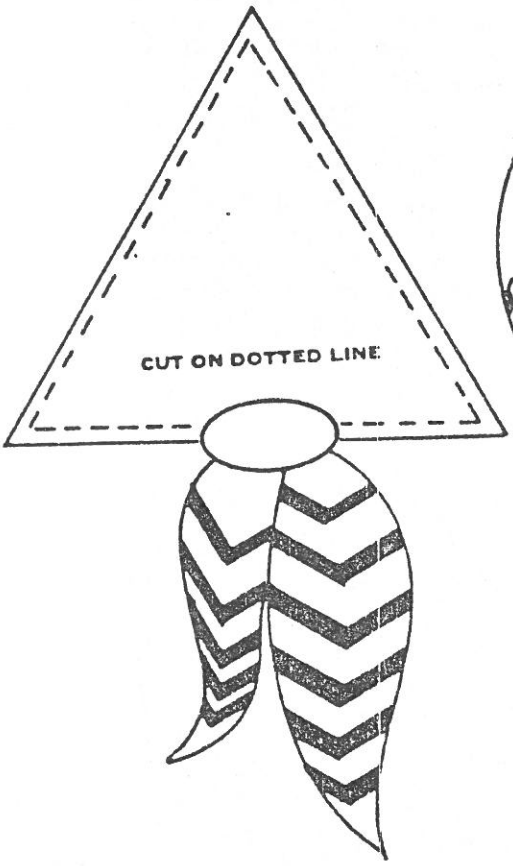


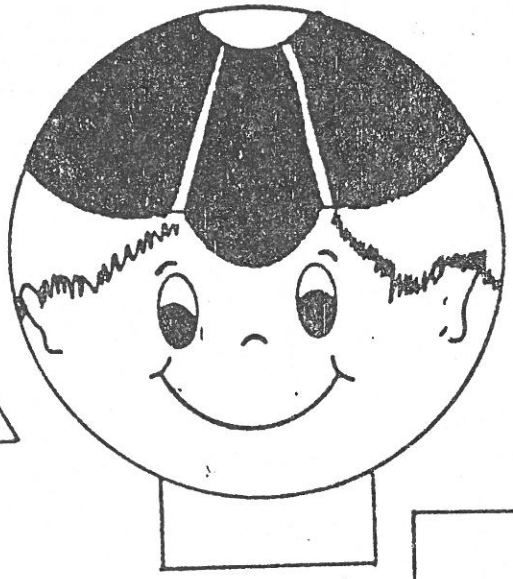
Cut animals from construction paper, using the patterns shown. Decorate with colored markers. Glue to regular nut cups by folding arms and legs on dotted lines.

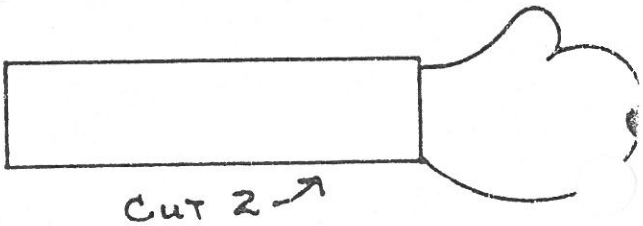
POP-UP INVITATION

1. Fold a 4¼" x 5½" sheet of paper. (Can be enlarged).
2. Cut off a corner as marked.
3. Fold up the point & refold it inside.
4. Trace patterns, color, and glue in place.
5. Add necessary information (date, time, etc.).









HELP US CELEBRATE
THE 57TH BIRTHDAY OF
CUB SCOUTING!

RSVP_____

DATE_____
TIME_____
PLACE_____

CUB IN THE BOX PLACECARDS

Materials:

tag board
blue paint
pipe cleaner
1" styrofoam ball
felt-tip markers (black, blue, red, & yellow)
yellow or gold crepe or tissue paper

Directions:

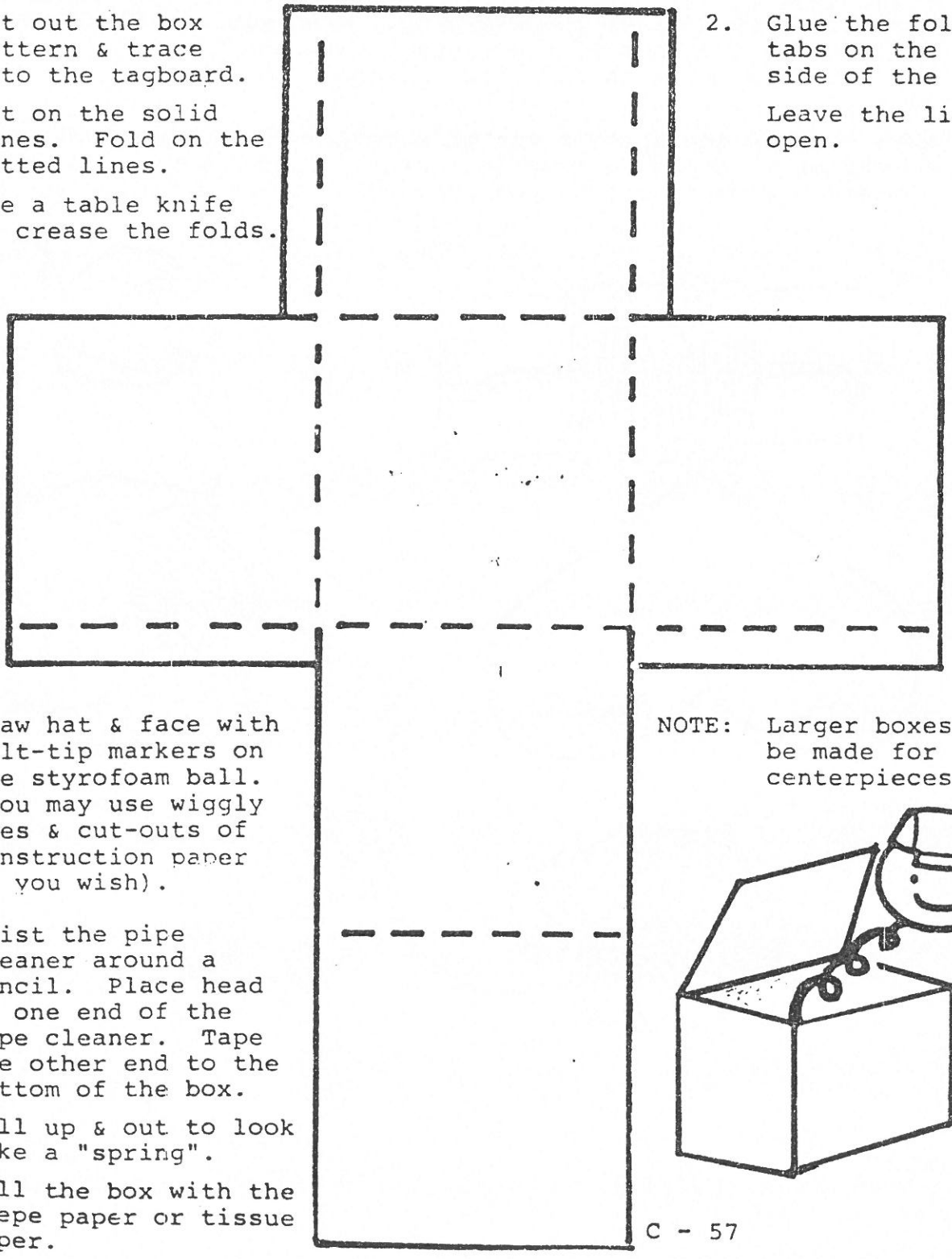
1. Cut out the box pattern & trace onto the tagboard.

   Cut on the solid lines. Fold on the dotted lines.

   Use a table knife to crease the folds.

2. Glue the folded tabs on the inside of the box.

   Leave the lid open.



3. Draw hat & face with felt-tip markers on the styrofoam ball. (You may use wiggly eyes & cut-outs of construction paper if you wish).

4. Twist the pipe cleaner around a pencil. Place head on one end of the pipe cleaner. Tape the other end to the bottom of the box.

   Pull up & out to look like a "spring".

5. Fill the box with the crepe paper or tissue paper.

NOTE: Larger boxes can be made for centerpieces!

FUZZY CUB SCOUT PLACE CARD/FAVOR

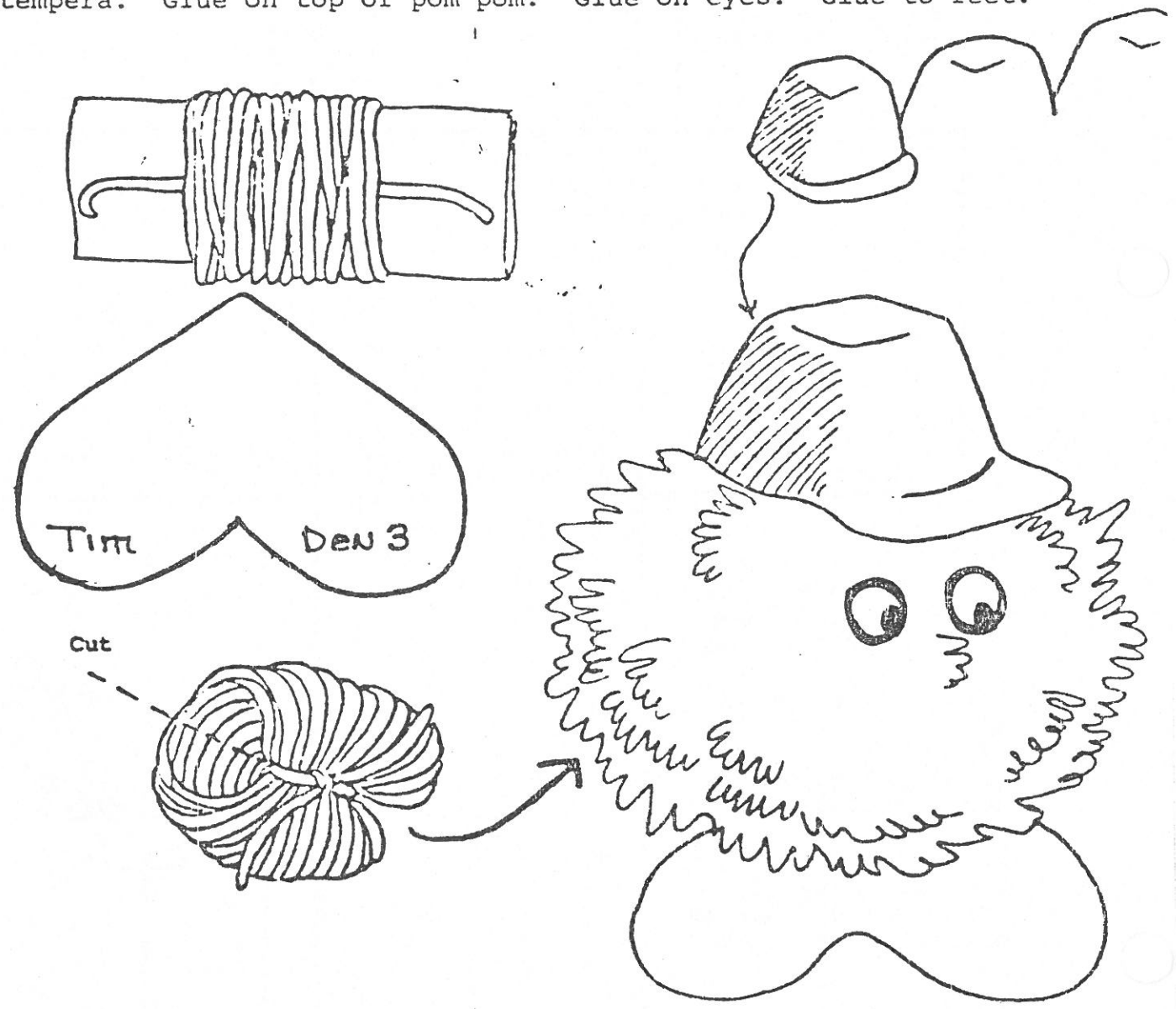
Materials:

pom pom or yarn (to make your own)
construction paper
wiggle eyes
glue
egg carton
paint

Directions:

Yarn pom pom: Wrap yarn around folded cardboard or a small glass (depending on the size desired). Note that a single piece of yarn has been placed under the wrapping. When you are finished wrapping, pull up the two ends of piece underneath and tie in a knot. Slide off the form and with the tied end down; cut the loops in half and fluff.

Hat: Cut an egg section out of a carton, leaving a small amount of carton on one side forming a brim. Spray paint or paint with tempera. Glue on top of pom pom. Glue on eyes. Glue to feet.



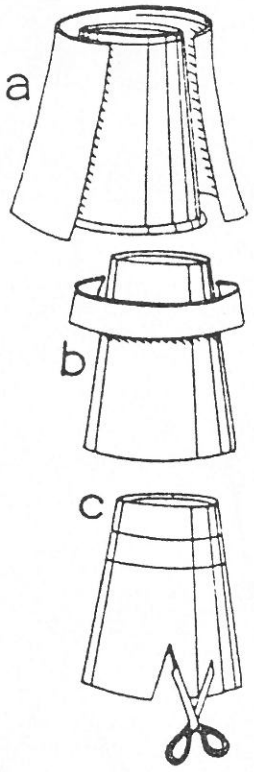
A PACK OF CUB SCOUTS

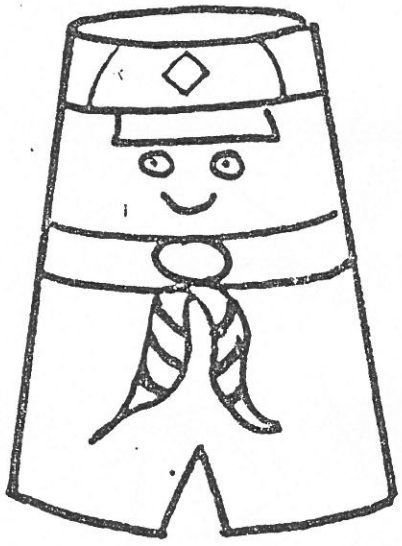
Materials:

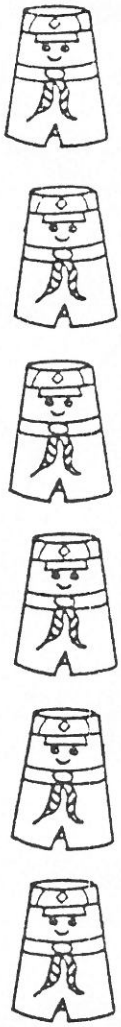
8-oz. drinking cups for place cards
16-oz. cups for centerpieces
colored construction paper (facial color, cub scout colors)
glue
scotch tape
felt-tip markers or crayons
scissors

Directions:

1. Wrap a piece of blue construction paper around a cup, Fig. a. Tape the paper. Trim off excess above and below the cup.
2. Make the face from a strip of construction paper. Make it long enough to go around the top of the cup. Fig. b. Tape. Be sure to leave room for the hat brim.
3. Draw in the hat brim Draw the face with the marking pens.
4. Make the neckerchief from yellow (blue for bear, etc.) construction paper. Tape around cup just below face. Cut the slide & the ends of the neckerchief separately and glue in place.
5. Cut out a triangle from the bottom of the cup to form the legs, Fig. c.



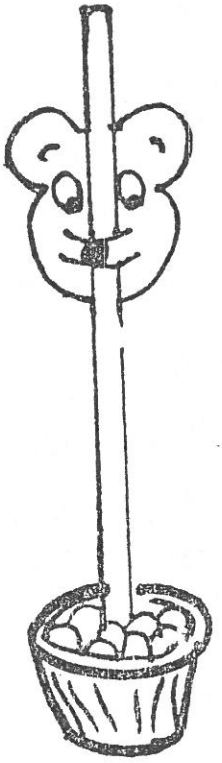




STRAW FAVORS FOR BLUE 'N GOLD

MATERIALS:

Blue or yellow nut cups
Construction paper
Black felt pen
Plastic straw

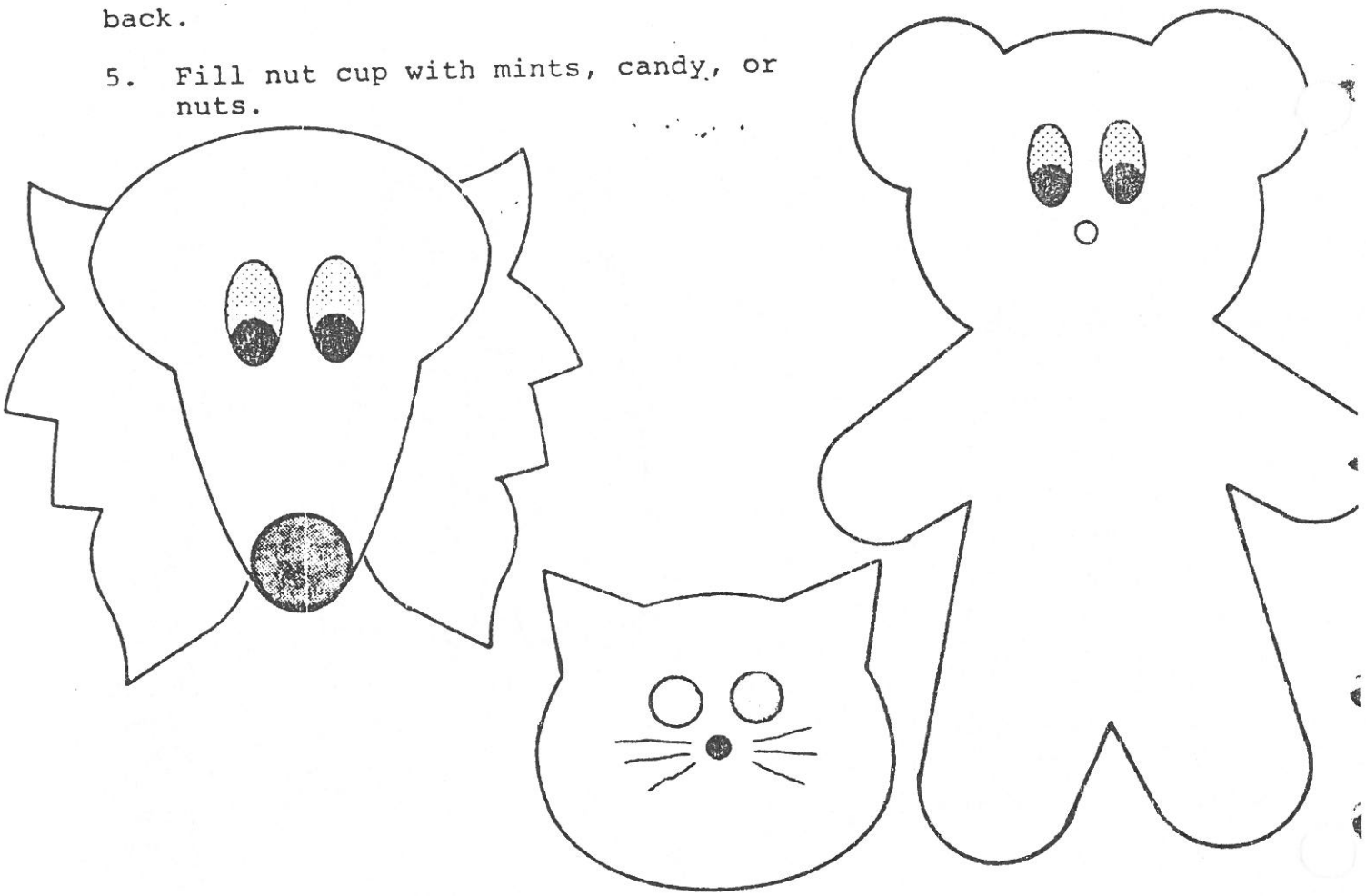


DIRECTIONS:

1. Using patterns, cut animals desired out of construction paper (brown for Bear, etc.)
2. Use felt tip pen to draw on the features.
3. Cut two 3/4" slits in center of animal 3/8" apart.
4. Insert straw through these slits. Glue straw to nut cup.

(If you wish to use the straw at the Blue and Gold Dinner, tie ribbon around the top of the nut cup. Tie in front with a bow. Slip straw between the cup and the ribbon in the back.

5. Fill nut cup with mints, candy, or nuts.



BEAR TOOTHPICK HOLDER AND NAPKIN RINGS

MATERIALS: (for each napkin ring or toothpick holder)

1 wooden napkin ring (13/4" dia. and 1¼" wide)
1 head bead
2 craft sticks
brown paint
black & white paper
black permanent felt marker
glue

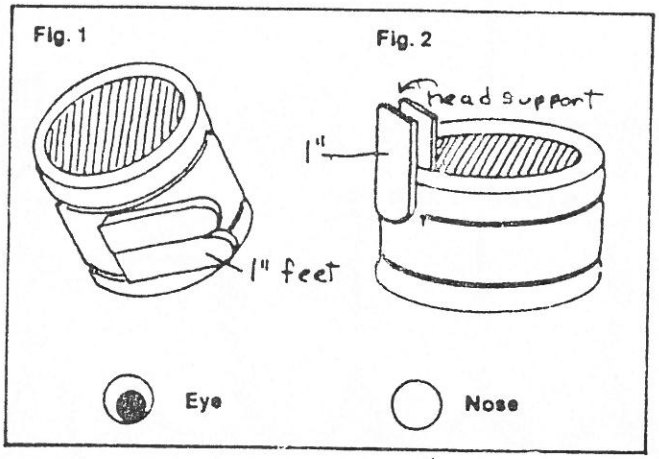
NAPKIN RING DIRECTIONS:

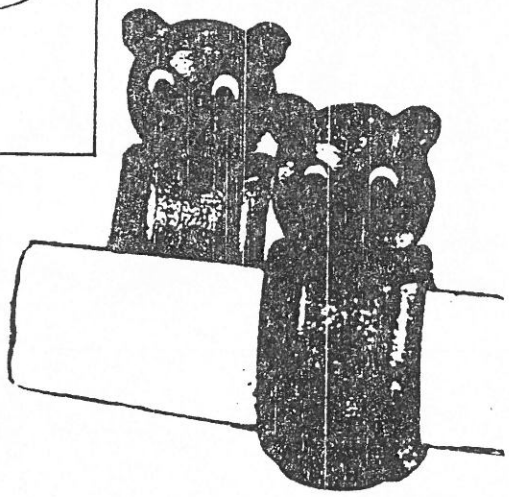
1. For the feet, cut two 1" long sections from the ends of a craft stick. Glue the feet together, edge to edge, then glue them to one side of the napkin ring (Fig.1).
2. Glue a head bead to the other side of the ring. Cut 2 craft stick ears ¼" long from the rounded ends of the stick. Glue the ears to the head. Make the desired number of rings. Paint them brown and glue paper eyes and noses in place. (The eyes & nose can be made with a paper punch.)

TOOTHPICK HOLDER INSTRUCTIONS:

1. Glue open end of the napkin ring to a piece of lightweight cardboard. When the glue is dry, trim the cardboard to fit the sides of the ring.
2. For the head support, cut 2 craft stick sections 1" long and glue them to the napkin ring as in Fig. 2. Glue the head bead to the ring, placing it over the head support.







BIG TISSUE FLOWERS

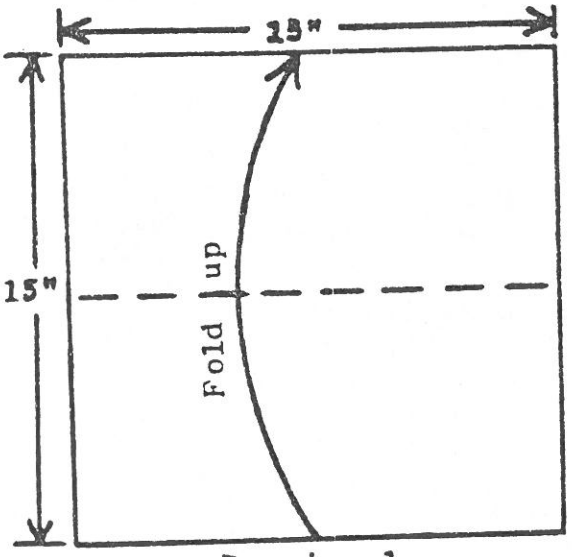
Choose 5 sheets of tissue paper in any color for the petals. Stack the 5 sheets on top of each other. Measure and draw a square 15" by 15" on the top sheet. Cut out all five squares at the same time.

Pick up the top square only. Fold it three times as shown in #'s 1, 2, & 3.

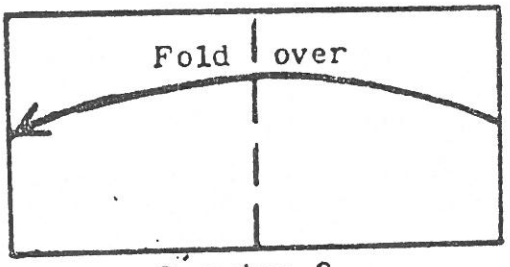
Starting about halfway up on each side, round off the top with your scissors. #4.

Open up the tissue paper. Then hang it over a yardstick, with the rounded edges pointing down, as shown in #5. Push the tissue together on the yardstick, gathering the part that's pushed together. #6. Take hold of the gathered part and wind a pipe cleaner around it to hold it together. #7. Do the same with the four other pieces of tissue. When all are finished, twist the five pipe cleaner stems together & wrap another pipe cleaner around them all. #8.

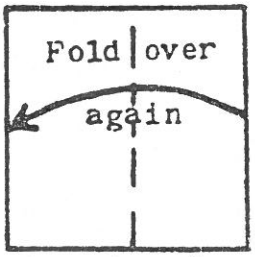
A broken line shows where to fold.



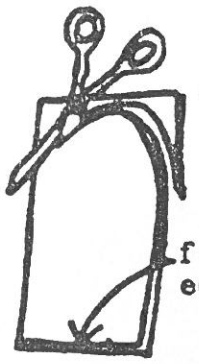
Drawing 1



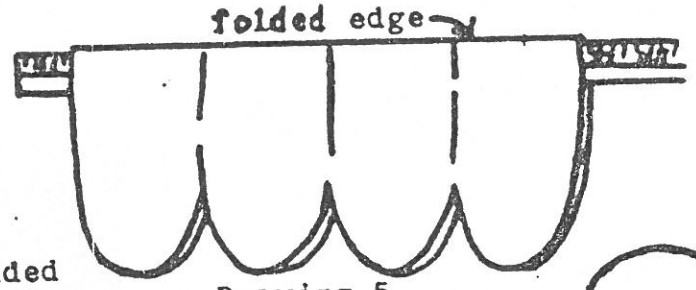
Drawing 2



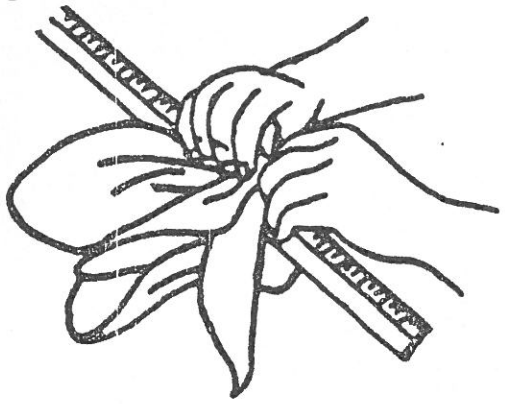
Drawing 3

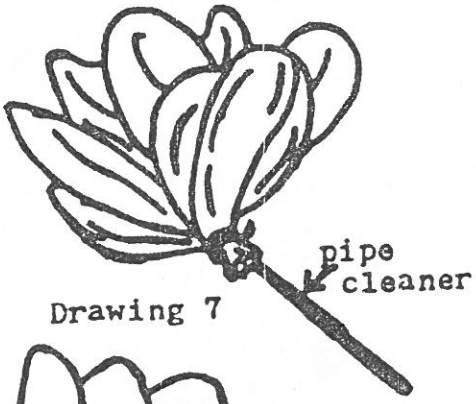


Drawing 4

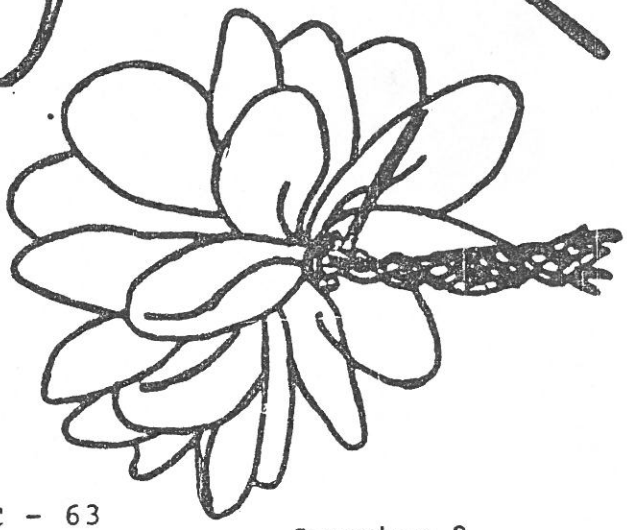


Drawing 5

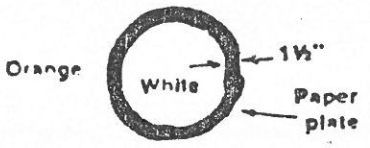

Drawing 6



Drawing 7


Drawing 8

TIGER CENTERPIECE

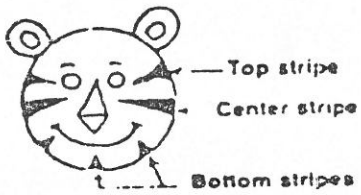


Materials:

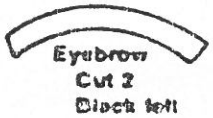
2 - 10½" rigid paper plates
2 - 28mm wiggle eyes
orange acrylic paint
6" x 3½" piece of orange felt
1½" x 4½¼ piece of grey felt
6" x 6" piece black felt
2" x 7" piece of red felt
3" x 5" black posterboard
tacky glue
1 yd. orange yarn

1. Turn paper plate upside-down. Paint it white & let dry.
2. Paint an orange border 1½" wide, all around the outside edge of plate.
3. Place plate on a piece of cardboard & trace all around it. Cut out cardboard circle ¼" smaller than outline. Glue to open side of plate to form a backing; let dry.
4. Using patterns, cut out nose, nostrils, mouth, tongue, stripes, eyebrows, & ears - all from felt.
5. Apply glue around top 2 edges of one upper nose piece. Do not put glue on bottom edge. Lay flat, glue side up. Place the other upper nose piece over the one with the glue & press down on it, gluing upper edges together. When dry, stuff felt scraps or tissue into the open end (bottom). Apply glue to bottom edge & press together all around edges of nose. Stuffing give it a 3-dimensional look. Suggestion: spring-type clothespins can be used to hold felt pieces together while drying.
6. Glue nose to center of plate.
7. Glue lower nose pieces together (glue black nostrils & center line onto grey lower nose). Glue lower nose below orange upper nose (tucking upper end under orange nose).
8. Glue wiggle eyes beside nose.
9. Glue eyebrows above eyes.
10. Glue mouth to lower part of plate.
11. Glue tongue to mouth (tucking base of tongue under top edge of mouth, then bending tongue downward over mouth; a little glue may be necessary to keep tongue in this position - see diagram.
12. Glue on stripes as show in the diagram.
13. Using pattern, cut out outer ears from black posterboard.
14. Glue a felt inner ear to each outer ear.
15. Glue finished ears to plate backing.
16. Cut 6 pieces of orange yarn, each 6" long. Pinch bunch of strands at center-top of plate for hair. Let dry.

12. Glue on stripes as shown in the diagram.

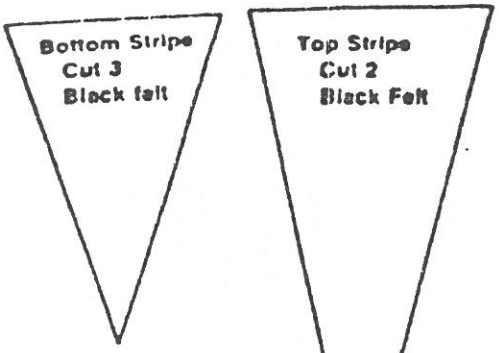


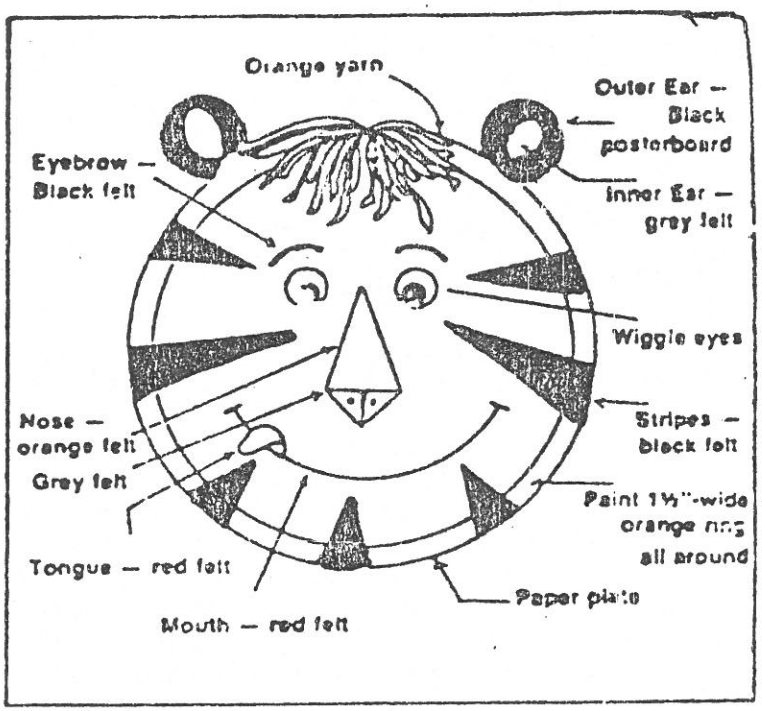


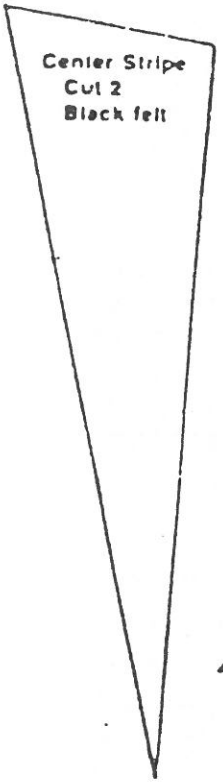


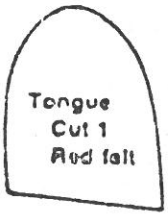
Toby the Tiger may be used as a table decoration or a wall hanging.

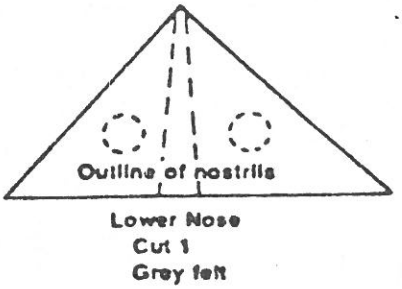
TOBY THE TIGER (cont.)

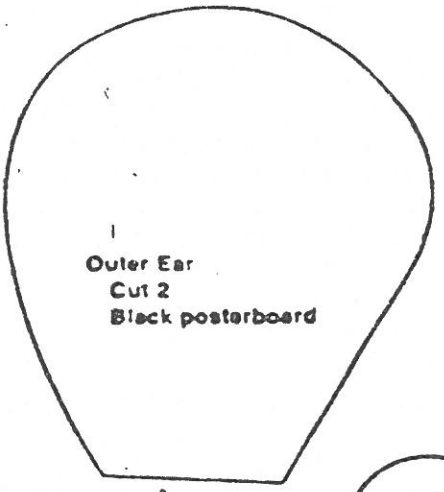




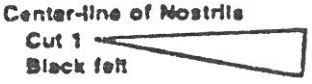


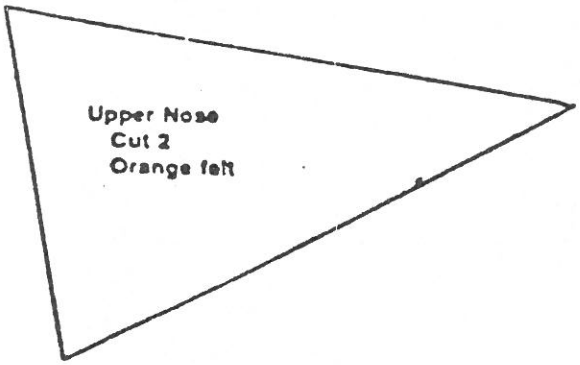








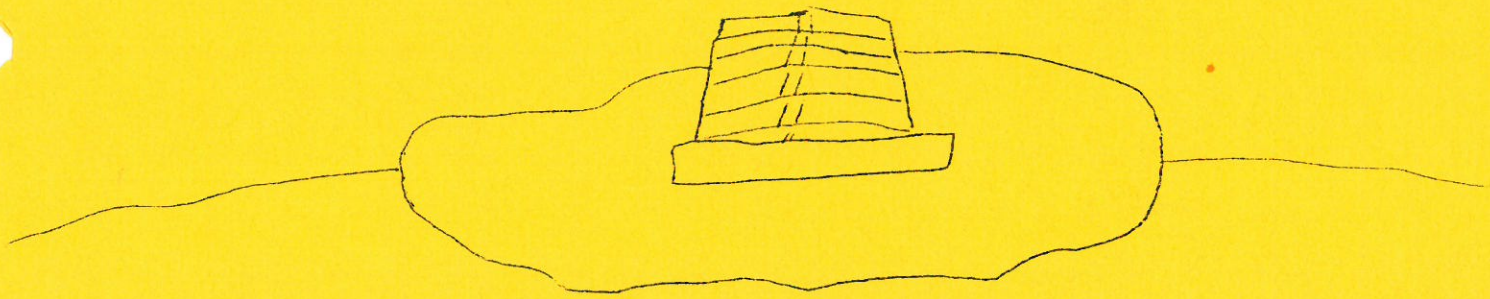




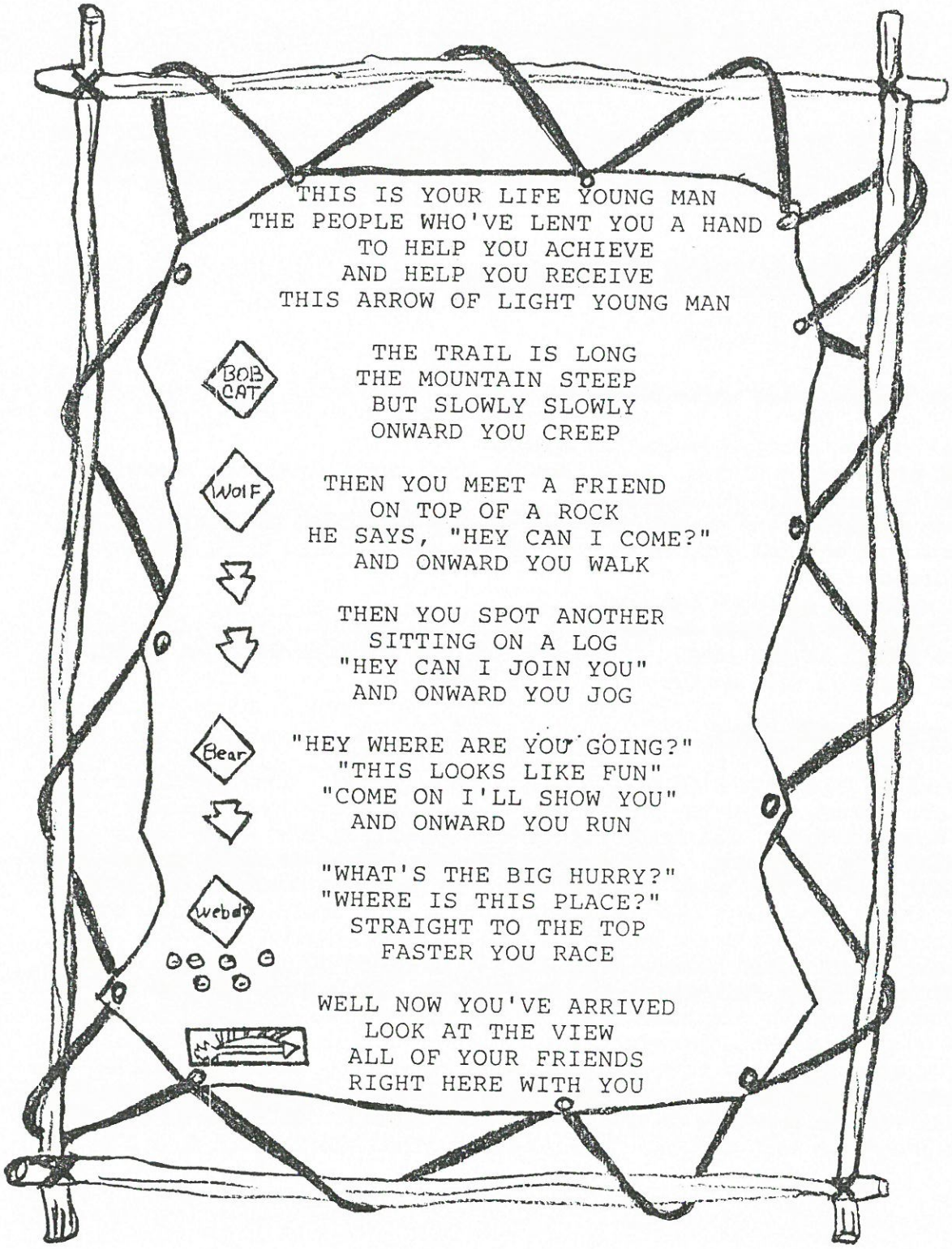


CEREMONIES BRING THE SPIRIT

TO SCOUTING



Ceremonies



THIS IS YOUR LIFE YOUNG MAN
THE PEOPLE WHO'VE LENT YOU A HAND
TO HELP YOU ACHIEVE
AND HELP YOU RECEIVE
THIS ARROW OF LIGHT YOUNG MAN

THE TRAIL IS LONG
THE MOUNTAIN STEEP
BUT SLOWLY SLOWLY
ONWARD YOU CREEP

THEN YOU MEET A FRIEND
ON TOP OF A ROCK
HE SAYS, "HEY CAN I COME?"
AND ONWARD YOU WALK

THEN YOU SPOT ANOTHER
SITTING ON A LOG
"HEY CAN I JOIN YOU"
AND ONWARD YOU JOG

"HEY WHERE ARE YOU GOING?"
"THIS LOOKS LIKE FUN"
"COME ON I'LL SHOW YOU"
AND ONWARD YOU RUN

"WHAT'S THE BIG HURRY?"
"WHERE IS THIS PLACE?"
STRAIGHT TO THE TOP
FASTER YOU RACE

WELL NOW YOU'VE ARRIVED
LOOK AT THE VIEW
ALL OF YOUR FRIENDS
RIGHT HERE WITH YOU

POEM BY: GERALD N. GALBRAITH II

THERE ARE FOUR KINDS OF CEREMONIES

1. Flag
2. Advancement
3. Recognition
4. Opening and Closing

A theme needs to be chosen for the awards to be presented. It can be taken from the program helps or one can be made up. Use your committee and do some brainstorming. You would be surprised how much can be accomplished in putting together a program by getting everyones input. Things to be discussed are.

1. Theme (if not previously chosen).
2. Outline how program will be accomplished.
3. Props (including costumes).
4. Music or sound effects.

Remembe these simple rules while planning.

1. Make ceremonies impressive but simple.
2. Use props and costumes. Make them so they can be used over again. Don't go to a lot of expense.
3. Keep dignified and always remember the boy receiving the award.
4. Know what you are suppose to do. If you are confused think how the audience feels.
5. Be sure the audience can hear.
6. Be sure the audience can see.
7. Don't make it too long. If dragged out the audience will get bored, but the boys will be the first to get bored.

HOW DOES A CERMONY TAKE PLACE

First you need to know what kind of awards has been earned. Some award presentations are a must. Bobcats, Wolfs, Bears, Webelos activities, Webelos Colors and Webelo Badges. All Arrow Points and Graduation into a Boy Scout troop are also very important. More time and energy should be spent on the Arrow of Light Award. The Arrow of Light Award is to a Cub Scout as the Eagle is to a Boy Scout. They both represent the highest rank attainable, they both require a great deal of time and effort to achieve, and finally, they are extra special when attained because they are not attained by everybody. Therefore, the Arrow of Light ceremony should be special. By special, we don't necessarily mean complex, complicated or flashy. By special we mean the style, dignity and grace by which a ceremony is performed. Simple or complicated either can be great or lousy if the execution is not good. It is important that the Arrow of Light be given as soon as it is earned. The Cub Scout needs to earn it as soon as possible so that he can show it off. He helps to inspire the younger scouts to earn theirs. This is the highest award given to a Cub Scout.

SEPTEMBER (WEATHER)

CLOSING CEREMONY

MATERIALS NEEDED: Cut outs (two suns, two moons, two posters of stars)

Have all bob cats form a group facing audience. Same with bears, wolfs, and webelos. Have a boy hold a cut out of the sun for bob cats, moon for wolfs, poster of stars for bears and webelos will hold sun, moon and stars. Written on the back of cut outs will be the saying the scouts will recite.

BOBCATS: As the sun rises so do the bobcats. We will give forth energy to our cub scout pack.

WOLFS: As the sun sets the moon rises and it brings forth light. The moon reflects the light of the sun. The wolf is a much stronger reflection of the bobcat.

BEARS: The stars work together to add more light to the night. The bear reflects the continuing growth of the cub scout.

WEBLOS: The webelo represents all phases of the cub scouting trail. We begin with the sunrise and we set with the sunset. We give forth reflections of the total cub scout program.

LEADER: Parents look at your boys. They bring to us a few storms like the weather but they also bring us the sunshine. Let us honor them for all their accomplishments. Have audience clap.

OCTOBER (ADVANCE IN RANK)

ADVANCEMENT CEREMONY

MATERIALS NEEDED: Plastic eggs that nylons come in. Paint them gold. Spotlight (if one is not available use several flashlights.) Spooky music (get sound effects records at your local library.)

Call scout up front- LEADER: Tonight we have a scout who has earned name of award . This is a magic egg. When name of scout holds it in his hands the magic will work, only if he is worthy. Have scout hold egg. Turn the lights out and shine spotlight on scout. Play music. Turn lights back on. Tell scout to open egg and see if the magic worked. Have award inside egg. For fun have a can of spring worms inside.

NOVEMBER (WHAT WILL I BE)

ADVANCEMENT CEREMONY

BOBCAT
DOCTOR: Doctor gives scouts check ups. Use tongue depress, stethoscope, flashlight. Present prescription with doses recommended to be a wolf. Attached to the prescription is award scout has earned.

WOLF
POLICEMAN: Present scout with letter of accommodation with badge attached.

BEAR
RANGER: Present scout with certificate for blazing the trail.

WEBELO
TEACHER OR PROFESSOR: Present scout with certificate of graduation.

DECEMBER (GOLDEN RULE)

Keep ceremonies simple this month because of all the Christmas parties and everyone's busy schedules. Some ideas- Have a small Christmas tree decorated with the awards. Have Santa remove awards and present them to the boys. You can also use a decorated box where the lid can be removed. Awards can be placed inside. For a closing ceremony have all the pack form a circle and sing a Christmas song such as Silent Night.

JANUARY (PINEWOOD DERBY)

Keep ceremonies simple this month because you will need all your time for the derby. Suggested idea would be to attach awards to various pictures of race cars.

FEBRUARY (BLUE AND GOLD)

ADVANCEMENT CEREMONY

EQUIPMENT: Tripod with cooking pot suspended over fire, small pot fits inside large one and contains neckerchief and awards, dry ice packed around small pot to give smoking effect (smoke increases as water is added), two small clear bottles, one filled with diluted yellow food coloring and the other with diluted blue coloring, and Indian headdress.

ARRANGEMENT: Audience is seated in semi-circle with Akela standing behind boiling pot.

CONT'D

NARRATOR: Many, many moons ago the great chief Akela called a council to see what could be done to make the Webelos tribe the best of all tribes. After many hours he called his two most trusted braves to the council fire. (He continues as two braves come in and stand, one on each side of their chief.) He told the first brave to climb the mountain and tell the great eagle to fly high into the sky and bring back part of the beauty of the sun. (First brave leaves.) He told the second brave to go to the forest and tell the sparrow to fly high into the sky and bring back part of the sky. (Second brave leaves and both return immediately. One carries a bottle of blue water and the other a bottle of yellow water. They take positions, one on each side of the fire, kneel, and hold bottles up for everyone to see.)

AKELA: (addressing first brave) Pour some of the beauty of the sun into our council mixing pot. (Brave pours liquid over dry ice being careful not to get any in small pot. Then Akela signals the second brave.) Pour some of the beauty of the sky into our council mixing pot. (The second brave responds and the boiling action increases. Raising his right hand, Akela speaks again.) From this day forward, blue will stand for truth and loyalty. Yellow will stand for warm sunlight, happiness, and good cheer. (Akela stirs the pot, reaches in, and pulls out a Cub Scout neckerchief. He holds it open for all to see, and speaks.)

And that is why the Cub Scouts use the colors blue and gold. Now let us meet the parents and Cub Scouts that helped to keep the blue and gold of Cub Scouting alive and growing this month. (Akela stirs the pot again and takes out the awards from the small pot. Boys and parents are called forward and the awards presented.)

MARCH (TIED UP IN KNOTTS)

LEADER - dressed as a detective. Use overcoat and hat.

LEADER: I have been hired by the Cub Scouts to do some detective work. I have the findings in this report. Leader then reads the boys names and awards earned.

CLOSING CEREMONY

EQUIPMENT: Eight cars upon which are large letters to spell C-U-B- S-C-O-U-T

ARRANGEMENT: Eight Cub Scouts stand in front of audience holding his card in front of him. He says the meaning of his letter. C-is for comradship we learn to get along. U-is for unity; together we are strong. B-is for boys; wild and wooly, but nice. S-is for socials; you needn't ask us twice. C-is for courtesy, of which we all know. O- is for outings; we're rarin' to go. U- is for universal; Scouts are known in every land. T-is for teamwork; we'll lend you a helping hand.

APRIL (FAMILY SHOWTIME)

ARROW OF LIGHT CEREMONY

Have scout seated in chair placed in the middle of room with empty chairs forming half a circle behind him.

ANNOUNCER: This is your life! You will be hearing the voice of people in your past. These people have played a part in your scouting experiences. Have participating people hidden out of sight. have one person tell of something the scout has done, relating it to scouting. Ask scout to guess who the person is speaking. The person will then come out and shake hands with scout and then be seated in the chairs behind scout. Use den leaders, cub masters, parents, brothers and sisters. Continue with each person until all have been seated. have all of them stand and repeat.

THIS IS YOUR LIFE YOUNG MAN
The people who've lent you a hand
To help you achieve
And help you receive,
This Arrow of Light YOUNG MAN

MAY (GENIUS NIGHT)

ADVANCEMENT CEREMONY

MATERIALS NEEDED: Computer made out of large cardboard box. Large enough for a person to fit inside. Cut two slots in front of box. One to feed index cards into and one where card will come out.

Brings scout up front
LEADER: Tonight we have a scout who has worked hard and earned an award. This is a time of great science. We have this computer which is a genius. It is capable of reading signatures and telling us what awards the boys have earned. To make it harder we will only sign the card with the first name of the scouts mother. The computer will then tell us the scouts name and what award he has earned. Have boy sign card place through slot. Have noise or music come from inside the box. Card will come out slot. To keep boys name straight make sure all the cards are placed in the order that you will be calling off. If you want a little fun mix up the names and keep feeding cards back in until the right one comes out. Then at the end the leader says. The salesman who sold me this genius computer must have been a genius to sucker me into this.

JUNE (COME AND GET IT)

LEADER: Dressed in a chefs hat and apron. Use a barbecue with dry ice inside. Use spatula to get awards off the grill.

OPENING CEREMONY

LEADER: Will all Cub Scouts please stand, give the Cub Scout sign, and repeat the correct phrase of the Cub Scout Promise each time I pause:

LEADER: I, (NAME) PROMISE...

CUBS: I, (NAME) PROMISE...

LEADER: AN ASSURANCE I MAKE, A PLEDGE TO DO RIGHT, I KEEP MY PROMISE, THEN FOLKS WILL BELIEVE IN ME.

CUBS: TO DO MY DUTY TO GOD...

LEADER: TO GOD THE CREATOR, THE MAKER OF ALL, IF WEAKNESS O'ER TAKES US, ON HIM, WE MAY CALL (PAUSE)

CUBS: AND MY COUNTRY...

LEADER: A WONDERFUL COUNTRY, I'M SURE YOU'LL AGREE, SO LET'S KEEP IT ALWAYS THE LAND OF THE FREE. (PAUSE)

CUBS: TO HELP OTHER PEOPLE...

LEADER: WHEN I HELP OTHER PEOPLE I AM BEING CONSIDERATE OF THEM AND NOT JUST THINKING ABOUT MYSELF. (PAUSE)

CUBS: AND TO OBEY THE LAW OF THE PACK...

LEADER: A GUIDE FOR EACH DAY, AS WE GO ON OUR WAY, A GOOD ONE TO KNOW, AS WE FOLLOW AND GROW.

WOULD EVERYONE STAND AND JOIN IN THE PLEDGE OF ALLEGIANCE TO THE FLAG.

CLOSING CEREMONY

PERSONNEL: Entire pack including Cub Scouts, parents and visitors

EQUIPMENT: U.S. Flag, four spotlights or large flashlights

ARRANGEMENT: Have all present stand in a double circle with Cub Scouts and other boys on inside, and parents and visitors on outside. focus spotlight or flashlights on the Flag held in center of circle. Sing "God Bless America".

JULY (AMERICA THE BEAUTIFUL)

MATERIALS: picture of the Statue of Liberty

LEADER: As the sun rises the rays bounce off her smooth golden figure. She stands tall and symoblizes the dreams of many. The universal symbol of refuge, opportunity and hope. She is recognized throughout the world. She has endured throughout gales, graffiti, corrosion and millions who have climbed to her top. What is her secret. Its not a secret

CONT'D

I't freedom, but to those who were born elsewhere , born without these freedoms that we take for granted, its the most precious of all words.

THE STATUE OF LIBERTY
by Helen Cohen

I AM THE STATUE OF LIBERTY.
I AM PROUD TO HOLD MY TORCH UP HIGH
TO WELCOME ALL THE NEWCOMERS
TO THIS WONDERFUL COUNTRY CALLED AMERICA.
I AM PROUD TO REMIND YOU
OF ALL THE OPPORTUNITIES THAT YOU HAVE HERE.
I AM AN OLD LADY,
I AM VERY TIRED.
SO I AM GOING TO REST FOR A WHILE,
BUT I WILL RETURN SOON WITH A SMILE.
I HOPE YOU WILL PAY MORE ATTENTION TO ME.
I AM CLOSER TO GOD
AND I PRAY FOR ALL OF YOU.
I HOPE YOU WILL PRAY, TOO
FOR A BETTER AND STRONGER AMERICA
THAT WE ALL LOVE AND CHERISH.

Helen Cohen, late of Poland, arrived at 20 in 1920 and never forgot her first look at the statue. She wrote this poem.

SING GOD BLESS AMERICA, LAND OF THE FREE

AUGUST (BACK TO NATURE)

ARROW OF LIGHT

Around a crackling campfire, the Council, with the presiding Akela, chief White Eagle, opened the ceremony with three loud calls of A-ke-La!

Chief White Eagle was dressed in buckskin with bead work of small brown eagles and teepees running up both sleeves. On his chest and back was a large, beaded, spread-winged eagle looking in both directions signifying "All Seeing". His impressive headdress was made of rabbit fur with a line of white feathers in a cockscomb fashion. On each ear, he had a large, round, beaded shield with an eagle on each piece. The same spreadwinged eagle was on his shield. Holding the Grand Arrow of Light with its seven rays of light high above his head, Chief White Eagle explained its meaning. The Council chanted A-ke-la to the beat of a drum, louder and louder each time Chief White Eagle, in all his glory, danced over the bridge seven times. Finally, he stopped before the campfire, proudly holding the Arrow of Light high in the air. His shadow cast a mysterious image on the trees behind him. Looking around the campsite, one could see that the boys' golf-ball-sized eyes were all fixed on thie Chief, each boy awaiting his next word. A-Ke-LAAAAAAAAAAA!!! Rang in our ears.

CONT'D

The silence that fell over the camp was almost eerie. Even the horses were still. The silence was broken only by the crackling of the campfire. Then, we could hear the distant sound of hooves coming nearer and nearer. A silhouetted figure on horseback loomed out of the darkness. With the play of shadows, he seemed at least ten feet high. Sitting proudly on his painted pony was our Grand Akela-Chief Running Buffalo. His horse walked slowly on the outskirts of the campsite. With their mouths wide open with awe, the boys and parents alike watched Akela as he came nearer to the campsite. Finally, by an unspoken word his horse stopped.

A grunt from the Akela sent some small boys running to their mothers to tell them of the genuineness of the Indian.

Chief Running Buffalo slipped off his bareback horse and walked into the full light of the campfire. He was wearing a magnificent Buffalo headdress with a buckskin shirt and pants and a white rabbit fur medicine pouch at his waist. A young warrior tended to his horse as a beautiful maiden took the buffalo staff and shield. A running buffalo decorated the center of the shield which jingled with bells at each movement.

Chief Running Buffalo stood alongside of Chief White Eagle before the silent Council. When he finally spoke, his voice sounded like that of a deep-throated bear in a cave.

RUNNING BUFFALO: Why have you called Chief Running Buffalo keeper of the Arrow of light?

WHITE EAGLE: We have a scout who is to receive his Arrow of Light.

RUNNING BUFFALO: Call forth this Scout. (As he spoke to the scout, he used sign language.) I know you have traveled many miles, climbed many mountains, swam many rivers to earn your Arrow of Light. Call forth the parents. (the proud parents walked up to Akela, standing on each side of their son.) Pin this arrow of light pin on your son. He has made our Pack Council and Akela very proud. The campfire light increased the years of knowledge which showed on Chief Running Buffalo's face as he spoke to the Scout. Pin this arrow of light pin on your mother, close to her heart so that she may remember the great honor you brought her. ALL COUNCIL ARISE. I GIVE TO YOU_____NAME_____,HOLDER OF THE ARROW OF LIGHT.

Before chief Running Buffalo departed, he gave a mighty chant. The Webelo Leader took the Scout's Webelo scarf off and released him to walk across the bridge. Waiting on the other side of the bridge was his new Scout Master, to receive and welcome him into the Boy Scout Troop. He introduced the Blazer Leader to the new Scout, while he, in turn, introduced him to the Patrol Leader and then the rest of the Scouts.

VARIOUS CEREMONIES

HALLOWEEN ADVANCEMENT CEREMONY

Have a table decorated with black cats, pumpkins, witches, and brooms in front of the pack meeting room. Badges to be presented may be placed in envelopes to be fished from the "boiling cauldron" at the time of presentation. Ceremony might be conducted with lights dimmed and the speaker using a ghostly voice and presentor wearing an appropriate costume.

THANKSGIVING OPENING CEREMONY

The following ceremony is simple but can be impressive. To help set the theme, make the cards in the shape of large pilgrim hats with letters cut from white or silver paper and glued on.
P - Pilgrim forefathers started our great land.
I - In 1620 they landed to take their first stand.
L - Let's pause for a moment to pay them tribute tonight.
G - Grim hardships & setbacks they had to fight.
R - Remembering how they were put to the test.
I - In the history books tis said they always did their best.
M - May we ever be thankful for their courage so grand.
S - So we today may proudly salute the flag of our great land.
One boy or the leader now steps forward & asks the audience to rise & join in the Pledge of Allegiance.

CLOSING CEREMONY

The day is done. The little boy who broke the window, flooded the floor, painted the rug, cut the little girls hair, who lived next door, is gone. All your car pooling and training. All your tears and worries are part of the past. The day is dawning and there stands a man. A man who has learned to do his best, to honor his God and his country. What more could a parent ask for. May we all do our best.

Today is your Cub Scout meeting and you are going to bake a cake for the boys. This is a good recipe on how to bake a cake.

HOW TO BAKE A CAKE

Light the oven. Get out bowl, spoons and ingredients. Grease the pan. Crack nuts. Remove 18 blocks and 7 toy autos from the kitchen table. Measure 2 cups of flour. Remove Kelly's hands from the flour. Wash flour off him/her. Measure one more cup of flour to replace the flour on the floor. Put the flour, baking powder and salt in a sifter. Get the dustpan and brush up peices of bowl which Kelly knocked on the floor. Get another bowl. Answer doorbell. Return to the kitchen and remove Kelly's hands from the bowl. Wash Kelly. Get out egg. Answer phone. Return. Take out greased pan. Remove pinch of salt from the pan. Look for Kelly. Get another pan and grease it. Answer the phone. Return to the kitchen and find Kelly. Remove his/her hands form the bowl. Wash shortening from him/her. Take up greased pan and find ¼ inch of nut-shells in it. Head for Kelly who flees, knocking bowl off the table. Wash kitchen floor, wash the table, wash the walls, wash the dishes. CALL THE BAKERY AND LIE DOWN.

TIGER CUB GRADUATION #1

SUPPLIES:

FAKE COUNCIL FIRE
1/4 DOWEL ROD CUT IN TWO
ONE PER BOY PLUS ONE
1 BOBCAT STAMP
BLUE CLOTH OR PAPER
FOR FAKE WATER
CERTIFICATE, PIN, PATCH

TIGER MAKE-UP OR MASK
1 ARROW HEAD PER BOY
3 FEATHERS PER BOY
RED, YELLOW, & BLUE
FAKE STEPPING STONES
FOR STEPS IN WATER

ARRANGEMENTS:

LIGHTS OFF. COUNCIL FIRE ON. SEMI-CIRCLE SETTING WITH CUBS ON THE FLOOR AND PARENTS SEATED BEHIND THEM. COUNCIL FIRE IN CENTER. AT THE OPEN END, PLACE FAKE WATER ON FLOOR AND STEPS ON TOP. BESURE TO PLACE STEPS SO SOME DIFFICULTY IS INCOUNTERED WHILE CROSSING WATER SO IT'S A REAL CHALLENGE. PUT STAMP AND ROD TAPED TOGETHER AND IN FIRE. ARROW HEADS, REMAINING RODS, AND FEATHERS AT WATERS END. CERTIFICATE, PIN, AND TIGER PATCH AT SHERE KAHN POSITION.

CHARACTERS:

CUB MASTER OR TRIBAL CHIEF
DEN CHIEF OR CEREMONIAL BRAVE

TIGER OR SHERE KAHN

CEREMONY:

TRIBAL CHIEF IS SETTING AT FIRE WHEN ALL IS QUIET HE STANDS
TONIGHT, WE HAVE GATHERED TO HONOR OUR YOUNG BRAVES. LET US CALL FORTH-----
****SHERE KAHN INTERRUPS LOUDLY****
I S H E R E K A H N WISH TO TEST THESE BRAVES BEFORE HONOR IS GIVEN THEM! I CALL FORTH THE MAN CUBS CALLED TIGERS!
*** TIGER CUBS AND ADULTS GO TO SHERE KAHN AND STAND BEFORE HIM****
WHAT IS THE MOTTO OF THE TIGER CUB? HAVE YOU OBEYED THE PROMISE OF THE TIGER CUB? TIGERS, THIS IS THE EMBLEM OF YOUR FIRST RANK IN CUBS, WEAR IT PROUDLY. ADULT TIGER, THIS IS THE SYMBOL OF YOUR DEEDS IN PREPARING THESE TIGERS FOR THERE NEXT ADVENTURE IN CUBING. SO ALL MAY KNOW THAT YOU HAVE DONE WELL, HERE IS THE WRITING TO PROVE YOUR EFFORTS. GO NOW, I WISH NO MORE TO SEE. YOU MUST WALK THE WATER OF EVIL. BE WEARY IF ITS QUICKNESS AND SMOOTH APPEARANCE FOR IT CAN FOOL YOU
CEREMMONIAL BRAVE IS AT THE END OF THE WATER. HE GREETS THEM. HE TAKES THEM TO A SPOT WHERE HE HAS THE MAKINGS OF THE ARROWS AND SAYS*

THE ARROW HEAD BREAKS THE WIND. THE STICK, IF STRAIGHT, WILL GUIDE THE ARROWS PATH. THE FEATHERS GIVES BALANCE AND DISTANCE. TAKE THESE AND MAKE YOUR ARROW OF LIFE. LEARN OF ITS TRUE NATURE AND BE A GOOD SCOUT.

****HE THEN TAKES THE TIGERS TO THE COUNCIL FIRE THE ADULTS ARE ASKED TO TAKE THEIR SEATS AND THE BOYS ARE ASKED TO SIT ON EITHER SIDE OF THE TRIBAL CHIEF****

*** TRIBAL CHIEF SPEAKS**** TONIGHT, WE HONOR THESE CUBS, FOR THEY HAVE COMPLETED THE CHALLENGE OF THE TIGERS. SO ALL MAY KNOW THAT THEY ARE NOW OF THIS TRIBE WE WILL PLACE OUR MARK UPON THEIR FOR-HEADS. THIS SYMBOL IS THE BOBCAT, YOUR FIRST RANK IN THIS TRIBE.

*** CHIEF STAMPS EACH TIGER, AS EACH BOY IS BRANDED THE CUB PACK HISSES, THE CHIEF CALLS THEM BOCATS OF DEN #__, AND INTRODUCES THEM TO THEIR DEN LEADER. CEREMONY IS OVER***

TIGER CUB GRADUATION #2

SUPPLIES:

8 PIECES OF CONSTRUCTION PAPER
CERTIFICATE, PIN, PATCH
WOLF BOOK
SEVEN CANDLES 3 BLACK 3 ORANGE
1 WHITE

ROPE, STRING, OR CREPE PAPER
TO MAKE A BRIDGE OR USE
PACK BRIDGE
CANDLE HOLDERS

ARRANGEMENTS:

THE WHITE CANDLE LITE ON CEREMONIAL TABLE 6 UNLITE. PLACE THE 8 PIECES OF PAPER ON FLOOR OF BRIDGE IN SUCH A WAY TO MAKE WALKING ON THEM DIFFICULT. ON EACH PIECE WRITE ONE OF THE FOLLOWING: SIGN, HANDSHAKE, MOTTO, SALUTE, PROMISE, LAW, (THE SYMBOL OF THE ARROW OF LIFE, AND WEBELOS.

CHARACTERS:

CUB MASTER
DEN LEADER

TIGER CUB ORGANIZOR
DEN CHIEF OR WEBELOS DENER

CEREMONY:

****CUB MASTER SPEAKS**** TONIGHT WE HONOR OUR TIGER CUBS. WILL ----------, OUR TIGER CUB ORGANIZOR, COME TO INTRODUCE THEM. **** TIGERS AND ADULTS COME TO THE FRONT. ORGANIZOR HANDS EACH TIGER OR TIGER TEAM A CANDLE. AS EACH CANDLE IS LITE, THE THE ORGANIZOR SAYS**** WHITE IS FOR THE PURITY IN LIVING, BLACK IS FOR THE UNKNOWN, THE FEAR, AND DOUBTS. ORANGE IS FOR KNOWLEDGE, JOY, AND CONFIDENCE. THESE ARE THE COLORS OF THE TIGERS. YOU HAVE COMPLETED TWELVE MONTHS OF THE TIGER CUB PROGRAM. ADULTS, HERE IS THE PATCH FOR YOUR TIGER, PLACE IT ON HIS RIGHT POCKET. TIGERS, HERE IS THE PIN FOR YOUR ADULT WHO WORK WITH YOU THROUGH YOUR DEEDS AS TIGERS. PLACE THEIR PIN ON THEIR COLLAR. HERE TOO, IS THE CERTIFICATE FOR ALL TO SEE. AS YOUR ORGANIZOR I BID YOU FAIRWELL AND SHOW YOU THE PATH OF A NEW CHALLENGE. THE CHALLENGE OF CUB SCOUTS. EACH STEP YOU TAKE TELLS YOU WHAT YOU MUST LEARN, SO YOU CAN EARN YOUR NEXT RANK. WALK THE BRIDGE OF CUB SCOUTS AND MEET YOUR NEW LEADERS. ****AT THE BRIDGE END, STANDS THE CUB MASTER, DEN CHIEF, AND DEN LEADER.****
**** CUB MASTER SAYS**** WELCOME TO PACK ___. THIS YOUR DEN LEADER _____ AND DEN CHIEF _____ OF DEN __. YOUR MEETINGS ARE ON _____, AT _____PM, AT THE LOCATION OF _____
****THE DEN CHIEF WILL HAND EACH BOY THE WOLF BOOK AND SAYS**** THIS IS YOUR NEXT CHALLENGE. READ AND DO EACH REQUIREMENT OF THE BOBCAT. WHEN YOU ARE DONE YOU WILL EARN THE BOBCAT PATCH.****
THE CUB MASTER ASKED EACH BOY/ADULT TEAM TO SIT WITH PACK.
CEREMONY ENDS.****

TIGER CUB GRADUATION #3

SUPPLIES

FLORESCENT PAINTED ROCKS RED OR ORANGE

BLACK LIGHT

ARRANGEMENTS

PLACE ROCKS TOGETHER IN ROWS TO REPRESENT A BED OF HOT ROCKS TO WALK ON. WHEN CUB MASTER HAS LIGHTS TURNED OFF THE ROCKS WILL GLOW LIKE HOT ROCKS IN A FIRE PIT.

CHARACTER

TIGER CUB ORGANIZOR
DEN LEADER

CUB MASTER
SHERE KAHN

CEREMONY

****CUB MASTER SPEAKS**** I CALL UPON THE GREAT SHERE KAHN TO BRING FORTH THE TIGERS OF OUR PACK AND WITH THEM THEIR ORGANIZOR. ****THEN SHERE KAHN BRINGS THE TIGER/ADULT TEAMS AND THE ORGANIZOR TO THE BED OF ROCKS. ****SHERE KAHN SPEAKS **** THESE ADULTS AND BOYS HAVE COMPLETED THE REQUIREMENTS OF THE TIGERS? **** ORGANIZOR SAYS, YES. **** **** SHERE KAHN PRESENTS THE TIGER PATCHES TO THE ADULTS AND SAYS**** HERE IS THE SYMBOL, OF THE TIGER, WHO HAS COMPLETED THE CHALLENGE. PLACE IT ON THE RIGHT POCKET. THIS IS THE TOKEN FOR HAVING HELP YOUR TIGER TO COMPLETE THE CHALLENGE, TIGERS, PIN THEM ON THE COLLAR. ADULTS, I GIVE YOU CHARGE OF THE WRITTEN PROOF. BE PROUD OF YOUR TEAM EFFORTS MADE TO EARN THEM. BECAUSE EACH RANK IN CUBBING PROVIDES A GREATER CHALLENGE THAN THE LAST, **** LIGHTS ARE TURNED OFF AS SHERE KAHN SAYS **** THIS BED OF HOT ROCKS REPRESENTS THE GREATNESS OF THE CHALLENGES TO COME. THE ROCKS WILL NOT BURN YOU UNLESS YOU FEAR THEM. NO HARM WILL COME UNLESS YOU DOUBT YOUR ABLILITY. ARE YOU READY TO CROSS THE BED OF HOT ROCKS INTO CUB SCOUTS? THEN GO AND MEET YOUR NEW LEADERS. **** CUB MASTER GREETS AND WELCOMES THE TIGERS AND ADULTS TO THE PACK. HE ANOUNCES THE TIME, DAY, AND MEETING PLACE FOR EACH DEN. HE INTRODUCES THE DEN LEADER AND DEN CHEIF. CEREMONY IS OVER.****

WHAT IS A FRIEND?

I want to be your friend and fly high for friendship and peace around the world. I respect and honor all the brave men and women who have lived and died defending me in peace and war. I stand for the past, present and the future of this great country - the United States of America! Being your friend, I give you many daily challenges. I stand for love of God, country and families. I represent your freedoms whenever and wherever I am raised. They are:

Freedom of Speech
Freedom of Religion
Freedom of the Press
Freedom of the Job
Freedom to Vote
Freedom of Trial by a Jury
Freedom of Self-Government

But most of all, the Freedom to be able to live and work together as a family unit.

If we allow any of these freedoms to be taken away, our nation and families would be divided like those in so many other parts of the unfree world.

So as Americans and Souters, let's all DO OUR BEST to be good citizens and honor me as your friend and the other freedoms and rights that I stand for. I am your flag and am proud of you.

BY: Phil Tate
Roundtable Commissioner
Old Baldy Council

AS THE EVENING COMES TO A CLOSE, WITH THE MUSIC OF AMERICA THE BEAUTIFUL. I AKELA, CHIEF OF THE WEBELOS TRIBE, STAND HERE WITH MY RIGHT HAND RAISED, HONORING OUR GOD, OUR FLAG, AND THIS GREAT COUNTRY OF OURS, THE UNITED STATES OF AMERICA.

I CHALLENGE YOU AS LEADERS OF THIS TRIBE TO GO OUT AND SPREAD THE SCOUTING SPIRIT AND MOVEMENT TO THE YOUNG SCOUTS AND THEIR PARENTS, WHO ARE UNDER YOU.

I GIVE YOU THIS CHALLENGE, AS CHIEF OF THIS TRIBE ALONG WITH MY COUNCIL, I BRING THIS ROUNDTABLE TO A CLOSE HONORING MY GOD AND THOSE GREAT FOREFATHERS WHO LIVED AND DIED THAT THIS GREAT NATION OF OURS WILL LIVE FOREVER.

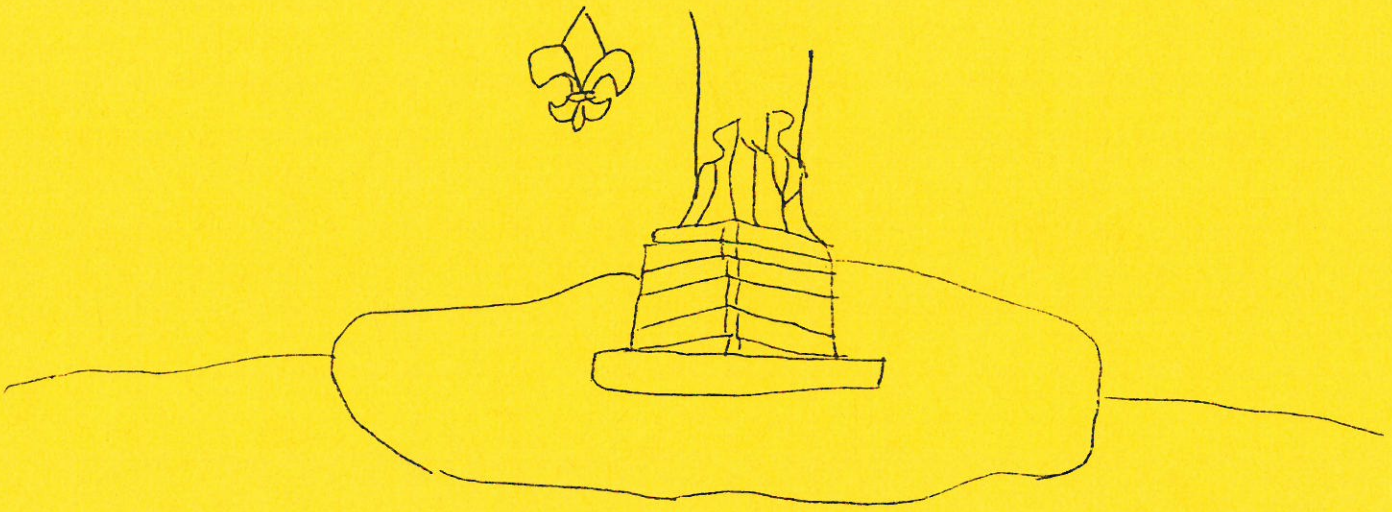
IN THE SPIRIT OF THE GODS GO IN PEACE AND MAY SCOUTING BE WITH YOU TILL WE MEET AGAIN.

GOOD NIGHT
GOD BLESS YOU ALL

PHIL TATE
OLD BALDY COUNCIL
CUB ROUNDTABLE COMM.

THIS IS A GROWING EXPERIENCE

THE REWARDS ARE WONDERFUL



Cub Scouting For The Handicapped

SCOUTING/USA

Fact Sheet

Communications, **BOY SCOUTS OF AMERICA**
1325 Walnut Hill Lane, Irving, Texas 75038-3096
Telephone: 214-659-2000

Scouting for the Handicapped

BACKGROUND

Since its founding in 1910, the Boy Scouts of America has had fully participating members who suffered from physical, mental, and emotional disabilities. Dr. James E. West, the first Chief Scout Executive, was handicapped. While most of the BSA's efforts have been directed at keeping these boys in the mainstream of Scouting, it has also recognized the special needs of those with severe handicaps.

As early as 1923, a special badge was created for those Scouts whose permanent physical disabilities prevented them from passing all the requirements for Second and First Class Scout; *The Official Boy Scout Handbook* has had Braille editions for many years, and merit badge pamphlets have been recorded on cassette tapes for blind Scouts. In 1965, registration of over-age mentally retarded Scouts became possible—a privilege now extended to all severely handicapped persons.

In 1970, a grant from the Disabled American Veterans enabled the BSA to establish a Handicapped Service in its Relationships Division. In 1974, the National Advisory Committee on Scouting for the Handicapped (NACOSH) was formed. Today, close to 63,000 handicapped persons are involved in Scouting's special unit programs in approximately 4,000 community organizations. An additional estimated 100,000 to 150,000 handicapped Cub Scouts, Boy Scouts, and Explorers are registered as individuals in regular units in their local schools, churches, or communities.

RECOGNITION OF NEEDS

The basic premise of Scouting for the handicapped is that the youth with a handicap wants most to be like other youth—and Scouting gives him that chance. Thus, much of the work of the program on Scouting for the handicapped is directed at helping unit leaders develop an awareness of the handicapped among youth without handicaps and encouraging the inclusion of the handicapped in the regular Cub Scout pack, Boy Scout troop, or Explorer post or ship program.

There are many units, however, composed of members with identical handicaps—an all-blind Boy Scout troop, an all-deaf Cub Scout pack, etc.—but these handicapped members are encouraged to participate in Scouting activities at the district, council, area, regional, and national levels along with nonhandicapped Scouts. Many of these special Scouting units are located in special schools or centers which frequently make the Scouting program part of their curriculum.

More than 150 of the 413 local Scouting councils have established their own advisory committees on Scouting for the handicapped. These committees, patterned after NACOSH, develop and coordinate an effective Scouting program for youth with handicaps, using all available community resources. Local councils also are encouraged to provide accessibility in their camps by removing physical barriers so that the handicapped will have an opportunity to participate in summer and long-term camp experiences. Local councils also are adding professional staff members charged with responsibility for the program for the handicapped. In 1983, there were full-time executives in 40 councils and part-time executives in 120 others.

ADVANCEMENT

Cub Scouts, Boy Scouts, and Explorers with handicaps participate in exactly the same program as do their nonhandicapped peers. They are asked to meet the same requirements as others, with one exception—there is a special advancement track and a series of badges for moderately mentally retarded Boy Scouts that takes them to a special award equivalent to First Class. If they then want to advance further, they must meet all the requirements that other Scouts do.

While the BSA's policy has always been to treat members with handicaps as much like other members as possible, it has been traditional to make some accommodations in advancement requirements if necessary. A Scout with a permanent physical or mental disability may select an alternate merit badge in lieu of a required badge, if his handicapping condition prohibits the Scout from completing the necessary requirements of a particular required merit badge. This substitute badge should provide a "similar learning experience." Full guidelines and explanations are available through the local Scouting council and on the Application for Alternate Eagle Award Requirements, No. 30-730. Local council advancement committees must approve the application.

The policy is designed to keep handicapped Scouts as much in the mainstream of Scouting as possible. Practical suggestions are made to leaders as to approaches and methods that can be used. Thus, a Scout in a wheelchair can meet the hiking requirement by taking a trip to places of interest in his community. He can meet the camping requirement by transporting his pack on his wheelchair. Giving more time and permitting the use of special aids are other ways leaders can help the handicapped in their efforts to advance. The leader's role in putting the program across is crucial.

NACOSH AND THE 10-YEAR PLAN

Due largely to the efforts of the National Advisory Committee on Scouting, the BSA has achieved a position of leadership in serving young people with handicaps. The committee is composed of representatives of leading national organizations, both governmental and private. NACOSH members, with the Education/Handicapped Relationships Service, conduct workshops for leaders serving the handicapped at Philmont Scout Ranch and elsewhere. These conferences are not limited to Scouting leaders—representatives of other organizations also attend.

Since its establishment, NACOSH has formed cooperative relationships with more than two dozen agencies, schools, and other organizations serving the handicapped, and constantly seeks to create new partnerships. Many of these partnerships have played a part in the development of literature, audiovisual aids, and Braille media for handicapped Scouts and their leaders. The committee has developed a 10-year plan of action to guide the growth of Scouting's programs for the handicapped.

Some objectives already achieved include the first Luther Lord Award for leaders of Scouting for the Handicapped (given by The Woods Schools, Langhorne, Pa.); inclusion of material relating to the handicapped in the National Camping School syllabi; production of a new manual for deaf Scouts with major assistance from Gallaudet College; assignment of NACOSH members to other national Scouting volunteer committees; and publication of a Scouting for the Emotionally Disturbed pamphlet. The committee updates this plan annually.

SIGNIFICANT DATES

Here are some significant dates in Scouting's program for the handicapped:

Since 1910. Boys with disabilities have participated fully in Scouting.

1923. Special award created for disabled Scouts unable to pass certain requirements.

1962. *Boys' Life* begins printing in Braille.

1965. Over-age mentally retarded persons permitted to register in Scouting.

1971. Disabled American Veterans grant enables BSA to establish professional position of director, Scouting for the handicapped.

1971. Publication of *Scouting for the Physically Handicapped* pamphlet (revised 1983).

1972. Improved Scouting program goes into effect with more flexible advancement requirements.

1973. Publication of *Scouting for the Hearing Impaired* (revised 1983).

1974. Establishment of the National Advisory Committee on Scouting for the Handicapped and similar volunteer committees at regional and local council levels.

1974. Publication of *Scouting for the Visually Handicapped* (revised 1980).

1975. Publication of *Understanding Scouts with Handicaps, Understanding Cub Scouts with Handicaps,* and *Exploring for the Handicapped* training manuals.

1977. Signing for the Deaf Interpreter's Strip approved.

1978. National Executive Committee approves removal of age restrictions on advancement for all severely handicapped members.

1979. National Executive Board approves substitution of merit badges for Eagle by handicapped Scouts.

1980. Publication of *Scouting For The Handicapped,* a resource manual (revised 1984).

1983. Publication of the *NACOSH Newsletter.*

RECENT DEVELOPMENTS

In August 1977, the first "Handicapped Awareness Trail" (HAT) was incorporated into the program of the National Scout Jamboree at Moraine State Park, Pennsylvania. More than 5,000 Scouts participated. Since then, many local councils have created their own Awareness Trails, designed to make nonhandicapped aware of the many problems faced by the handicapped. The 1981 National Scout Jamboree at Fort A.P. Hill, Va., featured two such "HATS."

Local councils also, in recent years, have been holding handicamporees and jamborettes that feature camping and outdoor activities for handicapped Scouts and have pioneered their own handicapped awareness trails.

An interpreter's strip for signing for the deaf can be earned by all Scouts.

Filmstrips on Scouting for physically handicapped youth and mentally retarded youth as well as the 1977 Jamboree Awareness Trail have been produced for use in volunteer training.

On May 5, 1978, the National Executive Committee removed all age restrictions on advancement by severely handicapped Scouts. Thus Cub Scouts over 11, Boy Scouts over 18, and Explorers over 21 may continue to advance at their own pace for as long as they remain members of the Boy Scouts of America.

Requirements for a Handicapped Awareness merit badge and the merit badge pamphlet were published in 1981, written by NACOSH and adopted by the BSA in 1980.

The net result and purpose of this Handicapped Awareness merit badge is to have, over the next several years, many thousands of America's youth develop a positive

attitude toward handicapped individuals. This attitude, based upon study and personal involvement with handicapped persons, will serve as an excellent foundation for acceptance, mainstreaming, and normalization of handicapped persons throughout their school years and into adult life.

The brief learning experiences provided by working toward the Scouting for the Handicapped merit badge should produce extensive changes in the attitudes of America's youth as these boys pursue their new and interesting experiences. They will pyramid the benefits of their experience as they share it with many of their friends.

First National Conference on Scouting for the Deaf, 1979.

Second National Conference on Scouting for the Deaf, 1982.

First National Conference on Scouting for the Visually Impaired was held in Washington, D.C., in 1981.

The regional publications *Talking Sticks, Foot Steps, Handi-Capers,* and *Handi-Scouting* support the activities of the NACOSH committee and provide information and program ideas.

MORE INFORMATION Additional information and lists of literature and other aids are available from the Education/Handicap Relationships Service, SUM 0205, Boy Scouts of America, 1325 Walnut Hill Lane, Irving, TX 75062-1296.



No. 2-508 1984 Printing

INTRODUCTION

IN SCHOOL PROGRAM FOR LOW FUNCTIONING SPECIAL EDUCATION STUDENTS

THE BOBCAT PROGRAM

The Bobcat Scouting program is a reinforcement of the educational aims of special education teachers. Although the purpose of Scouting is serious, the program itself is fun for students and gives them that added incentive to try harder and "do their best". It is a program of doing.

ADAPTATIONS

Below, you'll find the traditional Cub Scout Promise, Law of the Pack, and the Cub Scout Motto. For practical reasons, they have been changed and combined to accomodate your students' capabilities.

* Cub Scout Promise/Law and Adapted version

Promise

"I, name , promise to do my best to do my duty to God and my country, to help other people, and to obey the Law of the Pack".

Law

"The Cub Scout follows Akela, the Cub Scout helps the pack go, the pack helps the Cub Scout grow, the Cub Scout gives goodwill".

Motto

"Do your best"

* Adapted Version

I promise to be a good Scout
To help my friends
And to do what my Teacher says.

* Scout Sign



In a class consisting of verbal and non-verbal students, the teacher can simultaneously communicate the message to both groups. While one phrase is spoken by the teacher, he/she holds up his right hand to form the Scout sign. The students, either one at a time or as a group, depending on functioning level, are encouraged to repeat the phrase. Even though some students may lack the coordination, it is important at this time, that they all try to do the Scout sign. If a student cannot hold up two fingers, even with the teachers help, he can hold up his hand or make a similar gesture. The sign must be held up until the Promise is finished. If a specific task cannot be completed by a student, it should'nt be eliminated, but should be replaced by a similar, more obtainable task.

BOBCAT PROGRAM

IN - SCHOOL SCOUTING

SCOUTING METHODS	*EDUCATIONAL AIMS ADDRESSED
1. Physical activities Scout Games, exercises	Sensory and Motor development
2. Music Appreciation Scout songs, dancing, swaying stretching.	Speech and Language development Communication skills
3. Arts and Crafts Projects	Sensory and motor development
4. Health Projects Washing up, tidying up, putting on and taking off uniform.	Activities of Daily living
5. Bobcat Procedures Scout Sign, Promise, handshake	Speech and Language development Sensory and Motor Development Activities of Daily Living, Communication

* Note:

These are just a few of the Educational Aims addressed by the Bobcat in-School program. A closer look at this manual reveals that <u>all</u> of the educational aims prescribed by the Board of Education for special education children are covered, throughout our program.

SESSION 2*

1. Opening
   a. "Scouting Spirit" song (as in Session 1) and stretch.
   b. Bobcat Promise and Sign.

2. Activity
   Musical Shakers (can be used in all sessions)
   a. Scouts sit at their desks.
   b. Each Scout puts a handful of rocks or beans into his milk container. Teacher staples the tops shut.
   c. Scouts glue pieces of construction paper to outside of their "shakers" and decorate.
   d. "Tidy Up"
      Scouts, once their desks have been cleaned off, go to the sink and wash and dry their hands.
   e. Class forms a line - one hand is placed on the shoulder of classmate in front, the other hand shakes the new musical instrument.
      Song: "Engine on the Train" (p.15)
      Put shakers away.

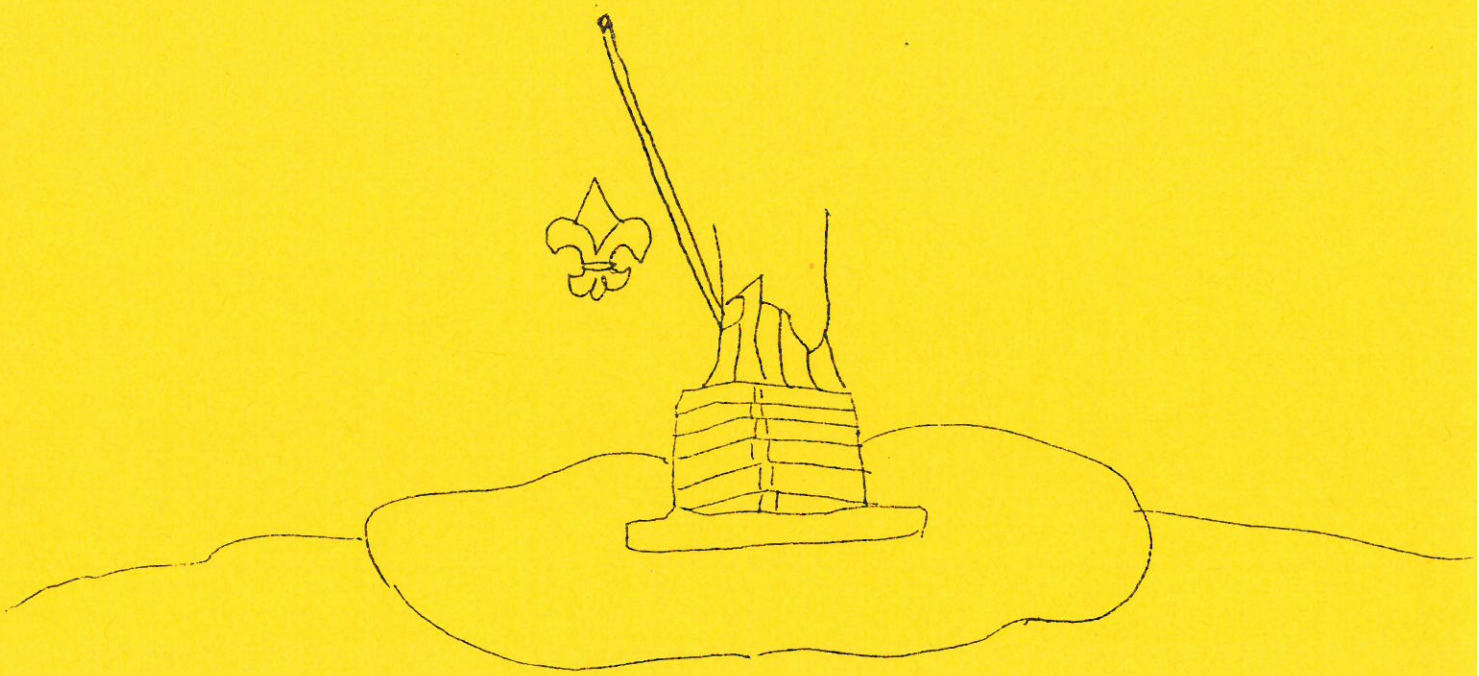
3. Closing
   a. In a circle, holding hands, sing "Good-bye, Bobcats" (p.15)
   b. All Scouts shake hands.
   c. Take off uniforms and put away until next meeting.

* Materials needed:

Milk containers from lunch (1 per Scout)
1 bag of rocks or dried lima beans.
Construction paper, glue.

LIKE THE STAFF OF THE FLAG

CUB HIGH ADVENTURE BUILDS STRONG YOUNG MEN



Cub High Adventure

OLD BALDY COUNCIL

HIGH ADVENTURE TEAM

DEAR CUBBER:

This information was compiled to give you an easy reference to all of the High Adventure awards available to Cub and Webelos Scouts in our area.

You are entering one of the most exciting and fun filled areas of Scouting, The HIGH ADVENTURE Awards Program. No other program has the activities that work right along with the Cub and Webelos advancement program.

This program was developed so that the individual can develop respect and love for the great out-of-doors, and at the same time earn a recognized award for their accomplishments.

All of the awards can be earned by any Cub, Webelos or Adult that is currently registered in the cubbing program, of The Boy Scouts of America. Each award has a set of requirements, that have to be fulfilled, this includes the general requirements as well as the specific requirements. All requirements SHALL be completed prior to the approval by the High Adventure Team.

The Council High Adventure Team is a group of volunteers just like you. They are interested in seeing that youth has the opportunity to understand "The Outdoor Code" in a SAFE enviornment, and have the best possible award program available.

By completing the steps below you can eliminate a lot of time and misunderstanding.

1. Get the latest copy of the requirements for the award you are planning to try for. (they are subject to change)

2. See or phone a member of the H.A.T. (they are listed in this booklet), prior to completing any requirement for an award. They can explain the program and notify you of any changes in the requirements.

3. Be sure all PLANNING and PAPER WORK is completed for the award.

4. Complete the requirements for the award.

5. See or phone the same HAT member, in step 2. so that he or she can approve your award application showing that you have completed the requirements for the award.

6. Take the approved application to the Council Trading Post so you can purchase the awards.

7. Present the awards at your next pack meeting.

WHO TO CONTACT

OLD BALDY HIGH ADVENTURE TEAM MEMBERS

1. Jerry Vinaterri (Chm.)	985-4221	6. Steve Bjwellan	628-1339
2. Ron Vinaterri	985-8043	7. Rob Earle	626-1023
3. Bob Miller	947-5672	8. Chuck Massar	861-0374
4. Don Powell	622-4802	9. Gary Verholtz	593-3266
5. Bob Hancock Sr.	989-6977		

The following is a list of local U.S.F.S. Ranger Districts. The appropriate station should be contacted during your planning to determine local conditions and to find out what services are and are not available. If possible you should leave a roster and itinerary with the ranger station (emergencies, saesonal changes, fire, wheather, etc.).

ANGELES NATIONAL FOREST
DISTRICTS

SAUGUS - Jim McGully
(213) 361-7356
TUJUNGA - Steve Windward
(213) 365-9107
ARROYO SECO - Don Gilliand
(213) 790-1151
MT> BALDY - Chuck Hartley
(213) 335-1251
VALYERMO - Jack Lane
(805) 944-2187

LOS PADRES NATIONAL FOREST
DISTRICTS

OJAI - John Boggs
(805) 646-4348
MT. PINOS - Don Trammell
(805) 245-3731
SANTA LUCIA - Steve Ash
(805) 925-9538
SANTA BARBARA - Mel Sanchez
(805) 967-3481

SANTA MONICA MOUNTIANS NATIONAL RECREATION AREA HEADQUARTERS
(213) 944-4535 Eddie Lopez

CALIFORNIA STATE PARKS

LOS ANGELES COUNTY - Al Oliver
(213) 457-5538
VENTURA COUNTY - Ron McCall
(805) 651-4616

ALSO CHECK WITH: COUNTY, CITY, AND LOCAL PARKS AND RECREATION OFFICES

**(CONTACT PERSON AND PHONE NUMBERS SUBJECT TO CHANGE)

OLD BALDY COUNCIL

BOY SCOUTS OF AMERICA

CUB SCOUT HIGH ADVENTURE

HIGH ADVENTURE PROGRAM:

What is high adventure?, for a cub scout it could be just about anything out of the ordinary.

Out of the ordinary, what does he mean by that?

Most dens meet on a weekly basis and after a period of a year that gets boring to the boys ... so you need something to add a little pizazz to your program, and thats where the HIGH ADVENTURE program comes in. There are about 20 high adventure patches available in our region most of them are offered by San Diego, Orange and Inland Empire Councils. (See hand out on Awards)

before I go into the different awards some other considerations come to mind and should be discussed first.

Planning

You as a leader need to do some or all of the below prior to going on any outing with your Dens.

1. Where are we going to go?
2. What is the best time of year to go there?
3. How far away is it and who is going to provide transportation?
4. What do we need to bring with us?
   a. Food.
   b. Water
   c. Extra clothing (cold wheather or swimming)
   d. Day packs
   e. First Aid kit
   f. MONEY
5. Do we need a trained First Aider
6. How difficult is this outing and are all of the boys that have signed up to go capable of completing this (Hikes?).
7. Do the persons driving have adequate auto insurance (BSA requirement see tour permit)
8. WHICH TOUR PERMIT DO I USE !
9. Is your permit filled out properly and into council on time?
10. Do I know what the requirements are for the award that we are going after (They change periodically)
11. Have I checked with the High Adventure Team to see if their are any hazards that I'm not aware of present.
12. What other permits do I need (Wilderness, Fire, etc.)

PREPARATION:

1. Parent Consent Forms, Completed and SIGNED.
2. All necessary papers on your person during the outing.
3. Money in for the awards (did you contact the appropriate council to find out the cost.)
4. Itinerary in a parents possession that is staying behind in case of an emergency.
5. Do all of the drivers have a map to where we are going and are they familiar with the route and possible alternates.
6. Are we prepared to cancell in case of inclimate wheather.
7. If we cancell do we have either an alternate date or alternate activity planned.
8. Reservations Confirmed (In Writing)

HEALTH AND SAFETY:

1. Is any adult in the group qualified as a First Aider?
2. Do any of the BOYS have any special medical problems and if he goes will there be some one that can handle that situation.
3. Does the boy have his prescription medication with him?
4. Do any of the boys get CAR SICK?
5. If I'm the only adult and I get hurt who will take care of me? (this is not Recommended)
6. One adult per every four boys is about the right amount when you get more boys than that they are too hard to control.
7. What do I do if someone gets lost or seperated from the group or the whole group gets lost?
   a. Train the boys in what to do if they get seperated from the group.
      (1.) if at a business establishment when you first go in find out where their lost and found is located (ie. Disneyland, Zoo, etc.)
      (2.) If in the woods "Hug a Tree"
         (a.) If the boy realizes he is lost have him stop and stay at that location SIT DOWN.
         (b.) Make himself as visible as possible. Stay in the area, try to find a clearing pile brush in clearing SOS, HELP etc.
         (c.) If searchers in area calling call back! don't move away and don't avoid searchers.
         (d.) Searchers are not strangers (Don't talk to strangers syndrome)
   b. If group gets lost STAY PUT same rules as above in the woods.
8. Get training in Map and compass, First Aid, Backpack awareness
9. Buy and read the appropriate High Adventure Team Hike Aids and Trek Aids.

GENERAL REQUIREMENTS

These general requirements are an ittegral part of the requirements for all HAT awards obtained through the H.A. Team and the Camping Department and includes Awards sponsored by other Councils.

1. CHANGES OR EXCEPTIONS
Changes, exceptions, modifications or waivers of any HAT award requirements SHALL be made in advance of the outing and in writing by the HAT of the Council sponsoring the Award.

2. AWARDS MUST BE EARNED
No HAT award shall be given, or otherwise made available, to any person who has not completed all of the requirements for the award, including these general requirements.

3. MUST BE REGISTERED MEMBERS OF THE BOY SCOUTS OF AMERICA
Only current registered members of the Boy Scouts of America are eligible to receive HAT awards. They SHALL NOT be made available to persons who are not registered.

Only currently registered Scouters (Cubbers) allowed on the trip with Scout Groups. If females are with a Scout Group on the trip ey shall be provided with seperate quarters and area for camping way from the Scout Group. They shall never be put into a position of leadership (Does not apply to day outings for Cubbing). Co-ed groups must meet B.S.A. policy on Co-ed leadership and camping.

4. SCHEDULED OUTING
Awards may be earned only on scheduled outings of registered units, or on a District or Council function.

5. ONE TRIP ONE AWARD
Only one award may be earned for one outing: unless otherwise stated in writing in the Award Requirements. Example: San Diego Council "High Sierra Indicator Segment" are designator segments for use with other awards and the Great Western Council "14,495 Club" Mt. Whitney climb may be earned as part of a long-term Backpack trip.

6. B.S.A. TOUR PERMIT REQUIRED
A Local Tour Permit issued by the local Council, is required for trips of less than 500 miles and the tour is within the United States.

A National Permit Issued by Western Region, is required if the tour is 500 miles or over or if the trip is outside the tour is in a foreign country.

th permits are to be submitted to the Camping Department; Local lour Permits one week in advance, National Tour Permits one month in advance.

7. OTHER PERMITS REQUIRED
Where other permits are required, they must be obtained for the trip to be eligible for HAT Awards. Examples: Wilderness, Entry, Primitive Area, Fire, etc. See current edition of Wilderness Digest.

8. REQUIREMENT FOR ADULT ON LONG TERM TRIPS
At least one adult with the group Shall have satisfactorily completed Council (Within Region) Basic Backpack Awareness Course, or be certified by Council High Adventure Team.

At least one adult with each group taking the trip (ANY TRIP) SHALL have a current Standard First Aid or Advanced First Card, or be a Medical Doctor, Registered Nurse, or Registered Paramedic.

ADULT = 21 YEARS OR OLDER!

9. FAMILARITY WITH THE FOLLOWING AIDS
Adult and youth leaders should be familiar with San Diego Council TREK AIDS and with the Los Angeles Area Council HIKE AIDS. For cycling, the Orange County Council BIKE AID.
Cub Scouters should be familiar with San Diego Council TREK AID #5 "HEALTH AND SaFETY".

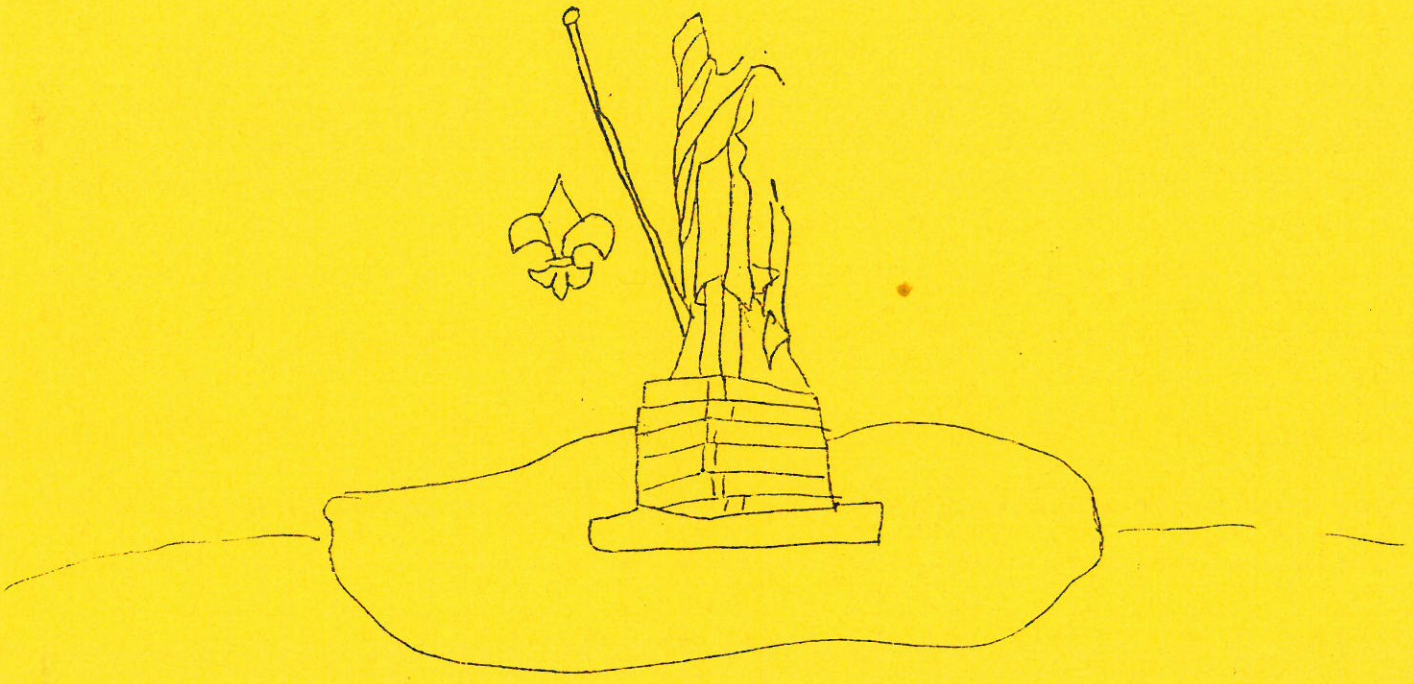
10. HIGH ADVENTURE AWARD FORM AND APPROVAL CARD
The HAT award form for the appropriate award (SCOUT OR CUB) must be filled in completely before submitting it to a HAT approval person for review and approval. NO HAT Awards shall be sold without a complete and approved HAT Award Approval Card. (including National Awards and those from other Councils. Note: An Approval Card is not required for Cubbing Awards.)

11. SAFETY
A signed Emergency Consent form is required for each youth going on trip. No pets, firearms, or alcoholic beverages allowed with any participant of a unit on the trip. Exception: seeing eye dogs. Each participant including adults must have a complete medical examination within four months prior to a long term trip. Show evidence if required. Use the appropriat B.S.A. form.

12. CONSERVATION
A conservation project must be accomplished prior to receiving award and must be signed by a representative of the agency you accomplish it in. Example: Ranger, BLM, Co Parks, etc. See individual award requirement for the amount of conservation hours required for the award being earned. May be done prior to, during, or after the trip.

A PROGRAM DESIGNED TO LET OUR

BOYS GROW FOR YEARS TO COME.



Hug-A-Tree

Hug-a-Tree and B.A.T.

Both of these community programs are available to school-ag. children in San Diego County. Your child, for instance, may have already been exposed to the Hug-A-Tree concepts at school. The Ninth District P.T.A. has underwritten the cost of handouts for school assembly programs and encourages schools to present the program to all the children. HOWEVER, the parents in your pack may have never heard of this program and its benefits. A presentation to your pack would inform the family about it and insure that there would be some follow-through to institute the good suggestions for each family. Few grammar-school children will carry out this program on their own.

A group of people who searched for a nine year old boy who died in local mountains near Palomar recently have put together this assembly program on how Not To Get Lost, how to stay comfortable if they do get lost, and how to be spotted and found. We hope your children never need this knowledge, but if you will discuss the handout and assembly with them, it may help in remembering one or more facts that will make the search short and successful.

The information for "Hug-a-Tree and Survive" was reprinted with permission of "Hug-a-Tree and Survive, Inc.", copyright 1981, not to be duplicated without permission.

For further information on the Hug-a-Tree program:

Charlene Meenan 619 273-7661

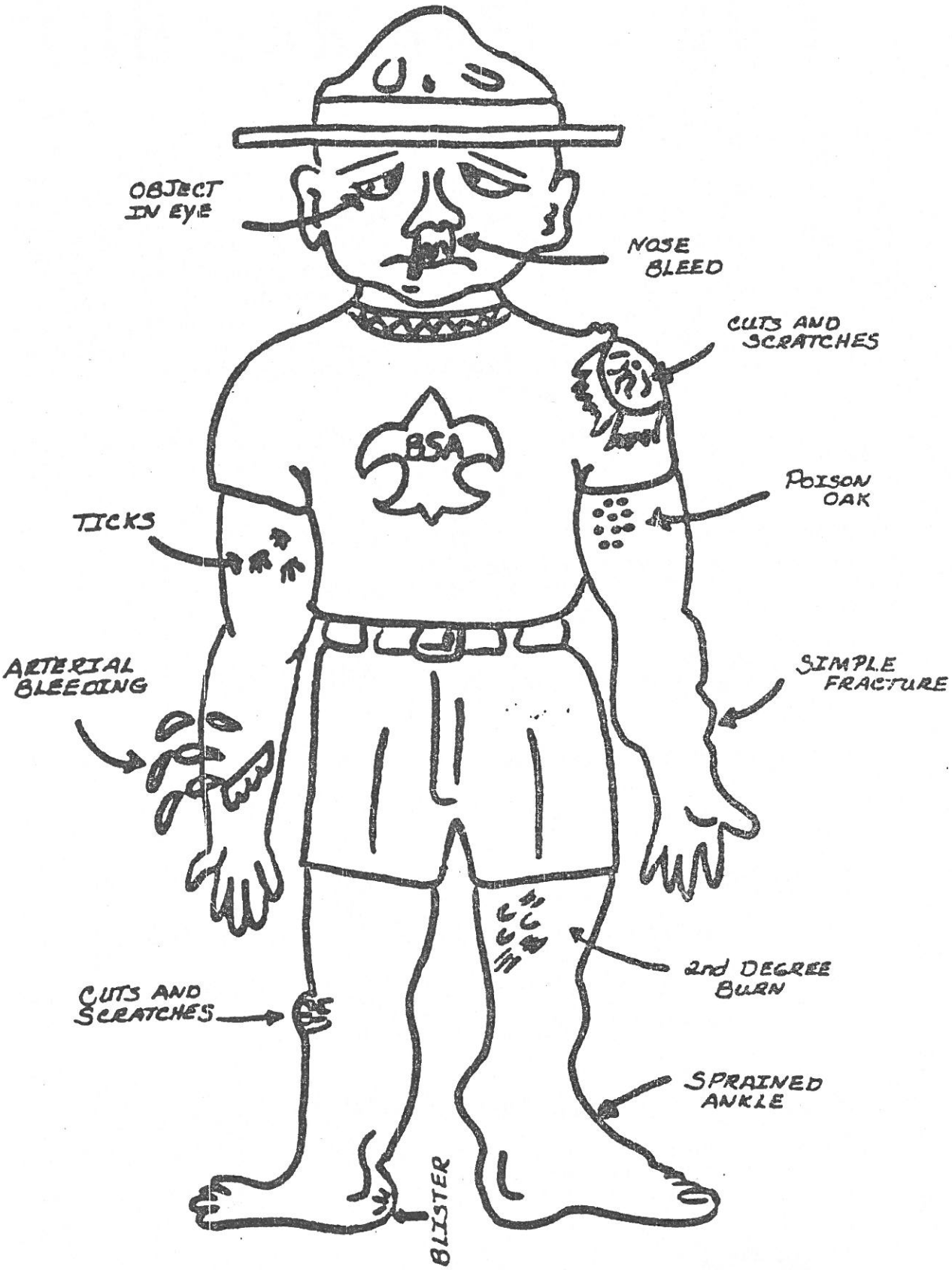
Other Resources:

National Association of Search and Rescue
619-268-3611
Sheriff's Reserve Search and Rescue
714 98-86571
San Diego Mountain Rescue Team
714 98-86571

EMERGENCY NUMBERS IN CASE OF A MISSING CHILD:

Sheriff 911
Mountain Rescue Team 911





(INJURED SCOUT POSTER)

HANDOUT TO ACCOMPANY "HUG-A-TREE AND SURVIVE"

This information is to help you know : How Not to Get Lost
How To Stay Comfortable If You Do Get Lost, and
How To Be Spotted and Found

We hope you never need to use this information, but if you will discuss it in your family it could help to remember the facts which will make the search a short and successful one if ANYONE in your family, adult or child, is lost.

(1) ALWAYS CARRY A TRASH BAG AND WHISTLE on a picnic, hike, or camping trip. By making a hole in the bag for the face about four inches down from the bottom of the bag and putting it over the head, it keeps the person dry and warm. The whistle carries farther than the human voice, and takes less energy to use.

(2) HUG A TREE once you know you are lost. One of the greatest fears a person of any age can have is of being alone. Hugging a tree and even talking to it calms you down and prevents panic. By staying in one place, you will be found more quickly and will avoid being injured in a fall.

(3) MY PARENTS WON'T BE ANGRY AT ME. Time and again, children have avoided searchers because they were ashamed of getting lost and afraid of punishment. Anyone can get lost, adult or child. If they know a happy reunion filled with love is awaiting them, they will be less frightened, less prone to panic, and will work hard to be found.

(4) MAKE YOURSELF BIG. From helicopters, people are hard to see when they are standing up, in a group of trees, or wearing dark and drab clothing. Find your tree to nug near a small clearing, if possible. Wear an orange, red or bright jacket when near the woods or desert. Lie down when the helicopter flies over. If it is cool and you are rested, make crosses "SOS" in broken shrebbery, rocks, or by dragging your foot in the dirt.

(5) THERE ARE NO ANIMALS OUT THERE THAT CAN HURT YOU. If you hear a noise at night, yell at it. If it is an animal it will run away. If it is a searcher you are FOUND! Fear of the dark and of "lions and tigers and bears" is a big factor in panicking children into running. They need to be strongly assured to stay put and be safe.



(6) YOU HAVE 200 FRIENDS LOOKING FOR YOU. We have had children in the area of a search tell us, "My parents would never spend the money to search for me with all these people." Of course, search personnel are professionals and volunteers who charge nothing and do it because they care. Many children who are lost do not realize that if they sit down and stay put, one of a few hundred people will find them. Some are afraid of strangers or men in uniform, and do not respond to yells, and have actually hidden from searchers they knew were looking for them. All the searchers are trying to help you get to safety and your family.

ADDITIONAL INFORMATION FOR GROWN-UPS:

(1) FOOTPRINTING YOUR CHILD is a five minute exercise that cuts down on the length of a search by several hours. Have each family member, (beginning with you,) step on a piece of aluminum foil on a soft surface, such as a folded towel or piece of carpet. Mark the foil with each person's name, then store the prints in the car trunk. With this print, trackers (available from the Border Patrol,) can separate your child's track from the hundreds of others in the area, and quickly determine the direction of travel.



(2) TRY TO KEEP THEM FROM GETTING LOST in the first place, which is probably impossible. Children are easily distracted off the trail. Never let your child walk the trails alone. Stay on the trail. Pick out a high landmark such as a prominent hill, or note the direction of the sun; this prevents disorientation.

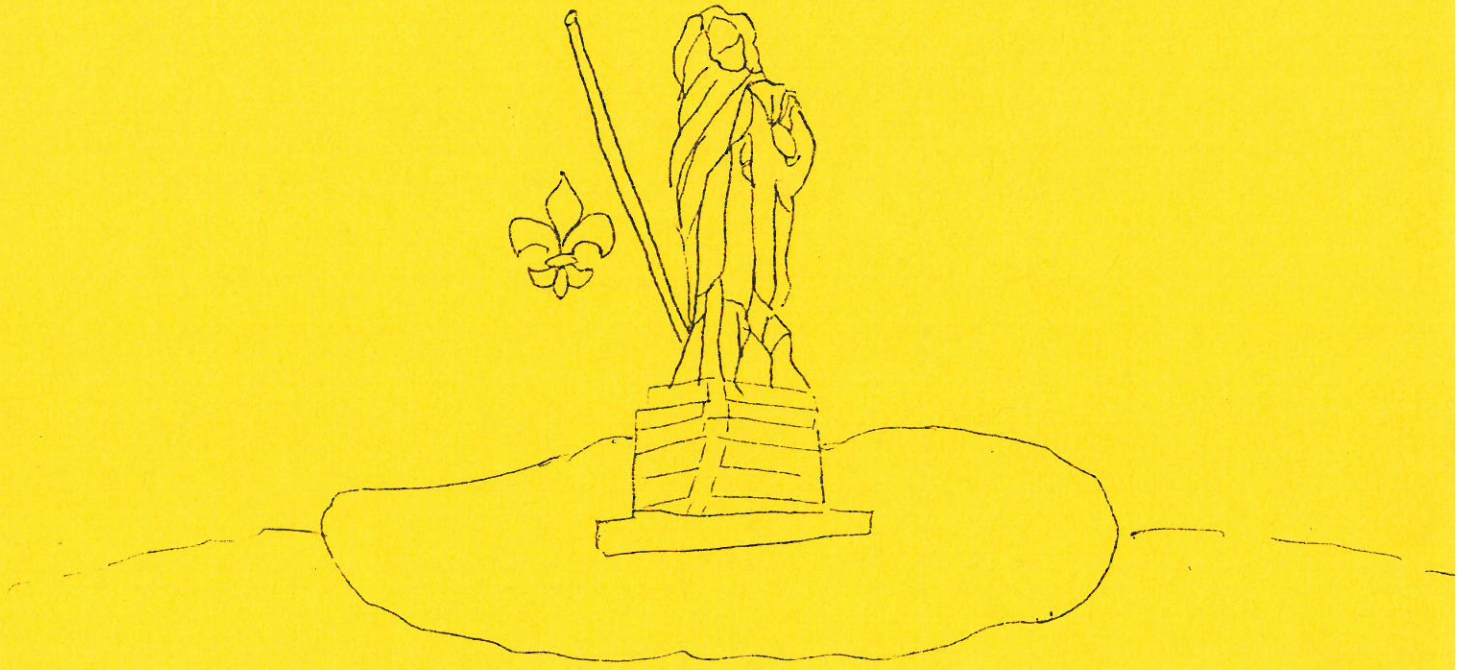


(3) ADMIT IT TO YOURSELF WHEN YOU BECOME LOST. It can and does happen to anyone, yet is a source of shame when it happens. When you become lost, admit it, accept it, and take actions to be comfortable and stay put until the searchers arrive. Use your head since it is your best tool; it can't be lost.

(4) CALL THE SHERIFF QUICKLY if someone is lost. The search area expands so quickly due to the victim's possible movements that rapid response is critically important. A call to the Sheriff which is cancelled gives the searchers practice and helps them keep alert. A slow response is dangerous, especially if bad weather wipes out tracks and exposure is a consideration.

(5) BE AVAILABLE FOR INTERVIEWING. Clues which lead to finding the child in good shape usually come from family and friends who remain on the scene and talk openly and accurately with the search leader or their representative. Any personal information will be kept confidential.

KNOWLEDGE FOR THE FUTURE



Lumber Sculpture

WORKING WITH WOOD/
FORESTER AND CRAFTSMAN

PINEWOOD DERBY

The Pinewood Derby is a colorful and thrilling pack activity in which all boys participate. It is one of Cub Scouting's most popular dad-son projects that offers in miniature all the fun and excitement of a big auto race.

By following the guidelines in the "Cub Scout Activities Book" and following the suggestions and hints offered here, your pack can be assured of having a successful and happy Pinewood Derby.

Sample Pinewood Derby Rules

1. All cars must pass inspection to qualify for the race.

2. Each heat will be announced. Drivers will report to starting line and place their cars on the track. Others must remain behind the barrier.

3. The starter will make sure cars are on the track properly and then start the race.

4. Starter and drivers will report to the finish line to record results.

5. The car whose nose if first over the finish line is winner. Place spotters will pick 1st, 2nd, 3rd and 4th places.

6. If a car leaves the track, runs out of its lane, interferes with another car, or loses an axle, the heat will be run over. If the same car gets into trouble on the second run, that contestant automatically loses the race.

7. When results of each heat are recorded, drivers will take their cars and return to their seats.

8. Awards will be announced after the heat for which awards are to be made. Drivers and their dads report to the stage for the awards.

9. There are a total of _____ heats and _____ awards to be given. Den winners will be determined first. The first four places from each den advances to the pack championship heats. Remaining drivers will take part in consolation heats.

WORKING WITH WOOD/
FORESTER AND CRAFTSMAN

PINEWOOD RACER COSTUMES

MATERIALS: Large pieces of cardboard (one for each racer, 2 for block, size optional)
Double-sided tape
Scissors
Colored markers or paint

RACING CARS: Draw cars on cardboard. Paint different colors. Fasten handles on back of board so boys can carry.

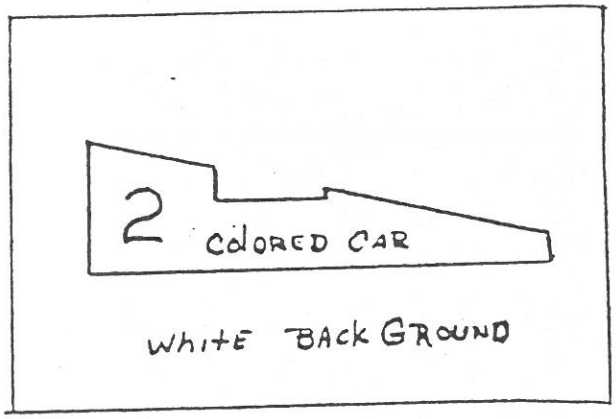
KNIFE: Draw large knife on cardbord. Cut out and paint.

BLOCK: 1. Draw pinewood derby car on first piece of cardboard. Paint as desired.

2. Draw and paint second piece of cardboard to resemble block of wood.

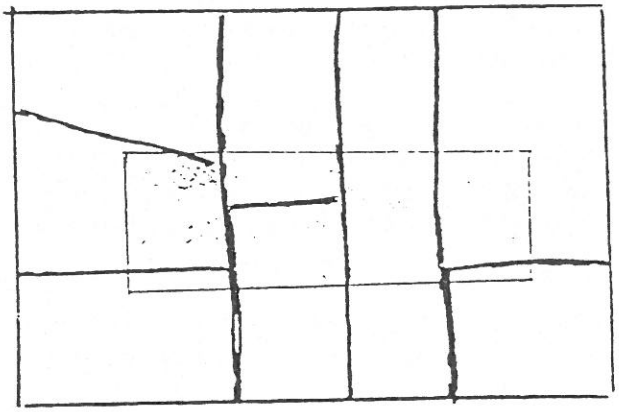
3. Cut second piece of cardboard into puzzle shaped pieces to cover the pinewood derby car.

4. Lightly tape puzzle pieces over first cardboard, taking care not to put tape on derby car.

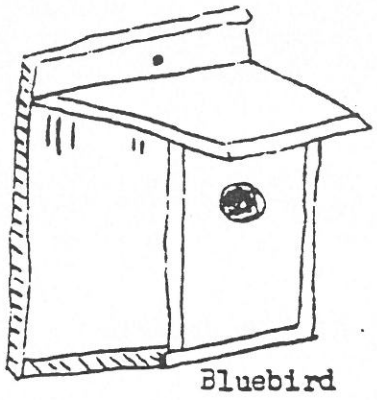


1st Piece with picture of car.

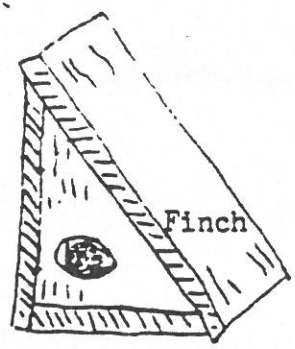
2nd Piece
Puzzle Pieces

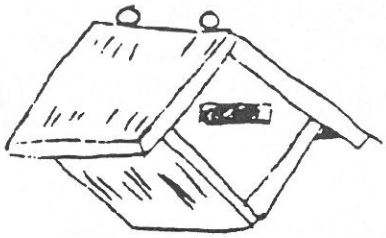


MOTHER NATURES BACKYARD

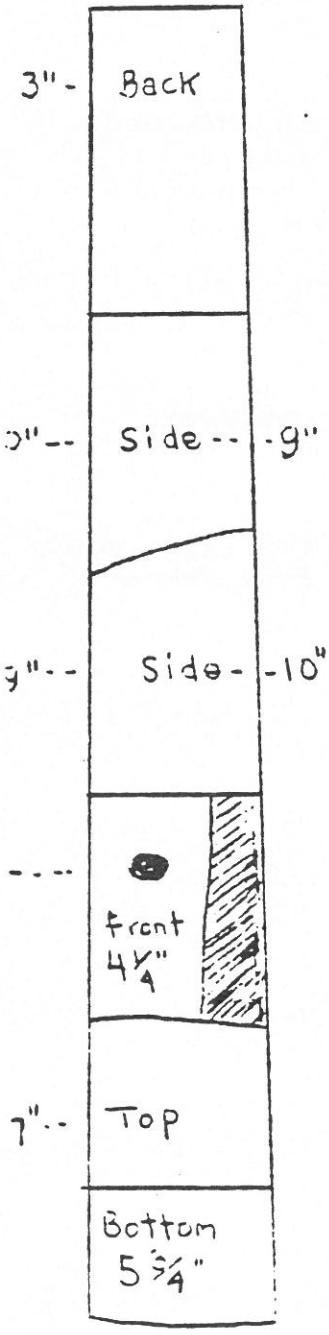


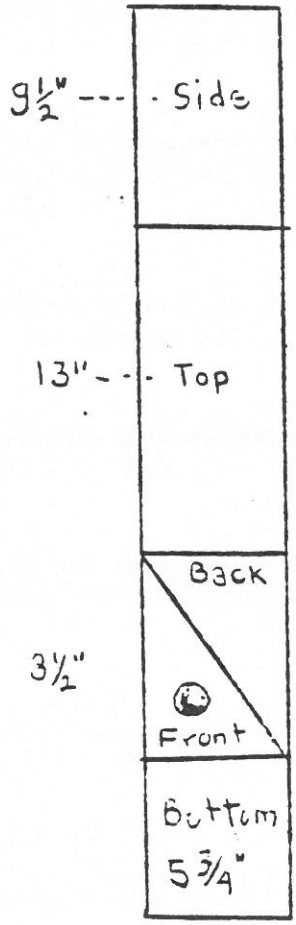
Bluebird

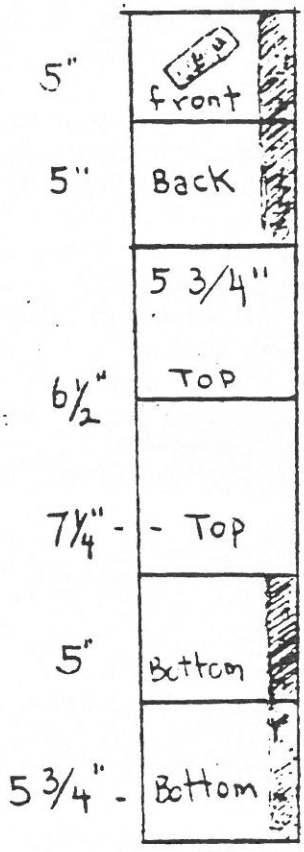


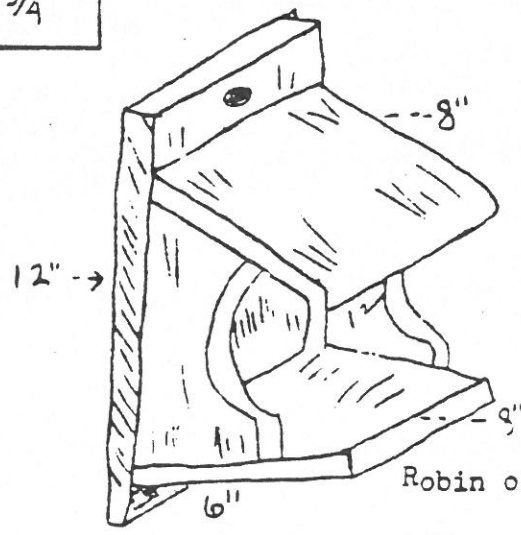


Wren









Robin or pheobe shelf

SONGS AND STUNTS

Seventy-six Bright Cars

(Tune: 76 Trombones)

Seventy-six bright cars lined
up at the ramp,
With a hundred and ten Cub Scouts
all around,
They were followed by a score
or more,
Of parents who would root,
As each car started down the track.
Seventy-six bright cars ran
exciting heats,
A hundred and ten Cub mouths
opened wide,
Then I modestly took my place,
As the winner of the race,
With my car---
My PINEWOOD DERBY CAR!!!!!

(For this verse use tune:
Goodnight My Someone)

Good luck young Cub Scout,
Good luck fine Cub,
You've carved your own wooden
car,
It's painted very carefully,
Trimmed with stripes and a
bright golden star.
Trudge gently to the Pack
meeting,
Place your car at the gate,
It sure looks like a winner
to you,
Whatever may be its fate.

(Repeat first part)

Johnny Works With One Hammer

(Move one hand)
Johnny works with one hammer,
One hammer, one hammer.
Johnny works with one hammer,
Til his work is done.

(Move two hands)
Johnny works with two hammers,
Two hammers, two hammers.
Johnny works with two hammers,
Til his work is done.

(Move two hands, one leg)
Johnny works with three hammers,
etc.

(Moves two hands, two legs)
Johnny works with four hammers,
etc.

(Moves two hands, two legs, head)
Johnny works with five hammers,
etc.

My Derby Car

(Tune: Auld Lang Syne)

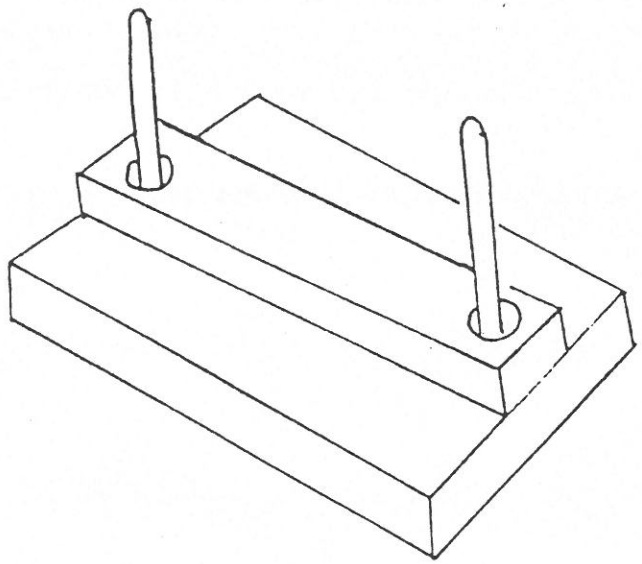
My Derby car, my Derby car,
It's bright wheels and racing scars.
When we've run our race at so
fast a pace,
We'll all have fun with our
Derby cars.

WORKING WITH WOOD/
FORESTER AND CRAFTSMAN

NAPKIN HOLDER

MATERIALS NEEDED:
- One - 1" thick pine, 2" x 9"
- " " " " , 8" x 9"
- Two - 3/8" dowel rods, 5" long
- Drill and bit
- Sand paper
- Wood glue
- Stain

1. Sand all edges.
2. Center 2" x 9" on top of 8" x 9" boards.
3. Using 3/8" drill bit, drill hole about 3/4" - 1" from each end through both boards. Be sure not to let the 2" board move until both ends have been drilled.
4. Enlarge the holes in the 2" x 9" to 1/2". This will allow top to slide freely on dowel rods.
5. Glue dowel rods in holes on 2" x 9" board.
6. Stain and when dry lift top board and place napkins under to hold.



WORKING WITH WOOD/
FORESTER AND CRAFTSMAN

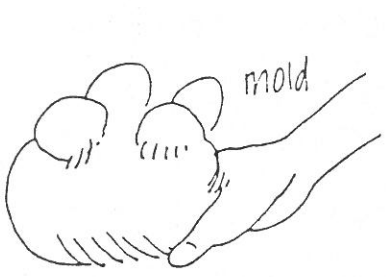
SAWDUST DOUGH

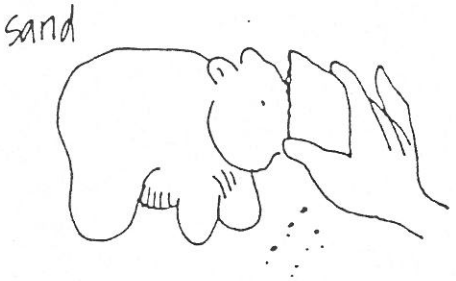
This dough dries a blond color and has a rough texture which can be sanded smooth and painted or left natural.

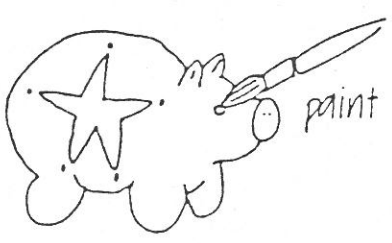
MATERIALS:
- Sawdust (find this at lumber yard or cabinet shop)
- Wheat paste
- Water
- Tempera paint

TOOLS:
- Sieve or screen
- Container (like a big coffee can)
- Measuring cup
- Stirrer
- Heavy cardboard or wooden slab
- Sandpaper
- Paintbrush

1. Strain the sawdust through the sieve to remove the big lumps and chunks. The finer the dust, the smoother the clay is.
2. Mix one part wheat paste to three parts sawdust in container.
3. Add enough water to make a claylike dough. Knead the dough to make it smooth.
4. Shape and sculpt the dough. Work on heavy cardboard or wooden slab.
5. Let your sculpture dry. This will take a day or two depending on the weather and the thickness of the piece. Avoid building anything too fat to prevent cracking when it dries.
6. Sand the sawdust dough sculpture or leave it rough for an interesting texture.
7. Paint the sculpture with tempera paints or leave it the blond color of sawdust.







WORKING WITH WOOD/
FORESTER AND CRAFTSMAN

RUBBER BAND GUN

MATERIALS NEEDED:

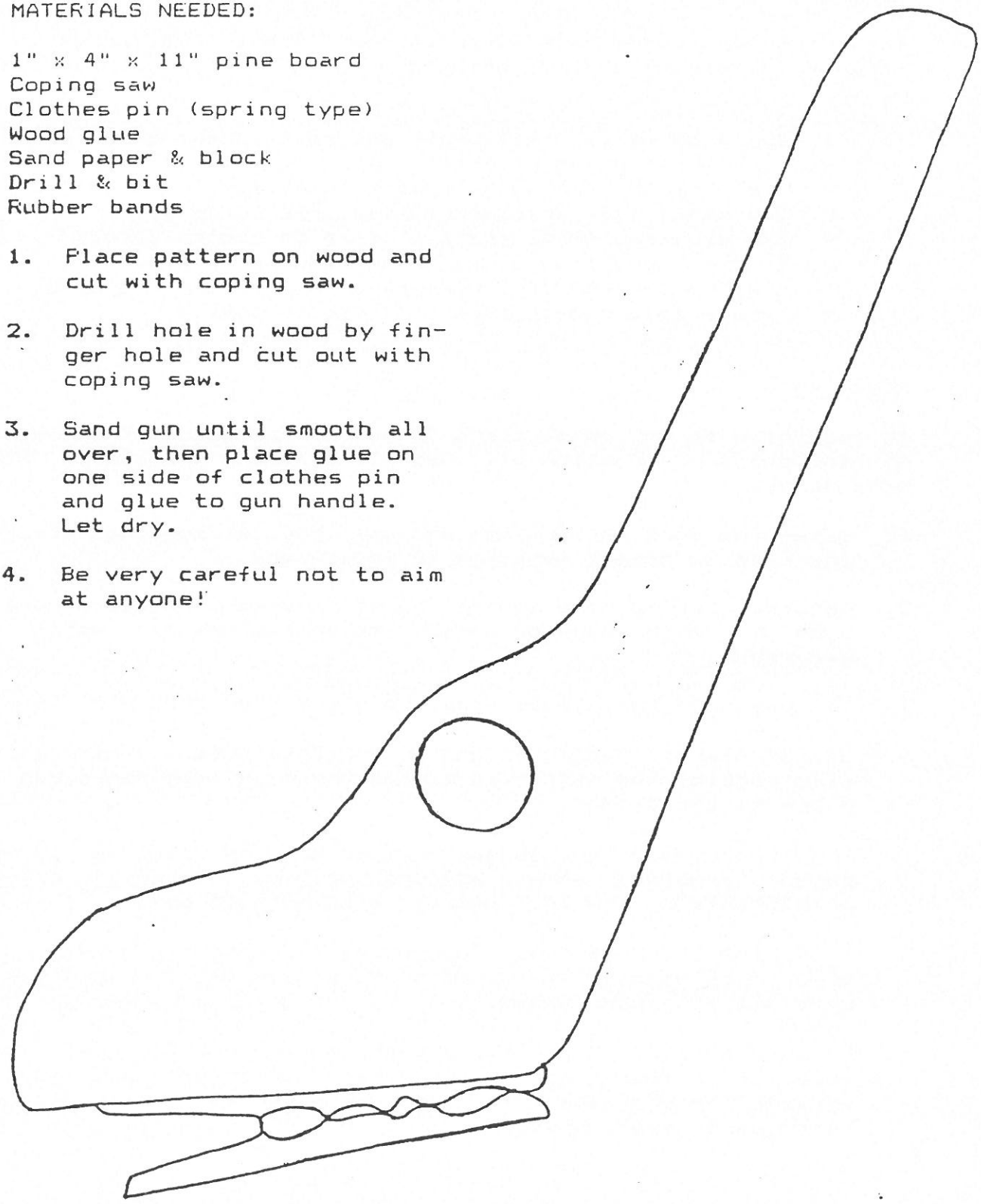
1" x 4" x 11" pine board
Coping saw
Clothes pin (spring type)
Wood glue
Sand paper & block
Drill & bit
Rubber bands

1. Place pattern on wood and cut with coping saw.

2. Drill hole in wood by finger hole and cut out with coping saw.

3. Sand gun until smooth all over, then place glue on one side of clothes pin and glue to gun handle. Let dry.

4. Be very careful not to aim at anyone!



WORKING WITH WOOD/
FORESTER AND CRAFTSMAN

PINEWOOD DERBY continued.....

Building Tips

In addition to the tips found in "Cub Scout Activities", the following things should help boys and dads in building their cars.

* Use wood file, steel wool, and emery paper on axles.
* Sand wheel edges slightly.
* Use Elmer's glue to hold nail in axle.
* Use small nail or brad to hold axle to body.
* Use electric drill and fine file to smooth axles.
* Remove burrs from axles before adding wheels.
* Measure center distance between axles before gluing.
* Remove mold projections on wheel treads.

Planning Tips

In addition to the suggestions found in "Cub Scout Activities", the following information will help in planning the pack's Pinewood Derby:

1. Determine work assignments and hold special meetings prior to the race to orient everyone to their jobs.

2. Consider using some sort of board to post the race progress, such as with tags on hooks, so spectators can watch the progress.

3. You may wish to make it legal to use oil or grease on axles.

4. Use a Polaroid camera to photograph the finish. This simplifies picking the winner in a close race and the photo can be given to the winner.

5. Try to arrange for judges from outside the pack to prevent parent problems when a boy doesn't win. Race car drivers or builders in the area usually like to help out.

6. A 4-lane track is best to provide a compromise between the time problem and the number of races per boy. The faster cars will run more races.

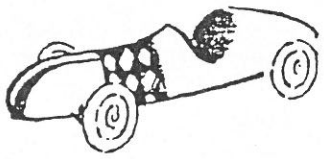
7. Be sure all pack families are informed about building specifications, inspection rules, race procedure and judging methods before hand. This will help prevent misunderstandings and disappointments.

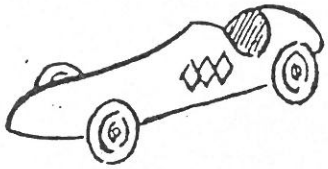
WORKING WITH WOOD/
FORESTER AND CRAFTSMAN

PINEWOOD DERBY continued...

Inspection Points

1. Car must have been made this year.
2. Width must not exceed 2 3/4".
3. Length must not exceed 7 3/8".
4. Weight must not exceed 5 ounces.
5. Axles, wheels and body shall be as provided in kit.
6. Wheel bearings, washers and bushings are prohibited.
7. The car shall not ride on any kind or type of springs.
8. Details added must be within the length, width and weight limits.
9. The car must be free-wheeling with no starting devices.
10. No loose materials of any kind are allowed in the car.
11. The official number must be clearly marked or visible on both sides of car.





Suggestions

Packs with large number of boys may wish to use the following method:

* As cars arrive at inspection station, they are weighed and segregated into age or rank divisions.
* 3 stickers are applied to underside of each car.
* Race as many heats as necessary to include all cars in a division one time.
* Remove one sticker from 2nd, 3rd, and 4th place cars (losers) at end of each heat race.
* All cars will be run at least 3 times with this method.
* Last car with sticker remaining is division winner.
* Then race division winners for pack championship.

MORE GAMES

UPSET TOOL CHEST

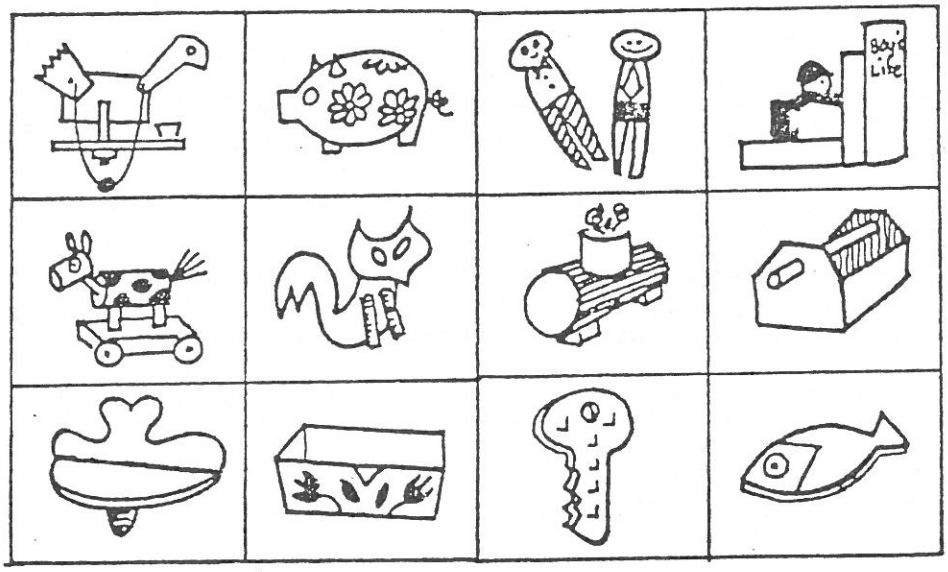
The tool chest has been upset, and we must get it back in order. The following is a group of tools with the letters scrambled. Can you straighten them out?

1.	UREL	(RULE)
2.	AWS	(SAW)
3.	LANI	(NAIL)
4.	MEMHAR	(HAMMER)
5.	ELRWOT	(TROWEL)
6.	ALNEP	(PLANE)
7.	CAREB	(BRACE)
8.	ITB	(BIT)
9.	RCSEW VIRDER	(SCREW DRIVER)
10.	VELEL	(LEVEL)
11.	CENHRW	(WRENCH)

NAME THE TOOL

Give the name of a tool for the answers to these questions:

1.	King of a country.	(RULER)
2.	Something you travel or fly in.	(PLANE)
3.	A party snack.	(NUTS)
4.	A part of your toe.	(NAIL)
5.	What a pirate buries.	(CHEST)
6.	What a dentist uses.	(DRILL)



WORKING WITH WOOD/
FORESTER AND CRAFTSMAN

SONGS AND STUNTS

If I Had a Hammer

If I had a hammer, I'd hammer in he mornin',
I'd hammer in the evening, all over this land,
I'd hammer out the danger,
I'd hammer out the warnin',
I'd hammer out the love between my brothers and sisters,
All over this land.

If I had a bell, I'd ring it in the mornin',
I'd ring it in the evenin, all over this land,
I'd ring out the danger,
I'd ring out the warnin,
I'd ring out the love between my brothers and sisters,
All over this land.

If I had a song, I'd sing it in the mornin,
Etc., etc.

Now, I got a hammer and I got a bell,
And I got a song to sing, all over this land.
It's a hammer of justice,
It's a bell of freedom,
It's a song about the love between my brothers and sisters,
All over this land.

NAIL POUNDING APPLAUSE -- Pretend to start the nail, drive it in and hit your thumb. Yell "Ouch!"

FROZEN CUB APPLAUSE -- Wrap your arms around yourself and say "Brrrrrrrrrrr".

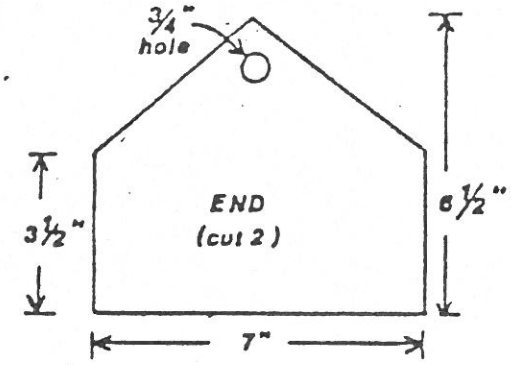
BROKEN ARM APPLAUSE -- Hold your right arm out, hanging limp from elbow and shake it.

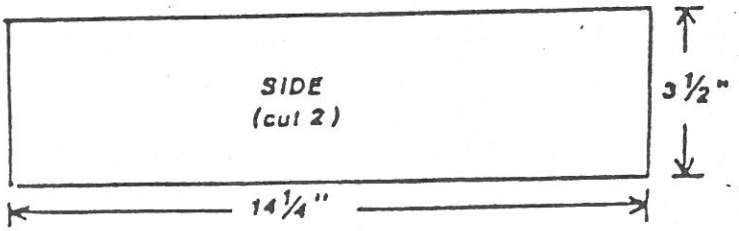
WORKING WITH WOOD/
FORESTER AND CRAFTSMAN

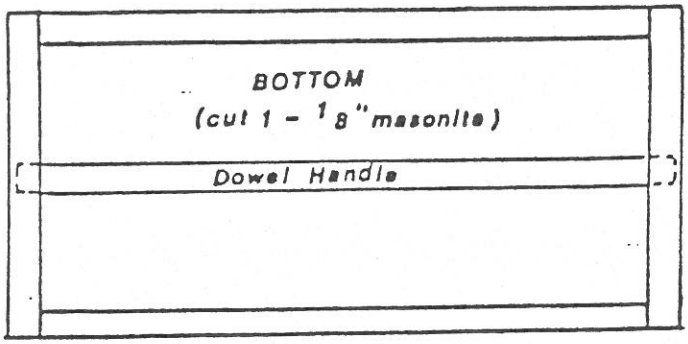
TOTE TRAY FOR TOOLS

MATERIALS: Ends - two 3/4" pine, 6 1/2" x 7"
Sides - two 3/4" pine, 3 1/2" x 14 1/4"
Bottom - 1/8" masonite, 7" x 15 3/4"
Handle - 3/4" dowel, 14 7/8" long
Nails - eight 1 1/2" for sides
fourteen 1" for bottom

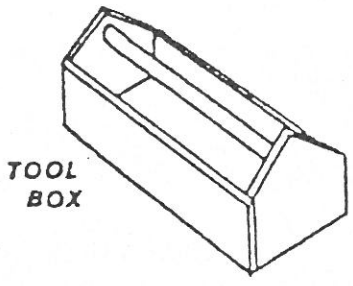
1. Cut two ends as shown in illustration.
2. Drill 3/4" holes, 1/2" deep in each.
3. Cut two sides and nail with side pieces on inside of ends. Be sure holes face inside on ends.
4. Insert handles in holes before nailing on second end.
5. Nail on bottom.
6. Sand smooth and shellac or paint.







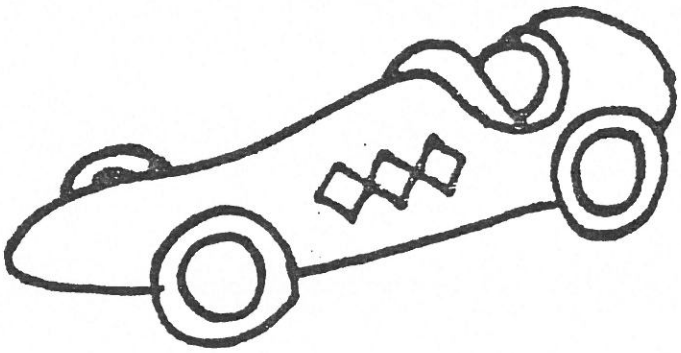
TOP VIEW

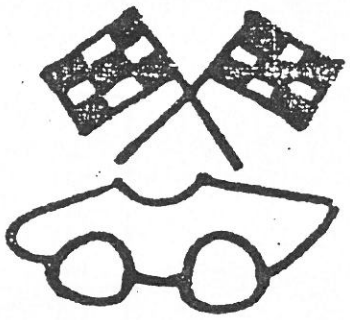


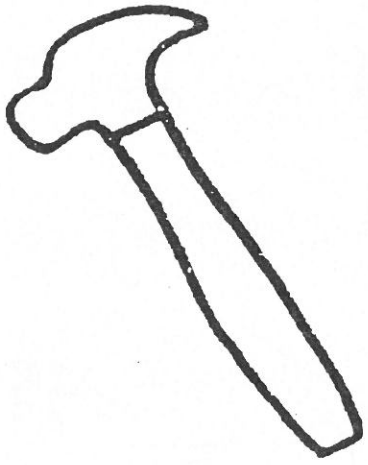
WORKING WITH WOOD/
FORESTER AND CRAFTSMAN

SUNCATCHERS

Draw design on paper, trace on heavy plastic sheet and cut out. Tear tissue paper in colors appropriate for design into small pieces. Brush Elmer's Glue-all on a small area on the back of the plastic shape. Place a piece of tissue on the moist glue and then brush a thin coat of glue over the tissue. Repeat with more tissue overlapping as you go. Add details on the front with a marker. Punch hole, insert string, and hang in window.





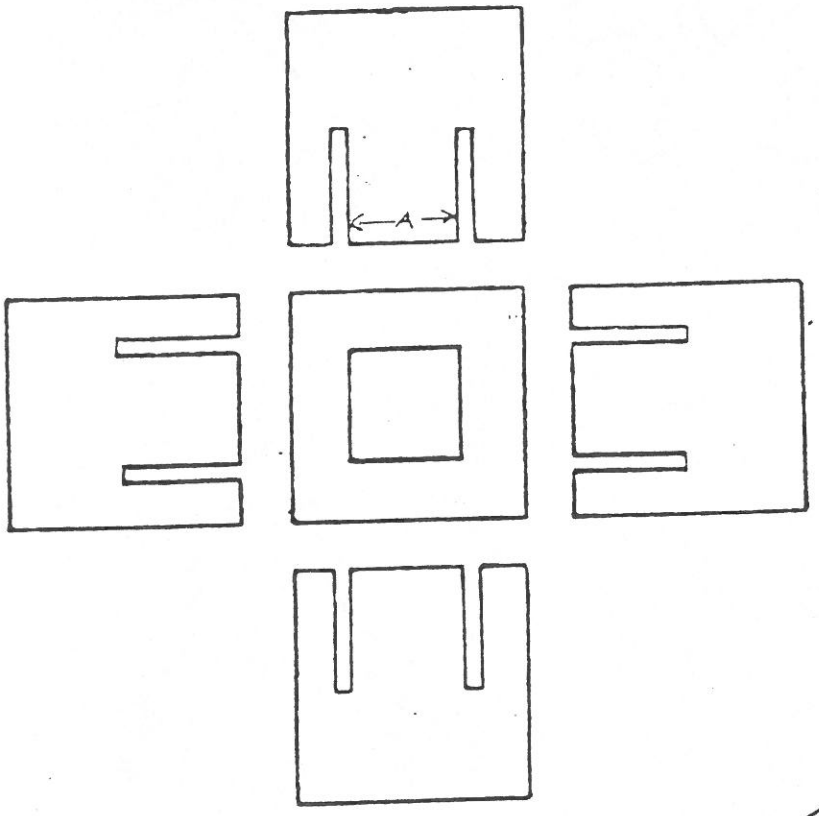


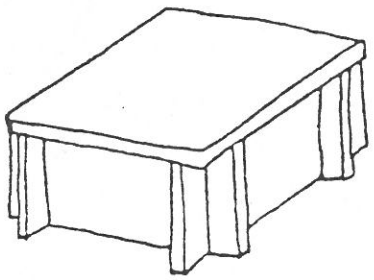


WORKING WITH WOOD/
FORESTER AND CRAFTSMAN

MAKE A STOOL

1. Cut five squares of equal size out of triple-wall cardboard.
2. Cut two slots running with the flutes in each of 4 squares.
3. Cut a square that measures the same as the distance between the slots. Glue on the underside of 5th square in center.
4. Assemble cross slotted sides. Glue top on, smooth side up.
5. May be painted or decorated as desired.

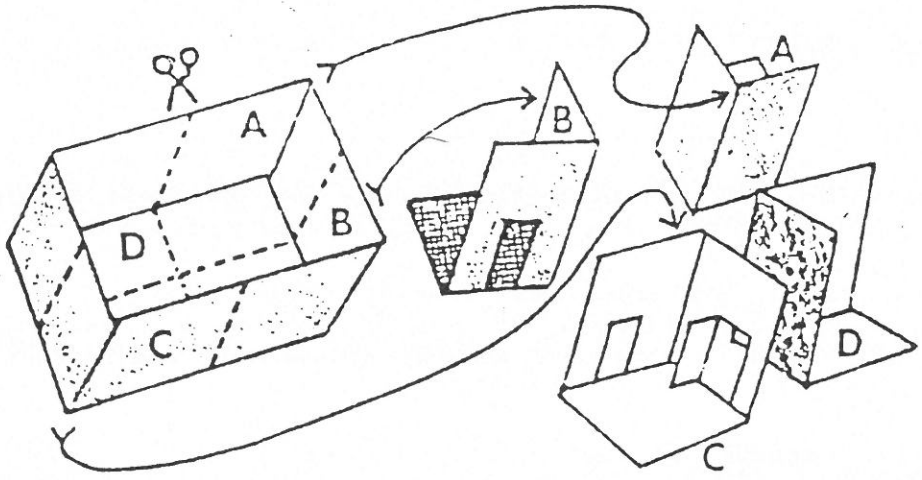


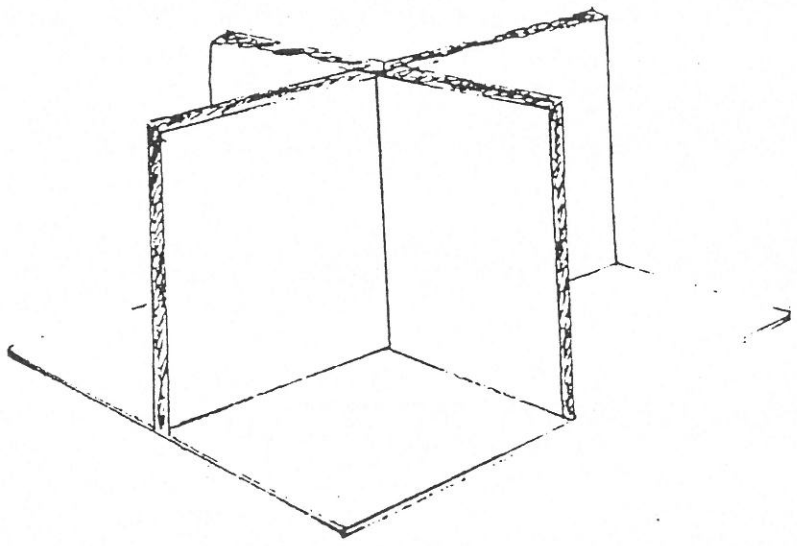


WORKING WITH WOOD/
FORESTER AND CRAFTSMAN

MAKE A FOUR-SIDED DIORAMA

1. Cut a carton as shown, cutting down the center of each side and across.
2. Swing the four sections around so that the four corners meet in the center.
3. Cut walls down to a height that looks best for your scenes. If desired, cut doors.
4. Glue the four sections together.
5. Decorate as desired, with pieces of old wallpaper or scenes cut from magazines.





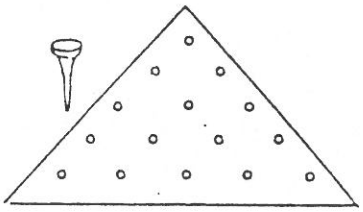
CRAFTSMAN ACTIVITY BADGE

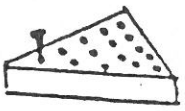
ONE-MAN CHINESE CHECKERS

Cut board from 1" x 4" or 1" x 6" lumber. Mark off 15 equally spaced holes as shown. Drill holes with 1/8" drill.

Use 14 golf tees, placing them in the holes, with one hole left vacant.

Object of the game is to jump the tees and remove them from the board. Only one tee can be jumped at a time. The winner is the one who leaves the least number of tees on the board.



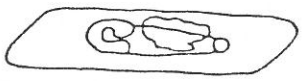


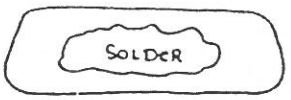
METAL NAMETAG

MATERIALS: One 7/8" x 2" sheet metal; Large safety pin; Solder; Soldering iron; dymo tape machine; steel wool

1. Have the boys clean the sheet metal with steel wool.
2. Heat metal and melt puddle of solder in center with iron or torch. CLOSELY SUPERVISE THIS ACTIVITY!
3. Position pin in molten solder.
4. Have boys write their name with dymo tape machine and stick to tag front. Make sure front is clean of oil, otherwise tape will not stick.
5. Wear it on left pocket flap.





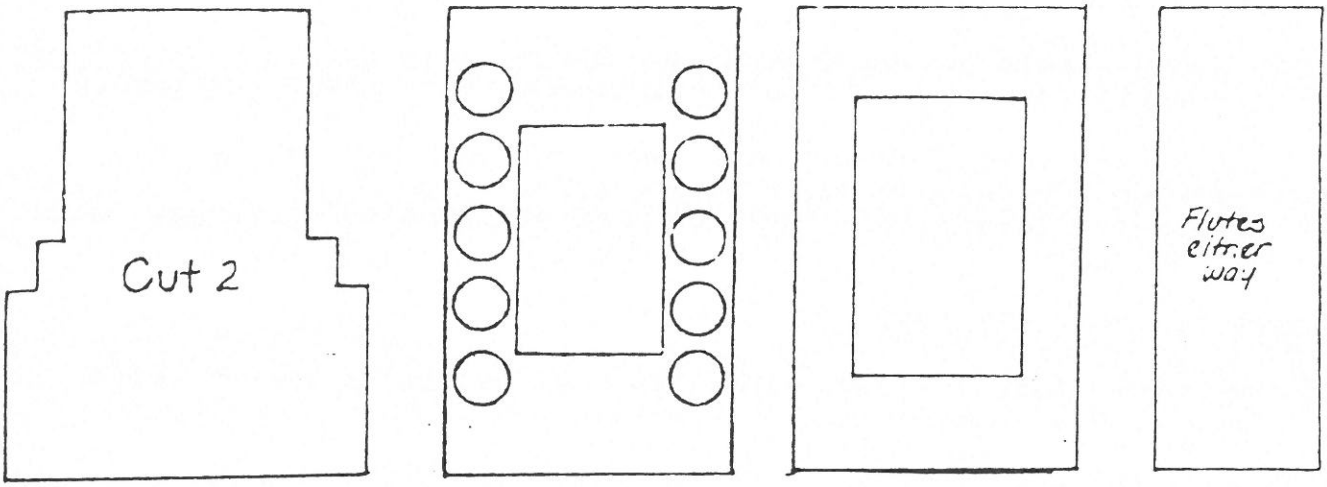


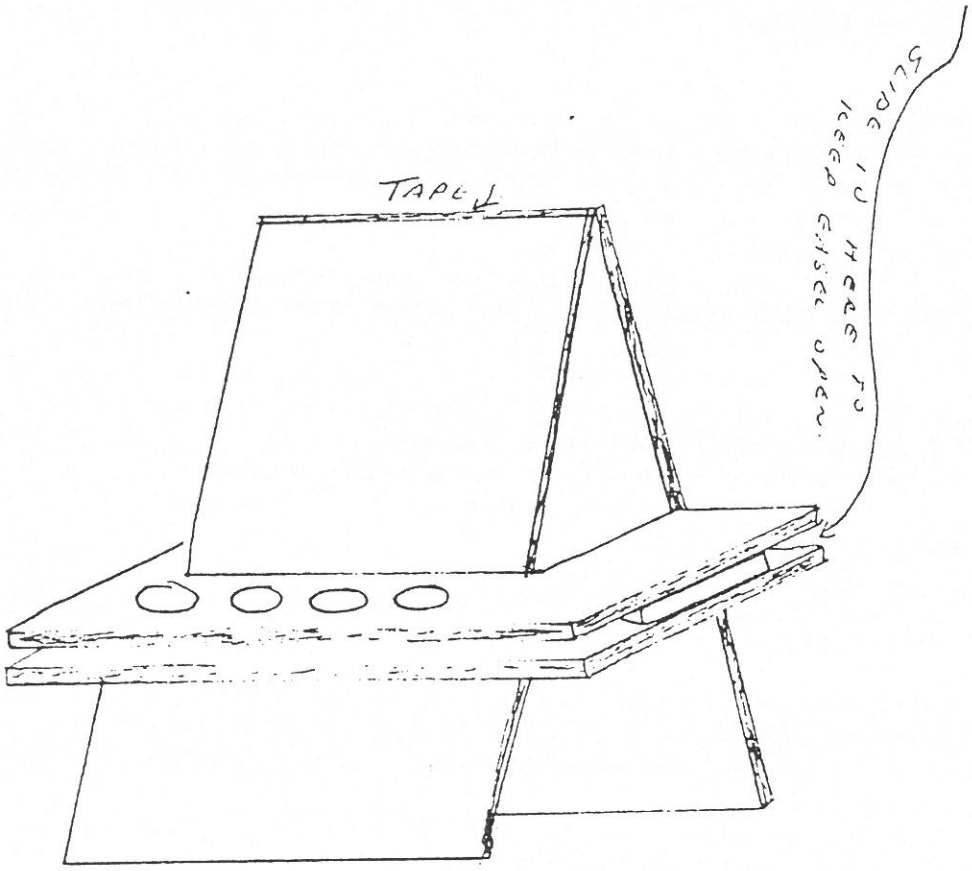


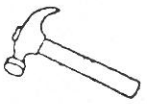
CRAFTSMAN ACTIVITY BADGE

MAKE AN EASEL

Paint your way to creativity with a triple-wall cardboard easel.







CRAFTSMAN

To earn this badge the boys must complete 10 craft projects. There is no way these can all be completed at den meetings, so here is a chance to involve the parents. Have the boys get help from their fathers at home. You can also enlist the help of the fathers in furnishing tools to be used during den meetings.

IDEAS FOR DEN MEETINGS

* List tools needed to complete badge
* Visit cabinet shop, unfinished furniture shop, or lumber yard
* Make a tool chest or bench hook for sawing
* Have a birdhouse building project
* Invite someone to give a demonstration on the safe use of tools

IDEAS FOR PACK MEETINGS

Exhibit: Tool display, wood, leather, tin craft work by boys
Demonstrate: Proper use of wood tools, leather and aluminum tooling

Words of Widsom

- Be ready to assist when needed, but don't be so liberal with your help that it becomes your project rather than the boys.
- Encourage every boy to put forth his very best effort and reserve your praise for projects worthy of compliments.
- Watch for signs of discouragement. Help boys when they seem to be having trouble.
- Make sure all projects are carefully planned before they begin, so the boys know what they are making and how it will be done.
- Help each boy understand safety practices and take safety precautions where needed, and know sharp tools are a necessity and are used with care and safety.
- Be extra careful in metalwork projects.
- Clean up working areas when finished. This leads to good relationships.

FOR MATERIALS

- Ask your lumber yard for scrap lumber they are going to throw away
- Ask carpet companies for carpet scraps which are to be discarded
- Auto upholstery companies will sometimes give you plastic scraps left over from seat covers.
- Check with cabinet shops for scrap pieces of lumber, moldings, etc.

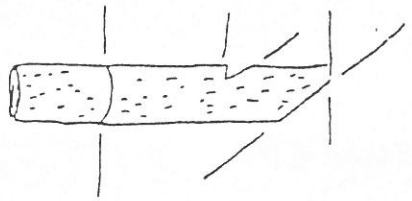
WHITTLING TIPS

The American frontiersman was the father of whittling. He had to travel light and his basic equipment included little beyond the essentials for survival. But there were times on the trail when life was quiet and, particularly at night around the campfire, when the frontiersman desired relaxation and enjoyment. He would pick up a piece of wood, draw his knife, and start to whittle.

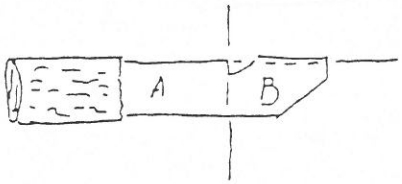
TOOLS - almost any good sharp knife will serve as a starter, but if you are going to buy a knife, make sure it is a good quality knife. Your knife must be sh[illegible] A dull knife will skid on a tough piece of wood but won't hesitate to slice into you. A sharpening stone is necessary to keep your knife in its best condition for safe and enjoyable use. Another tool that is useful but not essential is a coping saw for roughing out your project.

SHARPENING YOUR KNIFE- a knife should be sharpened on a dry sharpening stone. Lay the blade of the knife flat on the stone, raise the back of the blade slightly and stroke the full length of the edge across the stone. Turn the blade over and strike it away from you. Bear down on the cutting edge as you run the blade over the stone. Continue working the blade back and forth until the edge is sharp. Always keep your knife blade clean and dry and never stick it in the dirt or in a flame.

Camp Whistle:



Step 1 - find a limb from a smooth-bark tree (hickory) from which you can cut a 3" piece with no knots . This must be done in early spring when bark slips good. Make cuts as shown.



Step 2 - slip bark from end as shown (you may need to chew or tap on the bark to make it slip). Be careful not to split the bark. Start over if you do! Make cuts in wood as shown. Keep part B and throw away part A.

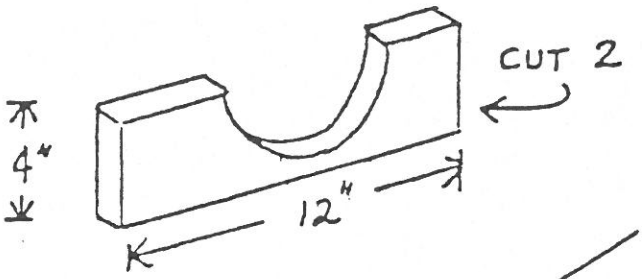


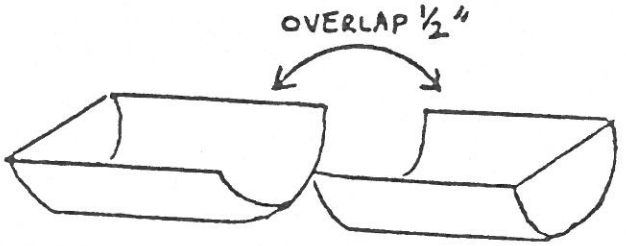
Step 3 - Put part B in the end of bark that you took off. Place finger over end and blow, blow, blow!

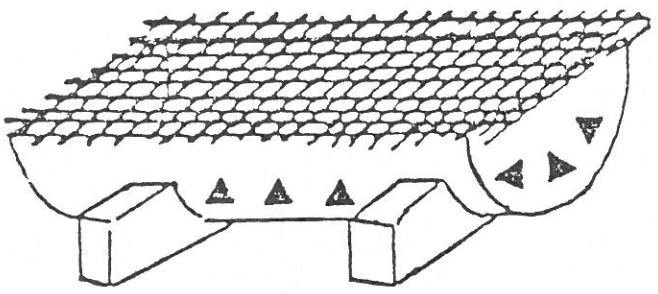
TIN CAN HABACHI

Materials: one 3-lb coffee can
one 9" x 18" hardware cloth
two 4" x 12" x 3/4" wood

1. Cut off one end of can just behind rim.
2. Cut can in half lengthwise.
3. Rivit two halves together (open end to open end) to form trough.
4. Using can as template, mark curve on 4" x 12" pieces of wood. Cut out half round piece of wood to provide base for habachi.
5. Punch vent holes in lower portion of can and put habachi on wooden base pieces.
6. Hardware cloth is used for grate.
7. Put 1" course gravel in bottom. Add charcoal, light and cook.









FORESTER

In earning this badge the boys may learn how trees grow, or how to identify them, or how to plant and care for them. Hopefully they will learn how important a role trees play as one of our natural resources. Later, when they become Scouts, they may wish to continue the study of trees with the Forestry Merit Badge. This is just a beginning or a life-long friendship with trees. They should learn not to use knives or axes on live trees; the difference between green and dry wood, and which is best for campfires.

IDEAS FOR DEN MEETINGS

* Make a poster showing the life history of a tree
* Describe the harms caused by wildfires and how to prevent them
* Do a service project for your sponsoring organization and plant a tree
* Teach boys to measure the tree diameter and height
* Collect leaves and press them
* Collect twigs for identification
* Find a stump or log section and count annular rings
* Make leaf prints

IDEAS FOR PACK MEETINGS

Exhibit: Forest plants; Poster of tree's life history, leaf prints
Demonstrate: Tree planting methods, show samples of woods

NOTE: Some of the items for this badge could be combined with Naturalist Activity badge.

See Boys' Life Reprint #26053 "Forester Activity Badge Helps" for ideas on displaying wood, leaves, bark, etc. Also see "Webelos Den Activities" for more ideas.

PINE CONE BATTLE

You will need twice as many pine cones as players. Divide boys into two equal teams, each about 20 yards from a dividing line. At 'go' signal, the battle starts with each player throwing as fast and far as he can - first the two cones from his hands and then picking up and throwing cones which have been thrown from the other side. At a signal, all stop and cones are counted. Those lying beyond the 20 yard mark score two, others score one.

Trees from the Inside Out

With a little work, small round fireplace logs or tree branches will show what a tree looks like from the inside out. A cut-away view will show the pith, heartwood, spring growth, cambium layer, and bark. Annual rings can be seen on cross section; knots show where branches start; rough sawed wood can be compared with a finished and varnished section.

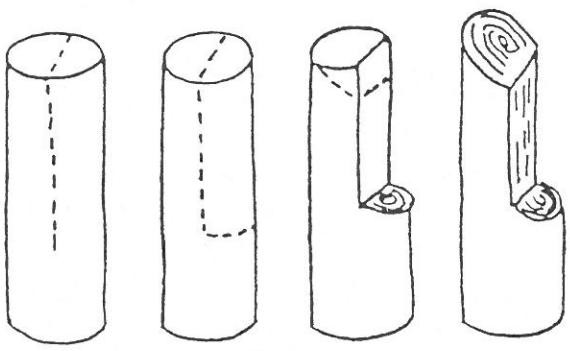
1. Obtain small sections of various local trees. If green, allow to dry in a warm place for several weeks. (Note: get permission before cutting trees, and be sure you know how to make cuts so trees won't be damaged.)

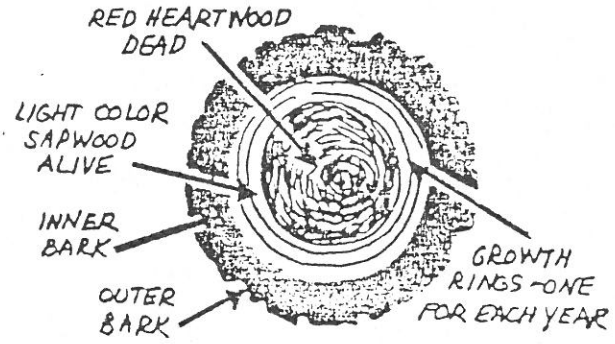
2. Sections should be about 3 - 5" in diameter and 12" long. Saw the ends squarely.

3. Retain the bark. Saw sections lengthwise half way down center. Remove one piece by sawing crosswise to end of lengthwise cut. Finally saw a small diagonal piece off top of remaining half.

4. Sandpaper the top half of cut-away sections and apply a thin coat of varnish or shellac. Leave bottom half as rough sawed wood.

5. Insert small screw eye at end of each block. Hang on a board of native lumber. Add a brief description on each part of log section, name of tree, its range, fruit, leaves, and what its wood is used for.





Window on the Insect World

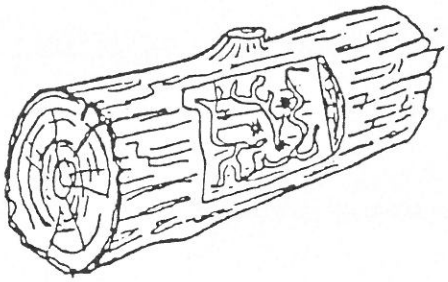
More than 180 million Americans depend on 489 million acres of forest land for their wood supplies. By the year 2000 there may be more than 300 million Americans. They will look to this same (or perhaps less) amount of land for forest products.

Every minute of the day and night billions of insects are busily chewing, biting, sucking, and boring away at our trees, gardens, homes, livestock, and agricultural crops. They destroy 10 percent of everything man attempts to grow. You can watch them at work, see what and how they eat, by putting a window on the insect world.

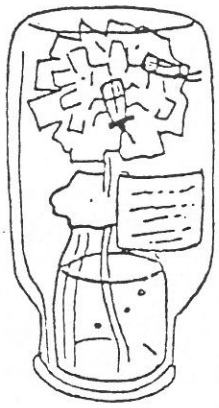
1. With a forester's or entomologist's guidance, obtain a section of insect-infested tree bark, leaf buds, leaves, or termite-infested wood can also be used.

2. Without disturbing the feeding insects, cover the bark, leaves, buds, or wood with a thin sheet of plastic. Punch several small air holes. Leave enough space under the plastic so the insects can move freely.

3. Label to tell the story of each kind of insect - the kind of trees it attacks, how much timber it kills or damages yearly, and what is being done to control it.



TREE INSECT ZOO



At little cost, an interesting and educational tree insect zoo can be had just for the fun of making it. Studying tree insects and what damage they do is an education in itself. Have a local forester or entomologist or landscape artist help identify local tree insects.

Collect live specimens, placing each kind in separate glass jars. Carefully label each jar to identify the insect, the kind of trees it attacks, the amount of damage it may do locally if uncontrolled, and the methods of control used. This makes an attractive exhibit for public display.

PINEWOOD DERBY continued.....

Pinewood Derby Resource List

The following are available at your local Scout distributors:

No. F3837	Cub Scout Activities Book
F1622	Grand Prix Car Kit
	8-Pack of Grand Prix Cars
F1622A	Replacement Axles/Wheels
F1108	Derby Flag (4" x 4 1/2")
F7708	Pinewood Derby Ribbons (10)
F7709	Award Ribbons (15 - blue, red, yellow)
F5077	Plastic Trophy Award Cup
F1624	Derby Casting Mold (plaque with cars)
F5112	Gold Pinewood Derby Medal
F5113	Silver " " "
F5114	Bronze " " "
F5710	1st Place Trophy
F5711	2nd " "
F5712	3rd " "

WEATHERED WOOD WALL HANGINGS

WHAT TO USE: Old barn wood, fallen tree bark, driftwood, or firewood scraps; glue; decorative natural materials like dried straw, flowers, twigs, empty insect nests, nuts, seeds, and seed pods, feathers, grasses, etc.; picture hanger; hammer; nails; and sandpaper.

1. Search for unusual and interesting shapes of weathered wood. (If the desired piece is not as aged as you would like, you can make it more interesting by beating it with a hammer and/or scratching it with sandpaper or nails.)

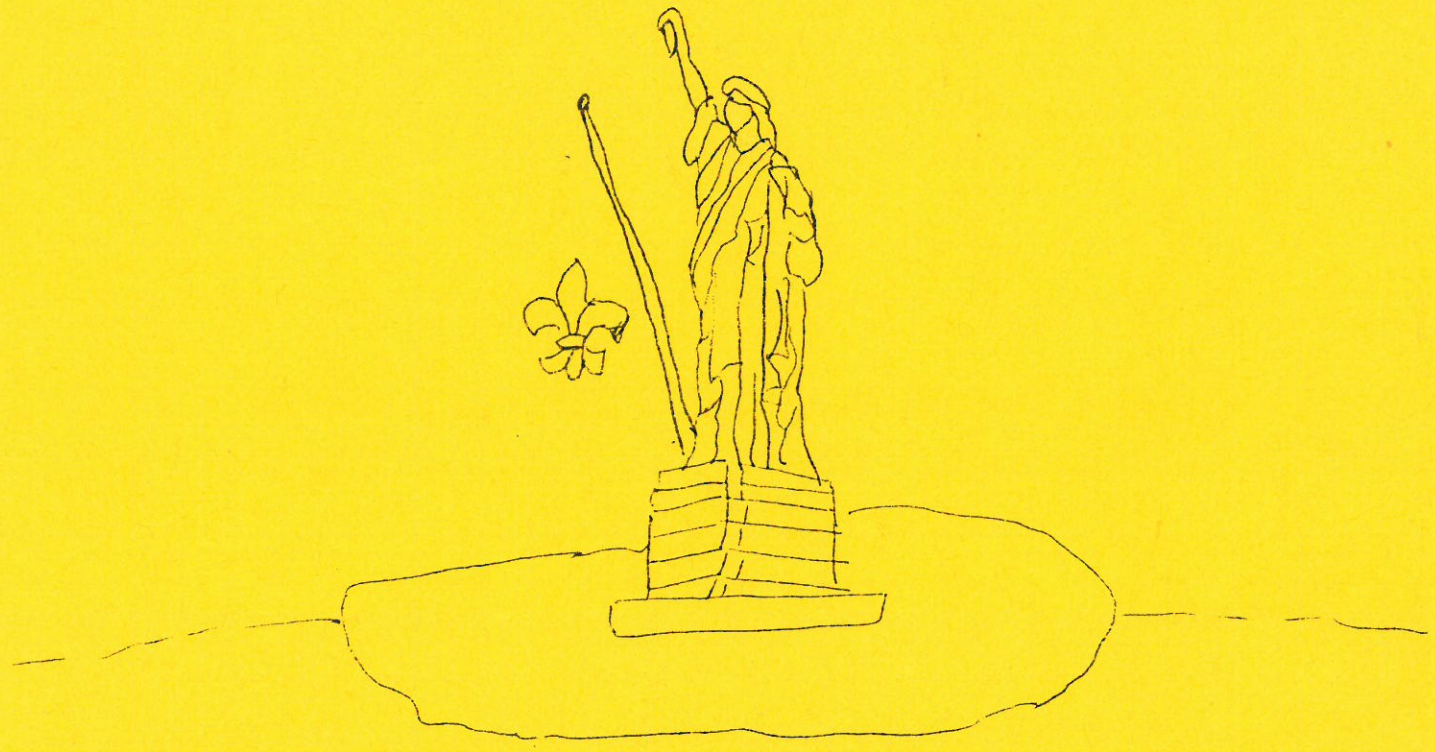
2. Keep the shape and texture of the wood in mind as you gather the natural materials to be used for decorations.

3. Place the natural materials on the wood until you have an arrangement that pleases you. Then glue the materials to the wood.

4. Attach the picture hanger to the back of the completed wall hanging.

MAGIC THE BEGINNING OF THE LIGHT AND WISDOM

AND THE FREEDOM TO DREAM



Magic

WELCOME TO THE SESSION ON MAGIC.

WE HOPE THAT YOU WILL FIND THIS SESSION ENTERTAINING, ENLIGHTENING AND INFORMATIVE. WE WILL TALK ABOUT SEVERAL ILLUSIONS AND TRICKS THAT YOU CAN DO OR TEACH YOUR SCOUTS TO DO. WE WILL DISCUSS THE "SCRIPTING, AND DISTRACTIONS " NECESSARY FOR A GOOD MAGIC SHOW. WE WILL SHOW YOU HOW TO POUR WATER INTO A NEWSPAPER AND OUT AGAIN WHILE THE NEWSPAPER REMAINS DRY. WE WILL SHOW YOU HOW TO CUT A ROPE IN TWO, TIE IT TOGETHER AND REMOVE THE KNOT WITHOUT A TRACE. WE WILL MAKE CLOTH TOTALLY DISAPPEAR AND REAPPEAR, RINGS GO TOGETHER AND COME APART. WE WILL CUT A BANANA WITHOUT TOUCHING IT AND PUT A PIN THROUGH A BALLOON WITHOUT BUSTING IT. WE WILL BUILD A TREE OUT OF NEWSPAPER OVER SIX FEET TALL THAT YOU CAN TAKE HOME WITH YOU IN YOUR SHOPPING BAG. AND MAYBE EVEN LEARN A FEW CARD TRICKS.

NOW, SIT BACK AND ENJOY..... FEEL FREE TO USE YOUR PENCIL AND MAKE NOTES.

WE HOPE THAT YOU ENJOY THIS AS MUCH AS WE HAVE ENJOYED PUTTING IT ON.

A FEW IMPORTANT TIPS. . .

IF YOU FOLLOW THIS IMPORTANT TECHNIQUE. . . THAT IS, IF YOU FIRST PERFORM EACH MOVE IN FRONT OF A MIRROR TO SEE EXACTLY HOW IT LOOKS BEFORE YOU ATTEMPT THE SLEIGHT, AND THEN YOU DUPLICATE THOSE NATURAL MOTIONS WHEN YOU ACTUALLY DO THE SECRET MOVE, YOU CAN'T HELP BUT PERFORM SLEIGHT OF HAND IN A NATURAL, CONVINCING MANNER.

YOU'LL NOTICE THAT MANY OF SLEIGHTS ARE PRESENTED WITHOUT ENDINGS. THEY ARE, IN MOST CASES, MOVES WHICH ARE MEANT TO BE USED IN TRICKS OR BLENDED INTO ROUTINES. YOU'LL FIND THAT BY STRINGING SEVERAL RELATED MOVES TOGETHER, YOU HAVE CREATED A ROUTINE WHICH IS FAR MORE INTERESTING AND ENTERTAINING THAN AN ISOLATED MOVE OR TWO.

BE NATURAL

THE SECRET TO GOOD SLEIGHT OF HAND IS NATURALNESS. NO QUICK, JERKY MOTIONS, NO HAND WAGGING OR WAVING! YOU MUST WORK SLOWLY, DELIBERATELY, AND NATURALLY. THEN COINS AND BALLS AND RINGS AND CARDS WILL DISAPPEAR AND REAPPEAR AT YOUR FINGERTIPS, NOT BECAUSE YOU ARE INVOLVED IN ALL KINDS OF COMPLICATED MACHINATIONS, BUT MAGICALLY!

REMEMBER THAT. SLOW, DELIBERATE, NATURAL!

WATCH YOUR ANGLES

BECOME AWARE OFF "ANGLES." THOSE ARE THE SIGHT LINES BETWEEN THE OBJECT YOU HAVE PALMED OFF AND THE SPECTATOR'S EYE. IF YOUR "ANGLES" AREN'T RIGHT, YOUR AUDIENCE MAY GLIMPSE THE OBJECT, AND FOR ALL PRACTICAL PURPOSES YOUR TRICK WILL BE EXPOSED.

PRESENTATION IS HALF THE BATTLE!

PRESENTATION IS REALLY WHAT IT'S ALL ABOUT. A MINOR TRICK WELL PRESENTED IS INFINITELY SUPERIOR TO THE MOST ELABORATE MACHINATIONS WHICH AN AUDIENCE CAN'T UNDERSTAND OR RELATE TO.

WHAT GOOD ARE MIRACLES IF NOBODY ENJOYS THEM? YOUR PRESENTATION SHOULD BE SIMPLE AND STRAIGHTFORWARD AND EASILY UNDERSTOOD SO THAT YOUR AUDIENCE GRASPS THE FULL MEANING OF WHAT YOU ARE DOING AND SAYING.

THINK ABOUT THAT NEXT TIME YOU DO A TRICK.

NEVER REPEAT A TRICK

NEVER REPEAT A TRICK FOR THE SAME AUDIENCE. THAT IS ONE OF THE CARDINAL RULES OF MAGIC. WHEN YOU DO, YOUR AUDIENCE KNOWS WHAT TO EXPECT, AND WHAT MAY HAVE LOOKED LIKE A MIRACLE THE FIRST TIME MAY BE DISAPPOINTINGLY EASY TO FIGURE OUT THE SECOND.

PATTER IS IMPORTANT

MOST MAGICIAN'S PATTER FITS INTO ONE OF TWO BROAD CATEGORIES. THE FIRST, AND BY FAR THE MOST POPULAR, IS THE MORE OR LESS STRAIGHTFORWARD APPROCH. THE MAGICIAN SIMPLY DESCRIBES WHAT HE IS DOING. HE MAY DO IT WITH HUMOR, HE MAY DO IT SERIOUSLY, BUT ESSENTIALLY HE DESCRIBES THE ACTION THAT IS TAKING PLACE.

THE SECOND TYPE INVOLVES THE USE OF A STORY-LINE. THE MAGICIAN WEAVES LITTLE STORIES AROULND THE EFFECT HE IS PERFORMING. HIS PROPS BECOME THE CHARACTERS AND PLACES IN HIS PLOT. BOTH TECHNIGUES CAN BE EFFECTIVE -- OR NOT -- DEPENDING ON HOW WELL THEY ARE DONE.

OBVIOUSLY THE TYPE OF PATTER YOU USE IS DIRECTLY DEPENDENT ON THE TYPE OF PERSON YOU ARE. UNLESS YOU ARE DOING A PANTOMIME ACT ON STAGE OR A SHORT MANIPULATIVE ROUTINE CLOSE-UP, YOU DO HAVE TO SPEAK. YOU DON'T HAVE TO BE SUPER-GLIB, BUT YOU DO HAVE TO EXPLAIN WHAT YOU'RE DOING AND MAKE IT CLEAR TO YOU AUDIENCE.

THAT DOESN'T MEAN THAT EVERYTIME YOU MAKE A COIN DISAPPEAR YOU HAVE TO SAY,"LOOK, I PLACE THE COIN IN MY RIGHT HAND AND I TAKE IT WITH MY LEFT..," BUT IT DOES MEAN THAT YOU HAVE TO FILL IN AWKWARD PAUSES, KEEP YOUR AUDIENCE INTERESTED, AND MAKE SURE THERE IS NO CONFUSION ABOUT WHAT YOU ARE DOING.

IF YOU FEEL PATTER IS GOING TO BE A PROBLEM FOR YOU, JUST BE DESCRIPTIVE. AFTER YOU REPEAT A PARTICULAR EFFECT A NUMBER OF TIMES, YOU'LL FIND THAT THE BETTER PHRASES YOU USE WILL STICK WITH YOU, THE DULLER PHRASES WILL SLIP AWAY, AND SOON YOU WILL BE PRESENTING YOUR TRICK WITH THE FINESSE OF A PRO.

PRACTICE INTELLIGENTLY

SINCE PRACTICE IS TO A GREAT DEGREE REPETITION, THERE IS A TENDENCY TO MINDLESSLY REPEAT THE MOVES YOU ARE WORKING ON OVER AND OVER AGAIN, AND WHILE THIS CERTAINLY HELPS, YOU WILL GET MUCH BETTER RESULTS IF YOU THINK ABOUT WHAT YOU ARE DOING, AT LEAST IN THE BEGINNING. START OUT VERY SLOWLY AND DELIBERATELY, AND MAKE A CONSCIOUS EFFORT TO DO IT AS NEATLY AND AS SMOOTHLY AS YOU CAN.

CONTINUE AT AN EXAGGERATEDLY SLOW RATE UNTIL YOUR HANDS BECOME THOROUGLY ACCUSTOMED TO THE MOVE, AND THEN GRADUALLY INCREASE YOUR SPEED UNTIL YOU ARE PROCEEDING AT A NATURAL PACE.

EVEN WHEN YOU ARE PRACTICING WHILE YOU ARE INVOLVED IN DOING SOMETHING WHILE--WATCHING TV, FOR EXAMPLE--WORK SLOWLY AND THE END RESULTS WILL BE FAR MORE GRATIFYING.

NEVER SHOW ANYTHING YOU CAN'T DO PERFECTLY!

NEVER SHOW ANYTHING TO ANYBODY, EVER, UNLESS YOU ARE THOROUGHLY PREPARED. PERFORMING A SLEIGHT WELL ENOUGH TO FOOL PEOPLE REQUIRES SELF-CONFIDENCE, AND THAT COMES ONLY WHEN YOU HAVE PRACTICED SUFFICIENTLY TO DO YOUR MOVES SMOOTHLY AND WITHOUT HESITATION. IF YOU DON'T DO THEM PERFECTLY IN FRONT OF YOUR MIRROR, YOU ARE CERTAINLY NOT GOING TO DO THEM WELL IN FRONT OF AN AUDIENCE, AND NOTHING IS MORE DISCOURAGING THAN FLUBBING IN FRONT OF YOUR FRIENDS.

DON'T TELL!

NEVER EXPOSE A TRICK. NEVER TELL HOW IT'S DONE. . . NOT TO FRIENDS, NOT TO FAMILY, NO TO ANYONE! MAGICIANS NEVER DO. YOU WILL BE ADMIRED AND RESPECTED MUCH MORE IF YOU DON'T. IF YOU FRIENDS REALLY WANT TO KNOW, LET THEM LEARN THE HARD WAY, AS YOU DID.

YOU CAN LEARN SLEIGHT OF HAND!

MOST SLEIGHT-OF-HAND EXPERTS LEARNED FROM BOOKS, AND IF THEY COULD DO IT, SO CAN YOU. IF DOESN'T TAKE ANY INBORN SKILLS OR SPECIAL PHYSICAL CHARACTERISTICS TO DO SLEIGHT WELL. IF YOU CAN READ THIS PAGE, YOU CERTAINLY HAVE ENOUGH INTELLIGENCE TO PROCEED, AND IF YOU CAN TIE YOUR OWN SHOELACE, YOU SURELY HAVE ENOUGH COORDINATION TO ANY MOVE IN THIS BOOK, AND THEN SOME! JUST REMEMBER THAT SLEIGHT OF HAND, LIKE ANY SKILL, SHOULD BE LEARNED FROM THE BEGINNING, SO START WITH THE EASIEST EFFECTS FIRST. PRACTICE LONG AND HARD, AND NEVER PROCEED TO THE NEXT SLEIGHT UNTIL YOU HAVE MASTERED THE ON YOU ARE WORKING ON!

STAY WITH IT!

DON'T BE DISCOURAGED! SLEIGHT OF HAND ISN'T NEARLY AS DIFFICULT AS IT MAY SEEM. JUST REMEMBER THAT THE FIRST MOVE IS ALWAYS THE TOUGHEST, BUT ONCE YOU GET TO DO IT WELL--AND START TO FOOL PEOPLE WITH IT-- THE REST WILL COME EASY. JUST RELAX, FOLLOW THE INSTRUCTIONS CAREFULLY, AND YOU'RE ON YOUR WAY TO WHAT IS FAR AND AWAY THE MOST FASCINATION HOBBY EVER.

PRACTICE IS WHAT IT'S ALL ABOUT

REMEMBER, THE THREE BASIC RULES IN MAGIC ARE PRACTICE, PRACTICE, AND PRACTICE AGAIN!

MISDIRECTION

IF THERE IS ONE WORD WHICH SUMS UP THE VERY ESSENCE OF SLEIGHT OF HAND, THAT WORD IS MISDIRECTION. THE HAND ISN'T QUICKER THAN THE EYE, BUT IT IS -- OR CAN BE -- FAR MORE CLEVER, AND THAT'S WHAT SLEIGHT OF HAND IS ALL ABOUT.

SLEIGHT OF HAND DEPENDS, NOT ON QUICKNESS, BUT ON MISDIRECTION, WHICH IS THE PROCESS OF DIVERTING THE SPECTATOR'S ATTENTION FROM THAT WHICH YOU DON'T WANT THEM TO SEE, TO THAT WHICH YOU DO.

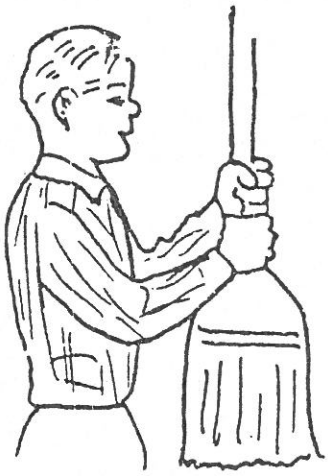
IN THE MOVIES, WHEN THE HEROINE DOESN'T WANT HER BOSS TO SEE SOMETHING, SHE DUMPS A BOWL OF SOUP INTO HIS LAP. NOT VERY SUBTLE, BUT IT WORKS. IN REAL LIFE, THE PICKPOCKET BUMPS THE VICTIM ON THE SHOULDER AT THE SAME INSTANT HE LIFTS HIS WALLET, OR THE QUARTERBACK PRETENDS TO HAND OFF TO THE HALFBACK. THAT'S MISDIRECTION TOO.

THE MAGICIAN USES SIMILAR TECHNIQUES TO DIRECT HIS AUDIENCE'S ATTENTION TO WHEREVER HE WANTS IT TO BE. HE GAZES INTENTLY AT HIS AUDIENCE. SOMETIMES HE MERELY POINTS IN THE DIRECTION HE WANTS HIS AUDIENCE TO LOOK, SOMETIMES HE TELLS THEM WHERE TO LOOK IN WORDS ("KEEP YOUR EYE ON THE LITTLE BALL"), AND OFTEN HE DOES ALL THREE.

DISGUISE IS ANOTHER PART OF MISDIRECTION. THE MAGICIAN DISGUISES HIS HANDS. HE PUFFS OUT THE EMPTY HAND TO MAKE IT APPEAR TO BE HOLDING THE BALL, AND HE HOLDS THE HAND THAT IS PALMING THE BALL IN A NATURAL POSITION TO MAKE IT APPEAR EMPTY. HE NEVER SNEAKS A GLANCE AT THE HAND THAT IS PALMING THE OBJECT BECAUSE IF HE DOES, HIS AUDIENCE WILL TOO, AND HE NEVER MOVES THAT SUPPOSEDLY EMPTY HAND RAPIDLY BECAUSE THAT FOCUSES THE AUDIENCE'S ATTENTION WHERE IT SHOULDN'T BE. AS YOU GAIN SKILL YOU WILL FIND YOURSELF MISDIRECTING YOUR AUDIENCE EASILY AND NATURALLY, WITHOUT EVEN TRYING!

GOOD LUCK. . . .

FIVE AGAINST ONE



picture one

MATERIALS

A BROOMSTICK

THE SET-UP

HOHD THE BROOM AS SHOWN IN PICTURE 1
NOW HAVE FIVE FRIENDS HOLD THE TOP OF THE BROOM, AS SHOWN IN PICTURE 2.

YOU CHALLENGE THEM TO PULL THE BROOM DOWNWARD SO THAT THE
BRISTLES TOUCH THE FLOOR.

THERE ARE FIVE AGAINST ONE.

WOULD YOU BELIEVE THAT--NO MATTER HOW HARD THEY PULL AND TUG, THEY WON'T BE ABLE TO GET THE BROOM DOWN.



picture two

THE EXPLANATION

YOU CAN EASILY DEFLECT THE DOWNWARD FORCE THEY EXERT BY MERELY MOVING THE BROOM SLIGHTLY TO EITHER THE LEFT OR THE RIGHT. IN EFFECT, THEY WILL BE
PUSHING THE BROOM
SIDEWAYS
--NOT DOWNWARDS.

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JOKE BETS:

WAGERS YOU SURELY WILL WIN

"I BET I CAN PUSH A QUARTER THROUGH A FINGER RING."

YOU PUT YOUR FINGER THROUGH THE RING AND PUSH THE QUARTER.

"I BET I CAN REARRANGE THE LETTERS IN THE WORDS NEW DOOR SO THAT THEY MN'T ONE WORD."

JUST WRITE ONE WORD.

CARBON COPY:

MATERIALS:

A LUMP OF SUGAR
A GLASS OF WATER
A PENCIL

THE SET-UP:

ASK SOMEONE TO WRITE HIS INITIAL ON A LUMP OF SUGAR, AND THEN TO PLACE THE SUGAR FACE DOWN ON THE TABLE SO THAT THE LETTER CANNOT BE SEEN. YOU THEN TAKE THE LUMP OF SUGAR, AND WITHOUT LOOKING AT IT, DROP IT INTO A GLASS OF WATER.

NOW TELL THE PERSON WHO HAS MARKED THE SUGAR TO MAKE A FIST. HOLD THE GLASS OF WATER CONTAINING THE SUGAR ABOVE HIS CLENCHED FIST. AFTER THE SUGAR HAS PARTLY DISSOLVED, TELL YOUR FRIEND TO OPEN HIS FIST. HE LOOKS AT HIS PALM AND SEE NOTHING.

NOW TELL HIM TO TURN HIS HAND OVER; AND SURE ENOUGH, THE LETTER HE WROTE ON THE SUGAR IS IMPRINTED CLEARLY ON THE BACK OF HIS HAND.

THE CHALLENGE:

TO EXPLAIN THE PERFORMANCE OF THE MAGICAL TRANSFER.

HOW TO DO IT:

WHILE YOUR FRIEND IS WRITING DOWN THE INITIAL, MOISTEN THE BALL OF YOUR RIGHT THUMB WITH YOUR TONGUE. JUST A LITTLE BIT OF MOISTURE IS NEEDED.

WHEN YOU PICK UP THE LUMP OF SUGAR, PLACE YOUR THUMB AGAINST THE INITIALLED SIDE OF THE SUGAR AS YOU DROP THE SUGAR INTO THE GLASS. AN IMPRINT OF THE LETTER WILL REMAIN ON YOUR THUMB, AS SHOWN IN PICTURE 1



WHEN YOUR FRIEND MAKES A FIST, TELL HIM TO KEEP IT CLOSED TIGHT. INSIST THAT IT BE REAL TIGHT, AND WHILE SHOWING HIM WHAT YOU MEAN. PLACE YOUR THUMB ON THE BACK OF HIS HAND AS SHOWN, IN PICTURE 2.

USE YOUR
RIGHT THUMB AND HIS LEFT HAND.



NOW TURN HIS HAND OVER WITHOUT RELEASING IT. AS HIM TO HOLD HIS HAND IN THIS POSITION WHILE YOU WAVE THE GLASS OF WATER OVER IT. THIS WILL GIVE THE SUGAR TIME TO DISSOLVE AND ALSO WILL PERMIT THE INITIAL ON THE BACK OF HIS HAND TO DRY. KEEP ON TALKING ALL THE TIME TO DISTRACT HIS ATTENTION.

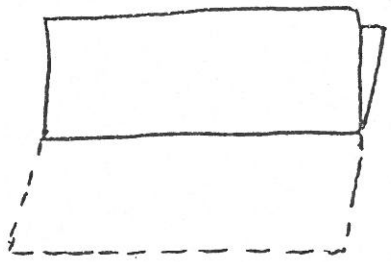
WHEN HE OPENS HIS HAND, HE FINDS NOTHING. THIS ONLY SERVES TO HEIGHTEN THE SURPRISE WHEN HE TURNS HIS HAND OVER AGAIN AND FINDS HE IS A MARKED MAN!

HEAD THROUGH A CARD:

MATERIALS A CALLING CARD
SCISSORS

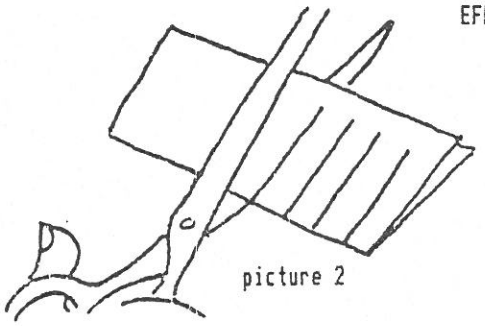
THE CHALLENGE

TO CUT A REGULAR 2" X 3 1/2 " BUSINESS CARD SO THAT YOU CAN PUT YOUR HEAD THROUGH IT.



HOW TO DO IT:

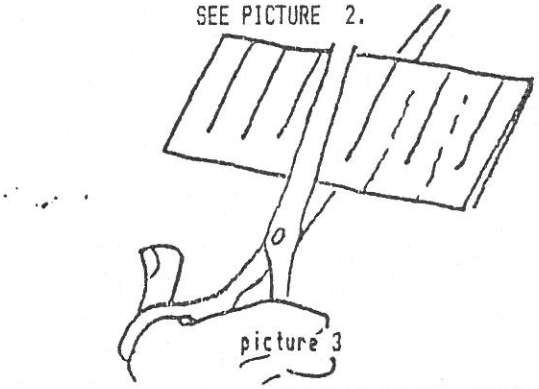
THIS SEEMINGLY IMPOSSIBLE STUNT WILL BE GREETED WITH ENTHUSIASTIC APPLAUSE, FOR THOUGH EASY TO DO ITS EFFECT IS SPECTACULAR.



picture 2

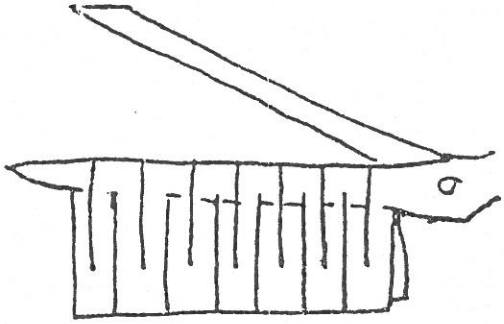
FOLD THE CARD THE LONG WAY SO THAT THE TWO WIDE EDGES MEET, AS SHOWN IN PICTURE 1. THEN STARTING FROM THE FOLDED SIDE, CUT A SERIES OF SLITS ABOUT 1/4 OF AN INCH APART. CUT FROM THE FOLDED SIDE TO WITHIN ABOUT 1/8 OF AN INCH OF THE OPPOSITE SIDE. SEE PICTURE 2.

THEN TURN THE CARD AROUND WITH THE TWO EDGES FACING YOU. CUT ANOTHER SERIES OF SLITS IN THE OPPOSITE DIRECTIONS FROM THE FIRST SERIES. THESE SLITS SHOULD BE CUT BETWEEN THE FIRST SERIES OF CUTS. THESE NEW SLASHES STOP ABOUT 1/8 OF AN INCH FROM THE OPPOSITE EDGE, AS SHOWN IN PICTURE 3.

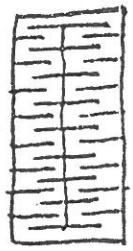


picture 3

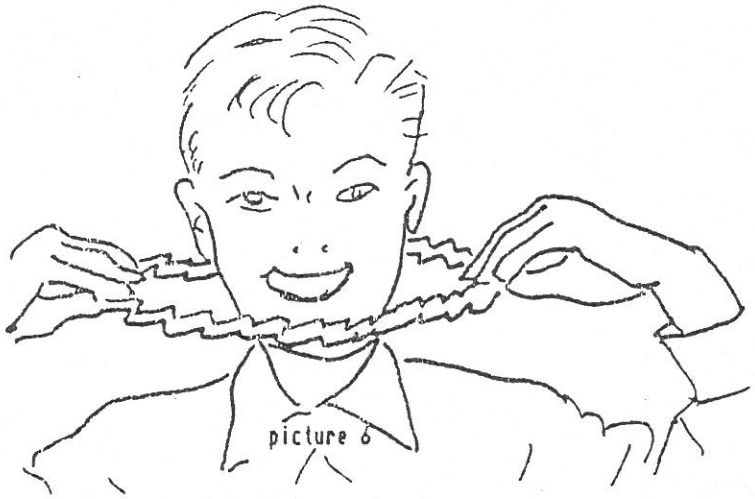
NOW CUT ALONG THE LONG FOLD, BEGINNING AT POINT A, AND ENDING AT POINT B. NOTE THAT POINT A BEGINS A BIT IN FROM THE EDGE OF THE CARD. BE CAREFUL NOT TO CUT BEYOND THE LAST SLIT. GO ONLY AS FAR AS POINT B. SEE PICTURE 4 AND PICTURE 5.



picture 4



picture 5



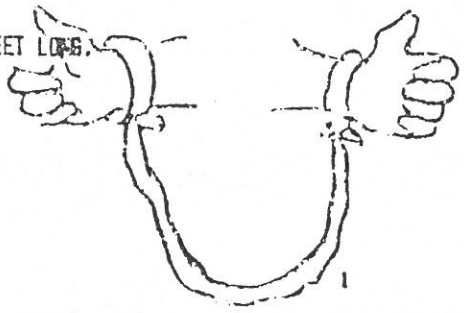
picture 6

UNFOLD THE CARD AND OPEN IT UP VERY GENTLY. YOU WILL FIND THAT YOU HAVE CREATED A STRIP SO LONG THAT IT WILL EASILY GO OVER YOUR HEAD--AND THEN SOME! SEE PICTURE 6.

ENOUGH ROPE:

MATERIALS:

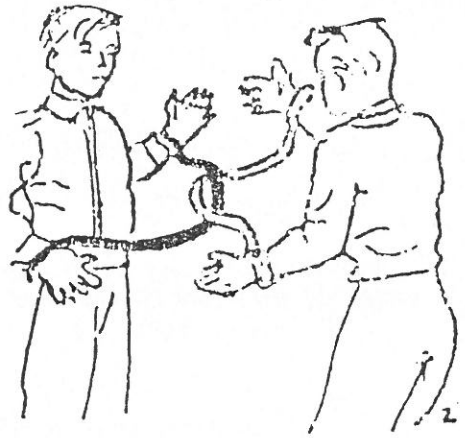
2 PIECES OF STRING, EACH ABOUT 5 FEET LONG.



THE SET-UP:

PICK OUT TWO LIKELY CUB SCOUTS FOR THIS STUNT. TAKE ONE OF THE BOYS AND TIE A CORD TO HIS WRISTS, AS SHOWN IN PICTURE 1

THEN LOOPING ANOTHER STRING INSIDE OF THIS ONE TIE BOTH OF ITS ENDS TO THE WRISTS OF THE OTHER FELLOW. SEE PICTURE 2.



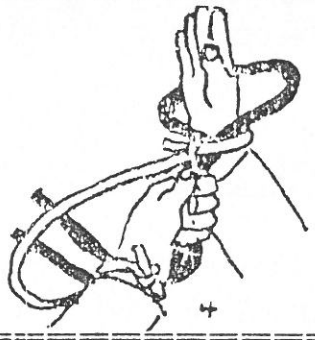
THE CHALLENGE:

TO HAVE THE TWO EXTRICATE THEMSELVES WITHOUT TEARING, BREAKING, OR UNKNOTTING THE STRINGS.

HOW TO DO IT:

TRYING TO GET OUT OF THIS MESS IS QUITE A BIT OF FUN FOR THE TWO PLAYERS...AND FOR THE SPECTATORS! THE FUNNY PART OF IT IS IT CAN BE DONE!





TAKE YOUR PARTNER'S ROPE AND SLIP A LOOP OF IT UNDERNEATH THE ROPE TIED TO YOUR OWN WRIST, AS SHOWN IN PICTURE 3. WHEN THAT HAS BEEN DONE, ALL YOU HAVE TO DO IS PLACE YOUR HAND THROUGH THE LOOP THUS FORMED, AS SHOWN IN PICTURE 4, AND YOU ARE FREE MEN!

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MORE JOKE BETS:

WAGERS YOU SURELY WILL WIN

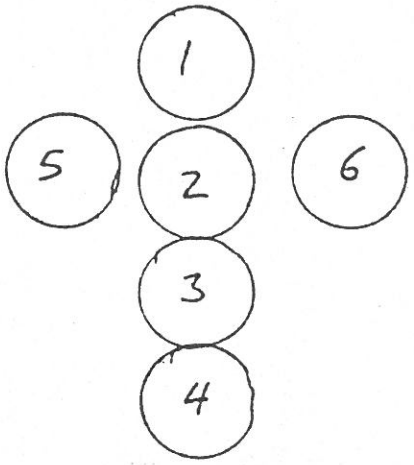
"I BET I CAN PUT A THIMBLE WHERE EVERYONE IN THE ROOM CAN SEE IT EXCEPT YOU."

SET THE THIMBLE ON TOP OF YOUR FRIEND'S HEAD.

" I BET I HAVE TWO COINS IN MY POCKET THAT TOTAL 35 CENTS, AND THAT ONE OF THEM IS NOT A DIME."

YOU SHOW TWO COINS, ONE A QUARTER AND ONE DIME. POINT TO THE QUARTER AND SAY, " I SAID ONE OF THEM IS NOT A DIME. THIS COIN ISN'T."

A TOUGH ROW TO HOE:



MATERIALS:

6 COINS

THE SET-UP:

ARRANGE SIX COINS ON THE TABLE, AS SHOWN IN PICTURE 1.

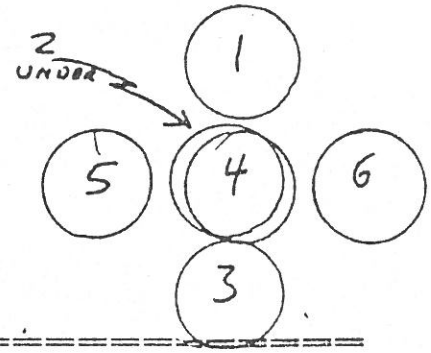
THE CHALLENGE:

TO ARRANGE THESE SIX COINS SO THAT THEY FORM TWO STRAIGHT ROWS OF FOUR COINS EACH.

HOW TO DO IT:

THIS WILL PROVE TO BE A BIT OF A PUZZLE.

TAKE YOUR HAT IN YOUR HAND AND PREPARE TO RUN BEFORE YOU PLACE COIN FOUR ON TOP OF COIN TWO. SEE PICTURE 2.



TRY AND FOLD IT

MATERIALS

A SMALL PIECE OF WRITING PAPER

A DOUBLE SHEET FROM A LARGE NEWSPAPER

THE SET-UP

GIVE SOMEONE A SMALL PIECE OF WRITING PAPER AND ASK HIM TO FOLD IT EIGHT TIMES. HE WILL BE ABLE TO MAKE ABOUT 6 FOLDS ON IT AND AT THAT POINT, HE WILL BE STUCK, FOR THE PAPER SIMPLY WON'T FOLD ANY MORE.

"YES", HE ADMITS, "THAT'S PRETTY TOUGH !" WHEREUPON YOU GIVE HIM A LARGE SHEET OF NEWSPAPER, CONSISTING OF TWO FULL PAGES.

WOULD YOU BELIEVE THAT--

NO MATTER HOW BIG A PIECE OF PAPER IS, IT CANNOT BE FOLDED EIGHT TIMES.

THE EXPLANATION

AFTER SEVEN FOLDS, PAPER ON THE EIGHTH FOLD WILL COME TO 128 THICKNESSES. PAPER SIMPLY CANNOT BE FOLDED SO MANY THICKNESSES.

PAPER TREE:

MATERIALS:

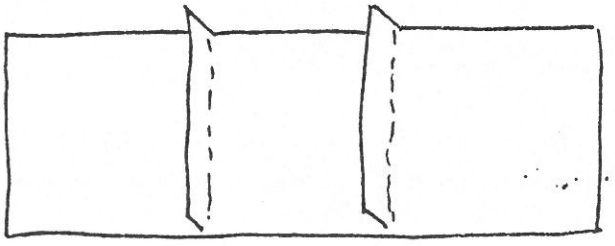
ABOUT 8 SHEETS OF NEWSPAPER
SCOTCH TAPE OR PASTE
SINGLE-EDGED RAZOR BLADE OR SMALL SHARP KNIFE.

THE CHALLENGE:

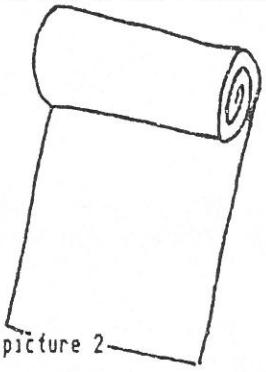
THIS IS MORE OF A STUNT THAN A TRICK. THE IDEA IS TO SHOW HOW A PAPER TREE AT LEAST SIX FEET HIGH CAN BE MADE OUT OF A SIMPLE ROLL OF NEWSPAPER. WHAT'S MORE, THIS TREE WILL BE COLLAPSIBLE. IT WILL OPEN UP TO A GREAT HEIGHT AND THEN, IN A TRICE, YOU CAN SLIDE IT BACK INTO ITS ORIGINAL SHAPE OF A ROLL OF NEWSPAPER.

HOW TO DO IT:

PASTE FOUR OR MORE FULL SHEETS OF NEWSPAPER TOGETHER WITH SCOTCH TAPE OR PASTE AS SHOWN IN PICTURE 1. YOU WILL NOW HAVE A VERY LONG STRIP OF NEWSPAPER. ROLL UP THIS LONG PAPER SHEET, AS SHOWN IN PICTURE 2 . THEN SEAL THE ROLL CLOSED WITH TAPE OR PASTE SO THAT IT WON'T UNWIND.



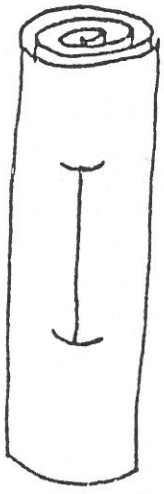
picture 1



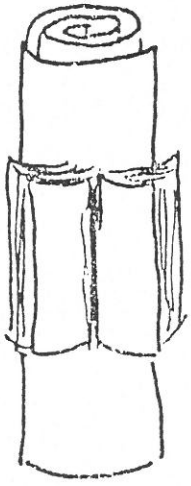
picture 2

NOW, TAKING YOUR RAZOR BLADE, CUT THREE LITTLE SLITS IN THE PAPER ROLL AS SHOWN BY THE HEAVY DOTTED LINES IN PICTURE 3. SLIT A SHOULD BE ABOUT 5 INCHES LONG; SLIT B AND SLIT C SHOULD EACH BE ABOUT 3 INCHES LONG. IN MAKING THESE SLITS, ONLY CUT THROUGH TO THE HOLLOW MIDDLE OF THE ROLL. BE SURE THAT YOU DO NOT CUT THROUGH TO THE OTHER SIDE OF THE TUBE.

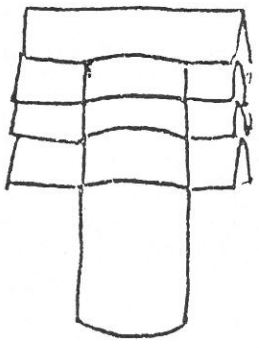
NOW SPREAD BACK THE LEAVES OF PAPER WHICH HAVE BEEN OPENED BY THE CUT. SEE PICTURE 4.



picture 3

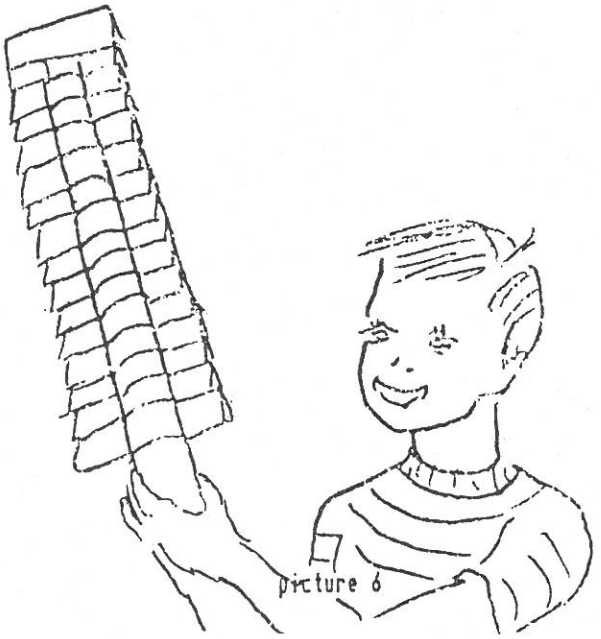


picture 4



picture 5

THEN BEND THE ROLL BACK IN TWO HALVES, AS SHOWN IN PICTURE 5. THE UNCUT PORTION OF THE NEWSPAPER ROLL WILL FORM TWO HANDLES. HOLD THESE TWO HANDLES IN YOUR RIGHT HAND AND VERY GENTLY START TO PULL OUT THE SECTION SHOWN IN PICTURE 5. PULL THE PAPER OUTWARDS, EVENLY, FROM BOTH SIDES OF THE ROLL. DO THIS SLOWLY AND PATIENTLY, OTHERWISE THE ROLL WILL TEAR. IN JUST A FEW MOMENTS, YOU WILL HAVE AS MAGIC TREE. PICTURE 6 SHOWS HOW THE TREE WILL START TO BLOOM.
IT WILL KEEP GROWING UNTIL YOU HAVE A TREMENDOUSLY TALL PAPER TREE.



picture 6

TO MAKE THE NEWSPAPER TREE VANISH, JUST PUSH THE TOP OF THE TREE DOWNWARDS GENTLY AND SLOWLY. THIS IS JUST THE REVERSE OF WHAT YOU DID WHEN YOU PULLED THE TREE UPWARDS. THE TREE WILL SLIP BACK INTO ITSELF LIKE A TELESCOPE.

THEN BEND THE TWO HALVES BACK INTO PLACE, SO THAT YOU HAVE ONE LONG TUBE AGAIN. TO KEEP THE TUBE FROM UNRAVELLING, IT IS BEST TO SLIP A RUBBER BAND OVER THE OPEN PART UNTIL YOU WISH TO DEMONSTRATE THIS STUNT AGAIN.

==========

STILL MORE JOKE BETS:

WAGERS YOU SURELY WILL WIN

"I BET YOU CAN'T TAKE OFF YOUR COAT ALONE."

AS SOON AS HE STARTS TAKING OFF HIS COAT, YOU JUST TAKE OFF YOUR COAT TOO.

"I BET I CAN WRITE A LONGER WORD THAN YOU CAN,NO MATTER HOW LONG AS WORD YOU WRITE."
WRITE"A LONGER WORD THAN YOU CAN"

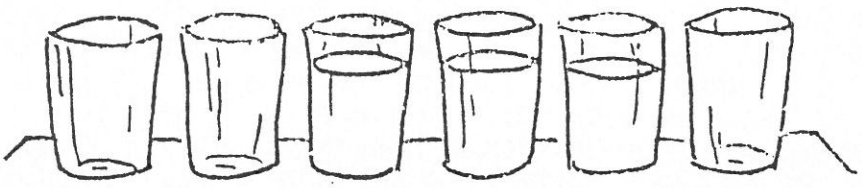
THE GLASS PUZZLE

MATERIALS

3 EMPTY GLASSES
3 FULL GLASSES

THE SET UP

ARRANGE 6 GLASSES-- 3 FILLED AND 3 EMPTY-- IN A ROW, AS ILLUSTRATED IN PICTURE ONE.

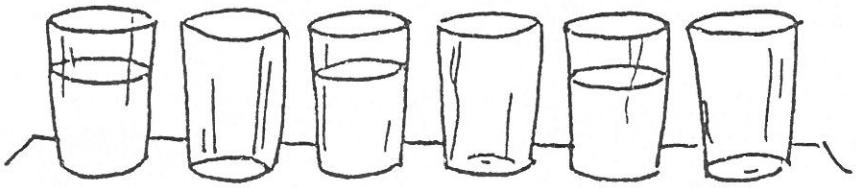


THE CHALLENGE

TO ARRANGE THE GLASSES SO THAT THEY STAND ALTERNATELY ONE FILLED, ONE EMPTY; ONE FILLED, ONE EMPTY; ONE FILLED, ONE EMPTY. THIS MUST BE DONE ..... BY MOVING OR TOUCHING ONE, AND ONLY ONE, GLASS.....

HOW TO DO IT

LIFT GLASS NO. 4 AND POUR ITS CONTENTS INTO CLASS NO. 1 THEN SIMPLY REPLACE GLASS NO. 4 IN ITS ORIGINAL SPOT. THE GLASSES WILL NOW APPEAR AS SHOWN IN PICTURE TWO.



AND STILL MORE JOKE BETS:

WAGERS YOU SURELY WILL WIN

"I BET I CAN PUT MYSELF INTO A SODA CAN !"

YOU WRITE "MYSELF" ON A PIECE OF PAPER, AND PUT IT IN THE SODA CAN.

" I BET YOU CANNOT ANSWER FOUR QUESTIONS WRONG, NO MATTER HOW HARD YOU TRY."

ASK HIM THREE QUESTIONS WHICH HE WILL ANSWER CORRECTLY. THEN SAY,"LET ME SEE--THAT'S THREE QUESTIONS SO FAR, ISN'T IT?" HE WILL ANSWER YOUR FOURTH QUESTION CORRECTLY.

A DOLLAR BILL BREAKS A PENCIL

MATERIALS

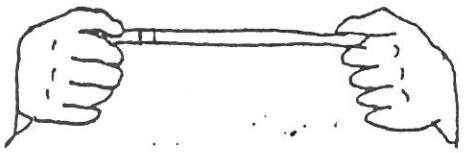
A DOLLAR BILL
A PENCIL

THE CHALLENGE

TO BREAK A PENCIL WITH A DOLLAR BILL.

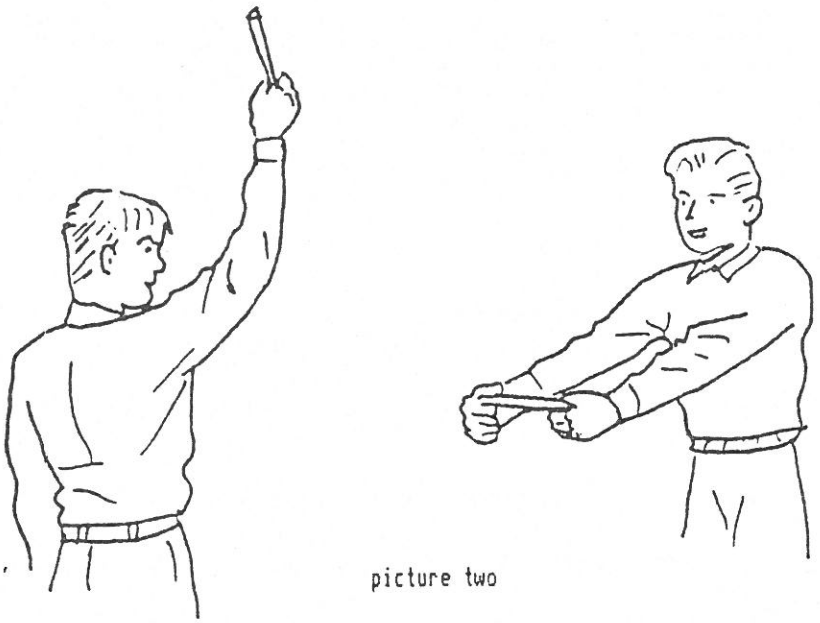
THE SET-UP

TAKE A DOLLAR BILL AND FOLD IT IN HALF LENGTHWISE. SMOOTH DOWN THE CREASE VERY, VERY CAREFULLY. NOW FOLD IT OVER ONCE MORE IN THE SAME DIRECTION.THIS WILL BRING THE BILL TO FOUR THICKNESSES. WITH A STRAIGHT EDGE OF SOME SORT , OR EVEN THE EDGE OF THE PENCIL,PRESS DOWN THE EDGE OF THE BILL VERY,VERY CAREFULLY AND FIRMLY.TEST THE FOLDED EDGE WITH YOUR FINGER TO SEE IF IT IS SHARP.THIS IS VERY IMPORTANT! SWISH IT DOWN THROUGH THE AIR A FEW TIMES TO SEE IF ITS GUILLOTINE QUALITIES CAN BE RELIED UPON.
WHEN YOU ARE SATISFIED WITH ITS KEENNESS, ASK SOMEONE TO HOLD THE PENCIL FOR YOU. SEE PICTURE ONE.



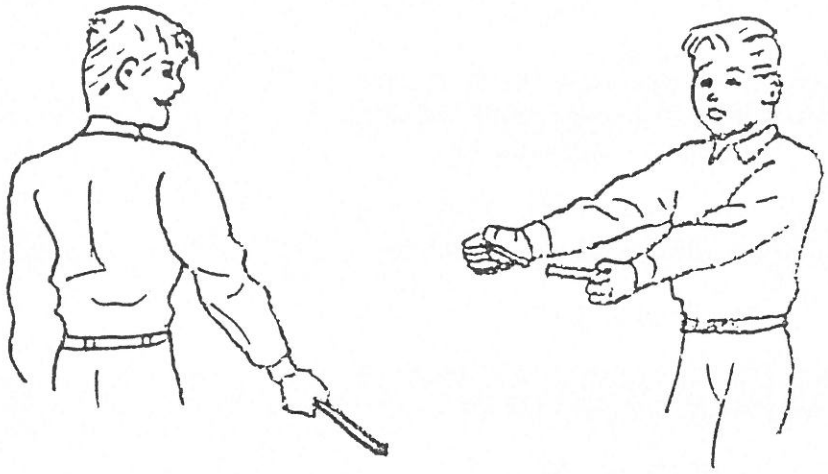
picture one

IT SHOULD BE A FULL LENGTH PENCIL- NOT A STUB. HAVE HIM HOLD IT FIRMLY-VERY FIRMLY- DIRECTLY IN FRONT OF HIM- AT ARMS LENGTH. SEE PICTURE TWO.



picture two

NOW HOLD ONE END OF THE FOLDED DOLLAR BILL AND LIFT IT HIGH ABOVE YOUR HEAD. WITH A SWIFT STROKE, BRING IT DOWN AGAINST THE MIDDLE OF THE PENCIL. THE PENCIL WILL BREAK IN TWO UNDER THE STROKE. SEE PICTURE THREE.

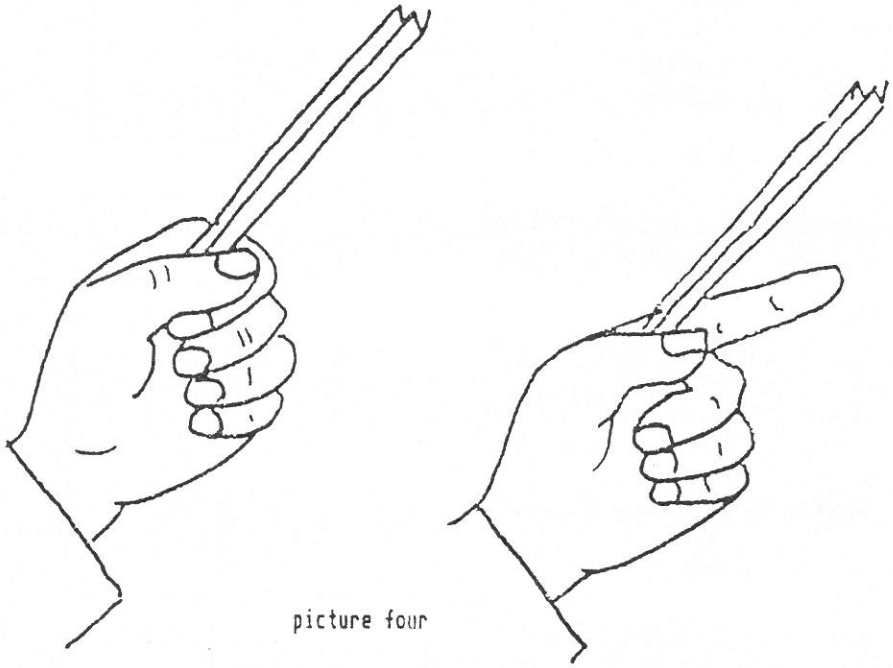


picture three

HOW TO DO IT

BUT REALLY, HOW DID YOU DO IT? CAN A PIECE OF FOLDED PAPER BREAK A WOODEN PENCIL? OF COURSE NOT! THAT IS WHY IT IS SO IMPORTANT TO GO THROUGH ALL THE HOCUS-POCUS OF CAREFUL AND PRECISE FOLDING AND TESTING.

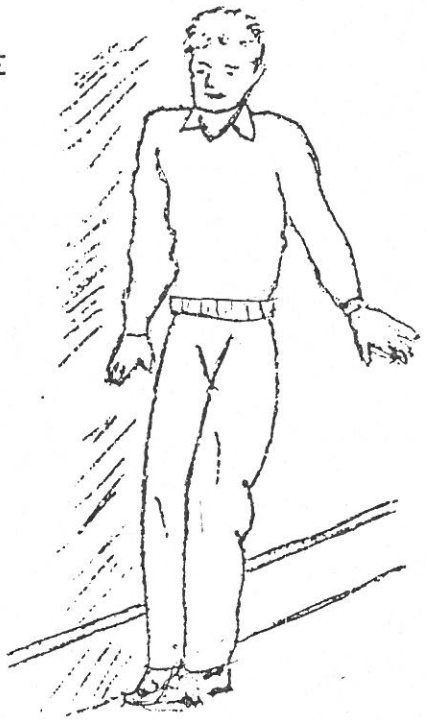
WHAT YOU REALLY DO IS THIS:
WHEN YOU RAISE THE BILL INTO THE AIR, SLIP YOUR FOREFINGER OUT FROM YOUR GRIP. SEE PICTURE 4.



picture four

YOUR FINGER WILL EASILY BREAK THE PENCIL IN TWO. NO ONE WILL SEE THIS MOVE BECAUSE:(1) YOUR FINGER WILL BE HIDDEN BY THE BILL.(2) THE HAND IS QUICKER THAN THE EYE.(3) EVERYKNE WILL BE CONCEJTRATING AND LOOKING AT THE PENCIL.

HYPNOTIZED KNEE



THE SET-UP:

ASK YOUR FRIEND TO STAND NEAR A WALL SO THAT THE ENTIRE SIDE OF HIS SHOE IS FLUSH AGAINST THE WALL, AS SHOWN IN THE ILLUSTRATION.

YOU THEN ASK HIM TO LIFT HIS LEFT KNEE AND KEEP IT UP FOR A FEW SECONDS, AS IF HE WERE HOPPING.

WOULD YOU BELIEVE THAT--

A PERSON STANDING WITH ONE FOOT FLUSH AGAINST THE WALL CAN NOT LIFT THE OTHER FOOT.

THE EXPLANATION:

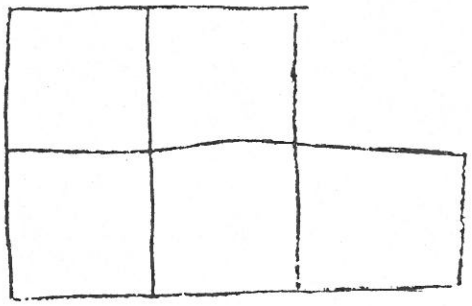
STANDING AGAINST THE WALL IN THIS WAY GIVES ONE A VERY PECULIAR FEELING, MUCH THE SAME AS IF THE FOOT HAD SUDDENLY LOST ITS POWER. IN THIS POSITION, YOU JUST CAN'T SHIFT YOUR WEIGHT. THE WALL EFFECTIVELY STOPS YOUR SHOULDER FROM VEERING TO THE RIGHT, FOR WHEN IT COMES IN CONTACT WITH THE WALL, IT CAN GO NO FURTHER. HENCE YOU HAVE SEEMINGLY LOST CONTROL OF THE LEFT KNEE.

THE CUTTING TRICK

MATERIALS:
SCISSORS
A PENCIL
A RULER

THE SET-UP:

DRAW AND CUT OUT A FIGURE COMPOSED OF 5 SQUARES, AS SHOWN IN PICTURE ONE.

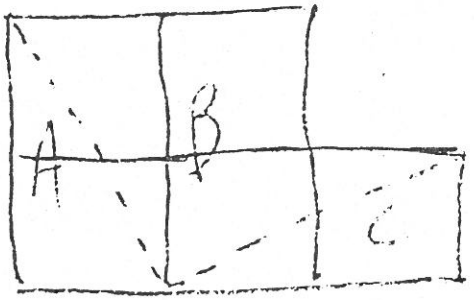


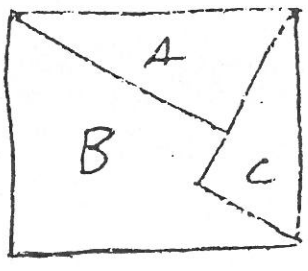
THE CHALLENGE:

WITH ONLY TWO STRAIGHT CUTS OF THE SCISSORS, TO CUT THE FIGURE INTO THREE PIECES WHICH WILL FIT TOGETHER TO FORM A PERFECT SQUARE.

HOW TO DO IT:

BEFORE ALL THE AVAILABLE PAPER US USED UP IN FRUITLESS TRIALS, MAKE THE TWO CUTS SHOWN IN PICTURE 2, CUTTING ALONG THE DOTTED LINES. THE THREE PIECES WILL FIT TOGETHER TO FORM THE SQUARE SHOWN IN PICTURE 3.





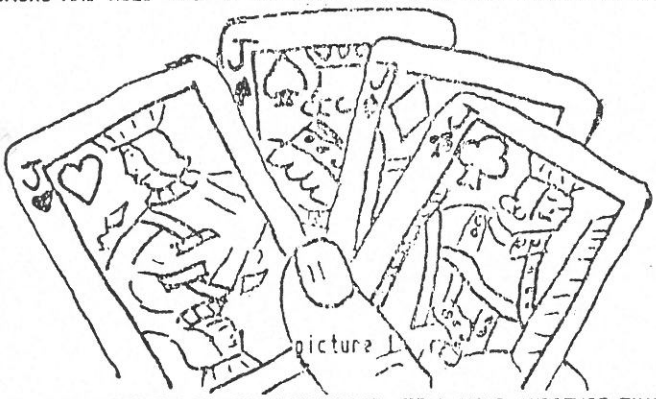
THE FOUR ROBBERS

MATERIALS

A DECK OF PLAYING CARDS

THE SET-UP

TAKE FOUR JACKS AND HOLD THEM UP SO THAT THEY FACE YOUR AUDIEJCE. SEE PICTURE ONE.



picture 1

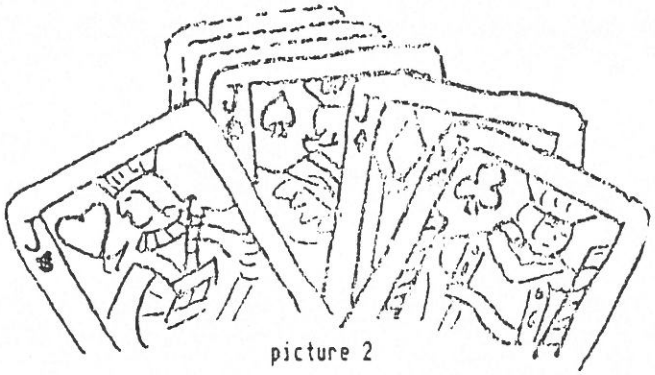
PLACE THE FOUR JACKS ON TOP OF THE DECK FACE DKWNWARD. TELL YOUR AUDIENCE THAT THESE FOUR JACKS ARE FOUR ROBBERS. YOU EXPLAIN THAT THE DECK REPRESEA HOUSE. THE FIRST ROBBER, YOU SAY, GOES INTO THE FIRST STORY. AT THIS POINT, YOU INSERT THE TOP CARD INTO THE DECK, SOME PLACE NEAR THE BOTTOM OF THE PILE. THE SECOND ROBBER, YOU EXPLAIN, ENTERS THE SECOND STORY-- AND YOU PUT HIM IN THE MIDDLE OF THE DECK. THE THIRD ROBBER CLIMBS UP TO THE TOP STORY, AND YOU PUT HIM NEAR THE TOP OF THE DECK. THE FOURTH ROBBER STANDS AS A LOOKOUT. YOU LEAVE HIM RIGHT ON TOP OF THE DECK, AND YOU NOW FACE THAT CARD UPWARD.....SUDDENLY, THE COPS COME. THE LAST ROBBER YELLS OUT (YOU DO IT FOR HIM), "LOOK OUT! HERE COME THE COPS!" YOU TAP THREE TIMES AS A SIGNAL ON TOP OF THE DECK. AND THEM, LO AND BEHOLD! YOU PEEL OFF THE NEXT THREE CARDS, ONE BY ONE, WHILE YOU SAY, "AND OUT COMES THE SECOND ROBBER! OUT COMES THE THIRD ROBBER! OUT COMES THE FOURTH ROBBER!" MOUTHS WILL OPEN PRETTY WIDE AS ONE BY ONE THE THREE ROBBER JACKS EMERGE.

THE CHALLENGE

TO DUPLICATE THIS STUNT.

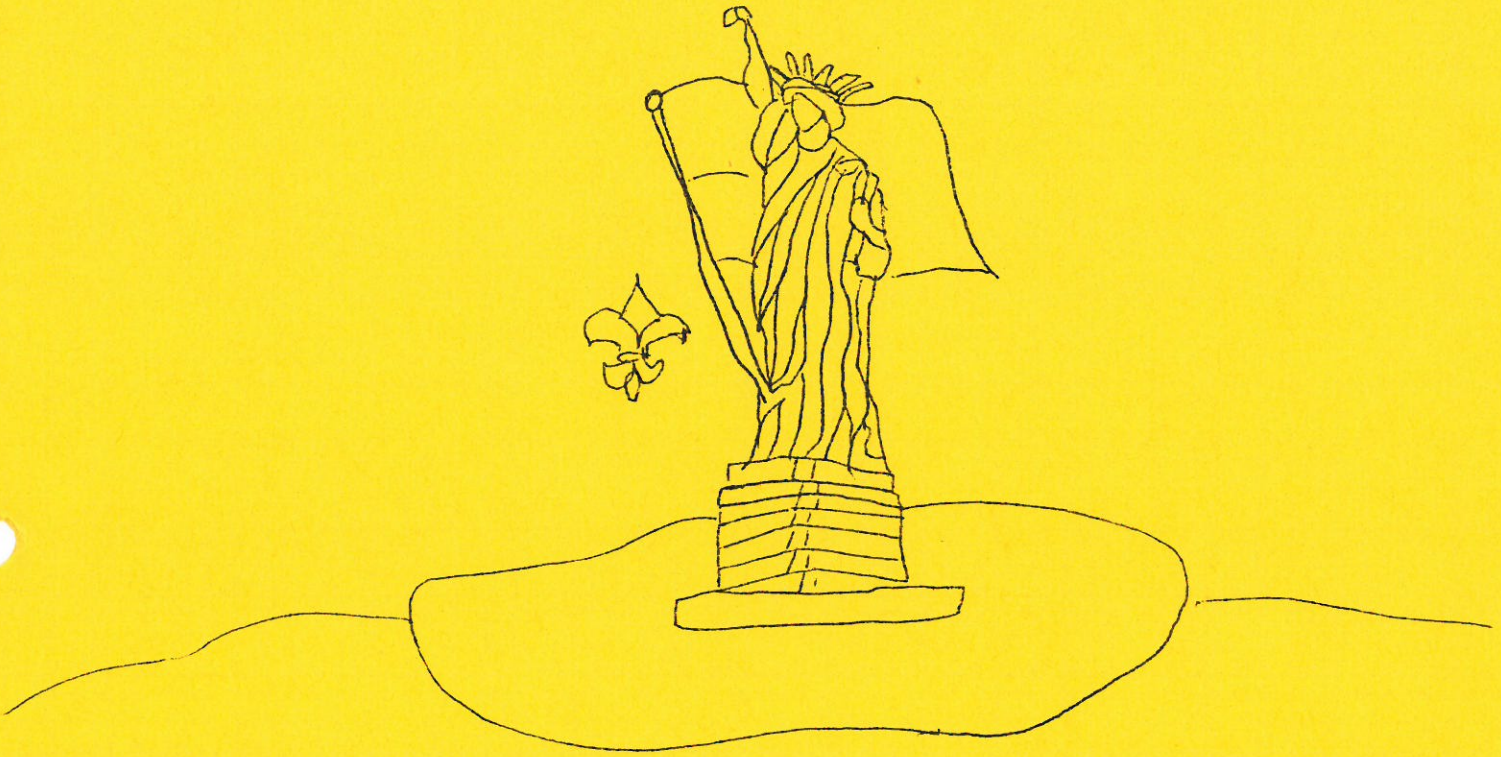
HOW TO DO IT

PLANT THREE CARDS BEHIND THE LAST JACK, AS SHOWN IN PICTURE TWO. MAKE SURE THAT THE CARDS ARE LINED UP EVENLY. IF YOU HOLD ALL FOUR JACKS FACE FORWARD TO YOUR AUDIENCE, THE THREE EXTRA CARDS BEHIND THE LAST JACK WILL NOT BE SEEN. THEN FOLD THE JACKS TOGETHER AND PLACE THE SEVEN CARDS ON TOP OF THE DECK. THE THREE CARDS FROM THE TOP WHICH YOU PLACE, ONE BY ONE IN THE MIDDLE OF THE DECK ARE OF COURSE THE THREE EXTRA CARDS CONCEALED BY THE JACK OF SPADES.



picture 2

FORMS FOR INFORMATION TO THE FUTURE



Remedial Reading

REMEDIAL READING

Welcome to the world of Remedial Reading, also known as Cub Scout forms. This is the course where is you were afraid to ask, or really wasn't sure the answer is there.

Remember paperwork is a necessary thing in any organization and if you do it everything goes fine, if not problems do arrise.

If you have problems, call your District Executive if you are the Cubmaster or your Council Service Center they are there to help you with the paperwork. Your Unit Commissioner is always there waiting to give assistance. If you do not know who he or she is call your District Executive and he will give you the number or refer you to the person your need to speak with.

The first paper you ever filled out was a Cub Scout application, this form is for registration and has alot of important information to the pack and is signed by the Cubmaster.

The Second form was the Adult leader application, that was signed by the Scouting Coordinator(which is the representative of your sponsor). Boy that was easy, what comes next....I signed as a den leader, some one said well that will only be one hour week. Then the forms came.

Authorization And Consent to Minor - To be filled out by all Cub Scouts Parents, for field trips. Always take with you.

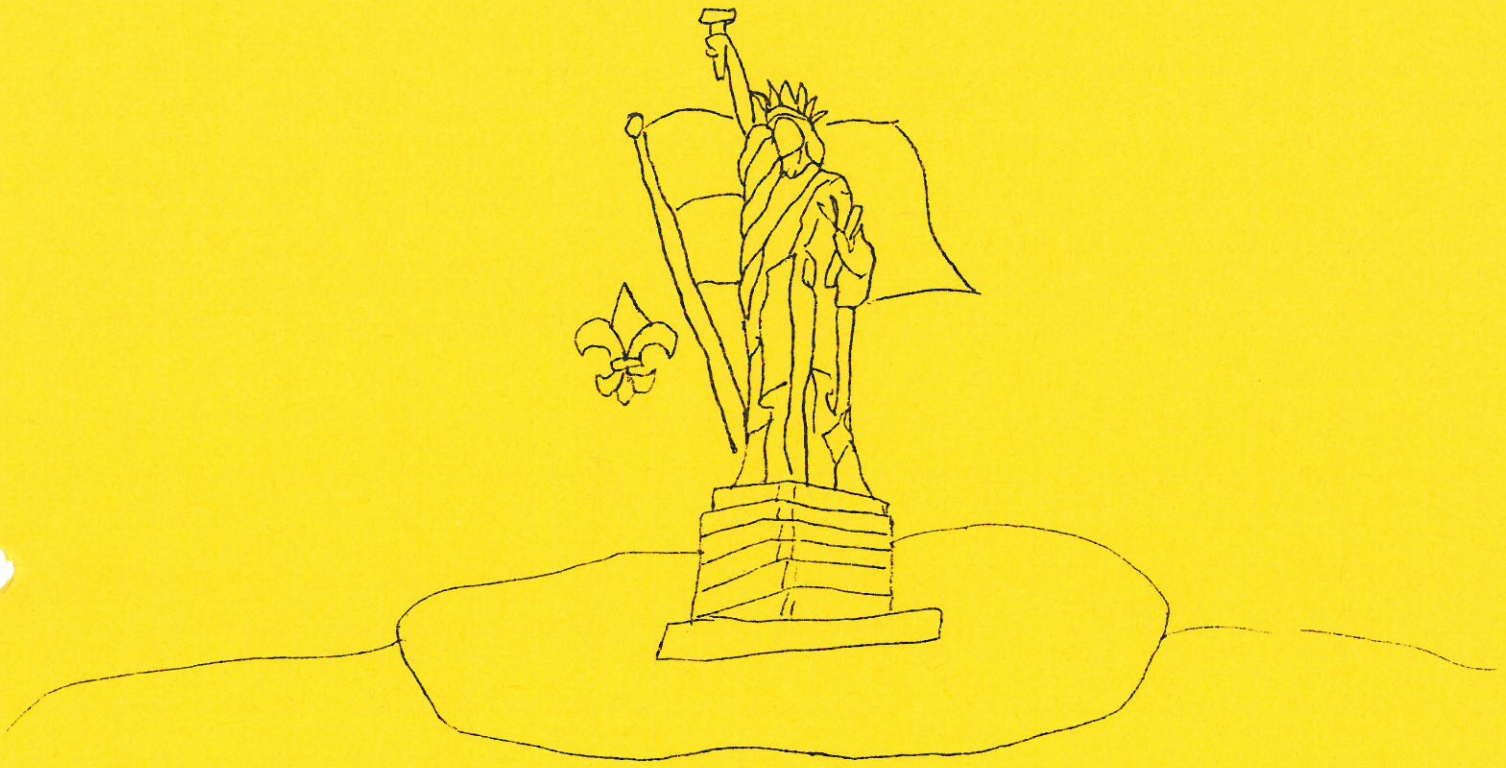
Local Tour Permit Application - Filled out by you(Tour Leader and signed by a member of committee

Weekly Den Meeting Program Also, Webelos Den Meeting Program	-	To be filled-out in advance so den meetings run smoothly and everything is there..Good if done 2 weeks in advance.
Den Advancement Report	-	Keeps a record for the advancement chairman. Can be turned into Pack a week prior so the awards can be gotten in time for Pack Meeting. Must be transferred to Advancement Report before going to Council.
Cub Scout Den Record & Webelos Den Record	-	Ready reference for the Den leader and a place to keep track of the boys progress at a glance.
Individual Cub Scout Record	-	Detailed records for the individual boy which are part of his records if he transfers to another area.
Unit Money Earning Application	-	Must be filled-out for all fundraising that is not a Council or District Event. This must have prior approval.
Den Chart & Webelos Den Chart	-	This chart hangs on the wall at the den meetings or Pack meetings and shows what the boys have accomplished.
Transfer Forms	-	These are filled out by the Pack the boy is leaving and should be given to the parents so he can continue his tenure and receive his awards.
Pack Meeting Planning Sheet Pack Meeting Checklist	-	This is a real aide for the Committee Chairman to help the Cubmaster when getting ready for the Pack meetings.
Gold Mine Prospect Sheet	-	Where are the new leaders and how do we get them.

There are many other forms, that have not b-en mentioned, but remember your resources, Unit Commissioner, District Executive and Service Center. They will give you all the assistance you need.

THE BASE OF THE TORCH REPRESENTS MANY YEARS OF

CRAFTSMAN WORK AS IN THE LEATHER SECTION



Saddle-Up

INTRODUCTION TO LEATHERWORK

LEATHEREORK OFFERS ALMOST LIMITLESS HORIZONS...AN ENJOYABLE LIFETIME HOBBY...A REWARDING, SATISFYING CAREER.

DECORATING LEATHER IS A FACINATING ART THAT DATES BACK TO PREHISTORIC DAYS. ARCHAEOLOGISTS HAVE FOUND LEATHER PIECES...PARTIALLY PRESERVED LEATHER CLOAKS AND FLAGONS SCATTERED WHEREVER ANCIENT MAN ROAMED.

BEAUTIFULLY DECORATED LEATHER THONGS HAVE BEEN UNEARTHED FROM THE TOMBS OF EGYPT. AND THE PRIZED SHIELDS WORN BY ROMAN CENTURIONS WERE OF DECORATED LEATHER.

INDEED, IF YOU WERE TO OPEN THE BIBLE TO THE BOOK OF GENESIS, CHAPTER III, VERSE 21, YOU WOULD FIND THE FIRST LITERARY REFERENCE TO LEATHER:"UNTO ADAM ALSO AND TO HIS WIFE DID THE LORD GOD MAKE COATS OF SKIN AND CLOTHED THEM."

EONS AGO, MAN THE HUNTER, FOUND THE ANIMALS HE KILLED FOR FOOD COULD PROVIDE HIM AND HIS FAMILY WITH SANDALS AND GARMENTS BY SIMPLY CURING AND FASHIONING THE SKINS.

FROM THE HIDES THE CAVEMEN USED FOR CLOTHING TO THE PRESSURIZED LEATHER SUITS WORN BY TODAY'S SPACEMEN, AND THE GAUNTLETS WORN BY NUCLEAR SCIENTISTS TO PROTECT THIER HANDS FROM BURNS,LEATHER HAS FULFILLED THE NEED.

FOR CENTURIES, LEATHER HAS CONTINUED TO SERVE MANKIND. DURING THE MIDDLE AGES,HOWEVER, ONLY THE WEALTHY COULD AFFORD BOOTS, CAPES, SADDLES, DECORATED CHAIRS, ECT.MADE OF LEATHER. LEATHER WORKMANSHIP WAS LIMITED TO A VERY NARROW SECTION OF SOCIETY. A SECRETIVE LOT, LEATHER GUILDSMEN CLOSELY GUARDED KNOWLEDGE OF THIER ART WHICH THEY HANDED DOWN FROM FATHER TO SON.

WHEN CORTEZ CONQUERED MEXICO IN THE EARLY 16TH CENTURY, LEATHER ARTISTRY CAME BOLDLY INTO THE NEW WORLD.

THE CONQUISTADORES BROUGHT HORSES AND WITH THEM CAME THE NEED FOR SADDLES AND OTHER HORSE GEAR.SPAIN HAD LONG BEEN A LEADER IN LEATHER ARTISTRY AND THE SKILLED CRAFTSMEN WHO CAME OVER TO THE NEW LAND COUPLED THIER VAST KNOWLEDGE WITH THE INSPIRATION THEY GLEANED FROM THE BEAUTIFUL FLORAL PATTERNS TO BE FOUND ALL ABOUT THEM. THUS CAME THE TRANSITION FROM BASIC GEOMETRIC DESIGNS DATING BACK TO MEDIEVAL TIMES TO THE FLORAL PATTERNS OF THE MODERN LEATHERCRAFTER.

TODAY, ANYONE CAN ENJOY LEATHERWORK, THE ART OF CREATING BEAUTIFUL AND USEFUL ARTICLES OF LEATHER.

THE STORY OF LEATHER

LEATHER, ONE OF MANKIND'S OLDEST NATURAL RESOURCES, IS A FOREMOST GIFT TO MAN FROM MOTHER NATURE. WITHOUT IT MAN MIGHT NOT HAVE SURVIVED. VIVID EVIDENCE OF ITS OUTSTANDING IMPORTANCE DATES BACK ACROSS THE CENTURIES OF CIVILIZATION: BACK BEYOND THE BIRTH OF OUR NATION TO THE CULTURES OF 18TH CENTURY EUROPE AND ON BACK BEYOND THE ERA OF THE DOMINATION OF THE ROMANS.

MODERN ARCHAEOLOGY HAS UNCOVERED LEATHER ARTICLES AND ARTIFACTS FROM CULTURES DATING BACK OVER 33 CENTURIES AND FOUND THEM TO BE IN AN EXCELLENT STATE OF PRESERVATION. THESE ARTICLES WERE PRODUCED IN THE 1300 TO 1400 B.C. PERIOD.

MAN'S DEPENDENCY AND APPRECIATION OF LEATHER, COUPLED WITH HIS INSTINCTIVE DRIVE TO IMPROVE UPON THE BEAUTY OF NATURE, LED HIM TO PRACTICE CREATIVE ARTISTRY USING LEATHER AS A MEDIA OR RAW MATERIAL. FROM FASHIONING CRUDE PROTECTIVE FOOTWEAR TO THE CREATION OF UNBELIEVABLY BEAUTIFUL ARTICLES OF GREAT UTILITY, HUMAN BEINGS HAVE REAPED A GREAT HARVEST OF BENEFIT AND PLEASURE FROM LEATHER.

THE HISTORY OF LEATHER IS CLOSELY MERGED WITH THE PROGRESS OF MANKIND. THE ANCIENT CAVEMEN COUNTED LEATHER AS ONE OF HIS MOST VALUABLE ASSETS. WITH THE SKINS OF ANIMALS HE WAS ABLE TO FASHION CRUDE FOOTWEAR WHICH PERMITTED HIM TO RANGE FAR AND WIDE IN SERCH OF FOOD. WITH LEATHER VESSELS IN WHICH TO CARRY WATER, HE WAS NO LONGER ISOLATED, NO LONGER LIMITED TO LIVING NEAR A LAKE OR STREAM.

LEATHER PROVIDED CLOTHING, ARMORMENT AND EVEN SHELTER FOR EARLY CIVILIZATIONS. ARCHAEOLOGISTS HAVE FOUND REMNANTS OF LEATHER CLOTHING SCATTERED AS FAR AND AS WIDE AS ANCIENT MAN WANDERED.

LEATHER WAS SO RESPECTED AS TO BECOME THE BASIS OF AN ANCIENT STORY ABOUT A POWERFUL EASTERN POTENTATE. IT WAS HIS CUSTOM TO WALK EXTENSIVELY ABOUT HIS KINGDOM BUT BECAUSE OF THE RUGGED TERRAIN HE DEMANDED THAT HIS SERVANTS PLACE ANIMAL SKINS A STEP APART IN ORDER TO PROTECT HIS ROYAL FEET FROM THE CRUEL STONES AS HE STROLLED ALONG. THIS WAS SLOW AND TIRING AND AS HE GREW WEARY ONE DAY, HE FLEW INTO A RAGE AND COMMANDED HIS PRIME MINISTER TO IMMEDIATELY COVER THE EARTH IN HIS KINGDOM WITH ANIMAL SKINS. CONVINCED THAT HIS KING HAD DEMMANDED THE IMPOSSIBLE AND KNOWING THAT THE PRICE OF FAILURE WAS CERTAIN DEATH, THE PRIME MINISTER TORE HIS GARMENTS AND PUT ASHES ON HIS HEAD PREPARING FOR DEATH.

AN IMAGINATIVE YOUNG MAN HEARD OF HIS PREDICAMENT AND TRIED TO SEE THE PRIME MINISTER, CLAIMING HE HAD A SOLUTION. BUT THE PRIME MINISTER, RESIGNED TO FAILURE AND DEATH, REFUSED TO GIVE AUDIENCE TO ANYONE.

WITH GREAT INGENUITY THE YOUNG LAD CONTRIVED TO STEAL INTO THE KING'S PALACE. SLIPPING SILENTLY INTO THE KING'S PRIVATE CHAMBER, HE BOWED LOW AND, WITH FEAR AND TREMBLING SAID "MY LORD, I HAVE FOUND A WAY TO COVER THE EARTH WITH LEATHER."THE KING, TAKEN BACK BY THE AUDACITY OF THIS YOUNG CHAP, AGREED TO HEAR HIM OUT.

REMOVING A PACKAGE FROM UNDER HIS ARM, THE LAD OPENED IT AND DISPLAYED WHAT WE TODAY CALL A PAIR OF SANDALS. PLACING THEM ON THE KING'S FEET, HE SAID, "AND NOW MY LORD,AS FAR AS YOU, THE KING, ARE CONCERNED, THE WORLD IS COVERED WITH LEATHER."

DELIGHTED, THE KING MADE THE YOUNG MAN HIS NEW PRIME MINISTER... AND THE WORLD DISCOVERED ANOTHER VALUABLE USE FOR LEATHER.

HISTORY OF LEATHER TANNING

ANIMAL SKINS USED BY PREHISTORIC MAN DETERIORATED RAPIDLY, DRYING OUT, BECOMING STIFF AND UNMANAGEABLE.

GRADUALLY, THEY LEARNED TO SCRAPE OFF THE FLESH RESIDUE FROM THE UNDERSIDE OF THE SKINS AND STRETCH THE SKINS IN THE SUN TO DRY. TO SOFTEN THE DRIED SKINS, THEY POUNDED THEM WITH STONES AND MADE THEM STILL SOFTER YET BY CHEWING THE SKINS.

ARCHAEOLOGISTS BELIEVE THAT THE ANCIENT HEBREW TRIBESMEN WERE THE FIRST TO USE AN ACTUAL TANNING PROCESS. THEY DISCOVERED THAT THE JUICES FROM CRUSHED TREE BARK HAD A VERY PRESERVATIVE EFFECT UPON DRIED ANIMAL SKINS.

AFTER BURYING ANIMAL SKINS IN A DEEP EARTHEN VAT WITH LAYERS OF FINELY CRUSHED TREE BARK BETWEEN THEM, THE TRIBESMEN SATURATED THEM WITH WATER AND SEALED OFF THE VAT FOR A PERIOD OF SIX MONTHS. THEY FOUND THAT LEATHER THUS CRUDELY TANNED WOULD LAST ALMOST INDEFINITELY.

EARLY EGYPTIAN CIVILIZATION PRIZED LEATHER LIKE GOLD.

TO THE ANCIENT ROMANS, LEATHER WAS SO IMPORTANT, THEY USED IT AS CURRENCY. STATUS AND RANK OF A ROMAN WAS JUDGED BY THE QUALITY AND STYLE OF HIS SANDALS.

WHEN MAN REALIZED THE IMPORTANCE OF RECORDING HIS THOUGHTS AND KNOWLEDGE IN BOOKS WHICH HE COULD CARRY AND STORE MORE CONVENIENTLY THAN STONE TABLETS, HE BEGAN TO EXPRESS HIMSELF ON PARCHMENT LEATHER PAGES.

AS MAN FOUND NEW AND DIFFERENT USES FOR LEATHER, NEW AND MORE SOPHISTICATED METHODS OF TANNING WERE DEVELOPED.

MODERN TANNING

FROM THE CRUDE AND SIMPLE PROCESSES OF THE EARLY LEATHER TANNER, EMERGED THE FOUNDATION AND BASIC PRINCIPLES EMPLOYED BY OUR MODERN TANNERIES.

MUCH OF TODAY'S TANNING TECHNOLOGY WAS DEVELOPED IN EUROPE AND ENGLAND. WITH NEW ADVANTAGES PROVIDED BY MODERN CHEMISTRY, MAN HAS NOW DEVELOPED PROCESSES WHEREBY HE CAN PRODUCE A BEAUTIFUL AND LONGLASTING LEATHER TO SATISFY ANY NEED, NO MATTER HOW EXACTING.

THE MODERN LEATHER TANNERY IS MADE UP OF THREE MAJOR SECTIONS. THE FIRST SECTION STORES, CLEANS, AND REMOVES HAIR FROM THE ANIMAL SKINS. NEXT, NATURAL OILS ARE REMOVED AND PRESERVATIVE CHEMICALS ARE INTRODUCED INTO THE VERY HEART OF THE SKIN STRUCTURE. DURING THE FINAL STAGES OF PRODUCTION, THE LEATHER IS STRETCHED AND DRIED. IT IS TRIMMED AND SHAVED TO MEET EXACTING SPECIFICATIONS AS TO THICKNESS AND TEXTURE. ADDITIONAL OIL AND FAT LIQUORS ARE USED TO GIVE LEATHER THE DESIRED "FEEL" AND CHARACTER.

FINALLY, LEATHER IS MEASURED AND SORTED BEFORE SHIPMENT TO ONE OF THE THOUSANDS OF LEATHER FABRICATORS WHO WILL MANUFACTURE PRODUCTS OF BEAUTY AND DURABILITY IN ANSWER TO MAN'S EVERGROWING DEMAND FOR FINE LEATHER PRODUCTS.

TANNAGE TYPES

ADVANCED TECHNOLOGY HAS DEVELOPED A VARIETY OF TANNAGES TO ACCOMMODATE VARIOUS END PRODUCT NEEDS. IT WOULD LITERALLY TAKE VOLUMES TO COVER THIS WIDE RANGE OF TANNING PROCESSES. WE, HOWEVER, WILL CONCENTRATE ON THE TWO TYPES OF TANNAGE THAT DOMINATE THE AMERICAN LEATHER INDUSTRY: CHROME AND VEGETABLE TANNING.

CHROME TANNING IS THE FASTEST, REQUIRING ONLY ABOUT ONE-FOURTH THE TIME NEEDED BY OTHER PROCESSES. SKINS ARE AGITATED IN A STRONG SOLUTION OF CHROMIC SALT IN LARGE DRUM-LIKE CONTAINERS. THIS TIGHTENS THE FIBERS OF THE SKIN, ADDS TENSILE STRENGTH AND MAKES FINISHED LEATHER WATER RESISTANT. YOU CAN TELL IF LEATHER IS CHROME TANNED BY CUTTING THROUGH THE BODY OF THE LEATHER. INTERNAL FIBERS WILL APPEAR BLUISH WHITE. CHROME TANNED LEATHER IS USED PRIMARILY FOR FOOTWEAR.

LEATHERS USED FOR TOOLING AND CARVING ARE VEGETABLE TANNED BECAUSE THIS METHOD CREATES THE EXACT GRAIN SURFACE CONDITIONS NEEDED TO RECEIVE OUR CARVING AND STAMPING TOOL IMPRESSIONS. VEGETABLE TANNED LEATHER ABSORBS WATER READILY AND DRIES OUT QUICKLY BECAUSE THE FIBER STRUCTURE IS LESS COMPACT THAN THAT OF CHROME TANNED LEATHERS.

HIDES ARE PLACED IN DEEP VATS CONTAINING A FORMULATION OF EXTRACTS FROM SEVERAL TYPES OF TREE BARK, WATER AND PREERVATIVE CHEMICALS. DURING THE APPROXIMATE ONE-HUNDRED DAY TANNING PERIOD REQUIRED, HIDES ARE SUBJECTED TO STRONGER AND STRONGER SOLUTIONS OF THE TANNING FORMULATION. BECAUSE VEGETABLE TANNED LEATHER IS PLIABLE, IT IS MUCH EASIER TO WORK WITH THAN CHROME TANNED LEATHER. THE LATTER IS MUCH MORE DIFFICULT TO ALTER AND DECORATE AS DESIRED.

INTRODUCTION TO LEATHER CARVING

LEATHER IS UNIQUE...DIFFERENT THAN ANY CLOTH PUT TOGETHER BY MAN... FOR IT IS THE ACTUAL SKIN OF AN ANIMAL THAT GREW AS THE ANIMAL GREW. TO CHANGE THIS SKIN INTO LEATHER, THE SKIN MUST BE TANNED. VARIOUS METHODS OF TANNING PRODUCE LEATHER FOR DIFFERENT PURPOSES.

LEATHER FOR CARVING MUST BE OF "VEGETABLE" TANNAGE. THIS TANNAGE ABSORBS MOISTURE READILY...ALLOWING YOU TO MOLD AND FORM THE LEATHER EASILY...AND CARVE, STAMP AND DYE OR ADD HIGH GLOSS TO YOUR LEATHER PROJECTS. THE SKINS OF BOVINE ANIMALS(COWS,OXEN,ETC) PROVIDE MOST OF THE LEATHER FOR CARVING. THIS LEATHER IS COMMONLY CALLED "STRAP" LEATHER.



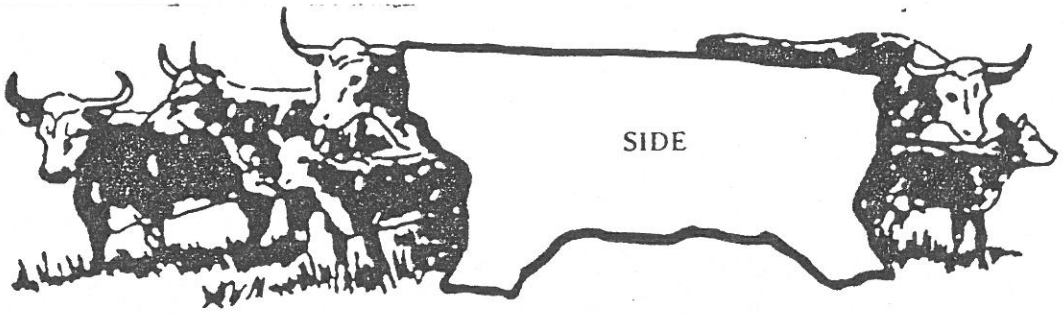
A skin is a full hide as it comes from the animal. Smaller animals (calf, goat, sheep, pig) are usually tanned as a skin or full hide.

THE COMPLETE HIDE OF THE ANIMAL IS KNOWN AS A SKIN. IT MAY BE LEFT WHOLE OR CUT INTO SECTIONS : SIDES,BELLIES,AND BACKS.

SIDES AND SKINS, USUALLY SOLD BY THE SQUARE FOOT, ARE MEASURED BY SPECIAL MACHINES AT THE TANNERIES. THE NUMBER OF SQUARE FEET IS USUALLY MARKED ON THE UNDERSIDE OF THE HIDE WITH A CRAYON OR CHALK. FRACTIONS OF A FOOT ARE ALWAYS IN FOURTHS(FOR EXAMPLE: 12^{1} = $12\frac{1}{4}$ SQ.FT. : 12^{2}=$12\frac{1}{2}$ SQ.FT. : 12^{3}=$12\frac{3}{4}$ SQ.FT.)

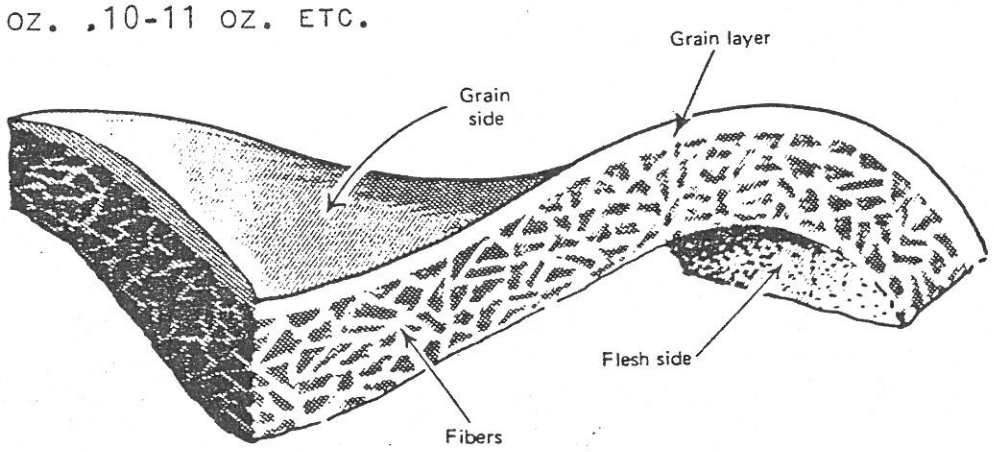
UNLIKE CLOTH WHICH IS MANUFACTURED, LEATHER, GROWN BY NATURE, IS LESS UNIFORM IN GRADE AND THICKNESS. THEREFORE, IT IS NOT UNUSUAL FOR A GIVEN LEATHER IN A GIVEN GRADE TO VARY SLIGHTLY FROM TIME TO TIME.

THE THICKNESS(OR WEIGHT) OF LEATHER IS USUALLY MEASURED IN TERMS OF OUNCES. ONE OUNCE EQUALS APPROXIMATELY 1/64 OF AN INCH IN THICKNESS. THUS, 7-8 OZ. , MEANS THE LEATHER IS 7 TO 8 OUNCES IN WEIGHT OR 7/64" TO 8/64"...MEANING APPROXIMATELY 1/8" THICK. LIGHTER WEIGHT LEATHERS SUCH AS CALF OR KIP(LARGE CALF)RANGE FROM $1\frac{1}{2}$ OZ. TO 3-4 OZ. HEAVIER LEATHERS, 4-5 OZ. TO10-11 OZ. AND MORE COME FROM THE HIDES OF MATURE CATTLE.



For easier handling during tanning, large animal hides are usually cut in half at backbone. Thus, a side of leather is just that! It is one side or one half of a hide.

TO MAKE LEATHER A UNIFORM THICKNESS, THE HIDES ARE RUN THROUGH A SPLITTING MACHINE. SINCE ANIMAL HIDES ARE NOT OF UNIFORM THICKNESS AND SINCE THEY ARE WET WHEN THEY ARE PUT THROUGH THE SPLITTING MACHINE, THE THICKNESS OF THE HIDE WILL NOT REMAIN THE SAME THROUGHOUT THE HIDE. THERE WILL ALWAYS BE SLIGHT VARIATIONS AND THAT'S WHY LEATHER WEIGHTS SELDOM MEASURE OUT IN EXACT 64TH'S OF AN INCH. THIS IS WHY LEATHERS ARE USUALLY SHOWN AS 4-5 OZ., 6-7 OZ. ,10-11 OZ. ETC.



The "flesh" side of leather is the underpart that was next to the meat and flesh of the animal. The hair side, called "Grain" side, is most commonly used for carving and stamping. Its fiber structure is more closely knit and easier to cut with the swivel knife. When carving and stamping tools are properly used, the Grain side will retain even the tiniest details.

THE GRAIN SIDE HAS A "GRAIN LAYER" OF ABOUT 1/5 THE THICKNESS OF THE HIDE. THE REST OF THE HIDE CONSISTS OF A HONEYCOMB FIBROUS STRUCTURE THAT WORKS LIKE INTERLACING HINGES OR SCALES. DURING TANNING, FATS AND OILS ARE ADDED TO THIS HONEYCOMB STRUCTURE TO MAKE THE GRAIN SIDE OF THE LEATHER SOFT AND WORKABLE.

TYPES OF LEATHER

BY-PRODUCTS OF THE MEAT PACKING INDUSTRY....HIDES AND SKINS OF CATTLE, SHEEP AND GOATS PROVIDE THE MAIN SOURCE OF RAW MATERIALS FOR AMERICAN TANNERS. INTERMS OF VOLUME AND VALUE, CATTLE HIDES AND CALF SKINS PREDOMINATE. THESE FURNISH MOST OF THE FOOTWEAR AND LEATHER GOODS PRODUCED IN AMERICA.

OTHER ANIMAL SKINS ADAPTED TO MAN'S USE INCLUDE: HORSEHIDE, FOR ORTHOPEDIC BRACES, GLOVES, AND OTHER SPECIAL USES. PIGSKIN IS USED PRIMARILY FOR WALLETS, CASES AND NUMEROUS SMALL LEATHER ACCESSORIES. ALLIGATOR, SHARKSKIN, OSTRICH, AND TURTLE SKINS ARE USED EXTENSIVELY FOR EXOTIC LUXURY ITEMS.

THE UNITED STATES LEATHER INDUSTRY

FROM ITS HUMBLE BEGINNING IN THE SMALL SETTLEMENTS OF THE THIRTEEN COLONIES, THE AMERICAN LEATHER INDUSTRY HAS GROWN INTO A SPRAWLING ENTERPRISE. IT SUPPLIES THE ULTIMATE IN BEAUTY AND QUALITY IN BOTH LEATHER AND LEATHERGOODS IN THIS COUNTRY AND THROUGHOUT THE WORLD. AT PRESENT, THE AMERICAN TANNING INDUSTRY PRODUCES ANNUALLY OVER 20 MILLION CATTLE HIDES ALONE.

FROM THE BEGINNING OF MAN'S HISTORY TO THE PRESENT, LEATHER CONTINUES TO BE MAN'S CONSTANT COMPANION AND FRIEND.

LEATHER DEFINITIONS

SKIN: Leather tanned in the whole pelt, same size and shape as it came from the animals. Calf, goat, sheep, pig, are usually tanned in this form.

KIP: One half of a large calf, usually 9 to 17 square feet in size.

EXTREME: A side just larger than KIP, but smaller than cow or steer side, usually 17 to 20 square feet.

SIDE: One half skin or hide usually 22 to 26 square feet.

BACK: A side with the belly cut off, usually 15 to 18 square feet.

BELLY: The lower part of a side, usually 6 to 10 square feet.

GRAIN: Epidermis or outer layer of animal skins.

FULL GRAIN: Leather just as it is when it was taken off the animal. Only the hair has been removed and the grain or epidermis left on.

ONLY FULL GRAIN LEATHER WILL ABSORB WATER AND TOOL CORRECTLY.

ALL LEATHER FOR CARVING AND TOOLING MUST BE FULL GRAIN

TOP GRAIN does not mean " FULL GRAIN." Top grain has often been sanded to remove scars and is then sprayed or pasted to "cover up." TOOLING LEATHER must be full grain and must not have been doctored in any way. Good leather work is dependent upon the correct type and finish of leather you use.

A FOOLPROOF method of finding out if natural leather has a doctored grain or is coated is to rub it with a damp cloth. If any coloring or "dope" comes off on the cloth, or if moisture is not absorbed into the leather immediately and evenly, then it has been doctored or coated.

TOOLING STEER: Heavier than Kip or tooling calf and suitable for larger patterns.

SPLIT: This refers to the under sections of a piece of leather that has been split into two or more thichnesses. Finished splits have been waxed and rubbed down smooth or embossed with a design.

SLUNK: Skin of an unborn or prematurely born calf. The skin is sold with the hair still on it.

SHORT HAIR CALF: The hair is still the same length as when the animal was slaughtered. The hair is slightly longer and not so soft and slick as that of a slunk.

CLIPPED HAIR CALF: The hair has actually been clipped. Since these hides are from older animals than the slunk or short hair, the hides will be larger in size.

CAPE: A SOFT, SMOOTH LAMB OR SHEEP TANNED ESPECIALLY FOR LININGS. IT HAS A BEAUTIFUL LEATHERY FEEL.

SHELTER CAPE: SOFT LAMB SKIN IN A WEIGHT SUITABLE FOR GARMENTS OF MANY KINDS.

GOLD AND SILVER KID: SMALL KIDSKINS WITH A LAMINATION OF GOLD OR SILVER.

SHEARLINGS: A SHEEPSKIN WASHED AND TANNED WITH THE WOOL LEFT ON, THEN CLIPPED TO THE DESIRED LENGTH, USUALLY ONE FOURTH OF ONE INCH.

MOROCCO GOAT: A GOAT ORIGINALLY FROM MOROCCO, NOW FROM INDIA. IT HAS A CRINKLED EFFECT AND IS VERY DURABLE. USED FOR BILLFOLDS AND BOOKCOVERS, ETC.

CORONADO GOAT: A SMOOTH INDIA GOAT, VERY TOUGH AND USED FOR LACINGS AND BILLFOLD LINERS.

CHROME CALF: THIS IS A SMOOTH FINISHED CALF USED FOR MANY PURPOSES. IT IS NOT SUITABLE FOR TOOLING. IT COMES IN MANY COLORS AND IS A GOOD SHOE LEATHER.

SUEDE: A FINISH PRODUCED BY RUNNING THE SURFACE OF LEATHER ON A CARBORUNDUM OR EMERY WHEEL TO SEPERATE THE FIBERS IN ORDER TO GIVE THE LEATHER A NAP. AVAILABLE IN MANY COLORS, 6 TO 7 SQUARE FOOT SKINS. USED FOR BAGS, BAG LININGS, PILLOWS, JACKETS, SKIRTS AND GARMENTS OF ALL TYPES. MOST SUEDE SKIN COMES FROM LAMBSKIN.

SHEER SUEDE: A VERY LIGHT, FINE AND SOFT SUEDE AS THE NAME INDICATES.

CHROME SUEDE: TAKEN FROM THE FLESH SIDE SPLIT OFF A COWHIDE.

GLOVE HORSE: A GENUINE HORSEHIDE TANNED SOFT AS A GLOVE.

PECCA PIG: PIG DESIGN ON LAMBSKIN.

SKIVERS: THE TOP GRAIN SPLIT OFF A SHEEPSKIN. VERY LIGHT AND USED FOR PASTED OR GLUED LININGS. THE FLESH SIDE OF THIS LEATHER IS OFTEN USED FOR MAKING CHAMOIS.

CHAMOIS: THE FLESH SIDE OF A HEAVY SHEEP , SPECIALLY TREATED.

PLIVERS: THE GRAIN SIDE OF A SMALL SUEDED SHEEP. THE LEATHER HAS BEEN SPLIT , THE GRAIN SIDE CALLED PLIVERS , THE FLESH SIDE CALLED SHEER SUEDE.

NATURAL LAMB: USED FOR LININGS. SUITABLE FOR TOOLING IN THE HEAVIER WEIGHT. COLOR " NATURAL " AS THE NAME INDICATES.

GENUINE SHARKSKIN: BREATHING , YET WATER REPELLENT. FROM THE DEPTH OF THE SEA , THIS LEATHER HAS AN UNUSUAL GRAIN SURFACE. USED PRINCIPALLY FOR MEN'S SHOES , TIPS ON CHILDREN'S SHOES, BELTS AND WHEREVER LEATHER IS USED. VIRTUALLY SKUFF-PROOF.

ALLIGATOR: GENUINE ALLIGATOR IS SOLD BY THE INCH MEASUREMENTS ACROSS THE WIDEST POINT. THEY RUN 9 TO 16 INCHES AND ARE USED MOSTLY FOR BILLFOLDS AND SMALL HANDBAGS. ALLIGATOR SKINS ARE TAKEN FROM THE UNDERSIDE OF THE ANIMAL SINCE THE TOP IS KNOBBY AND GNARLED.

ODDITIES

FOOTBALL: USUALLY REFERRED TO AS " THE PIGSKIN " IS NOT MADE OF PIGSKIN BUT GENERALLY OF COWHIDE.

NOTE: NO ANIMAL OR REPTILE PRODUCES BOTH " FUR " AND " LEATHER ". IT'S ONE OR THE OTHER, BUT NEVER BOTH. THE " FUR BEARING SEAL " AND THE SEAL FROM WHICH LEATHER IS TANNED ARE TWO ENTIRELY DIFFERENT SPECIES.

THE STORY OF LEATHER :

REVIEW TOPICS

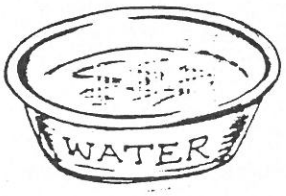
1. WHEN WERE THE OLDEST EXISTING LEATHER ARTICLES PRODUCED ?
2. NAME THREE NEEDS OF MAN WHICH WERE MET WITH THE USE OF LEATHER.
3. WHO DEVELOPED THE FIRST ACTUAL TANNING PROCESSES FOR LEATHER ?
4. DESCRIBE THE THREE MAJOR SECTIONS OF A TANNERY.
5. WHAT ARE THE TWO MAIN TANNING PROCESSES USED BY THE AMERICAN TANNING INDUSTRY ?
6. NAME FIVE DIFFERENT ANIMALS FROM WHICH SKINS ARE TAKEN IN THE PRODUCTION OF LEATHER IN THE UNITED STATES.
7. WHAT IS MEANT BY FULL GRAIN ?
8. WHY IS FULL GRAIN LEATHER NECESSARY FOR CARVING AND TOOLING ?
9. WHAT TYPE OF LEATHER IS USED MOSTLY FOR COVERING BOOKS ?
10. WHAT IS ONE FEATURE OF SHARKSKIN THAT MAKES IT SO GOOD FOR USE IN THE PRODUCTION OF QUALITY FOOTWEAR ?

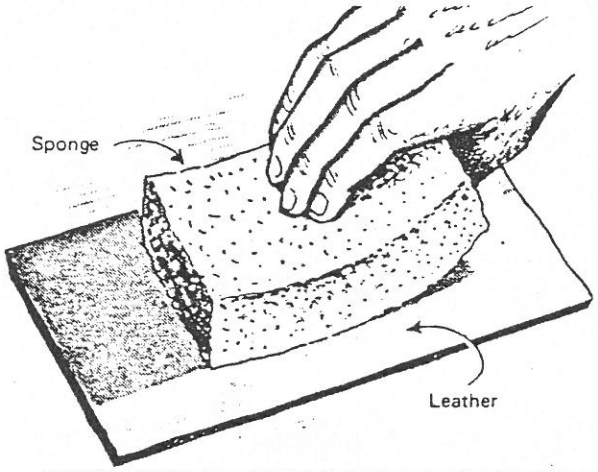
PREPARATION OF LEATHER

BEFORE YOU CAN WORK LEATHER, YOU MUST MOISTEN IT. AS YOU WET THE LEATHER, THE FIBERS SWELL AND SOFTEN. VEGETABLE TANNED LEATHER, PROPERLY MOISTENED, IS LIKE MODELING CLAY. YOU CAN MOLD IT... MODEL AND SHAPE IT.

YOUR BEST GUIDE TO MOISTENING LEATHER IS THROUGH PRACTICE. YOUR SHARP SWIVEL KNIFE BLADE WILL CUT EASILY AND SMOOTHLY AND YOUR STAMPING TOOLS WILL IMPRINT CLEARLY AND FIRMLY INTO THE LEATHER ONLY WHEN YOU HAVE MOISTENED THE LEATHER TO THE PROPER DEGREE.

WHEN THE DAMPENED GRAIN SIDE OF THE LEATHER HAS ALMOST RETURNED TO ITS ORIGINAL COLOR, IT IS READY TO CARVE. YOU CAN ALSO TPY TESTING THE LEATHER BY HOLDING IT AGAINST YOUR CHEEK. IF IT'S DRY, IT WILL FEEL WARM...IF IT'S DAMP, IT WILL FEEL COOL AND THATS WHEN YOU CAN BEGIN TO CARVE THE LEATHER. WITH PRACTICE YOU WILL SOON KNOW INSTINCTIVELY WHEN TO BEGIN CARVING.





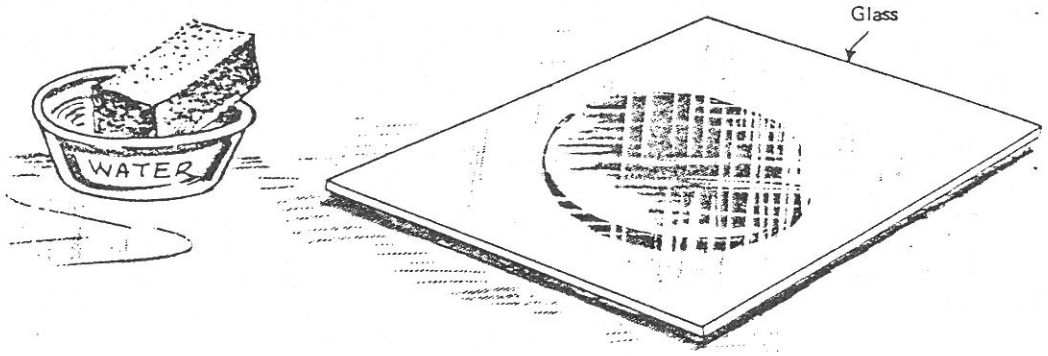
HOW DO YOU WET THE LEATHER ? BY CASING IT...WHICH MEANS SIMPLY RUBBING A DAMP (NOT WET) SPONGE TO THE FLESH SIDE AS EVENLY AS POSSIBLE. THEN TURN THE LEATHER OVER AND DAMPEN THE GRAIN SIDE (CARVING SURFACE). WHEN IT BEGINS TO RETURN TO ITS NATURAL COLOR, BEGIN CARVING.

IF SOME AREAS BEGIN TO DRY, WIPE YOUR SPONGE OVER THESE AREAS TO KEEP THEM DAMP ENOUGH TO CARVE. IF YOUR LEATHER IS TOO DRY, IT WILL BE TOO HARD FOR YOU TO CUT WITH YOUR SWIVEL KNIFE. IF YOUR LEATHER IS TOO WET, YOUR CUTS WILL NOT REMAIN OPEN. IF LEATHER IS PROPERLY " CASED ", YOUR CARVING CUTS WILL REMAIN OPEN.

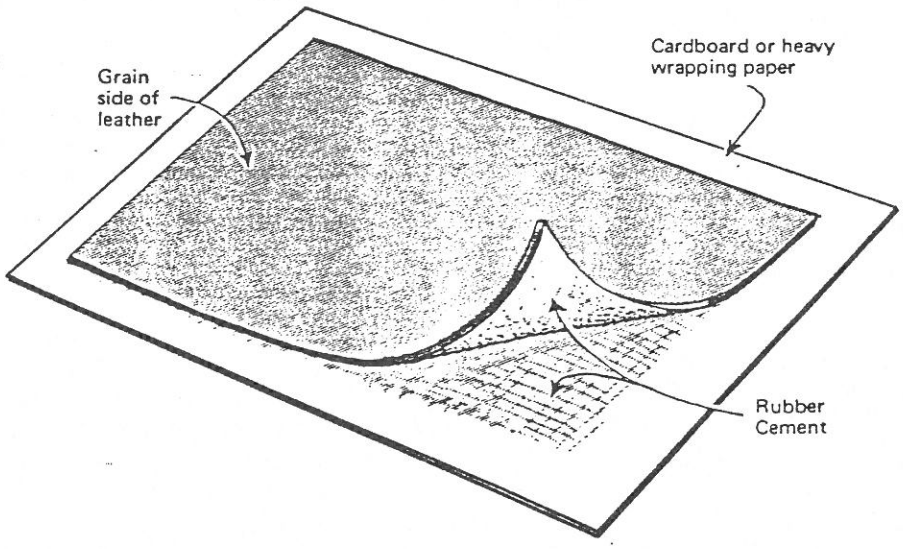
CAUTION: ALWAYS USE GLASS, PORCELAIN, OR ENAMELED CONTAINERS FOR WATER....NEVER USE METAL CONTAINERS. THE SLIGHTEST CONTACT WITH THESE WILL PRODUCE DARK STAINS ON YOUR DAMPENED LEATHER....STAINS THAT ARE ALMOST IMPOSSIBLE TO REMOVE. BE CAREFUL TO KEEP ALL FILINGS OR STEEL DUST FROM GRINDING WHEELS, ECT., COMPLETELY AWAY FROM YOUR LEATHER. UNNOTICED BY YOU UNTIL YOU HAVE DAMPENED YOUR LEATHER, SUCH PARTICLES WILL MAR OR STAIN YOUR LEATHER.

IF YOU MUST LEAVE YOUR LEATHER WORK FOR AN HOUR OR SO, HOLD AND PRESERVE THE MOISTURE CONTENT BY COVERING IT WITH A PIECE OF PLATE GLASS OR PLASTIC FOOD BAG. IF ANY DRYING SPOTS HAVE APPEARED, APPLY MOISTURE LIGHTLY WITH A SPONGE AND COVER WITH THE GLASS OR PLASTIC BAG. THIS WILL RETAIN THE MOISTURE FOR SEVERAL HOURS AND THE LEATHER WILL BE IN PERFECT CONDITION TO CONTINUE CARVING UPON YOUR RETURN.

CAUTION: STORAGE OF DAMP LEATHER FOR A PROLONGED TIME WILL CAUSE MILDEW



TO PREVENT LEATHER FROM STRETCHING WHILE STAMPING THE DESIGN, APPLY A LIGHT COAT OF RUBBER CEMENT TO FLESH SIDE OF LEATHER AND TO A PIECE OF CARDBOARD (USE A HARD FINISH CARDBOARD FOR EASY REMOVAL OF LEATHER AFTER STAMPING) . ALLOW CEMENT TO DRY THEN ADHERE IN PLACE. CASE YOUR LEATHER AND CARVE OR STAMP YOUR DESIGN. TO REMOVE LEATHER, PLACE CARVED SIDE DOWN ON BENCH AND PEEL CARDBOARD FROM THE LEATHER. HOLD THE LEATHER AS FLAT AS POSSIBLE SO THAT IT DOES NOT WRINKLE WHEN YOU REMOVE THE CARD-BOARD.



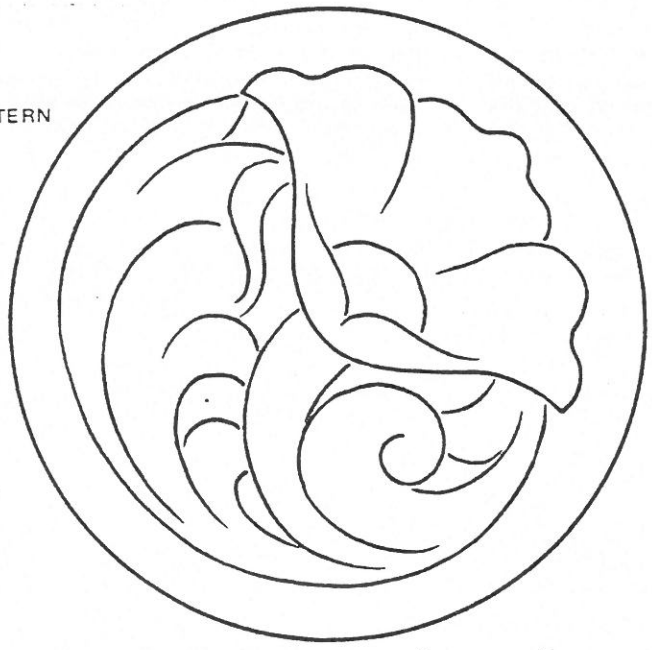
CAUTION: FOR A PROJECT WHICH WILL NOT BE LINED, THE USE OF CEMENT ON THE FLESH SIDE OF TOOLING LEATHER TO ADHERE TO BACKING CAN CAUSE DIFFICULTY.

WATER CAN ALSO STAIN LEATHER. IT IS POSSIBLE A FEW DROPS OF WATER WILL ACCIDENTALLY SPILL ON A PIECE OF LEATHER...AND GOING UNNOTICED...WILL BE ALLOWED TO DRY. THIS WILL CAUSE A DEFINITE STAIN OF DARKENED AREAS THAT CANNOT BE REMOVED...UNLESS TREATED AT ONCE! IF WATER HAS BEEN DROPPED ONTO DRY LEATHER...MOISTEN THE ENTIRE PIECE OF LEATHER AT ONCE. APPLY MORE MOISTURE TO THE SPOTTED AREA WITH A SPONGE, FADING OUT THE SURROUNDING AREAS. ENOUGH MOISTURE HAS TO BE APPLIED TO THE SPOTTED AREA TO RENDER IT INVISIBLE, OR THE SPOT WILL ALWAYS REMAIN. IN OTHER WORDS, THE SURROUNDING AREA TO THE SPOT MUST HAVE AN EQUAL AMOUNT OF MOISTURE ADDED SO THAT WHEN THE ENTIRE PIECE DRIES, THE SPOTTED AREA WILL DRY UNNOTICED.

TRANSFERRING YOUR DESIGN

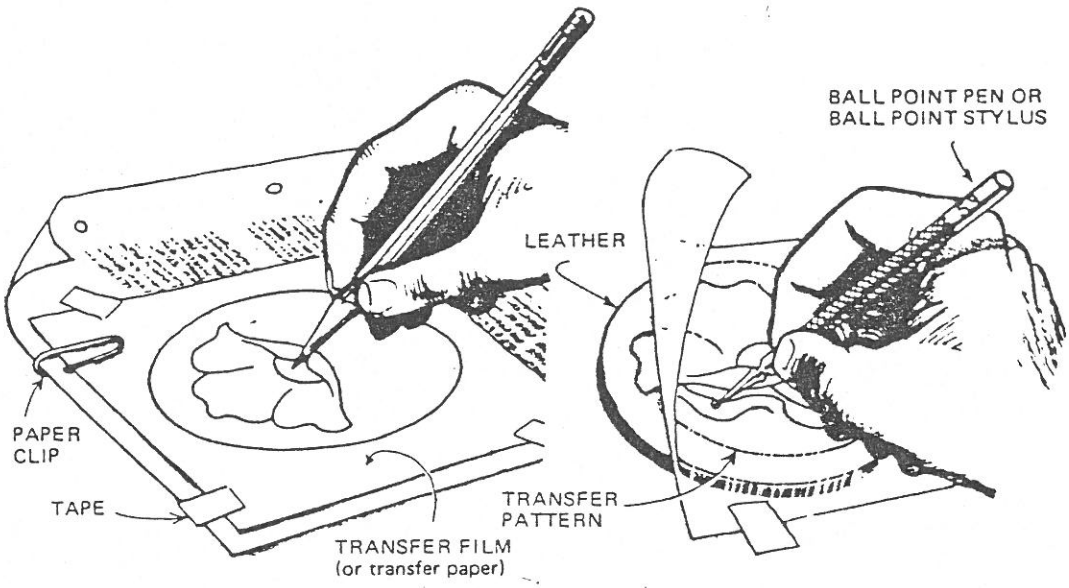
ATRANSFER PATTERN IS A DRAWING OF THE OUTLINES OF A DESIGN... INDICATING THE LINES TO BE CUT WITH YOUR SWIVEL KNIFE. EVEN WHEN THE DESIGN IS AN ORIGINAL CREATION, A TRANSFER PATTERN IS NECESSARY. DECORATIVE DETAILS OR USES OF THE STAMPING TOOLS ARE USUALLY NOT SHOWN ON THE TRANSFER PATTERN.

TRANSFER PATTERN



REVIEW THE INSTRUCTIONS FOR CASING LEATHER. TEST YOUR LEATHER. IS IT DAMP ENOUGH? MAKE SURE YOUR LEATHER IS "JUST RIGHT" FOR CARVING BEFORE YOU TRANSFER YOUR PATTERN.

Transfer Film is recommended for making Transfer Patterns. Use the side with a glossy waterproof surface next to the damp leather when transferring your design. Transfer Film will outlast Transfer Paper, but either is satisfactory. Never use carbon paper on leather.



HOW TO MAKE A TRANSFER PATTERN

Place a piece of Transfer Film (glossy side down) or Transfer Paper over the Transfer Pattern (shown above), and tape or clip it in position. With pencil, carefully trace over all of the lines of the Transfer Pattern Design. . .just as they are shown on the pattern. Draw the flower first, then fill in with the stems and leaves. Erase incorrect lines and redraw them, if necessary. The Tracing Pattern is now ready to transfer to the cased leather.

HOW TO TRANSFER THE PATTERN

Carefully place Transfer Pattern (pencil marks up) over the leather and tape in position. With a Ball-Point Stylus (or any dull pointed instrument) re-trace all the lines of the design . . .beginning again with the flower, then with the stems and leaves. Press firmly, but not too hard and the lines will be transferred beautifully to the leather. Before removing tape, lift one corner of the pattern and check to see if you have traced all the lines.

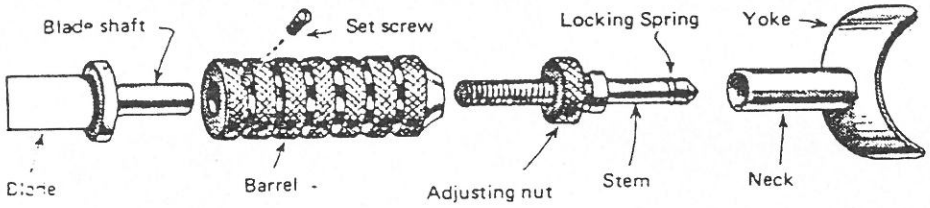
CAUTION: CASED LEATHER IS HIGHLY SENSITIVE TO MARKS. BE SURE YOUR HANDS ARE CLEAN...FREE OF PENCIL LEAD AND OTHER FOREIGN MATTER. PROTECT YOUR LEATHER FROM IMPROPER TOOL MARKS AND FINGERNAIL SCRATCHES.

PREPARING THE LEATHER FOR CARVING: REVIEW TOPICS

1. WHAT IS CASING LEATHER ?
2. WHAT IS THE PURPOSE OF CASING LEATHER ?
3. WHAT IS THE RESULT OF WORKING LEATHER TOO WET ? TOO DRY ?
4. HOW DO YOU DETERMINE WHEN THE LEATHER IS READY TO CARVE ?
5. WHEN IS IT NECESSARY TO ADD WATER TO THE GRAIN SURFACE OF THE LEATHER WHILE CARVING ?
6. WHY SHOULD METAL WATER CONTAINERS BE AVOIDED WHEN WORKING WITH LEATHER ?
7. HOW ARE WATER STAINS REMOVED ?
8. WHAT PROCESS IS USED TO TRANSFER THE CARVING DESIGN TO CASED LEATHER ?

THE SWIVEL KNIFE

THE SWIVEL KNIFE IS THE MOST IMPORTANT OF ALL LEATHER CARVING TOOLS. IT HAS BEEN DESIGNED TO ENABLE THE LEATHER WORKER TO ATTAIN THE MAXIMUM DEGREE OF EFFICIENCY AND SKILL IN CUTTING THE MOST INTRICATE DESIGNS.

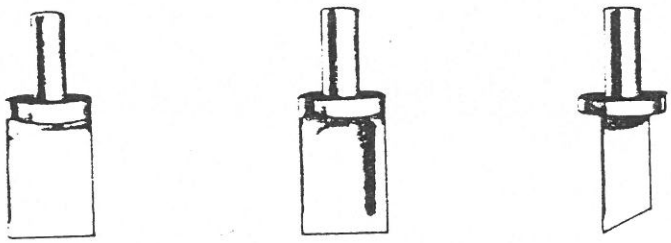


THE EXPLODED VIEW ABOVE SHOWS ALL OF ITS WORKING PARTS. WHEN ASSEMBLED, THE YOKE PROVIDES A REST AND PRESSURE POINT FOR THE INDEX FINGER TO CONTROL THE DEPTH OF THE CUTS. THE ADJUSTING NUT VARIES THE LENGTH OF THE KNIFE TO FIT DIFFERENT HANDS. THE BLADE SHAFT INSERTS INTO THE BARREL AND IS SECURED BY THE SET SCREW. THE BLADE, BARREL AND STEM UNIT TURNS INDEPENDENTLY OF THE NECK AND YOKE. THE LOCKING SPRING SUPPLIES TENSION ON THE NECK, HOLDING IT IN PLACE WHEN PUSHED INTO POSITION ON THE STEM.

STUDY THE FOLLOWING PAGES CAREFULLY...LEARN TO USE THIS TOOL!! IT IS THE MOST IMPORTANT LEATHER WORKING TOOL THAT YOU WILL EVER HOLD IN YOUR HAND.

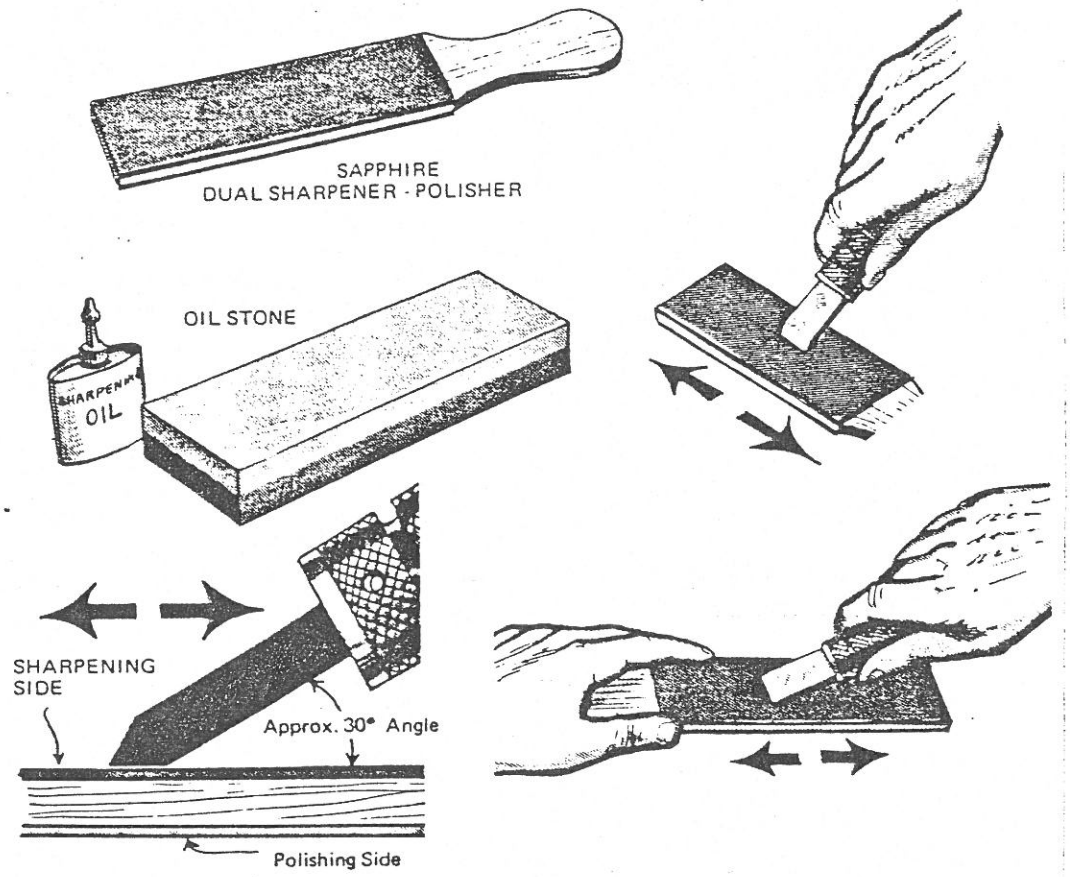
THE SWIVEL KNIFE BLADE IS THE "KEY " TO ALL SUCCESSFUL LEATHER CARVING. THE PRIMARY PURPOSE OF THE BLADE IS TO CUT THE OUTLINES OF A DESIGN OR PATTERN INTO THE LEATHER. THE REASON FOR CUTTING THE LINES IS TO GIVE DEPTH TO THE DESIGN. WITH PROPERLY CASED LEATHER, THE CUTS SHOULD PROMINENTLY STAND OPEN...FACILITATING THE USE OF THE STAMPING TOOL OPERATIONS THAT FOLLOW. IT IS OF PARAMOUNT IMPORTANCE THAT THE BLADE BE CORRECTLY SHARPENED. THE SHARPENED ANGLE MUST BE CORRECT SO THAT THE CUT IN THE LEATHER WILL NOT BE TOO WIDE NOR TOO NARROW. THE BLADE MUST BE SMOOTHLY STROPPED SO THAT IT GLIDES EASILY THROUGH THE LEATHER TO PERFORM ITS FUNCTION TO THE GREATEST DEGREE OF EFFICIENCY.

HOW TO SHARPEN THE SWIVEL KNIFE

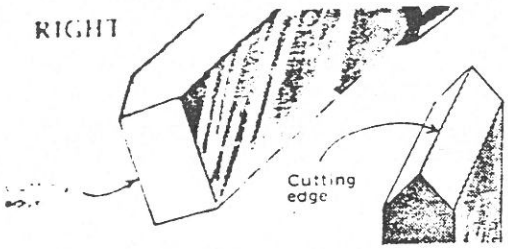


There are many types and widths of swivel knife blades available to the leather worker for a variety of cutting purposes. Have your leather dealer show and/or explain their uses to you.

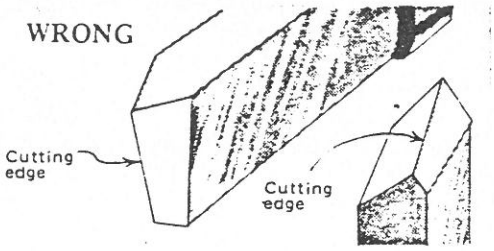
TO SHARPEN THE BLADE, USE A FINE GRIT OIL STONE, OR THE SAPPHIRE DUAL SHARPENER-POLISHER STICK. INSERT THE BLADE SHAFT INTO THE BARREL OF THE SWIVEL KNIFE AND TIGHTEN THE SET SCREW WITH A SMALL SCREW DRIVER. GRASP THE KNIFE AS SHOWN...THE YOKE SHOULD BE PRESSED FIRMLY AGAINST THE PALM OF YOUR HAND. PLACE THE BLADE ON THE SHARPENER AT THE CORRECT ANGLE: MAINTAINING THIS ANGLE IS IMPORTANT THROUGHOUT THE SHARPENING MOVEMENTS. DO NOT ROCK OR ROLL THE BLADE WHEN SHARPENING, LEST THE CUTTING CORNERS BECOME ROUNDED. HOLD THE KNIFE FIRMLY AND FLAT...AT THE CORRECT ANGLE.



THERE ARE TWO GENERALLY ACCEPTED METHODS OF SHARPENING THE BLADE (SEE ABOVE) ...USE THE METHOD THAT IS EASIEST FOR YOU AND THAT PRODUCES THE BEST RESULTS. HOLD THE BLADE FIRMLY AGAINST THE SHARPENER AND APPLY PLENTY OF PRESSURE...ESPECIALLY IF THE BLADE IS VERY DULL OR ROUGH. MOVE THE BLADE BRISKLY BACK AND FORTH ACROSS THE SHARPENER. COMPLETE ONE SIDE, THEN TURN THE BLADE OVER AND SHARPEN THE OTHER SIDE. HOLD IT FLAT AND FIRM!! THE BEVELED SIDES OF THE BLADE SHOULD BE PERFECTLY FLAT AND EVEN. THE CUTTING EDGE SHOULD BE IN THE CENTER OF THE BLADE. CONSIDERABLE WORK MAY BE REQUIRED TO EVEN THE BEVELED EDGES. BE PERSISTENT AND AS ACCURATE AS POSSIBLE, AS THIS IS PERHAPS THE MOST IMPORTANT PART IN LEATHER CARVING. A PROPERLY SHARPENED BLADE WILL PRODUCE EASIER AND SMOOTHER CUTTING...LESS FATIQUE...BETTER RESULTS AND MORE LEATHER CARVING ENJOYMENT.



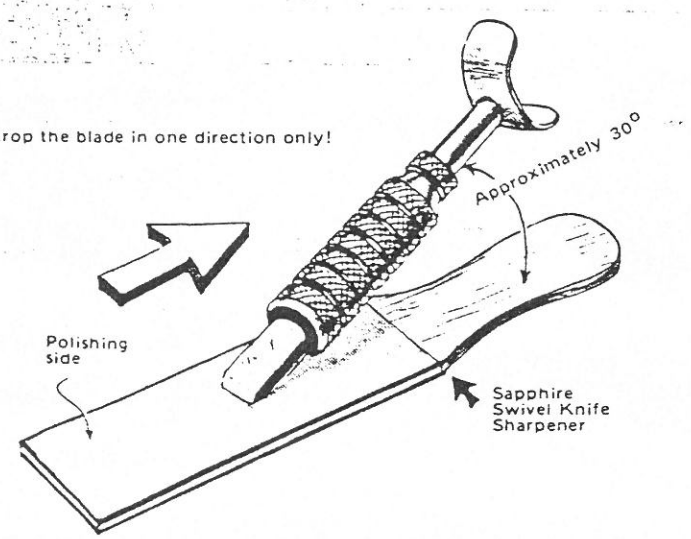
This blade was sharpened correctly. The beveled sides are sharpened flat and even. The cutting edge is straight and in the center of the blade.



This blade has the beveled sides unbalanced and uneven. The knife was held at different angles on each side. The angles are wrong and the cutting edge is not in the center of the blade. Resharpen the blade.

STROPPING THE BLADE

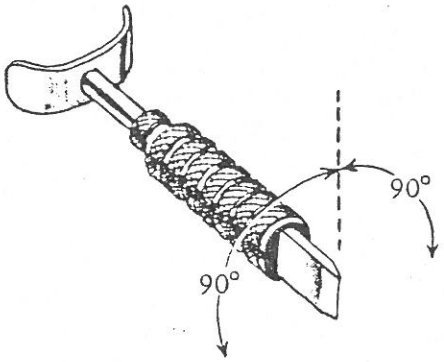
WHEN USING THE REGULAR SWIVEL KNIFE BLADES, THE BEVELED CUTTING SIDES OF THE BLADE SHOULD BE STROPPED OFTEN, DURING THE CUTTING OPERATIONS. STROPPING THE BLADE POLISHES THESE SIDES AND KEEPS THE BLADE CUTTING SMOOTHLY, REDUCING "DRAG". USE A ROUGE BOARD OR THE POLISHING SIDE OF THE SAPPHIRE SWIVEL KNIFE SHARPENER TO STROP YOUR BLADE. HOLD THE KNIFE AT THE SAME ANGLE AS YOU DO FOR SHARPENING. THE BEVELED SIDE OF THE BLADE MUST BE FLAT AGAINST THE POLISHING SURFACE. HOLD THE KNIFE FIRMLY IN YOUR HAND AND PULL IN ONE DIRECTION ONLY. NEVER PUSH THE BLADE WHEN STROPPING; THIS DESTROYS THE FINE CUTTING EDGE. ALWAYS PULL THE BLADE ACROSS THE POLISHER. TURN THE BLADE OVER TO STROP THE OTHER SIDE.



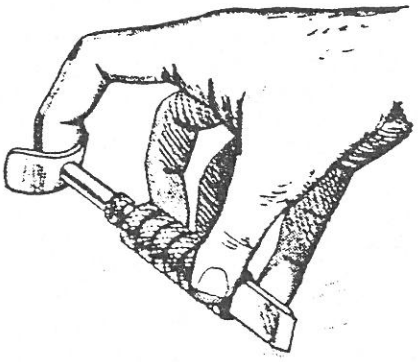
I CANNOT OVEREMPHASIZE THE IMPORTANCE OF KEEPING YOUR BLADE SHARP. AS YOU WORK YOUR PROJECTS, STROP YOUR BLADE OFTEN ON THE POLISHER.

HOW TO HOLD THE SWIVEL KNIFE

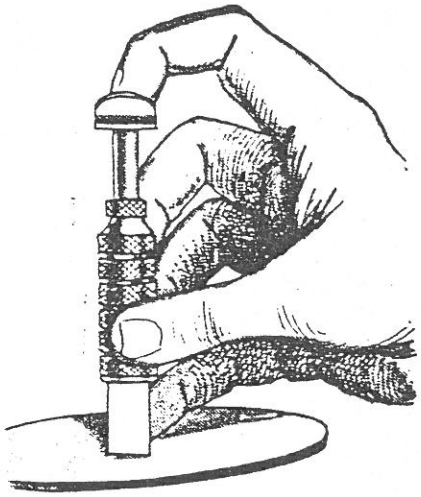
LEARN TO HOLD YOUR SWIVEL KNIFE CORRECTLY. THE WAY YOU HOLD YOUR SWIVEL KNIFE WILL DETERMINE YOUR SUCCESS IN CUTTING LEATHER. FOLLOW THE SIMPLE STEPS BELOW TO AID IN LEARNING HOW TO HOLD THE KNIFE PROPERLY.



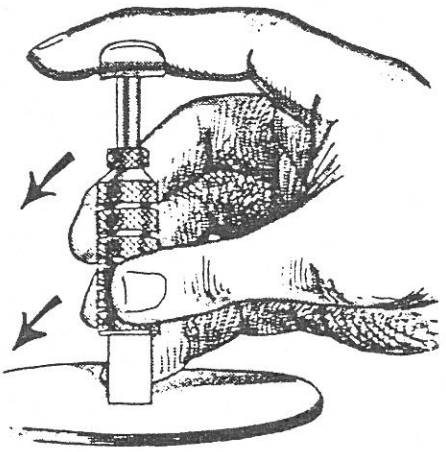
Place the knife on your work surface as shown. . .with the length of the blade straight up and down, at 90° angle to the work surface.



Place fingers as shown. Index finger in yoke; thumb at lower part of barrel; little finger against the blade; and 2nd and 3rd fingers on opposite side of barrel.



Since the knife is merely held in the tips of the fingers, it is not in position to be used. Move index finger forward and rest on yoke at first joint of finger, as shown at right.

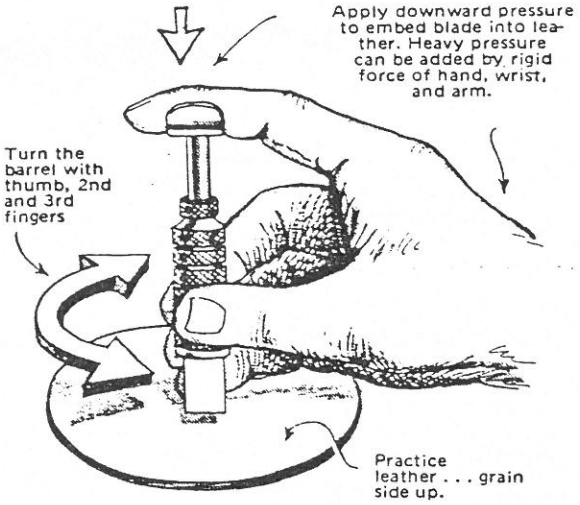


Move 2nd and 3rd fingers forward to more firmly grasp the barrel. Knife is now in correct position for use.

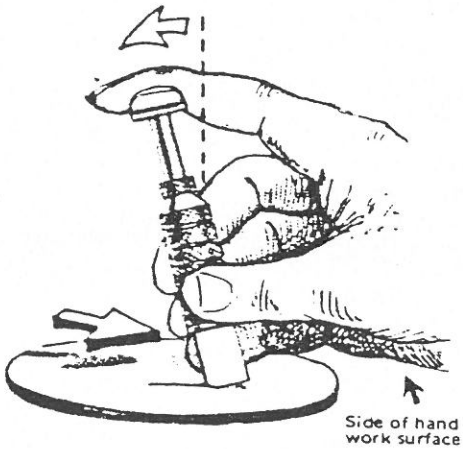
CAUTION: DO NOT SET BLADE ON METAL, OR ANY HARD OR ABRASIVE SURFACE THAT MIGHT DAMAGE THE CUTTING EDGE.

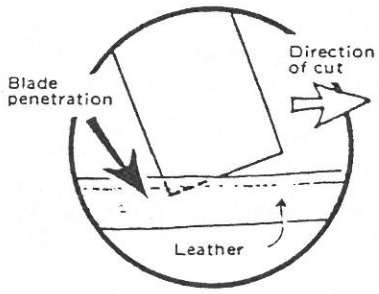
HOW TO USE THE SWIVEL KNIFE

AS SOON AS YOU HAVE LEARNED HOW TO CONTROL AND USE YOUR SWIVEL KNIFE FOR FREEHAND CARVING YOU WILL BEGIN TO ENJOY THE REAL THRILL AND RICH SATISFACTION WHICH LEATHER CARVING OFFERS. YOU CAN CUT STRAIGHTER LINES, MORE GRACEFUL CURVES AND SCROLLS IN LEATHER WITH YOUR SWIVEL KNIFE, THAN YOU CAN DRAW FREE-HAND WITH PENCIL AND PAPER. TO ACHIEVE CONTROL OF THE SWIVEL KNIFE TAKES PATIENCE AND CONCENTRATED PRACTICE. RELAXATION IS YOUR KEY TO SUCCESSFUL CONTROL. MANY PEOPLE "TRY TOO HARD" ...BECOME TENSE AND STRAINED WHICH MAKES SWIVEL KNIFE CONTROL DIFFICULT IF NOT IMPOSSIBLE. LEARN TO RELAX. BE COMFORTABLY SEATED, AND BE SURE TO HAVE EXCELLENT LIGHT FOR FREEDOM FROM EYE-STRAIN AND LACK OF SHADOWS IN YOUR WORKING AREA.



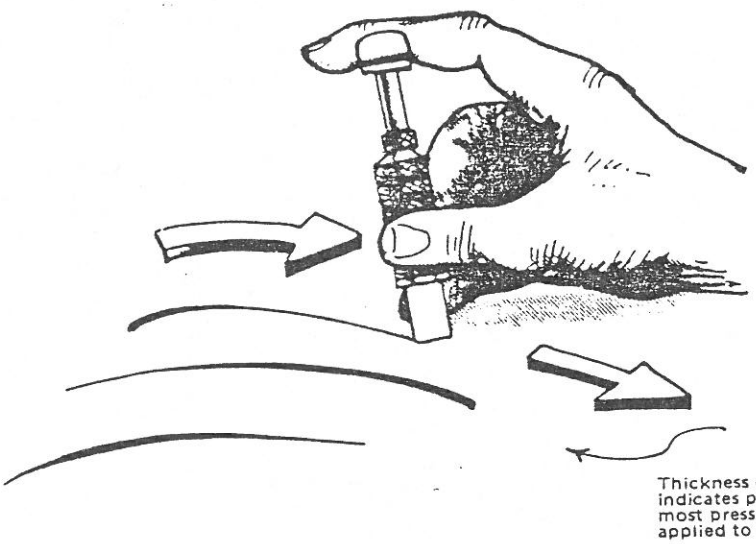
CASE a few practice pieces of leather. If necessary review the instructions for CASING LEATHER. Now that you have learned to hold the knife properly, raise the blade slightly from the leather (keep side of hand on work surface) and turn the barrel of the knife back and forth with the thumb, second and third fingers. The little finger plays no part in turning the knife. . .it acts only as a pivot to aid in controlling the cuts. Press the blade into the cased leather with pressure from the index finger on the yoke. Keep the finger, hand and wrist straight in line with the forearm, and apply additional pressure with the arm. This is how you control the depth of the cuts.

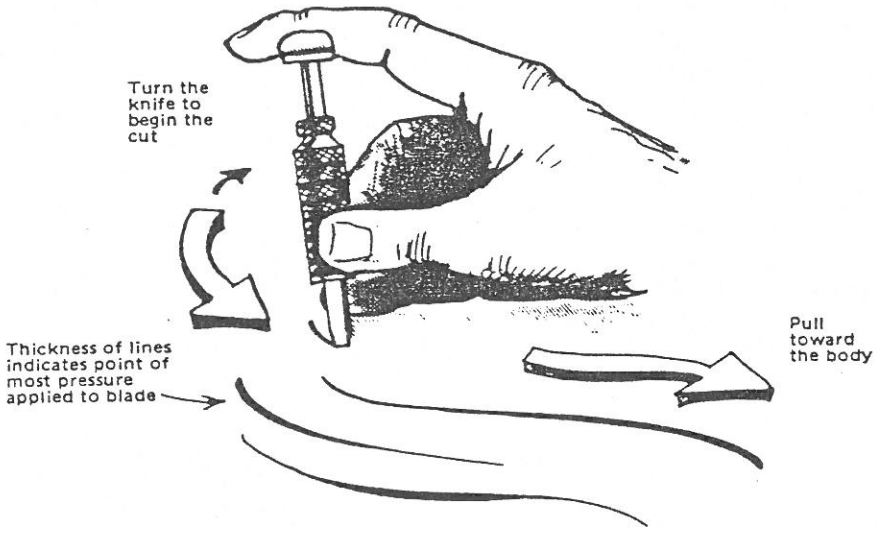




Cross-section showing blade angle for proper cutting

Practice a few light curves. Experiment with varying degrees of pressure with each cut to practice controlling the depth. Try to maintain an even depth throughout some of the cuts. (NOTE: Proper cutting depth for outlines of designs is approximately one-half the thickness of the leather.) Keep the side of the hand and little finger in contact with the working surface and/or leather at all times. This helps steady the cutting movement. Use your free hand to hold or turn the leather to make cutting easier. Turn the leather as often as necessary to keep the cuts coming toward the body and to keep the cutting hand from a cramped or awkward position. Practice cutting freely; hesitation makes ragged cuts.

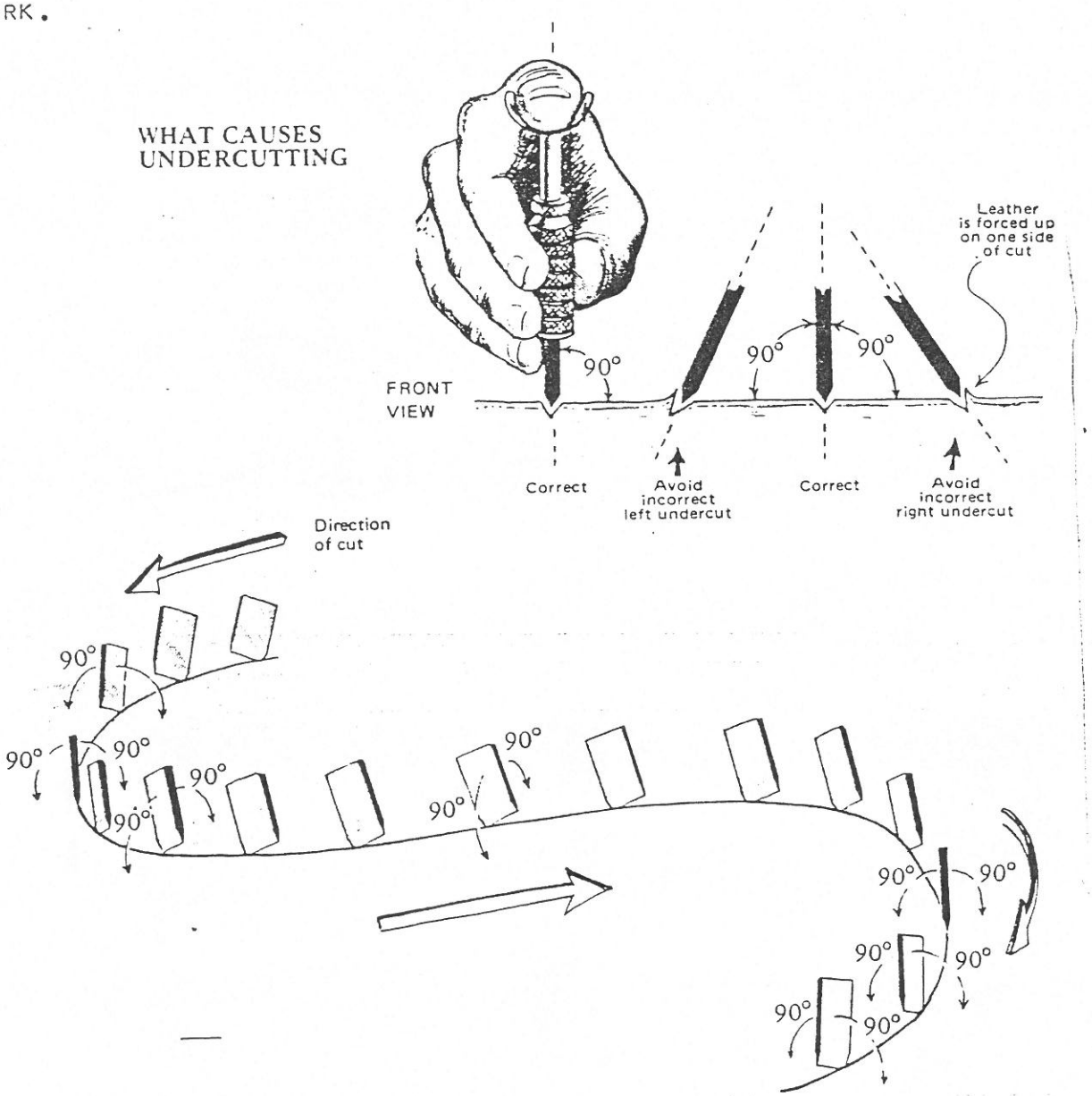




For easiest cutting, your knife must be tipped forward so that only the corner of the blade cuts into the leather, as shown. Make a few straight, simple cuts to get the feel of the technique. Hold the knife properly as shown. Apply downward pressure on the yoke and simultaneously pull the blade toward you. Whenever possible, pull the blade toward the body as this ensures easier and more controlled cutting. If the leather is cased properly and the blade is sharpened correctly it will glide smoothly and easily. If the blade does not pull easily. . .the leather may be too dry. . .or the blade may not be thoroughly polished and/or not sharp enough. Examine the leather and the blade. Remember, leather must be moist for proper, easy cutting; the blade must be sharp and polished well!

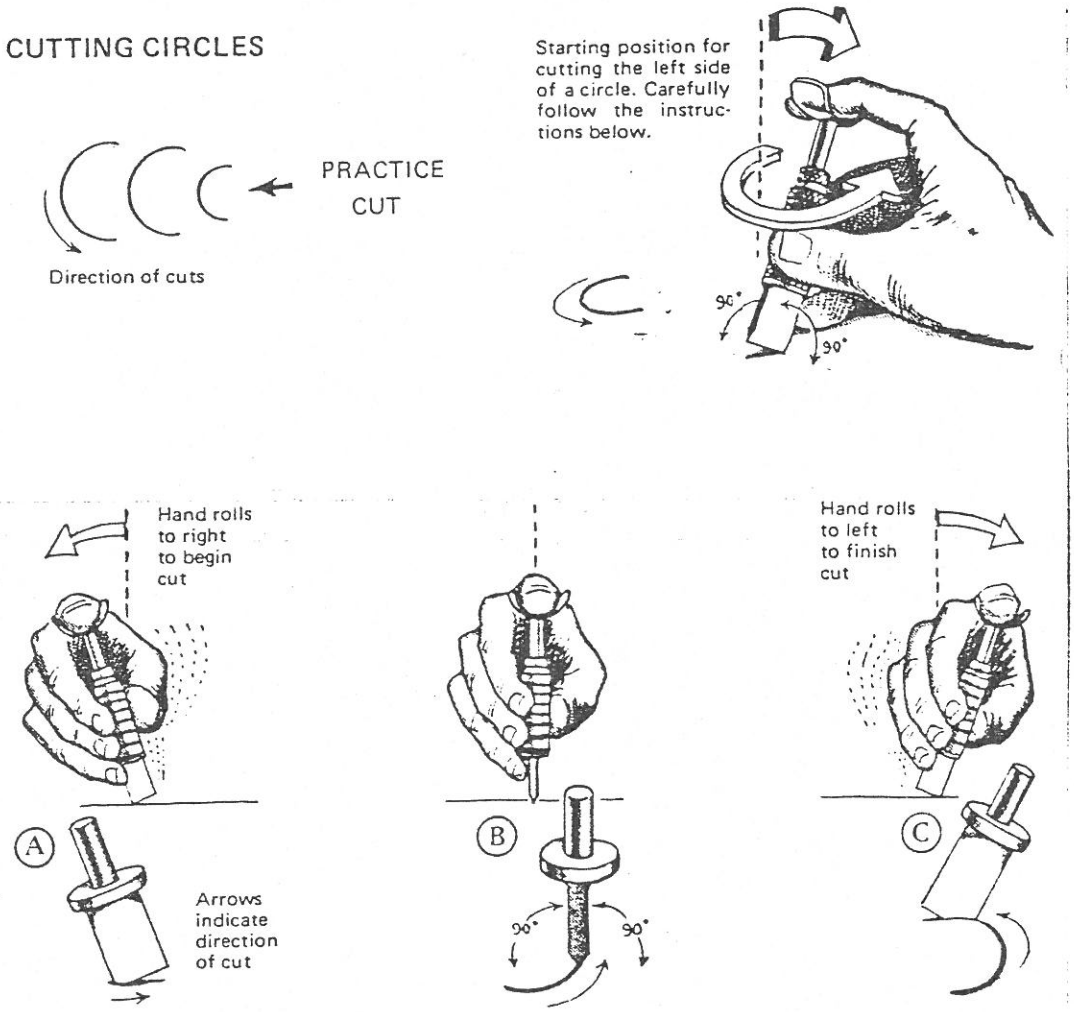
UNDERCUTTING IS CAUSED BY LEANING THE HAND TO THE LEFT OR TO THE RIGHT WHILE CUTTING. THIS USUALLY HAPPENS WHEN YOU TRY TO GET A BETTER LOOK AT YOUR CUTTING OPERATION. OFTEN THE BLADE "CUTS UNDER" THE SURFACE OF THE LEATHER ON ONE SIDE OF THE CUT, LEAVING A THIN, RAISED, UNDESIRABLE EDGE. THIS MAKES IT DIFFICULT TO USE THE STAMPING TOOLS IN THE OPERATIONS THAT FOLLOW. IT ALSO DISTORTS THE DESIGN TO SOME DEGREE, DEPENDING UPON THE DETAIL OF THE DESIGN.

SEE ILLUSTRATIONS FOR EXAMPLES OF CORRECT CUTTING AND INCORRECT UNDERCUTTING. ALWAYS HOLD YOUR SWIVEL KNIFE PERPENDICULAR TO YOUR WORK.



THE DIAGRAM ABOVE ILLUSTRATES THE PROPER POSITION OF THE KNIFE BLADE WHILE NEGOTIATING CURVES. ALL SWIVEL KNIFE PARTS HAVE BEEN OMITTED... AND ONLY THE CUTTING PART OF THE BLADE IS SHOWN, TO MORE CLEARLY ILLUSTRATE THE PROPER FUNCTION OF THE BLADE. THE FLAT OF THE BLADE ALWAYS PARALLELS THE CUT. THE BLADE IS TIPPED FORWARD TO OBTAIN THE CORRECT CUTTING ANGLE, BUT NEVER LEANED TO THE RIGHT OR LEFT. IT MUST ALWAYS REMAIN PERPENDICULAR TO AVOID UNDERCUTTING...BUT MUST BE TIPPED FORWARD TO THE PROPER CUTTING ANGLE.

TO MAKE CIRCULAR CUTS, TURN THE BARREL OF THE KNIFE WITH THUMB AND FINGERS. HOLD THE KNIFE IN THE REGULAR POSITION WITH THE BLADE PARALLEL TO THE ARM: POINTING TOWARDS YOUR BODY. NOW TURN THE BARREL CLOCKWISE UNTIL THE BLADE IS AT RIGHT ANGLES TO YOUR BODY. SLIGHTLY ROLL YOUR HAND TO THE RIGHT UNTIL THE BLADE IS TIPPED FORWARD TO THE PROPER CUTTING POSITION. (SEE SCETCH BELOW AND FRONT VIEW, STEP A). APPLY PRESSURE TO THE YOKE AND BEGIN THE CUT. SIMULTANEOUSLY BEGIN TURNING THE BARREL AND PULL THE BLADE TO BEGIN CUTTING CIRCLE. YOUR HAND MUST BEGIN TO RETURN AT ONCE FROM THE ROLLED POSITION...TO THE STRAIGHT UP POSITION...AND AS ONE FOURTH OF THE CIRCLE IS CUT , YOUR HAND MUST BE IN THE NORMAL UPRIGHT POSITION TO KEEP THE BLADE FROM UNDERCUTTING (SEE FRONT VIEW, STEP B). AS THE CIRCLE CONTINUES, YOUR HAND MUST BEGIN ROLLING SLIGHTLY TO THE LEFT TO KEEP THE POINT OF THE BLADE IN AN UPRIGHT CUTTING POSITION. COMPLETED HALF CIRCLE AND POSITION OF HAND AND BLADE IS SHOWN IN FRONT VIEW, STEP C BELOW.



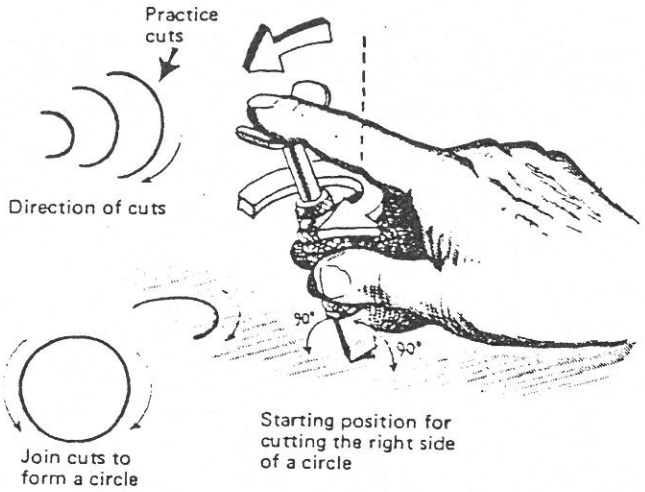
FRONT VIEW: showing position of hand and blade for cutting the left side of a circle.

CUTTING AND ROLLING MOVEMENTS ARE MADE SIMULTANEOUSLY. A GREAT DEAL OF PRACTICE WILL BE REQUIRED TO COORDINATE THESE MOVEMENTS. ONCE ACQUIRED, CUTTING HALF CIRCLES WILL BE EFFORTLESS. PRACTICE CUTTING DIFFERENT HALF-CIRCLE SIZES. NOTE: NEVER GO OVER CUTS A SECOND TIME.

TO CUT THE RIGHT SIDE OF THE CIRCLE...SIMPLY REVERSE THE STEPS AS ILLUSTRATED IN FRONT VIEW ABOVE.

(LEA.022)

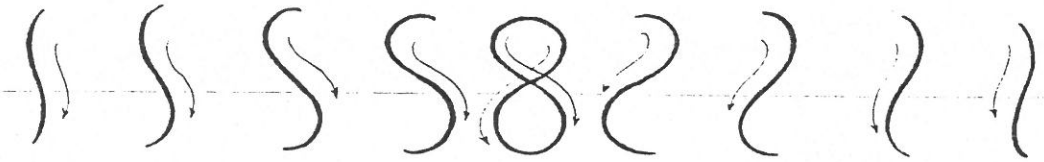
IN MOST INSTANCES, THE STUDENT FAVORS CUTTING OR TURNING THE KNIFE IN ONE DIRECTION. THEY WILL USUALLY PRACTICE IN THAT DIRECTION. IT IS IMPORTANT, HOWEVER, TO PRACTICE CUTTING IN ALL DIRECTIONS...AND ESPECIALLY IN THE DIRECTION THAT IS MOST DIFFICULT. IT IS OBVIOUS THAT THIS WILL REQUIRE THE MOST PRACTICE. PROFICIENCY WITH THE SWIVEL KNIFE CAN ONLY BE OBTAINED WITH PRACTICE.



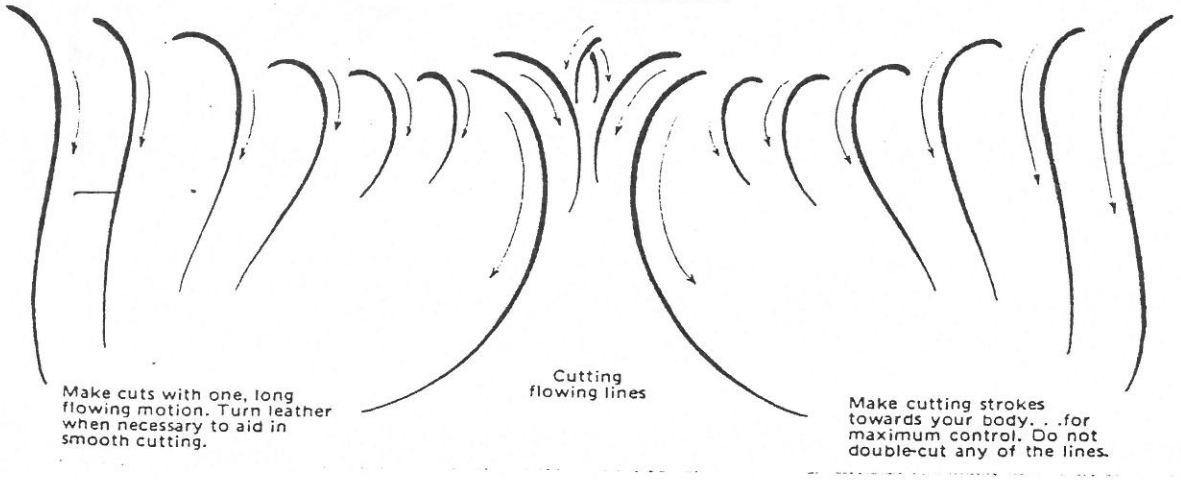
PRACTICE EXERCISES



CUTTING CIRCLES



CUTTING FIGURE EIGHTS

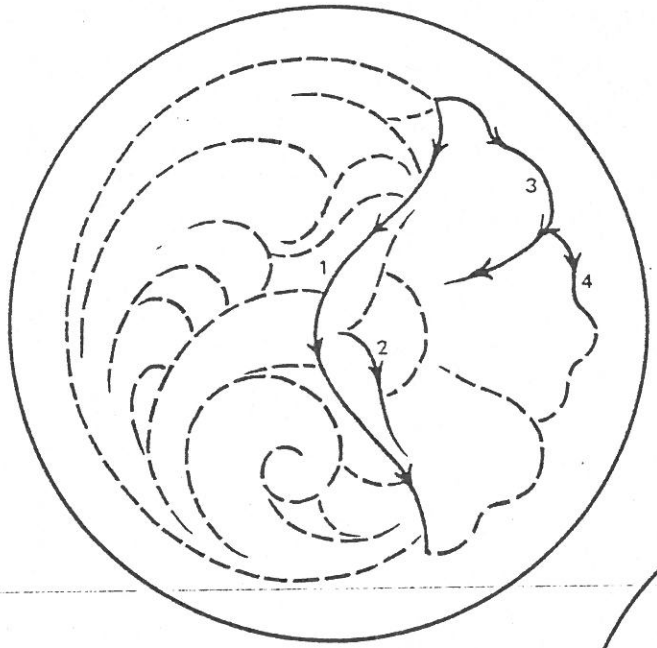


NOTE: DEPTH AND LENGTH OF CUTS ARE MADE WITH ONE MOTION. DO NOT RE-CUT ANY LINES TO MAKE THEM DEEPER OR TO CORRECT THEIR FLOW. PRACTICE FOR THIS CONTROL!!

HOW TO CUT THE DESIGN

USUALLY, FOREMOST OBJECTS ARE CUT FIRST...AS IN THIS CASE;THE FLOWER. THEN CUT THE LARGE LEAF AND THE STEMS. AS PREVIOUSLY INSTRUCTED AND TO FACILITATE CUTTING, MAKE ALL CUTS TOWARDS THE BODY AS MUCH AS POSSIBLE. TURN THE LEATHER WHENEVER NECESSARY TO KEEP THE HAND FROM BECOMING CRAMPED OR STRAINED.

WHEN CUTTING THE FIRST DESIGN, DO NOT BE OVERLY CONCERNED IF YOU STRAY FROM THE LINES. DO NOT TRY TO RECUT ANY OF THE LINES. PRACTICE CUTTING WITH A FLOWING MOTION AND SOON THE CUTS WILL BE EASILY CONTROLLED...THE KNIFE BLADE WILL GO WHERE YOU WANT IT TO GO. BEGIN CUTTING AS IN FIGURE 1 BELOW.



Arrows indicate direction of swivel knife cut.

FIGURE 1

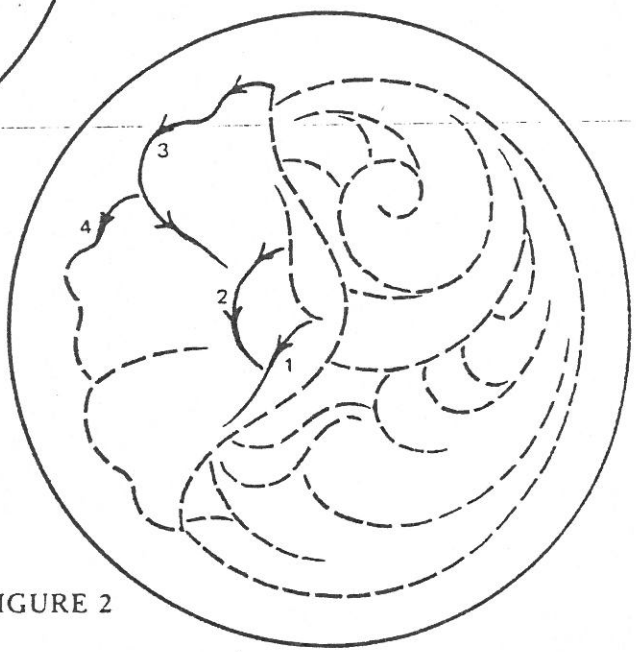
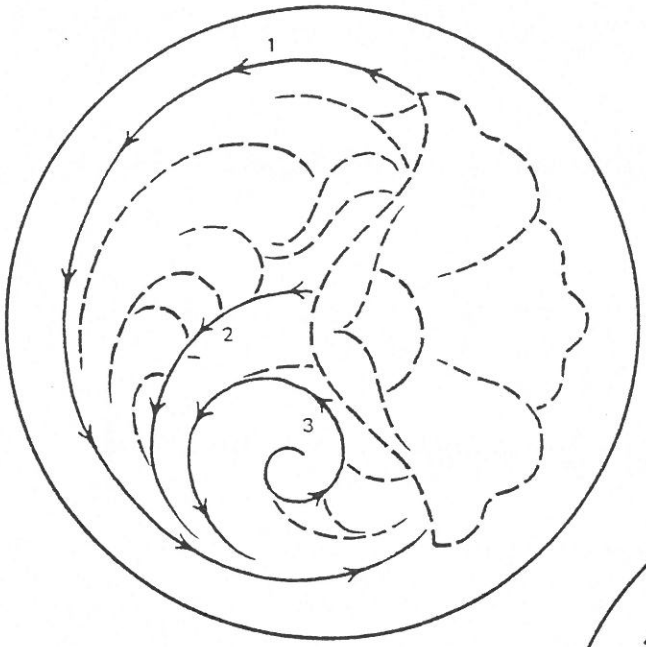


FIGURE 2

TURN THE LEATHER SO YOUR DESIGN APPEARS AS SHOWN ABOVE. SMALL ARROWS INDICATE THE DIRECTION OF THE CUTS; THE NUMBERS INDICATE THE SEQUENCE. YOU WILL NOTE THE BASE OF THE FLOWER IS CUT FIRST; NEXT THE SMALL CENTER PETAL; THEN THE OUTSIDE PETAL EDGES...ALL WHILE THE HAND AND THE KNIFE BLADE ARE IN POSITION, REQUIRING THE LEAST AMOUNT OF EFFORT. (SEE FIGURE 1 ABOVE)

NOW TURN THE LEATHER AGAIN. COMPLETE CUTTING THE FLOWER...FIRST THE CENTER PETAL. THE SEED POD AND THEN THE OUTER PETALS AS INDICCATED BY THE NUMBERS AND THE ARROWS. WHEN NECESSARY, TURN THE LEATHER NOT YOUR HAND, SO THAT YOUR HAND AND KNIFE WILL REMAIN IN CORRECT POSITION. WITH PRACTICE, YOU WILL AQUIRE BOTH SPEED AND CONTROL.



Arrows indicate direction of swivel knife cut.

FIGURE 3

BE SURE BLADE IS SHARP! STROP IT OFTEN ON THE POLISHER.

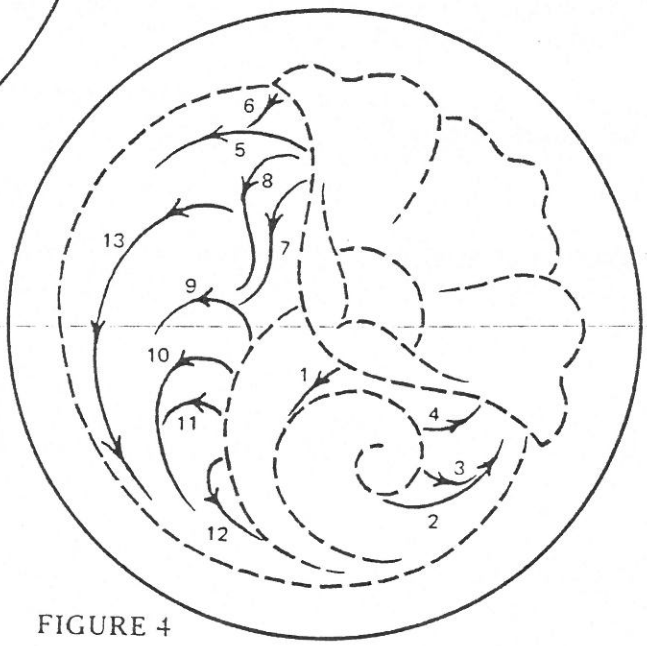


FIGURE 4

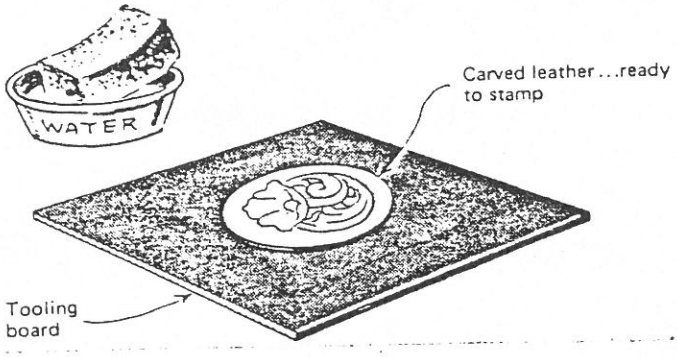
TURN THE LEATHER AGAIN AND MAKE THE SWEEPING CUT NUMBER ONE. CONTINUE MAKING THE SWIVEL KNIFE CUTS FOLLOWING THE NUMERICAL ORDER SHOWN IN FIGURES 3 AND 4.

THE SWIVEL KNIFE:
REVIEW TOPICS

1. WHAT IS THE MOST IMPORTANT OF ALL THE LEATHER WORKING TOOLS ?
2. WHAT IS THE PURPOSE OF THE SWIVEL KNIFE ?
3. WHY IS IT IMPORTANT TO KEEP YOUR SWIVEL KNIFE BLADE SHARP AT ALL TIMES ?
4. WHAT EQUIPMENT IS NECESSARY TO THE SHARPENING AND POLISHING OF THE SWIVEL KNIFE BLADE ?
5. AT WHAT ANGLE SHOULD THE SWIVEL KNIFE BE HELD WHEN IN CONTACT WITH THE SHARPENING OR POLISHING SURFACES ?
6. TO WHAT DEPTH SHOULD THE SWIVEL KNIFE BLADE PENETRATE THE LEATHER DURING THE CARVING PROCESS ?
7. WHY IS IT BEST TO MAKE YOUR SWIVEL KNIFE CUTS IN THE DIRECTION OF YOUR BODY ?
8. WHAT IS THE CAUSE OF UNDERCUTTING ?
9. WHAT DETERMINES THE WIDTH OF THE SWIVEL KNIFE CUT ?

GETTING TO KNOW YOUR OTHER LEATHER WORKING TOOLS

NOW YOU ARE READY TO DEVELOP THE DESIGN WITH STAMPING TOOLS. TO STAMP LEATHER IT MUST BE PLACED ON A HARD, SMOOTH SURFACE. A TEMPERED MASONITE BOARD PROVIDES A GOOD SURFACE. THE BEST WORKING SURFACE IS A PIECE OF MARBLE AT LEAST 3/4 INCH THICK. IT WILL STAY GLASS-SMOOTH FOR YEARS.

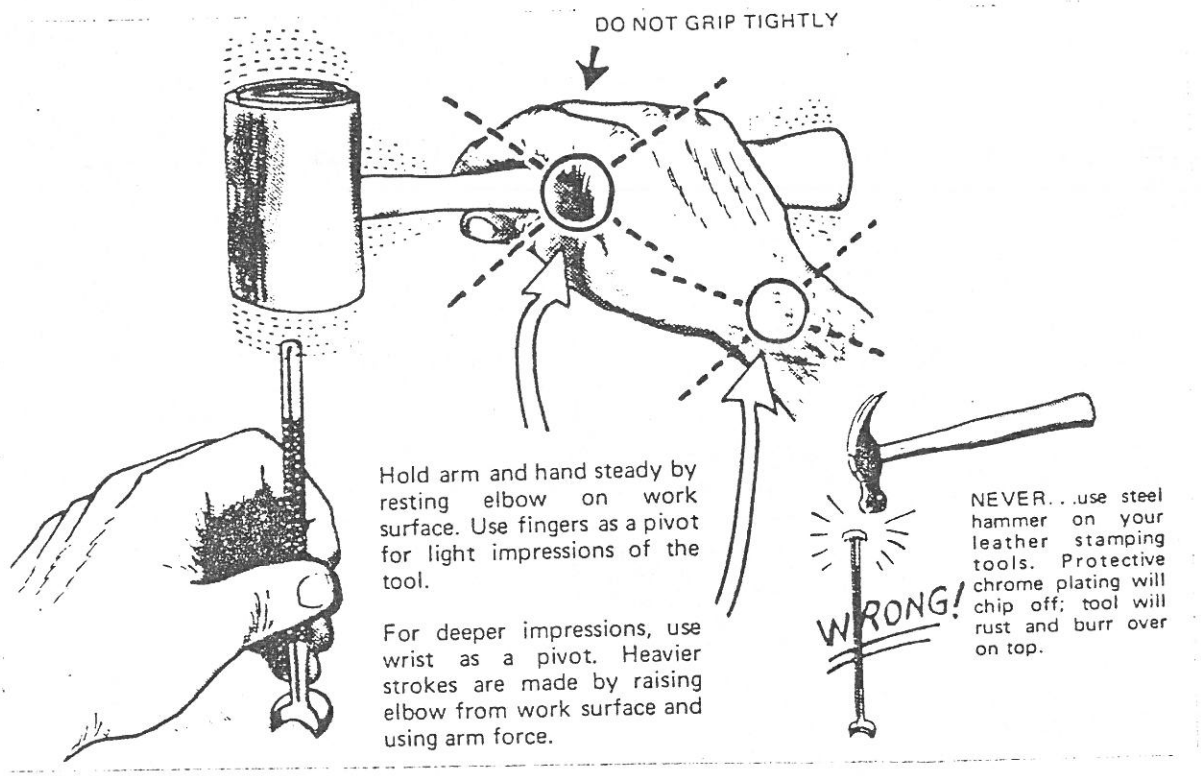


STAMPING TOOLS ARE DESIGNED TO OBTAIN SPECIFIC EFFECTS IN THE DEVELOPMENT OF THE DESIGN. SIX OF THE MOST USED STAMPING TOOLS ARE DESCRIBED ON THE FOLLOWING PAGES. THEY CAN BE USED IN COUNTLESS COMBINATIONS TO ENABLE YOU TO BE CREATIVE AND ORIGINAL IN YOUR DEVELOPMENT OF A DESIGN. HOWEVER, EACH BASIC TOOL IS AVAILABLE WITH VARIATIONS IN SIZE, SERRATION PATTERN, CURVE AND SLOPE.

THE MALLET

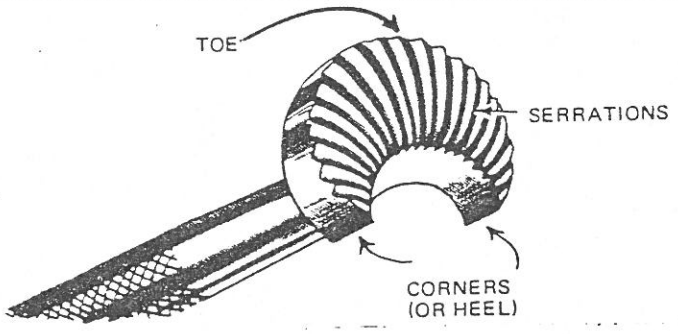
THE MALLET IS USED TO STRIKE THE TOP OF THE STAMPING TOOL TO OBTAIN ITS IMPRESSION IN THE LEATHER. CAUTION: NEVER STRIKE STAMPING TOOLS WITH A METAL FACED HAMMER. THIS WILL CAUSE PERMANENT DAMAGE TO YOUR TOOLS.

THE STAMPING TOOL IS GENERALLY HELD IN A PERPENDICULAR OR UPRIGHT POSITION WHEN STRUCK WITH THE MALLET. THE MALLET IS HELD AS SHOWN IN THE ILLUSTRATION. THE MALLET HANDLE SHOULD BE HELD SECURELY, BUT IN A RELAXED MANNER. DO NOT GRIP THE HANDLE TIGHTLY. IT IS HELD WITH THE FINGERS, RATHER THAN THE PALM OF THE HAND. NOTE, ALSO, THE HANDLE IS HELD IN THE CENTER FOR BEST BALANCE. HELD IN THIS MANNER, THE FINGERS OR WRIST SERVE AS A PIVOT(TURNING POINT) FOR STRIKING THE MALLET AGAINST THE STAMPING TOOL. THE ELBOW SHOULD REST ON THE WORK SURFACE DURING MOST OF THE STRIKING ACTION. WHEN DEEP TOOL IMPRESSIONS ARE DESIRED, HOLD THE HANDLE MORE TIGHTLY TOWARDS THE END. LIFT THE ELBOW FROM THE BENCH FOR MORE FORCE. IN ANY CASE...HOLD THE MALLET IN THE MOST COMFORTABLE POSITION FOR YOU.

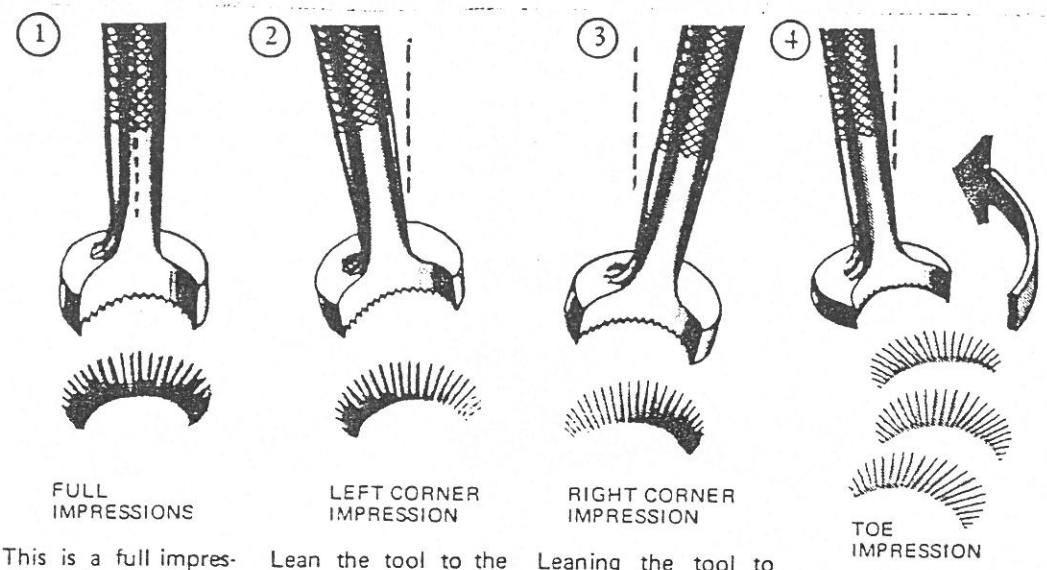


THE CAMOUFLAGE TOOL

THE CAMOUFLAGE TOOL IS AVAILABLE IN A WIDE VARIETY OF SIZES AND SHAPES TO FIT ALMOST EVERY STAMPING NEED. THE CAMOUFLAGE TOOL IS HALF-MOON SHAPED WITH TWO SHARP CORNERS (OR HEELS) AND HAS A ROUNDED SERRATED FACE THAT SLOPES TOWARDS THE TOE. THE SERRATIONS GENERALLY FAN OUT FROM A CENTRAL FOCAL POINT INTO A SUN-BURST EFFECT. THE PURPOSE OF THIS TOOL IS TO TEXTURE CERTAIN AREAS OF A PATTERN TO ADD TO ITS BEAUTY AND FLOW OF DESIGN.



THE MOISTURE CONTENT OF THE LEATHER SHOULD BE "JUST RIGHT". THE DRAWINGS BELOW SHOW THE IMPRESSIONS MADE BY THE TOOL WHEN HELD IN VARIOUS POSITIONS AND STRUCK BY THE MALLET.



FULL IMPRESSIONS

This is a full impression of the stamp. Hold the tool straight up and down, then strike sharply with the mallet so that all lines are equal in depth.

LEFT CORNER IMPRESSION

Lean the tool to the left. Hold securely with hand so tool does not slip when struck with the mallet. Impressions on right side should "fade" to nothing.

RIGHT CORNER IMPRESSION

Leaning the tool to the right fades the left corner impressions and firmly imprints the right corner of the tool. Hold tool firmly.

TOE IMPRESSION

Here the tool is tipped forward on the toe so that the corners do not dig in. The tool is usually tapped lightly in this position.

PHOTO PATTERN

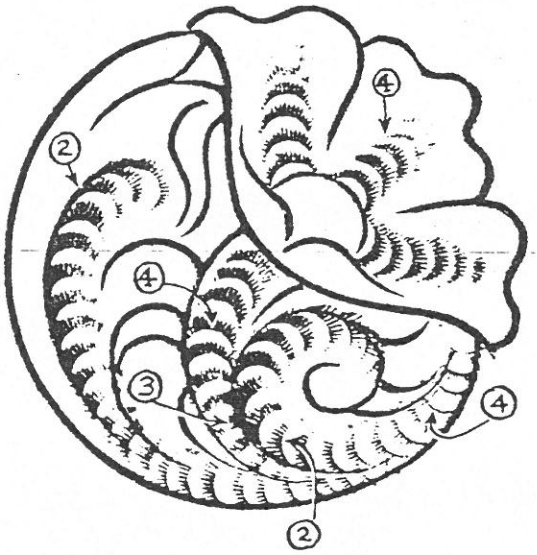
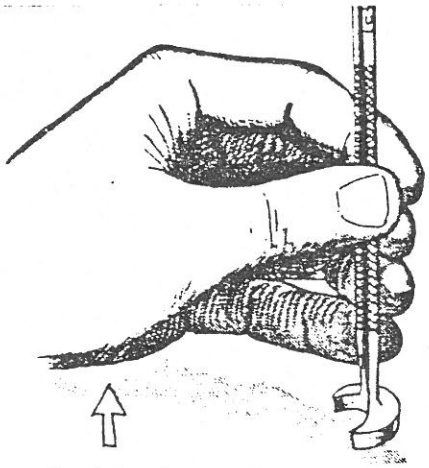


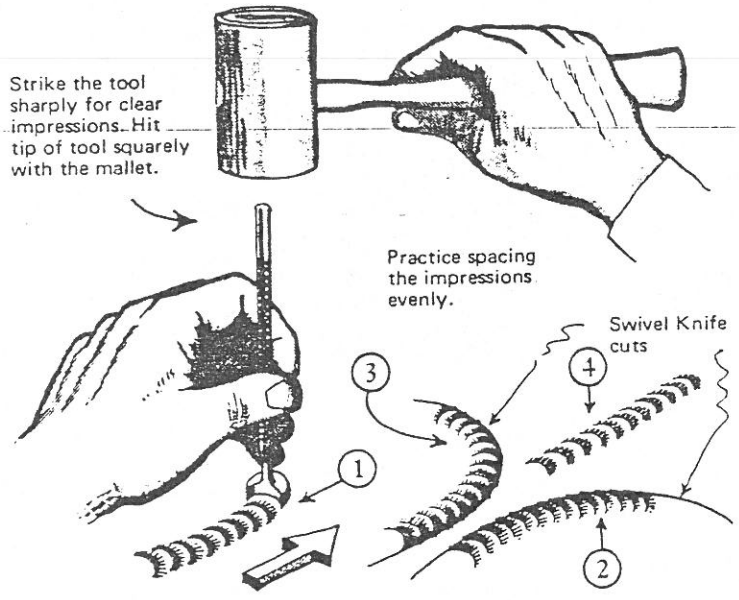
Photo above shows by number tool impressions created by the Camouflage tool of corresponding number in the illustrations at top of the page.

THE PHOTO PATTERN IS A PHOTOGRAPH TAKEN OF CARVED AND/OR STAMPED LEATHER REPRODUCED IN ACTUAL SIZE, SHOWING POSITION AND USE OF TOOLS. IT IS PRESENTED AS AN AID TO THE LEATHER WORKER WHEN OTHER FORMS OF INSTRUCTION OR VISUAL AND PHYSICAL AIDS ARE NOT AVAILABLE. AN IMPORTANT PART OF LEATHER WORK IS LEARNING TO "READ" PHOTO PATTERNS.

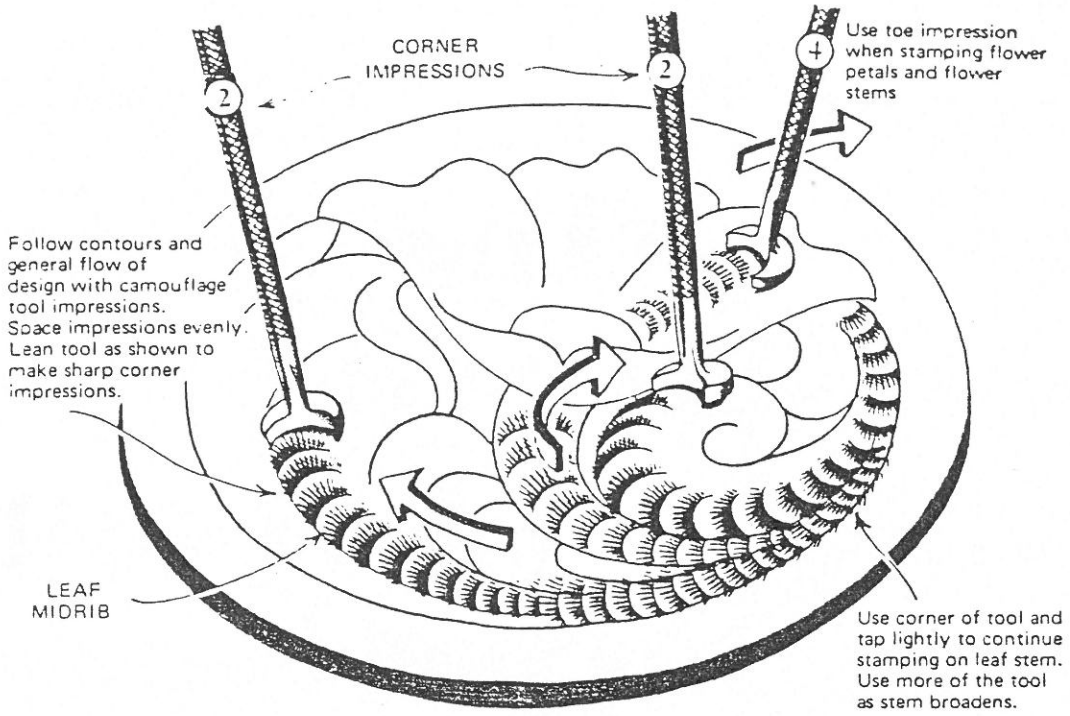


Steady hand by resting on work surface.

Hold the Camouflage as shown, with the fingers evenly distributed to steady the tool. The thumb can be placed high or low, whichever is most comfortable for you. Hold stamp with the corners facing you, as shown above. The side of hand and left arm should rest on the work surface to aid in steadying and controlling the tool. The knurled shaft permits controlled turning of the stamp by rolling between thumb and fingers.



Always stamp the impressions away from you, for better visibility and control. Practice the exercises shown above. . .using the four techniques on the preceding page. Space the impressions evenly! After some experience with the tool, you will achieve a stamping rhythm enabling you to advance the impressions evenly and rapidly.



The drawing above shows the Camouflage tool in use. As the contour of the design changes, turn the "Cam" so that the serrations are parallel to the direction of the pattern flow. Take particular note of this on the scroll. Notice how the tool must be slightly turned with each impression. When stamping around the scroll and the leaf midrib, lean the tool so that the corner impression is deepest at the cut line. The impressions should fade out at the other corner. Use toe impressions on stems and flower petals.

THE PEAR SHADER

THE PEAR SHADER IS A PEAR-SHAPED TOOL FOR MAKING A THREE-DIMENSIONAL AND LIFE-LIKE EFFECT IN THE DESIGN. THE TOOL "SHADES" OR "CONTOURS" AREAS OUTLINED BY THE SWIVEL KNIFE. THE SHADING FACE OF THE TOOL IS ROUNDED IN ALL DIRECTIONS SO THAT SHARP OR BLUNT EDGES WILL NOT MAR THE LEATHER. THE MOISTURE CONTENT OF THE LEATHER SHOULD BE "JUST RIGHT". (SLIGHTLY ON THE DRY SIDE).

THE SHADING SHOULD CONFORM TO THE GENERAL SHAPE OF THE DESIGN. THE SHADERS ARE "WALKED" TO DEPRESS AREAS AWAY FROM CUT LINES, SHAPING FLOWER PETALS, LEAVES, ECT. IN A REALISTIC MANNER. THE SHADING OPERATION BURNISHES THE LEATHER TO A RICH, DARK, CONTRASTING COLOR. THE DEPTH OF THE IMPRESSION AND DARKNESS OF THE COLOR ARE CONTROLLED BY THE FORCE OF THE STROKE OF THE MALLET ON THE SHADER TOOL TOP. STRIKE THE TOOL FORCEFULLY FOR DEEP IMPRESSIONS; LESSEN THE FORCE TO DIMINISH THE IMPRESSION AND COLOR.

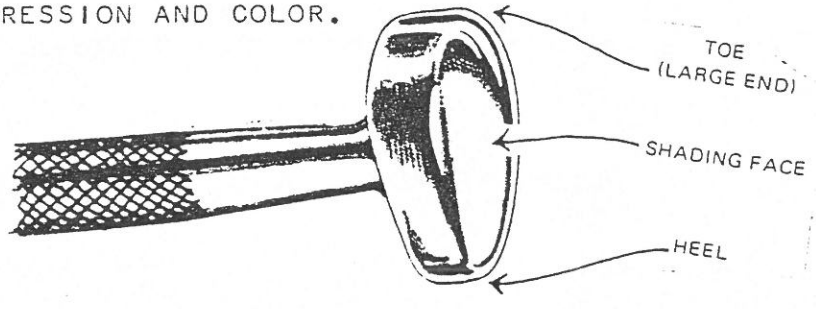


PHOTO PATTERN

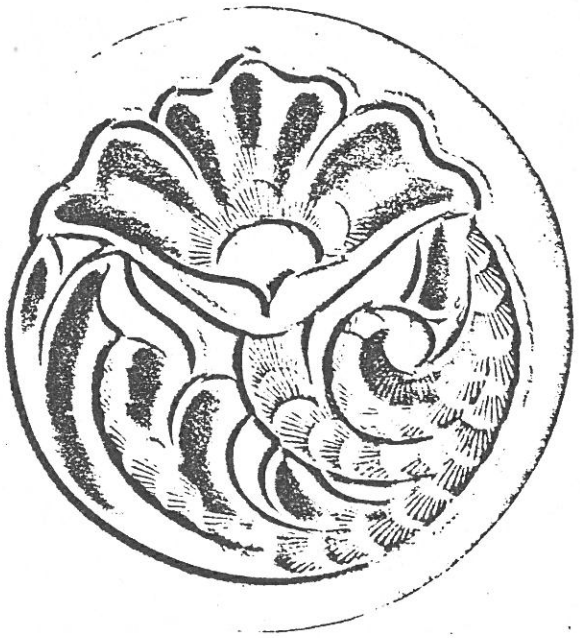
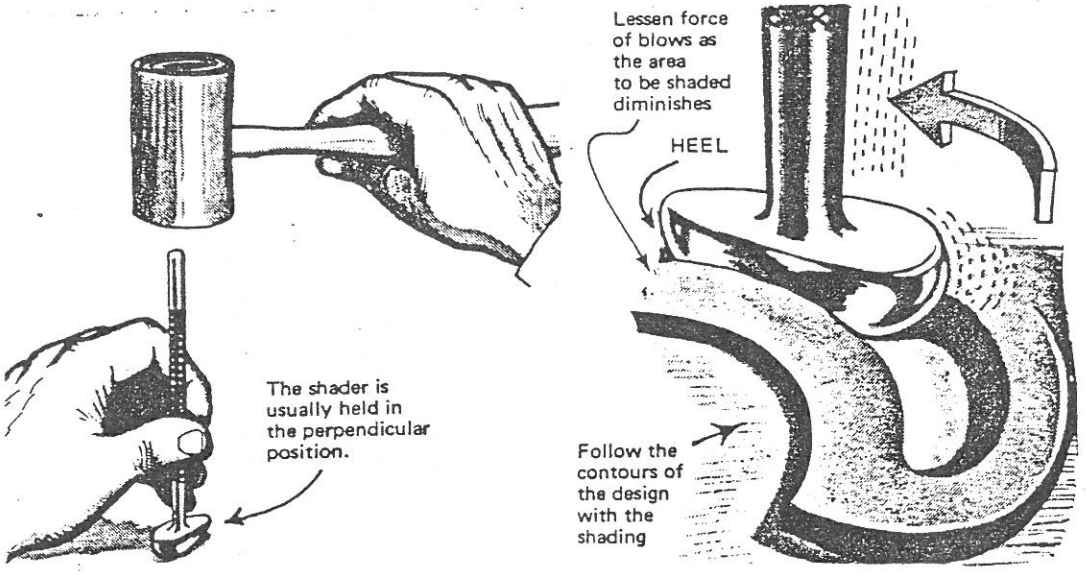


Photo shows the correctly shaded areas. Note how the deep impressions fade to nothing.

FOR SMOOTH SHADING, A SMALL CHANGE OF POSITION OF THE PEAR SHADER BETWEEN STROKES OF THE MALLET IS NECESSARY. THIS IS CALLED "WALKING" THE PEAR SHADER. UNEVEN SHADING IS CAUSED BY NOT MOVING THE TOOL ALONG THE SURFACE EVENLY BETWEEN EACH STROKE OF THE MALLET.

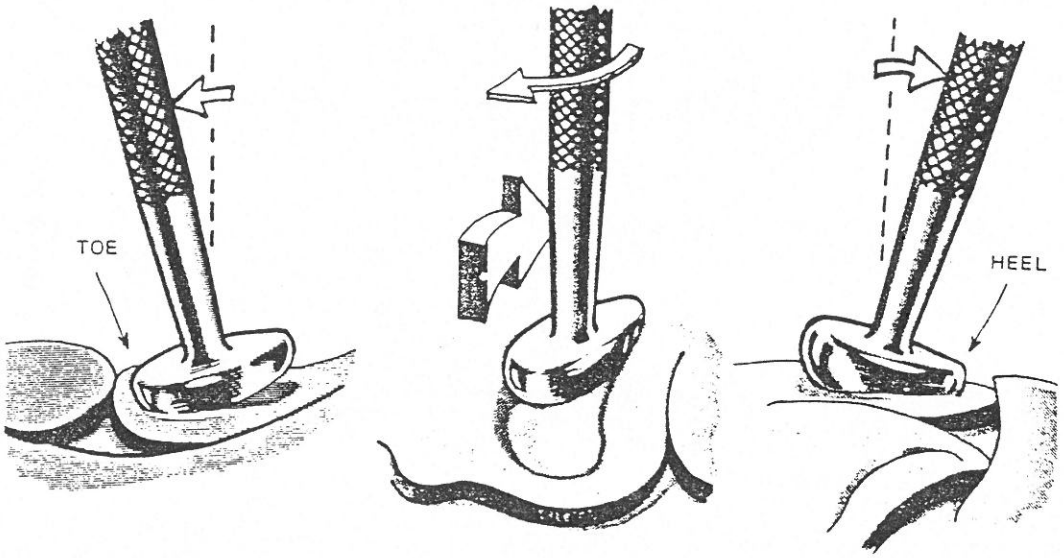
"WALKING" IS DONE BY MOVING THE SHADER ABOUT 1/16TH INCH AS IT SPRINGS UP AFTER BEING HIT BY THE MALLET. MOVE THE TOOL ALONG THE SURFACE OF THE LEATHER IN DIRECTION SHADING IS DESIRED USING LESS FORCE AS THE SHADING FADES OUT. KEEP YOUR HAND IN A COMFORTABLE AND RELAXED POSITION.



(LEA.032)

IT TAKES PRACTICE TO LEARN TO SHADE SMOOTHLY. START BY DEVELOPING A RHYTHM: MOVE-HIT, MOVE-HIT, MOVE-HIT, ECT. PRACTICE THIS UNTIL YOU INCREASE SPEED. SOON YOU WILL BE SHADING SMOOTHLY AND EASILY.

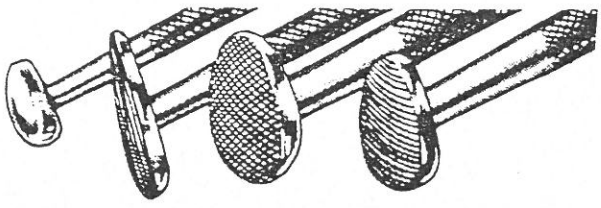
THE SHADER CAN BE "WALKED" OVER A VERY LARGE AREA AND CAN BE TURNED SLIGHTLY IN THE FINGERS BETWEEN STROKES TO BROADEN OR LESSEN THE WIDTH OF THE SHADED AREA AND TO CONTROL THE DIRECTION OF THE SHADING.



The toe of the tool can be used for shading small, rounded areas where the full length of the tool would be too long. Re-walk the Shader over any "lumpy" shaded areas to smooth them out.

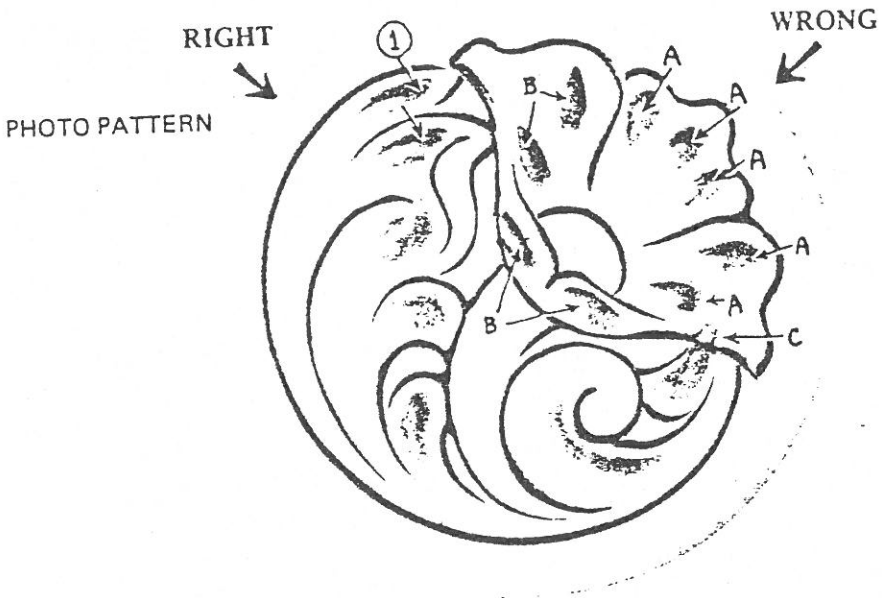
When an area wider than the tool is to be shaded, the tool can be turned slightly. A broader area is shaded with a minimum amount of stamping as the Shader is used partially broadside.

Shade small and pointed areas too small for the full width of the tool by tipping the Shader back on its heel. Use only the narrow part to dish the area. Hold tool firmly when tipping to keep it from slipping.



SMOOTH LINED CHECKED RIBBED

There are many sizes, shapes and textures of Pear Shaders available for every shading need



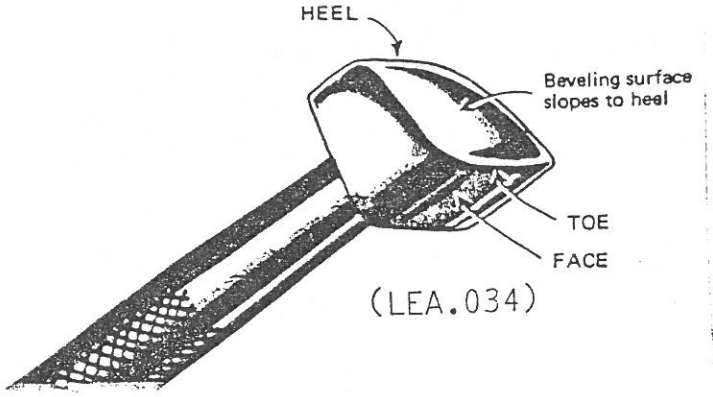
In this Photo Pattern, the left half of the design and the scroll have been shaded correctly. At the top of the leaf, No. 1 shows use of the heel of tool in pointed areas. The tool was then turned about and walked over the remaining areas. The deepest part of the shading is at the tips of the leaves, gradually fading away.

All lettered shaded areas have been stamped incorrectly. At "A", the tool was merely struck with the mallet. Walking was not done. Shadings marked "B" have not been walked and the tool is turned in the wrong direction. Small flower petals, "B", were shaded too heavily. Shading is out of bounds at "C".

THE BEVELER

THE PURPOSE OF THE BEVELER IS TO BRING THE DESIGN INTO BOLD RELIEF, CREATING A THREE-DIMENSIONAL EFFECT. USUALLY ONLY ONE SIDE OF THE SWIVEL KNIFE CUT IS BEVELED DOWN. THIS IS NOT A STRICT RULE; SOME DESIGNS REQUIRE BEVELING ON ALTERNATE SIDES OF A CUT OR SOMETIMES ON BOTH SIDES.

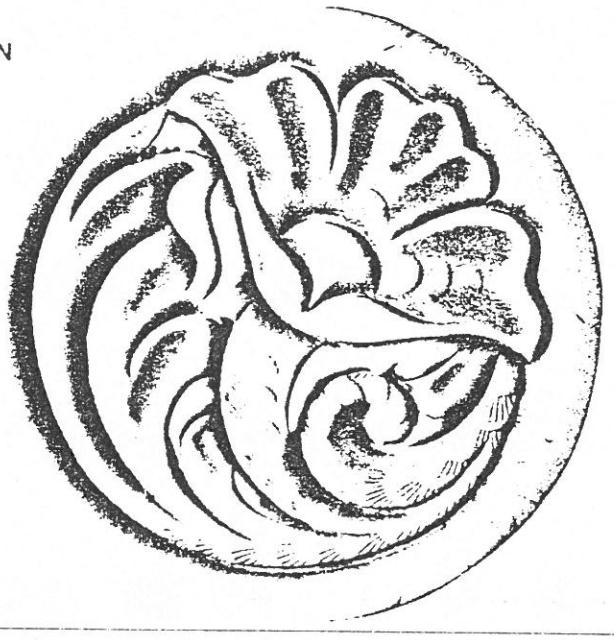
THE BEVELING SURFACE OF THE BEVELER SLOPES TOWARD THE HEEL. THE DEEPEST PART OF THE BEVEL IS USUALLY NEXT TO THE CUT LINE OF THE DESIGN, WITH THE SLOPING BEVEL FADING TOWARDS THE BACKGROUND AREAS. HOLD TOOL STRAIGHT UP AND DOWN, NOT AT A SLANT. BEVELERS ARE AVAILABLE IN MANY SIZES AND TEXTURES FOR CREATING SPECIAL AND VARIED EFFECTS.



(LEA.034)

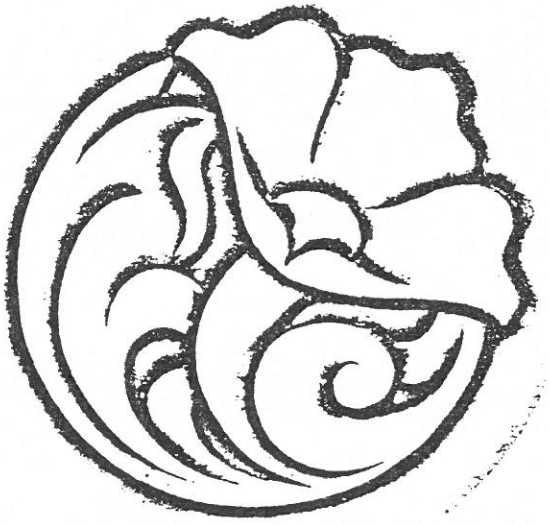
THE FACE OF THE BEVELER ALWAYS FACES THE CUT LINE OF THE DESIGN. KEEP THE FACE OF THE BEVEL GENERALLY TOWARDS YOU. TURN THE LEATHER TO KEEP THE TOOL IN THIS POSITION. THE TOE OF THE BEVEL IS PLACED DIRECTLY INTO THE CUT. WHEN THE BEVELER IS STRUCK WITH THE MALLET THE ACTION COMPRESSES THE LEATHER ON ONE SIDE OF THE CUT, CREATING DEPTH. THIS ACTION AT THE SAME TIME BURNISHES(DARKENS)THE LEATHER AND GIVES CONTRAST TO THE DESIGN. THE MOISTURE CONTENT OF THE LEATHER SHOULD BE "JUST RIGHT" (SLIGHTLY ON THE DRY SIDE) FOR BEVELING.

PHOTO PATTERN

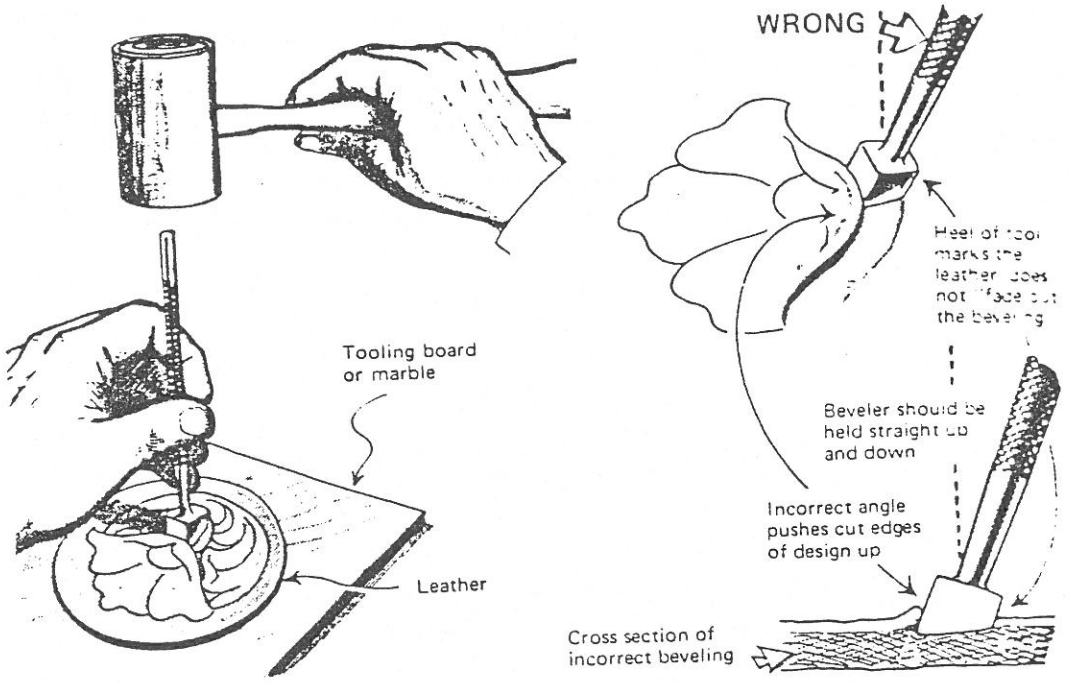


This Photo Pattern shows all the lines properly beveled, following the stamping operations of the "Cam" and Pear Shader tools.

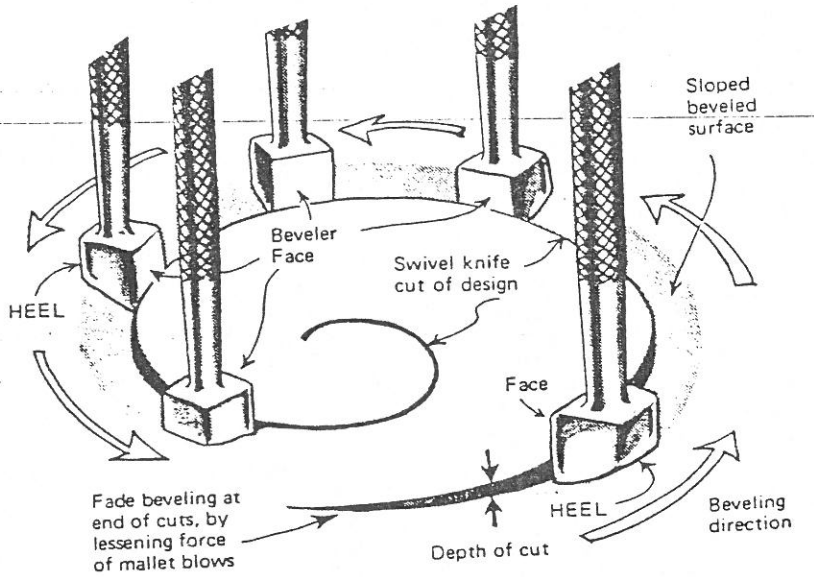
PHOTO PATTERN



This Photo Pattern shows only the beveling, properly executed, to clearly illustrate the correct sides of the lines on which to bevel.



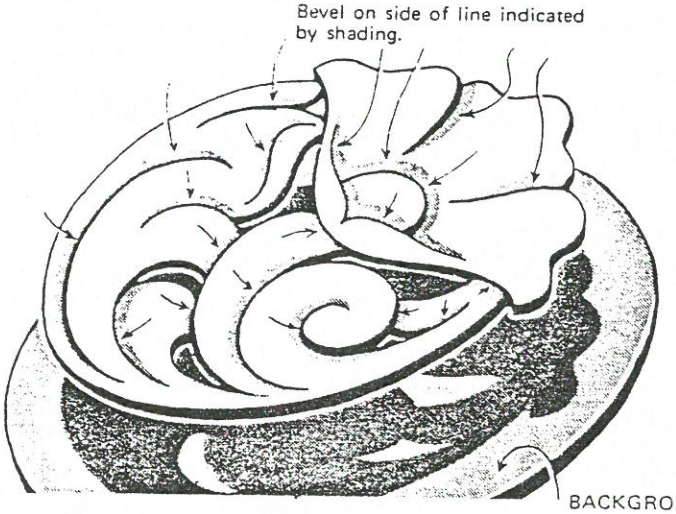
HOW TO HOLD THE BEVELER. Hold the Beveler straight up and down as shown in the illustration above. Get comfortably seated at your work area. Have a good light with no shadows over your working area. Rest your arm and hand holding the Beveler on the work surface, as well as the elbow of your mallet hand. Hold the face of the Beveler towards you.



FOR SMOOTH BEVELING, "WALKING" THE BEVELER, AS YOU LEARNED WITH THE PEAR SHADER IS NECESSARY. "CHOPPY" BEVELING IS CAUSED BY NOT MOVING THE TOOL ALONG THE SURFACE EVENLY BETWEEN EACH STROKE OF THE MALLET.

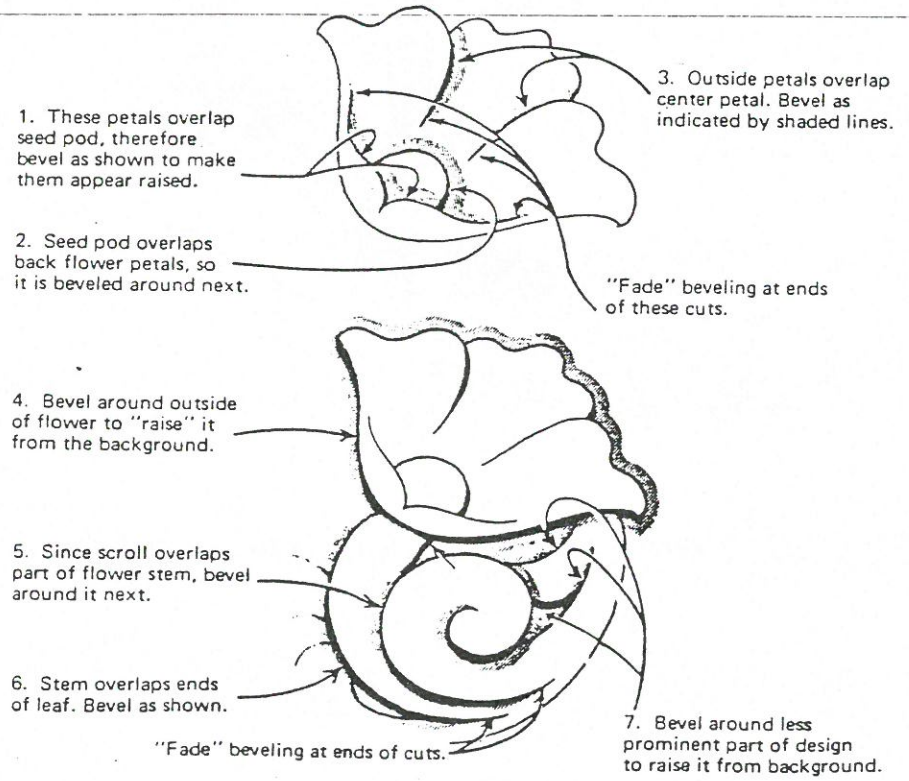
IT TAKES PRACTICE TO LEARN TO BEVEL SMOOTHLY. START BY DEVELOPING A RHYTHM: MOVE-HIT, MOVE-HIT, ECT. INCREASE YOUR SPEED AS YOU BECOME FAMILIAR WITH THE RHYTHM OF THE TWO MOVEMENTS. PRACTICE! SOON YOU WILL BE BEVELING WITH EASE!

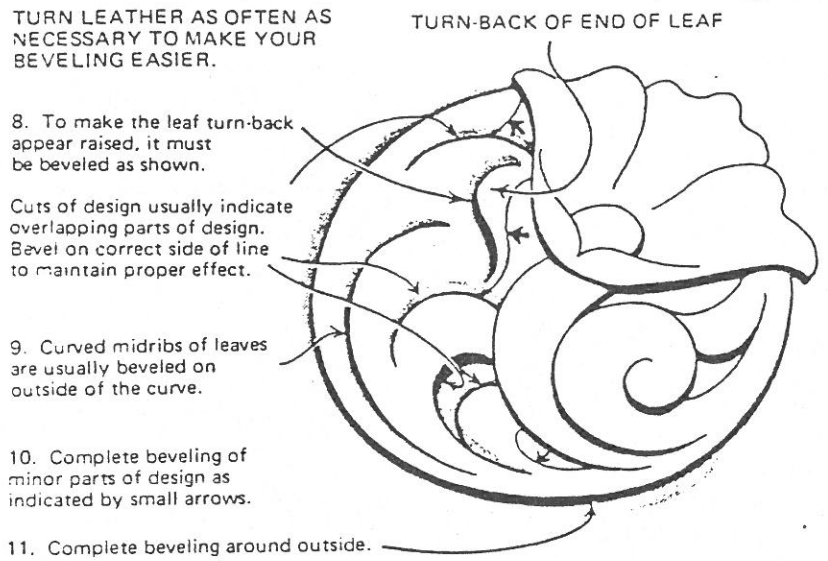
A COMMON QUESTION IS "WHICH SIDE OF THE LINE DO I BEVEL DOWN?" A TRANSFER PATTERN IS NOT ALWAYS CLEAR ON THIS POINT. USUALLY THE BEVEL IS AROUND THE OUTSIDE PART OF THE DESIGN YOU WANT TO APPEAR RAISED. IF IN DOUBT, TAKE A PENCIL AND SHADE AROUND THE LINES ON THE TRANSFER PATTERN AS YOU THINK THEY SHOULD BE BEVELED. IF IT DOES NOT LOOK RIGHT, ERASE IT AND TRY IT AGAIN. A GOOD RULE TO FOLLOW: BEVEL AROUND THE FOREMOST OBJECTS FIRST!!

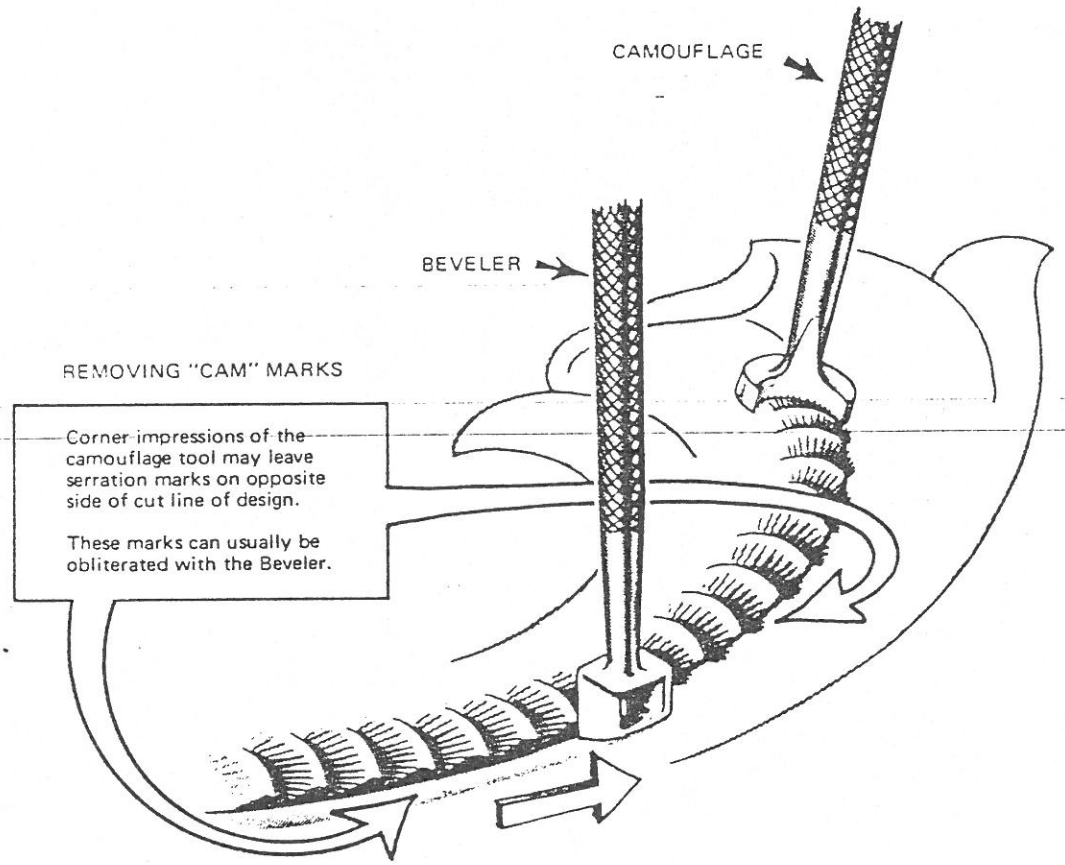


The drawing above shows the design distinctly separated from the background to emphasize that all background areas must be beveled down and away from the design. This includes areas inside the design, as well as the surrounding background area. To add depth and contour to the rest of the design, it must be beveled as indicated by the shaded areas. The instructions below are added to further clarify any of your questions.

BEVEL FOREMOST OBJECTS OF THE DESIGN FIRST

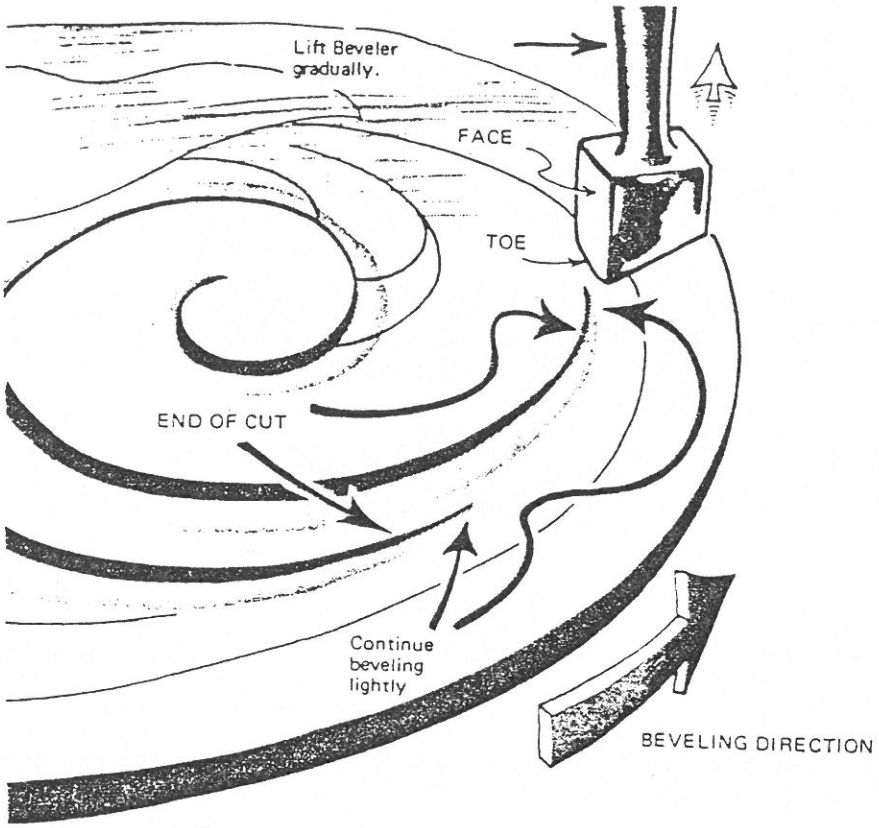






"FADING" THE BEVELING

BEVELING SHOULD "FADE OUT"ON LINES OF THE DESIGN THAT DO NOT JOIN OTHER CUTS. ON SUCH LINES, CUTTING DEPTH SHOULD ALSO"FADE OUT". THE KNIFE BLADE SHOULD GRADUALLY BE WITHDRAWN AS THE CUT IS ENDED. THE BEVELING SHOULD TAPER SLIGHTLY BEYOND THE CUT. ONLY AN UNUSUAL DESIGN WOULD REQUIRE AN ABRUPT STOP TO BEVELING AT THE END OF A "FADED"LINE. NEVER BEGIN BEVELING AT THE END OF A "FADED"LINE. SEE ILLUSTRATION ON THE NEXT PAGE.



Begin at center of scroll, beveling lightly. At first quarter turn of scroll, begin beveling deeply. Continue heavy beveling around remainder of scroll. As you near end of the cut, lessen the force of the blows with the Mallet and gradually taper the beveling to lesser depth. Do not stop beveling at the end of the cut, but continue slightly beyond the cut. Gradually lift the Beveler and use lighter taps of the Mallet, thus "fading" the bevel to nothing.

THE VEINER

THE VEINER, AS THE NAME IMPLIES, IS USED FOR ADDING VEINS TO LEAVES. IT MAY ALSO BE USED FOR OTHER DECORATIVE AND SPECIAL EFFECTS. VEINERS ARE AVAILABLE IN SEVERAL SIZES, SHAPES AND CURVES. IT HAS A MEDIUM RADIUS WITH A SCALLOPED INNER EDGE AND SERRATIONS ON THE STAMPING SURFACE. WHEN THE IMPRESSIONS ARE PLACED CLOSE TOGETHER, THE EFFECT IS THAT OF BARK OR OVERLAPPING SCALES.

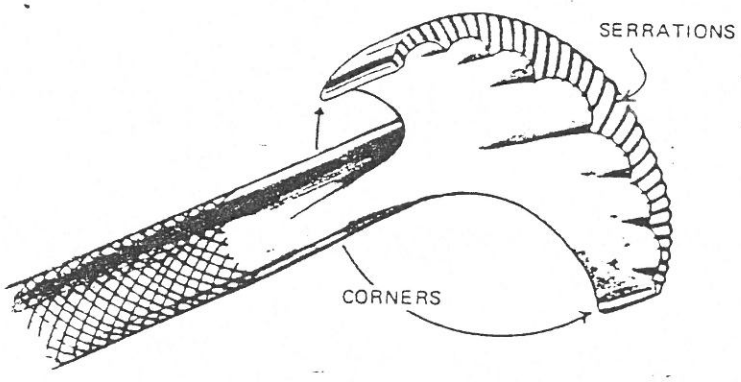
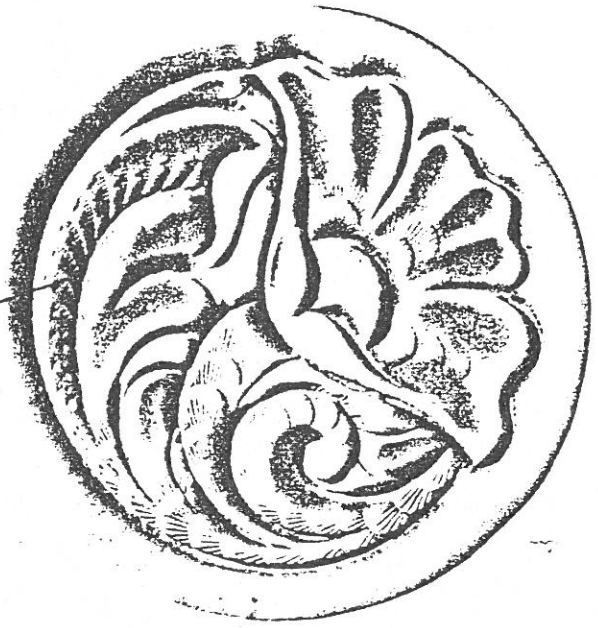
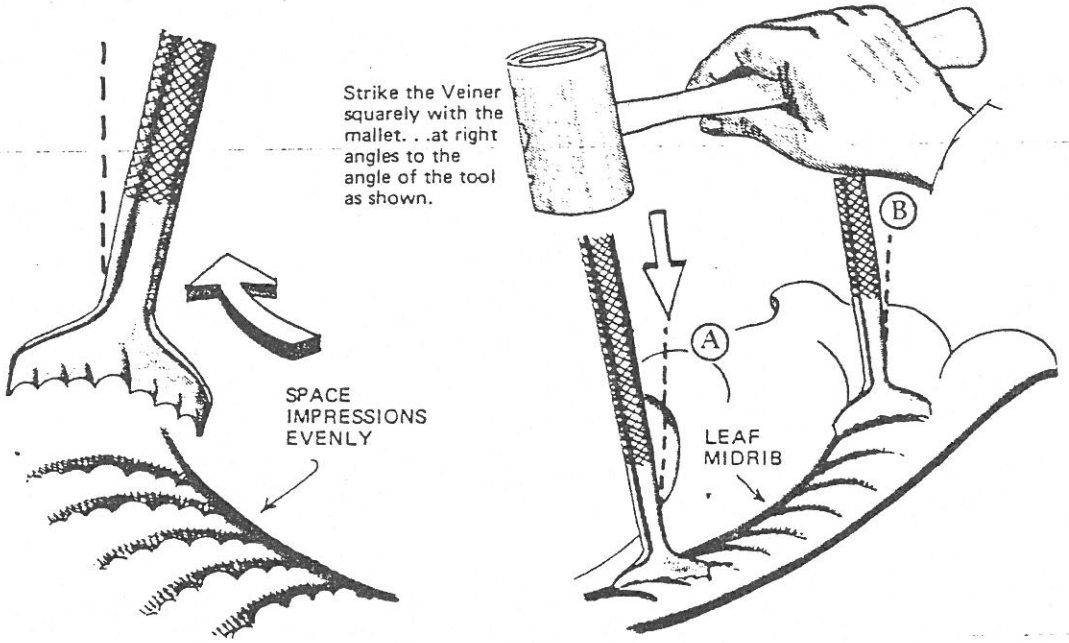


PHOTO PATTERN



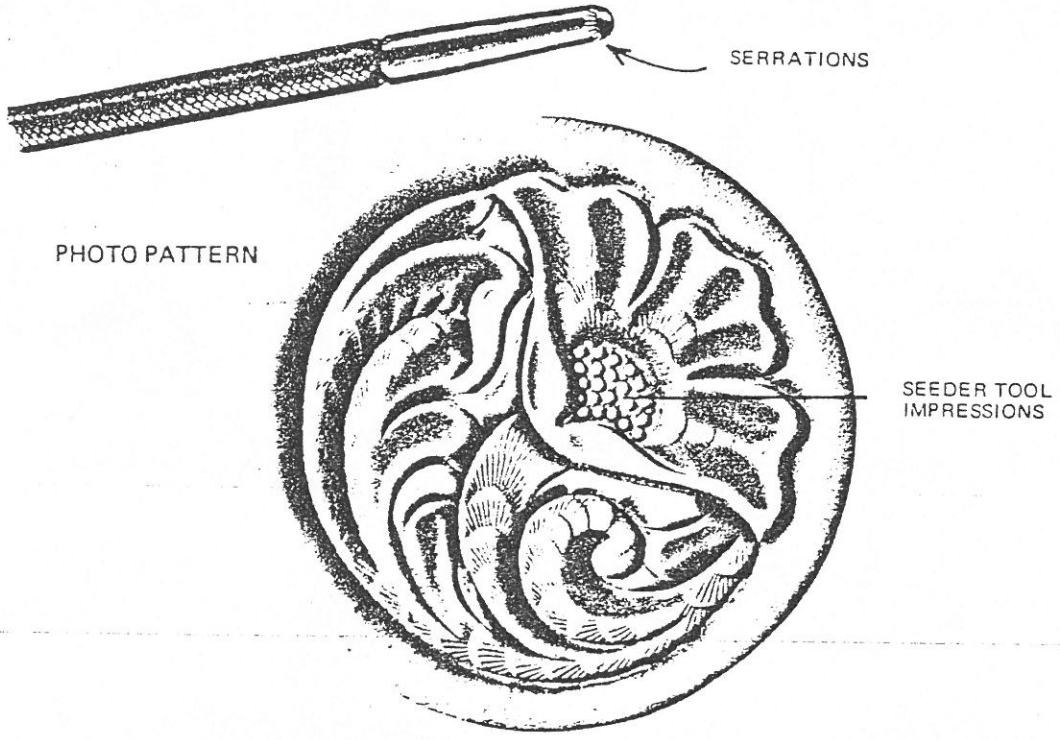
For the most graceful effects, veining impressions should never be at right angles to the midrib, but should angle towards the tip of the leaf, as shown in the Photo Pattern. Follow the curve of the design, slightly turning the tool with each impression until they almost parallel the cut of the midrib near the tip of the leaf. Place the Veiner deliberately before each impression. Check angle and length of impression. Speed will come with practice and your veining will proceed smoothly and correctly.



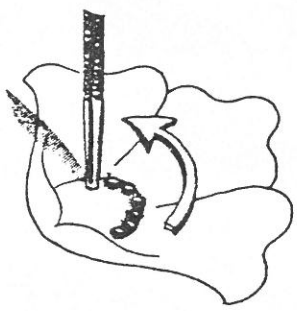
THE ANGLE OF THE HANDLE OF THE VEINER GOVERNS THE LENGTH OF THE TOOL IMPRESSION. WHEN VEINING LEAVES, THE IMPRESSIONS SHOULD BE SPACED EVENLY. THE DEEPEST PART OF THE IMPRESSIONS ARE MADE BY LEANING THE TOOL TO A GREATER DEGREE, AS ILLUSTRATED.(EXAMPLE A) AS THE LEAF WIDENS, A BROADER IMPRESSION IS DESIRED AND THE TOOL MUST BE BROUGHT TO A MORE VERTICAL POSITION.(EXAMPLE B) THE IMPRESSIONS OF THE TOOL AWAY FROM THE MIDRIBSHOULD "FADE OUT". FULL TOOL IMPRESSIONS ARE SELDOM USED WHEN VEINING LEAVES.

THE SEEDER

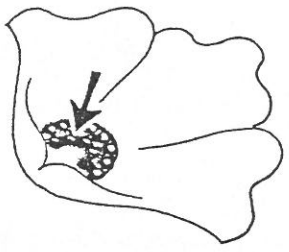
THE SEEDER IS USED FOR MAKING SEED PODS IN THE FLOWER CENTER. MOISTURE CONTENT OF YOUR LEATHER SHOULD BE ALMOST DRY. HOLD THE TOOL STRAIGHT UP AND DOWN AS SHOWN IN THE PICTURE AND STRIKE IT FIRMLY TO MAKE A CLEAR, CLEAN IMPRESSION. NOTE: BE CAREFUL NOT TO STRIKE THE TOOL TOO HARD BECAUSE TOO MUCH FORCE WILL DRIVE IT THROUGH THE LEATHER. YOU CAN LEARN VERY QUICKLY JUST HOW HARD TO HIT THE TOOL BY PRACTICING ON A PIECE OF SCRAP LEATHER.



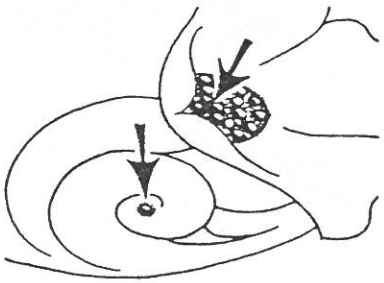
Study this Photo Pattern for correct placing of the centers in a flower pod. Note that none of the Seeder impression overlaps the petal lines.



Begin stamping the outer row of seeds first. Stay within the cut-line and space your impressions as close together as a string of beads. Near end of a row, adjust spacing so that last "seed" does not overlap the flower petal.



Stamp the second row of seeds as shown, stacking them close to the first row and keeping them as even as possible. Do not overlap.

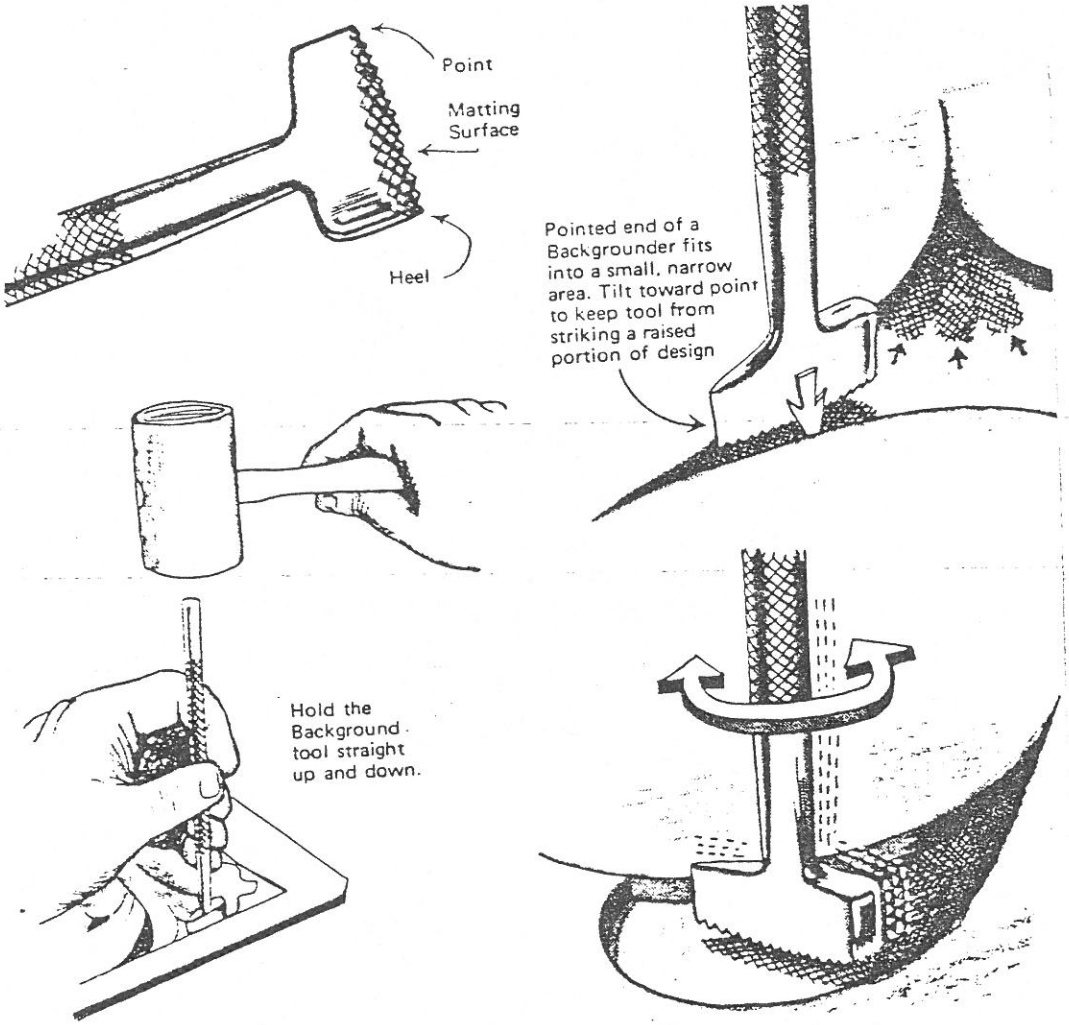


Fill in remaining area. Stamp seeds carefully. Only the serrated edges should touch or overlap. Place a seed in center of scroll.

THE BACKGROUND TOOL

THE PURPOSE OF THE BACKGROUND TOOL IS TO MAT DOWN THE BACKGROUND AREAS WITHIN AND AROUND THE DESIGN. BACKGROUNDING IS ONE OF THE MOST IMPORTANT STEPS IN LEATHERWORK BECAUSE IT MAKES YOUR DESIGN "STAND OUT" IN BOLD RELIEF. BACKGROUND TOOLS ARE MADE IN A NUMBER OF SHAPES AND SIZES.

A PRACTICAL BACKGROUND TOOL IS ONE THAT CAN BE USED ON BOTH LARGE AND SMALL AREAS. A SMALL POINTED END IS NEEDED FOR NARROW AREAS. CAREFULLY FIT THE TOOL INTO THE AREA BEFORE STRIKING IT WITH THE MALLET. IN VERY SMALL AREAS, THE TOOL CAN BE LEANED TOWARDS THE POINT KEEPING THE HEEL FROM TOUCHING A RAISED PORTION OF THE DESIGN.

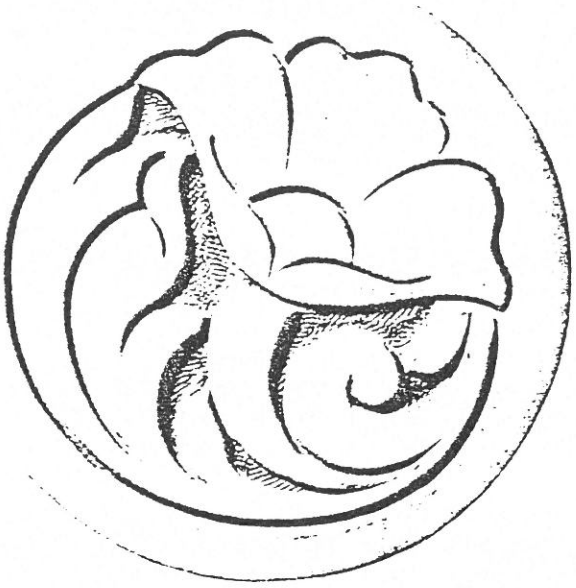


THE BACKGROUND TOOL IS USED IN MUCH THE SAME WAY AS THE BEVELER IN THAT IT SHOULD BE MADE TO "WALK" WITH EACH INDENTATION JOINING THE PRECEDING ONE. MOISTURE CONTENT OF YOUR LEATHER SHOULD BE "JUST RIGHT" (SLIGHTLY ON THE DRY SIDE). HOLD THE TOOL STRAIGHT UP AND DOWN AS SHOWN AND STRIKE IT FIRMLY WITH UNIFORM BLOWS OF YOUR MALLET. STRIKE THE TOOL HARD ENOUGH TO DRIVE IT JUST BELOW THE CUT LINE OF THE DESIGN. EACH SECTION OF THE DESIGN SHOULD BE UNIFORM IN DEPTH; THEREFORE IT IS BEST TO FINISH ONE AREA AT A TIME. A LITTLE PRACTICE WILL HELP YOU TO DETERMINE JUST HOW HARD TO STRIKE THE TOOL FOR VARIOUS DEPTHS.

(LEA.042)

WHEN THE BACKGROUNDER IS USED TO COVER LARGE AREAS, THE TOOL SHOULD BE "WALKED". AS THE TOOL IS "WALKED", TURN THE HANDLE IN THE FINGERS TO PREVENT A "TOOL PATTERN" FROM FORMING.

PHOTO PATTERN



This Photo Pattern shows the correct use of the Background tool. Note the depth of the impressions is even over each separate area. The effect is an over-all impression. "Patterns" are avoided by slightly turning and "walking" the Backgrounder between strokes of the Mallet.

PHOTO PATTERN

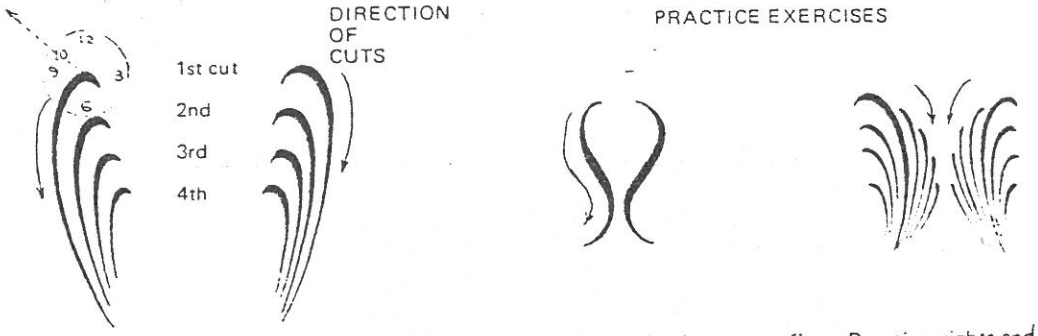


The use of six basic tools are shown on this Photo Pattern. Study the different effects made by each tool. Notice how the impressions of one tool can be used to enhance those of the other tools creating a harmonious design.

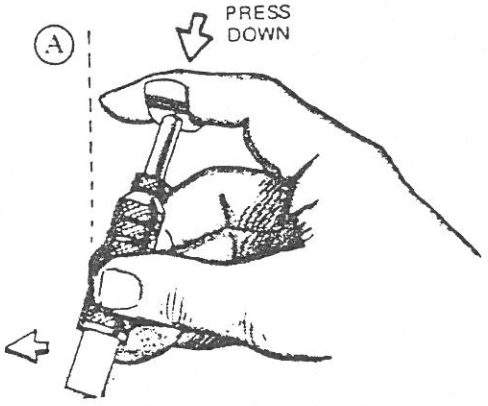
HOW TO MAKE DECORATIVE CUTS

DECORATIVE CUTS...AS THE NAME IMPLIES...ARE CUTS YOU MAKE TO DECORATE OR MAKE YOUR DESIGN MORE ATTRACTIVE. BEFORE ATTEMPTING THEM ON YOUR CARVED DESIGN, FAMILARIZE YOURSELF WITH THIER NATURE BY PRACTICING THE CUTS WITH YOUR SWIVEL KNIFE. DECORATIVE CUTTING IS DONE AFTER ALL OTHER CARVING AND STAMPING HAS BEEN COMPLETED. IT IS NORMALLY THE FINAL STEP IN ADDING ORNAMENTAL DETAIL TO YOUR DESIGN. GOOD DECORATIVE CUTTING ADDS GREATLY TO THE ATTRACTIVENESS OF A CARVED DESIGN. DECORATIVE CUTS SHOULD "FLOW"WITH THE DESIGN, PROVIDING GRACE AND BEAUTY.

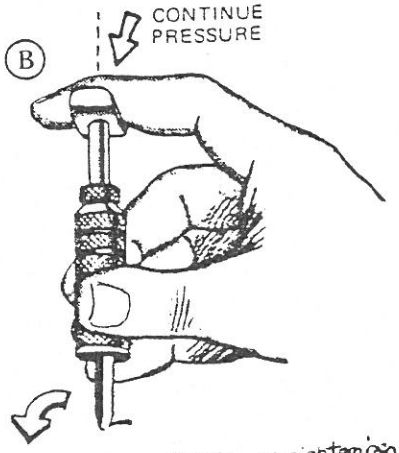
DECORATIVE CUTS ARE USUALLY BEGUN MUCH THE SAME AS WHEN CUTTING HALF CIRCLES. ONE OF THE PRIME DIFFERENCES IS THAT ONCE THE CUT IS BEGUN...IT TURNS SHARPLY, BUT GRACEFULLY, AND GRADUALLY DIMINISHES IN DEPTH...FADING INTO A HAIR LINE AS THE KNIFE BLADE IS WITHDRAWN FROM THE LEATHER. THESE CUTS ARE USUALLY MADE IN A SERIES, ONE SUCCEEDINGLY SHORTER THAN THE NEXT. THE TAIL END OF THESE CUTS GRADUATE TOWARDW A COMMON CENTER, WHERF THEY WOULD EVENTUALLY MEET WERE THEY TO BE CONTINUED TO THAT ENB. FOLLOW THE INSTRUCTIONS BELOW AND PRACTICE THE EXERCISES PRESENTED. CASE MORE PRACTICE PIECES:HAVE THEM READY TO CUT. PROPER MOISTURE CONTENT IS VERY IMPORTANT FOR GOOD DECORATIVE CUTTING. IT MAY BE NECESSARY TO SLIGHTLY DAMPEN THE GRAIN SURFACE OF THE LEATHER TO ACHIEVE CORRECT RESULTS WITH DECORATIVE CUTS. AVOID THE TENDENCY OF APPLYING TO MUCH MOISTURE AT THIS POINT.



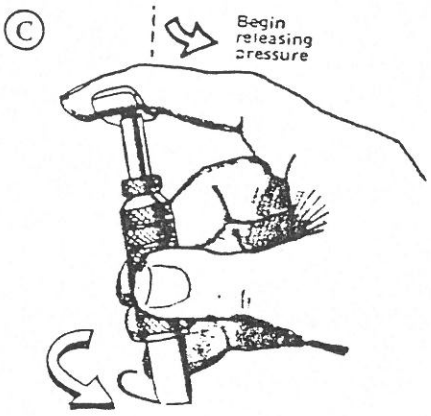
As indicated on the PRACTICE EXERCISES above, make the long cuts first. Practice rights and lefts. . .first for motion and flow to get the feel of decorative cutting. Then, practice for control to make the cuts successively shorter. . .and gracefully graduate towards each other at the ends of each cut.



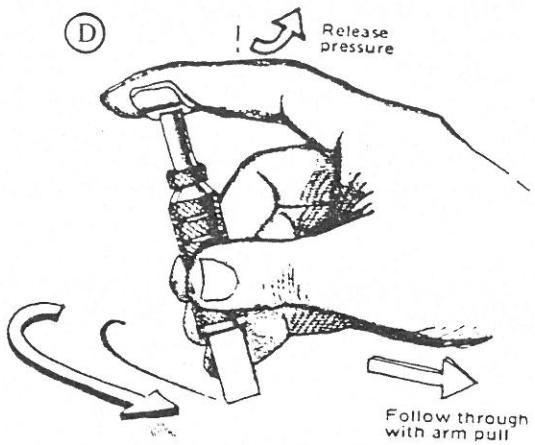
Your hand must be rolled to the right (for right cut) to bring the blade into proper cutting position. Begin with heavy downward pressure to make the cut "pop open". The blade should be pointed at 10 o'clock as illustrated.



Begin the turn immediately, straightening your hand to almost normal position as the blade turns toward your body. Continue heavy downward pressure.

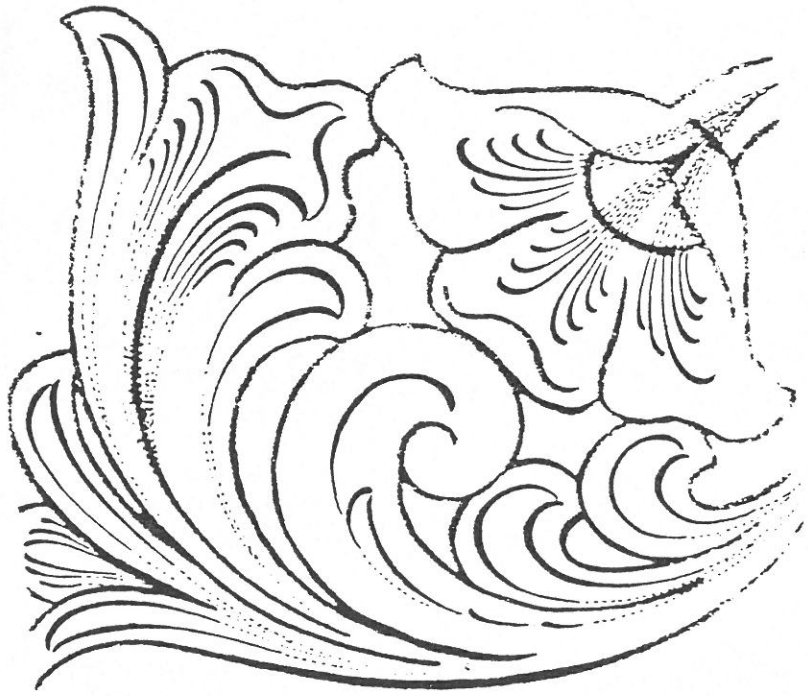


As the cut begins to straighten, pull your hand and arm toward you to steady and control the cut. Gradually diminish the pressure on the yoke.



Continue the cut in one graceful flowing movement, simultaneously lessening the depth of the cut with each motion of progress. Fade the cut to a hair-line and continue the follow-through motion as the blade is lifted from the leather.

A GOOD FLORAL DESIGN IS COMPOSED OF GRACEFUL, FLOWING LINES. FLOWER STEMS, LEAVES, SCROLLS, ECT., SHOULD ALL ORIGINATE FROM THESE FLOWING LINES. DECORATIVE CUTTING FURTHER ENHANCES OR ACCENTS THESE FLOWING LINES. THE DRAWING BELOW IS PRESENTED TO ILLUSTRATE THE THE CORRECT USE OF DECORATIVE CUTTING. THE DECORATIVE CUTS SHOWN HAVE BEEN EXTENDED(BY DOTTED LINES)TO BETTER ILLUSTRATE THIER PROPER FLOW OF DIRECTION. YOU WILL NOTE THAT ALL LINES EVENTUALLY CONVERGE INTO THE CENTER OF THE STEMS AND BECOME A PART OF THE FLOW OF THE DESIGN. WHEN PROPERLY EXECUTED, DECORATIVE CUTTING BECOME AN INTEGRAL PART OF THE DESIGN...PLEASING TO THE EYE AND PROFESSIONAL IN APPEARANCE. BY THOROUGHLY UNDERSTANDING THE PURPOSE OF DECORATIVE CUTTING...YOUR DILIGENT PRACTICE SHOULD RAPIDLY DEVELOP A PROFESSIONAL QUALITY. ALWAYS KEEP IN MIND, WHILE CUTTING..."THE FLOW OF THE DESIGN"!



(LEA.045)

YOU NOW HAVE A GOOD GENERAL KNOWLEDGE OF THE WAY DESIGNS AND TOOLS FUNCTION TO ADD BEAUTY AND VALUE TO LEATHER WORK. NOW LET'S PUT THE KNOWLEDGE INTO PRACTICE.

BEFORE YOU BEGIN PRACTICING ON YOUR "ROUNDER" ($3\frac{1}{4}$" LEATHER CIRCLE), REVIEW THE SECTION ON "CASING" AND PREPARING LEATHER FOR CARVING AND STAMPING.

TRACE YOUR TRANSFER PATTERN FROM FIGURE 1 AND TRANSFER IT TO YOUR ROUNDER.

BEGIN WITH YOUR SWIVEL KNIFE CUTS AND PROCEED THROUGH THE USE OF EACH OF THE STAMPING TOOLS. FOLLOW THE STEP-BY-STEP PROCESS AS SHOWN BELOW AND ON THE NEXT PAGES. REFER BACK TO THE INFORMATION WHICH WE HAVE ALREADY COVERED REGARDING THE USE OF EACH INDIVIDUAL TOOL.

WHEN YOU HAVE COMPLETED YOUR "ROUNDER", YOU WILL BE READY TO BEGIN WORK ON AN ACTUAL PROJECT.

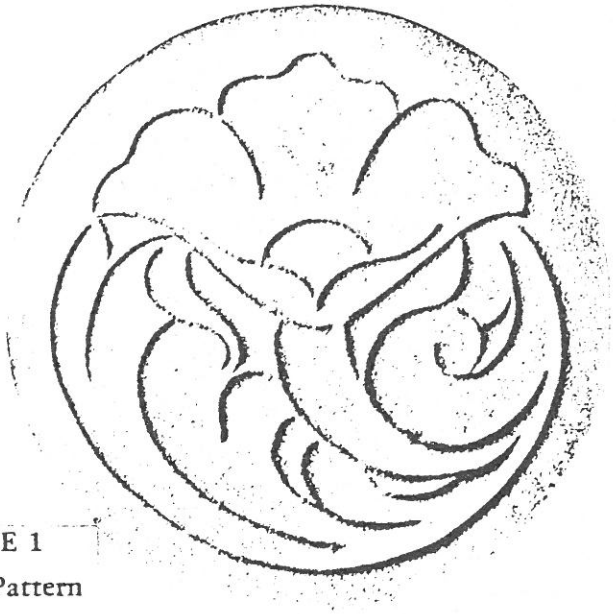


FIGURE 1
Transfer Pattern

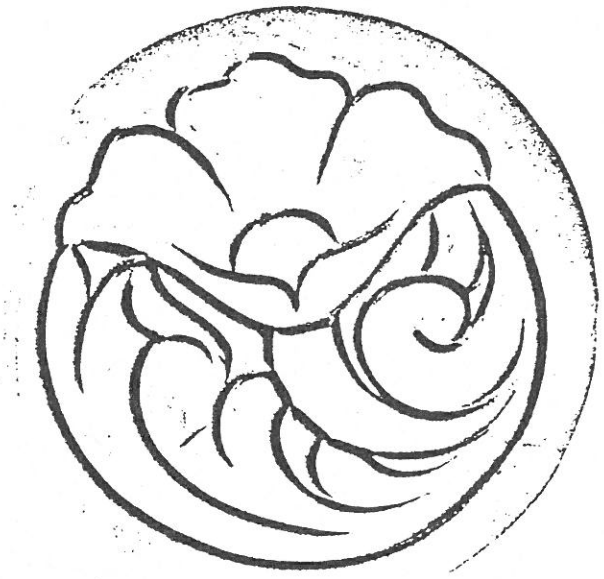


FIGURE 2
Swivel Knife Cuts

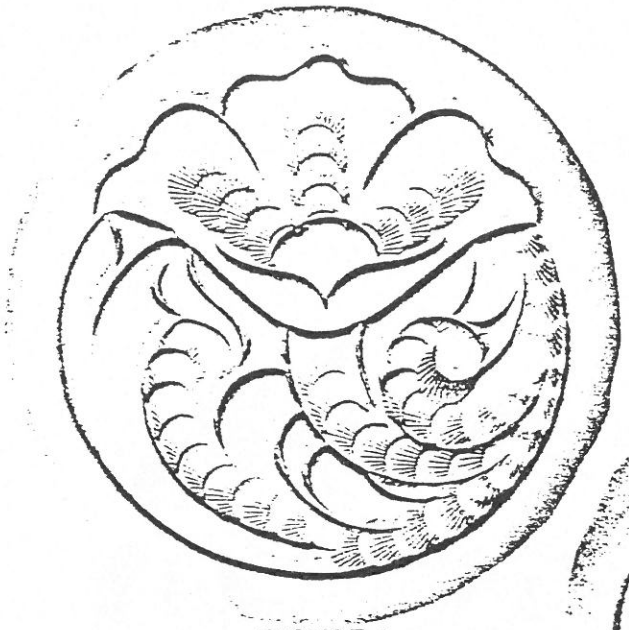


FIGURE 3
The Camouflage Tool Impression

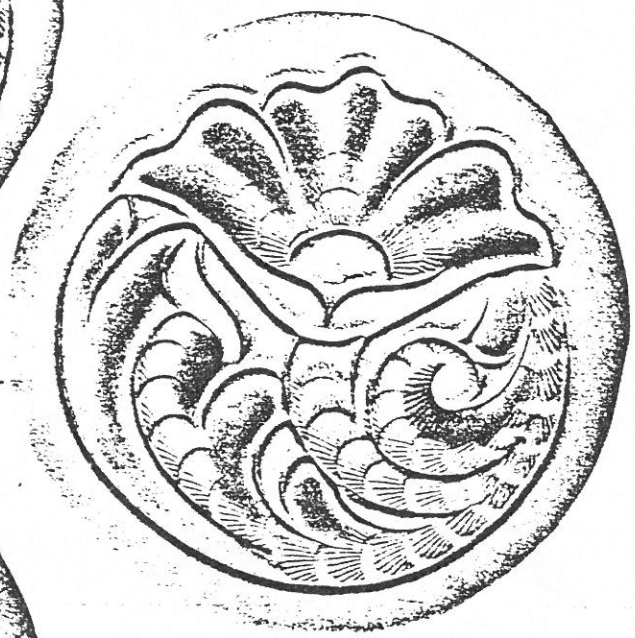


FIGURE 4
The Pear Shader Tool Impression



FIGURE 5
The Beveler Tool Impression

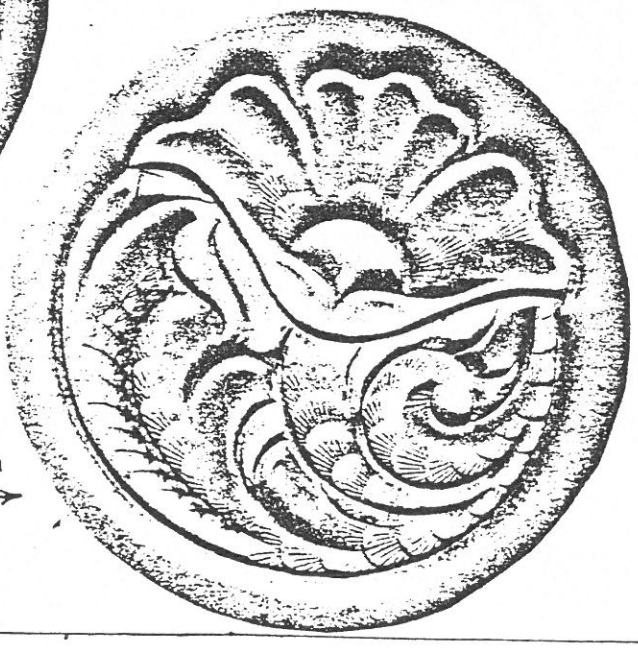


FIGURE 6
The Veiner Tool Impression

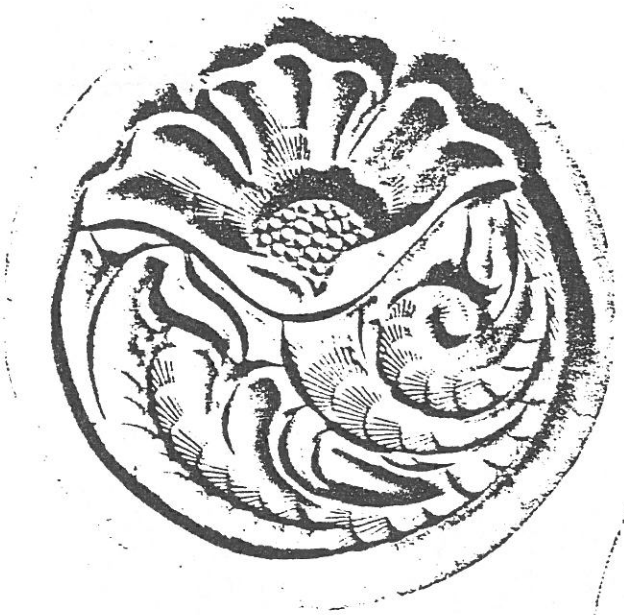


FIGURE 7
The Seeder Tool Impression

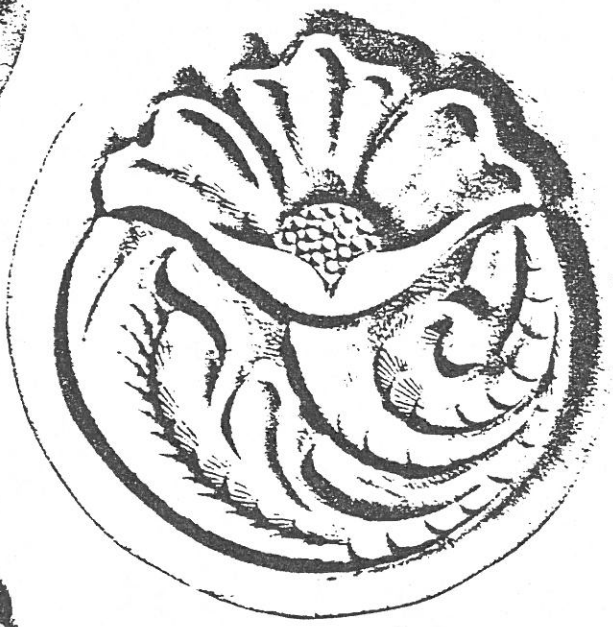


FIGURE 8
The Background Tool Impression

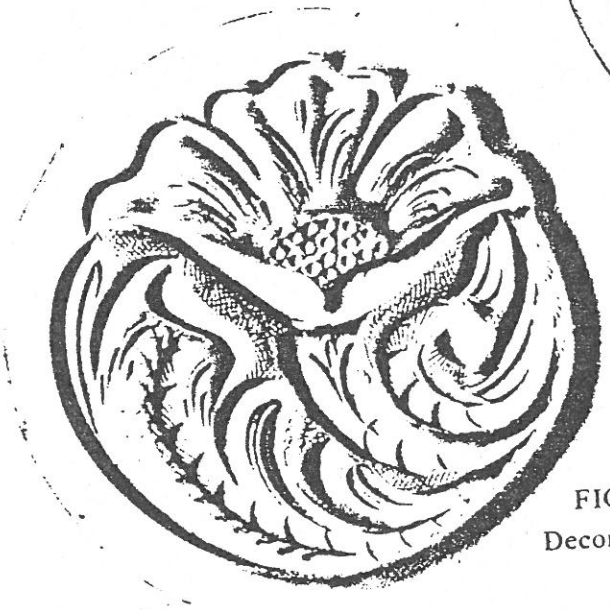


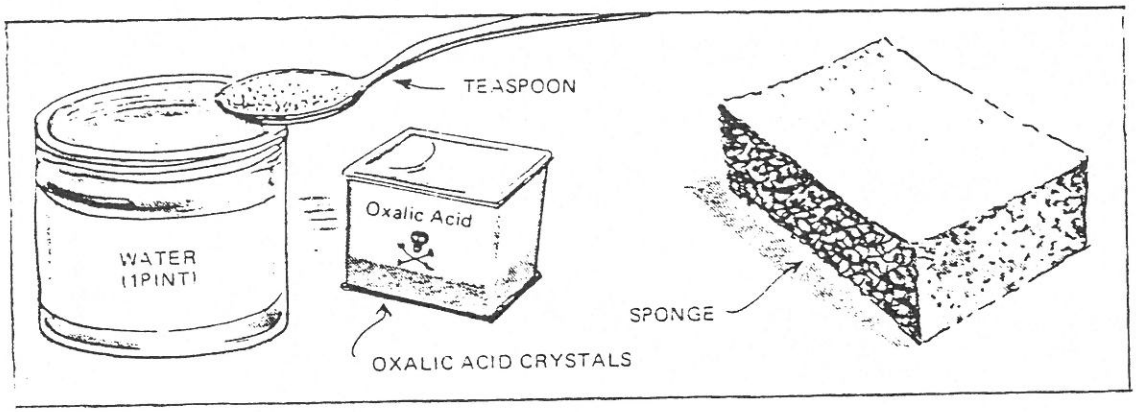
FIGURE 9
Decorative Cuts With Swivel Knife

AFTER ALL CARVING AND STAMPING IS COMPLETED, APPLY A LIGHT COAT OF LEATHER FINISHER WITH A SHEEPWOOL APPLICATOR. DO NOT SATURATE THE APPLICATOR. WIPE OFF EXCESS ON TOP OF CONTAINER BEFORE APPLYING FINISH TO LEATHER SURFACE. APPLY FINISH WITH A LIGHT CIRCULAR MOTION OVER THE ENTIRE LEATHER GRAIN SURFACE.

A LIGHT APPLICATION OF LEATHER FINISHER NOT ONLY PROTECTS YOUR BEAUTIFUL HAND-CARVED PATTERN, BUT ADDS LONG-LASTING SHEEN AND BEAUTY. NOTE: BE SURE TO ADD FINISH TO PROJECTS BEFORE ASSEMBLING THEM.

OFTEN TIMES, WHEN CARVING THE LEATHER, IT BECOMES STAINED AND SMUDGED WITH FINGER MARKS AND OTHER FOREIGH MATTER. BEFORE DYEING THE BACKGROUND, THE LEATHER SHOULD BE CLEANED. YOU CAN PREPARE YOUR OWN CLEANER BY PURCHASING A SMALL AMOUNT OF OXALIC ACID CRYSTALS FROM YOUR LEATHER CRAFT DEALER AND PREPARING THE CLEANER AS SHOWN BELOW.

DISSOLVE ONE TEASPOON OF OXALIC ACID CRYSTALS IN A PINT OF WARM WATER AND SHAKE WELL. WHEN THOROUGH'.Y DISSOLVED, APPLY TO THE CARVED LEATHER WITH A DAMP SPONGE. USE A LIGHT SCRUBBING MOTION TO CLEAN STUBBORN SPOTS.



AFTER CLEANING THOROUGHLY, WASH SPONGE AND BATHE GRAINED SURFACE WITH CLEAN WATER TO REMOVE SURFACE ACCUMULATIONS OF CLEANING SOLUTION.

CAUTION: USE ONLY RECOMMENDED FORMULATIONS. STRONGER SOLUTIONS HAVE A TENDENCY TO BURN THE GRAINED SURFACE AND GIVE LEATHER A COARSE, DEAD TEXTURE.

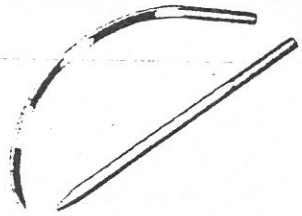
GETTING TO KNOW YOUR OTHER LEATHER WORKING TOOLS:

REVIEW TOPICS

1. WHY SHOULD A METAL-FACED MALLET OR HAMMER NEVER BE USED ON A STAMPING TOOL ?
2. WHAT ARE THE SIX(6) BASIC TYPES OF STAMPING TOOLS ?
3. WHAT IS THE SEQUENTIAL ORDER OF THE STAMPING TOOL IN USE ?
4. WHAT IS THE PURPOSE OF THE CAMOUFLAGE TOOL ?
5. WHAT IS THE PURPOSE OF THE PEAR SHADER ?
6. WHICH SIDE OF A SWIVEL KNIFE CUT SHOULD BE BEVELED ?
7. WHAT IS THE CAUSE OF CHOPPY BEVELING ?
8. WHAT EFFECT IS ACHIEVED BY THE USE OF A VEINER ?
9. WHAT IS THE DANGER IN STRIKING THE SEEDER TOO HARD ?
10. WHAT IS THE PURPOSE OF THE BACKGROUND TOOL ?
11. WHY IS IT OFTEN NECESSARY TO ADD MOISTURE TO THE GRAINED SURFACE OF THE LEATHER BEFORE MAKING THE DECORATIVE CUTS ?

TECHNIQUES OF STRUCTURAL ASSEMBLY

LACING PUTS THE FINISHING TOUCH TO HANDMADE LEATHER ARTICLES. HOW GOOD THE FINISHED PRODUCT LOOKS DEPENDS VERY MUCH ON THE LACING. THUS, HOW YOU LACE, YOUR TECHNIQUE AND THE FINISHED LOOK, HAS A GREAT DEAL OF IMPORTANCE IN THE APPEARANCE OF THE FINISHED PRODUCT. WITH THE FOLLOWING INSTRUCTIONS AND ILLUSTRATIONS, PLUS A LITTLE PRACTICE, YOU WILL SOON BE DOING A PROFESSIONAL JOB OF LACING.



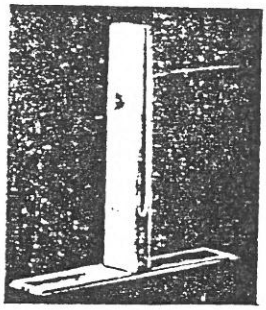
LIFE EYE NEEDLES



2 PRONG NEEDLE



HOOK & EYE NEEDLE



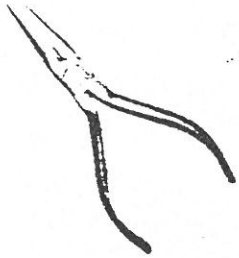
LACING PONY



LACING FID

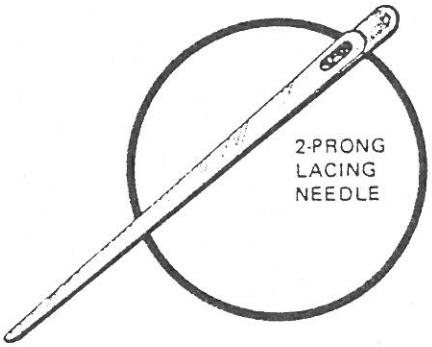


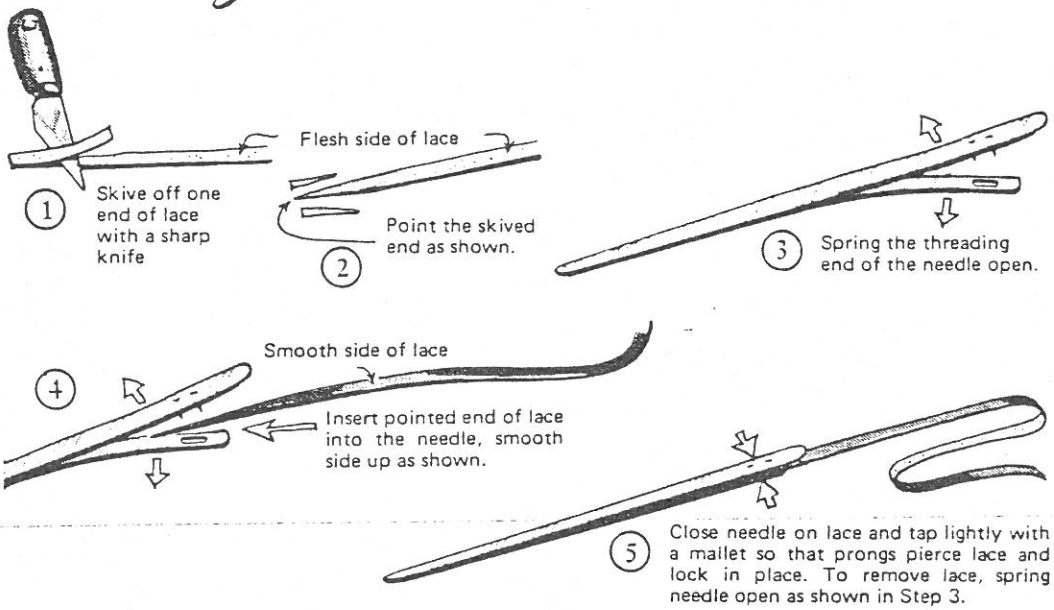
MODELING TOOL



PLIERS

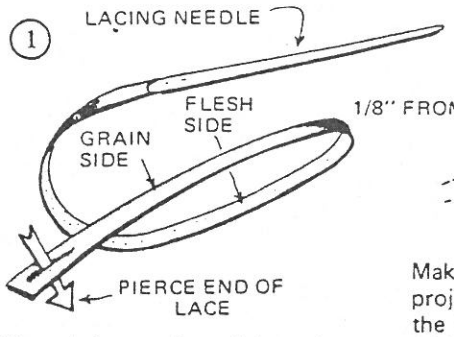
THREADING THE NEEDLE



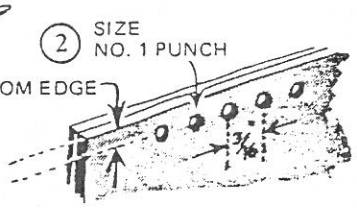


NOTE: You should load 2 yds. of lacing in lacing needle at a time. Working with longer pieces of lacing will be difficult and can cause the lacing to wear and become frayed as it is pulled through the lacing holes. When lacing, the front side of the project should face the lacer.

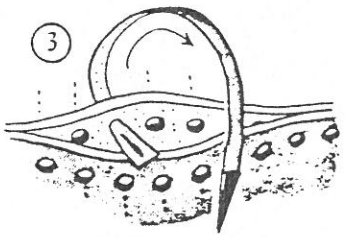
THE WHIP STITCH



Thread the needle and then pierce the opposite end of the lace with a sharp knife leaving a slit of 1/8".

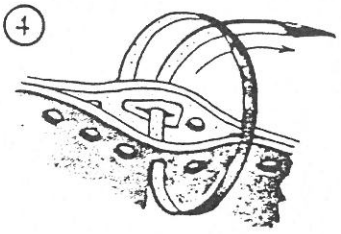


Make your lacing holes if the project is not pre-punched. Space the holes as shown above about 1/8" from the edge and approximately 3/16" apart. Be sure they are spaced equally.



Begin lacing starting in between the two layers of leather. Leave about ¼" at the end where you slit the lace.

④



Push needle through the second hole, then thread it through the slit in the end of the lace and through the opposite hole, as shown.

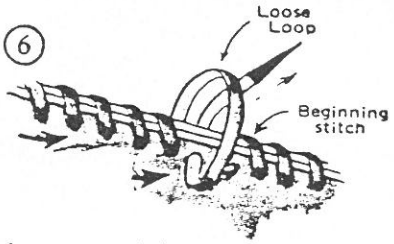
⑤



Pull stitch up tight.

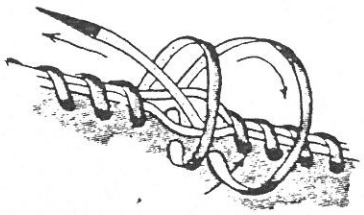
Continue lacing, tightening the lace as you go.

⑥



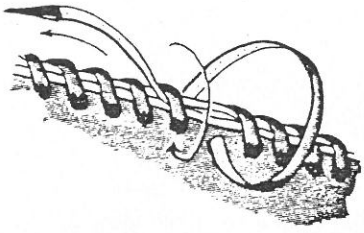
Lace around the project leaving a loose loop in the 2nd hole from the beginning stitch. There will be one unlaced hole between your very first and your last stitch, as shown.

⑦



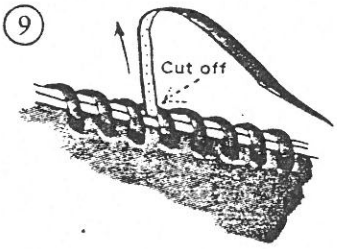
Spread the 2 leather layers and lace through the last hole, up between the leathers and through the 1st loose loop, as shown.

⑧



Pull the first loop tight, over end of lace, as shown.

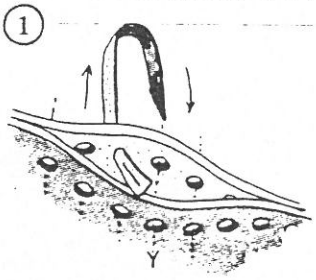
⑨



Pull end of lace tight to take slack out of last loop. Cut off the end of the lace with a sharp knife and tap all lacing flat with smooth-faced mallet.

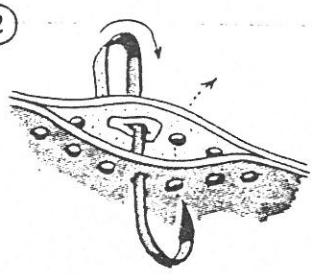
THE RUNNING STITCH

①



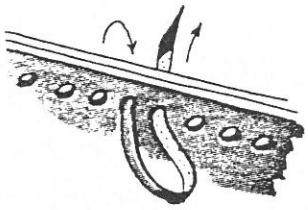
Begin lacing just as you did for the Whip stitch .

②



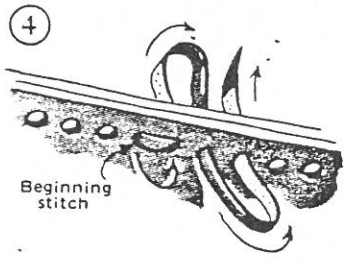
Push needle through the next hole from the back, through the slit and out through the opposite hole in front, as shown.

③



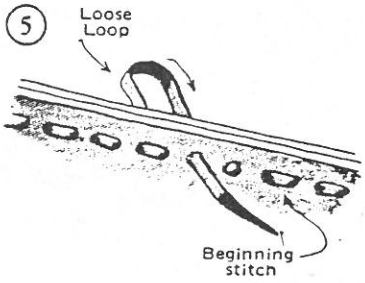
Pull stitch up tight to lock the lace. Continue lacing the rest of the project.

④



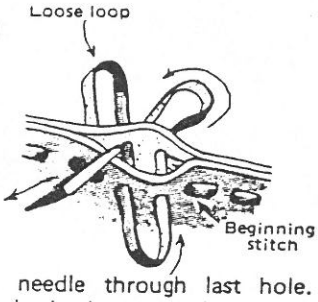
Pull the beginning stitch up tight and continue lacing, pulling the stitches tight as you go.

⑤

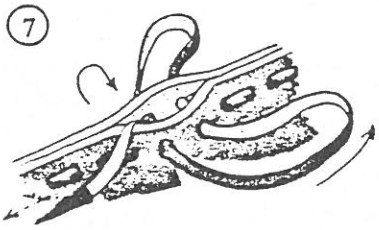


Lace to the last hole and leave a loose loop in the second to the last hole.

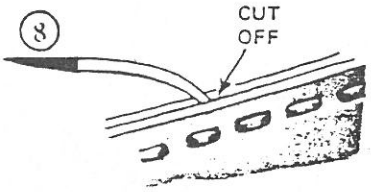
⑥



Push needle through last hole. Spread leathers; push needle through next to last hole bringing needle up between leathers.

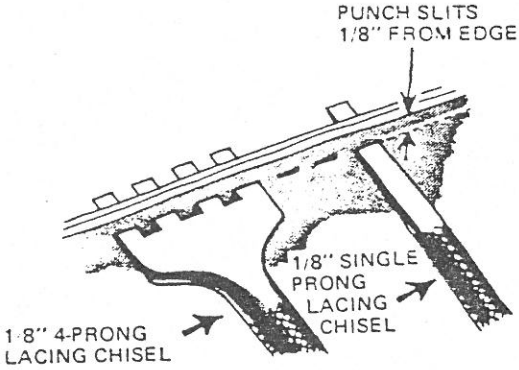


Pull the loose loop tight and continue pulling all the slack out of the lace.

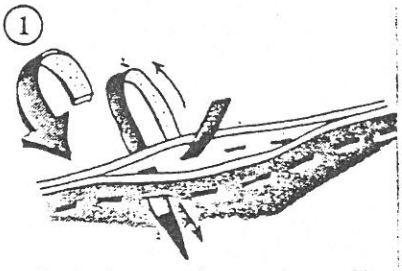


Pull all stitching up tight and pull end of lace tight. Cut off the end of the lace close to the leather and tap all lacing flat with a smooth mallet.

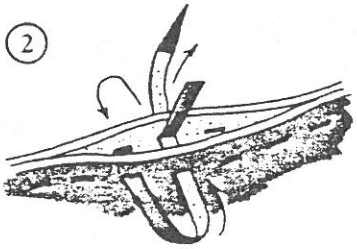
THE BUCKSTITCH



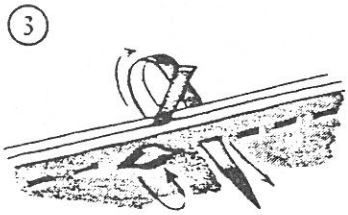
Punch lacing slits with single, or multiple pronged lacing chisels.



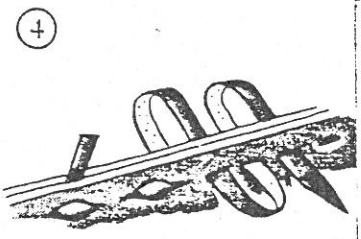
Begin lace as shown above. Note correct sides of lace.



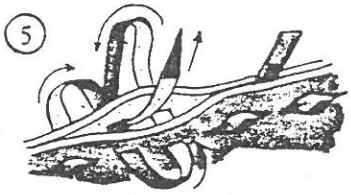
Pull first loop tight and lace back through first slits of both leathers.



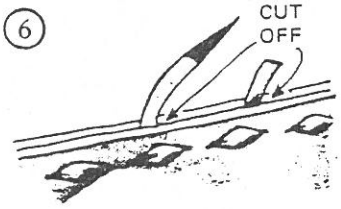
Pull first stitch tight. Turn needle and go back through next slit as shown.



Continue lacing. Pull stitches tight as you go.

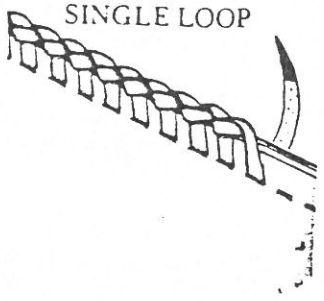


Lace to beginning stitch... through last slit. Lace back one slit (on back side) and push needle between leathers.

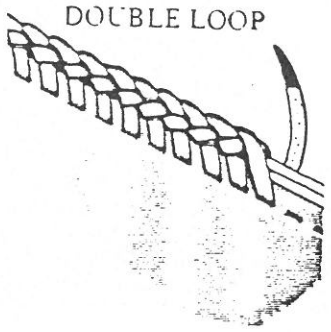


Pull all stitches tight. Cut off ends. Tap stitches flat with a mallet.

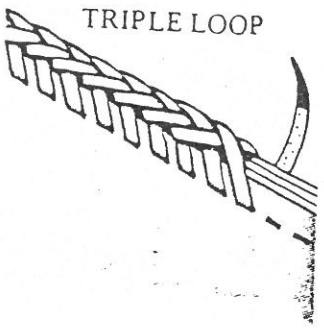
SELECTING THE LACING STITCH FOR EDGE COVERAGE



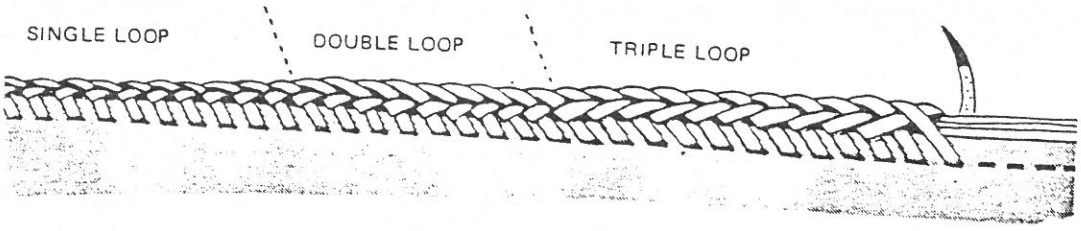
The SINGLE LOOP stitch is best suited for lacing the edges of lightweight leathers or single thickness of leather, as little lace is required to cover the "raw" edge.



The DOUBLE LOOP stitch covers a wider area and is used on heavier leather than the single stitch. It covers a wider surface especially where two thicknesses of leather require more lacing to cover the edge.

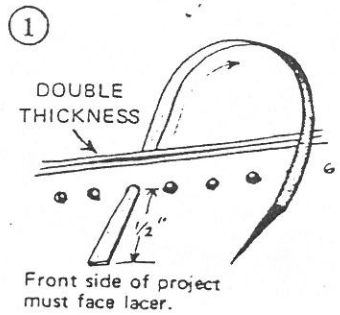


The TRIPLE LOOP stitch is used where the Double Loop is not adequate. This stitch is used where two or more thicknesses of leather require additional lacing to cover the "raw" edges.

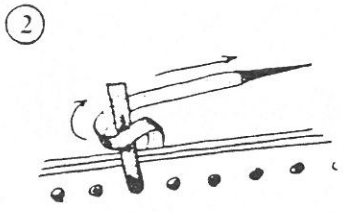


On special projects, where variations in thicknesses of leathers occur, the lacing can be joined continuously from one kind of stitch to another. The stitching can also be reversed as thicknesses of leathers decrease. Practice lacing on scrap leathers.

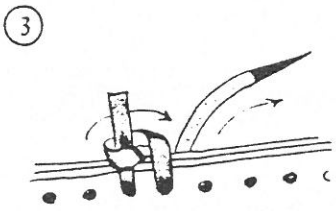
THE SINGLE LOOP



Begin at top of project, push lace through front side. Leave about ½" of end.

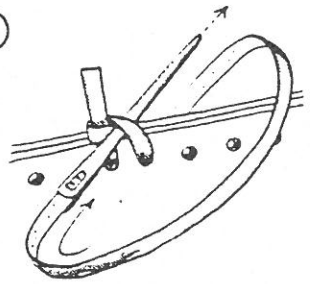


Fold end up and loop lace around as shown. Hold with fingers until 1st stitch is tightened.



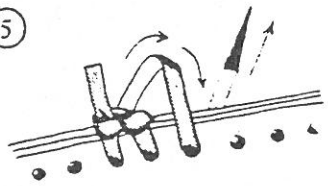
Lace through 2nd hole. Be sure smooth side of lace faces you, as shown in drawings. Pull up snugly.

④



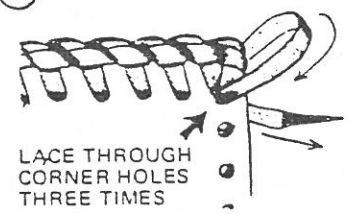
Push needle under lace as shown. . .with the flesh side up. Do not twist lace. Pull up snugly.

⑤



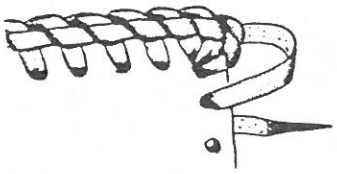
These first 2 stitches should not be tight, but snug as they must be adjusted when completing steps 8-16. Continue lacing in this fashion until you reach corner hole.

⑥



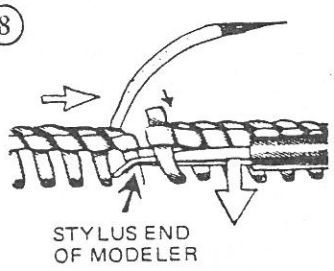
Continue lacing as previously described. Lace through corner holes three times, as shown.

⑦



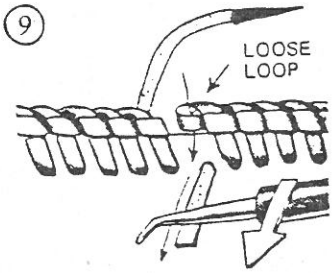
Each stitch must go under the loop as previously described. Lace to the beginning point.

⑧



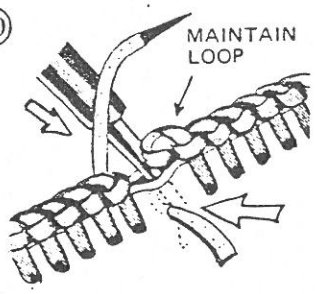
Lace through last hole and under loop. Insert stylus end of modeling tool under end of lace.

⑨



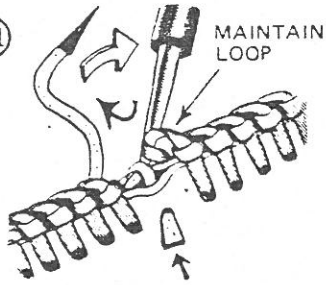
Pull end of lace out of loop with end of modeler as shown. Maintain the loose loop.

⑩



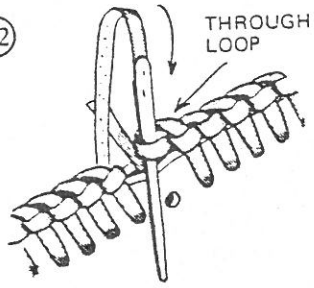
Insert stylus between the leathers and hook over the end of the lace as shown above.

⑪



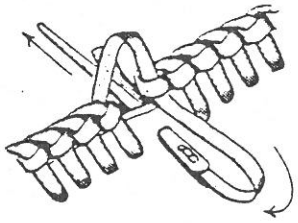
Carefully pull up stylus and gradually pull end of lace out of the hole; up between leathers.

⑫



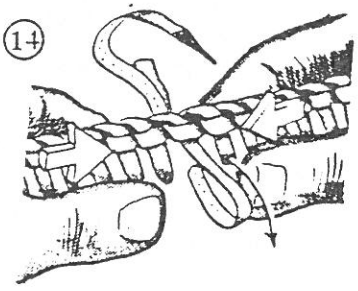
Push needle down through the loose loop, carefully, as shown.

⑬



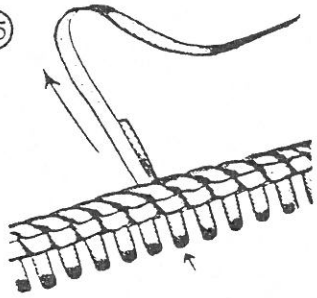
Push needle through hole. . .up between the leathers. Be sure lacing does not twist.

⑭



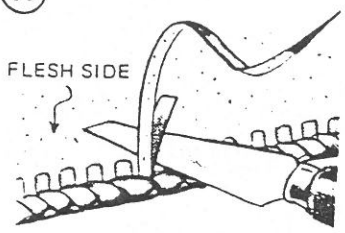
Adjust the stitches by pushing and working the lacing together with fingers as shown.

⑮



Pull lacing up snug and adjust so that all of the stitches appear even.

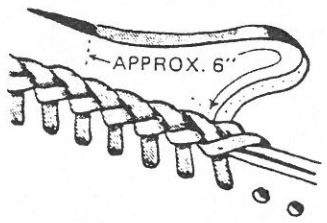
16



Carefully cut off ends from the flesh side, as shown. Tap lacing flat with mallet or roll under a wooden dowel.

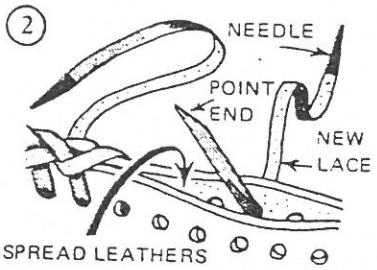
SPLICING INSTRUCTIONS

1



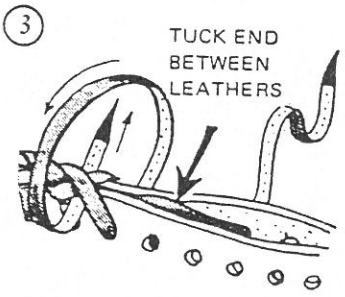
Approximately 5" to 6" of lacing is required to make the splice. Follow instructions at right.

2



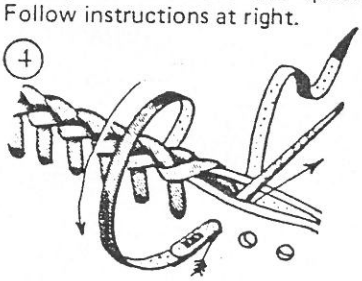
Insert newly threaded needle down between leathers, 3-4 holes from lacing; pull out back side. Leave ¼" of end.

3



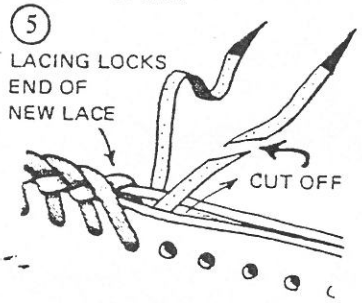
Tuck end of lace between leathers and continue lacing your project with the old lace.

4



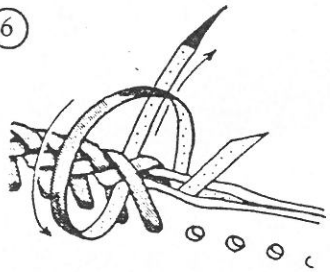
Lace with the old lacing up to the new lace. Push the needle up between the leathers again through the 1st hole after the new lace.

5



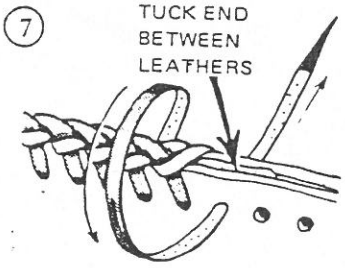
Pull the old lace up tight, cut off the end at an angle, allowing about ¾" to remain.

6



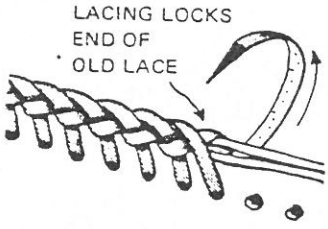
Now begin lacing the rest of your project with the new length of lace. Push needle under the bight as before for a double loop stitch.

7



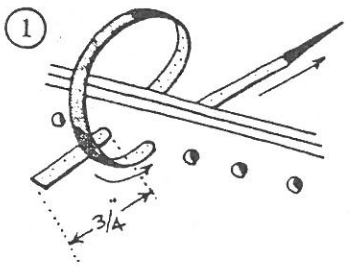
Tuck the end of the old lacing between the leathers and lace over it with the new lace so that it is caught and won't show.

8

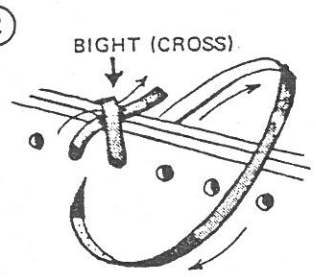


Continue lacing and lace over ends, as instructed, to lock them in place.

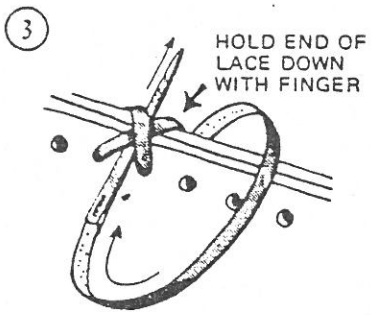
DOUBLE LOOP STITCH



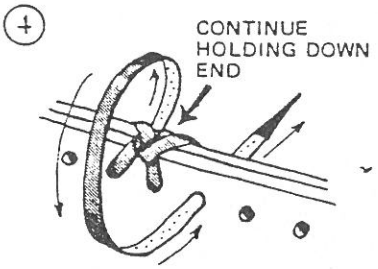
Beginning on front side of project pull the needle and lace through the 1st hole. Leave about ¾" of the lacing end and go on to lace the next hole.



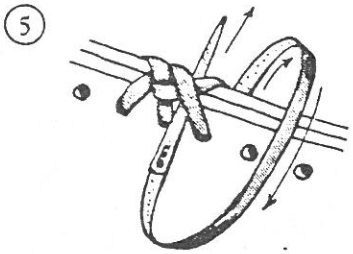
Pull the stitch tight; lacing over the end you left free. This forms a cross or "bight".



Push the needle under the cross or bight. Hold the end of the lace down on the opposite side.



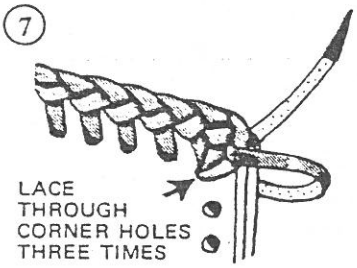
Pull the stitch under the bight snug but not tight. Lace through the next hole.



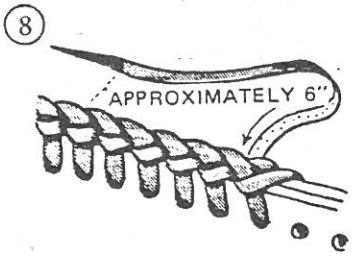
Follow the same procedure as in Steps 1 and 2 making a cross or bight. Once again go under the bight and pull the stitch snug.



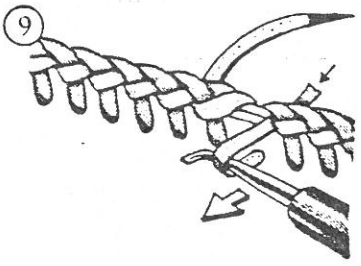
Lace through the next hole. The end of the lace can now be released as it is now locked in place.



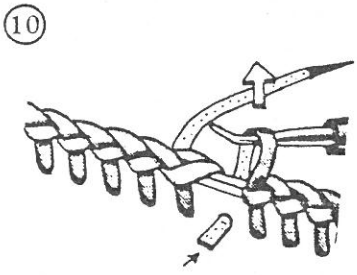
When lacing a corner, stitch it three times instead of just two. Be sure to go through bight on corner stitches.



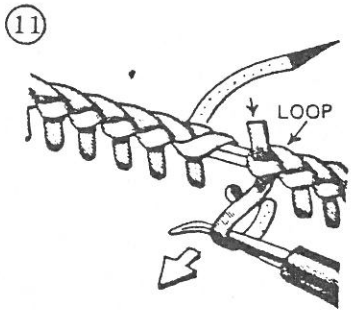
Lace until only 5" or 6" of lacing remains. You will now have to splice with a new length of lace. (See splicing instructions).



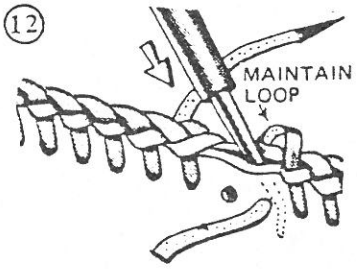
Continue lacing to starting point. Use modeling stylus to pull end of lace free of stitches.



From back side pull the end of lace out of the hole.

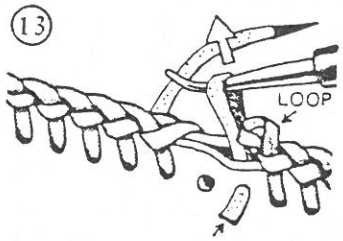


From front side, pull end of lace out of the loop.



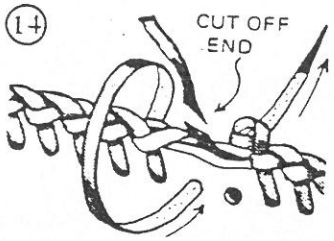
Push stylus down between leathers and hook it over the end of the lace.

(13)



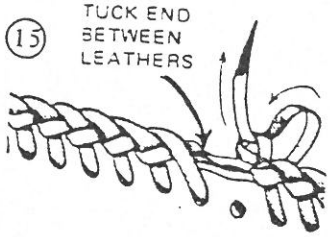
Pull end of lace out of hole and up between leathers. Two empty holes should appear on the front side; one on the back.

(14)



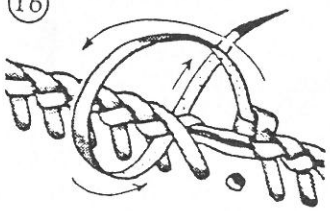
Cut off the end of the lace you have pulled out and tuck the end of the lace between the leathers. Lace through the next hole.

(15)



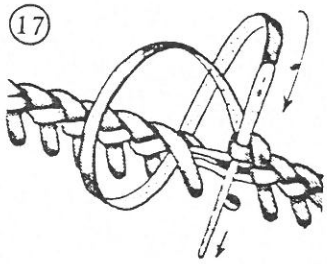
Pull stitch tight and lace up through loop from the back side. All holes on the back side should be filled.

(16)



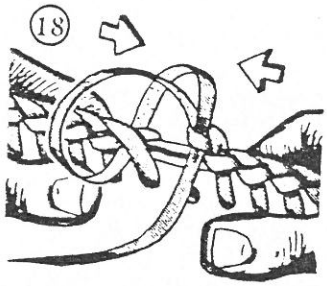
Lace under the bight. . .do not pull this stitch tight.

(17)



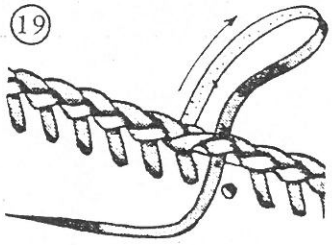
Carefully cross over as shown. . .and push needle down through the loop.

(18)



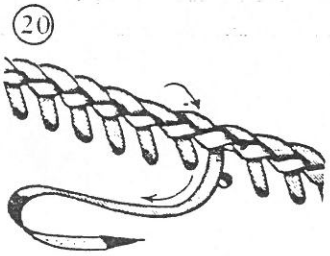
Pull needle through. Push laced edges together to adjust starting loops for easier completion.

(19)



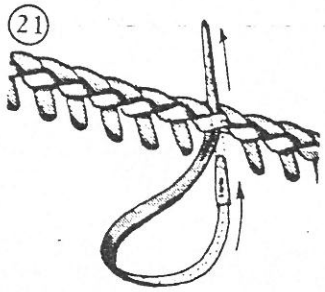
Pull any slack out of the first loop and adjust lacing with fingers to make all your stitches appear equal.

(20)



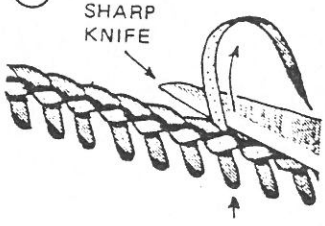
Pull the end of the lacing down tight. Make sure all stitches appear even and equally spaced.

(21)



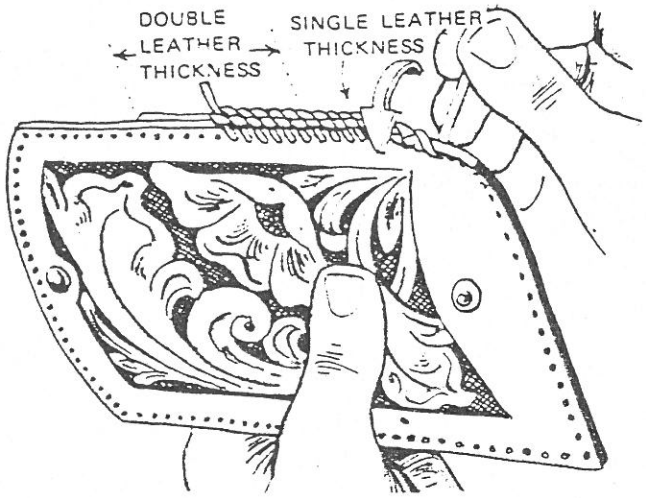
Push needle through the last hole as shown. Bring it up between the leathers and out between the lacing.

(22)



Carefully cut off the end of this lacing. Tap lacing flat with a mallet or roll flat with a wooden dowel.

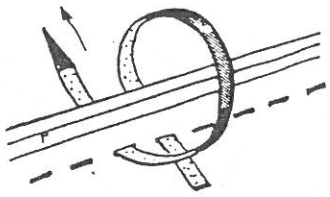
LACING TIPS



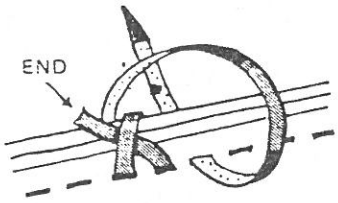
When lacing light weight leathers, such as a key case. . .caution must be used so that the lacing stitches are not pulled too tight. . .especially on the single leather thickness. You will note on the sketch above, that the lacing begins at the double thickness of leather (the key plate panel). Here, the stitches can be pulled fairly tight as there is enough thickness or body, to keep the edges of the leathers from curling over. When the lacing leaves this double thickness area and begins on the single edge only, the lacing should be pulled up snugly. . .but not too tight, or the edge of the leather will curl over as illustrated. When lacing the single edge thickness, the thumb and fingers of the left hand should be held close to the lace and the stitches not pulled too tight. . .so as to not curl the edge.

THE TRIPLE LOOP

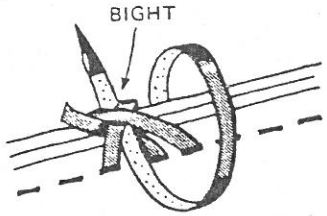
NOTE: Splicing the triple loop is same as for single and double loop stitches.

① 

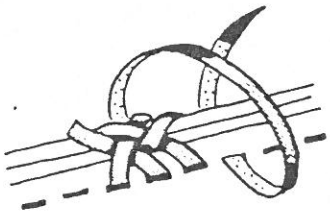
As with other types of stitches, the front side of the project should be facing you. Begin as shown. Lace through next hole to left.

② 

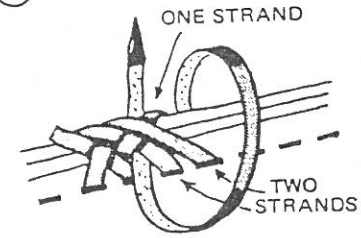
Pull stitch snug over end. Lace through first hole to right.

③ 

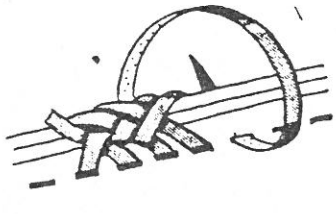
Pull stitch snug; lace under bight (cross) same as with double loop stitch.

④ 

Pull snug; lace through next hole.

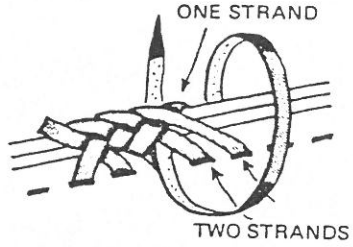
⑤ 

Lace under bight. However, lace goes under TWO strands on front; under ONE strand on back side.

⑥ 

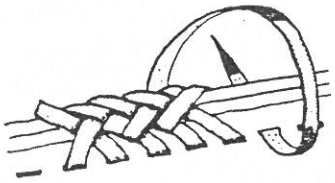
Pull snug; lace through next hole.

(7)



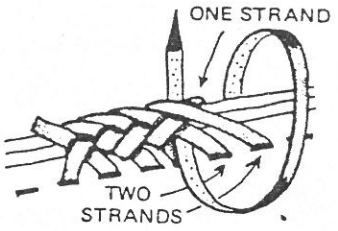
Lace under bight; under TWO strands on front, ONE strand on back.

(8)



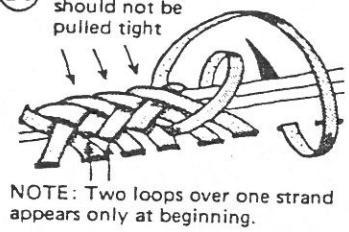
Pull up snug; lace through next hole.

(9)



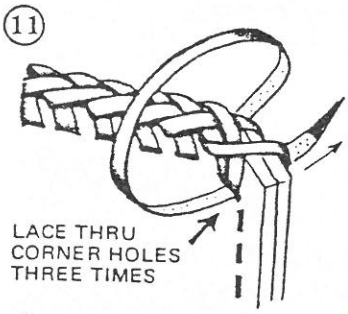
Continue lacing; under TWO strands on front, ONE at back.

(10)



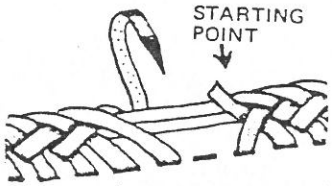
Continue lacing. First 3 stitches pulled up snug—but not tight. Pull all remaining stitches tight.

(11)



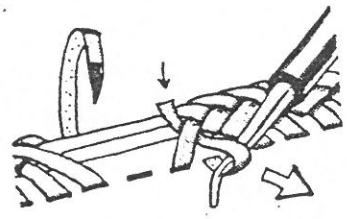
Be sure to go under two strands at front; one at back with each stitch at corners.

(12)



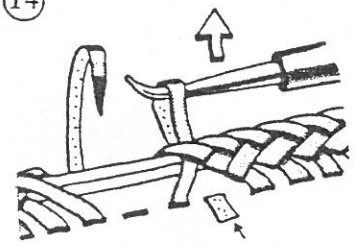
Splice often as required. Splice same as for double loop. Continue lacing to starting point.

(13)



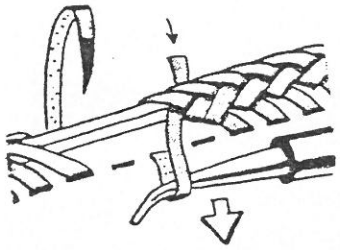
Begin removing end of lace as shown.

(14)



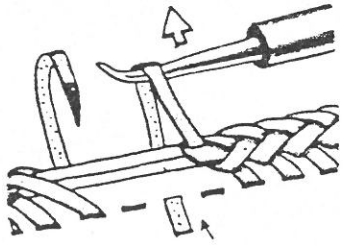
Pull end out of hole from back side.

(15)



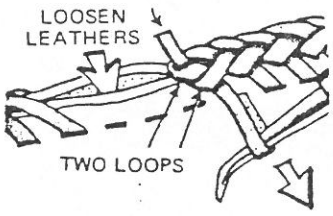
Pull end from under lacing at top.

(16)



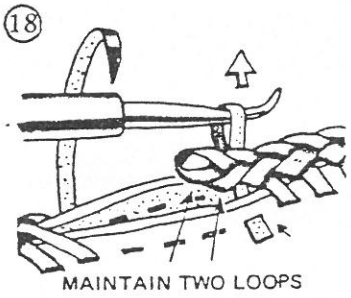
Pull end out of hole from back side.

(17)



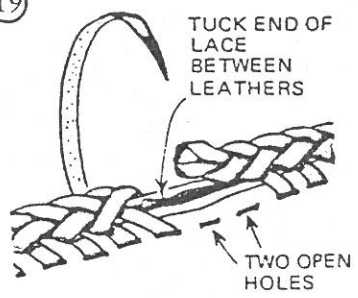
Use stylus to loosen and spread leathers; breaking cement adhesion.

(18)



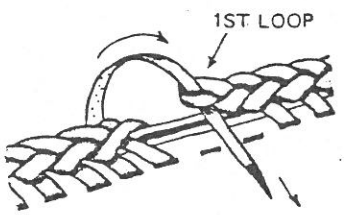
Pull end up BETWEEN leather. BE SURE to maintain the two loops.

(19)



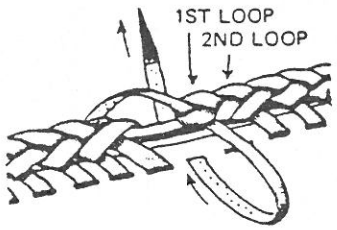
Trim some end; tuck between leathers. Lace to 2 open holes on front; one open hole on back.

(20)



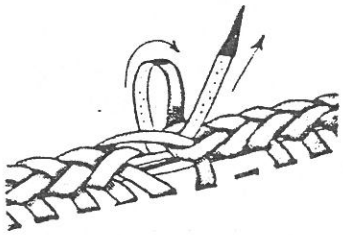
Lace under bight and down through 1st loop.

(21)



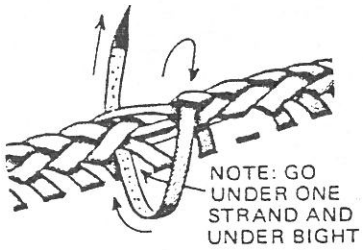
Lace through next hole; filling open hole at back.

(22)



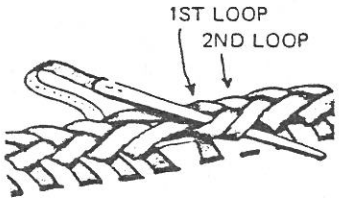
Lace UP through 1st loop.

(23)



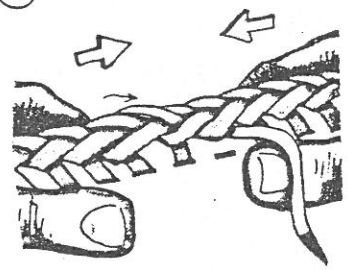
Lace under bight; under ONE strand only at front.

(24)



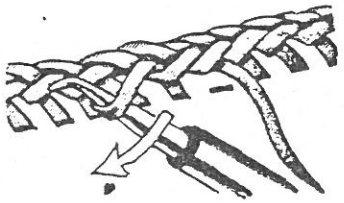
Carefully push needle down through BOTH loops.

(25)



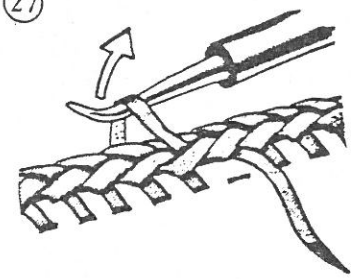
Push on lacing with fingers to adjust.

(26)



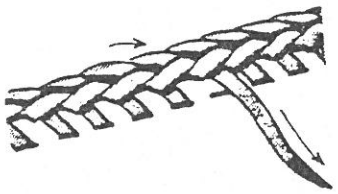
Go back to step 23 and begin pulling slack out of lace.

(27)



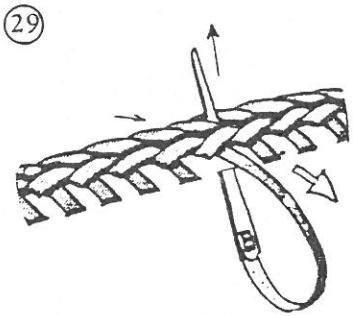
Continue pulling slack and tightening stitches.

(28)



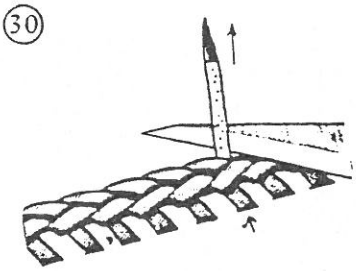
Pull slack down through both loops. Lacing should be well adjusted as shown.

(29)



Lace through remaining hole and UP between lacing at top.

(30)



Carefully cut off end. Tap lacing around project and rub or roll for evenness.

TECHNIQUES OF STRUCTURAL ASSEMBLY :

REVIEW TOPICS

1. WHAT IS THE DIFFERENCE IN THE WHIP STITCH AND THE RUNNING STITCH ?

2. (A) WHEN SHOULD THE SINGLE LOOP STITCH BE USED ?
   (B) THE DOUBLE LOOP STITCH ?
   (C) THE TRIPLE LOOP STITCH ?

3. WHICH SIDE OF THE PROJECT SHOULD FACE THE LACER ?

4. WHEN SHOULD LACE BE APPLIED ?

5. HOW MANY TIMES SHOULD LACE GO THROUGH THE CORNER HOLES ?

6. WHAT CAUSES THE LACED EDGE OF A PROJECT TO CURL ?

7. WHAT ARE SOME OF THE BASIC ASSEMBLY TOOLS ?

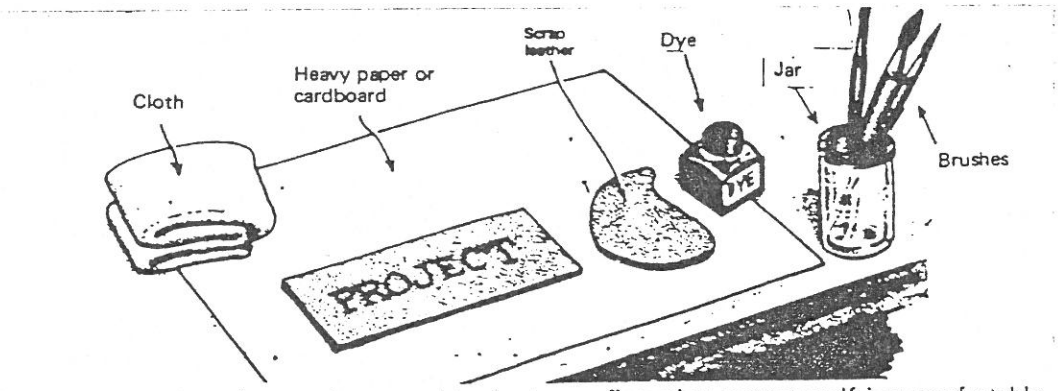
DYEING AND FINISHING LEATHER

COLOR ENHANCES THE BEAUTY OF MANY DECORATIVE DESIGNS. HOWEVER, COLOR SHOULD BE LIMITED TO AMPLIFYING THE CARVED AND TOOLED DESIGN. TOO MUCH OR AN OVERALL COLORING TENDS TO DEFEAT THE USE OF GENUINE LEATHER AND DETRACT FROM ITS VALUE AND BEAUTY.

SINCE GENUINE LEATHER ENJOYS A RUSTIC IMAGE, LOW COLOR TONERS OR ANTIQUE FINISHES WHICH PERMIT THE NATURAL GRAIN TO SHOW THROUGH PRODUCE VERY ATTRACTIVE FINISHED PRODUCT.

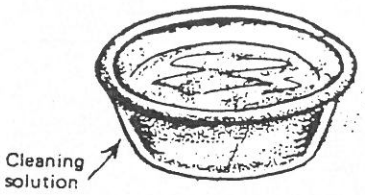
THIS CHAPTER DESCRIBES AND ILLUSTRATES PROPER SELECTION OF LEATHER DYES AND FINISHES FOR USE ON SPECIFIC PROJECTS.

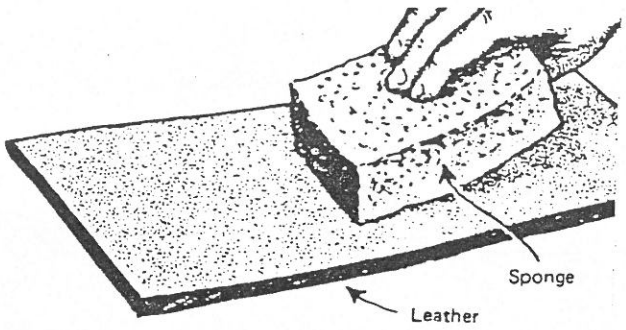
THE "GRAIN LAYER"(HAIR SIDE)OF THE LEATHER CONSISTS OF ABOUT 1/5TH OF THE THICKNESS OF THE HIDE.THE FIBER STRUCTURE OF THIS PART OF THE LEATHER IS MORE CLOSELY KNIT THAN THE REMAINDER OF THE HIDE, THEREFORE MORE DESIRABLE FOR CARVING, STAMPING, AND DYEING. VEGETABLE TANNED AND BARK TANNED LEATHERS ARE MOST SUITABLE FOR CARVING AND DYEING...AND ARE PREPARED FOR THIS PURPOSE. DURING THE TANNING PROCESSES, THE HONEYCOMB STRUCTURE OF FIBROUS INTERLACINGS ARE FILLED WITH OILS AND OTHER TANNING AGENTS. IT IS THESE OILS AND TANNING AGENTS THAT GIVE"LIFE"TO THE LEATHER... AND ALSO MAKES DYEING OF THE FLESH SIDE UNSATISFACTORY.



Prepare your work surface so that everything is at your fingertips; seat yourself in a comfortable position free of tension or strain.

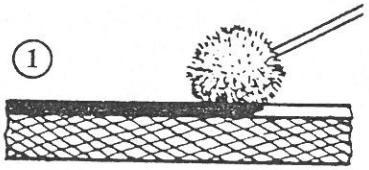
CLEANING THE LEATHER



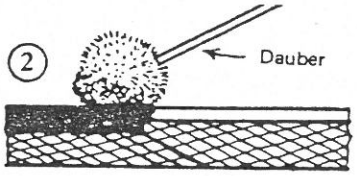


Before dyeing. . .the leather should be clean and free of smudges, finger marks, or any foreign matter. Prepared brands of leather cleaners can be purchased, but you can easily mix your own by dissolving about 1 teaspoon of oxalic acid crystals in a pint of warm water and shake well. When thoroughly dissolved, apply to carved leather with a damp sponge. Use a light scrubbing motion to clean stubborn spots.

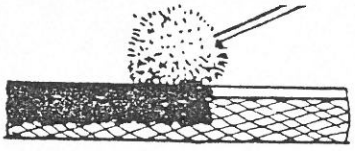
DYE PENETRATION



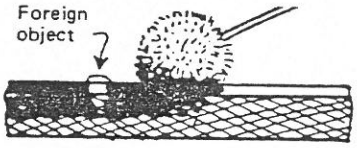
The first application usually penetrates only the grain layer. Swab on liberally to ensure coverage.



The second application penetrates an equal amount more into the coarser fibers. Apply liberally.



A third application will penetrate deeply, as previous applications have "opened the way" for the dye.



Foreign matter. . .such as wax residue, a drop of cement, oily finger marks, will retard dye penetration.

SOLID COLOR DYEING

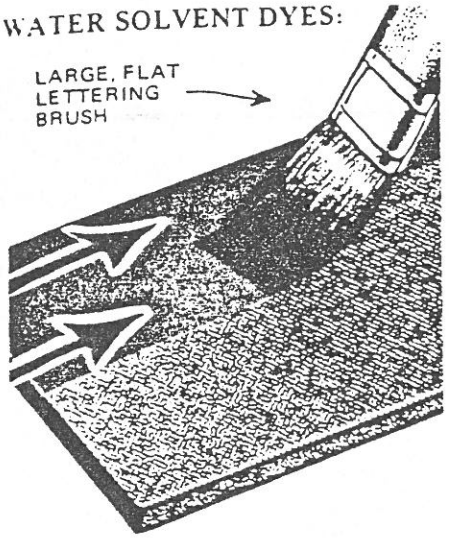
PREPARE LEATHER FOR DYEING BY CLEANING AS INSTRUCTED. MANY BRAND NAMES OF OIL AND SPIRIT SOLVENT DYES...AND WATER SOLVENT DYES ARE AVAILABLE AT LEATHER STORES EVERYWHERE. USE THE BRAND NAME OF YOUR CHOICE.

FOR OIL AND SPIRIT SOLVENT DYES, USE COTTON OR FELT SWABS, PIECE OF SHEEP SHEARLING OR WAD OF ABSORBENT COTTON HELD IN THE HAND. FOLLOW THE INSTRUCTIONS.

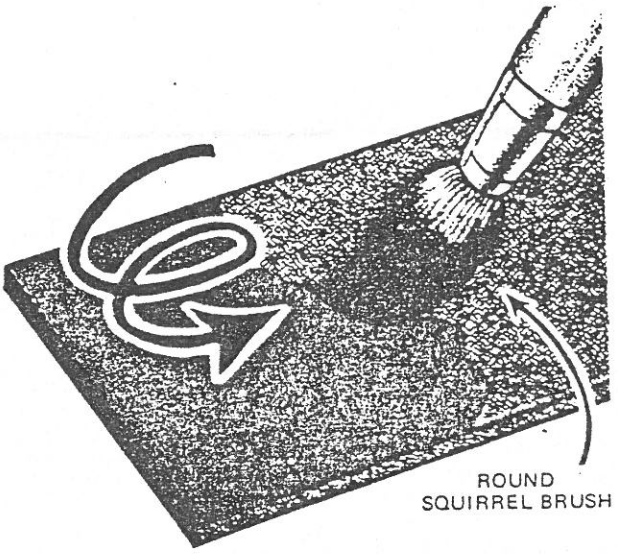
FOR WATER SOLVENT DYES, DO NOT USE USE COTTON SWABS OR SHEARLING, AS THEY TEND TO HOLD BACK THE COLOR SOLIDS. USE BRUSHES.

BEFORE BEGINNING THE DYE WORK ON YOUR PROJECT, BE SURE YOU HAVE SUFFICIENT QUANTITY OF DYE ON HAND TO COMPLETE IT. DYE FORMULATION MAY VARY SLIGHTLY AND CREATE AN ADVERSE EFFECT IN APPEARANCE OF YOUR FINISHED PROJECT. ALWAYS PRACTICE ON SCRAP LEATHER(FROM THE SAME PROJECT)BEFORE ATTEMPTING TO DYE YOUR PROJECT!REMEMBER... EACH HIDE OF LEATHER MAY PRODUCE A SLIGHTLY DIFFERENT SHADE OF THE SAME COLOR, DUE TO CHEMICAL CHANGES DURING TANNING,ECT.

FOR WATER SOLVENT DYES:

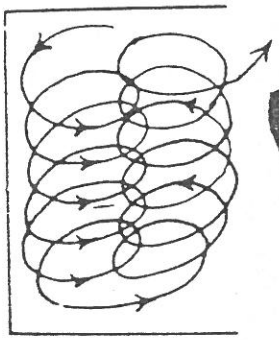


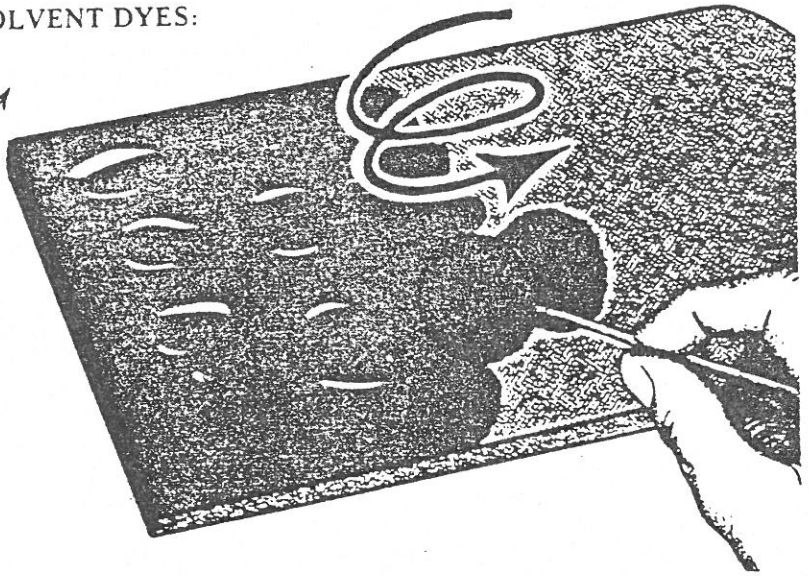
When dyeing with the lettering brush, use cross, and diagonal strokes for second and third applications of dye to obtain a more even job.



When you use the squirrel brush, follow the circular motion shown above.

FOR OIL AND SPIRIT SOLVENT DYES:





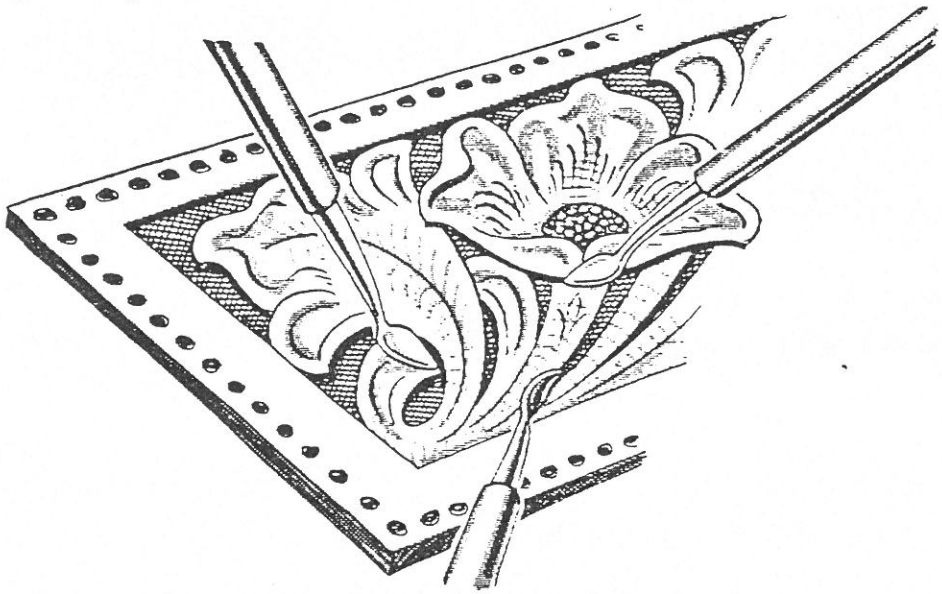
Dip applicator in color and begin in upper left hand corner. Move quickly in a circular motion so that each stroke slightly overlaps the last, as shown above. When strokes of color begin to thin, dip applicator into color and resume motion until entire project has been covered.

CAUTION: Protect hands from direct contact with oil and spirit solvent dyes as stains are difficult to remove from skin.

WHEN DRY, YOU'LL NOTE DARKER AND LIGHTER SPOTS; YOUR DYE JOB IS NOT EVEN. THIS WILL BE DUE TO HEAVIER PENETRATIONS OF DYE WHEN THE APPLICATOR FIRST TOUCHED THE LEATHER. ONE APPLICATION OF DYE IS USUALLY NOT SUFFICIENT. GO OVER THE ENTIRE PROJECT AGAIN, IN THE OPPOSITE DIRECTION, WITH THE SAME PROCEDURES PREVIOUSLY DESCRIBED. APPLY AS MANY DYE COATS AS NECESSARY TO ACHIEVE THE DESIRED RESULTS.

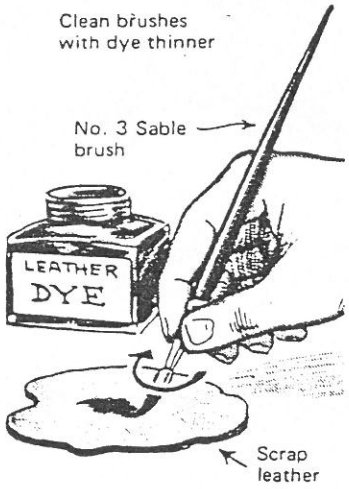
THIS FOLLOWING TECHNIQUE SHOULD BE USED WITH ALL CARVED DESIGNS AND IS ESPECIALLY IMPORTANT WHEN BACKGROUND DYE IS TO BE USED.

This following technique should be used with all carved designs and is especially important when background dye is to be used.

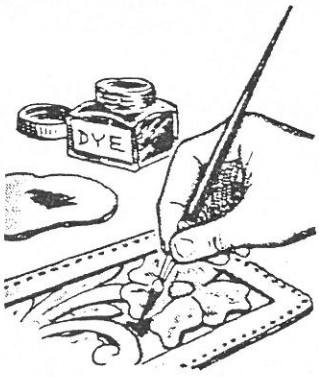


After carving and stamping, use the spoon end of the Modeling tool to clean up the design. The edges of the flowers and leaves can be slightly rounded, and rough beveling marks can be smoothed out. Other "out of place" tool marks can be rubbed out, carefully. Many times the pointed background areas can be more clearly defined with the point of the spoon where the background tool has marred portions of the raised edges of the design, and over-ran its bounds in the very pointed areas.

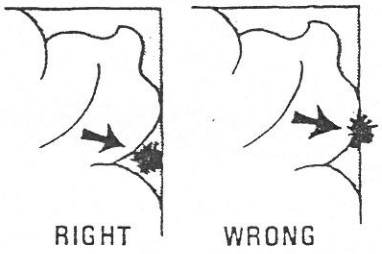
HOW TO DYE THE BACKGROUND OF THE DESIGN



Before dyeing the project, practice on scrap leather. Twist the brush clockwise to point the bristles.

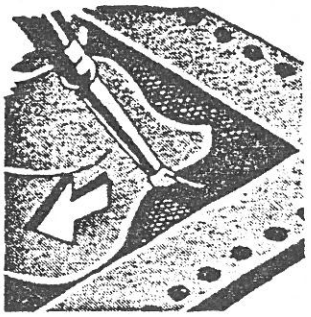


Begin dyeing in the open areas. Always touch the brush to the scrap leather first to remove excess dye before applying to the project. Too much dye will run and "bleed" over the edges of the design.

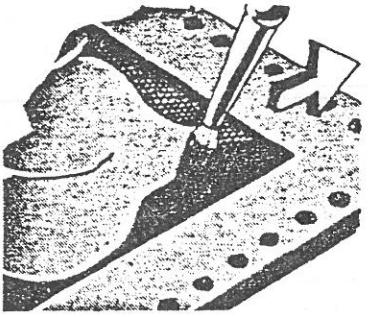


RIGHT METHOD: Here the brush was pushed to the center of background first, minimizing danger of dye "bleeding" over design.

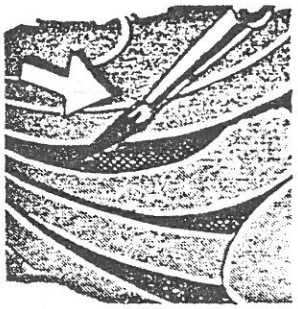
WRONG METHOD: Here dyeing was started in small area. Excess dye has spread and crawled over the edges of the design.



Begin dyeing in the open areas. Always touch the brush to the scrap leather first to remove excess dye before applying to the project. Too much dye will run and "bleed" over the edges of the design.

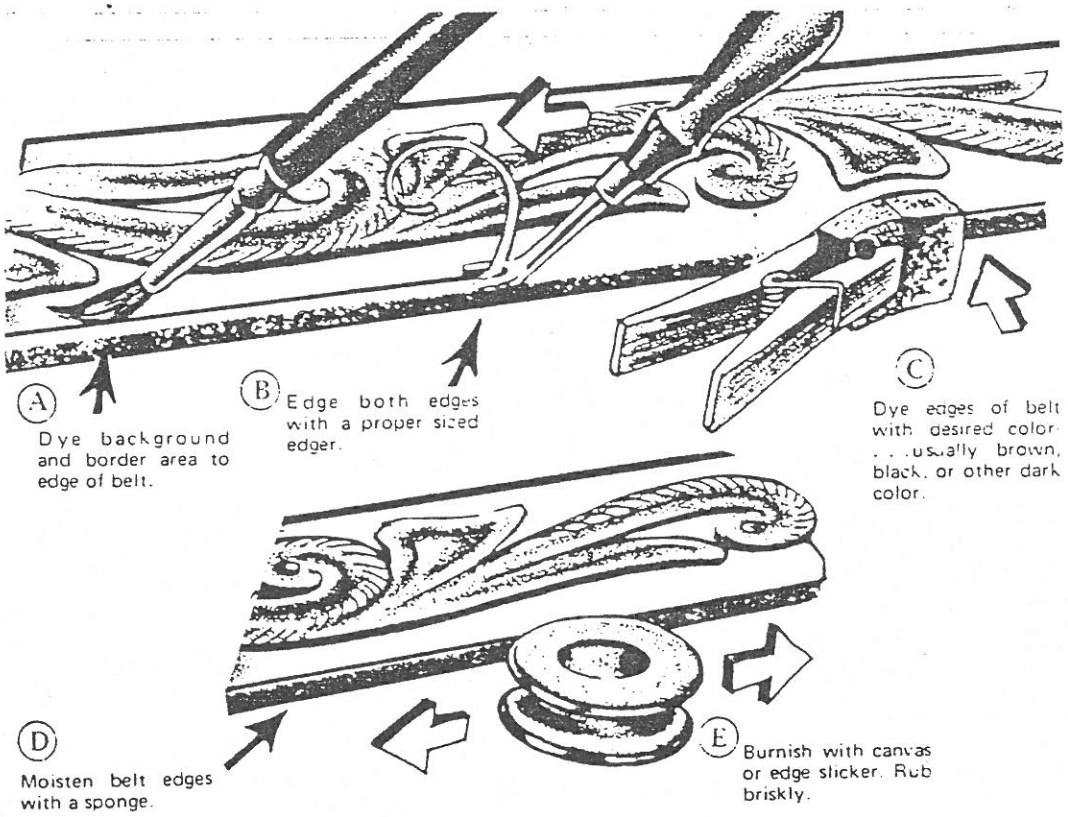


When most of dye is exhausted, point brush by twisting clockwise on scrap leather; complete dyeing as shown.

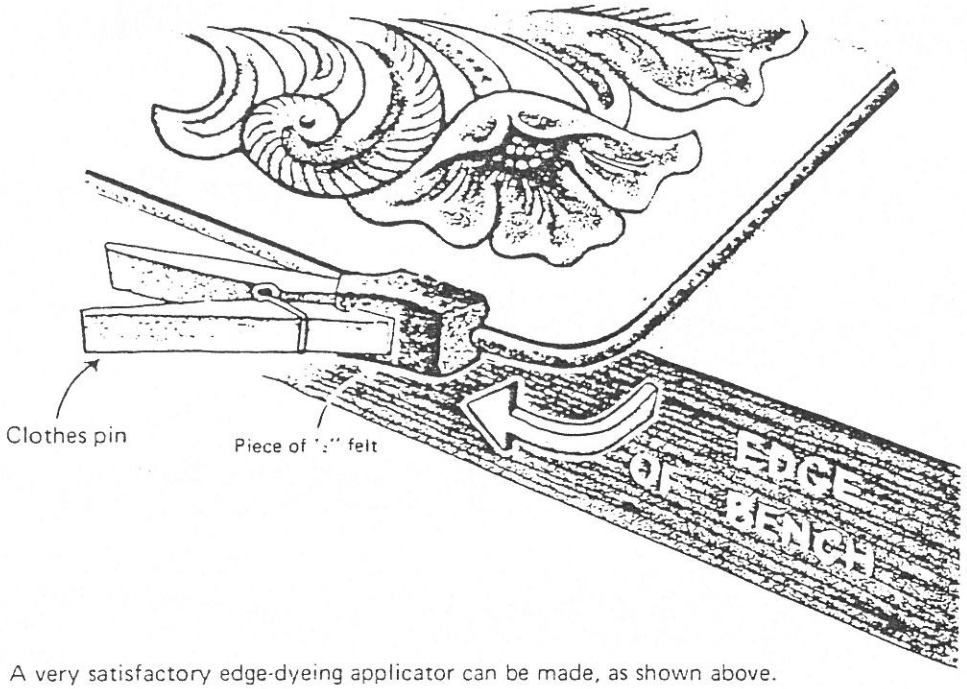


Use short, pulling strokes to cover the area. Turn the leather as often as necessary to facilitate dyeing in the difficult areas.

WHENEVER A PROJECT IS TO HAVE EDGES BURNISHED...AND NOT LACED... SUCH AS BELTS, SADDLES, OR HAND-SEWN EDGES REQUIRING A BURNISHED EDGE, ALL DYEING SHOULD BE COMPLETED BEFORE EDGING AND BURNISHING. WHEN BURNISHING THE EDGES, THE PORES OF THE LEATHER ARE CLOSED, AND WILL NOT READILY ACCEPT THE DYE. BY DYEING THESE BORDERS AND EDGES BEFORE BURNISHING, THE DYE HAS AN OPPORTUNITY TO FULLY PENETRATE THE LEATHER AND A MORE SATISFACTORY JOB RESULTS.



Follow the steps above to correctly dye the borders of the belt. Also, the correct procedures are indicated for edging, dyeing, and burnishing the unlaced edge.



A very satisfactory edge-dyeing applicator can be made, as shown above.

On larger projects, follow the same procedures. Place the leather on edge of the bench, as shown. Dye the edge, moisten the edge with a sponge, and burnish to a high lustre. If too wet, the edge will not burnish properly. If too dry, add a little more moisture. Rub briskly to create friction. "Elbow grease" is the main ingredient for good burnished edges!

PURPOSE OF APPLYING LEATHER FINISH

LEATHER FINISHES ARE APPLIED TO PROTECT AND PRESERVE THE QUALITIES AND APPEARANCE OF GENUINE LEATHER. THESE FINISHES SHOULD NOT BE CONFUSED WITH LEATHER DYES AND OTHER FORMULATIONS WHICH ARE INTENDED TO ALTER THE APPEARANCE OF THE LEATHER SURFACE. LIGHT, HEAT AND ATMOSPHERIC CONDITIONS HAVE A MARKED TENDENCY TO DETERIORATE THE CHARACTER AND APPEARANCE OF LEATHER. TO INHIBIT DETERIORATION AND PRESERVE THE LASTING BEAUTY OF LEATHER, WE USE CAREFULLY FORMULATED LEATHER FINISHES

TYPES OF LEATHER FINISHES

WHILE THERE ARE NUMEROUS LEATHER FINISHES, THERE ARE TWO TYPES MOST COMMONLY USED WHICH ACHIEVE THE MOST SATISFACTORY RESULTS. FIRST ARE THE CLEAR LACQUER FINISHES. BECAUSE OF THIER POPULARITY, THERE ARE SEVERAL EXCELLENT CLEAR LAQUER FINISHES AVAILABLE FROM DEALERS.

THE OTHER PROMINENT LEATHER FINISH IS A LIQUID WAX FINISH PREFERRED BY MANY EXACTING PROFESSIONAL LEATHER ARTISTS. EITHER LIQUID WAX OR CLEAR LAQUER WILL PRESERVE AND MAINTAIN THE APPEARANCE OF YOUR LEATHER PROJECT.

CLEAR LAQUER FINISHES ARE SURFACE COATINGS THAT PRODUCE A HIGH GLOSS. LIQUID WAX FINISHES WHICH PRODUCE A RATHER FLAT APPEARANCE UPON APPLICATION, CAN BE ENHANCED WITH GENTLE BUFFING AND POLISHING TO PRODUCE A PLEASING LUSTER. WHEN MORE GLOSS IS DESIRABLE, CLEAR LAQUER CAN BE APPLIED OVER THE LIQUID WAX FINISH.

WHEN SPIRIT SOLVENT COLOR DYES HAVE BEEN APPLIED TO THE LEATHER, IT IS SOMEWHAT DIFFICULT TO APPLY CLEAR LAQUER FINISHES WITHOUT DISTURBING THE COLOR. IT IS BEST TO APPLY A LIGHT COATING OF LIQUID WAX FINISH BEFORE APPLYING A CLEAR LAQUER. CONVERSELY, WHERE WATER SOLUBLE DYES ARE USED, CLEAR LAQUER, APPLIED CAREFULLY, PERFORMS BEST.

PREPARATION

BEFORE APPLYING LEATHER FINISHES, CHECK THE FOLLOWING CAREFULLY.

1. BE SURE THAT THE SURFACE AREA IS FREE FROM DIRT, DUST, OR OTHER FOREIGN MATTER.
2. ANY FINAL TOUCHES OR CLEAN-UP WORK IN THE TOOLED DESIGN MUST BE COMPLETED PRIOR TO APPLYING FINISH.
3. IF THE LEATHER IS STILL DAMP FROM THE CASING DURING THE APPLICATION OF THE DESIGN, ALLOW IT TO DRY THOROUGHLY BEFORE APPLYING CLEAR LAQUER LEATHER FINISH.
4. REMEMBER WHEN YOU APPLY THE LEATHER FINISH, YOU SEAL OFF THE LEATHER SURFACE. THEREFORE, COMPLETE APPLYING DESIRED LEATHER DYES BEFORE APPLYING FINISH.
5. IF YOU ARE USING A SHEEP WOOL APPLICATOR, CAREFULLY BRUSH OR COMB ANY LOOSE WOOL OR FOREIGN MATTER FROM THE APPLICATOR BEFORE DIPPING INTO LIQUID FINISH.
6. IF YOU USE A CELLULOSE SPONGE FOR LIQUID WAX, BE SURE IT IS FREE OF FOREIGN MATTER AND SLIGHTLY DAMPENED TO ENSURE UNIFORM ABSORPTION.

CLEAR LAQUER FINISHES

TO APPLY CLEAR LAQUER FINISHES, BE CAREFUL TO APPLY ONLY A VERY LIGHT COATING. IT IS BEST TO SATURATE THE APPLICATOR AND RUB BRISKLY ON A SHEET OF PLAIN UNPRINTED PAPER OR CARDBOARD TO SOFTEN AND LUBRICATE THE APPLICATOR BEFORE RUBBING THE LEATHER SURFACE. APPLY A LIGHT COAT OF THE CLEAR LAQUER TO THE ENTIRE GRAINED SURFACE WITH A CIRCULAR MOTION. APPLY MORE PRESSURE AND RUB THOROUGHLY OVER CARVED DESIGN SURFACE TO INSURE PENETRATION INTO ALL CUTS AND TOOL IMPRESSIONS. STRIVE TO ACHIEVE A LIGHT UNIFORM COATING. THERE IS OFTEN A TENDENCY TO APPLY TOO THICK A COATING OF CLEAR LAQUER TO THE LEATHER SURFACE. THIS CAN RESULT IN CRACKING AND/OR UNSIGHTLY STREAKING. WORK QUICKLY, USING LIGHT CIRCULAR MOTION, AND BE CAREFUL TO AVOID PICKING UP TOO MUCHLAQUER ON THE APPLICATOR AT A TIME.
WHEN CLEAR LAQUER IS EXPOSED TO AIR IT TENDS TO CONGEAL. EXCELLENT LAQUER THINNER PRODUCTS ARE AVAILABLE TO HELP YOU MAINTAIN THE CLEAR LAQUER AT ITS ORIGINAL VISCOSITY. THESE LAQUER THINNERS ARE ALSO MOST USEFUL IN CLEAN-UP WORK.

LIQUID WAX FINISH

FOR FINISHING PLAIN CARVED LEATHER, MANY LEATHER WORKERS PREFER LIQUID WAXES. BOTH THE LATTER AND CLEAR LAQUER PROTECT AND PRESERVE LEATHER EQUALLY WELL. HOWEVER, THERE ARE SOME INSTANCES WHEN LIQUID WAX IS PREFERABLE. IF LEATHER HAS BEEN DYED WITH SPIRIT SOLVENT DYES, LIQUID WAXES CAN BE APPLIED AS FINAL SEALERS WITHOUT DISTURBING OR LIFTING THE DYED COLORS.
SINCE MOST LIQUID WAXES ARE WATER SOLUBLE, THEY TEND TO PENETRATE THE GRAIN SURFACE TO A GREATER DEGREE THAN THE CLEAR LAQUER FINISHES. THE TECHNIQUES OF APPLICATION ARE THE SAME, HOWEVER.

JUST DIP A SLIGHTLY DAMPENED SPONGE INTO THE LIQUID WAX AND APPLY TO THE LEATHER WITH A CIRCULAR MOTION. MANY LEATHERWORKERS APPLY A VERY LIGHT COAT OF MOISTURE TO THE LEATHER SURFACE BEFORE USING LIQUID WAX. THIS ENSURES CONSISTENT AND UNIFORM PENETRATION OF THE LIQUID WAX.

DO'S AND DON'TS

DO APPLY ALL FINISHES BEFORE ASSEMBLY.

DO MAKE SURE THE LEATHER SURFACE IS CLEAR AND FREE FROM FOREIGN MATTER.

DO USE A CONSISTENT CIRCULAR MOTION IN APPLYING LEATHER FINISHES TO AVOID STREAKING.

DO NOT APPLY LAQUER FINISHES OVER SPIRIT SOLVENT DYES.

DO NOT APPLY LIQUID WAX FINISHES OVER WATER SOLVENT DYES.

DO NOT BRING LAQUER FINISHES IN CONTACT WITH LACE. IT TENDS TO CAUSE THE COLOR TO BLEED OFF AND CAN MAKE THE LACE BRITTLE.

DO NOT ATTEMPT TO GO BACK OVER CLEAR LAQUER FINISHED SURFACE AFTER INITIAL COAT IS APPLIED.

DO NOT ATTEMPT TO HEAT DRY LEATHERS AS THIS TENDS TO COOK OUT THE NATURAL OILS AND CAUSE THE LEATHER TO LOOSE ITS FEEL AND LIFE.

ANTIQUE FINISHING

ANTIQUE FINISHES, WHICH COME IN VARIOUS SHADES OF BROWN, ARE VEGETABLE STAIN MATERIALS COMBINED WITH VARIOUS CHEMICALS, WHICH PROVIDE FOR EVEN DISTRIBUTION OF THE STAIN. THE MOST COMMON CARRIER SOLVENT USED IN ANTIQUE FORMULATIONS IS TURPENTINE.

THE EARLY SPANIARDS BROUGHT TO THE MEXICAN CONTINENT A WEALTH OF ARTISTIC SKILLS AND LEATHER WORKING KNOW-HOW. SINCE SOPHISTICATED CHEMICAL FORMULATION WAS NOT POSSIBLE IN THIER DAY, THEY HAD NO LEATHER DYES TO IMPLEMENT THE DECOR OF THIER BEAUTIFUL LEATHER ARTIFACTS. THEY DISCOVERES THAT NATURAL PLANT EXTRACTS COULD BE USED AS A STAIN TO PRODUCE RICH, RUSTIC TONES ON LEATHER. NEXT, A METHOD HAD TO BE DEVISED TO ACHIEVE EVEN DISTRIBUTION OF THE STAIN OVER THE SURFACE. THIS WAS ACHIEVED BY THOROUGHLY MIXING THE STAIN EXTRACTS WITH MUD. THIS PUTTY-LIKE SUBSTANCE WAS THICKLY PACKED OVER THE LEATHER SURFACE AND WHEN IT DRIED IT WAS REMOVED LEAVING ONLY THE RICH ANTIQUE TONES. MODERN CHEMISTRY HAS PROVIDED MUCH BETTER FORMULATION FOR THE USE OF TODAY'S LEATHER WORKER, ALTHOUGH THE BASIC PRICIPLES ARE THE SAME.

THE PRINCIPLE PURPOSE OF ANTIQUE FINISHING IS TO ACHIEVE COLOR UNIFORMITY WHILE RETAINING THE FULL APPEARANCE OF THE LEATHER'S BEAUTIFUL GRAIN SURFACE. MOST PIGMENT DYES TEND TO COVER UP AND DISTORT THE GRAIN SURFACE. THE IMAGE OF FINE LEATHER IN THE MIND OF MOST PEOPLE IS THAT OF RICH, RUSTIC ANTIQUE TONES. THE POTENTIAL FOR THE INDIVIDUAL TO DEVELOP HIS OR HER OWN SPECIAL TECHNIQUE WITH ANTIQUE FINISHES IS WIDE OPEN.

PREPARATION FOR APPLICATION OF ANTIQUE FINISH

SINCE THE APPLICATION OF ANTIQUE FINISHES, LIKE MOST ALL LEATHER FINISHES AND DYES, REQUIRES QUICK START TO FINISH ACTION, IT IS BEST TO PREPARE ALL MATERIALS AND EQUIPMENT IN ADVANCE. YOU WILL NEED AN APPLICATOR(A LIGHTLY DAMPENED CELLULOSE SPONGE WORKS BEST), A PROTECTIVE COVERING FOR YOUR WORKING SURFACE SUCH AS NEWSPAPER OR BROWN PAPER, A SMALL AMOUNT OF WATER FOR MOISTENING THE LEATHER SURFACE, PLASTIC GLOVES OR OTHER PROTECTION FOR YOUR HANDS, AND A SMALL AMOUNT OF ANTIQUE FINISHER IN AN EASY-ACCESS OPEN CONTAINER.

APPLICATION TECHNIQUE

APPLY A VERY LIGHT,BUT CONSISTENT, COAT OF MOISTURE TO THE GRAIN SURFACE AND ALLOW A FEW MINUTES FOR THE MOISTURE TO PENETRATE. DIP MOISTENED APPLICATOR IN ANTIQUE FINISH, CAREFULLY WIPING EXCESS FROM SURFACE OF APPLICATOR ON SIDE OF CONTAINER. IF LEATHER SURFACE HAS BEEN CARVED AND TOOLED, BEGIN APPLYING ANTIQUE FINISH AT CENTER OF THE DESIGN. USE A CIRCULAR MOTION AND APPLY ANTIQUE FINISH OVER DESIRED SURFACE. IF THERE IS ANY AREA ON THE LEATHER GRAINED SURFACE YOU WISH TO LEAVE ITS NATURAL COLOR,APPLY A VERY LIGHT COATING OF LEATHER LAQUER AND ALLOW TO DRY THOROUGHLY BEFORE APPLYING ANTIQUE FINISHER. MANY UNIQUE BEAUTIFUL EFFECTS CAN BE OBTAINED THROUGH THIS TECHNIQUE.

YOU CAN ACHIEVE DEPTH AND DEGREE OF TONE DESIRED BY APPLYING ADDITIONAL COATS OF ANTIQUE FINISHER. BE SURE TO USE THE SAME SMOOTH CIRCULAR MOTION.

IT IS IMPORTANT TO ALLOW AMPLE TIME FOR THE ANTIQUE FINISH TO DRY BEFORE REMOVING SURFACE EXCESS. AFTER THOROUGHLY DRYING, REMOVE ALL SURFACE EXCESS WITH A SMOOTH DRY CLOTH. BRISK AND THOROUGH BUFFING WILL FURTHER AMPLIFY THE BEAUTY OF YOUR ANTIQUE FINISH WORK.

TO PROTECT ANTIQUE FINISHED LEATHER GOODS, WHICH WILL BE HANDLED OR EXPOSED TO OTHER TYPES OF MOISTURE, IT IS ADVISABLE TO APPLY A PROTECTIVE COATING OF A GOOD LEATHER FINISHER. GREAT CARE SHOULD BE EXERCISED TO APPLY LEATHER FINISHER WITH A DELICATE TOUCH SINCE THERE IS A TENDENCY TO DISARRANGE THE ANTIQUE TONES IN THE APPLICATION OF THE LEATHER FINISHER.

ANTIQUE FINISHES OFFER A VAST CHALLENGE TO THE LEATHER WORKER SINCE THERE ARE UNLIMITED POSSIBILITIES FOR COMBINING ANTIQUE FINISHES AND VARIOUS COLORS OF SPIRIT SOLVENT DYES. RICH, BEAUTIFUL MULTI-TONE EFFECTS CAN BE ACCOMPLISHED THROUGH EXPERIMENTATION WITH THESE FINISHES.

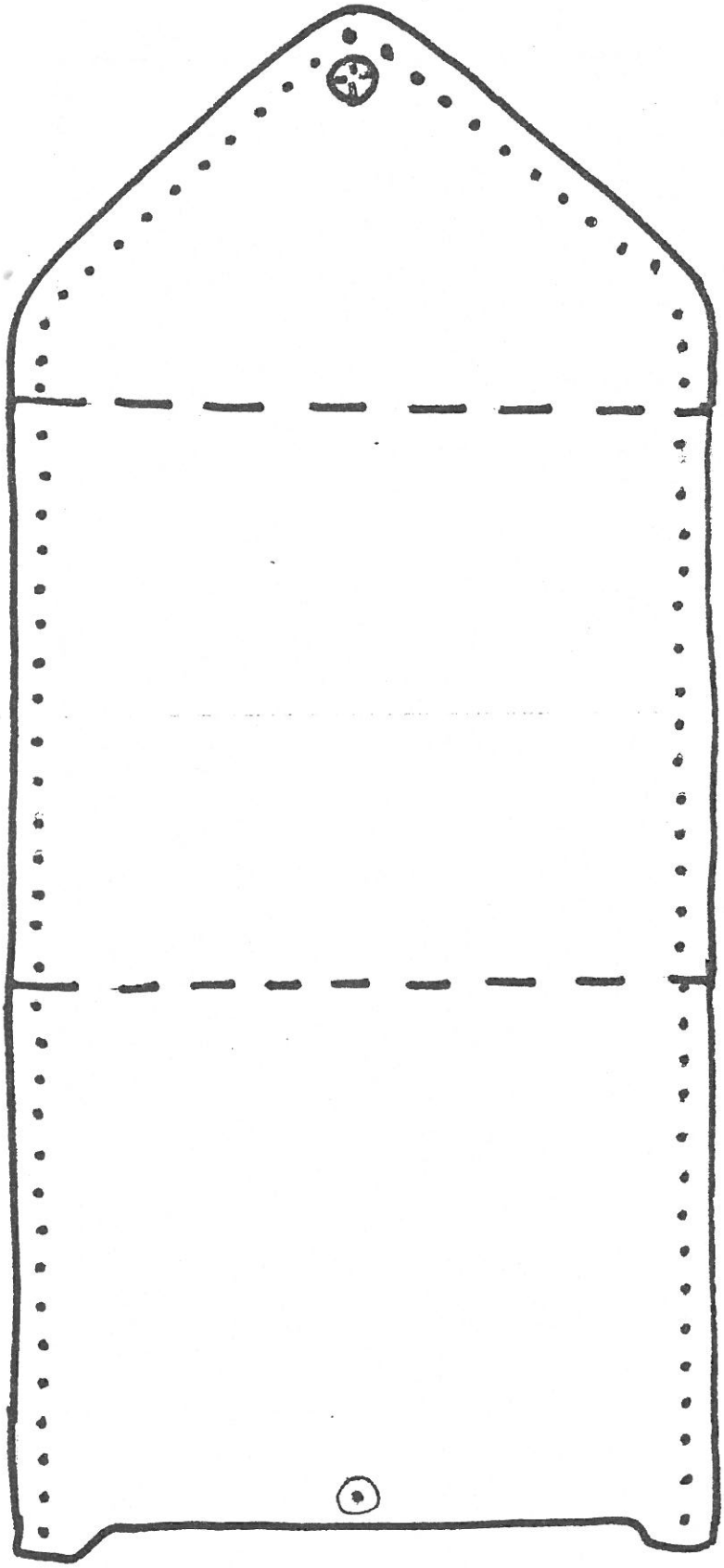
DYEING AND FINISHING LEATHER:

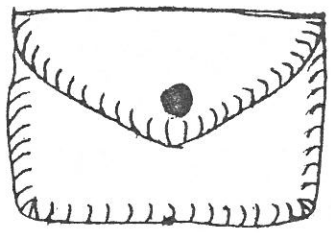
REVIEW TOPICS

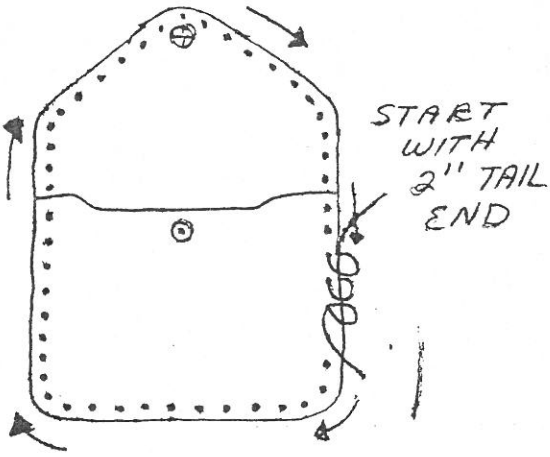
1. WHY SHOULD LEATHER BE CLEANED BEFORE DYEING ?
2. WHAT CAUSES AN UNEVEN DYE JOB ?
3. WHY SHOULD THE DESIGN BE CLEANED UP WITH A MODELING TOOL ?
4. WHY SHOULD DYE FILLED BRUSH BE TOUCHED TO A SCRAP OF LEATHER FIRST BEFORE APPLYING DYE TO BACKGROUND AREAS ?
5. WHEN A PROJECT IS TO HAVE BURNISHED EDGES, WHY SHOULD THE DYEING BE COMPLETED FIRST ?
6. WHAT IS THE PURPOSE FOR APPLYING A FINISH TO LEATHER ?
7. WHY IS LEATHER USUALLY MOISTENED WHEN ANTIQUE FINISH IS TO BE APPLIED ?

COIN PURSE

ACTUAL SIZE PATTERN







44" of LACING
4-5 oz. LEATHER

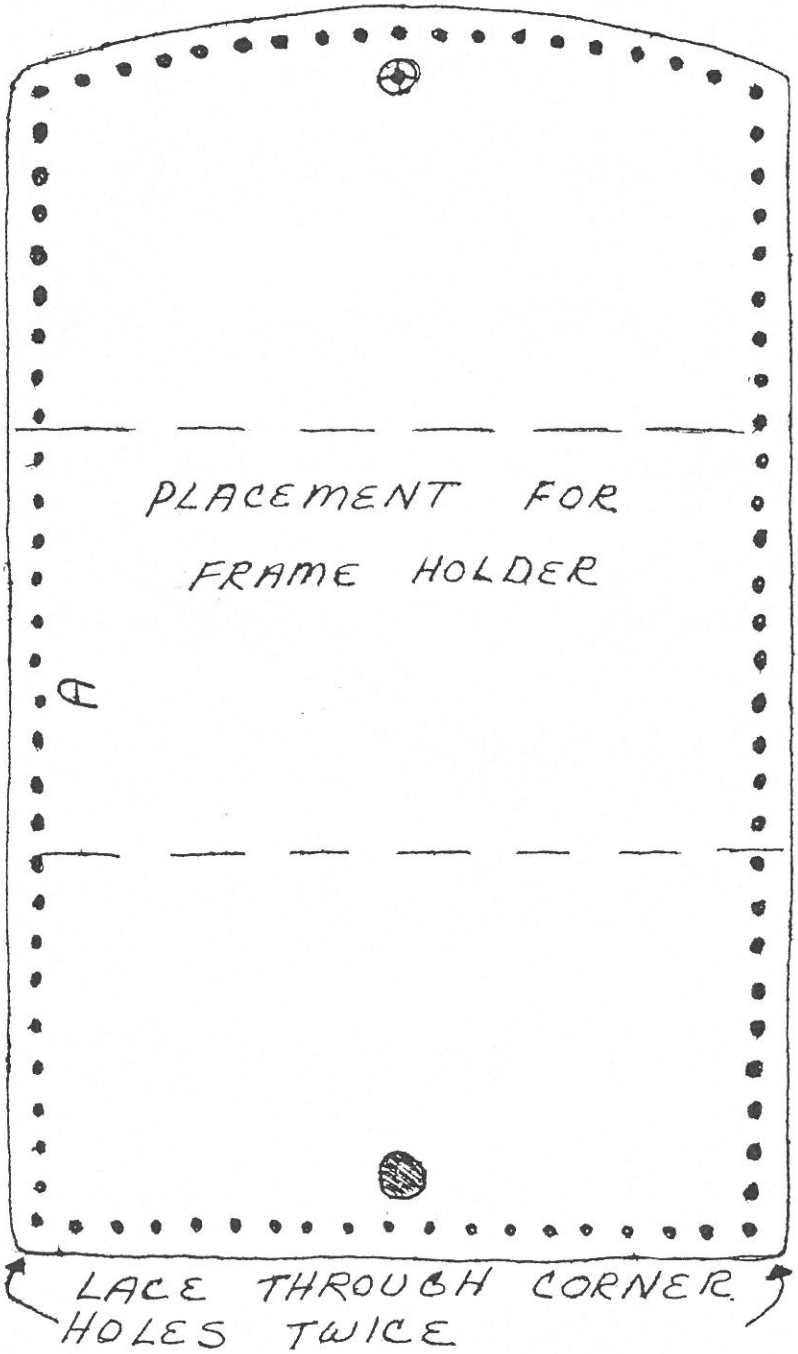
KEY CASE

PLACE THE FRAME HOLDER ON THE INSIDE OF THE CASE AND START LACING AT POINT "A". CONTINUE AROUND THE CASE AND END AT POINT "A". CONCEAL THE ENDS OF THE LACING UNDER THE FRAME HOLDER.

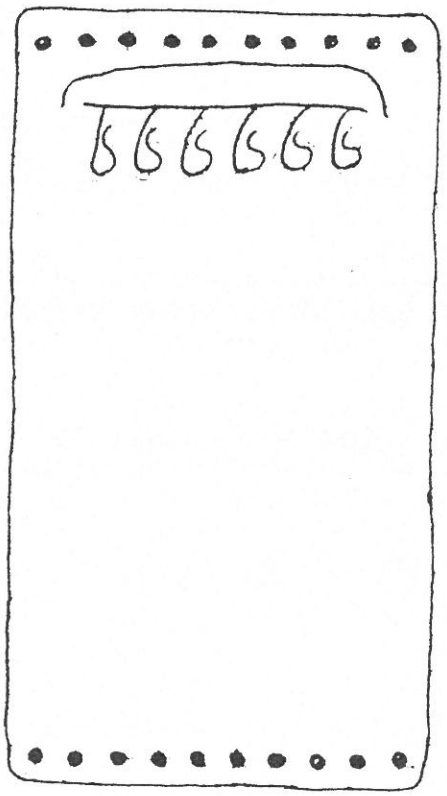
" of LACING

OUTSIDE PIECE USE 2-3 OZ. LEATHER

BABY BELT SNAPS ARE USED.



6-HOOK KEY PLATE RIVET ON HARDWARE BEFORE LACING



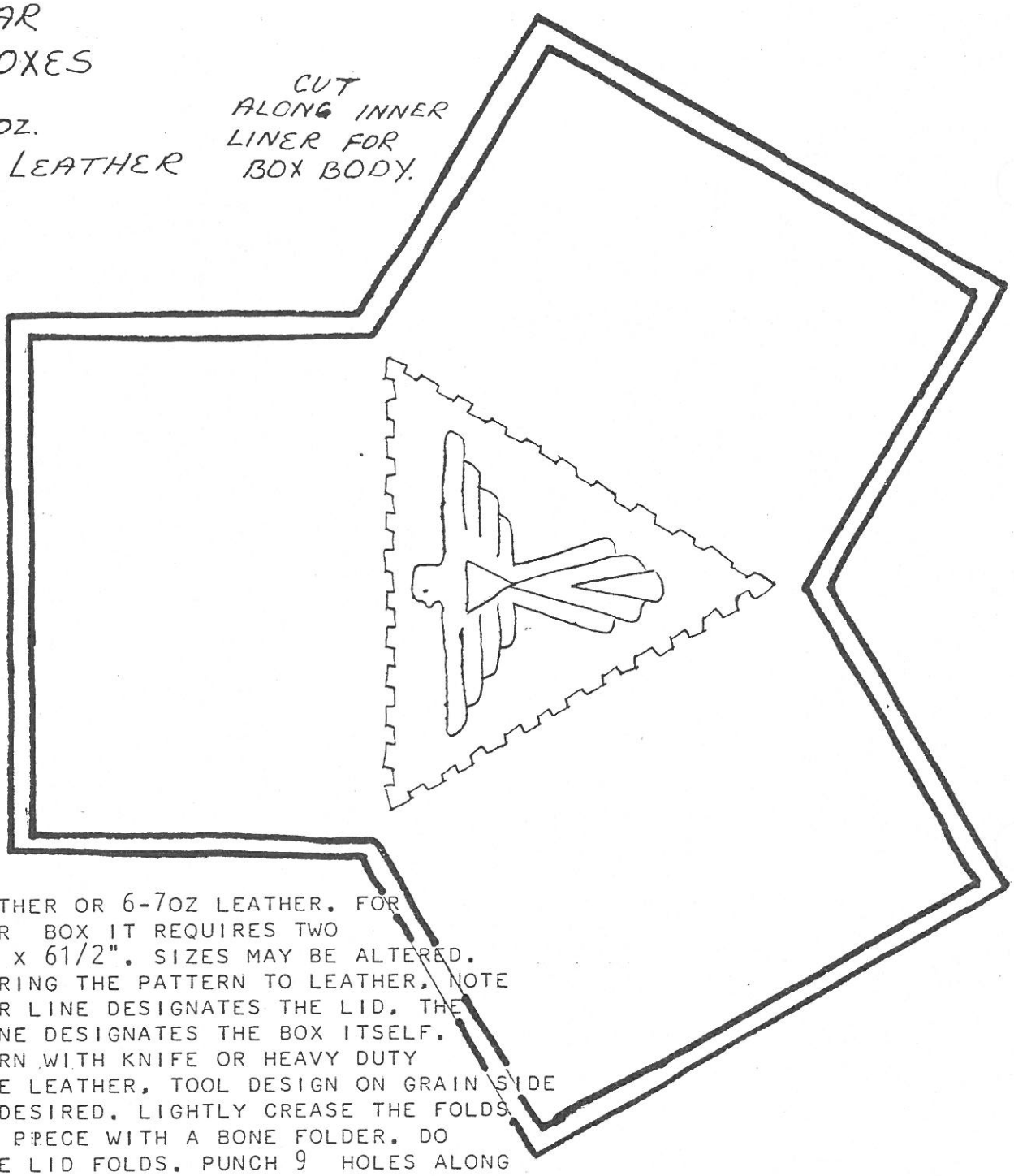
FRAME HOLDER (4-5 oz. USE LEATHER)

TRIANGULAR BOXES

4-5oz. LEATHER

CUT ALONG INNER LINER FOR BOX BODY.

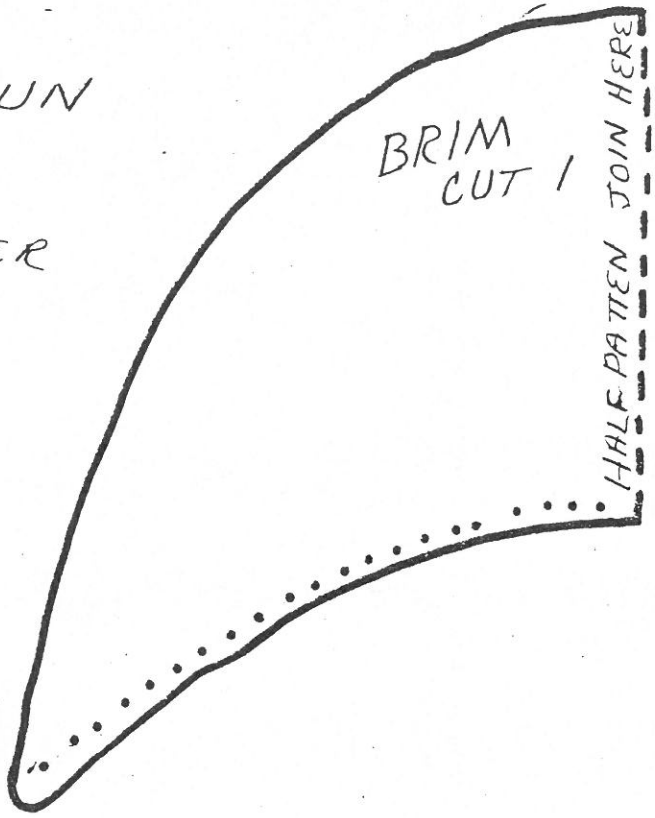
UT ALONG OUTER LINER FOR OX COVER

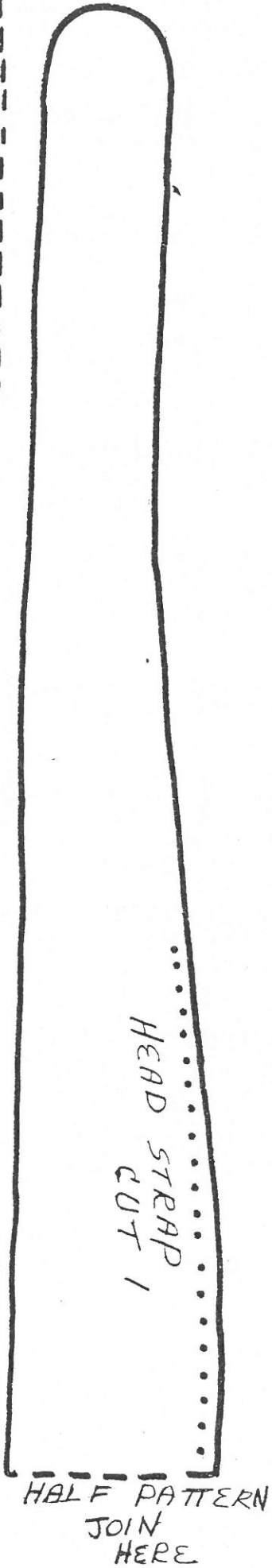


USE 4-5OZ LEATHER OR 6-7OZ LEATHER. FOR THE TRIANGULAR BOX IT REQUIRES TWO PIECES 7 3/4" x 61/2". SIZES MAY BE ALTERED. WHEN TRANSFERRING THE PATTERN TO LEATHER, NOTE THE BOLD OUTER LINE DESIGNATES THE LID. THE FINE INNER LINE DESIGNATES THE BOX ITSELF. CUT THE PATTERN WITH KNIFE OR HEAVY DUTY SCISSORS. CASE LEATHER, TOOL DESIGN ON GRAIN SIDE AND COLOR AS DESIRED. LIGHTLY CREASE THE FOLDS ON THE BOTTOM PIECE WITH A BONE FOLDER. DO NOT CREASE THE LID FOLDS. PUNCH 9 HOLES ALONG EDGES OF THE TRIANGLE. STITCH WITH LACE OR WAX THREAD USING THE CROSS STITCH STYLE.

CHILDREN'S SUN VISORS

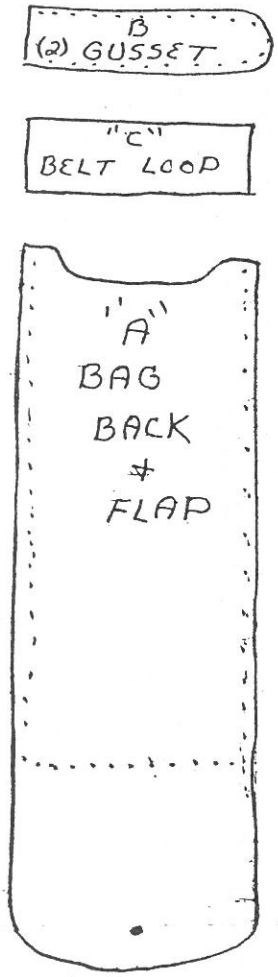
4-5oz LEATHER



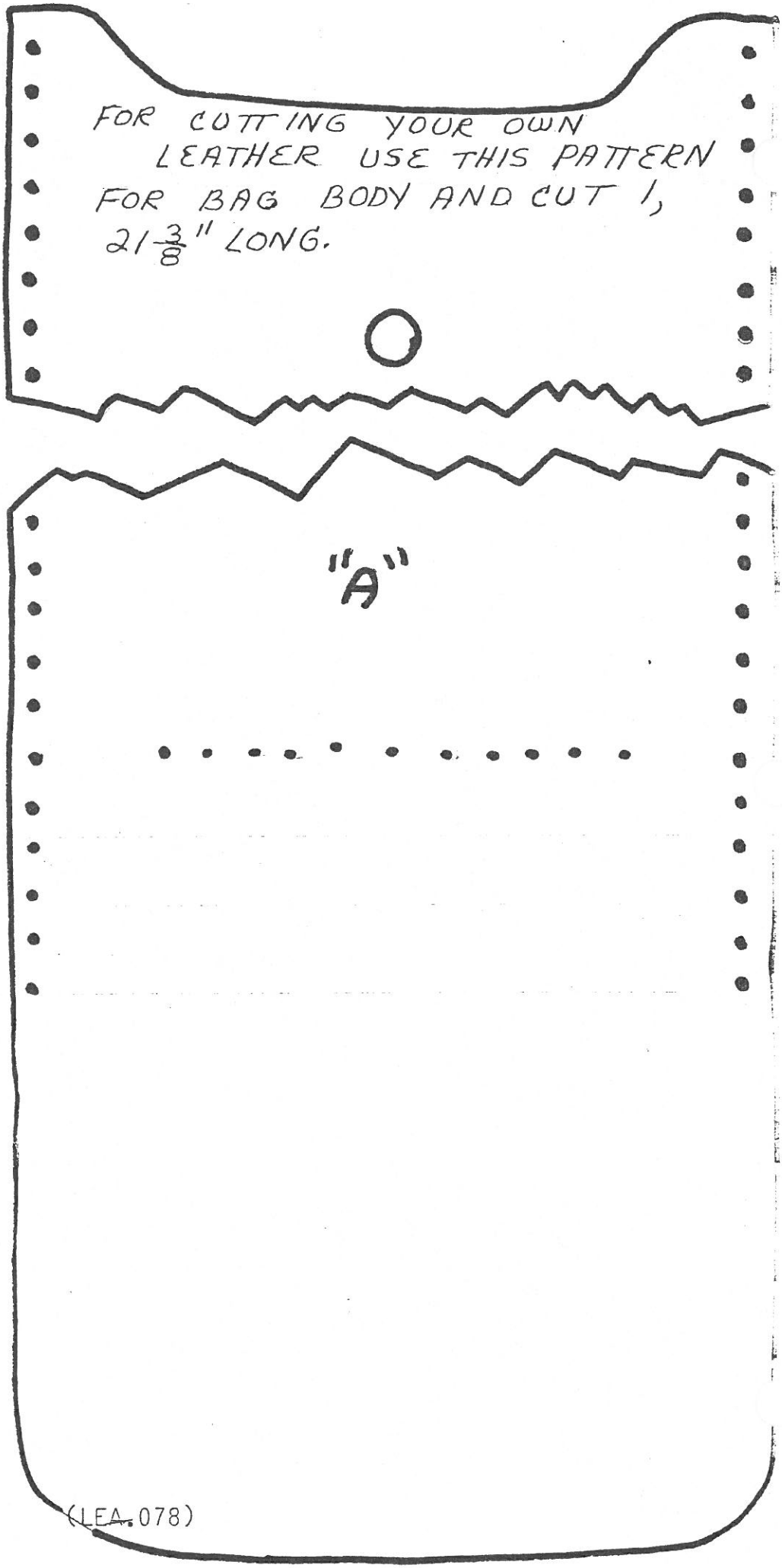


CUT THE BRIM TO FIT THE HEAD. POSITION TO THE BAND AND PUNCH MATCHING HOLES FOR STITCHING OR LACING (USING THE RUNNING STITCH) THE TWO PIECES TOGETHER. THE BAND MAY BE CUT LONG. IF YOU PLAN ON USING IT AS A INIVERSAL VISOR TO FIT ANY CHILD. AT THE TIME OF FITTING TRIM THE BAND ENDS AND JOIN WITH LACE OR WAXED THREAD. IF BRIGHT COLORED LACE IS USED DYE THE VISOR A CONTRASTING COLOR AFTER STAMPING THE CHIL'S NAME ON THE BRIM.

ABELED PARTS



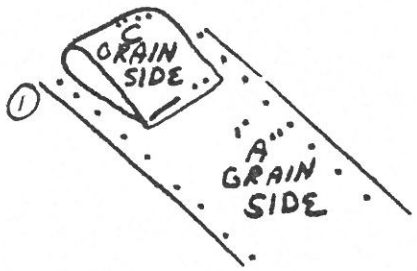
BELT
BAG

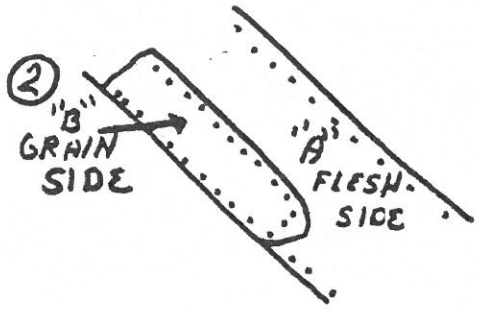


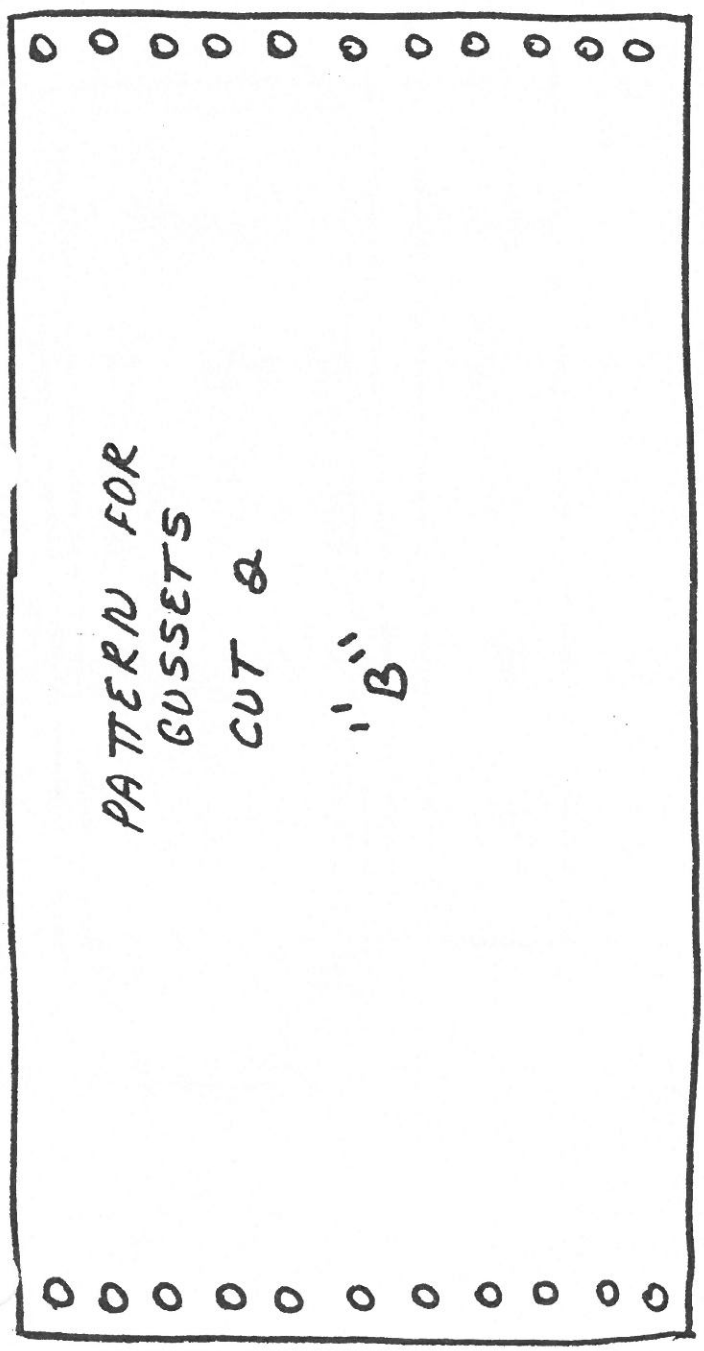
(LEA.078)

① USING 20" of THREAD ATTACH BELT LOOP TO GRAIN SIDE of BAG BODY. FOLD OVER BELT LOOP ALIGNING HOLES WITH LOOP AND BAG BACK. HAND STITCH

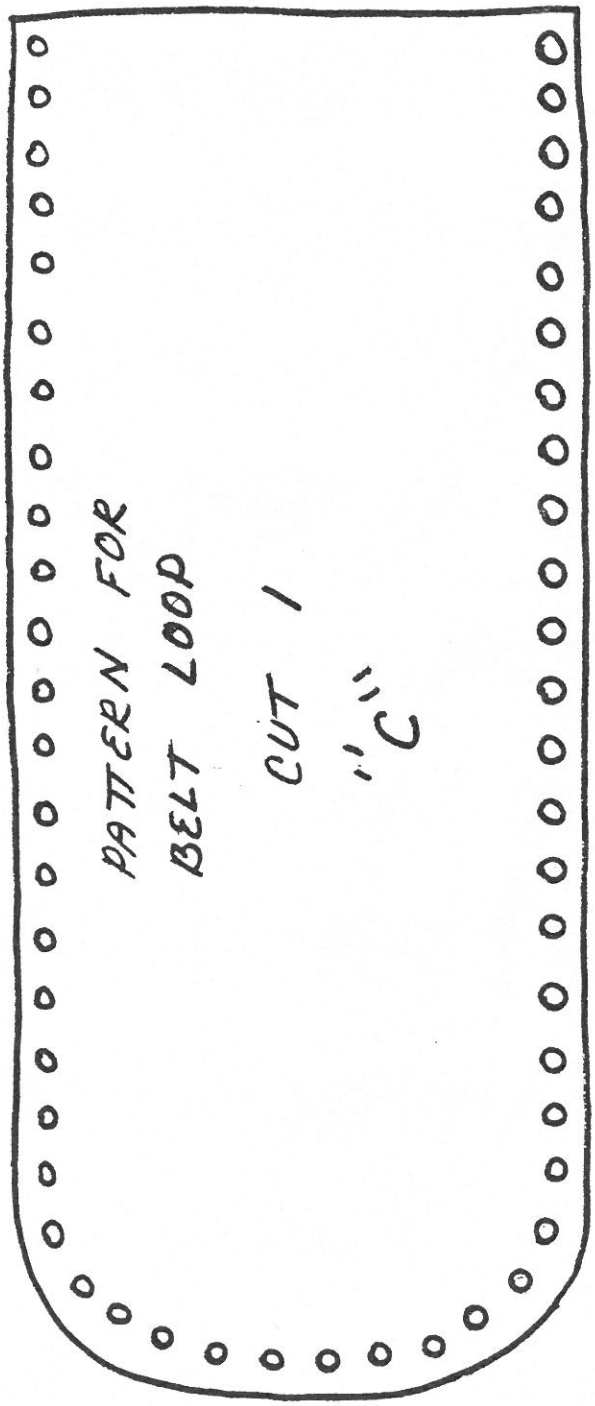
② STITCH BOTH GUSSETS TO FLESH SIDE of BAG



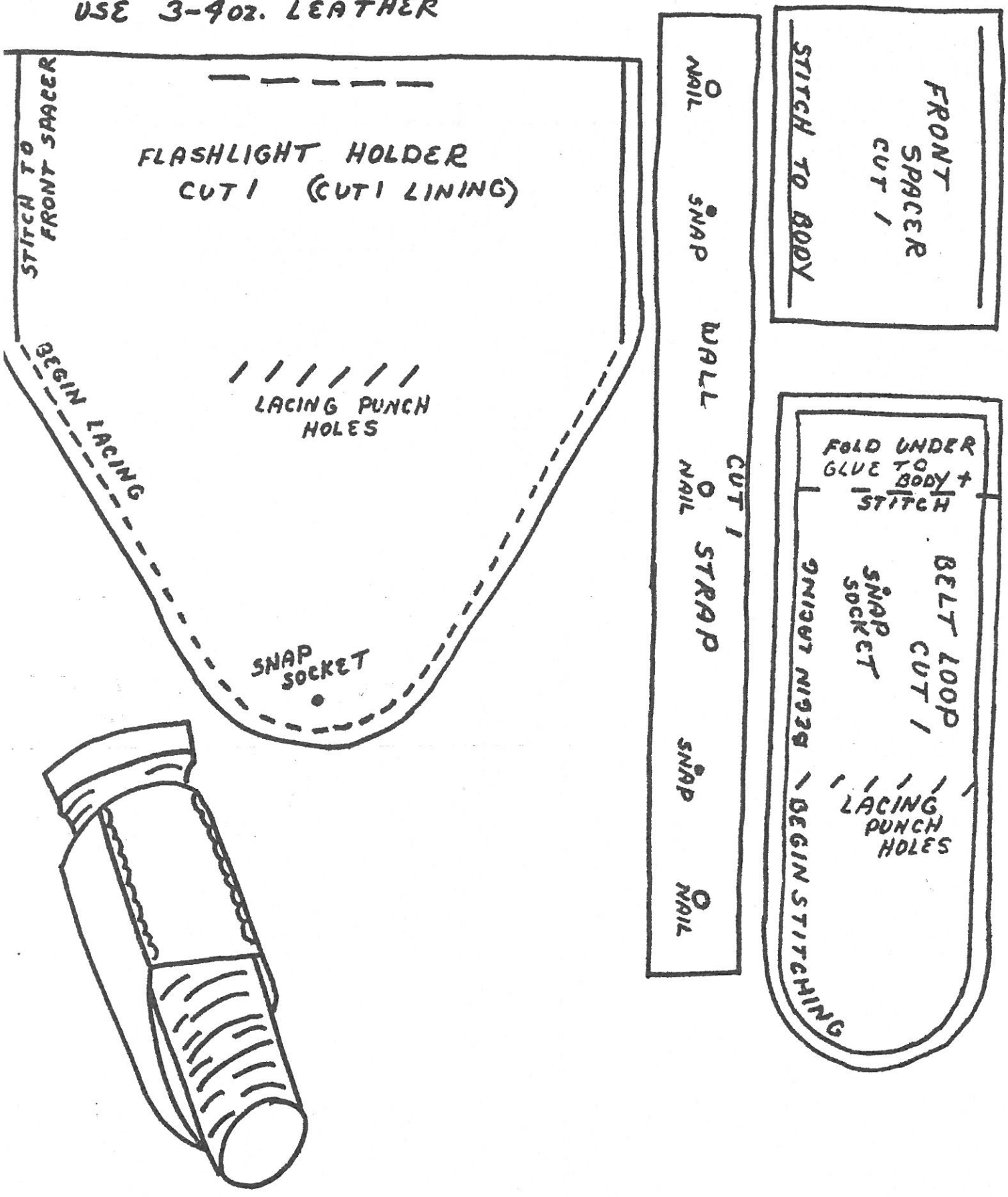


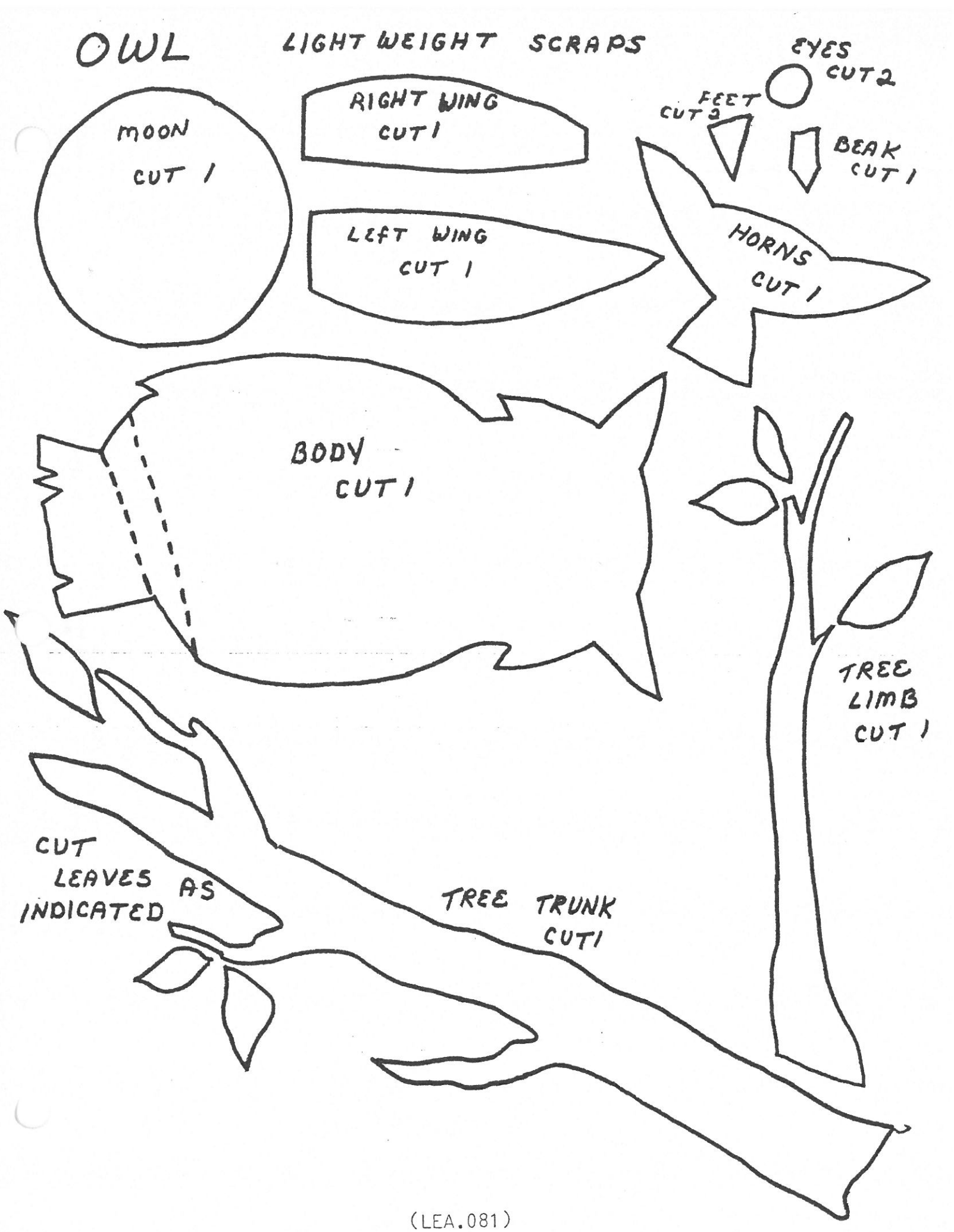


BELT
●
BAG



JALL TO BELT FLASHLIGHT
USE 3-4oz. LEATHER



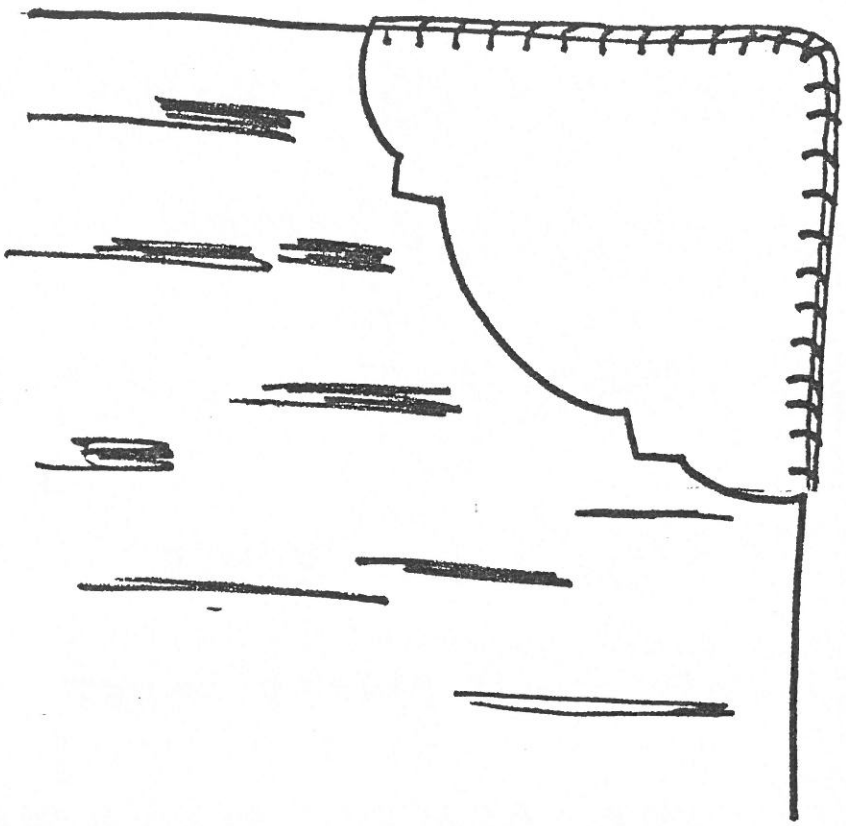

OWL
LIGHT WEIGHT SCRAPS
EYES CUT 2
FEET CUT 2
BEAK CUT 1
RIGHT WING CUT 1
MOON CUT 1
LEFT WING CUT 1
HORNS CUT 1
BODY CUT 1
TREE LIMB CUT 1
CUT LEAVES AS INDICATED
TREE TRUNK CUT 1

OWL DIRECTIONS

THE APPLIQUE OWL IS EASY TO MAKE= JUST CUT, COLOR AND CEMENT FROM LIGHT-WEIGHTSCRAP LEATHERS OR SUEDES. PATTERNS ARE SIXED FOR A 9" X 12" FRAME, BUT YOU CAN EASILY ENLARGE OR REDUCE THE PATTERNS TO FIT A FRAME YOU MAY ALREADY HAVE. THE SEVEN BASIC PIECES ARE 1. BODY, 2. HEAD CROWN 3. LEFT WING 4. RIGHT WING, 5. TREE TRUNK,6. TREE LIMB, 7. THE MOON. THE LEAVES, FEET, EYES, BEAK AND CHEST FEATHERS ARE FROM SCRAP. IF CUTTING FROM SUEDE FOLLOW THIS SUGGESTED COLOR GUIDE: TREE-DARK BROWN, LEAVES-GREEN, OWL BODY-WHITE, WINGS AND CROWN-MEDIUM BROWN, BEAK AND LEGS-LIGHT BROWN,MOON-YELLOW, AND EYES-BLACK. IF CUTTING FROM LIGHTWEIGHT LEATHER COLOR THE GRAINS SIDE USING SPIRIT DYES, ACRYLIC PAINTS OR PERMAMENT MARKERS. BEFORE COLORING YOU MIGHT TRY SOME MODELING AND BEVELING FOR ADDED DETAIL; FOR EXAMPLE, CONTOUR LINES ON THE TREE BARK, VEINS WITHIN THE LEAVES, FEATHER DETAILS ON THE WINGS AND BODY. BEGIN BY CEMENTING A FELT BACKGROUND TO A HEAVY CARD-BOARD. ARRANGE OWL PIECES AND CEMENT IN PLACE. WEIGHT DOWN TILL DRY. TRIM AND ADD FRAME.

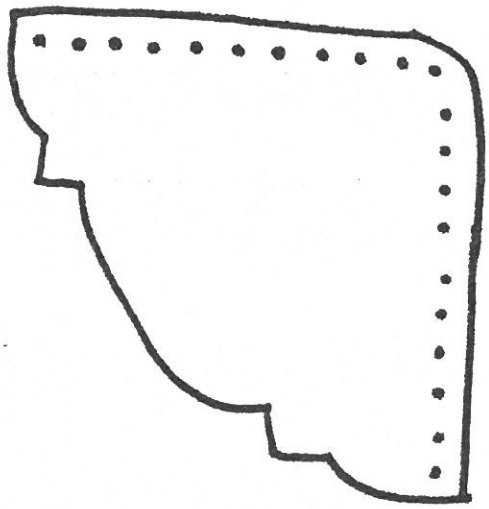
BOOK MARKER

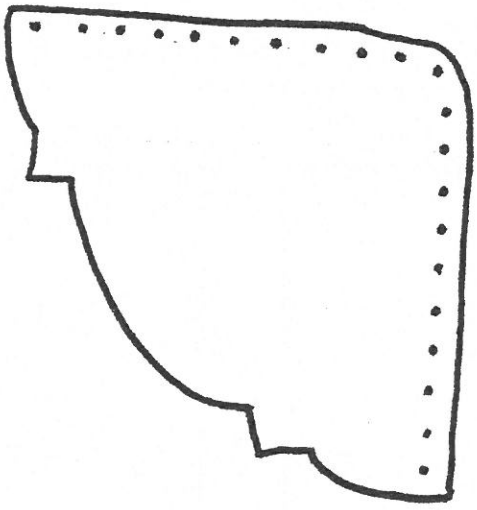
ACTUAL SIZE



CUT TWO
20" LACE

2-3 oz. LEATHER
OR
4-5 oz. LEATHER



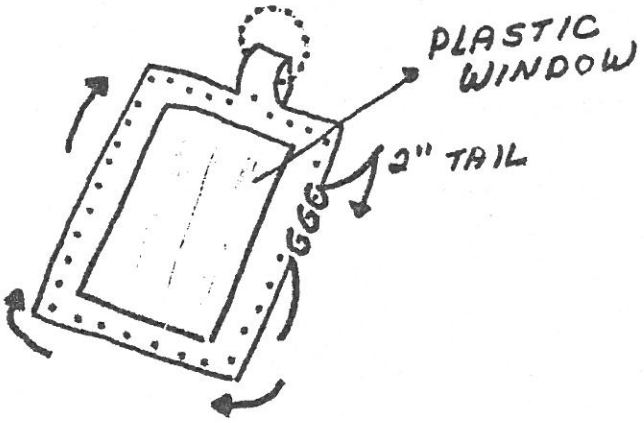


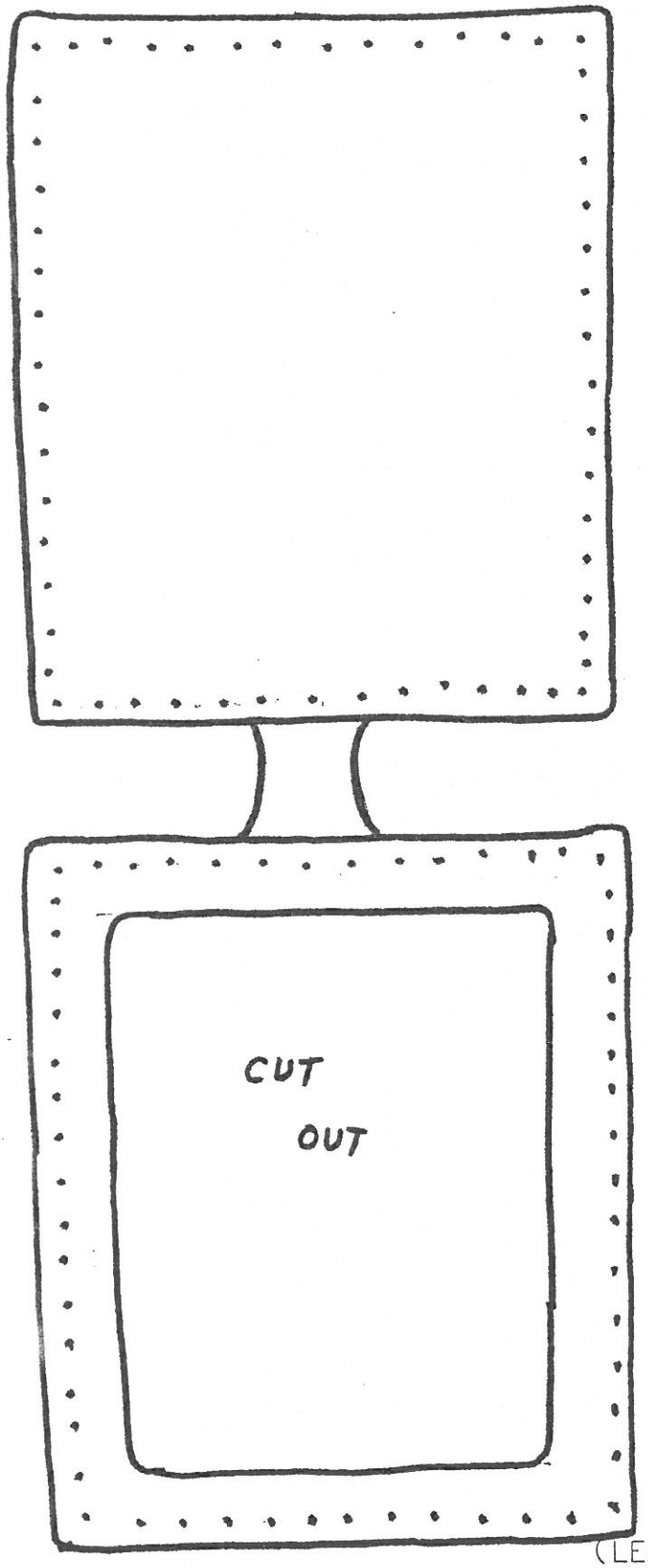
LUGGAGE TAG

ACTUAL SIZE PATTERN

2-3 oz OR
4-5 oz. LEATHER

35" of LACE
BEAD CHAIN





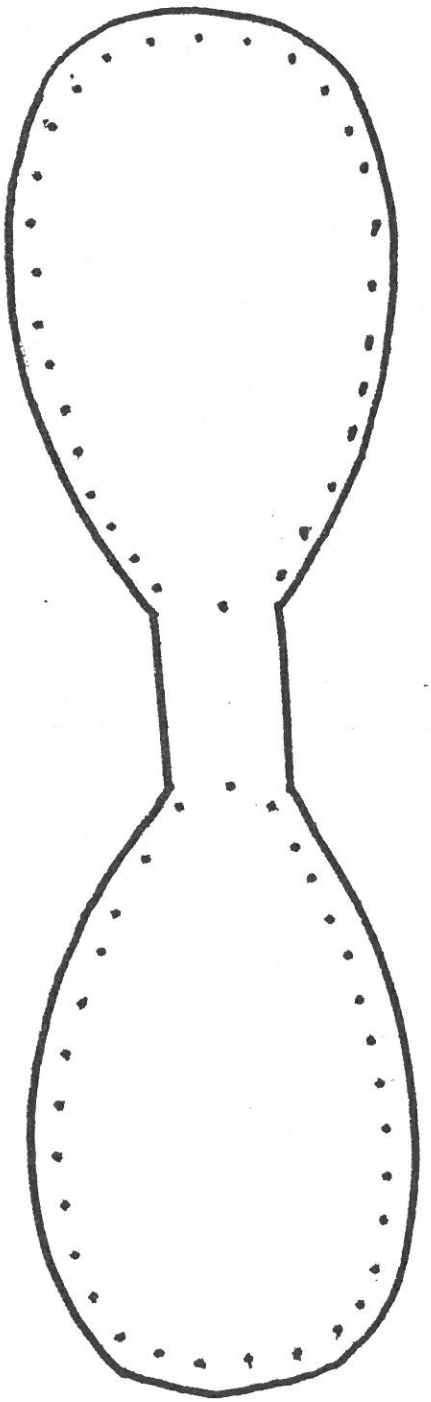
ALIGN ALL HOLES WHEN PUNCHING. HOLES ON BOTH PIECES MUST MATCH. PUT IN NAME TAG BEFORE STITCHING

KEY TAG

ACTUAL SIZE PATTERN

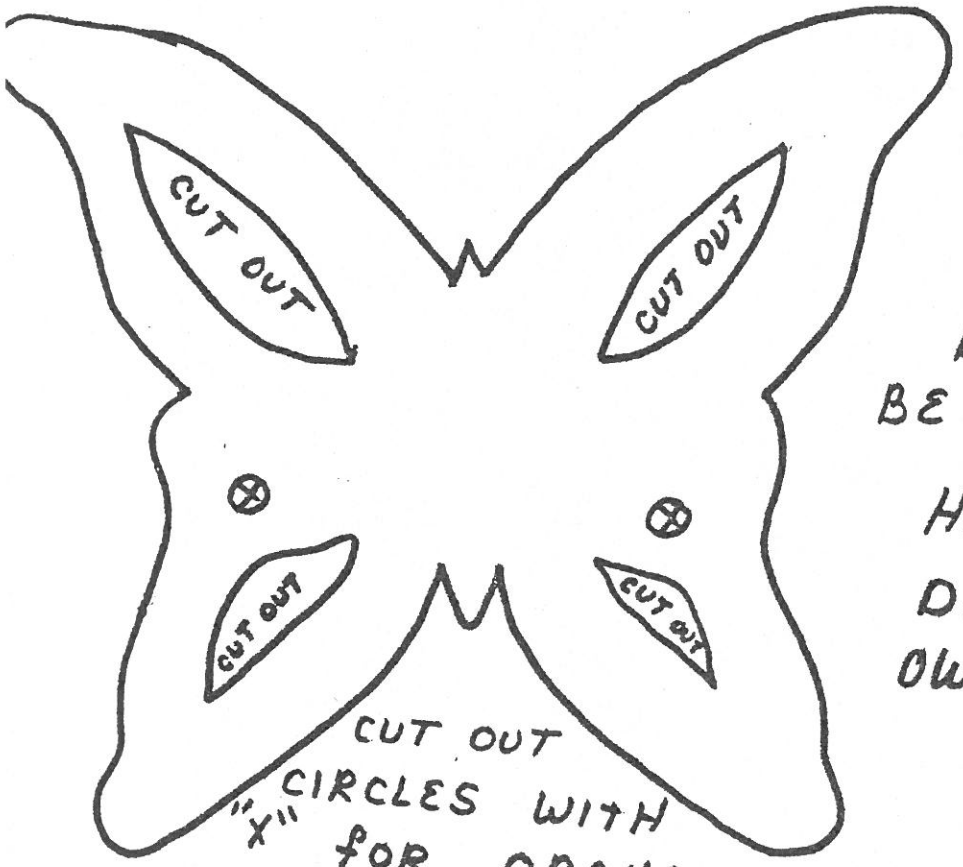
4-5 oz. LEATHER





STAMP OR PAINT YOUR INITIALS OR DESIGN BEFORE STITCHING.

BUTTERFLY BARRETTS



ACTUAL SIZE PATTERN

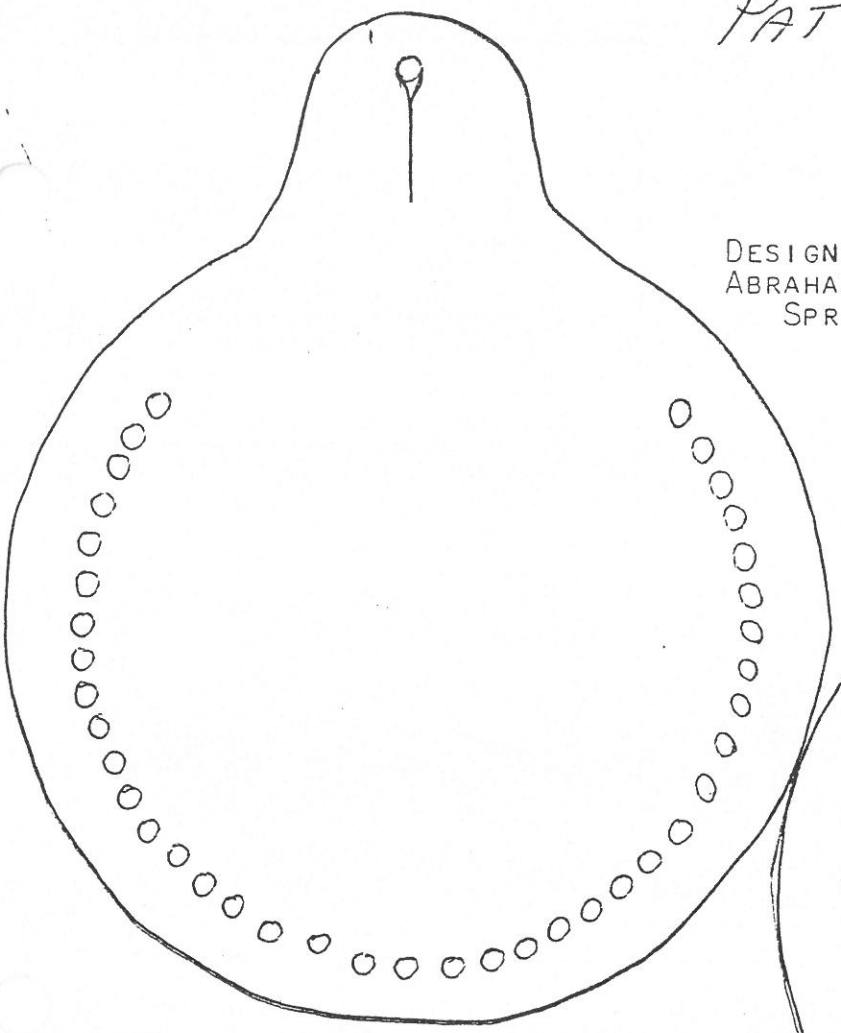
1 ORANGE STICK PER BARRETT

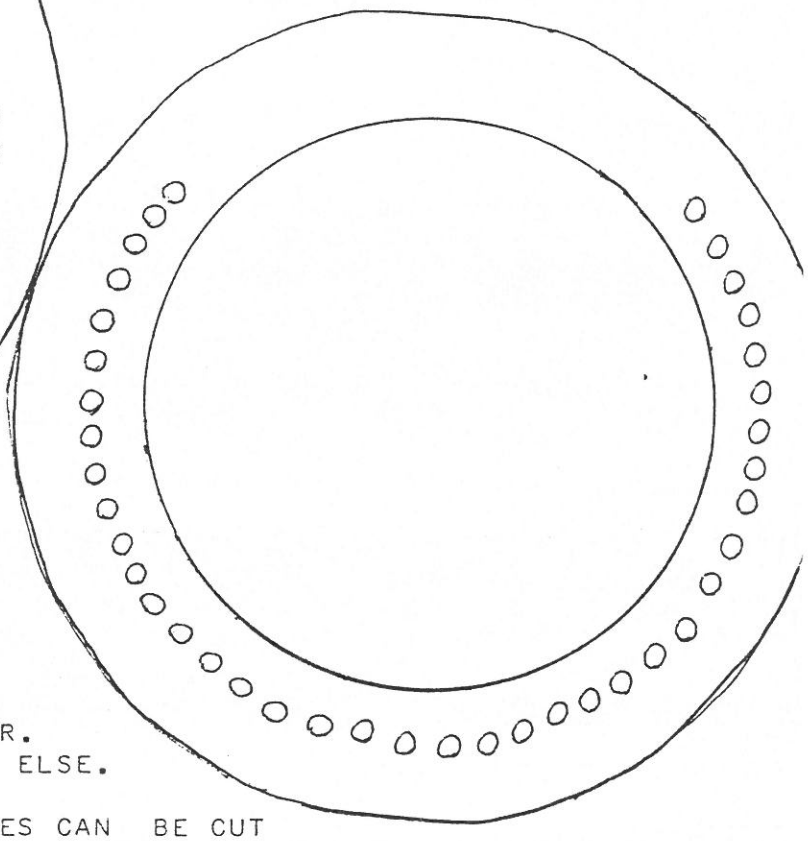
DESIGNS CAN BE STAMPED IN.

HAVE FUN DESIGN YOUR OWN BUTTERFLY.

PATCH HOLDER

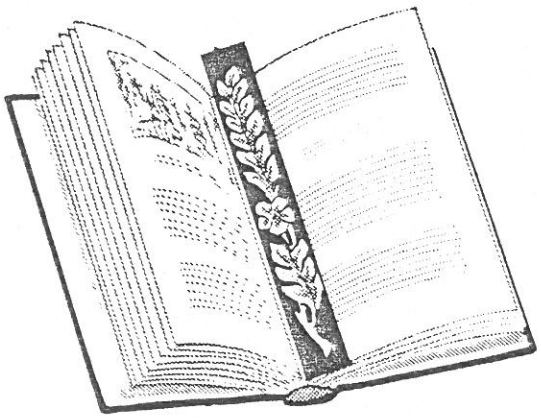
DESIGNED BY DOUG BROADHEAD
ABRAHAN LINCOLN COUNCIL.
SPRINGFIELD, ILLINOIS





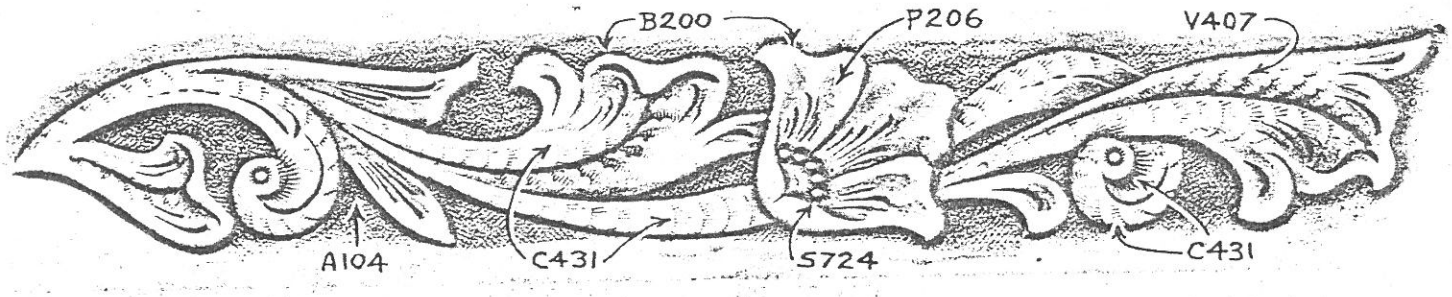
1. CAREFULLY CUT PATTERN OUT OF PAPER. TRACE THIS PATTERN ONTO SOMETHING ELSE.
2. LAY PATTERN ON LEATHER SO 2 CIRCLES CAN BE CUT OUT. ONE IS SOLID WITH A TAB, THE OTHER IS AN OPEN CIRCLE.
3. TRACE PATTERN ON LEATHER, ONE WITH A TAB AND ONE WITH NO TAB BUT A CIRCLE IN THE MIDDLE.
4. MARK PLACES FOR HOLES TO BE PUNCHED.
5. WITH A SHARP KNIFE CAREFULLY CUT OUT PIECES. IT IS BEST TO WORK ON A FLAT WOOD SURFACE.
6. WITH PUNCH AND ON A WOOD SURFACE, PUNCH THE HOLES FOR LACING OR SEWING.
7. CUT A ONE-HALF INCH SLIT DOWN FROM THE HOLE IN THE TAB FOR BUTTON SLOT.
8. WITH A PIECE OF LACING, LACE TWO PIECE TOGETHER, USE 26 INCHES OF LACE
9. YOU NOW HAVE COMPLETED YOUR PATCH HOLDER.

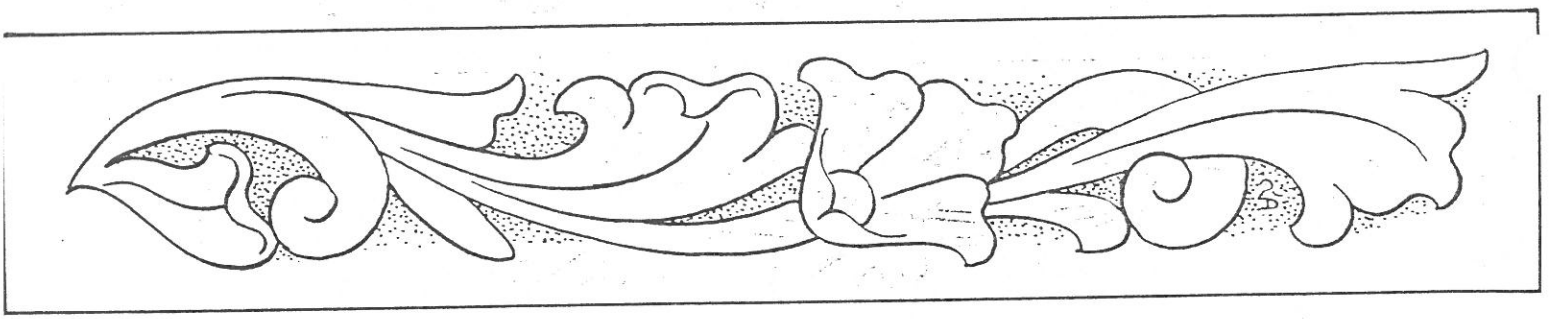
BOOK MARKERS

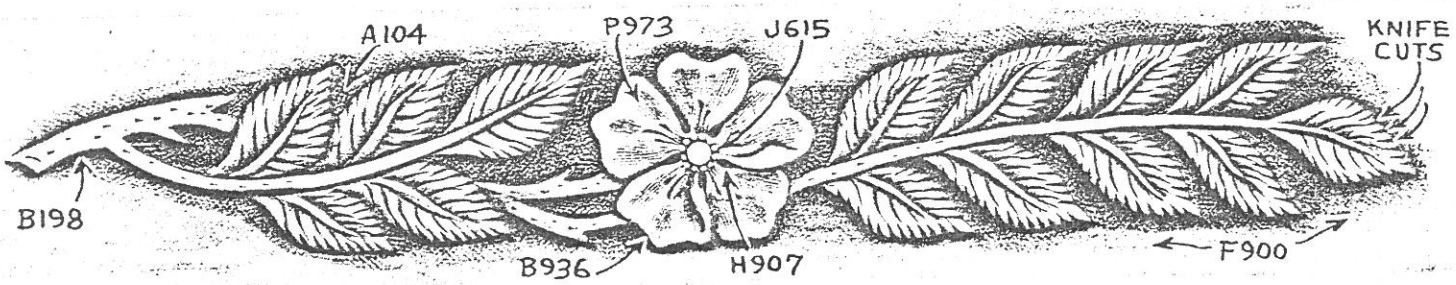


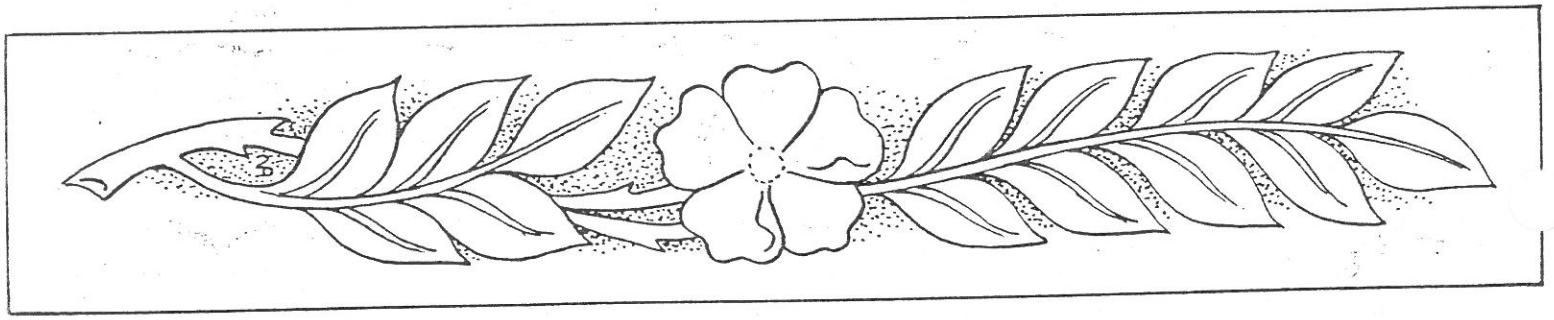
SPECIAL NOTE:

Cut book marks from approximately 2 oz. leather. Use caution when carving lightweight leathers to avoid cutting through. Do not use excessive moisture when preparing the leather to carve add moisture if required.
Edge ond burnish edges for neater appearance. Dye the designs, if desired. Apply leather dressing to complete.



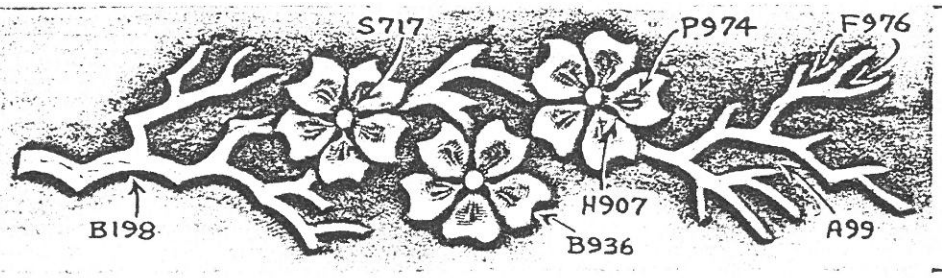




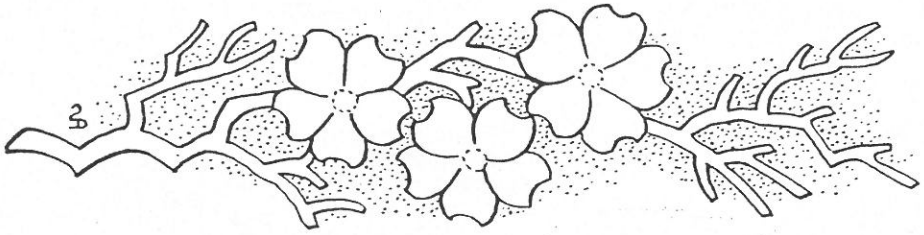


OTHER BOOK MARKER PATTERNS

NOTE, Patterns can be repeated for the belt designs. Reverse each section alternately.



Space for personalizing



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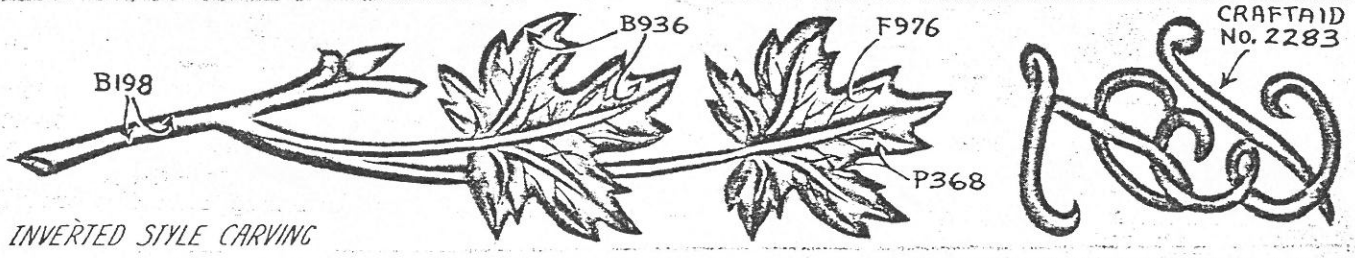
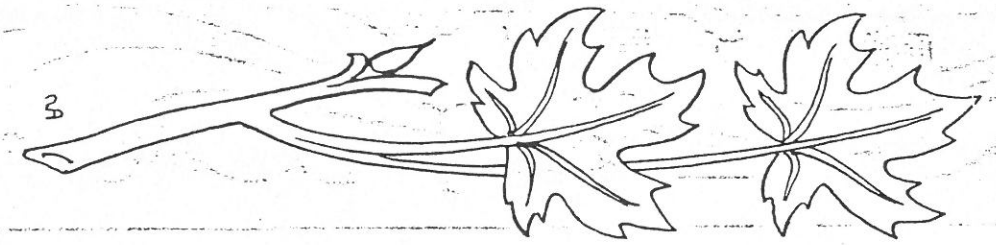


INVERTED STYLE CARVING



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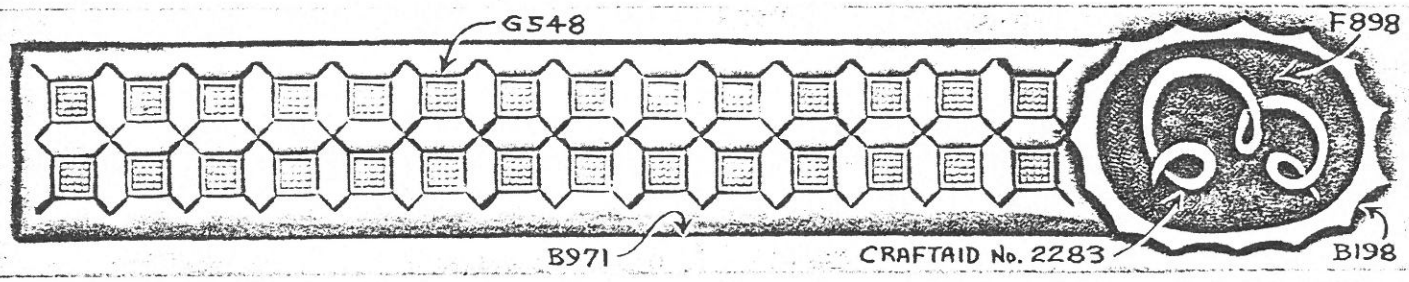
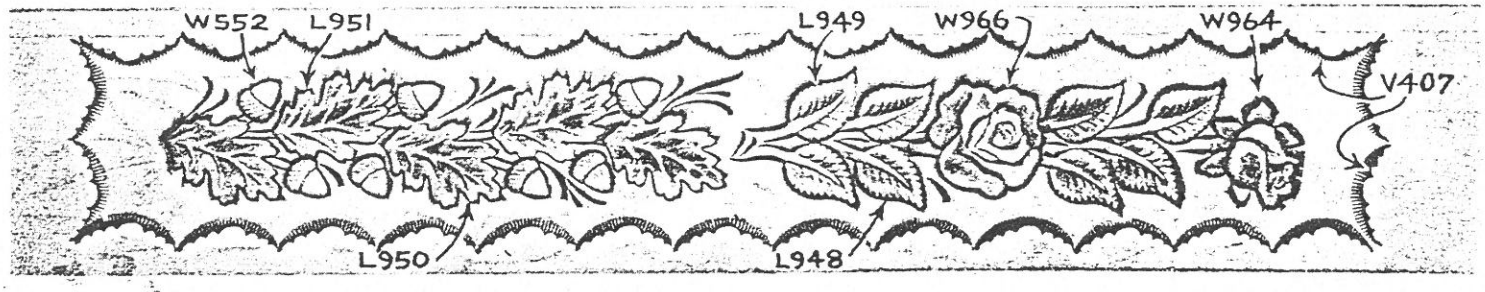
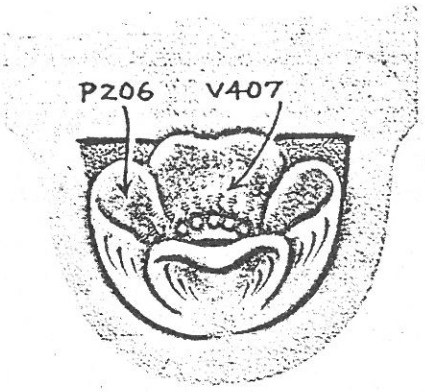
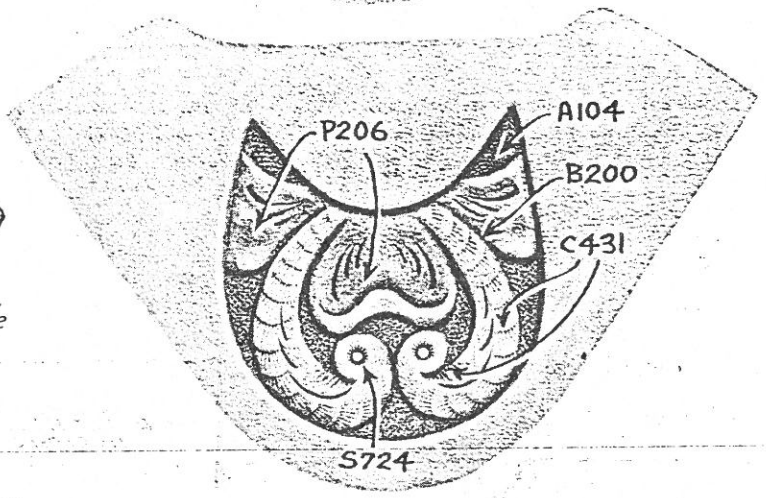


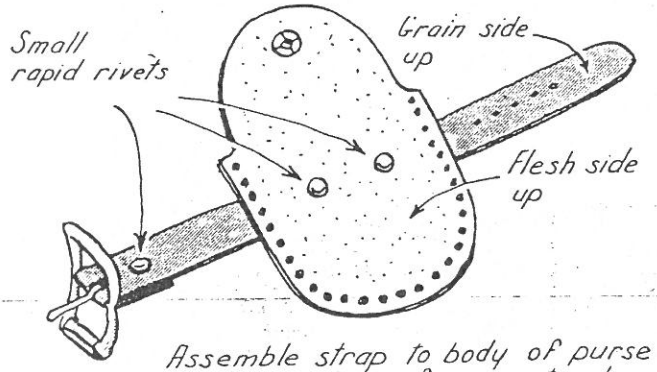


WRIST CHANGE PURSE



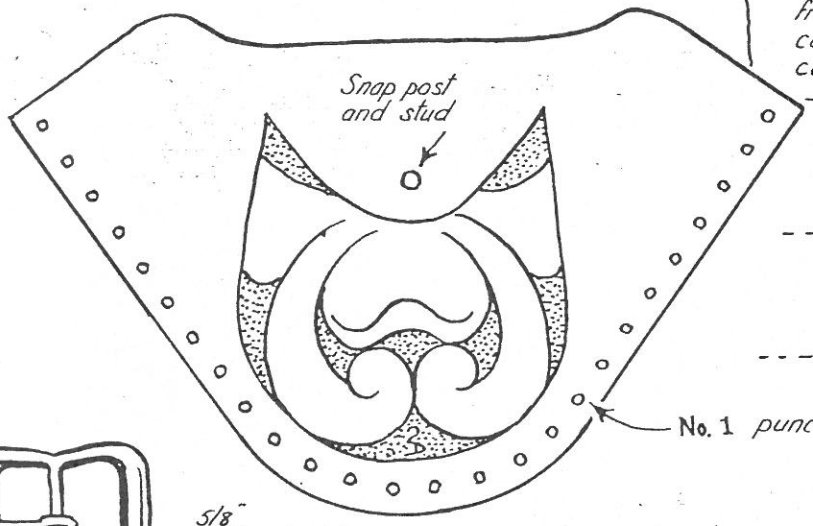


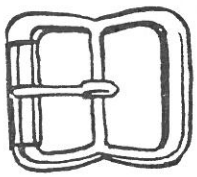




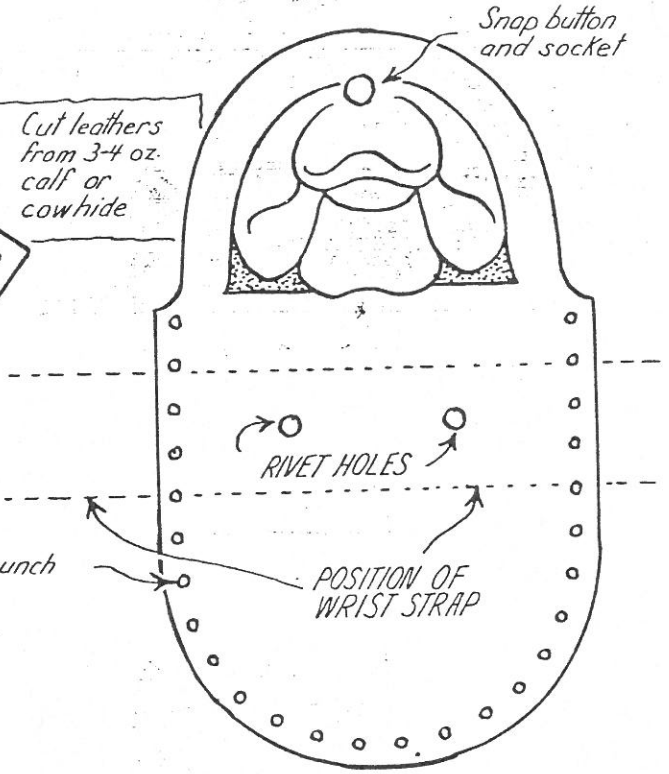
Assemble strap to body of purse as shown above. Be sure to place proper sides of leathers together as shown. See opposite side for completing assembly.

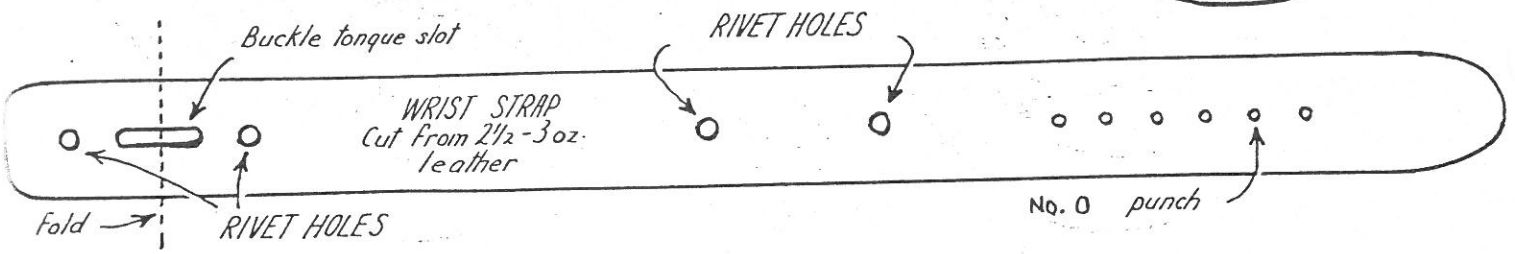
Cut leathers from 3-4 oz. calf or cowhide



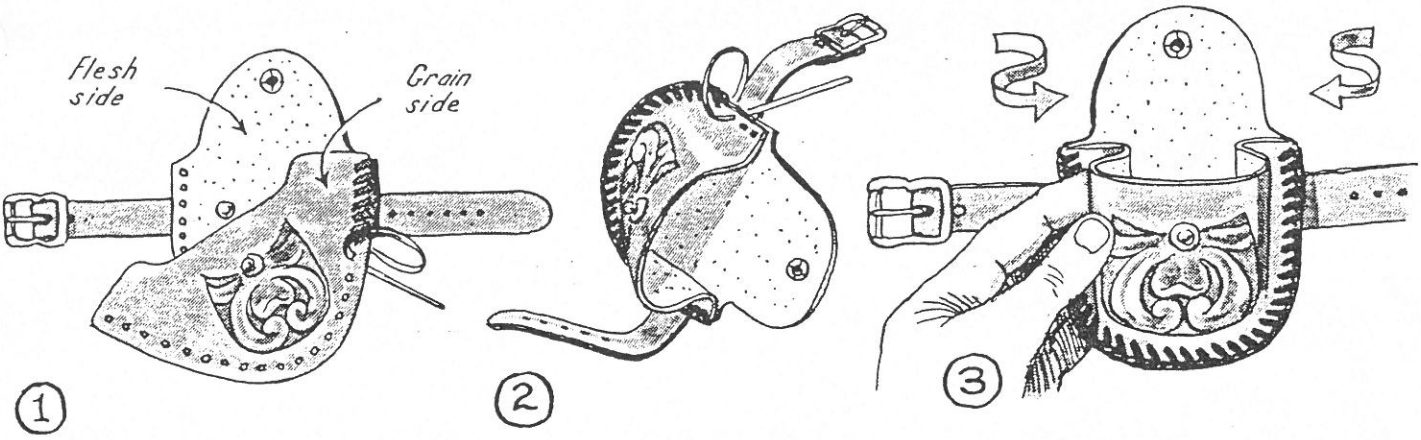


5/8" roller buckle





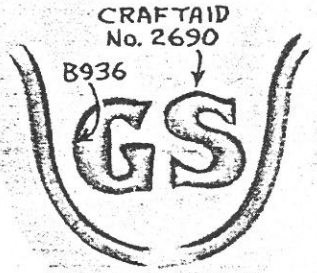
WRIST | CHANGE PURSE - ASSEMBLY INSTRUCTIONS-



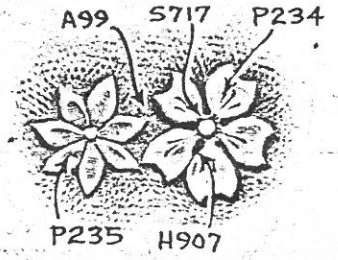
Place front of change purse on back as shown. Begin lacing at side. Use whip stitch or Single Loop stitch.

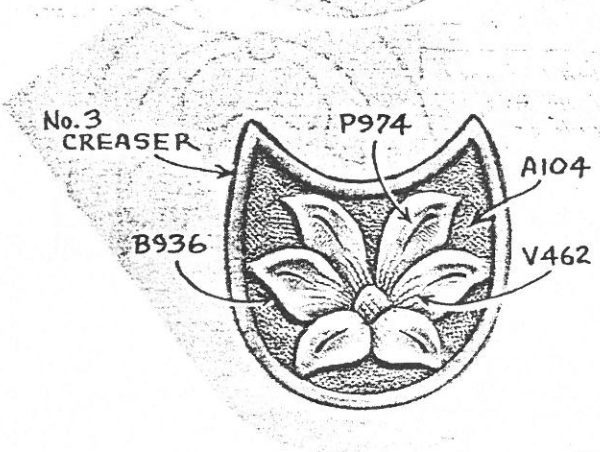
As you lace around purse, front will bulge out as it is larger. Be sure not to skip any holes.

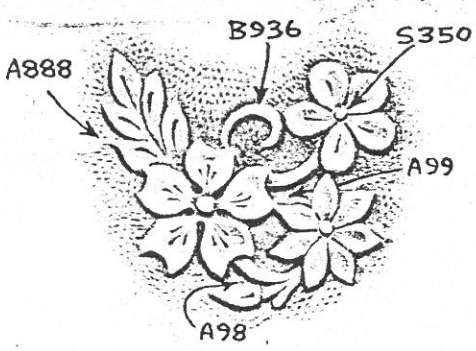
After purse is laced.... dampen the front leather and form the gussets with fingers, as shown. Snap flap in place; allow to dry before applying leather finish.

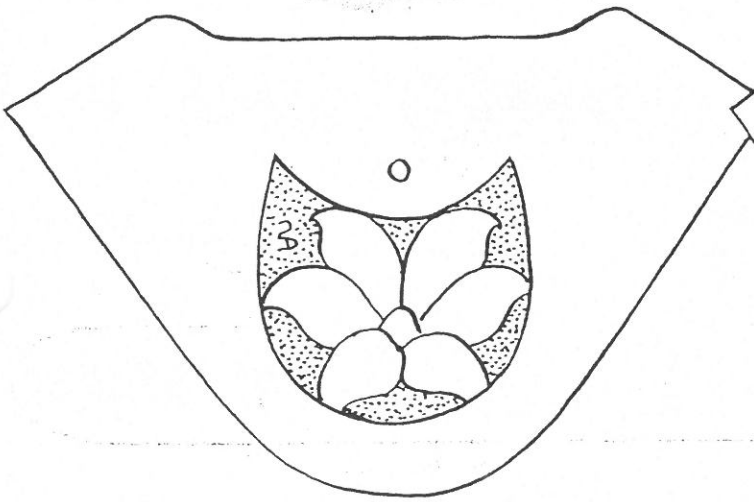


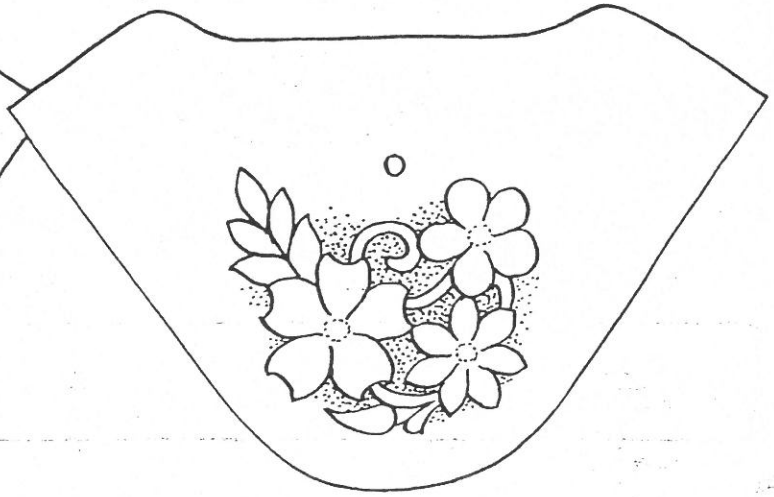
ALTERNATE DESIGNS



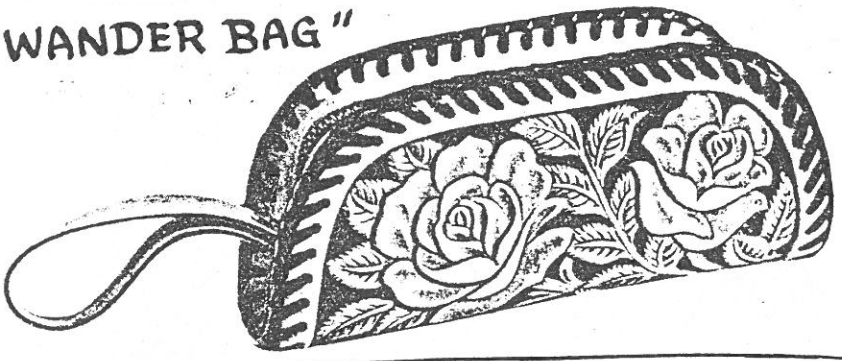








"WANDER BAG"

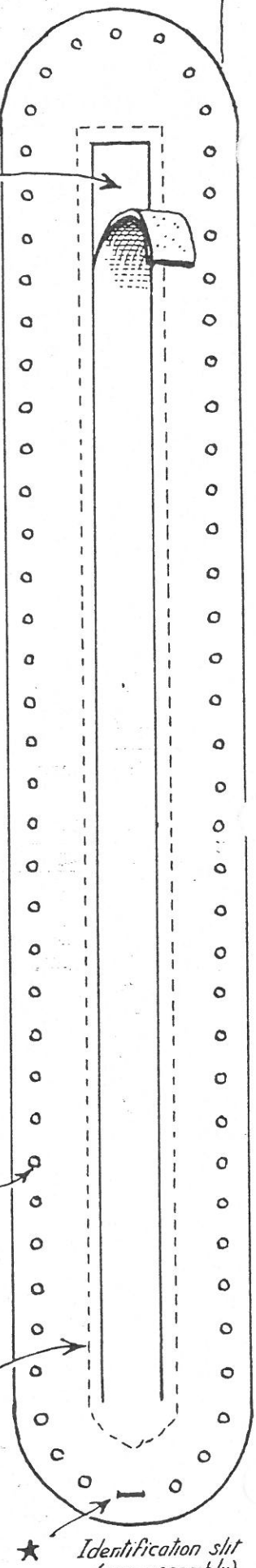


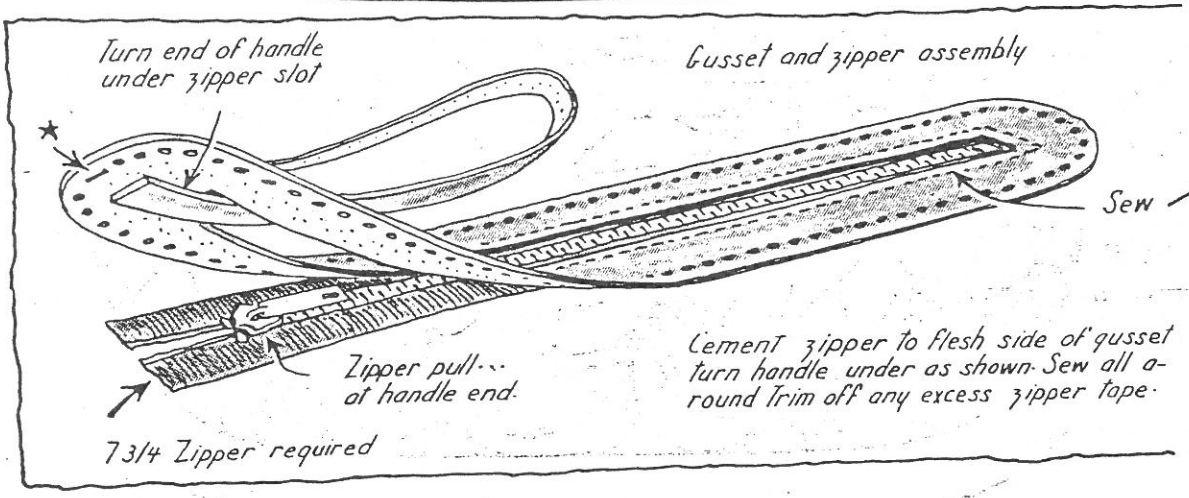
GUSSET PATTERN

Cut from 3-4 oz.

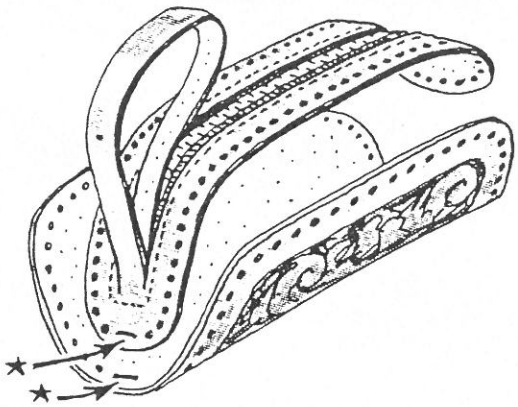
Cut out zipper opening strip forms handle



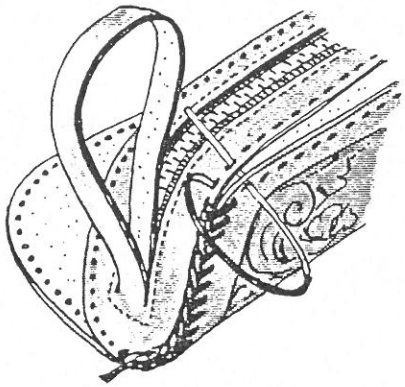




WANDER BAG ASSEMBLY INSTRUCTIONS



Identification slits.

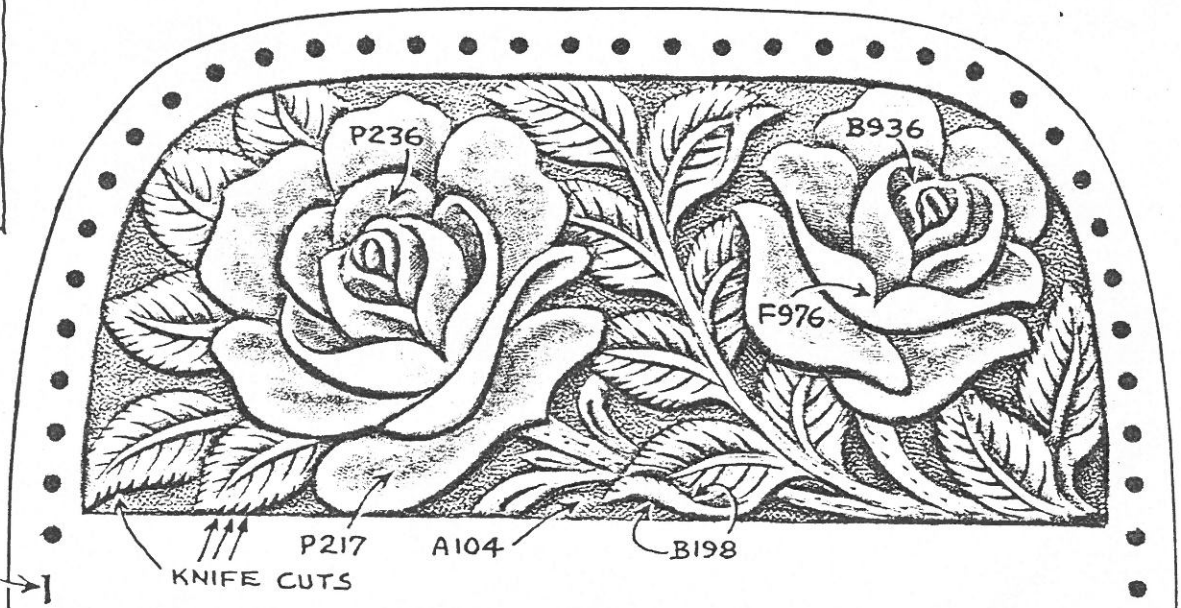


Carve and stamp design. Dye or colour, if desired. Begin assembly by aligning the identification slits (see patterns). Begin lacing in these holes study illustrations above.



Continue lacing around the project. lace with double loop stitch. Apply your favourite leather finish

See opposite side for cutting patterns and gusset assembly.



Punch the identification slit with 1/8" thonging chisel

★

When stamping the Rose design, use small bevelers and shaders at the centre of the flower. After all stamping, cut the veins and notch the leaves with the swivel knife.

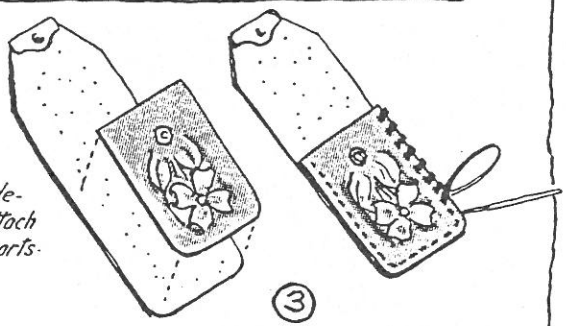


ALTERNATE DESIGN

NAIL CLIPPER CASE

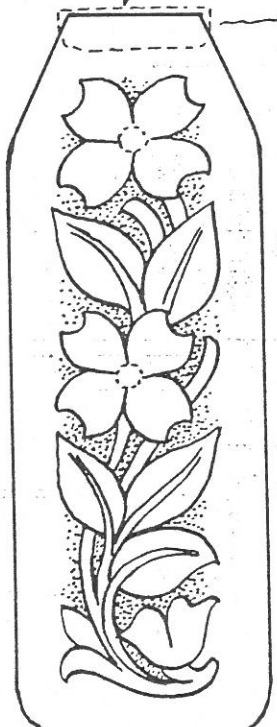


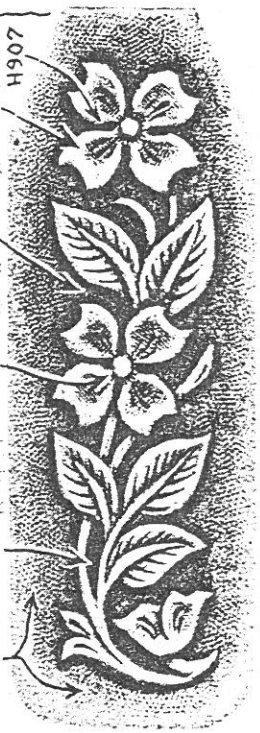
ASSEMBLY INSTRUCTIONS



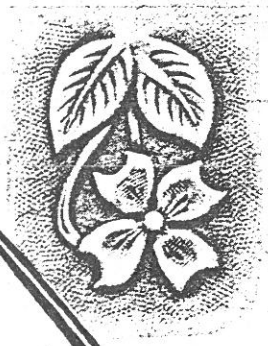
1. Carve design attach snap parts.
2. Cement edges of pockets together on flesh sides. Punch lacing holes.
3. Lace with Whip or single Loop stitch Apply leather finish

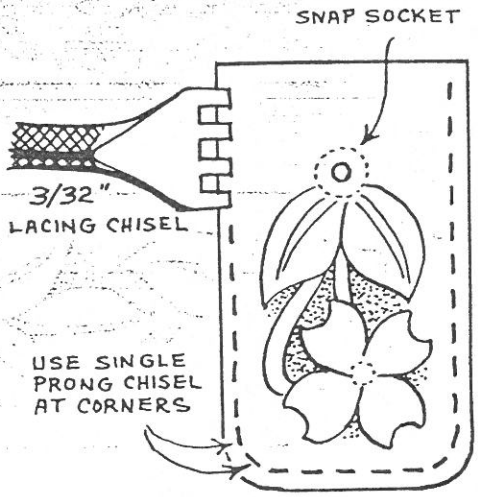
POSITION OF JIFFY SNAP





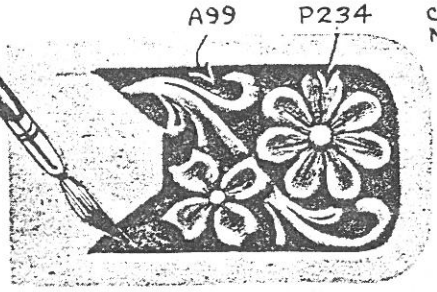
NOTE: Case can be punched with round lacing holes, or sewn by hand, if desired. Unlaced edges should be burnished Special Note: If you have a kit that is pre-sewed, and you desire to carve the front and back sides.... it is advisable to cut the stitching and take the parts loose to carve them. The case can then be resewn through the holes, or laced as described.





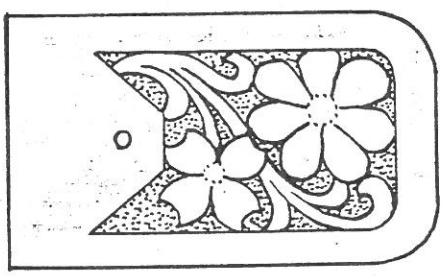
TRY COLOUR

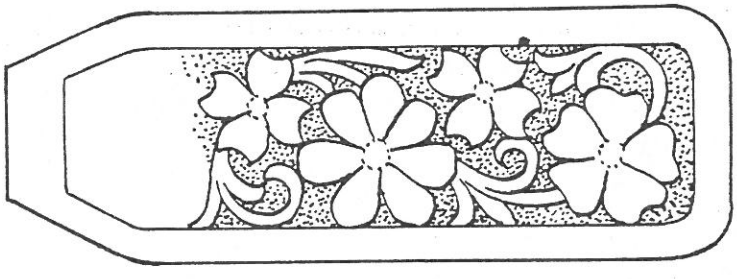




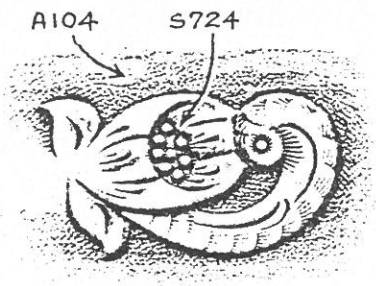


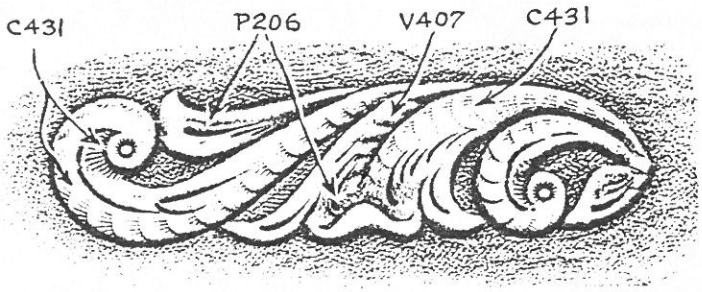
Add colour to your nail cases. Dye background, dye flowers with bright Cova colours for sparkling effects.

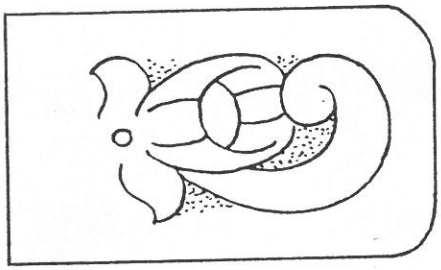


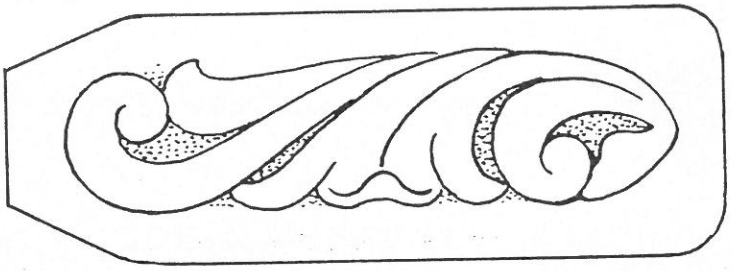


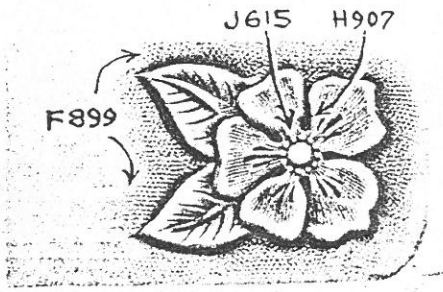
ADDITIONAL DESIGNS FOR THE NAIL CLIPPER CASE

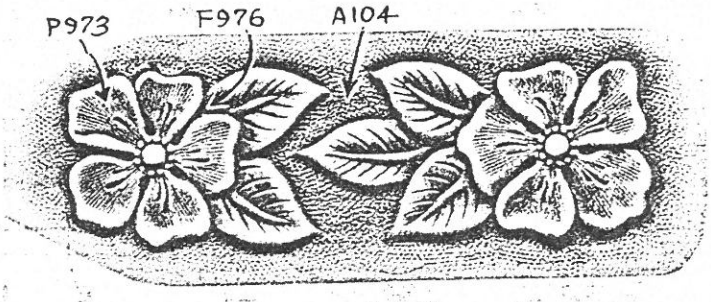


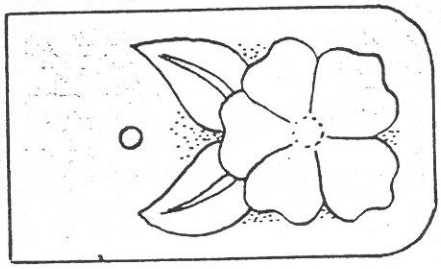


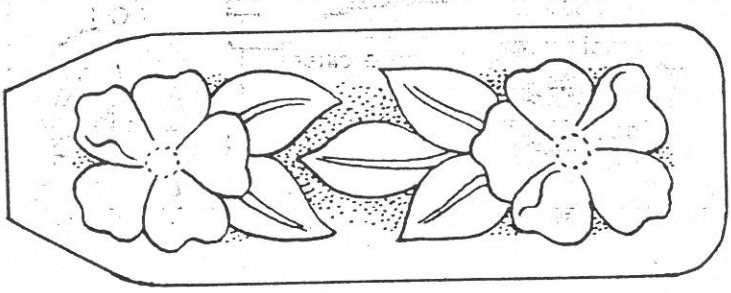


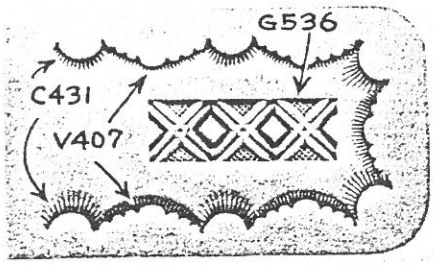


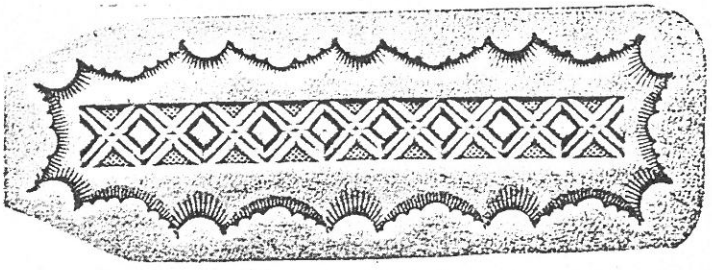


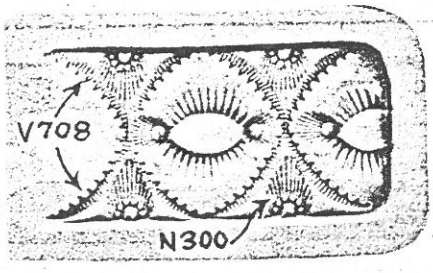


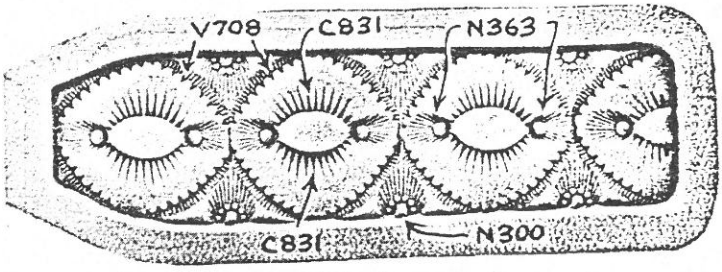








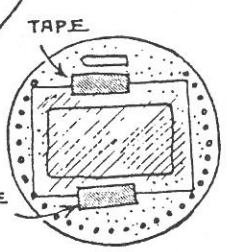




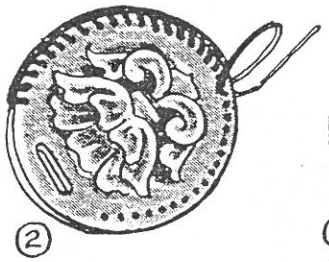
BAG TAG



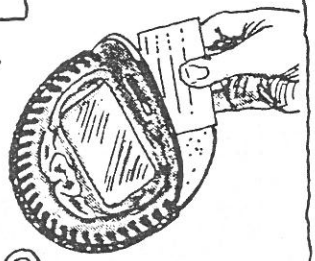
ASSEMBLY INSTRUCTIONS



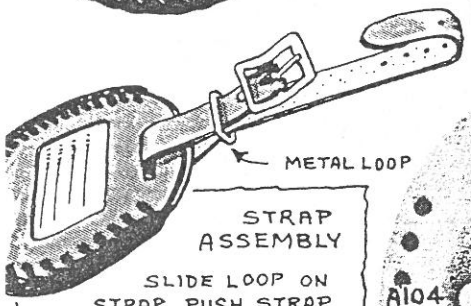
① Carve and stamp design Apply leather finish Tape cellophane window over opening, on flesh side.



② Punch lacing holes Align holes and slots and lace with Double Loop stitch.

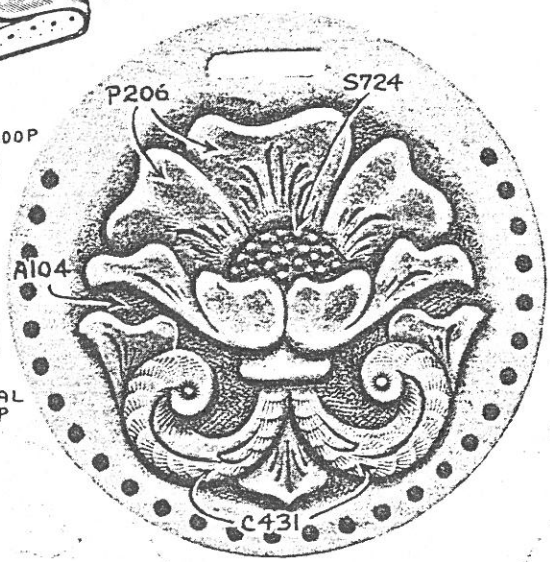


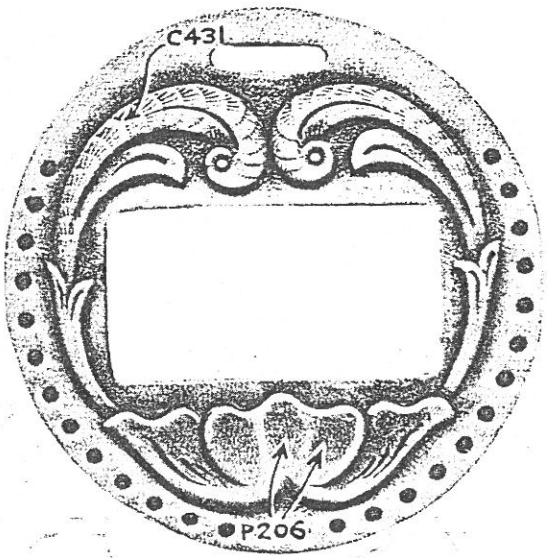
③ Insert name card, center it behind cellophane window. Assemble strap as shown at left.



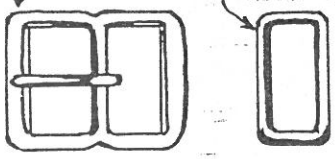
STRAP ASSEMBLY

SLIDE LOOP ON STRAP, PUSH STRAP THROUGH SLOTS; BACK THROUGH LOOP PULL TIGHT





5/8 BUCKLE 5/8" METAL LOOP

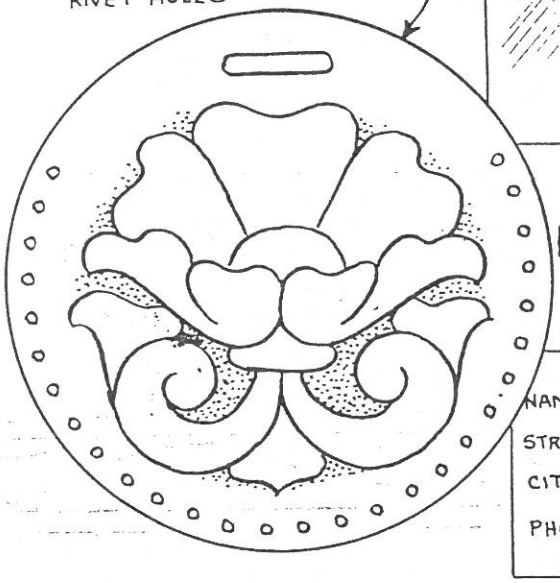


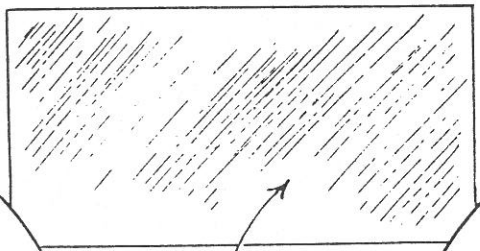
BUCKLE STRAP — 7 3/4" X 5/8"

BUCKLE TONGUE SLOT

RIVET HOLES

BURNISH EDGES





CELLOPHANE WINDOW

CUT ALL LEATHER FROM 3/4 oz. COWHIDE

NAME CARD

NAME _____

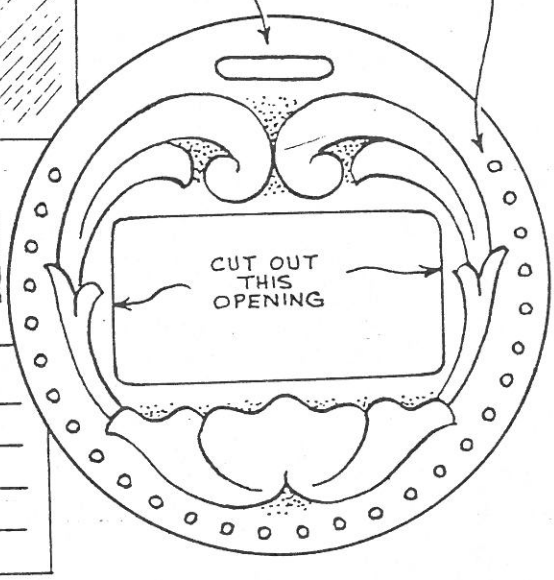
STREET _____

CITY _____

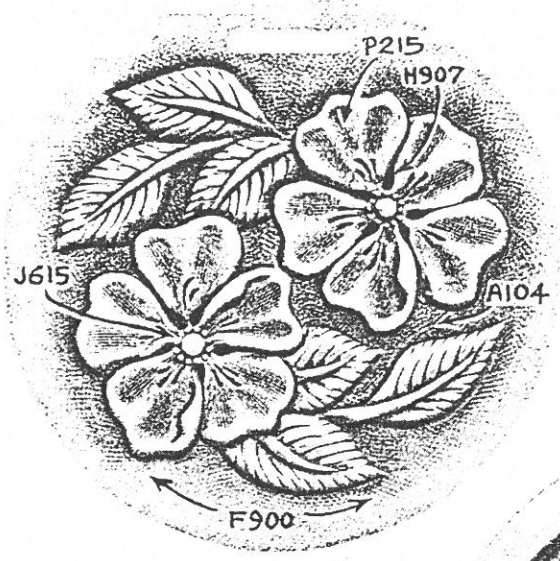
PHONE _____

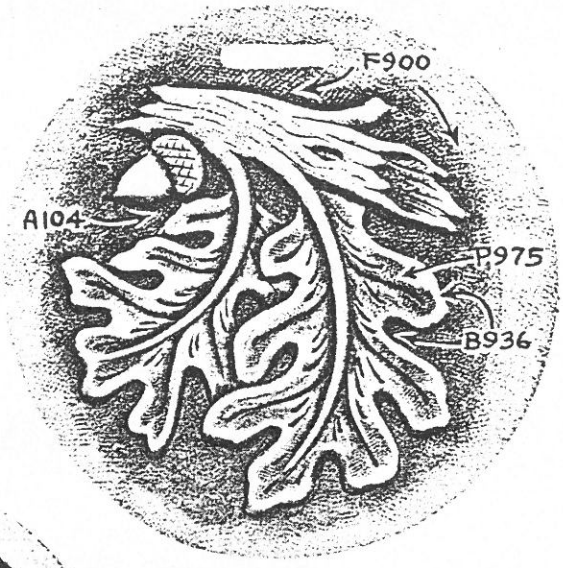
5/8" BAG PUNCH

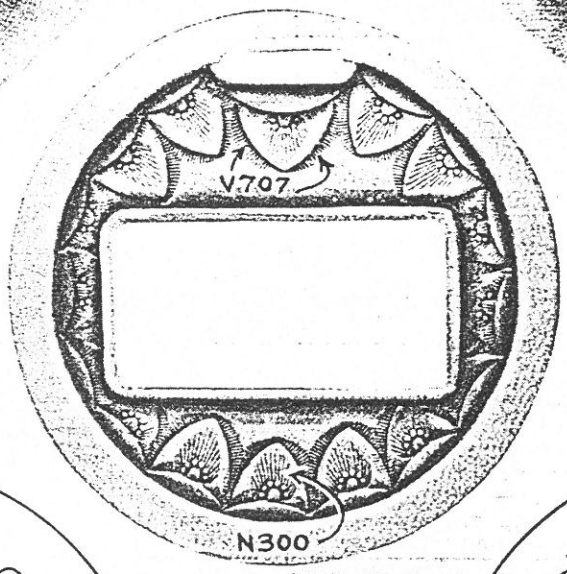
NO. 1 PUNCH



BAG TAG PATTERNS



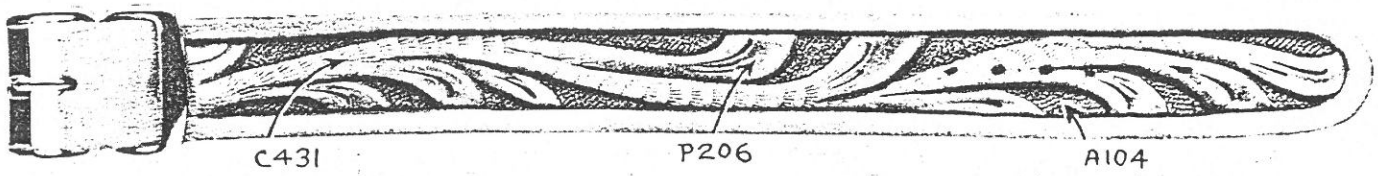


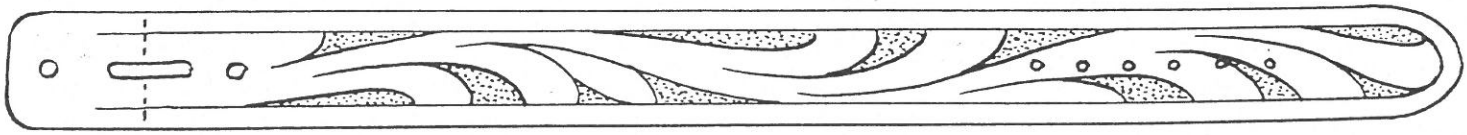






BUCKLE STRAP



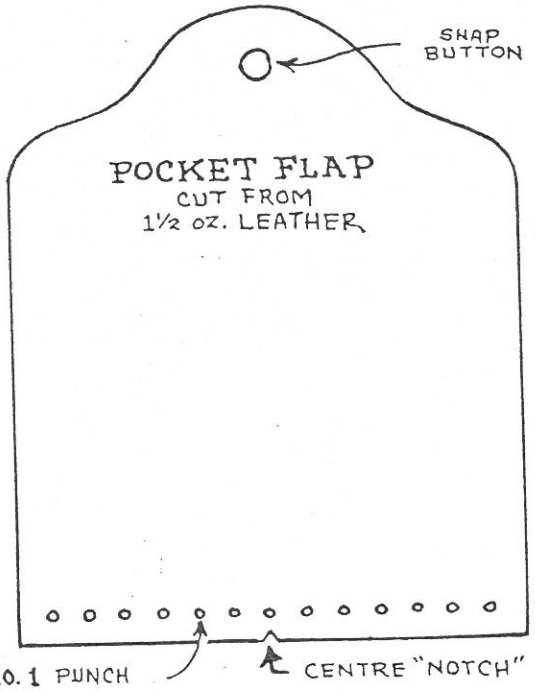


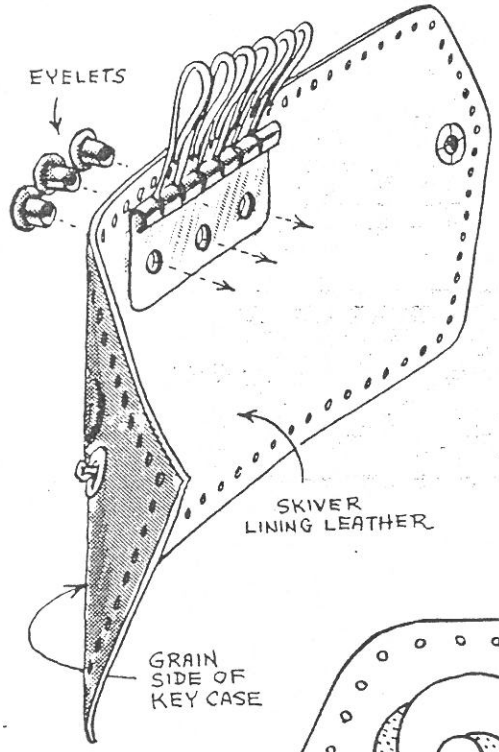
Kangaroo KEY CASE

6 HOOK KEY PLATE WITH "KANGAROO" POCKET

ASSEMBLY INSTRUCTIONS ON OPPOSITE SIDE

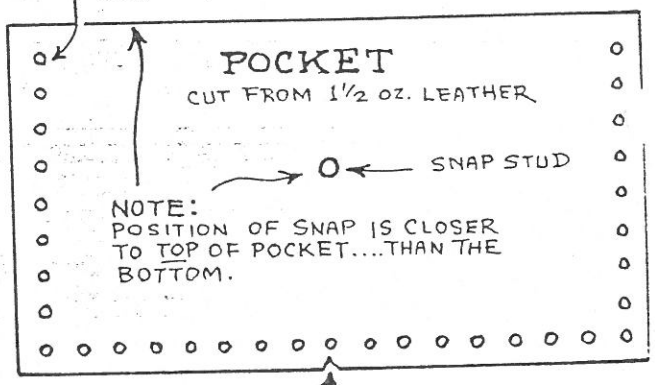






PREPARE KEY CASE BACK AS FOLLOWS:

- CARVE AND STAMP THE DESIGN.
- CEMENT LINING TO FLESH SIDE OF BACK. TRIM OFF EXCESS.
- PUNCH ALL HOLES... INCLUDING LACING HOLES.
- INSTALL SNAPS.
- INSTALL KEY PLATE.



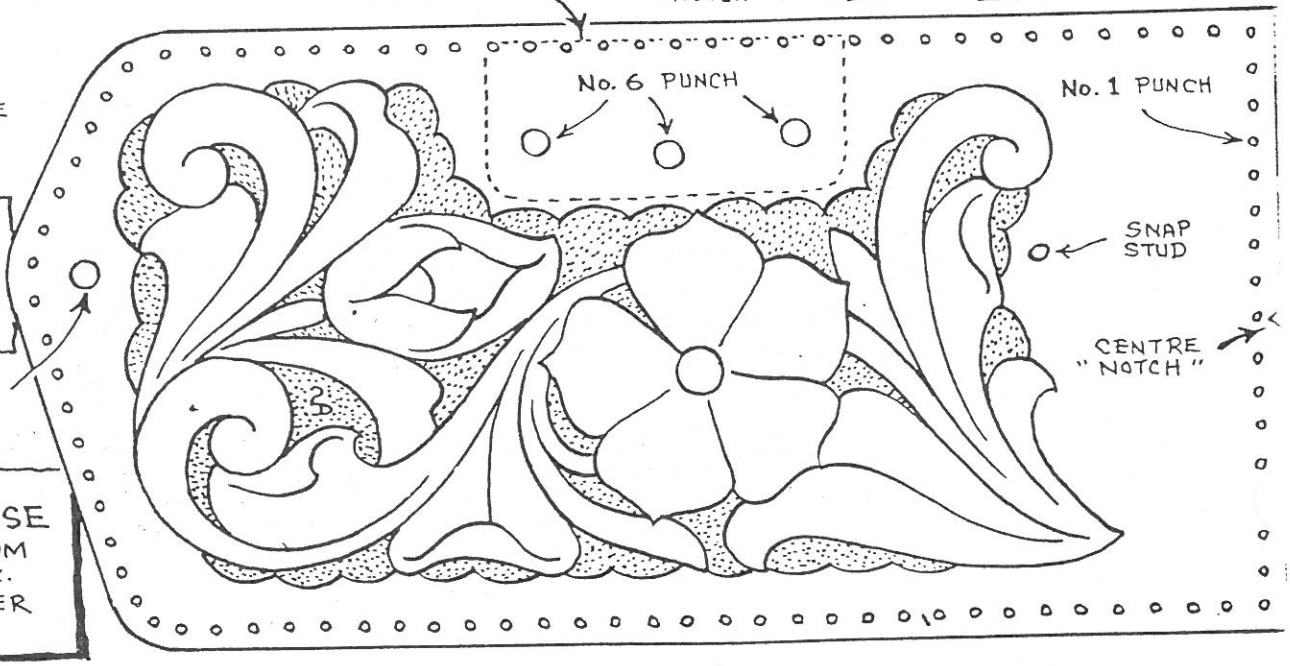
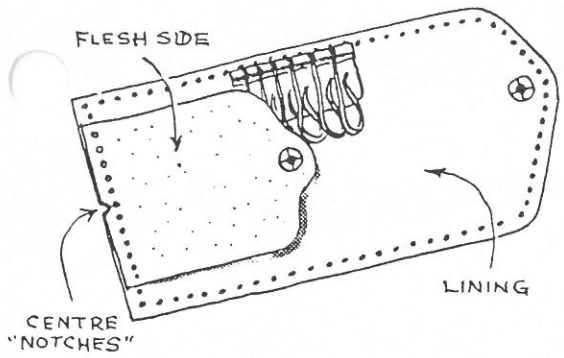


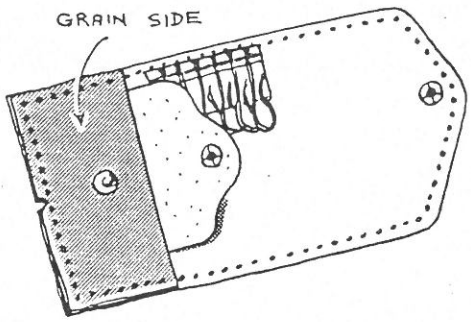
PHOTO PATTERN ON OPPOSITE SIDE

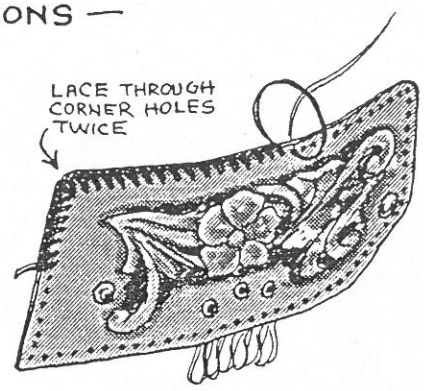
SNAP BUTTON

KEY CASE
CUT FROM 3-4 oz. LEATHER

"Kangaroo" KEY CASE — ASSEMBLY INSTRUCTIONS —





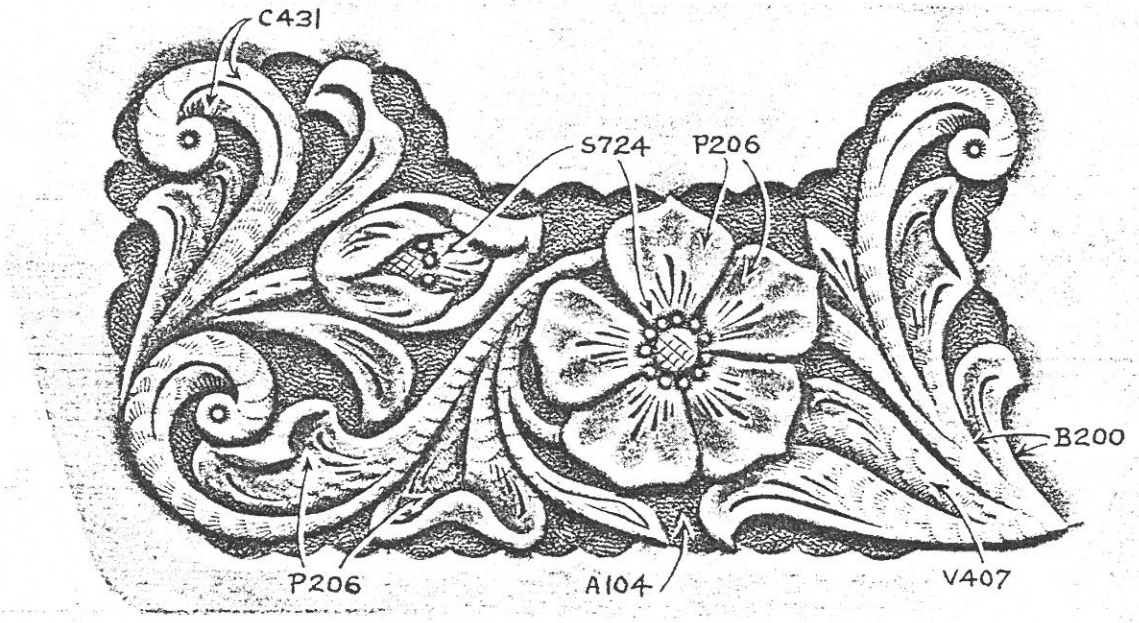


(1) *Prepare Key Case back as shown on opposite side of page. Align centre notches, holes and cement bottom edge of pocket flap in place*

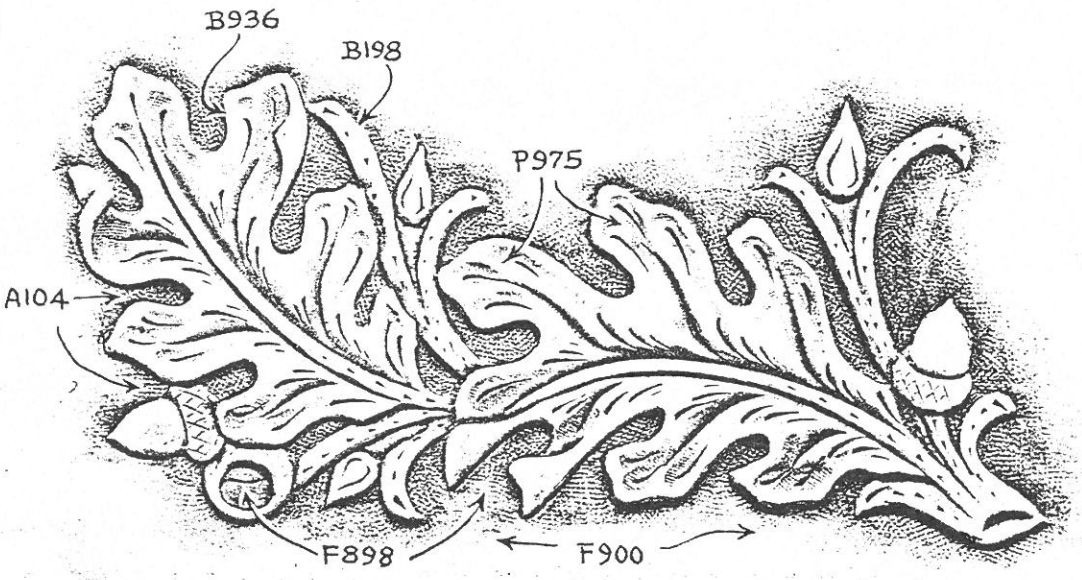
(2) *Place Pocket in position and cement around edges. BE SURE to have TOP of pocket next to flap or snaps will not fit properly*

(3) *Begin lacing at bottom of pocket. Lace with Single or Double Loop stitch · · · completely around. Apply dressing.*

TRACING PATTERN FOR THIS DESIGN ON OPPOSITE SIDE



ALTERNATE DESIGN



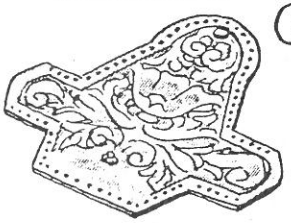
GUSSET COIN PURSE



Photo pattern and alternate design on opposite side.

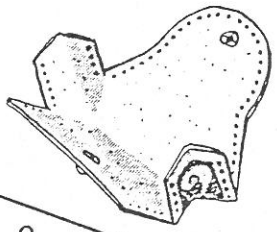
NOTE: if purse is to be lined .... cement lining to flesh side, before punching holes and installing snaps.

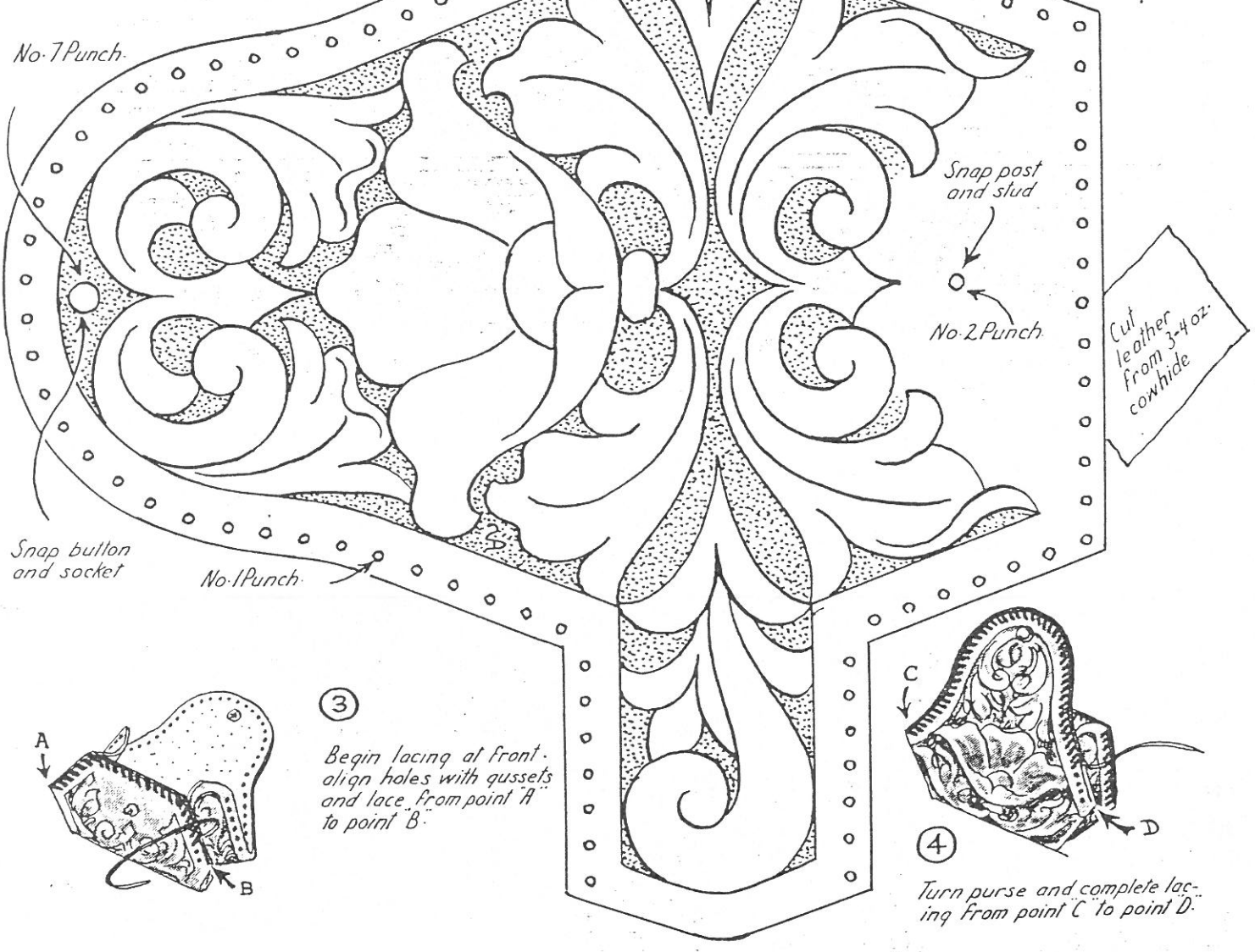
ASSEMBLY INSTRUCTIONS



1. Carve and stamp. Apply leather finish. Punch lacing holes and install the snap parts.

2. Fold purse into shape as shown below

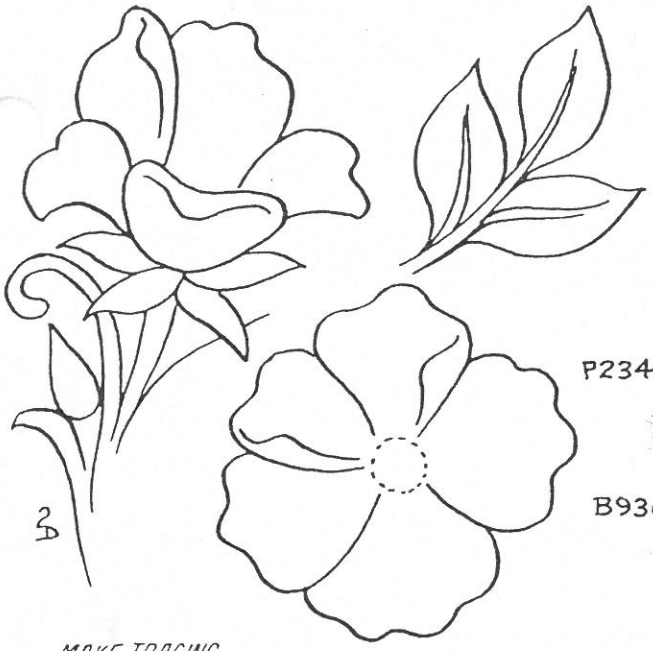




3. Begin lacing at front. align holes with gussets and lace from point "A" to point "B".

4. Turn purse and complete lacing from point "C" to point "D".

ALTERNATE DESIGN



MAKE TRACING
PATTERN FOR DESIGN AT RIGHT
AS SHOWN ABOVE

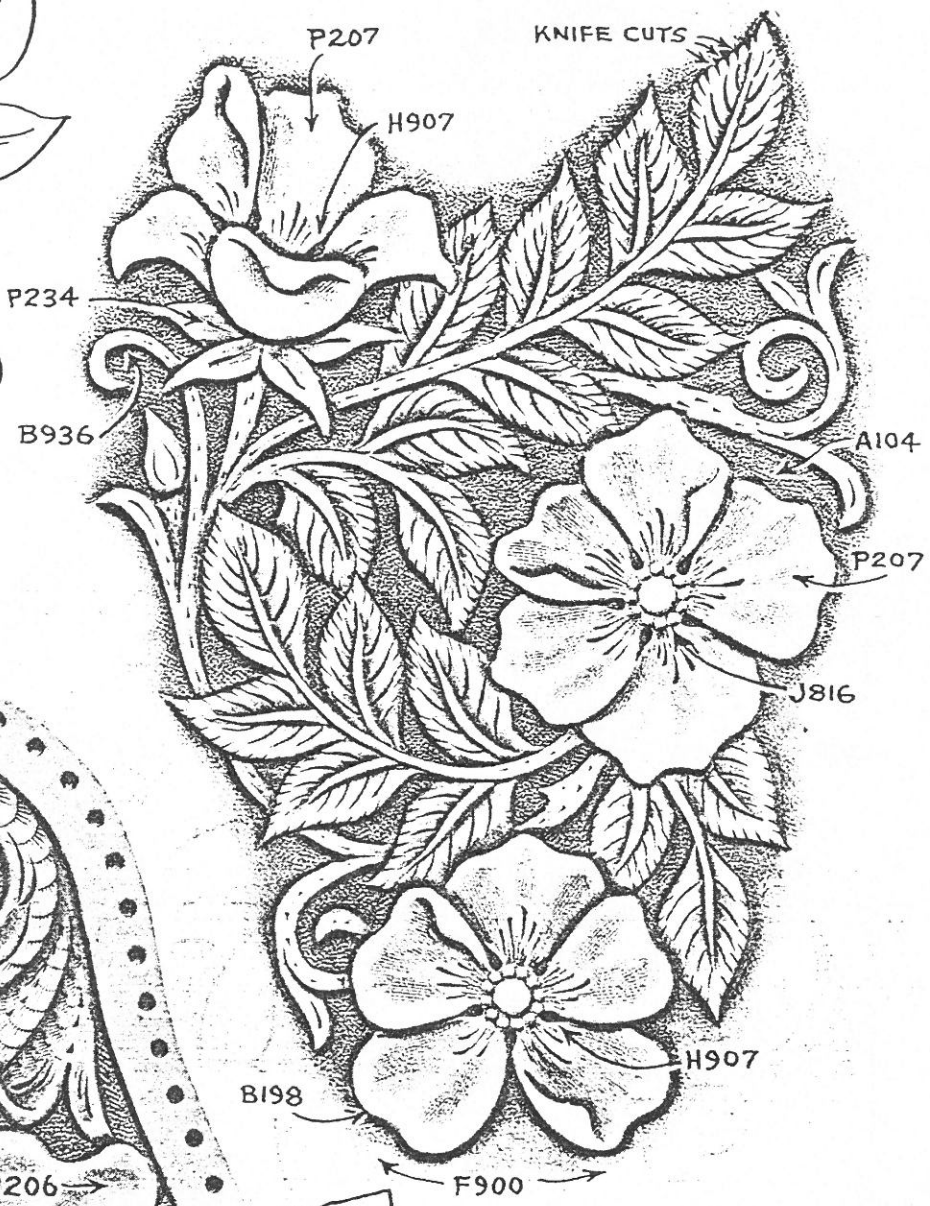




PHOTO PATTERNS

GUSSET
COIN PURSE
DESIGNS

"Pic Poc" POCKET SAVER





No. 2 CREASER

CUT OUT FOR ID WINDOW

CUT YOUR PLASTIC WINDOW 3½" x 2¾"

PART C

CUTTING PATTERNS FOR POCKET SAVER PARTS

CUT ALL PARTS FROM 3-4 oz. CALF OR COWHIDE

NOTE: ONLY ONE LACING HOLE WILL BE PUNCHED ON ENDS, HERE. SEE ASSEMBLY INSTRUCTIONS.

SEWING LINE CREASER

PART B-1

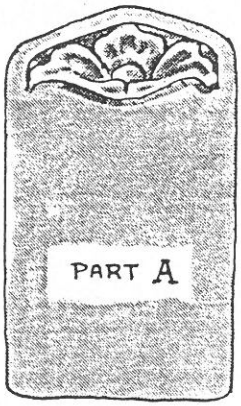
No. 2 CREASER

PART B

PART A

CARVING PATTERNS AND ASSEMBLY ON OPPOSITE SIDE.

POCKET SAVER ASSEMBLY INSTRUCTIONS

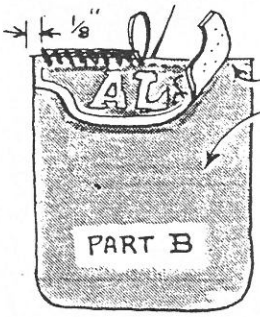


PART B-1



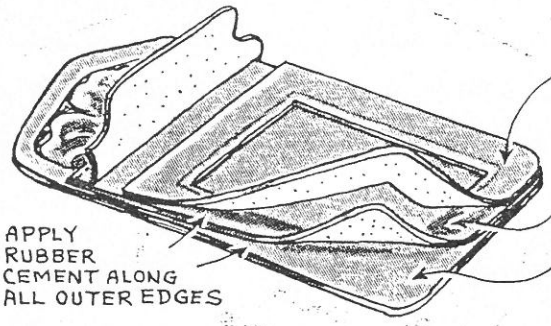
EDGE AND BURNISH ALL EDGES

① Carve and stamp design on part "A" Stamp initials, name, or design on part B-1. Burnish all edges of part B-1.

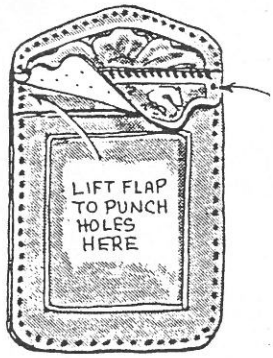


RUBBER CEMENT EDGES
GRAIN SIDE UP

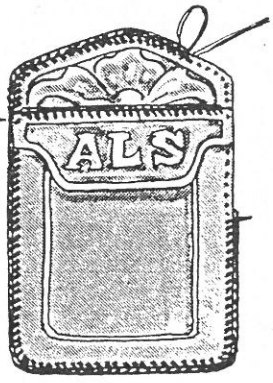
② Cement top edge of part B-1 to top edge of part "B" Sew, or punch and lace as shown Keep lacing holes 1/8" away from ends of B-1



③ Cement part "B" to part "A" Cement part C to part B. align edges



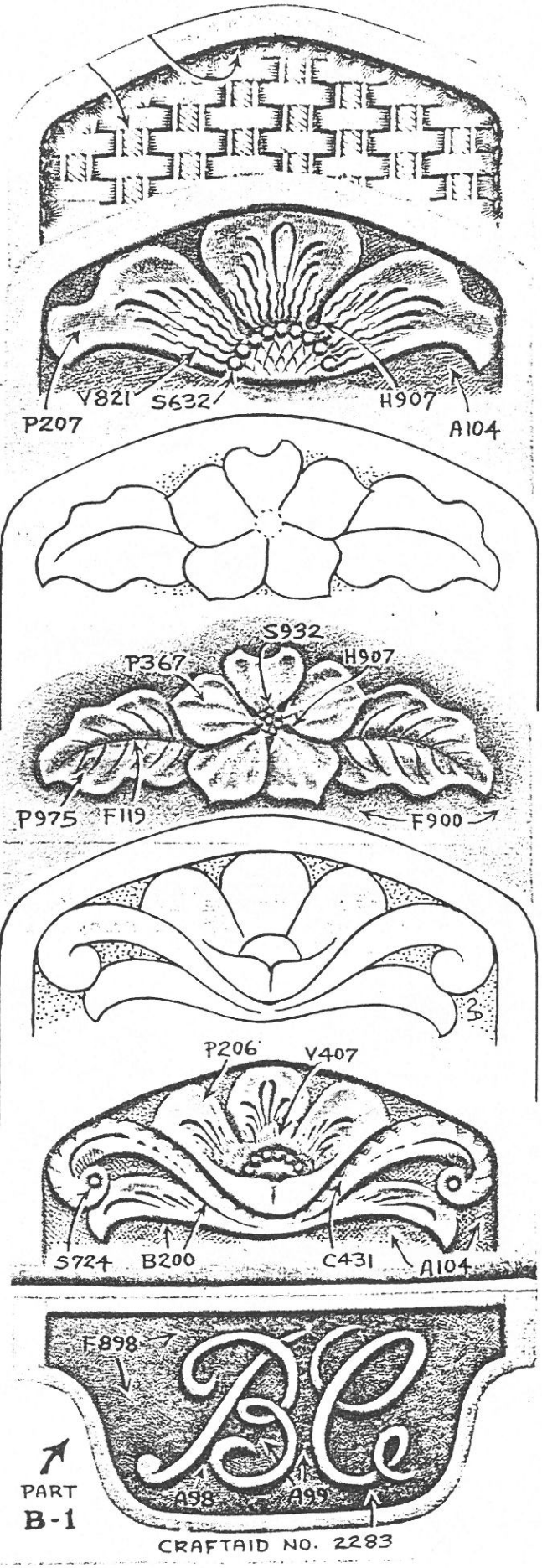
PUNCH ONLY ONE HOLE IN TOP EDGE OF PART B-1



④ Scribe guide line 1/8" from edge; punch lacing holes all around. Punch one hole in each side of flap as shown.

⑤ Begin lacing as shown. Lace all around; Lace through the single hole in the flap. Insert plastic window behind window frame, part "C".

TRACING & PHOTO PATTERNS

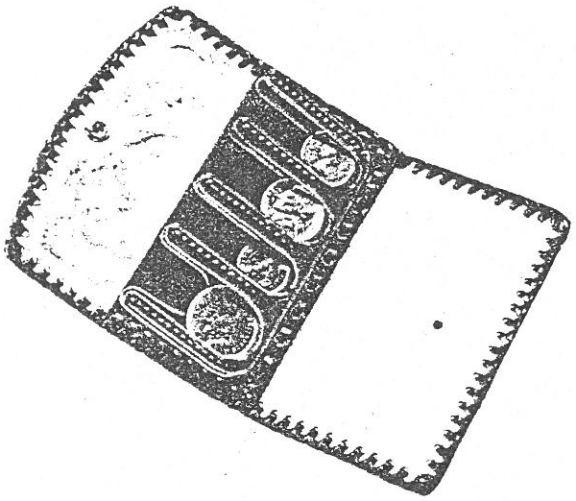


CRAFTAID NO. 2283

SCOTCH

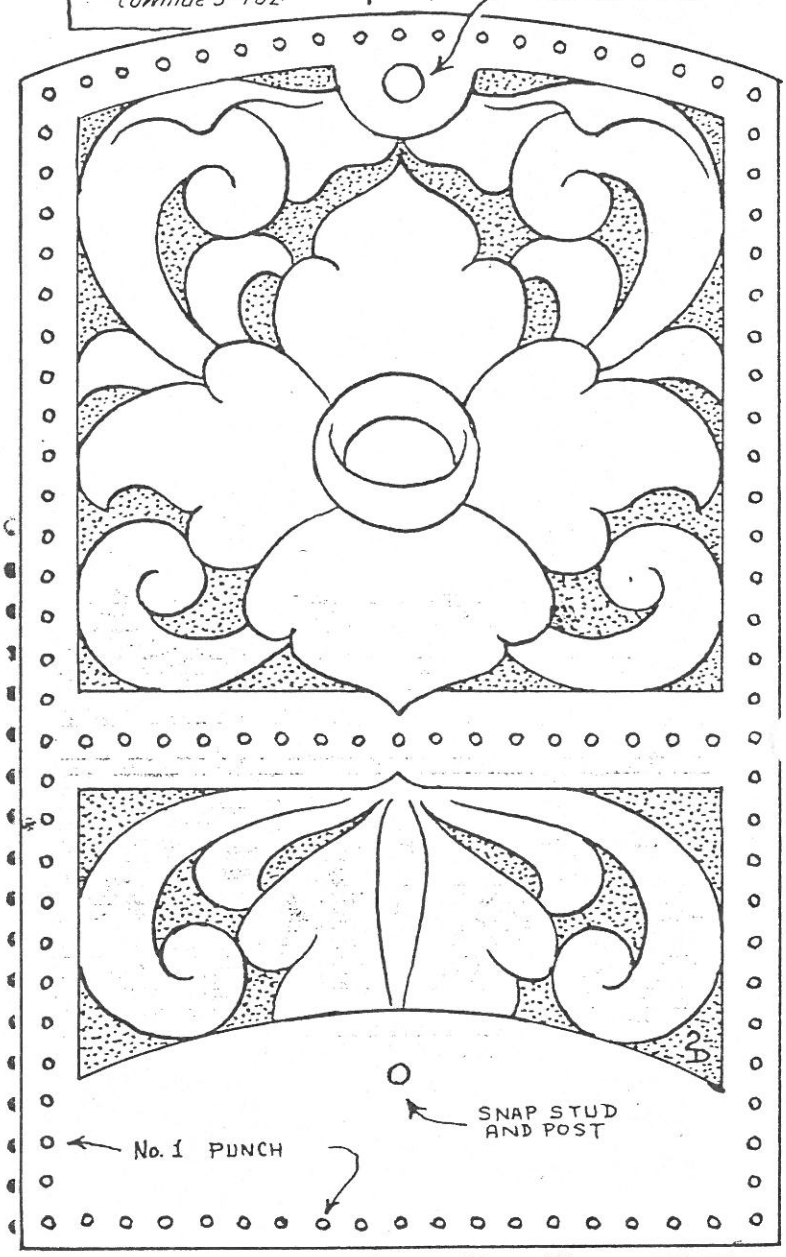
COIN PURSE

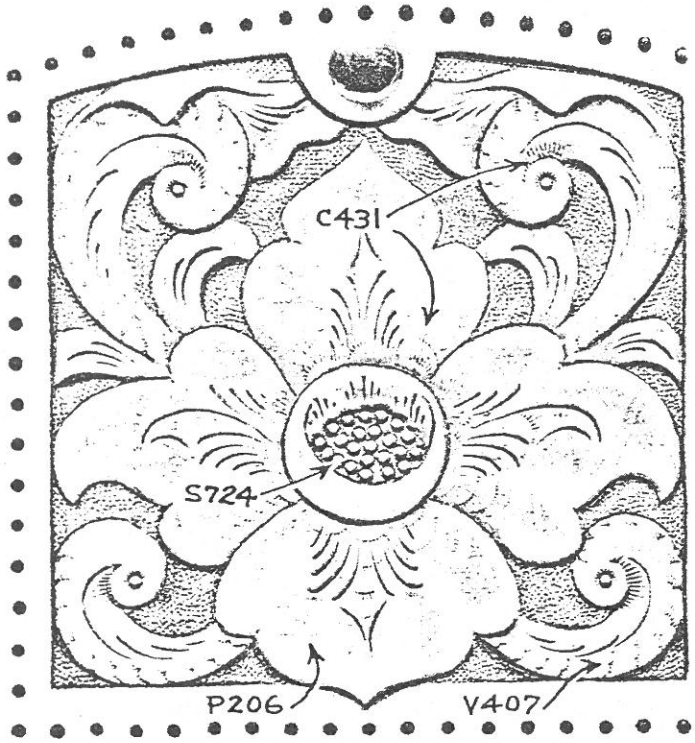
ASSEMBLY INSTRUCTIONS
ON OPPOSITE SIDE



Cut leather from
Cowhide 3-4oz.

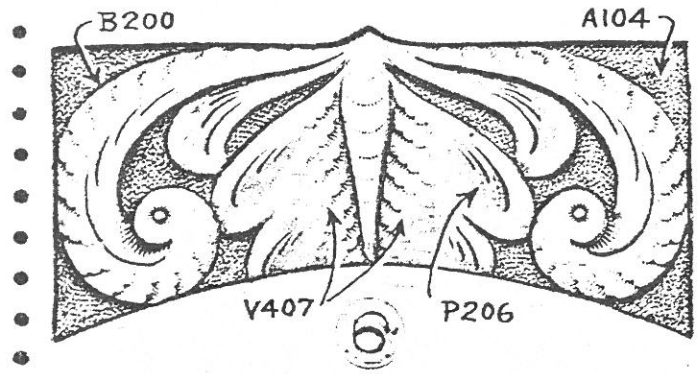
SNAP BUTTON
AND SOCKET



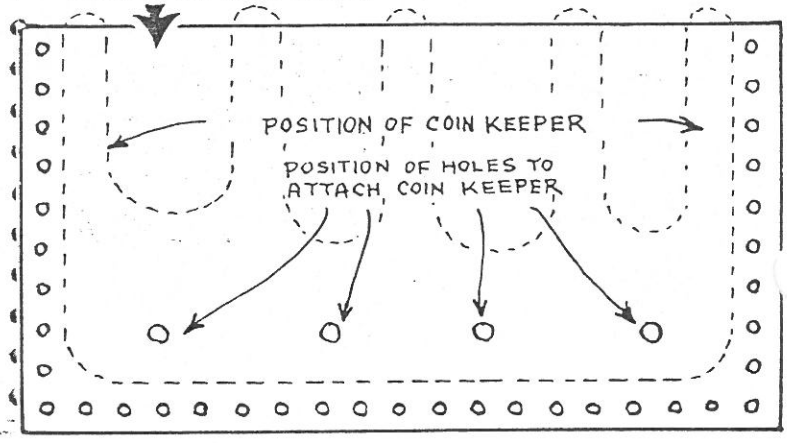


SNAP STUD
AND POST

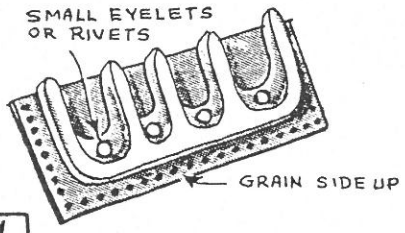
No. 1 PUNCH



COIN KEEPER POCKET - CUT FROM 1½ oz. LEATHER

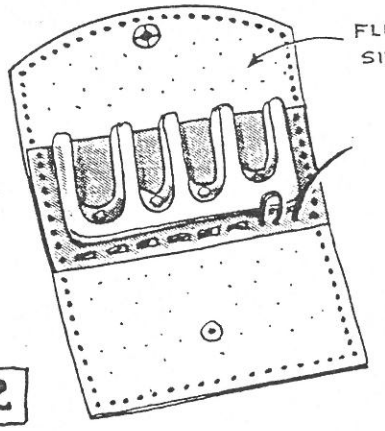


SCOTCH COIN PURSE ASSEMBLY INSTRUCTIONS



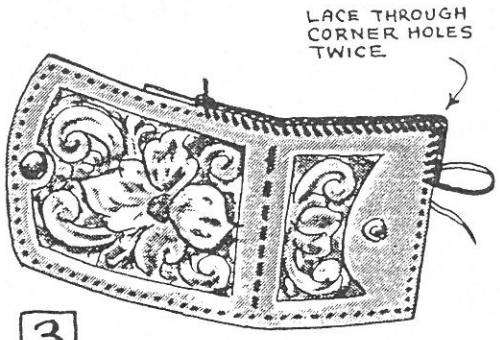
1

Cut out all parts; carve and stamp the design of your choice. Carefully punch holes in coin keeper pocket to align with holes in back piece. Fasten plastic coin keeper to leather pocket with small eyelets or rivets. See pattern for position of holes



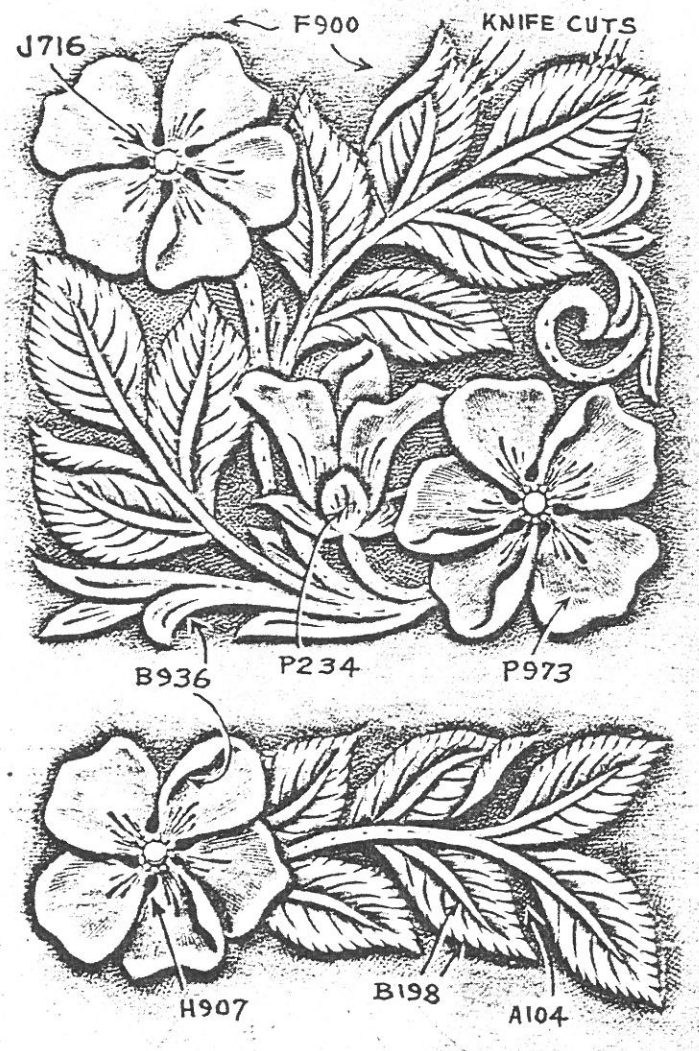
2

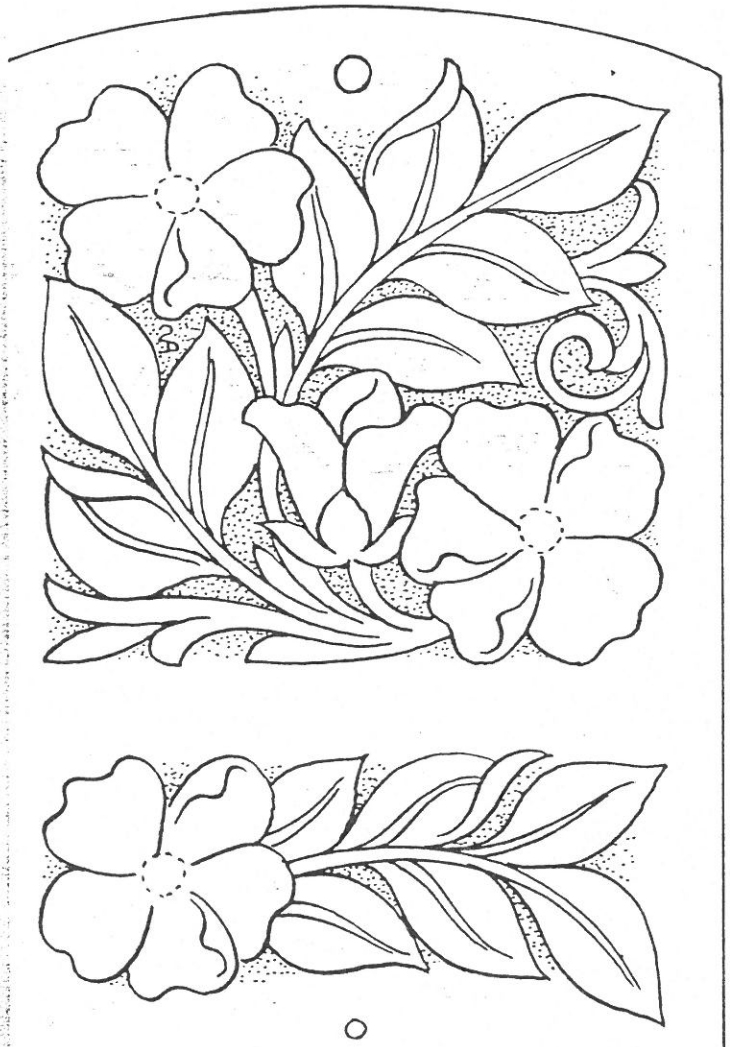
Lace the coin keeper assembly to the purse at bottom edge only, with running stitch. Secure ends of lace, by lacing over them.



3

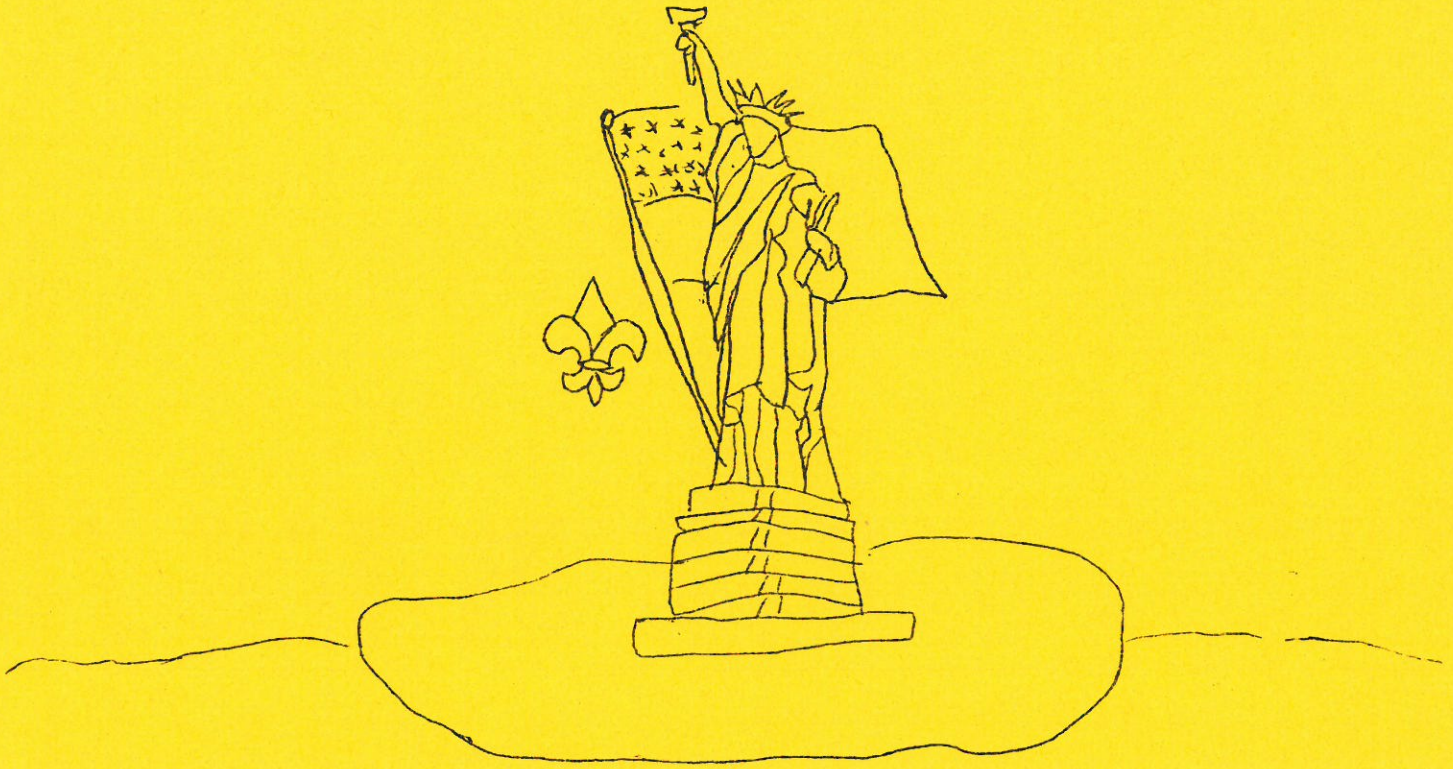
Begin lacing at side of coin keeper pocket as shown above. Lace completely around with Single or Double Loop stitch. NOTE: If lining is to be used in purse··· cement in place before step 2. Punch holes.





ALTERNATE DESIGN

DISCOVERY AND LEARNING



SKITS & PUPPETS

SKITS & PUPPETS

S K I T S

Have you ever seen young children at play? You'll find that many times they are acting or role playing without a script. Young children love to be dramatic. They use their imaginations while being physically active. Skits give Cub Scouts an outlet for the "let's pretend" part of his character. It gives him the opportunity to be creative rather than imitate what someone else has done. He has a choice in which character he wants to 'act out'. It develops his powers of observation, coordination and timing. He gains self-confidence and personal satisfaction in his ability to role play. It also improves speach and voice projection.

If you have any boys who prefer not to take part in skits, have them wear a costume or a mask. Sometimes this will help hide their shyness. Always involve every boy from your den. If a boy still feels "stage fright" have him take on a different responsibility such as sound effects or stage lighting.

H O W T O P U T T O G E T H E R Y O U S K I T ?

Sometimes it's hard to find a written skit that fits the monthly theme, or the age level of the boys in your den. If that's the case, the best thing to do is to adapt a skit to fit or write one of your own. There are three important things to keep in mind: (1) the facilities available, (2) the number of boys in your den, and (3) the subject. Now lets make a list on how to get started with our skit:

1. Subject of the plot:

   cowboys or astronauts

2. The Title:

   It can be serious or funny

3. The Type and Number of characters:

   Cub Scouts or puppets

   in Costume or out of costume - using que cards

4. The Amount of Time:

   write a skit for 20 minutes then boil it down to 5 minutes saving only the best lines.

5. Type of Stage:

   open floor, ;patform,scenery out of cardboard, lights, sound effects.

T H I N G S T O R E M E M B E R

1. Keep it simple.
2. Keep it short (3 - 5 minutes).
3. Avoid long memorized dialogue. Use pantomimes, or have a den chief be a narrator.
4. Scenery, props, and costumes should be simple, if used at all.
5. Let every boy take part.
6. Use surprises like a "walk ons" to spark interest in scenes.
7. Use stage directions - tell who goes where and does what.
8. Be sure the audience can hear. Record the boys practice skit. Play back so the boys can hear how they sound.
9. Let the boys write the skit. They will have some great ideas, and that's part of the fun.
10. Avoid skits that ridicule persons or groups. They are in bad taste.

THE SUBMARINE:

Have all the boys in the den line up in a straight row at the front of the room. The two key people are the lead boy and the last boy in the line. The first boy holds his hands in position like he is looking through a telescope. The boys in the middle act as an echo.

Captain(first boy): There's an enemy vesicle straight ahead. Prepare to fire torpedo "1". Fire Torpedo "1".

All Boys in echo; Fire Torpedo "1"

Fire Torpedo "1"

The boy at the end:	I don't know how!
All boys in echo:	I don't know how!
	I don't know how!
Captain:	Push the yellow button!
All Boys in echo:	Push the yellow button!
	Push the yellow button!
The boy at the end:	Torpedo fired!
All boys in echo:	Torpedo fired!
	Torpedo Fired!
Captain:	It's a miss! Prepare to fire Torpedo "2"
	Fire Torpedo "2"
All boys in echo:	Fire torpedo "2"
	Fire Torpedo "2"
The boy at the end:	I don't know how!
All boys in echo:	I don't know how!
	I don't know how!
Captain:	Push the green button!
All boys in echo:	Push the green button!
	Push the green button!
The boy at the end:	Torpedo fired!
All boys in echo:	Torpedo fired!
	Torpedo fired!
Captain:	It's a miss! As the captain, my honor has been damaged - I must commit suicide. (fall to the floor)
All boys in echo:	My honor has been damaged - I must commit suicide.
	My honor has been damaged - I must commit suicide.
The boy at the end:	I don't know how!

T H E E N D !

P U P P E T S:

Puppetry is an ancient art that appeals to boys of all ages, perhaps more to boys of Cub Scout age than any other. Puppets can be used in connection with several achievements and electives and with many of the monthly themes.

No one knows when or where puppets first appeared. They have been found in Egyptian tombs, in China, and in India in very early history.

T H E I M P O R T A N C E O F P U P P E T R Y :

Many Cub Leaders use puppetry in many ways:

1. To develop an interest in dramatics and story telling.
2. To teach lessons of Cub Scout ideals, moral values, and skills.
3. Develop an interest through outside reading in historic events, holidays, and other interests.
4. Develop ingenuity in building props, stages, scenery and special effects.

Puppets, develop coordination, overcome inhibitions, overcome speach problems, relieve tensions, strengthen weak muscles, are developed for individual needs and set the imagination free.
EVERYONE BENEFITS: THE SHY GUY, SAM THE HAM, AND THE DEN LEADERS!

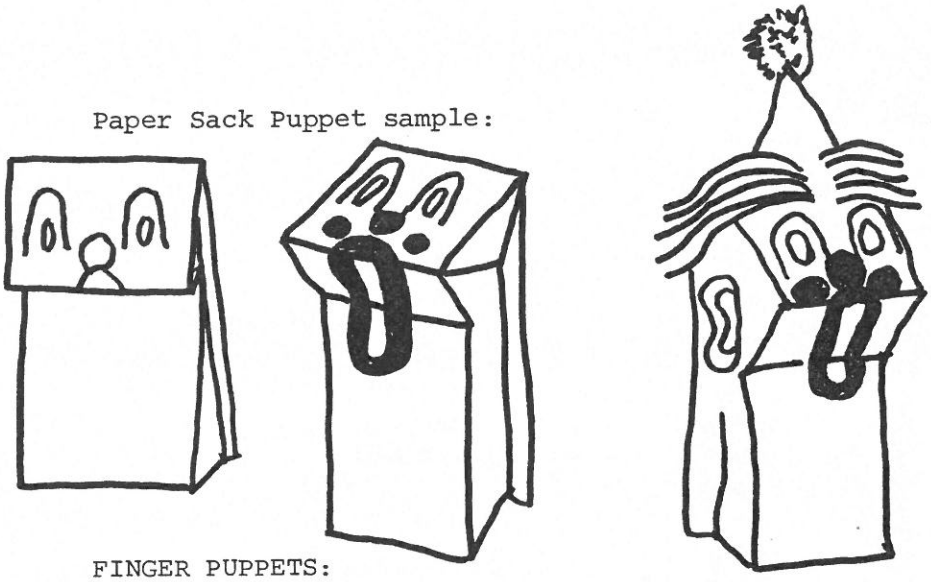
T Y P E S O F P U P P E T S :

Several types of puppets are suitable for Cub Scout age boys, including those made from paper sacks, socks, cardboard cylinders, boxes, egg cartons, and gloves. Most of these fall into the category of hand puppets, which are worn on the hand and manipulated with one finger guiding the head and two other fingers guiding the puppet's hands.

PAPER SACK PUPPETS:

Paper sack puppets are the easiest, least expensive, and fastest type of puppets for Cub Scouts to make. Use small paper sacks (lunch bag size). You'll also need crayons, felt tip pens or paint, scissors, and a pencil. Additional materials such as felt, construction paper, yarn, buttons, etc. can also be used.

Paper Sack Puppet sample:

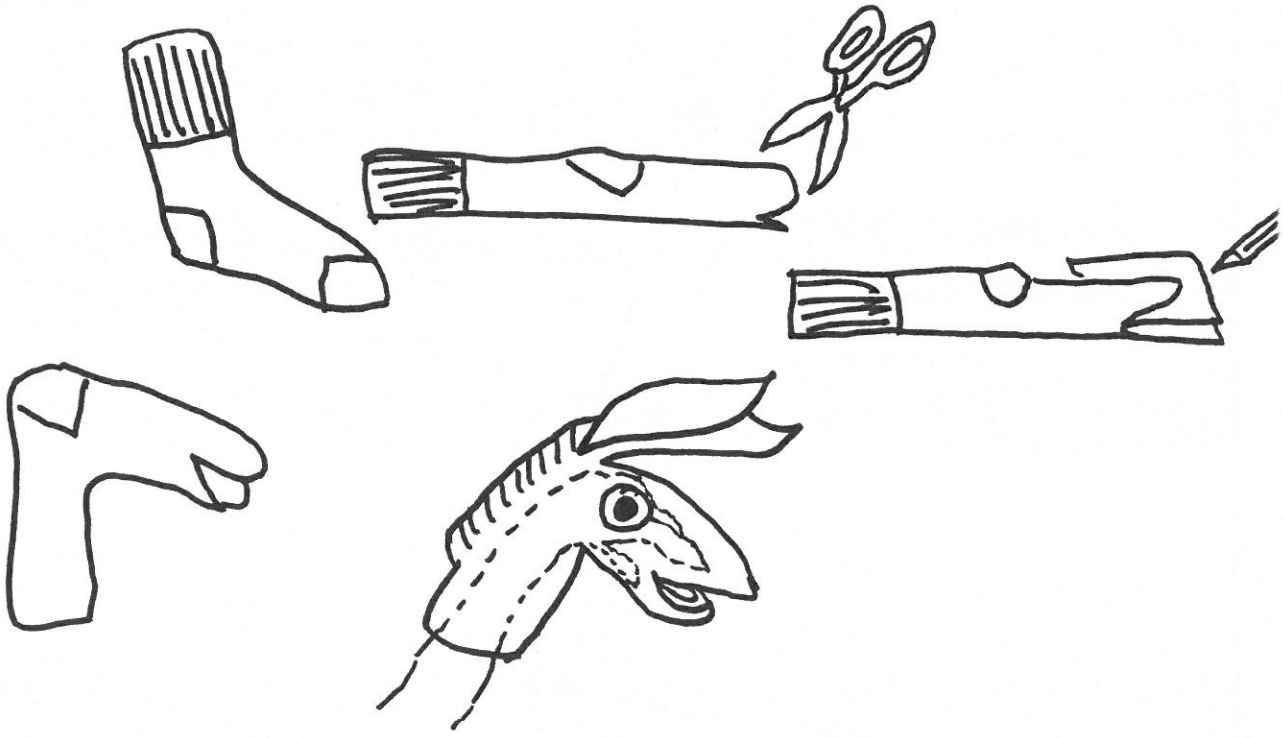


FINGER PUPPETS:

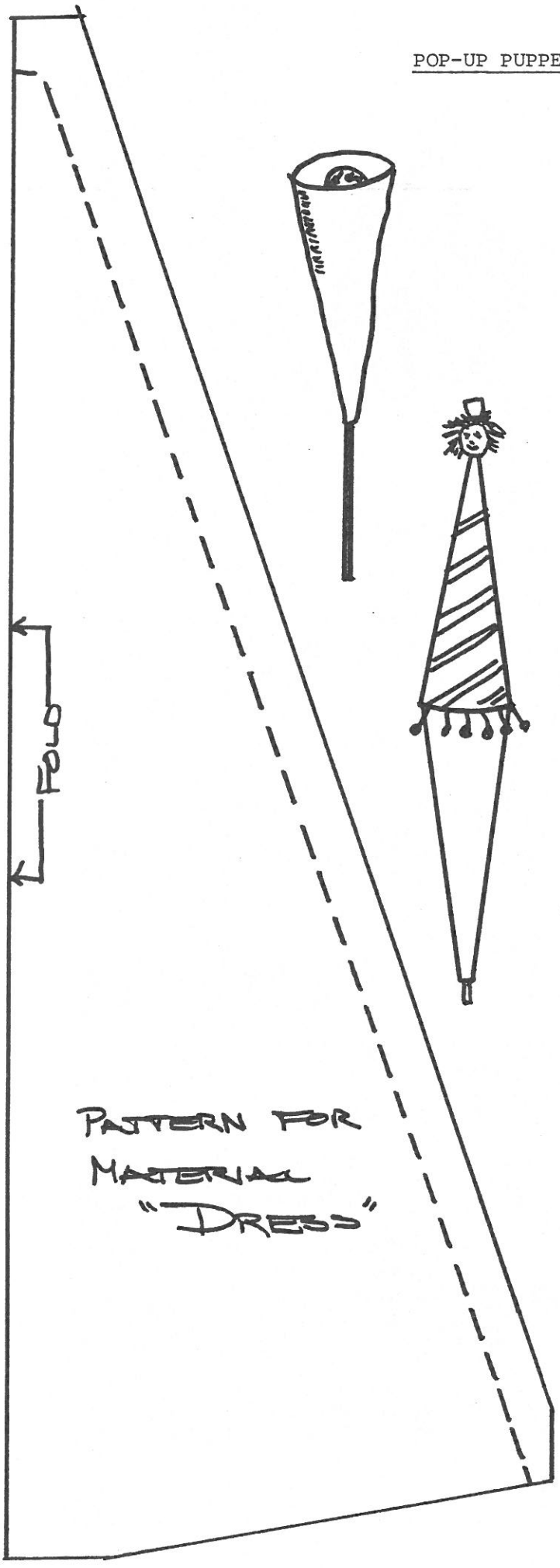
It is easy to make finger puppets and then make them nod their heads and wave their arms as you put them through their acts. To make this puppet cut a pattern from a piece of cloth; cut out the two pieces and sew them together around the edges. Leave the bottom open for your hand. Stuff the head with cotton, but leave an opening at the neck for your forefinger.

O R

There are two types of sock puppets - one where the heel or toe of a sock is stuffed to form a round puppet head and the other where the entire foot of the sock is used to form an elongated animal head.



POP-UP PUPPETS



Materials needed:

- Paper cones
- Fringe or ricrac
- Material- piece of fabric
- 1" bead
- Pom pom
- ¼" dowel

1. Glue wide end of material over wide end of cone, overlapping about 1/2".
2. Glue fringe or trim of your choice to cover raw edges.
3. Put some glue on one end of 1/4" dowel and carefully place through small end of cone, clear through to top of "dress".
4. Let dry thoroughly.
5. Paint or draw a face on a 1" bead. Glue on pom pom, yarn for hair, and/or a hat. Make your puppet's face a clown, character of your choice, or an animal.
6. Glue head onto body.

After all glue is dry your puppet will pop up or hide in the cone, simply by pushing or pulling the stick.

HAND PUPPET MANIPULATION:

The hand puppet has only a few basic movements. The main one is the nodding motions of the head. The arms can move forward and up and down to some extent. The body can twist in any direction and move forwards and backwards with ease. One would think that little can be done with these few motions but nothing could be further from the truth! The hand puppet has tremendous charm and is one of the most versatile creatures imaginable.

Your puppet is you friend. You control his every movement. Jiggling it up and down and nodding its head constantly will make your puppet dizzy and not to mention you hand tired. Think of various positions for the hands to add interest and not make it look as if the puppet is always repeating his actions. Give the puppet movements that clearly tell the audience what it is doing or suggesting. Separate the movements so your audience can follow the actions. Unfortunately our hands don't bend in every direction, as many puppeteers would like, but amazing movement can be developed through practice.

The most common problem with hand puppets is keeping them on the same level. When a puppeteer's arm becomes tired, the puppet seems to sink into a hole. Try to make the puppets as light as possible. Having the puppets head inserted only as far as the first joint of the index finger helps too. You might try drawing a line on the back of the stage to help keep the puppet at the best performance height.

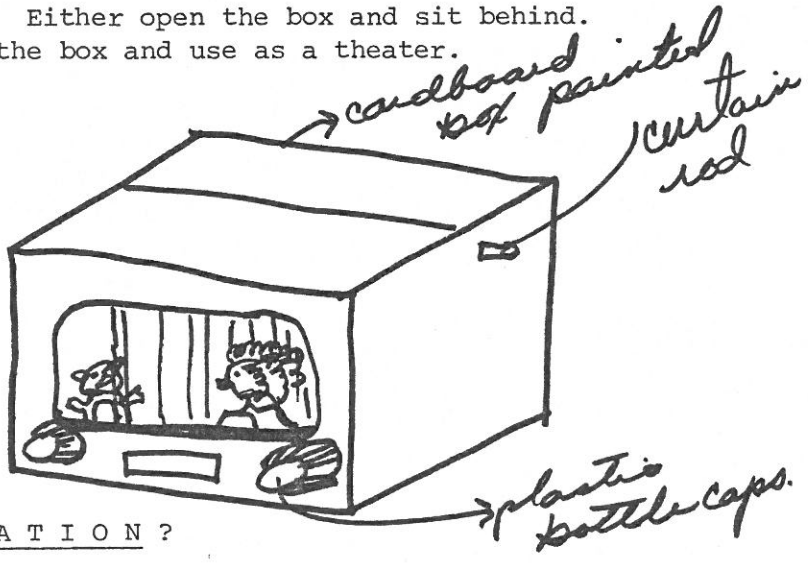
Practice a story to see what subtle movements the hand puppet is capable of. Watch the puppet in a mirror while you practice so you can observe the action as the audience will see it.

Add props to make you play mor interesting. Hand puppets are the only puppets that can pick up and carry things with ease.

Remember - we are doing puppetry to have fun. If you make a mistake in your lines or your actions, continue on the audience will still love you.

MAKE YOUR PUPPET THEATER SIMPLE:

1. Just hold your puppet in your hand. (learn to mime).
2. Turn a table over and sit behind so you can't be seen.
3. Use a big cardboard box. Either open the box and sit behind.
   Or cut a window in the box and use as a theater.



WHAT ABOUT NARRATION?

Use yourbest reader or your Den Chief to read the story while the others act it out. OR you might give each boy who has something to say a que card with the words on it. HINT: Some den leaders tape the whole puppet dialogue using the boys' voices. Then on pack night the forgotten lines and the shy voices due to stage fright are never worried about.

S K I T S A N D P U P P E T S:

Resource books:

The Cub Scout Leader HOW TO BOOK, Boy Scouts of America

The Boy's Entertainment Book, Catalog#3552
Fun With Skits, Stunts, and Stories, Helen and Larry Eisenberg
Handbook of Skits and Stunts, Helen and Larry Eisenberg
How to Have a Show, Barbara Berk and Jeanne Bendick
Act It Out, Bernice Carlson
Easy Puppets, Betrude Pels
Fun-time Puppets, Carrie Rasmussen
How to Have a Show, Barbara Berk

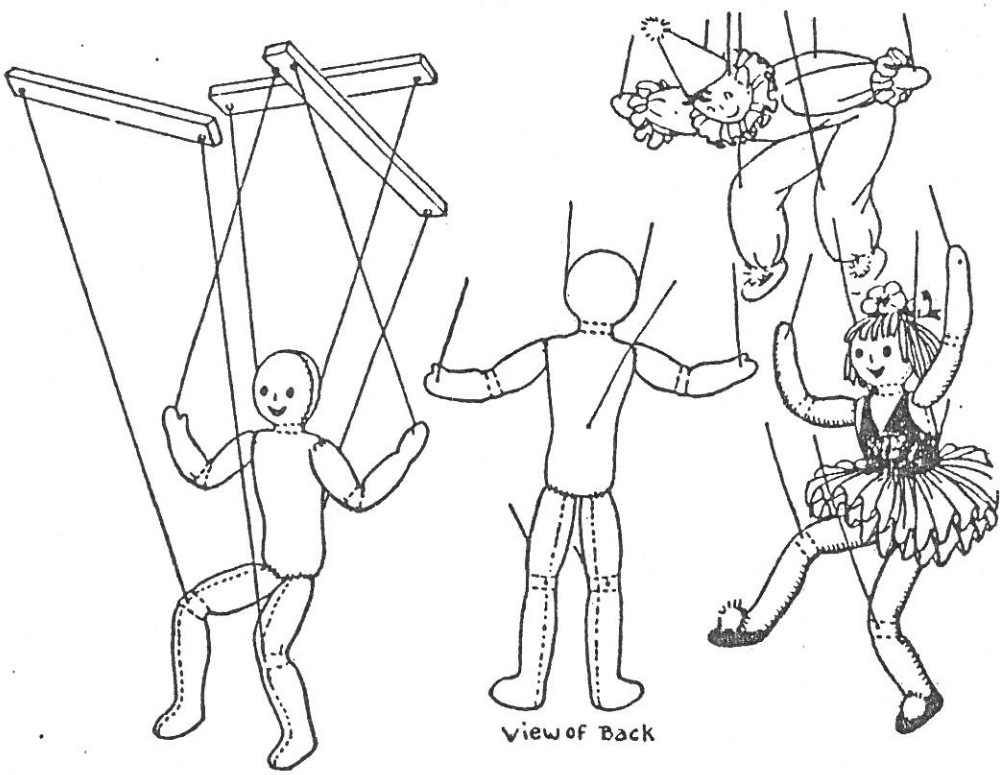
There are many other books available. Check your local library and the many books available through your local council.

RAG DOLL MARIONETTES

You and your friends can have hours of fun by making rag doll marionettes and acting out plays and stories with them. Almost any costume can be made out of scraps of cloth, and you can use well-known fairy stories or short plays from books in the library. Or, if you like to make up stories and plots, you can write your own plays.

Rag doll marionettes are made in the same way as regular rag dolls, but the head and arms and legs are stuffed and sewn a little differently. Stuff the upper part of the arm, put two rows of stitches across the elbow, and then stuff the lower arm. This makes it possible for the arm to bend at the elbow. Stuff the legs in the same way, with two rows of stitches at the knee and at the ankle. Before sewing up the feet, put 10 or more BB shots in each foot. These give weight to make the feet move naturally. Stuff the head, but not the neck. Sew two rows of stitches across the neck, with an unstuffed part between them.

The marionettes are worked by seven pieces of strong black thread. These are attached to the knees, the hands, the center of the back, and the sides of the head. The threads are held by two control sticks. Tie the threads to screw eyes screwed into the sticks as shown in the drawing. Your left hand holds the stick with the most threads. Your right hand holds the other one with the knee threads, and makes the marionette walk and dance. You make the marionette bow by means of the thread attached to the middle of the back. You will be surprised how quickly you can make your little actors come to life.



RAG DOLLS

Rag dolls are easy to make and never seem to lose their popularity with children. Many children treasure their "Raggedy Ann" or other rag dolls above more expensive dolls. Rag dolls may be of any size. It is fun to make big ones about 30 inches tall, for children love big rag babies.

Make the body, head, and arms and legs from unbleached muslin or pink cotton material. The hair is made from brown or yellow yarn. Use embroidery thread for the features—red for the mouth and nose, blue for the eyes, and brown for the eyebrows and eyelashes. The cheeks should be tinted with textile paints or crayon.

Draw paper patterns of the different parts of the body, shaping them as shown in the drawing. Place the patterns on a piece of fabric folded double and cut two pieces for each part. Stitch the edges of the body and head pieces with right sides of the fabric together, and leave a 3-inch opening for stuffing. Turn right side out and stuff the head firmly with cotton batting, finely cut rags or a combination of both.

The next step is to wrap cotton around a short stick of wood to almost the size of the doll's neck. Wind thread around the cotton to keep it in place and put the stick into the neck. Then stuff the body, and sew up the opening by hand.

Stitch the arm and leg pieces, leaving the tops open. Stuff them and stitch them to the body. Rag dolls may be dressed in any kind of costume. The traditional Raggedy Ann costume is a checked gingham dress and apron, each containing one or more patches.



FINGER PUPPETS

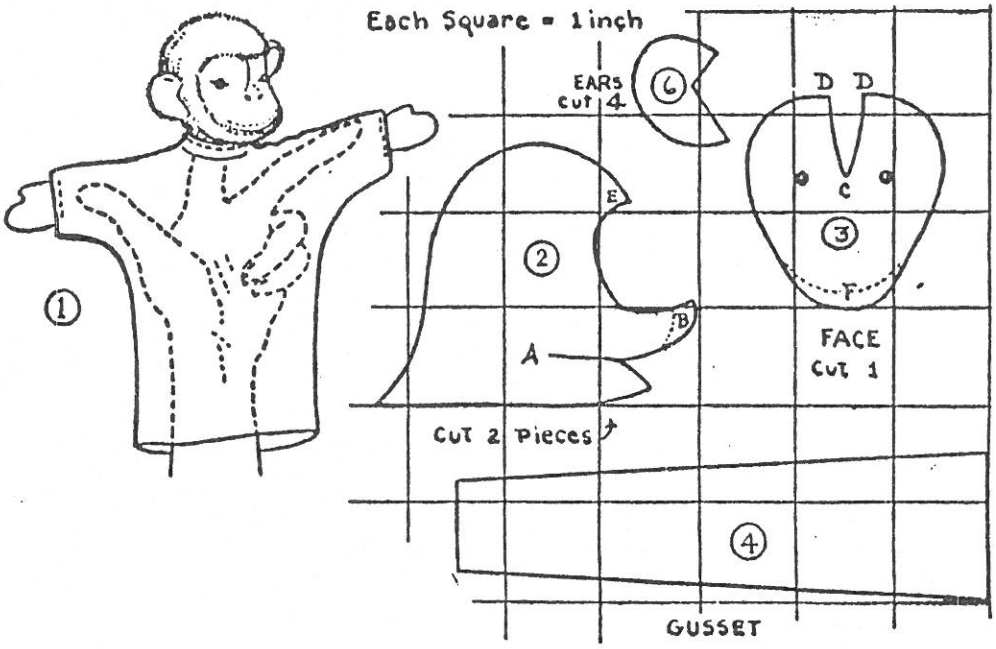
It is easy to make finger puppets and then make them nod their heads and wave their arms as you put them through their paces. They are amusing enough when they are silent, but you can also pretend to be a ventriloquist and make them seem to talk and tell jokes. It is almost as good as having your own Charlie McCarthy or Mortimer Snerd. It is also fun to put a puppet on each hand and make them talk to each other.

You can make the puppets more amusing if you cut funny pictures from magazines and paste them on as faces, or you can make papier-mâché faces and heads.

To make the simplest kind of puppet, cut a pattern from a piece of paper, following the shape shown in Fig. 1. Trace around the pattern on a doubled piece of cloth; cut out the two pieces and sew them together around the edges. Leave the bottom open for your hand. Stuff the head with cotton, but leave an opening at the neck for your forefinger.

A comical kind of puppet is a little monkey made from toweling or terry cloth. Use the pattern in Fig. 1 without the head, to make the gown, and sew the edges together, leaving the neck and hemline open. For the head, make paper patterns of Figs. 2 and 3. Cut two pieces of cloth for the sides of the head, Fig. 2, and one piece for the face, Fig. 3. Cut one 5½-inch-long gusset to go between the side pieces, Fig. 4, to form the back and top of the head.

Stitch the side pieces together from A to B. Stitch together the slit in the face in piece 3 from C to D. Then join it to the head, carefully matching D to point E of the head, and F to point B of the head, and





stitch the seams. To join the two side pieces stitch each long edge of the gusset to the edges of the side pieces, and the wide end of the gusset to the top edge of the face so that the head will look as it is shown in Fig. 5. Turn the head right side out and stuff it firmly with cotton, leaving a hole for your finger.

Emphasize the monkey's lower lip by making a row of stitches with brown thread, as indicated in Fig. 5. Then work another line of stitches just above to indicate the upper lip. Suggest the nose with a few short stitches, see Fig. 5. Next work a line of stitches from the inner corner of each eye toward the ear for about a half inch. Fasten on beads for eyes.

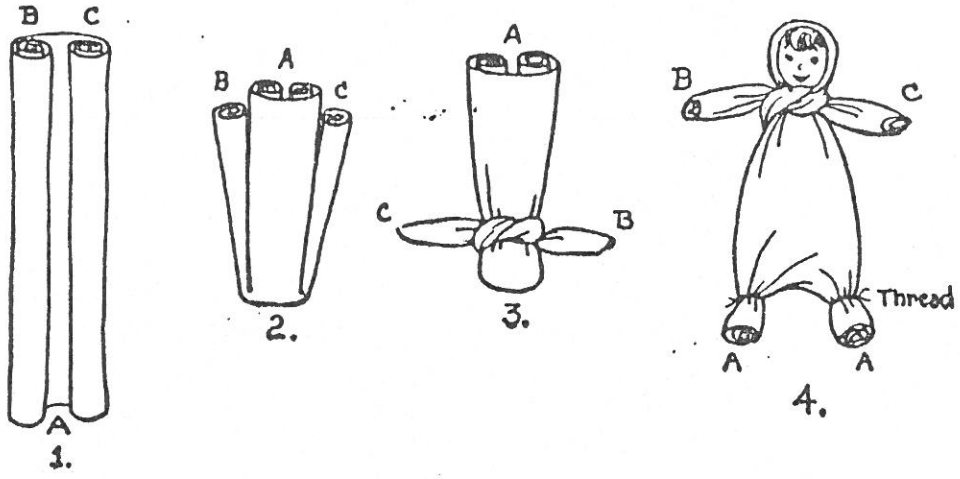
Cut four ears, according to Fig. 6, two pieces for each ear. With right sides of the material together stitch the curved edges together, leaving the straight edges open. Turn the ear right side out, stuff with cotton and sew the straight edges to the side of the head.

Sew the bottom of the head to the neck edge of the gown and to make the puppet come to life, slip your hand inside the gown. Put your forefinger in the neck hole and your thumb and middle finger in the arms. Then start to wiggle your fingers, and the show is on.

To make the heads for the other puppets shown in the drawings, use the pattern for the monkey's head. Cut Figs. 2 and 3 along the dotted lines, where shown, instead of the solid line. Follow the instructions for the monkey to make these heads, but change the features to suit the character you are making.

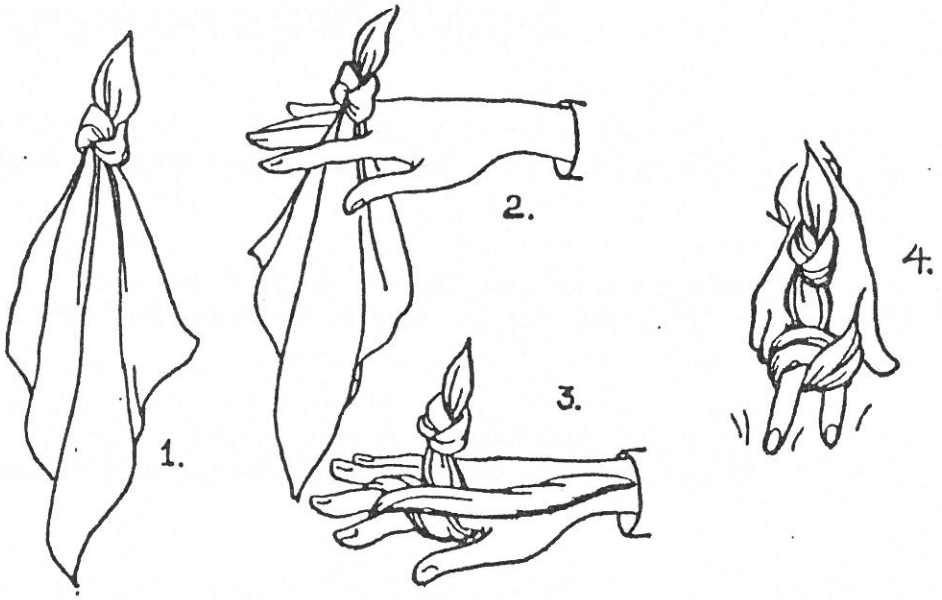
HANDKERCHIEF PUPPETS

These puppets can be quickly made from an ordinary handkerchief. When completed, they can be made to walk or dance, either by holding them in one's hand or by a thread attached to the head with a safety pin. They can be made more lifelike in appearance by pasting faces cut out of magazines to their heads.



To make a handkerchief puppet, roll the two sides of a handkerchief in to the center, as in Fig. 1. Then fold up the bottom part, A, passing it between parts B and C. Take hold of B and C and tie them in a single knot. Then separate the two parts of A to form the puppet's legs.

The ends B and C form the arms. To make the legs stand apart, tie a piece of white thread or string around each one at the point indicated in Fig. 4.



HANDKERCHIEF DANCING DERVISH

You can make a handkerchief Dancing Dervish in a few seconds and can have a good deal of fun showing your friends how lively he is. You can make him dance, walk, run or jump along a table; bow, kneel and do all kinds of lifelike things. With his plumed turban headdress, he makes quite a figure.

First tie a single knot in one corner of a man's handkerchief. Hold the handkerchief between the first and second fingers of the right hand, as in Fig. 2. Take the lower corner of the handkerchief in your left hand and bring it up and over the two fingers, moving it in the direction away from your body. Then bring the handkerchief between the two fingers as in Fig. 3. Pass the free corner of the handkerchief around to the palm of your hand and tuck it beneath the rest of the handkerchief there.

This completes the Dancing Dervish, whose nimble feet are the first and second fingers of your right hand.

PAPER NAPKIN MARIONETTES

These are very realistic-looking little marionettes that are easily made from ordinary paper napkins. When completed, their faces can be painted on and their clothing can also be indicated by paint, or else they can be given tissue-paper skirts, blouses and other garments. By attaching threads to their heads, they can be made to walk and dance just like real marionettes.

To make one of these marionettes, roll two sides of a paper napkin in to the center, as shown in Fig. 1. Bend the top over as in Fig. 2. The two ends, A and B, are to form the legs, while C and D are to form the arms. Separate A and B slightly and bring C and D up between them, and you will have Fig. 3. Then cross the ends

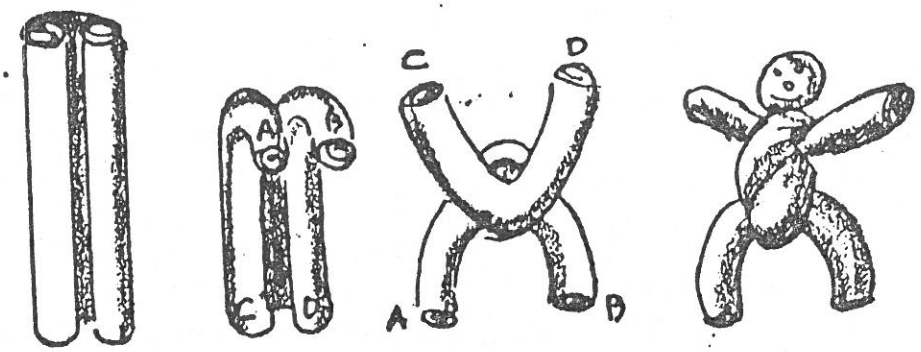


Fig 1 Fig 2 Fig 3 Fig 4

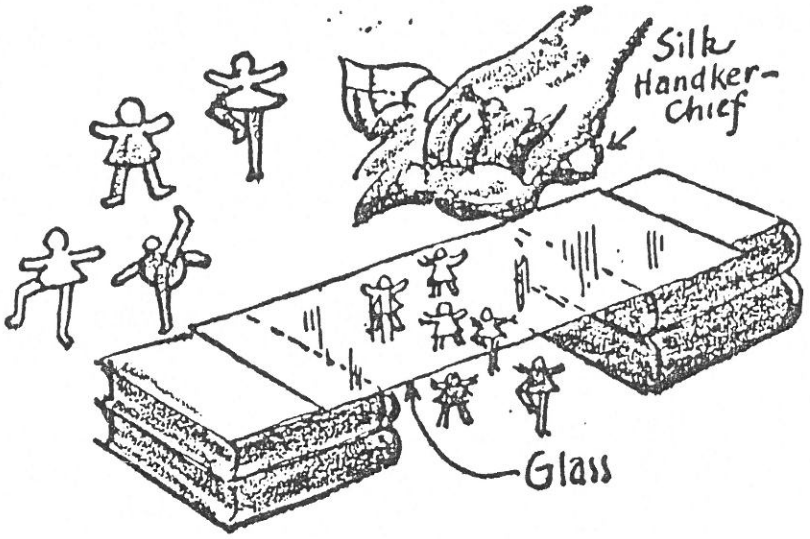
C and D and tie them together behind the back of the marionette, which will appear as in Fig. 4.

PAPER PUPPETS THAT DANCE

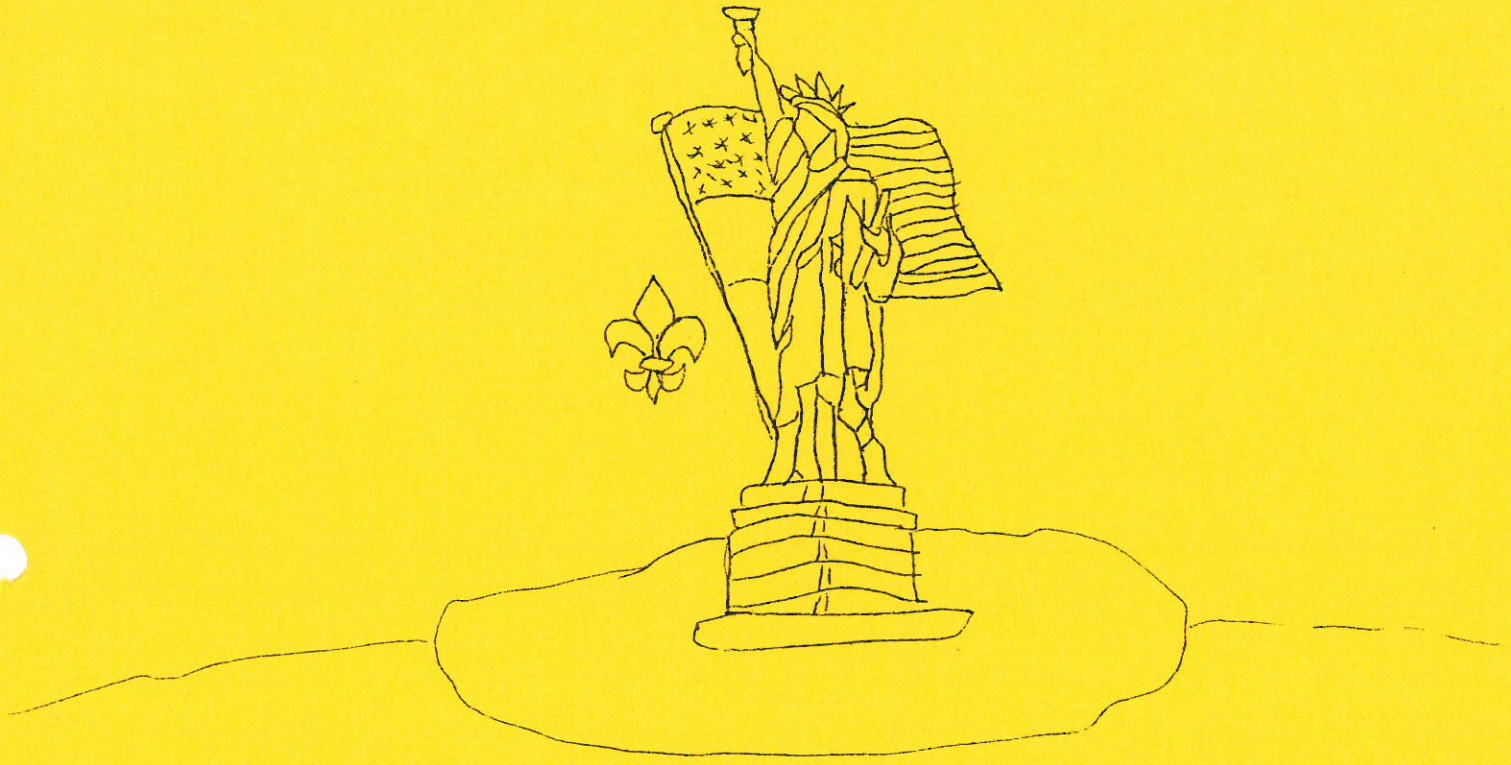
This is a very interesting experiment that will cause those unfamiliar with it a good deal of astonishment as well as amusement.

Cut out of tissue paper ten or twelve small figures such as those shown in the drawing. Each figure should be about three-quarters of an inch high. When they are ready, prepare the stage for their dancing act by placing a piece of window glass on two piles of books. If you have no such glass in the house, you can obtain a piece very inexpensively at the hardware store.

Now place the puppets beneath the glass and rub the upper surface of the glass briskly with a silk handkerchief or a piece of silk material. The rubbing will soon produce electricity, which will attract the puppets and make them jump up and down and dance about for all the world as though they were alive.



AMERICA SINGS



SONGS & GAMES

NOTES ON GROUP SINGING

A humorist once said that there are three rules for song leading: "Start when they do, stc when they do, and sing the same song they're singing." (A Counselor's Guide to Camp Singir

Certainly there's more to it than that. But what? We'll try to analyze some of the finer points of group singing. Maybe you can change a restless group into one that follows your every mood by following a few brief suggestions.

The first place to start is with your own attitude. If you portray an image of enjoyment interest in group singing you've got a good start. Any group will pick of these "vibes" f their leader very quickly. We can define them within the three E's...

ENERGY ENTHUSIASM EXCITEMENT

At all times these three E's should be on your mind. Portray a high Energy level at all times to show that there's some motivation behind your madness. Enthusiasm is probably yc best promotion or sales gimmick to gain support. Enthusiasm catches on very quickly. Don forget to show a sincere Excitement for what you're doing. None of the three E's can be faked. You must believe is what you're going to do and then do it well.

I. ENVIRONMENT, SEATING....

To have a successful campfire or group singing program you've got to consider some enviror mental factors. For instance, is your setting free of distractions that will disrupt a program?

At the very beginning arrange your group for the best effect. Have them as close to the leader as possible. Also have them close together themselves. Try to get the group into tight conglomerate rather than several isolated groups. Elbow to elbow seating is the bes By doing so they will unify and work as a group much more easily. Also try to make sure everyone is physically comfortable.

An audience always has a better time if they participate in the program so encourage full participation by all persons.

II. OPENING A PROGRAM AND LEADING SONGS

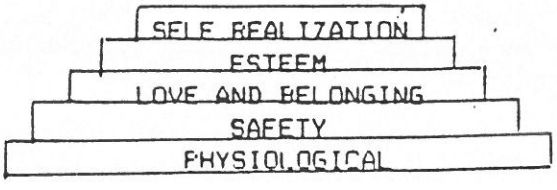
Always state the name of the song you're going to sing. Never ask for suggestions or ask they know the tune because you'll soon receive so many responses that you'll just get confused.

For an opening song try to pick one that will be familiar to the whole group. It is impor tant that everyone is able to join in on the first song with confidence. If you do an opening that some people don't know you may never get those persons singing. It's good tc have lively movement type songs for an opening.

Make sure you pitch the song correctly. Nothing is worse than finding out you have the wr pitch half way thru the song when you can't hit the notes. If necessary, hum or sing a fe bars before you start. A delay at the start is better than having to stop in the middle c song.

III. MOTIVATION AND CONTROL

Abraham Maslow's heirarchy of needs ("A Theory of Human Motivation") can represent some possible relationships which might arise in a group singing situation. People have a grea fear of exposure in a singing experience.

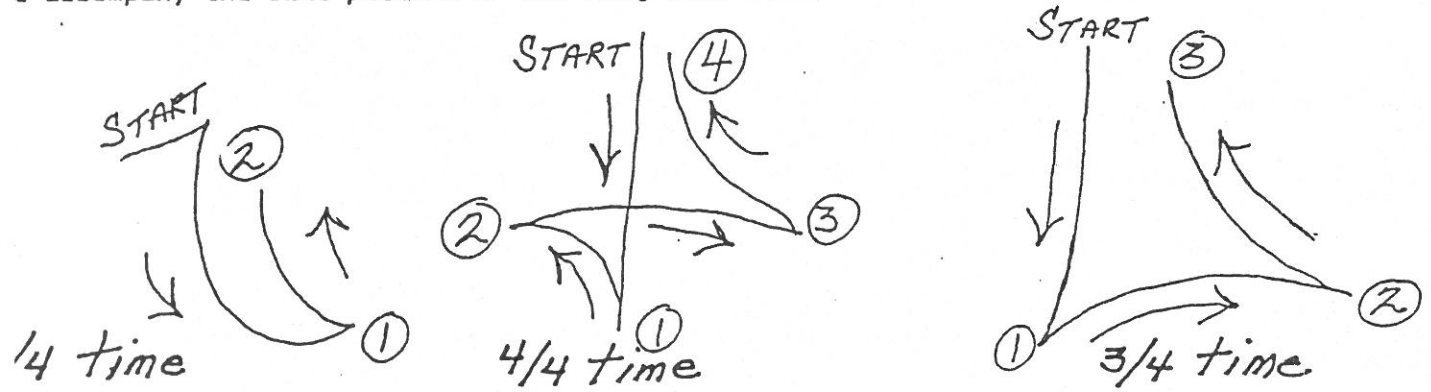


'eople who are not comfortable in a singing situation are probably operating on a safety evel because having to sing in public may be a threat to their self image. They will levelop different defense mechanisms to avoid, at all costs, having to sing or participate ecause of the imminent danger of exposure.

ou need to try from the very beginning to make each person feel safe and secure and free rom danger of public exposure of his/her singing voice. The best motivation to use is Positive Reinforcement." Never tell them the song didn't sound good. Always say, "well, hat was a good start now let's see what we can do with this song and see if we can improve n the part...."

onstantly give the group a pat on the back and "strokes" if you are going to get further articipation from them.

here are many ways to lead a song. The more technical consist of a designated hand pattern o accompany the beat pattern of the song such as.....



owever, you can easily lead songs without mastering these patterns. First just use a imple up and down or back and forth motion of the arm. Just do a natural movement. All of he above mentioned would be considered BEATING TIME.

nother good control method is called LEVEL LEADING. You simply raise and lower your hand osition in the air by the accompanying raise or lowering of your pitch. This helps kids to nderstand the relationships of one pitch to another but it takes a little practice.

IMPLE MOTIONS are probably the easiest to do. By simply doing a set of motions along with song each individual has a reference point to find out if he's off.

V. TEACHING A NEW SONG

nen teaching a new song you need to keep in mind that all of the ideas for leading a amiliar song apply and then also add a few.

f feasible, you might want to distribute copies of the words to the group. Any form of usical accompaniment would be a great asset. Go slowly until they have the tune. Don't xpect a group to pick up words very quickly. After they've learned it don't ruin the song / over singing it. Sing it once or twice the whole way through and then move on to other nings.

n summary, a song leader is responsible for the proper pitch, the proper tempo, to see that ne tonal quality is maintained, and the original character of the song is not altered.

ease use the material in this section and have as much fun using it as I have in the past. OOD LUCK !!!!

ACTION AND FUN SONGS

ne songs in this section are exciting because of the fun you can have singing them. Many of ne songs may seem childish in nature but that's half of the fun. Many times the more ildish songs are enjoyed most by adults. Some of the following songs require motions. on't be afraid to use motion songs with a mature audience.

Some of the best touches may be added to familiar songs by doing the motions differently. You could try the motions backwards or make up different motions and change the words. I be afraid to invent or be crative.

In a group singing situation the opening song could make or break you. Try to pick openi songs which -

1. Are familiar to the group - you have a better chance of getting them singing if know the words and tune to the first song. You can move on to more difficult sc later.
2. Action packed and movement oriented - don't let your group sit. Make them stanc move around. Motions can do wonders to break down barriers. No one likes to si still very long.

Don't hesitate to try something new. Just make sure you know it well enough to teach it others. Project a high level of ENTHUSIASM, ENERGY, and EXCITEMENT at all times.

~ ~ ~

I POINTS TO MINESELF

I points to mineself,
vas is das here,
Das is mine topnotcher,
Ya mama dear,
Topnotcher, topnotcher,
Ya mama dear Sing chorus

I points to mineself,
vas is das here,
Das is mine sweat browser,
Ya mama dear,
Sweat browser, topnotcher,
Ya mama dear. Sing chorus

CHORUS Dat's wot I learned in der school,
Boom - boom !

Sing:	Point to:
Topnotcher	Top of Head
Sweat browser	Brow
Eye winker	Eye
Horn blower	Nose
Soup strainer	Mustache
Lunch eater	Mouth
Chin chowser	Chin
Rubber necker	Neck
Chest protector	Chest
Breadbasket	Tummy

DEM BONES GONNA RISE AGAIN

De Lord he thought he'd make a man,
Dem bones gonna rise again;
So he took a little mud and he took a little sand.
Dem bones gona rise again ! Sing chorus

Adam was the first he made,
Dem bones gonna rise again;
Put him on the bank layin' in de shade'
Dem bones gonna rise again; Sing chorus

Thought he'd make a woman too,
Dem bones gonna rise again
etc

Sing chorus after each verse

Thought he'd make a woman too,
Didn't know 'xactly what to do.

Now Adam was alone and blue,
So the Lord he made a woman too.

Took a rib from Adam's side.
Made Miss Eve to be his bride.

Put 'um in a garden fair,
Tole 'um to eat whatever's there
(or - He knew they'd be most happy there)

But to one tree dey mus' not go,
Mus' leave de apples dere to grow.

Now peaches, pears, and plumbs and such,
But of dis tree you must not touch.

Ol' Miss Eve come walkin' roun'.
She spied dat tree all loaded down.

Around dat tree Old Satan slunk,
And at Miss Eve his eye he wunk.

Now dis here fruit tastes mighty fine,
Just one bite, The Lawd won't mind.

Firs' she took a little pull,
Den she filled her apron full.

Den Adam took a little slice,
Smacked his lips and said, "Twas Nice".

Next day when the Lord came 'round,
He spied dem peelings all over de ground.

De Lord, he speak wid a monstrus voice,
Shuck dis ol' world to its ve'y joists.

Stole my apples I believe,
No marse Lord, I spec' 'twas Eve.
(or - Now who dis here mess did leave,
Twernt me Lord it must have been Eve.)

De Lord he riz up in his wrath
He tole 'em to beat it down the path.

Out of dis garden you mus' get,
Earn yo' livin' by yo' sweat.

He put an angel at de dore,
Tole 'em to come to dere no mo'.

So he took his pick and he took his plow
And that's why we're all workin' now.

Of dis tale dere ain't no mo'.
Eve got de apple, give Adam de core.

And as this song it has no end,
Start at the beginning 'n go over again.

CHORUS I knowed it, knowed it, indeed
I knowed it, brother, I
I knowed it, hey !
Dem bones gonna rise again;

LETS'S GO ON A BEAR HUNT

The leader says each line and the group repeats it after him - (motions between verses) - don't forget..
ENERGY - ENTHUSIASM - EXCITEMENT

Let's go on a bear hunt
All right
O.K.
Let's go

There's a wheat field
Let's go through it
All right
O.K.
Let's go

There's a river
Let's swim through it
All right
O.K.
Let's go

There's a bridge
Let's cross over it
All right
O.K.
Let's go

There's a tree
Let's climb up it
All right
O.K.
Let's go

There's a cave
Let's go in it
All right
O.K.
Let's go

Gee it's dark in here
There's something in here
It has fur like a bear
It has a cold wet nose like a bear
It even smells like a bear

It is a bear !
Let's get out of here.

(Proceed home by doing the same motions backwards)

Be creative and make up your own verses

DAS IS THE MUSIC CONCERT

The leader says each line and the group repeats after him

Das is the music concert
from the fatherland.

Ish - peel - on - the - viola

VIOLA GROUP vio vio vio la
vio vio vio la
vio vio vio la
vio vio la Hey !

Das is the music concert
from the father land

Ish - peel - on - the - piano

PIANO GROUP plinkity, plinkity, plink, plink, plink
plinkity, plinkity, plink, plink, plink
plinkity, plinkity, plink, plink, plink
plinkity, plinkity, plink, plink, Hey !

VIOLA GROUP vio vio vio la
vio vio vio la
vio vio vio la
vio vio la Hey !

Divide group and give each a different instrument to play

Viola	-	Vio vio vio la
Piano	-	Plinkity, plinkity, plink, plink, pli
Tuba	-	Umpa, umpa, umpa, pa
Bagpipe	-	Aha, aha, ah ah ah
Conductor	-	Silence
Clarinet	-	Beep
Bass viol	-	Zoom
Drum	-	Boom
High Flute	-	Toot
Trumpet	-	Ta

AUKIE TALKIE UMI - ESKIMO SONG

Aukie Talkie umi, Aukie Talkie umi,
Hey little, Hi little, Ho little Hey.

Aukie Talkie umi, Aukie Talkie umi,
Hey little, Hi little, Ho little Hey,

A tacoma mishu-walkie,
A tacoma mishu-walkie,
A tacoma mishu-walkie,

(This song tells the story of a whale hunt - with motions)

Verse 1 - Look for whales
Verse 2 - Spear whales
Verse 3 - Haul whales into kayak
Verse 4 - Wave to girlfriend on shore

DAS IS THE MUSIC CONCERT

Leader	Group Repeats
Das is the music concert from the fatherland.	Das is the music concert from the fatherland.
Ish - peel - on - the - viola	Ish - peel - on - the - viola

ALL

vio vio vio la
vio vio vio la
vio vio vio la
vio vio la Hey!

Divide group and give each a different instrument to play.

Piano - Plinkity, plinkity, plink, plink, plink.

Tuba - Umpa, umpa, umpa, pa.

Bagpipe - Aha, aha, ah ah ah.

Conductor - Silence.

Clarinet - Beep.

Bass viol - Zoom.

Drum - Boom.

High flute - Toot.

Trumpet - Ta.

SHE'LL BE COMIN' ROUND THE MOUNTAIN (Good opening song)

She'll be comin' round the mountain,
when she comes - toot, toot
She'll be comin' round the mountain,
when she comes - toot, toot
She'll be comin' round the mountain,
She'll be comin' round the mountain,
She'll be comin' round the mountain,
when she comes - toot, toot

She'll be driving six white horses,
when she comes - whoa back

And we'll all go out to meet her,
when she comes - hi babe!

And we'll kill the old red rooster,
when she comes - hack, hack

And we'll all have chicken and dumplings,
when she comes - yum, yum

And we'll wear our bright red woolies,
when she comes - scratch, scratch

Motions: Have one person up front to pantomine each motion.
At the end of each verse, repeat in reverse order the sounds and motions of the preceding verses.

MY BONNIE LIES OVER THE OCEAN (Good opening song)

My Bonnie lies over the ocean,
My Bonnie lies over the sea.
My Bonnie lies over the ocean,
Oh, bring back my Bonnie to me.

CHORUS
Bring back, bring back,
Bring back my Bonnie to me, to me,
Bring back, bring back,
Oh, bring back my Bonnie to me.

Motions: Stand up on the first word with a "b" in it. Then sit down on the next "b" and so on with each word with a "b" in it. The whole group should end up the song sitting down.

Variation: Divide the group in half and start one group standing and one group sitting and do the same motions.



SMOKEY THE BEAR

By STEVE NELSON and JACK ROLLINS

1. With a Ranger's hat and shovel and a pair of dungar-ees you will find him in the forest always sniffin' at the breeze. People
2. You can take a tip from Smokey that there's nothin' like a tree, cause they're good for kids to climb in and they're beaut-i-ful to see, you just
3. You can camp upon his doorstep and he'll make you feel at home, you can run and hunt and ramble any - where you care to roam. He will
4. If you've ever seen the forest when a fire is running wild, and you love the things within it like a moth-er loves her child, then you

stop and pay at-ten-tion when he tells 'em to be- ware, 'cause ev'- ry - bo-dy knows that he's the Fire Pre- ventin' Bear.
have to look a-round you and you'll find it's not a joke, to see what you'd be mis-sin' if they all went up in smoke.
let you take his hon-ey and pre- tend he's not so smart, but don't you harm his trees for he's a Ran-ger in his heart.
know why Smok-ey tells you when he sees you pass-ing through, "Re- member... please be care-ful... its the least that you can do."

Smokey - the Bear, Smokey - the Bear. Prowlin' and a growlin' and a sniffin' - the air. He can find a fire - before it starts to flame. That's why they call him Smokey, that was how he got his name.

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IN A CABIN IN A WOOD



In a cabin in a wood
Little old man by the window stood
Saw a rabbit hopping by
Knocking at his door (knock, knock)



"HELP ME! HELP ME! HELP ME! He said, BEFORE THE HUNTER SHOOTS ME DEAD"



Little Rabbit come inside.



Safely you'll abide.



(As the song is sung a line should be left out until the group is only doing the motions.)

TRUSTY TOMMY

Tune: "Yankee Doodle Dandy"

TRUSTY Tommy was a Scout
LOYAL to his mother,
HELPFUL to the folks about,
AND FRIENDLY to his brother.
COURTEOUS to the girls he knew,
KIND unto his rabbit,
OBEDIENT to his father too,
AND CHEERFUL in his habits.
THRIFTY saving for a need,
BRAVE, but not a faker,
CLEAN in thought and word and deed,
AND REVERENT to his maker.

ROUNDS AND PARTNERS

A cannon is simply a song which repeats the same melody over and over and creates harmony by singing the same song against itself. Cannons repeat the basic melody but not necessarily at the same pitch. In a cannon, the voice or instrument may not return to the melody.

Rounds belong to the larger family of cannons. A round simply is a circle cannon with three or more voices following each other. In a round each voice sings the same melody and pitch. Each part must finish the entire song.

Teach rounds and cannons first as a single song. Then divide up the group and make sure you know when each part enters. Rounds are a great introduction to singing parts.

When two different rounds have tunes that fit together and harmonize well we call these rounds Partner songs. Partner songs are an excellent way to teach harmony to the most inexperienced singer.

HEY, HO ! (Five part Round)

Hey, ho !
Nobody at home,
Meat nor drink nor money have I none,
Yet I be merry !

LET US SING TOGETHER (Four part Round)

Let us sing together, Let us sing together,
One and all a joyous song,
Let us sing together,
One and all a joyous song.
Let us sing again and again,
Let us sing again and again,
Let us sing again and again,
One and all a joyous song.

CHAIRS TO MEND (Three part Round)

Chairs to mend, Old chairs to mend,
Mackerel, fresh mackerel,
Any old rags, any old rags.

SWEETLY SINGS THE DONKEY (Three part Round)

When saying HEE-HAW, put hands at head and flop.

Sweetly sings the donkey, at the break of day;
If you do not feed him, this is what he'll say;
Hee-Haw ! Hee-Haw !, Hee-Haw !, Hee-Haw !, Hee-Haw !

Sweetly sings the donkey, on his way to hay;
If you don't go with him, he will run away;
Hee-Haw !, Hee-Haw !, Hee-Haw !, Hee-Haw !, Hee-Haw !

MAN'S LIFE'S A VAPOR (Three part Round)

Man's life's a vapor full of woe.
He cuts a capor down he goes.
O-down he, down he, down he,
down he, down he goes.

ARE YOU SLEEPING ? (Three part Round)

Are you sleeping, are you sleeping?
Brother John, Brother John,
Morning bells are ringing; Morning bells are ringing,
Ding ding dong, ding ding dong !

ROW, ROW, ROW YOUR BOAT (Two part Round)

Row, row, row your boat
Gently down the stream;
Merrily, merrily, merrily, merrily,
Life is but a dream.

GLUB, GLUB, GLUB (Tune: Row, Row, Row, Your Boat)

Glub, glub, glub your boat
gently down the stream;
Ha, ha, fooled you all
I'm a submarine.

THREE BLIND MICE (Two part Round)

Three blind mice, three blind mice,
See how they run, see how they run.
They all ran after the farmer's wife,
She cut off their tails with a carving knife.
Did you ever see such a sight in your life
As three blind mice?

THE BRUTAL MINER

Give the following characters and sounds to each of a group of people, then read or tell the story. As each character is mentioned, the proper group rises, makes the appropriate noise and sits down.

Characters:

Brutal Miner	"Grrrr"
Tired Wife	"Oh, dear"
A Lazy Son	(yawns) "Oh-h"
Young Daughter	"Tee hee"
Beautiful Daugther	"Ah"
Handsome Harry	"Ah Ha"
Auto	"Honk Honk"
Cat	"Meow"

Once upon a time in the far West there lived a brutal miner - who had a tired wife, a lazy son, a giggling young daughter, and a beautiful daughter. On the other side of the mountain lived Handsome Harry. This young man drove his auto over the mountains and carried the mail to the brutal miner.

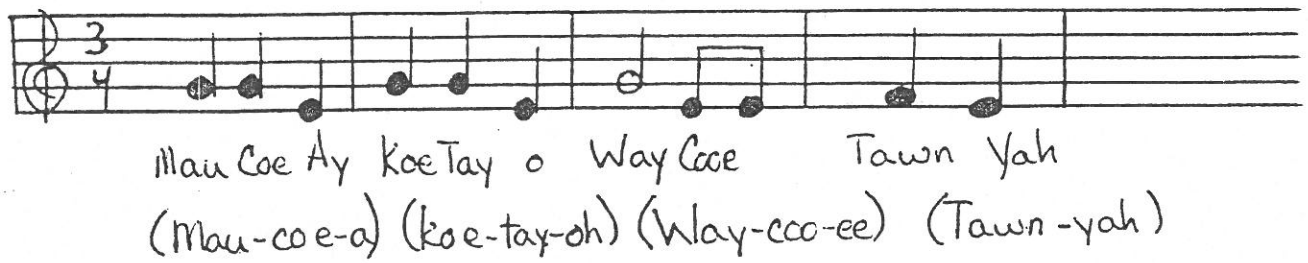
One day the tired wife was cleaning the house, and the beautiful daughter was helping her. The young daughter was playing with the cat on the steps. The brutal miner came out and kicked the cat; and the tired wife, and the beautiful daughter rushed out with brooms and hit the brutal miner, but this did not bother him. He grabbed the tired mother by one arm and the beautiful daughter by the other and shoved them into the house. The young daughter ran away with the cat.

Just then Handsome Harry drove up in his auto and saw the brutal miner abusing the tired wife and the beautiful daughter. Handsome Harry rushed to the rescue and grabbed the brutal miner and threw him down the mine shaft. The beautiful daughter flew into the waiting arms of Handsome Harry while the tired wife and the young daughter watched with enthusiasm.

LUMMEY STICKS (Source: Iris Andrews)

The names given to this game are numerous including such common variations as lummey, lumey, lemi and looney. However, most dictionaries do not mention any of these words in connection with a stick-throwing game.

The Chant



Each step of the chant is usually repeated. The second time the chant is sung the tune is lowered one pitch of one full tone. Also the first beat of each measure is accented.

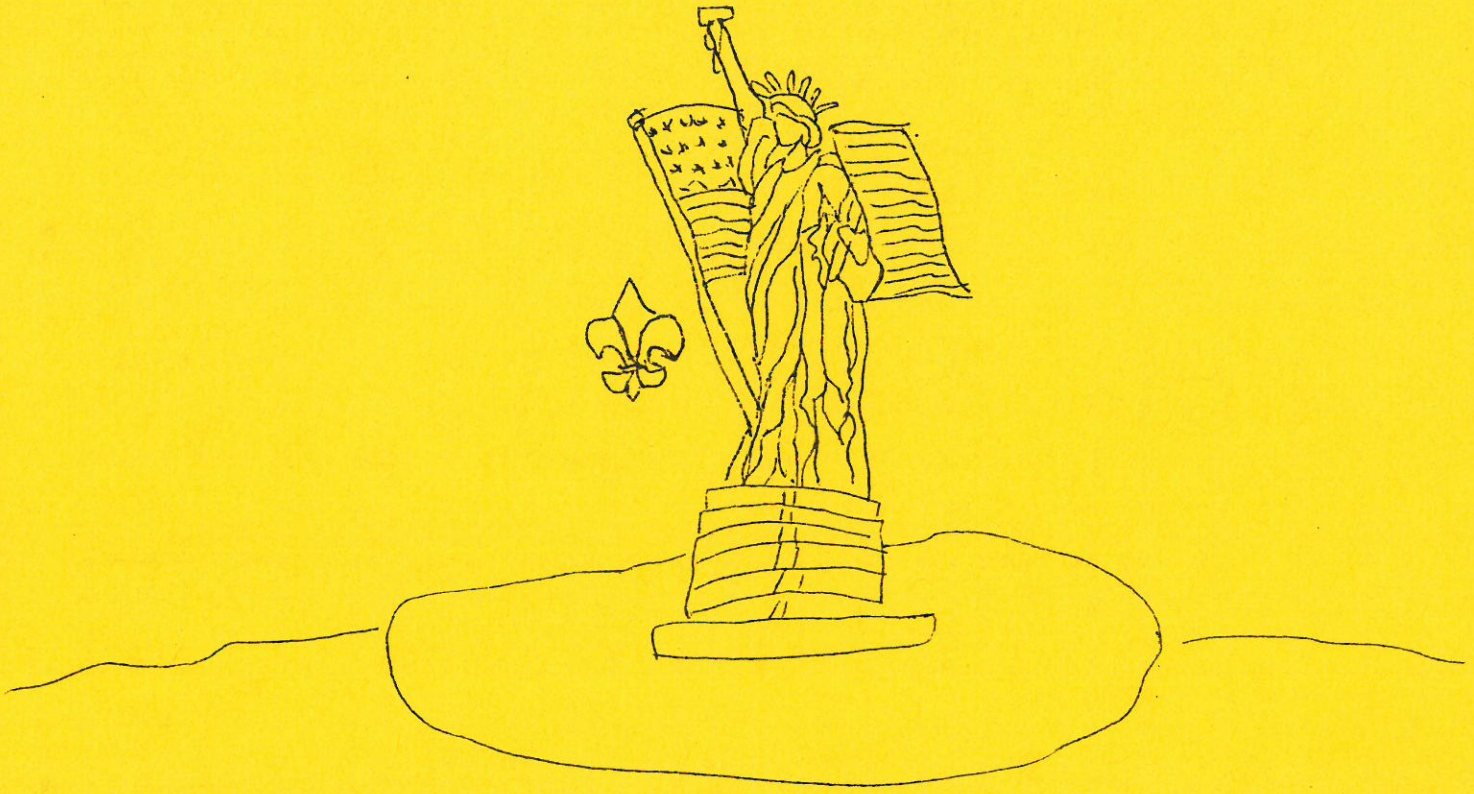
1. When holding sticks, have them perpendicular to the floor. The backs of your hands should be facing out.
2. The tip of the stick is the part farthest away from you.
3. When hitting the floor, tap the bottom of the stick unless otherwise noted.
4. Always begin with the right stick.
5. When tossing sticks to your partner, always toss them in an upright position.
6. When both partners are tossing both sticks at the same time, decide which sticks are going on the outside and which are going on the inside.
7. On a flip, hold the sticks so that the tip of the stick and back of the hands, is nearest the floor. Always do a half flip.
8. Number one through five begins in front, therefore number six begins at the side.
9. When working with four people, your partner is across from you. The second couple comes in on the "Ko" so to avoid hitting sticks.
10. Here are a few exercises. There are many other variations and many more that can be made up.

1. Hit floor
   Hit own stick
   Hit partner's stick
   Repeat 3 times

2. Hit floor
   Hit own stick
   toss right stick
   Repeat 3 times alternating
   right and left

3. Hit floor
   Hit own stick
   Toss both at once
   Repeat 3 times

FREEDOM TO ENJOY AND TRAVEL



SPACED-OUT

SEARCH-A-WORD

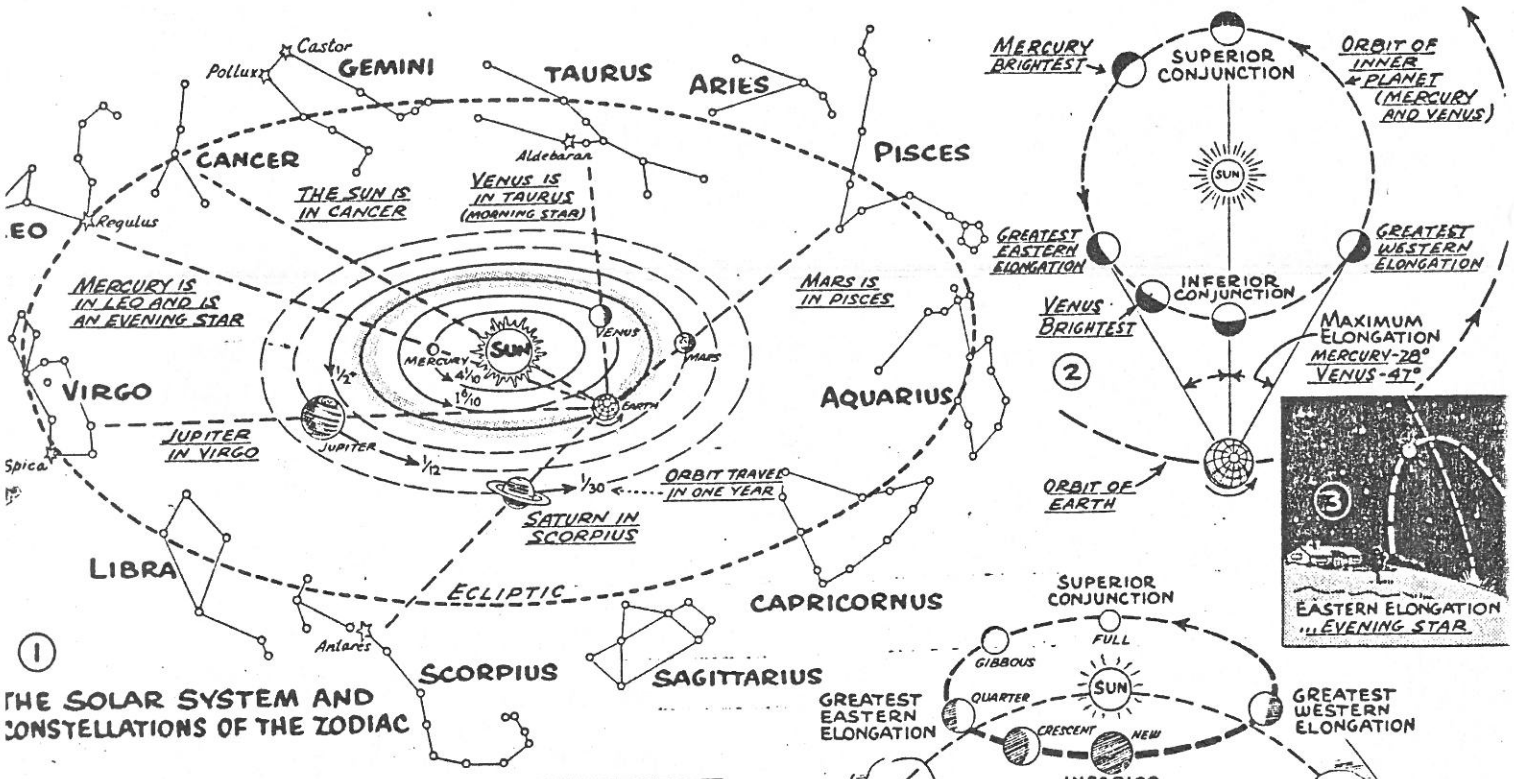
Star Light, Star Bright

The next time you're out for an evening stroll, some of these beauties will be shining down on you. However, you don't have to wait for a clear night to reach for all 36 stars in this patch of sky.

Word List

ACHERNAR
ACRAB
AGENA
ALGENIB
ALMACH
ALPHACCA
ALPHERATZ
ARCTURUS
CAPELLA
CAPH
COR LEONIS
DENEB
DENEBOLA
DSCHUBBA
DUBHE
ENIF
FOMALHAUT
GEMMA
KORNEFOROS
MEGREZ
MENKALINAN
MERAK
MIAPLACIDUS
MINTAKA
MIRA
MIRACH
MIRFAK
NATH
PHECDA
POLLUX
SADALMELIK
SEGINUS
SKAT
SUN
UNUKALHAI
VEGA

A	K	A	T	N	I	M	I	R	A	C	H	E	N
A	C	R	A	B	A	M	E	G	R	E	Z	A	V
D	R	H	E	G	E	S	U	G	L	E	T	E	B
C	R	I	E	U	N	U	K	A	L	H	A	I	Y
E	N	N	M	R	G	O	O	K	A	F	R	I	M
H	A	D	S	U	N	I	G	E	S	V	E	G	A
P	N	S	B	D	A	A	L	M	A	C	H	S	O
Y	I	O	D	E	E	L	R	O	A	E	P	U	S
K	L	R	S	N	S	G	P	P	F	D	L	R	U
I	A	O	I	E	S	E	H	H	E	C	A	U	D
L	K	F	A	B	I	N	I	N	A	M	N	T	I
E	N	E	L	O	N	I	E	P	M	C	E	C	C
M	E	N	O	L	O	B	E	E	E	V	C	R	A
L	M	R	P	A	E	L	G	E	K	S	R	A	L
A	F	O	M	A	L	H	A	U	T	A	U	Y	P
D	G	K	O	A	R	S	K	A	T	O	R	N	A
A	X	U	L	L	O	P	E	H	B	U	D	E	I
S	D	B	D	S	C	H	U	B	B	A	O	Y	M



Observing the PLANETS

Observing the planets is not difficult when you remember a few simple basic facts about them.

To the unaided eye, planets appear to be bright stars, and are easily confused with them. Since all the planets rotate around the sun in the same flat plane, from our point of view on earth, they appear to follow a straight line path through the sky called the Ecliptic Line. This line passes through twelve rather well known groups of stars, or constellations as astronomers call them. These constellations are collectively called the Zodiac. Since the planets are many times closer to us than these stars, the planets appear to move much faster and travel from one Zodiac constellation to the next over varying periods of time ranging from a few days to a few months. Although there are eight other planets, only four can be seen easily with the unaided eye. These are Venus, Mars, Jupiter and Saturn.

HEIGHT - O - METER

SIGHT

SIGHT

O ← ATTACH DISK

CUT LINE AND BEND

TO USE:

- Hold HEIGHT-O-METER in one hand.
- Align sights on object.
- With other hand, press scale against pointer.
- Read height angle on scale.



POINTER

Use HEIGHT-FINDER chart to find height of object.

ATTACH HANDLE

HEIGHT - O - METER

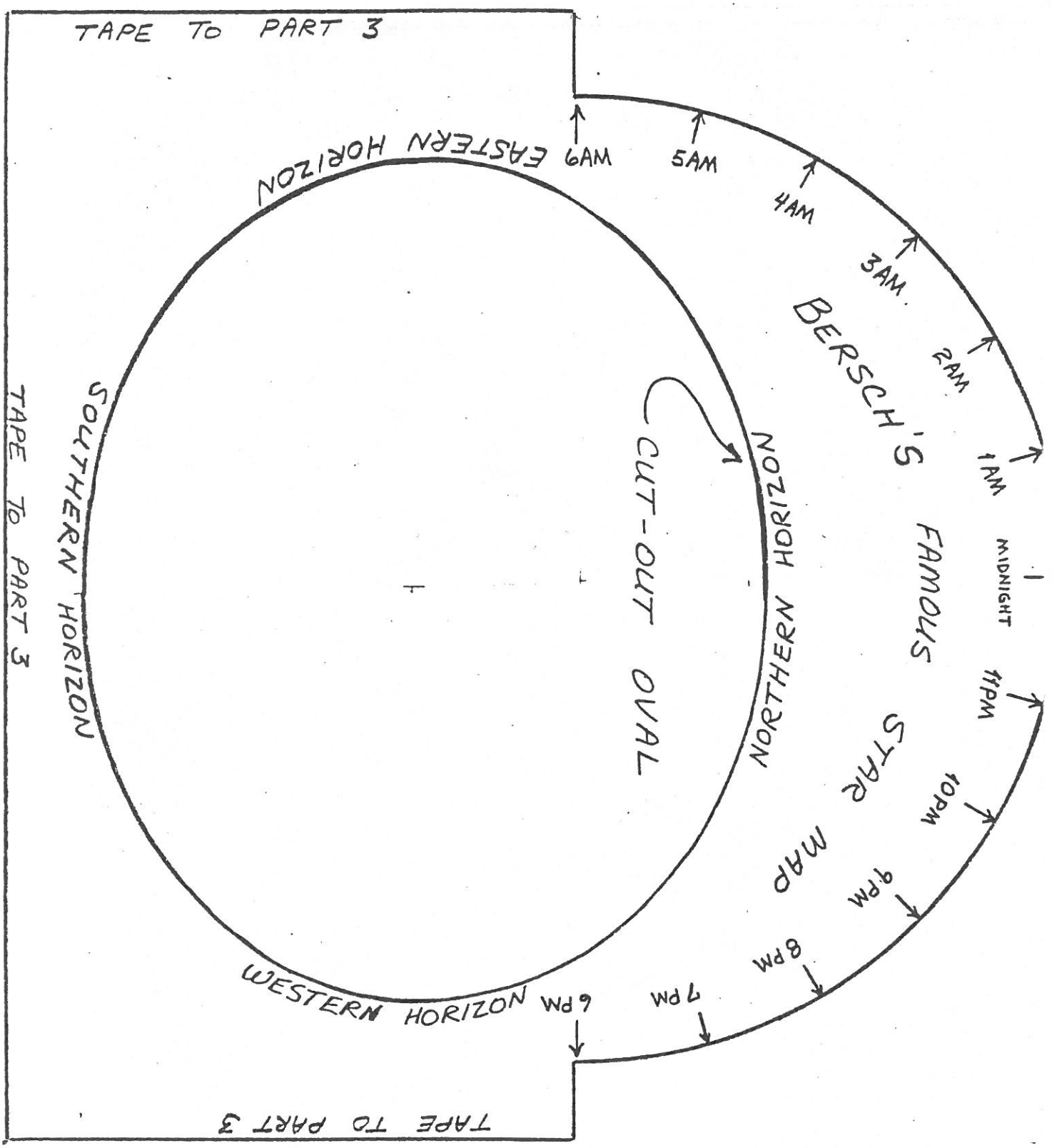
SCALE

90 80 70 60 50 40 30 20 10 0 10 20 30 40 50 60 70 80 90

MOUNT THIS SHEET ON LIGHT CARDBOARD. CUT OUT BASE

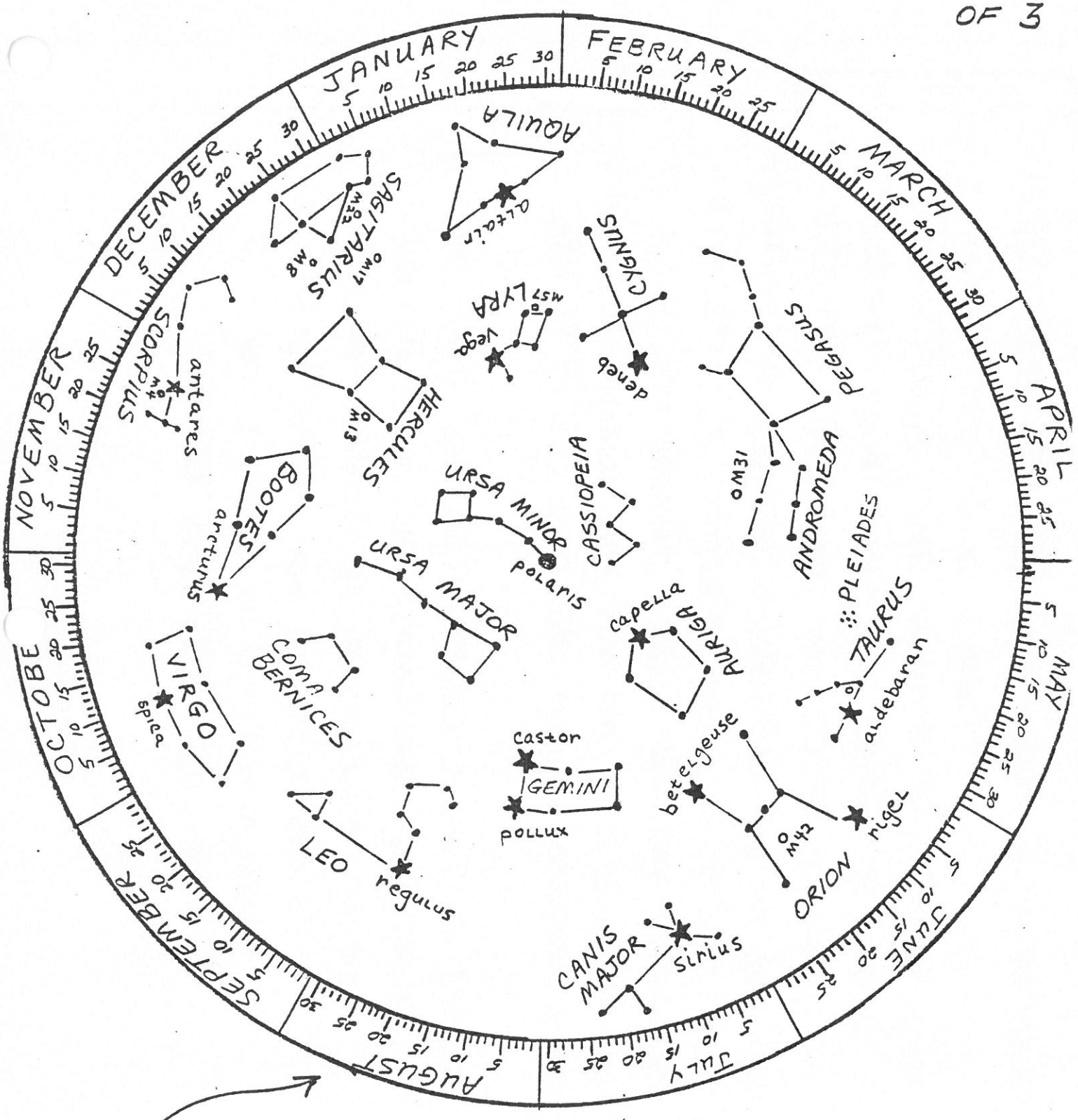
HEIGHT-O-METER → HOW HIGH IS IT?

BERSCH'S FAMOUS STAR MAP - PART 1 OF 3



CUT-OUT AROUND OUTER LINE

BERSCH'S FAMOUS STAR MAP - PART 2 OF 3



CUT-OUT AROUND OUTER LINE

BERSCH'S FAMOUS STAR MAP - PART 3 OF 3

HOW TO ASSEMBLE: CUT-OUT ALL 3 PARTS AS DIRECTED. MAKE AN ENVELOPE OF PARTS 1 AND 3, TAPING EDGES AS DIRECTED. SLIDE PART 2 INTO THE ENVELOPE AND ROTATE THE DISC TO THE DESIRED DATE AND TIME.

HOW TO USE: HOLD THE MAP OVERHEAD. MAKE SURE THE NORTH HORIZON ON THE MAP IS LINED UP WITH THE ACTUAL NORTH HORIZON WHEREVER YOU ARE. THE CENTER OF THE MAP'S OVAL OPENING IS ALWAYS STRAIGHT UP IN THE SKY.

CONSTELLATIONS ARE NAMED BY CAPITAL LETTERS. THEIR STARS ARE JOINED BY LINES.

BRIGHT STARS ARE NAMED BY SMALL-CASE LETTERS AND A ★ SYMBOL.

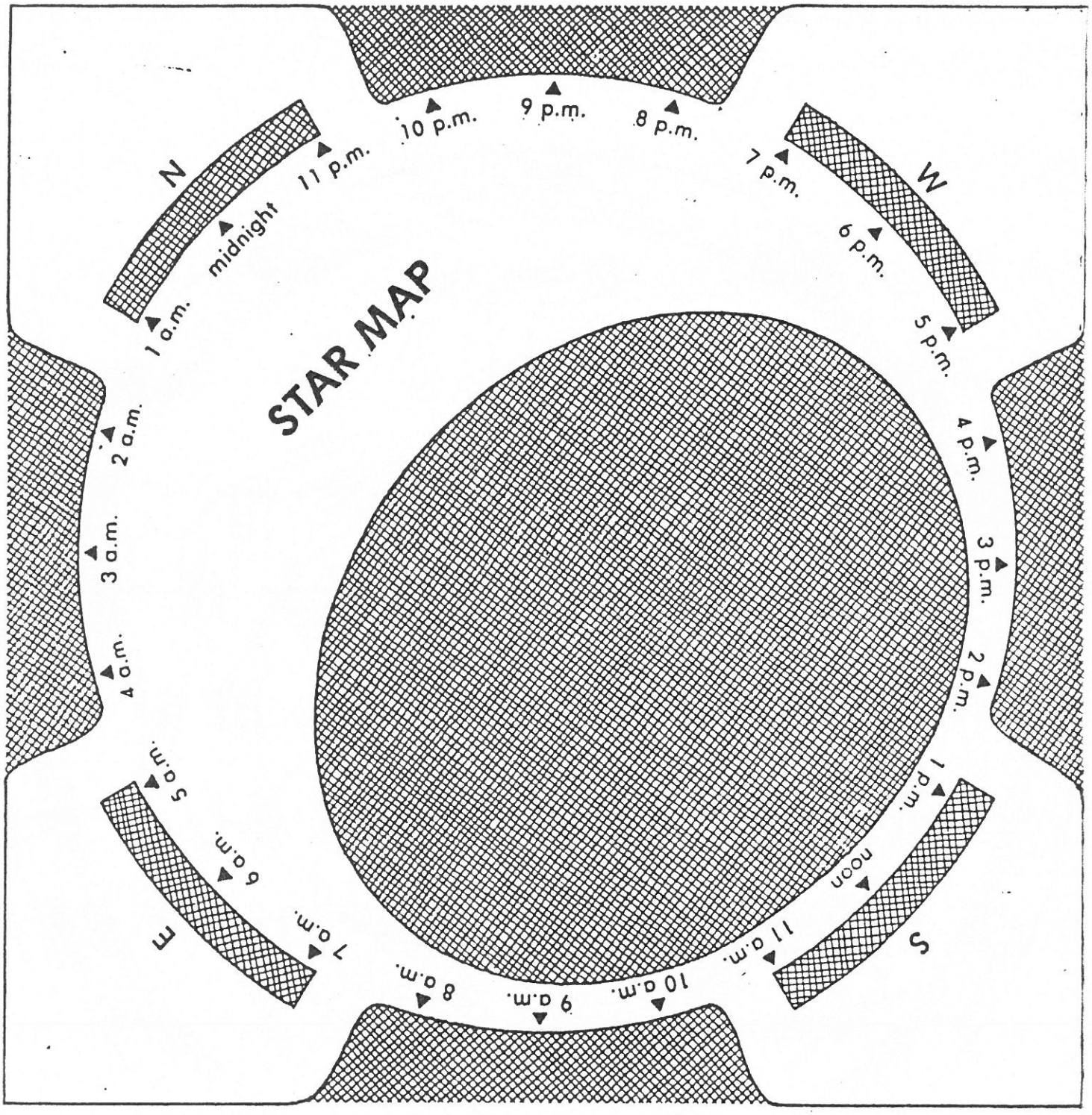
DEEP SPACE OBJECTS ARE GIVEN A "M" NUMBER.

TAPE TO PART 1

TAPE TO PART 1

CUT-OUT AROUND OUTER LINE

FRAME SHEET – 1



1. Cut-out around the outside border. Cut-out all the cross-hatched areas. Be careful to cut exactly on the lines. This is most important.
2. Make a sandwich with the BACK SHEET. Bind the edges shut with masking or packing tape. Be sure to put the CONSTELLATION DISK inside before sealing the edges shut.

1. Cut-out around the outside of the disk.
2. Slide the disk into the sandwich made by the FRAME SHEET and BACK SHEET.
3. Center the disk in the FRAME SHEET'S time windows and punch a brass paper fastener through the center of the disk and through the BACK SHEET. Bend over and cover with tape.
4. Follow the directions and hints for use on the BACK SHEET.

CONSTELLATION DISC – 2



BACK SHEET – 3

TO USE THIS MAP:

1. Rotate the disk until the DATE of your choice lines up with the TIME mark of your choice. The map is now set to show the sky at that time on that date.

2. Note the compass directions on the corners of the map. These label the horizons in that direction. Remember, the edge of the oval map is the horizon in that direction (N,S,E,or W)

3. The map will work best when you hold it overhead with the north corner pointing north and look up at the map. All objects will then be in the same alignment on the map as in the sky. Remember, because of the small size of the oval, objects seem much closer together than in the actual sky.

KEY TO THE MAP:

1. CONSTELLATIONS are shown on the map by connected stars. Their names are in CAPITAL letters.

2. BRIGHT STARS are designated by a star symbol. Their names are in small-case letters.

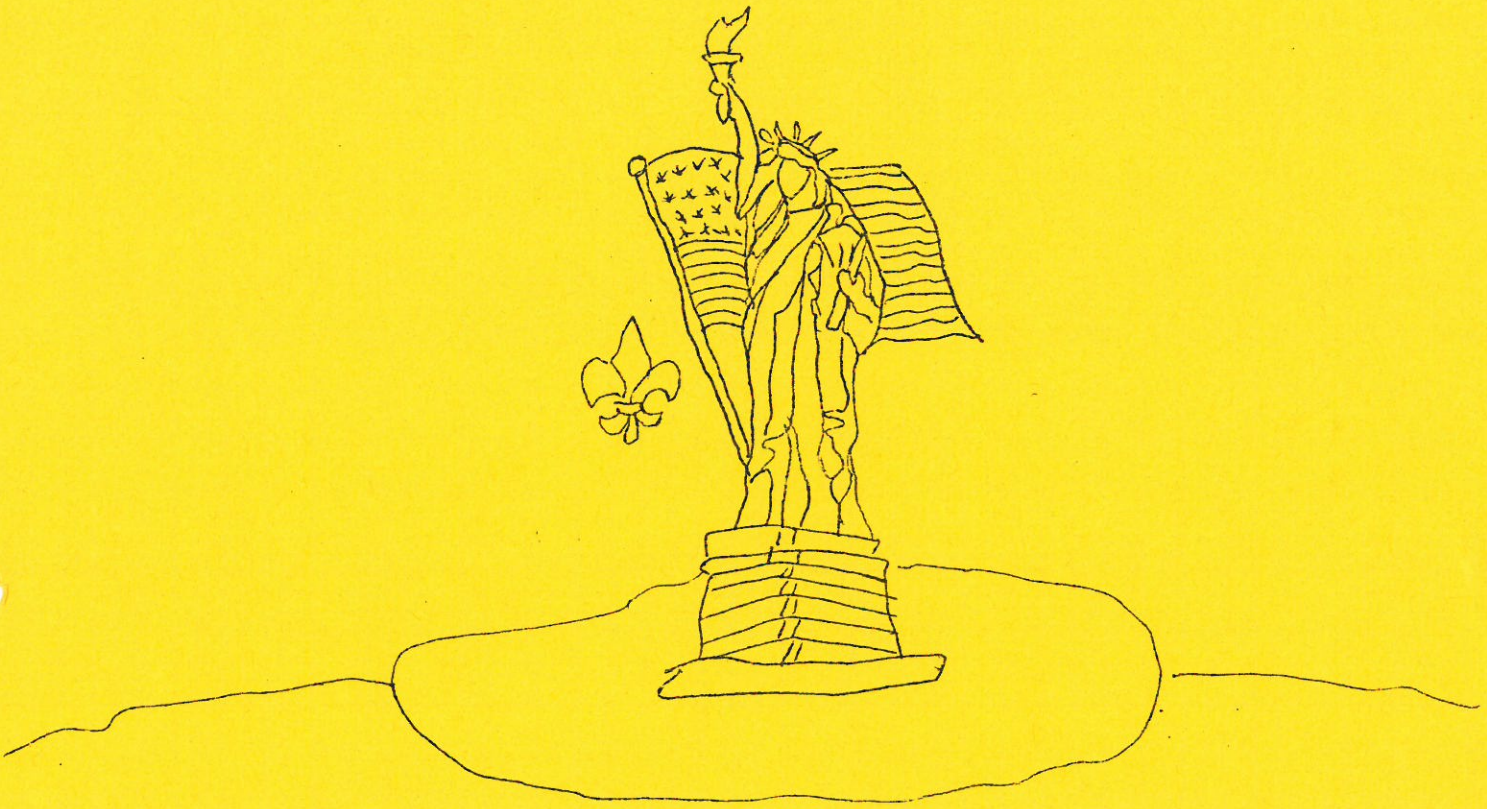
3. PLANETS are not fixed on the map. They move through the 12 Zodiac constellations from month to month. The path they follow is on the map labeled ECLIPTIC.

4. The other labeled line EQUATOR, is the line followed by the sun.

5. DEEP SPACE OBJECTS such as nebulae, star clusters, and galaxies are labeled on the map by a star symbol and an "M" number. E.G. M-42

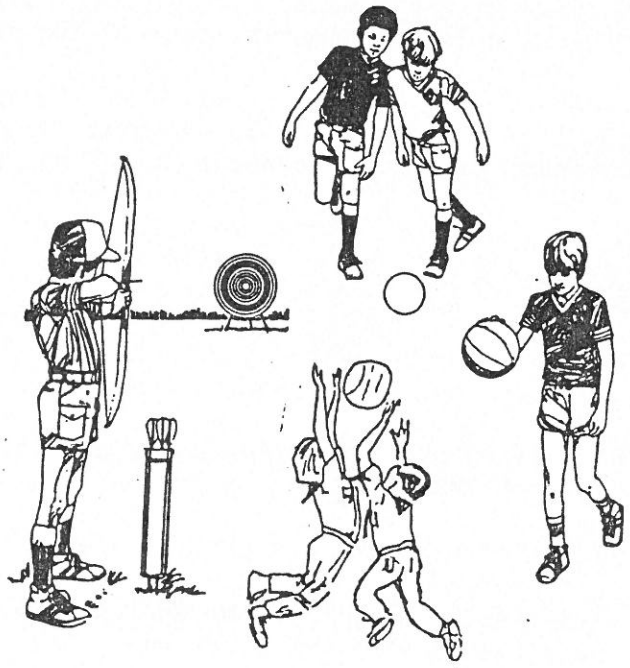
AS WE ADD THE FLAME TO OUR SPIRIT

CUB SPORTS FOSTERS A SPIRIT IN ALL BOYS



CUB SCOUT SPORTS

HURRAH FOR CUB SCOUT SPORTS !



Boys don't join Scouting to have their character improved, or for citizenship training, or for physical or mental fitness. THEY JOIN TO HAVE FUN !!! And they will have fun in the Cub Scout Sports Program.

You - the Cub Scout leader - will find the Sports Program is a valuable resource to use in supplementing the existing Cub Scout program. So that boys will get the greatest benefit from the Sports Program and so that you may use it in the easiest and most productive manner, it is important for you to know more than how to hit a volleyball, or set up a tournament chart, or send out a flyer. You should know the basic concepts of the Sports Program.

CONCEPTS

Here are the main concepts on which the Cub Scout Sports Program is based:

- The Cub Scout Sports Program supplements the existing program for Cub Scouts and Webelos Scouts, but does not replace it. The Sports Program is one part of Cub Scouting, as are Wolf, Bear and Webelos activities, den and pack meetings, field trips, etc.

- There are a minimum number of requirements; it is not an advancement program.

- Emphasis is on introduction to a sport, on taking part in it, and on "doing you best"; the Sports Program does not emphasize winning.

- There is emphasis on sportsmanship, which is the athletes word for values and standards of conduct.

- There is an opportunity for every boy registered as a Cub Scout or Webelos Scout to participate in the Sports Program.

- The Scout will be recognized, with the appropriate recognition item, for participating in his unit (his den or pack) or in his community or as a lone scout.

- There are summer sports and winter sports, indoor and outdoor sports, active and less active sports, and team and individual sports.

- The Scout may be introduced to several different sports during his tenure in the Cub Scout program.

- There is encouragement for adult participation - a parent if at all possible.

- The Sports Program is flexible, simple to manage and operate.

As leaders, you should know that the Sports Program relates directly to six of the nine Purposes of Cub Scouting:

- Encouraging good sportsmanship and pride in growing strong in mind and body.

- Improving understanding in the family.

- Strengthening the ability to get along with other boys and respect other people.

- Fostering a sense of personal achievement by developing new skills and interest.

- Showing how to be helpful and do one's best.

- Providing fun and exciting new things to do.

Those of you who have taken Cub Scout leaders' Basic Training realize that there are nine Purposes of Cub Scouting; they are listed in the CUB SCOUT LEADER BOOK (No. 3220).

WHERE THE CUB SCOUT SPORTS PROGRAM HAPPENS

The Cub Scout or Webelos Scout may receive recognition for participating in one of the sports in the Sports Program in any one of three places:

- In his unit - his den or pack.

- In his community in an organized sport such as Parks and Recreation Department programs, AYSO soccer, a bowling league, a swim club, etc

- As a lone scout who has an adult work with him in learning about the sport.

SPORTS PATCH

The Cub Scout Sports Patch, available for purchase through your Council Service Center, is used to identify boys participating in the Sports Program. The Sports Patch may be used by an individual boy who is participating in a sport in the Sports Program in his unit, or in his community, or as a lone scout.

The Sports Patch may be worn as a temporary patch on the uniform (right pocket of the official uniform shirt; refer to the INSIGNIA CONTROL GUIDE, No. 3064). It may also be worn on a patch vest, warmup jacket, athletic cap or other appropriate non-uniform apparel.

RECOGNITION ITEMS

There are three recognition items which the boy may receive in the Sports Program. The are the Sports Belt Loop, the Sports Pin, and the Sports Letter.

SPORTS BELT LOOP

The first of the three recognition items is the Belt Loop, which is worn on the uniform belt by Cub Scouts, and on the blue belt by Webelos Scouts; the Belt Loop will not fit on the optional belt worn by Webelos Scouts.

To receive the Belt Loop the boy should have some knowledge of the sport as presented in the individual sports booklets, and should show some knowledge of the physical techniques of the sport. The boy should have some knowledge of sportsmanship, the history of the sport, the equipment, rules, safety and techniques. As a leader, you should be familiar with the sport being used in your unit, so that you will be able to ensure that each boy has a proper introduction. If the boy is participating away from your unit, please be sure that the adult working with him is knowledgable of what is expected of the boy.

The three concepts which must be kept in mind when deciding when a boy should receive his Belt Loop are that there is emphasis on (1) introduction to the sport (2) taking part in the physical activity and (3) on doing his best.

SPORTS PIN

All of the literature published to date on the Sports Program talks about the "Physical Fitness Pin". Whenever you read, see or hear that phrase, be sure to think "SPORTS PIN", and you'll more easily understand the Sports Program.

One of the concepts of the Sports Program is that it is not an advancement program, and that there are minimum requirements. There are requirements for the Sports Pin, which is received as the result of prolonged physical involvement in the sport. The Sports Pin is received for earning 60 points. One point is earned for every 30 minutes of physical involvement; a maximum of 5 points may be earned in any one day, and all 60 points should be earned within 90 days. This is a change from guidelines in the printed materials.
While the Sports Pin is not worn on the uniform shirt like the Summertime Pack Award, there is no reason why it can't be worn on the Sports Patch discussed earlier. Ideally, it would be worn on the Sports Letter.

SPORTS LETTER

When the boy has received any one Belt Loop and any one Sports Pin, and has an adult teammate who receives any one Sports Pin, the boy should receive his Sports Letter, which may be worn on his patch vest, or on an appropriate item of non-uniform apparel.

ADULT TEAMMATE

The Adult Teammate is any adult, preferably a parent, who earns a Sports Pin. The requirements for the adult are the same as for the boy - earn 60 points at a rate of one point for every 30 minutes of physical involvement, with a maximum of 5 points in one day and all 60 points earned within a 90 day period. This is a change from the guidelines in the printed materials. All materials published after January 1, 1987 will carry these new guidelines. Remember, you heard it first in Old Baldy, at your Pow Wow !

SPORTSMANSHIP

Sportsmanship - treating others fairly and honestly - is a basic need of society. As a leader, you should be able to speak to the boys and teach then sportsmanship. There is a short text in the front of each of the individual sports booklets, and in the Leaders' Guide. Please become familiar with the subject. And of course, the best way to teach is by example !

TWO-FOR-ONE ?

The most often asked question about the Cub Scout Sports Program is this: when a boy receives the Sports Pin, should he automatically receive the Belt Loop ? The answer is no. The reason is that the two recognition items are for different purposes - the Belt Loop for an introduction to the sport and for learning about it - history, rules, equipment, sportsmanship, etc, and of course about sportsmanship, with a reasonable amount of physical involvement. The Sports Pin on the other hand is received for prolonged physical involvement. Two different purposes, two different recognition items.

I hope that this brief introduction to the Cub Scout Sports Program will stimulate you to learn more about it. ..... "Try it, you'll like it !!!"

SUGGESTIONS FOR SETTING UP THE PACK SPORTS PROGRAM

For ideas on pairing off contestants for pack tournaments, a single elimination schedule, scoring softball, the "Cub Scout Physical Fitness Championship" program of events, check the following pages.

For help on running tournaments for any sport, talk to your local high school or junior high school coach. If you have sports-minded parents or leaders, ask for their advice and help, too.

Refer to the "Work Sheet for Building a Pack Sports Program" on the following pages for information on supplies, equipment, literature, and recognitions for your sports program.

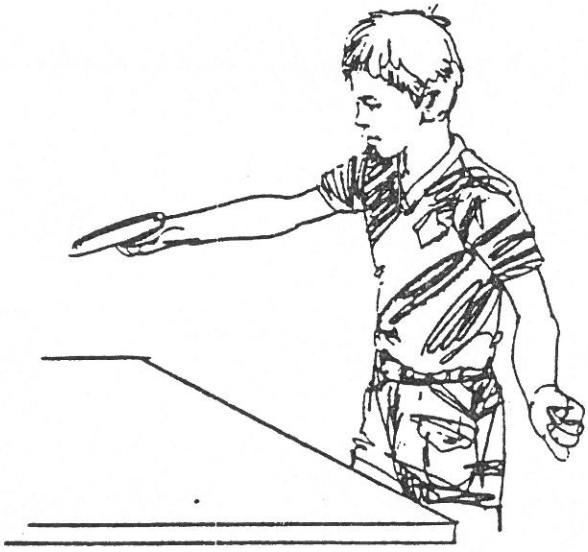


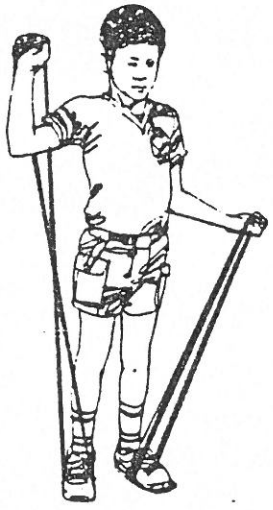












SCHEDULE FOR SETTING UP YOUR PACK SPORTS PROGRAM

y Dates	What To Do	Responsible Adult
_____	Select pack sports chairman for the year.	_____
_____	Consider interest of pack members and determine what sports will be programmed for the coming year.	_____
_____	Establish a schedule for pack sports activities	_____
_____	Identify playing area, equipment availability, safety rules, recognition, budget, leadership resources, and parent involvement. Don't overlook *fun* for the boy and family. Begin promotion.	_____
_____	Each den selects a coach to help Cub Scouts and families prepare for the pack event.	_____
_____	Provide literature before beginning instruction in the selected sport.	_____
_____	Conduct the event, recognize the participants and judges. Don't forget the news media.	_____
_____	Make recommendations for the future.	_____

WORK SHEET FOR BUILDING A PACK SPORTS PROGRAM

ecide which Sports emphasis theme will help your pack program. How will parents become involved?

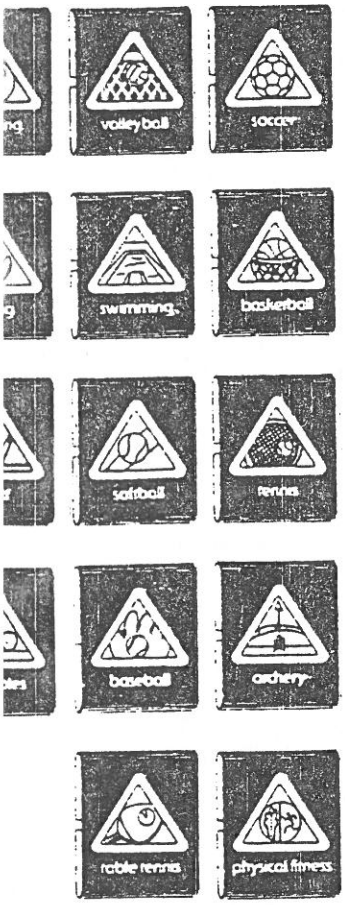
SPORT	TEAM	FACILITIES	EQUIPMENT		PERSONNEL NEEDED	INDIVIDUAL MANUALS	RECOGNITION			
			Individual	Pack			Patches	Belt Loop	Pins	Letter
Archery	Individual	Open Area		Bows Arrows Targets Finger Tabs Arm Guards						
Baseball	Team	Level Area	Gloves Caps	Bases Bats Balls Helmets						
Basketball	Team	Level Area Backboard	Shoes	Basketball						
Bowling	Individual	Bowling Lanes								
Golf	Individual	Course	Clubs Balls							
Marbles	Individual	10-ft. Playing Area	13 Marbles Shooter							
Physical Fitness	Individual	Area		Stop Watch Measuring Tape Softball						
Skiing	Individual	Slope	Ski Equipment							
Soccer	Team	Open Area		Ball Goals						
Softball	Team	Field	Gloves	Bats Balls Bases						
Swimming	Individual	Pool	Swimsuit Towels							
Table Tennis	Individual	Area Tables		Tables Nets Ball Paddles						
Tennis	Individual	Court w/Net	Racket Balls Shoes							
Volleyball	Team	Field		Net Volleyball						

RECOGNITIONS

The Cub Scout sports program provides a riety of choices of recognitions of Cub Scouts d their families who participate.

Each pack may include the cost of sports award their annual budget or charge a fee to each rticipating Cub Scout and adult teammate.

Participation Belt Loops. These attractive awards are available for the pack to award to:



★ Each Cub Scout participating in the sport chosen by his unit. Belt loops can be presented at that pack tournament.

OR

★ An individual Cub Scout participating in the sport outside his unit. These can be presented at any pack meeting.

Belt loops are to be worn on the Cub Scout uniform belt only.

. **Sports Physical Fitness Pin.** As a Cub Scout develops physically over a 3-month period of practice and experience in a sport, he and his adult teammate are encouraged to earn their physical fitness pins.



ecord physical fitness rogress on chart in ndividual sports books.



Note: The physical fitness pin is worn by the Cub Scout on his sports letter and by the adult on civilian clothes.

3. Each Cub Scout may qualify for his own Cub Scout sports letter by:

- Earning one sport belt loop.
- Earning a physical fitness pin.
- Involving an adult teammate in also earning a physical fitness pin. The sports letter may be worn on your sweater or jacket.



4. There are a variety of recognition items available for individual, den, and pack competition. The pack determines levels of competitive recognition suggestions for:

	Individual	Den	Pack
Ribbons	X	X	X
Cub Scout Medals			
Gold—No. 5107	X		X
Silver—No. 5106	X		X
Bronze—No. 5105	X		X
Trophies	X		X

We are not specifying recognition for competition beyond the pack level. All sports should be for fun, physical development, and family involvement.

ONE MANS JUNK IS ANOTHER MANS TREASURE

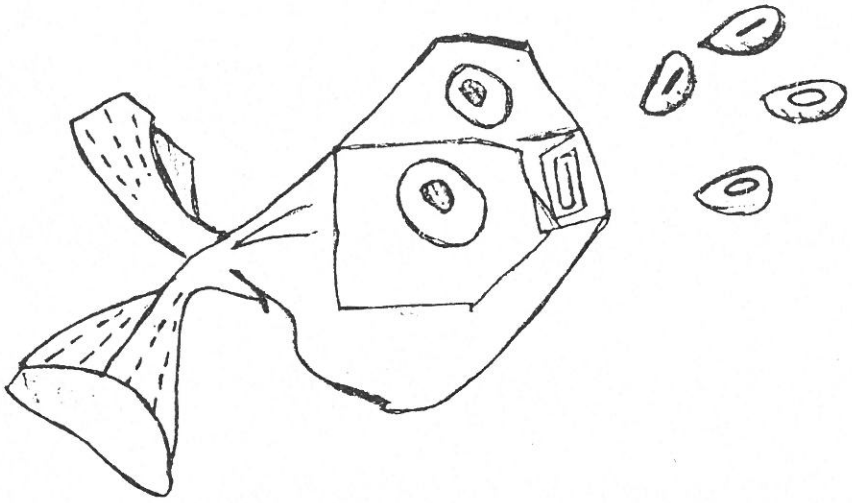
CREATIVITY LEADS TO A HEALTHY MIND



Trash to TREASURES

JANUARY

TADPOLE TALLY

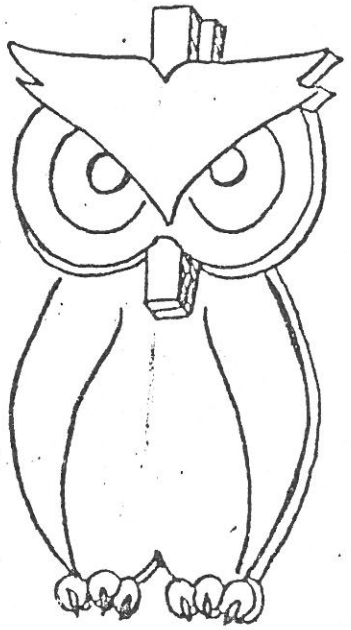


TO MAKE:
Four dried beans and two pieces cut from the egg-holder part of the egg carton make this game. Print a number one (1) on one side of each bean. On the other side of each bean, print a zero (0). To make the tadpole, cut tow egg holders from a carton. While cutting these, leave a least one half of the next egg holder to form the tadpole's tail. Glue the two egg-holder sections together and cut a hole for the mouth, large enough so the beans will roll out freely. Color the entire tadpole green and give him blue and white eyes and a red mouth.

TO PLAY:
A player places all four beans inside the tadpole. After this is is done, the player gives the tadpole a good shake and rolls out the beans. When all four beans come to a complete stop the player will add or tally up to see how many points, if any have been made. Players take turns doing this. The first player to score 20 points is the winner.

JAN.

Recipe Holder



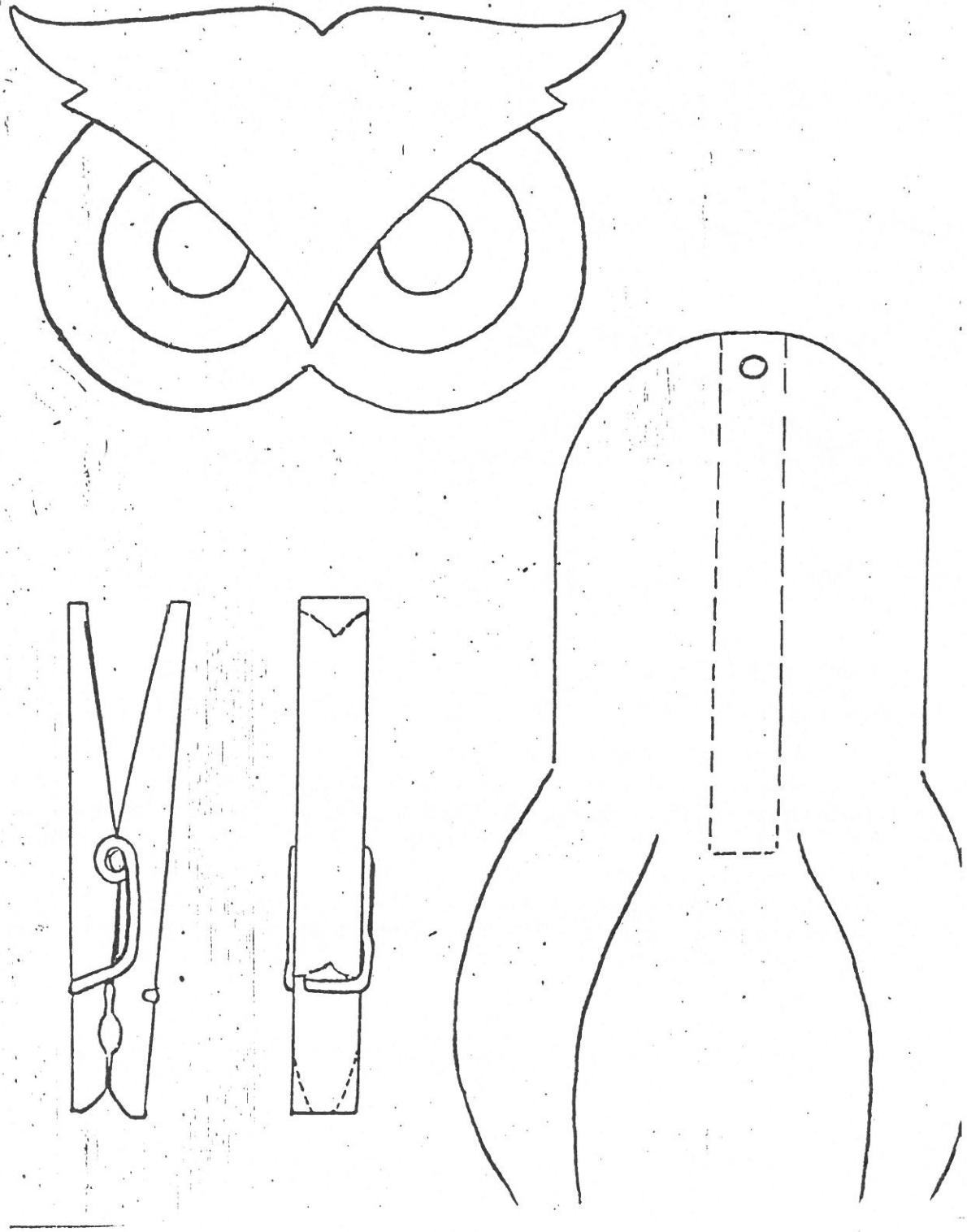
The head and body of the owl are cut from ¼-inch plywood. The markings should be outlined with a dark crayon or India ink or tempera paint.

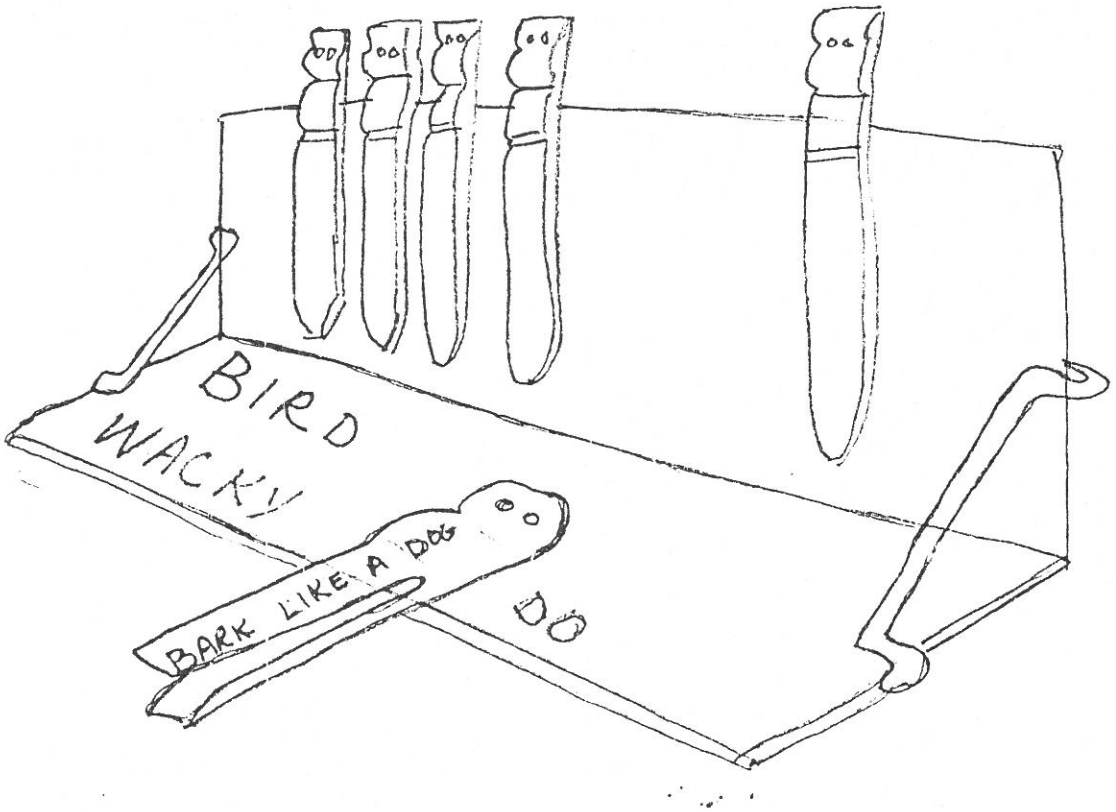
A wood clothespin (spring type) is separated into its two halves. The half which retains the spring is nailed to the body of the owl in the position indicated by the dotted line. With the clothespin in position, a hole should be drilled in the top of this piece to permit the recipe holder to be hung on the wall.

The remaining half of the clothespin is nailed to the back of the head piece so that the top of the clothespin is approximately even with the top of the owl's head. The spring is then held open by thrusting a sharp screw driver beneath one arm, and the clothespin is reassembled. Thus, the clothespin forms

the card holder.

JANUARY



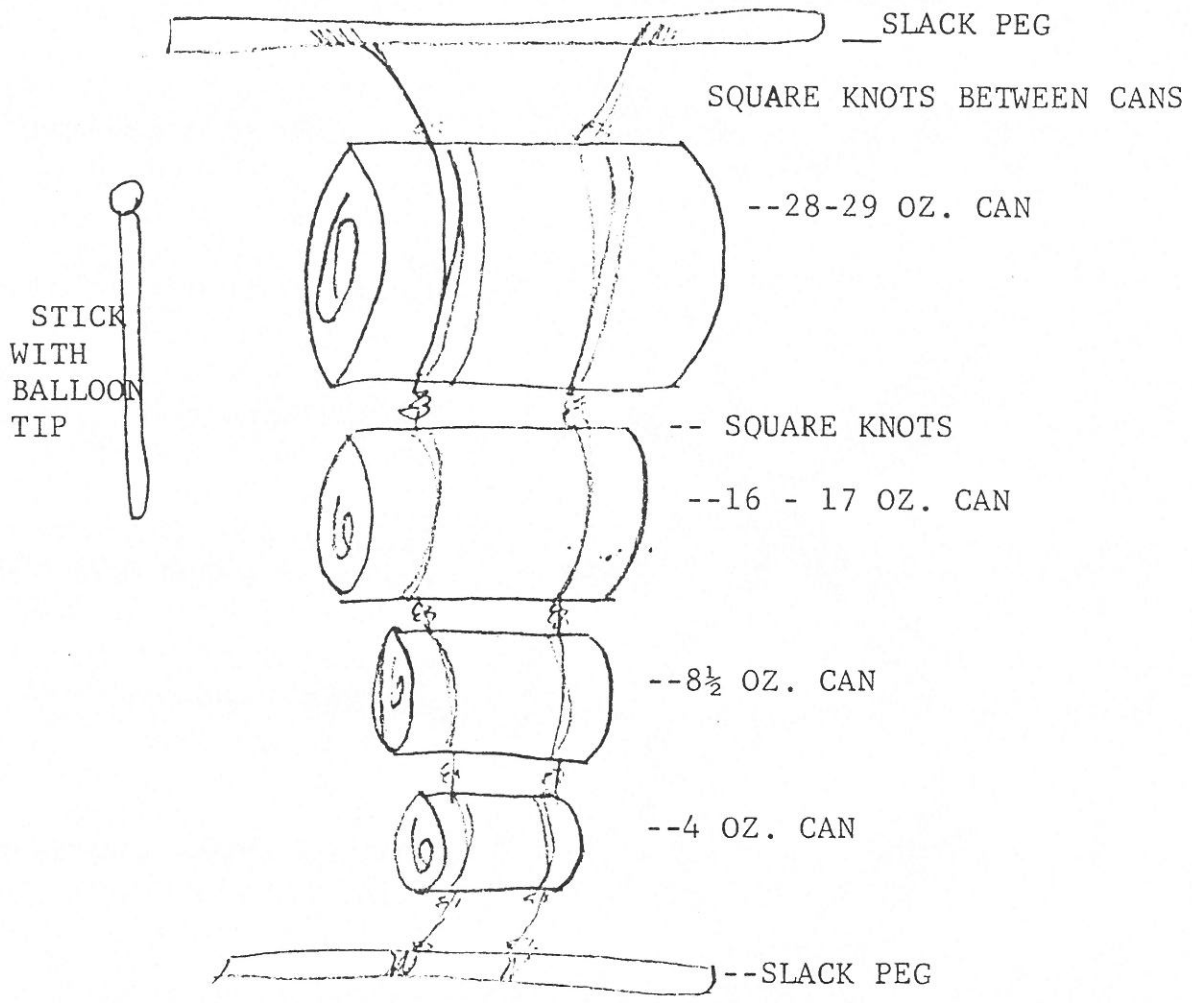


BIRD WACKY-DO

TO MAKE:
The things needed for a Bird "Wacky-Do" game are eight clothespins and a piece of cardboard about five by eight inches in size. Bend the cardboard so it will stand up to serve as a fence for the birds to perch on. Print some wacky stunt to do on one "leg" of each clothespin. Such stunts as crow like a rooster; sing a silly song; do an indian dance, and so forth. Decorate the clothespins so they will resemble birds. Make them all as nearly alike as you can.

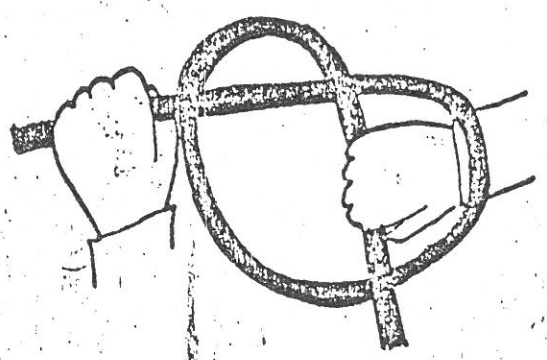
March

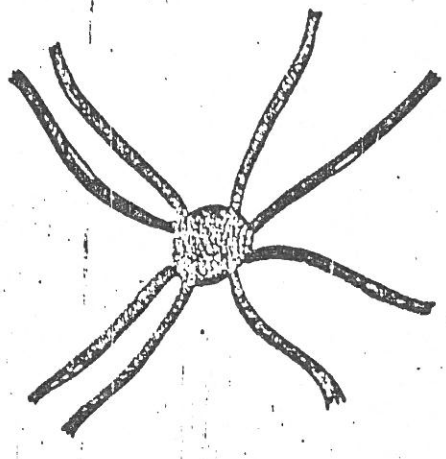
MUSIC CANS

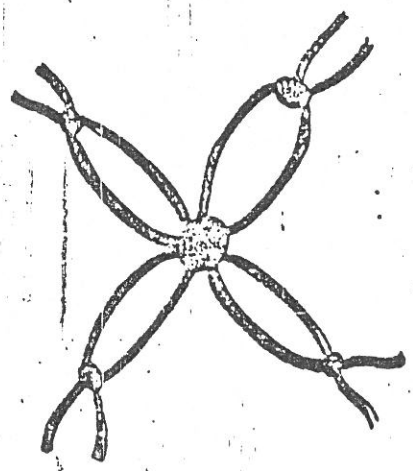


MARCH

Hang it All







MEASURE eight pieces of strong cord 3 feet long. Lay them out flat with a of the ends even.

GRASP all of the cords on one end with your left hand. Hold them tigh Don't let go. Keep the cords on the table and all of the ends even.

TAKE the other ends in your right hand. Lay them over those in the left hand to form a loop. Put them unde the left hand cords and bring them up through the loop.

PULL on the right hand cords until they form a firm knot 3 or 4 inches from the ends in the left hand. This an overhand knot: right hand over left hand, under, and up through th loop.

PUT the center knot down on a table. Place the cords in pairs out from it in a circle like sun rays.

HOLD one pair of the cords 1-1/2 inches from the center knot. Tie an overhand knot at that place. Do th same with each of the other three pairs. Keep it all lying on the table

TAKE one cord from one pair and one cord from the next pair. Bring them together about 2 inches from the last knot. Tie an overhand knot. Thjs forms a windowlike opening.

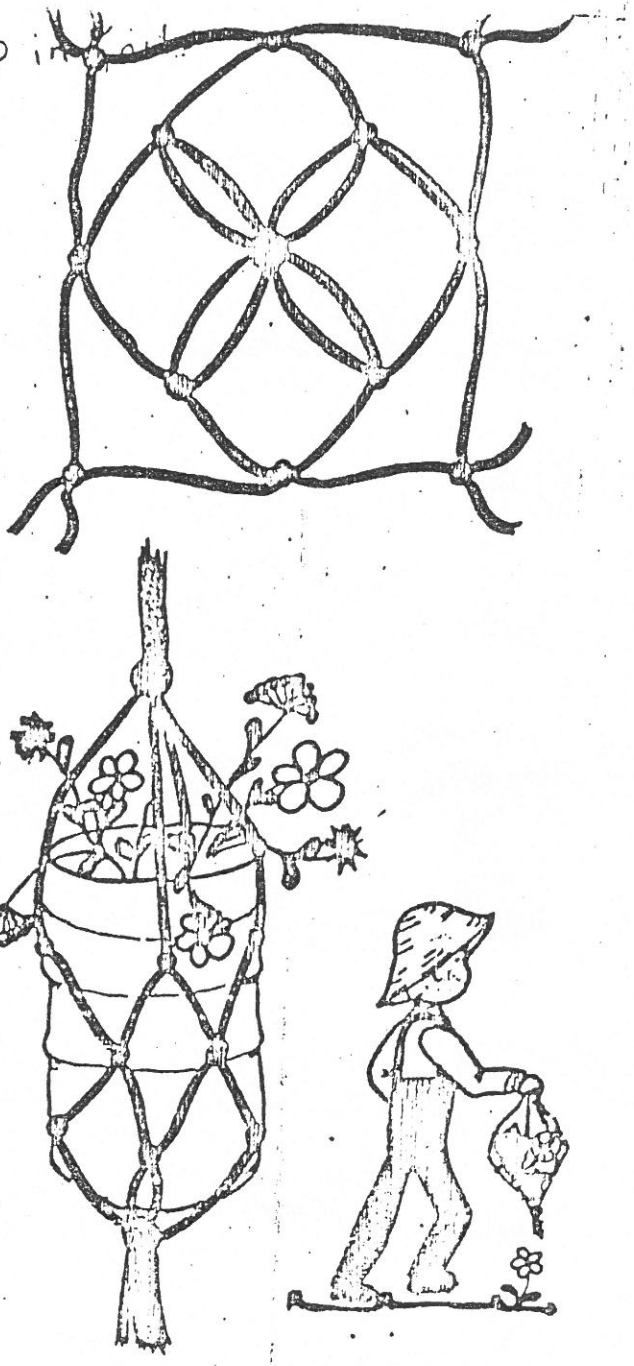
DIVIDE the other pairs and do the same thing with them.

PICK one cord from each of two pairs again and bring them together about 3 inches from the last knot. Tie an overhand knot. Repeat this with the other pairs of cords.

DECORATE a 10 ounce or 16 ounce can with paint or colored paper. Place it on the center knot so the tassel hangs below.

BRING the pairs of cords up on the sides of the can. Tie an overhand knot about 12 inches above the top of the can.

HANG it by the top knot in a window. Fill it with a weed bouquet. If you tie more rows of knots you can carry things in it.



APRIL

CARD BOARD TUBE Puppets

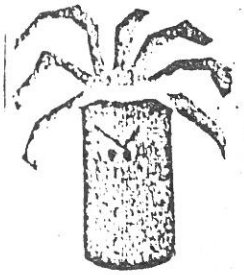
TROLL



- Use any kind of tube. A paper towel tube or toilet tissue tube, a tube from aluminum foil.
- Make two holes for nose and mouth.



- Cut an opening in the back as shown.

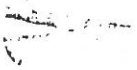


- Cut paper strips for hair. Glue or tape the strips around the inside of the tube.



- Poke one finger through the nose hole. Poke another finger through the mouth hole. Troll's tongue will stick out.

DRAGON

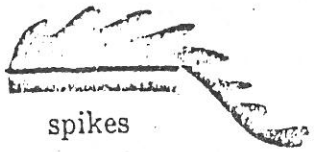


- Cut a cardboard tube as shown.
- Make a hole in the bottom for your finger.



- Draw the dragon's scales and eyes.





- Cut dragon legs and spikes from heavy paper. Glue them in place as shown below.
- Poke your finger through the bottom to make the dragon move.



April

"QUICK & EASY PUPPETS & SHOWS"

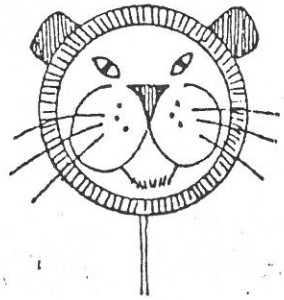
You do not need fancy materials to create a family of puppet characters. Everything you need is already in your home. An assortment of paper bags, construction paper, newspaper, ice cream sticks and cardboard give you a good start.

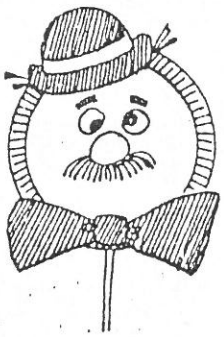
Keep it simple--make it fun!!! Create your puppets to fit a prepared script or write a script to fit the puppets you make. Record your play ahead of time with the sound effects so your boys can work their puppets without any distractions.

"KIND'S OF PUPPETS"

Paper Plate Puppets

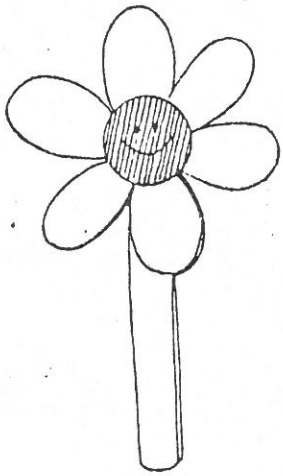
This type of instant puppet is made of paper plate figures that are drawn on or taken out of books.

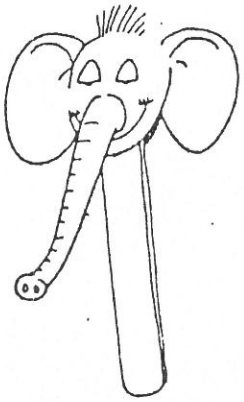




Tongue Depressor Puppets

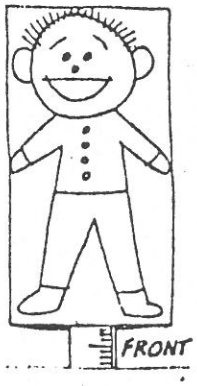
This one is great for the boys. Two heads are cut at the same time & glued together to form an envelope.

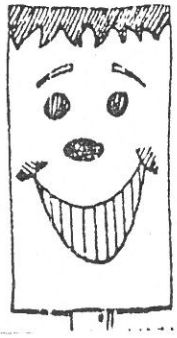


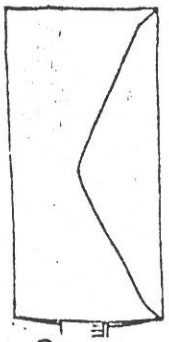


Envelope Stick Puppets

Put a ruler in the slit end of a legal size envelope and draw a figure on it.

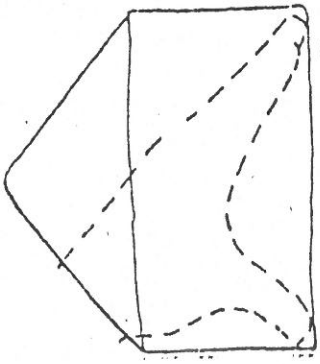


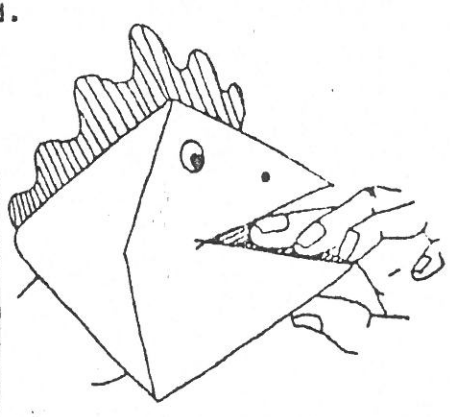




Envelope Hand Puppets

All you need is a standard size envelope and a felt pen. Extras can be added.





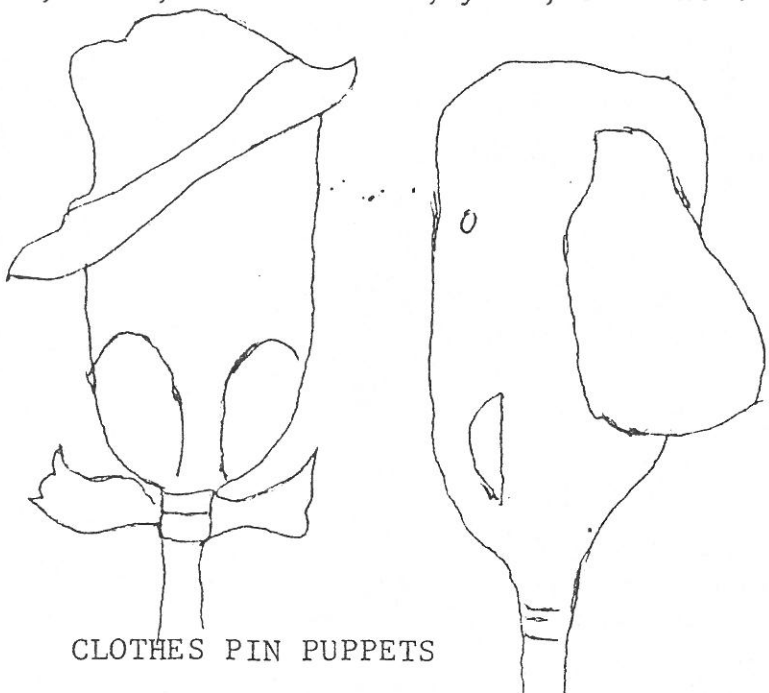
SOCK HOBBY HORSE



Stuff the foot of a sock tightly with yarn, old socks, or stockings. Insert a dowel all the way into the heel. Stuff the "neck" tightly around the dowel. Tie it off at bottom with yarn or string. Add a face and a mane. Yarn or felt will work good for the face and mane.

BLEACH BOTTLE PUPPETS

Materials needed:
Bleach bottles, felt, dowel sticks, yarn, old hats.

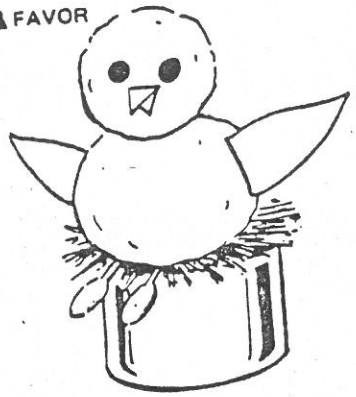


CLOTHES PIN PUPPETS

For this craft you will need the old peg type clothes pins and small dowel sticks.

Decorate your clothes pin any way you want. Insert dowel pin in peg part of clothes pin.

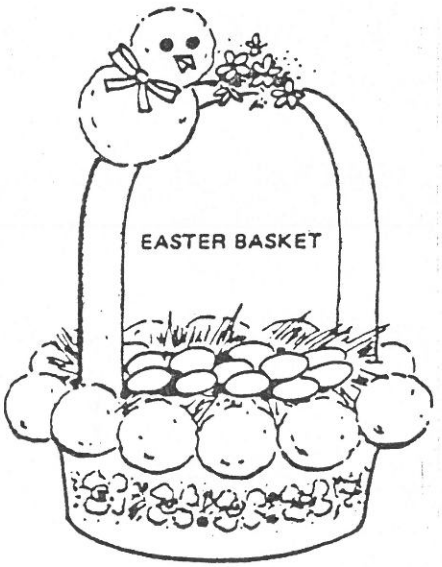
April



. Glue cotton balls together for head and body. Use paper to make the wings, eyes and beak. Legs are cotton swabs. Set the chick on a cap from a spray can filled with Easter grass.

Have a Ball with COTTON

Easter celebrations can be more fun if you make your own baskets and favors. Even the littlest basket carrier will have fun making trimmings from cotton, cotton balls and swabs.

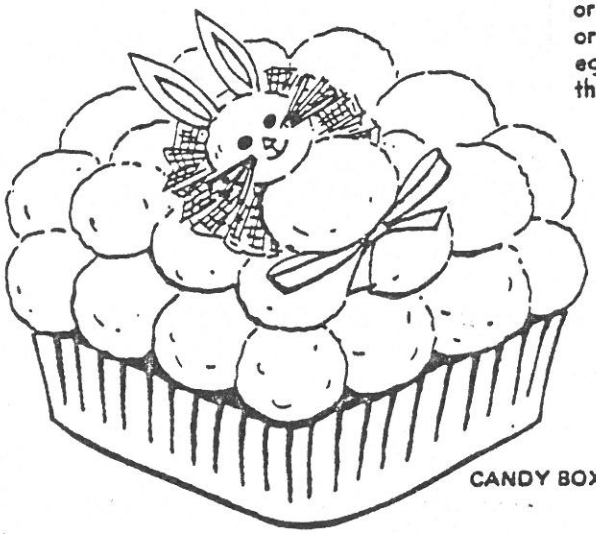


Make an Easter basket by gluing a paper handle to the inside of a margarine tub. Trim basket with cotton balls. Then perch a little chick on the handle. He's made from two cotton balls, an orange paper beak and black paper eyes.

For a candy box, trim the sides of a foam carry-out box with fringed green paper. Glue cotton balls to the top of the box. Add a circle of net and a cotton ball bunny. Fill box with candy.

Make a chick on a nest for some Easter whimsy.

INITIALED EGG. Write your name or initials on an egg with beeswax or white crayon. Soak egg in vinegar for two hours. Then remove the egg and you're done.





LIGHT BULB BUNNY

Donna Werkler
Cissna Park, Illinois

This bunny is made with a glass bottle and a burned-out light bulb. Use a tapered bottle; tape and glue the neck of the light bulb to the neck of the bottle. Paint the bunny with several coats of white paint and let dry.

Cut paper ears, about 4" long, covering the centers with pieces of pink felt; glue the ears to the back of the head. Use felt for features and heavy thread, stiffened with glue, for whiskers.

For arms, cut two strips of felt, 4" long. Glue the ends to the back of the body; overlap and glue the other ends together in front.

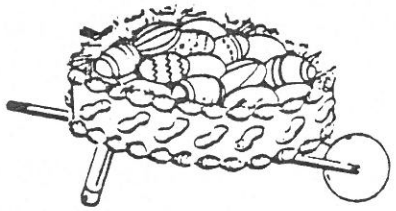


Also from felt, cut hind legs and glue them to the bottom of the body. Add a cotton ball tail and a bow around the neck. Place the bunny on Easter grass and surround him with eggs.

HAM CAN WHEELBARROW

Create a beautiful Easter centerpiece for your table using the can the Easter ham came in! Later, use the wheelbarrow for flowers, nuts, gourds or Christmas balls.

Glue two 18" dowels to the bottom of the ham can, forming a V under the can and extending over front and back of can. For rear legs of the wheelbarrow, glue an inverted clothespin to each dowel. For the front wheel, glue together two can lids (from canned fruit or soup). Glue the lids between the two dowels at the front of the wheelbarrow.

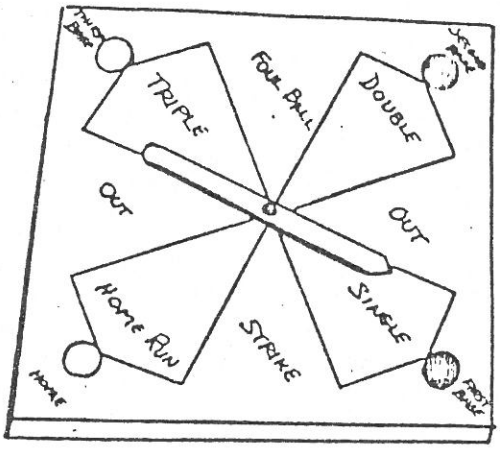


To decorate, spray paint the wheelbarrow. Cover with macaroni or peanut shells before painting, if you wish.

May

Dial Baseball

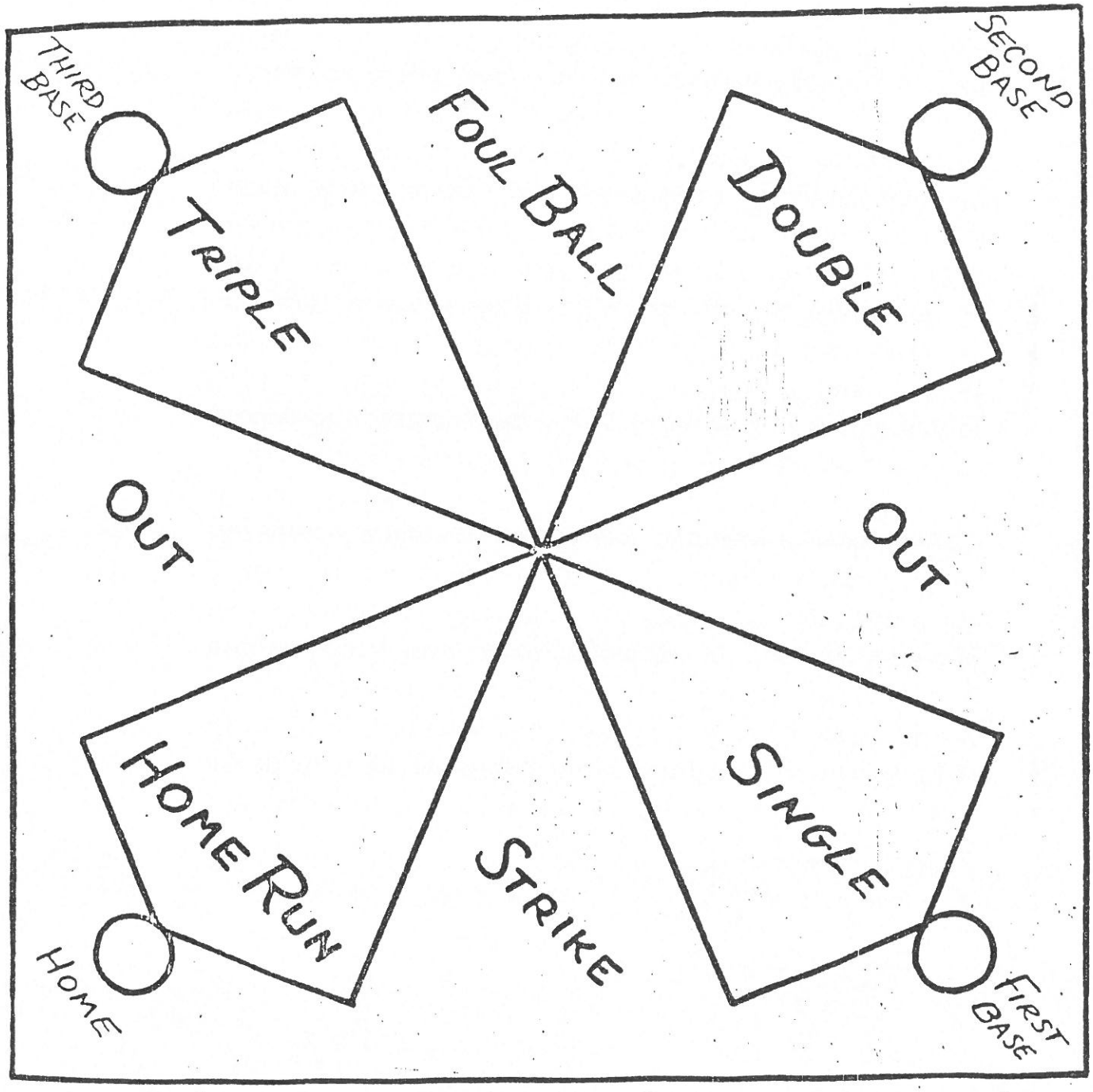
PROJECT NUMBER 45



The game board for dial baseball is a piece of ½-inch pine or plywood. Holes ¼ inch deep may be prepared in each of the four circles representing the bases, so that the "men on base" may be recorded by placing a marble in the appropriate hole. As an alternative, buttons or small coins may be used to cover the circles, eliminating the necessity for drilling holes. The markings and lettering may be applied with a dark crayon, felt marking pencil, or wood burner.

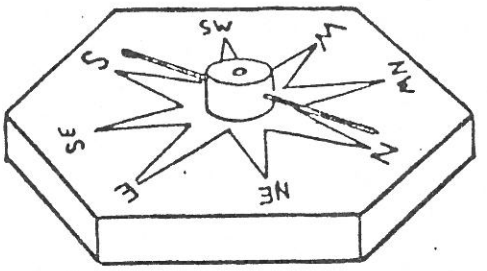
A popsicle stick or other thin strip of wood is sharpened at one end to form the pointer. A small hole is prepared in the center, and the pointer is mounted on a metal washer or nut in the middle of the game board. The hole must be large enough to permit the pointer to spin freely. An upholstery tack may be used to fasten the pointer in place.

The game is played according to regular baseball rules. Each player spins the dial and moves his "men" around the bases until his team has made three outs.


THIRD BASE
SECOND BASE
FOUL BALL
TRIPLE
DOUBLE
OUT
OUT
HOME RUN
STRIKE
SINGLE
HOME
FIRST BASE

MAY

Compass



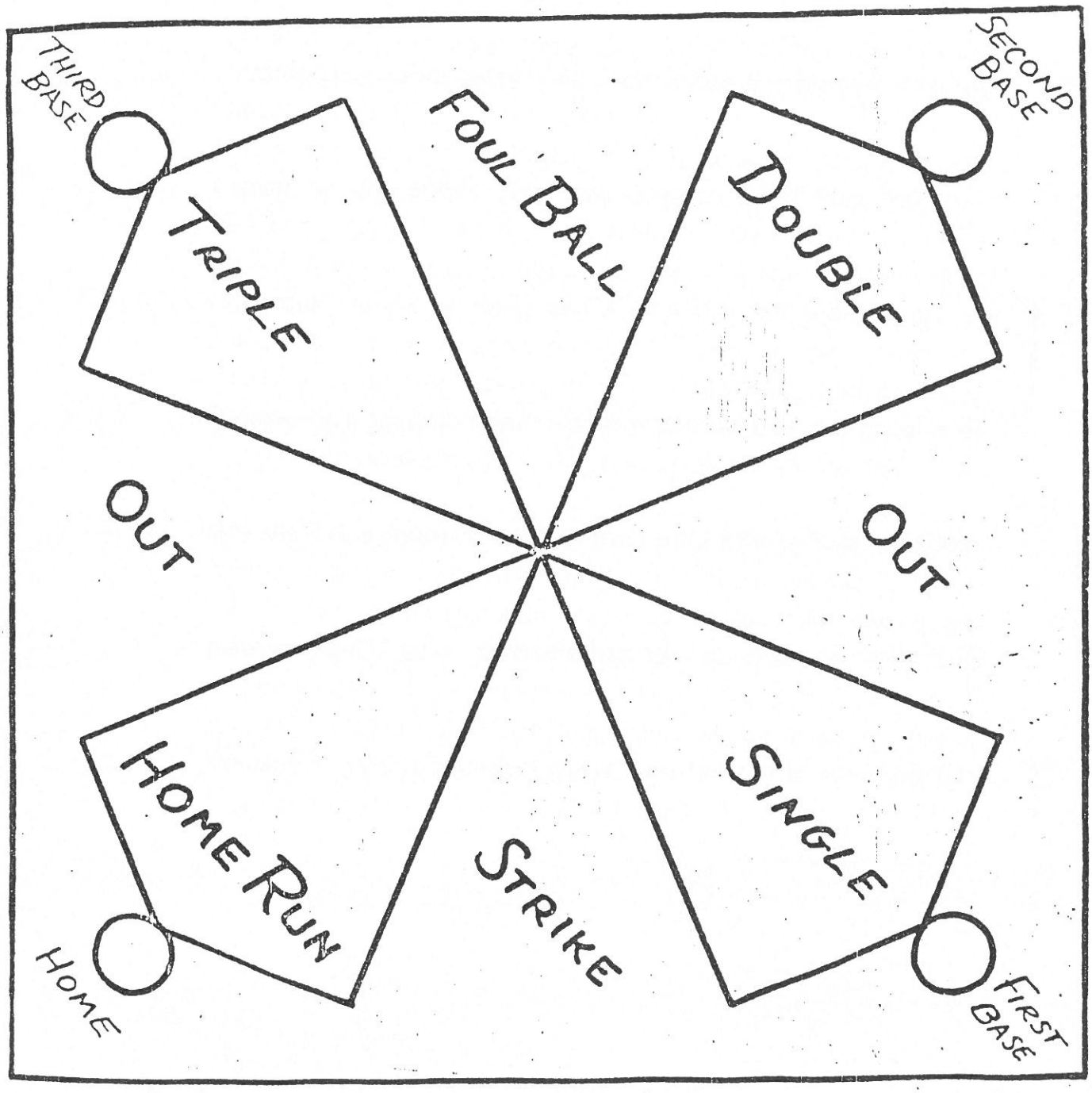
PROJECT NUMBER 47

The face of the compass may be cut from a piece of ¼-inch plywood, ½-inch plywood, or ½-inch pine. The markings for the dial may then be applied with dark crayon or wood burner.

The needle for the compass consists of two 1½-inch darning needles which have been magnetized by drawing a magnet over them in one direction only (from the eye toward the point). The two darning needles are then inserted in opposite sides of a piece of cork ¼ inch high and ½ inch in diameter as illustrated.

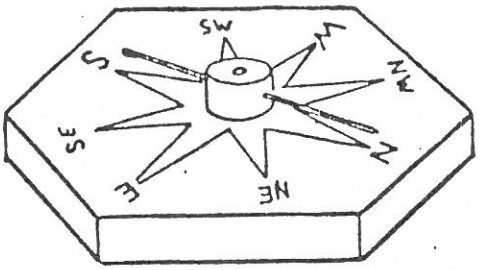
The needle assembly is suspended by means of the lower portion of a leather rivet, which is inserted in the bottom of the cork disk as illustrated in the drawing. Leather rivets of this type can be purchased inexpensively at most hardware or variety stores. A small nail which will not bind when inserted in the rivet is placed in the center of the compass dial, and the head is clipped off so that the nail extends approximately ⅜ inch above the wood surface. The protruding end of the nail should be rounded with a metal file to permit the needle assembly to swing freely.

After the wood block has been given a finishing coat of shellac or clear varnish and has dried thoroughly, the needle may be mounted on the nail. The compass needle will point


THIRD BASE
SECOND BASE
FOUL BALL
TRIPLE
DOUBLE
OUT
OUT
HOME RUN
STRIKE
SINGLE
HOME
FIRST BASE

MAY

Compass



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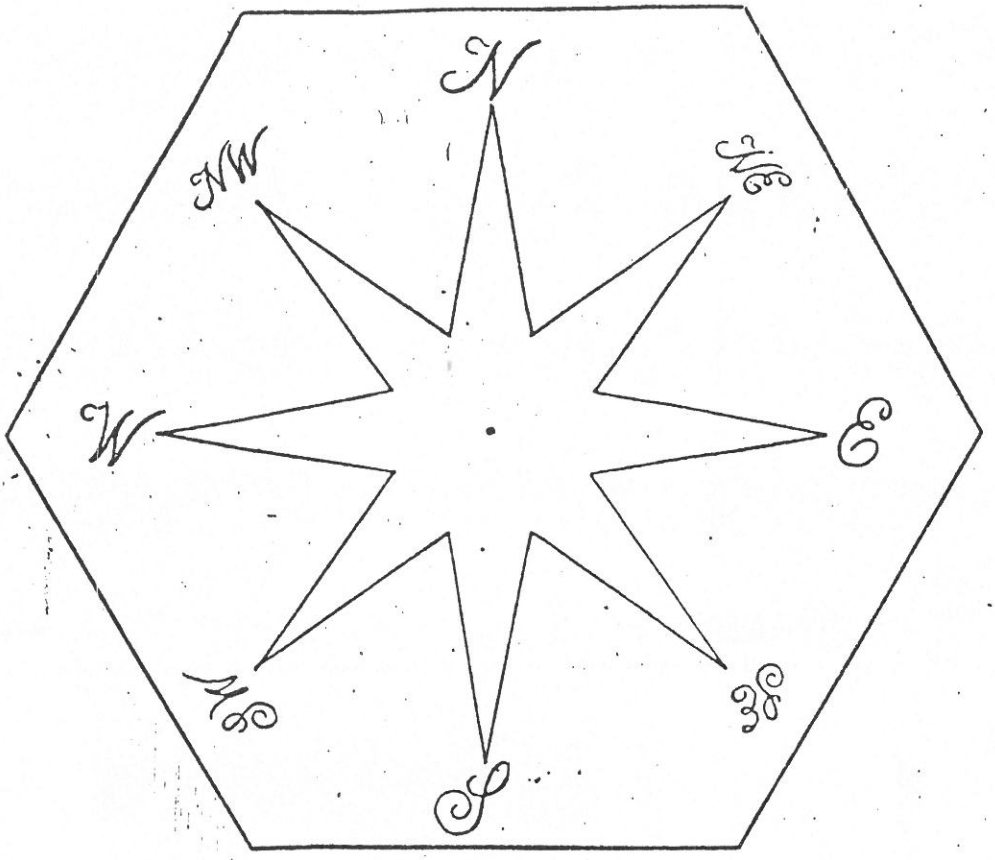
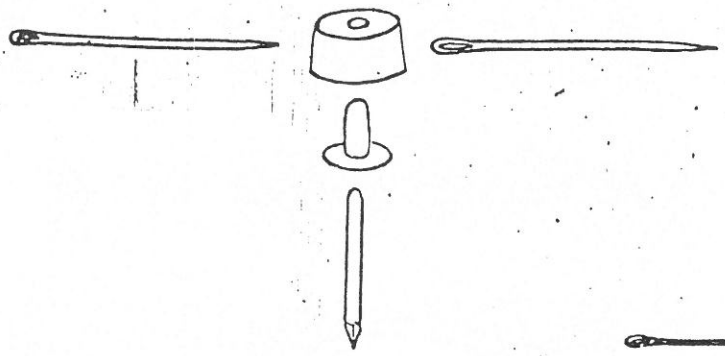
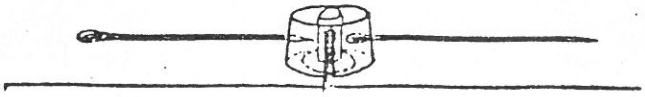
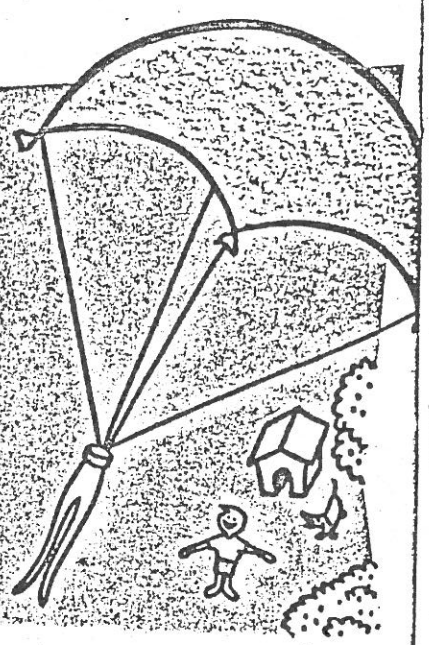
MAY



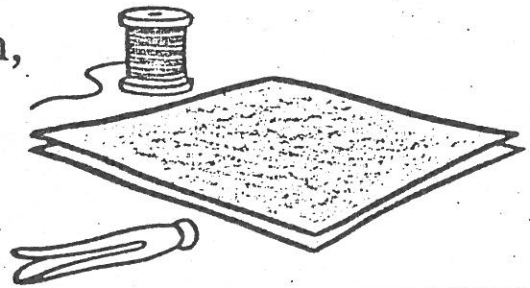




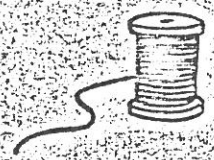
How to Make a Parachute

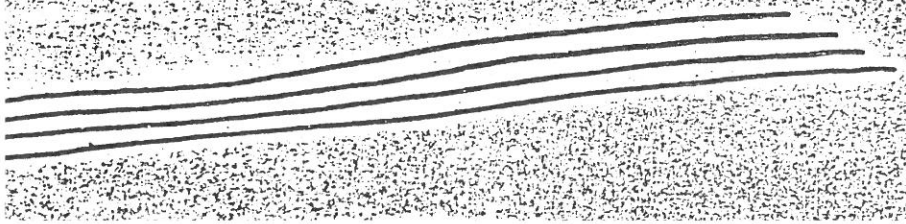


Ask your mother
for a paper napkin,
some thread, and
a clothespin.



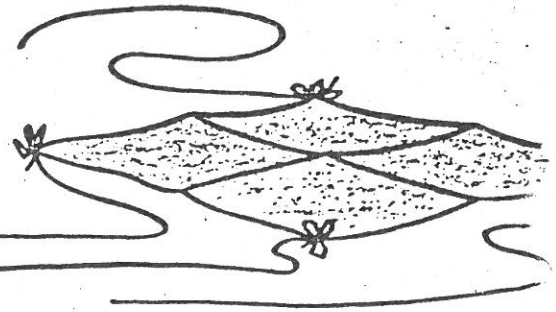
Cut four pieces
of thread,
all two feet long.



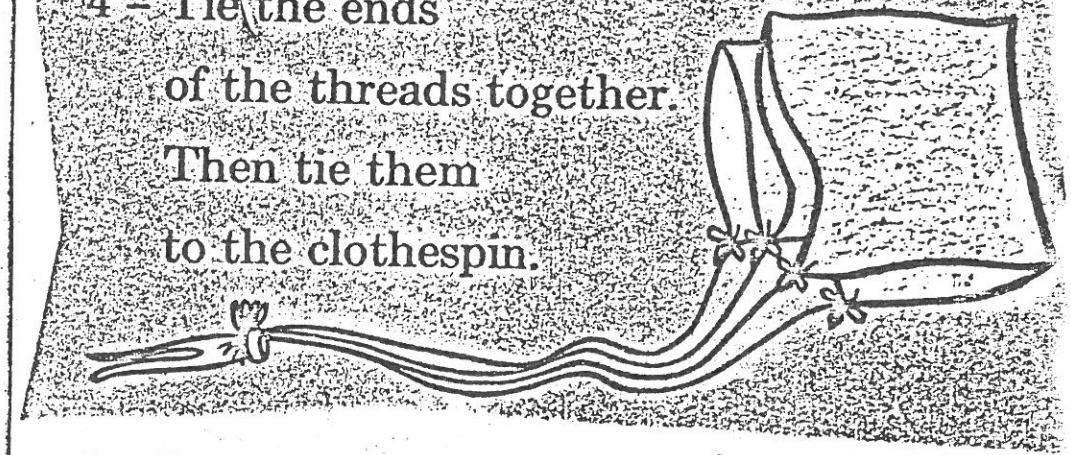


Genius Insights

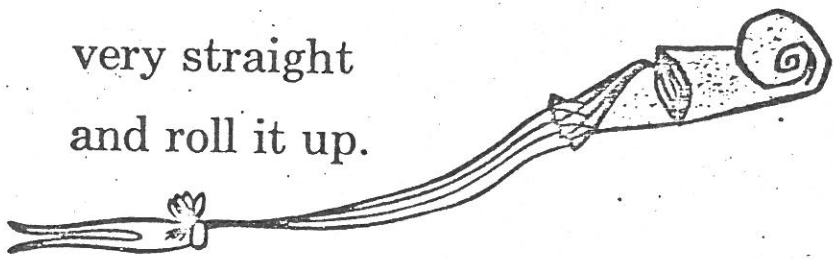
3 – Tie the thread
to the corners
of the napkin.



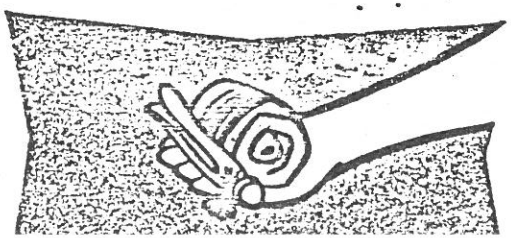
4 – Tie the ends
of the threads together.
Then tie them
to the clothespin.



5 – Lay it all out
very straight
and roll it up.

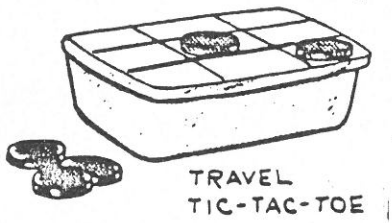


Throw it as high
as you can.
But not in the house!

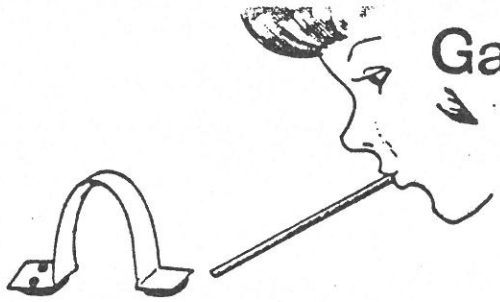


May

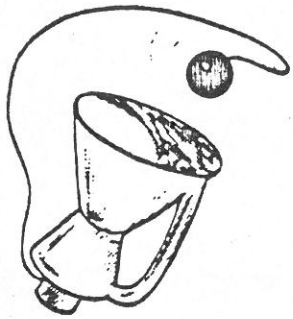
Games to Make



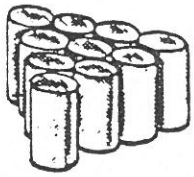
TRAVEL TIC-TAC-TOE



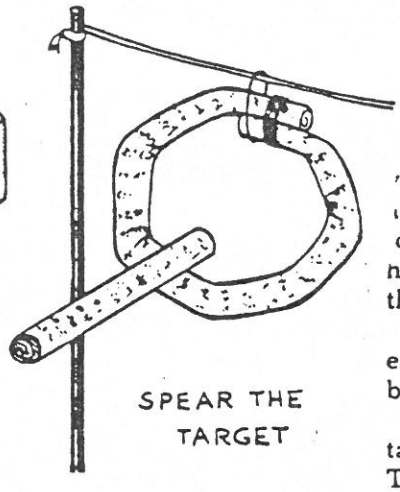
INCHWORM RACE



BALL AND BOTTLE



POP CAN BOWLING



SPEAR THE TARGET

These games are easy to make and fun to play with.

Travel Tic-tac-toe: Take this game on your next trip. Use colored tape to make lines on top of a margarine tub. Use felt cutouts or buttons for markers. Keep them inside the tub when not playing

Inchworm Race: Cut worms from strips of plain paper. Bend ends and tape a penny under both ends for weight. To race worm, blow through a straw. Play on a smooth surface.

Ball and Bottle: Ask Dad to cut you the top of a plastic bottle. Tie a string around the neck and a ball to the end of the string. Use one hand only to try to flip the ball into the bottle.

Pop Can Bowling: For pins, cover pop cans with paper. Roll a rubber ball to knock down the pins.

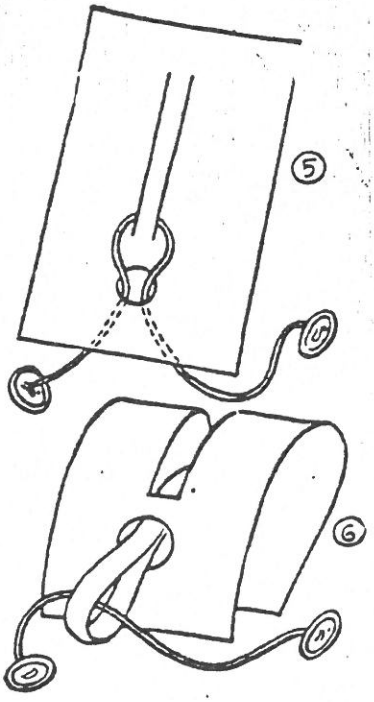
Spear the Target: For a target, tape rolled newspaper into a ring. Tie to a clothesline. For spears, roll newspapers, taping edges. Toss the spears through the target.



CLOTHESPIN GAME. Take turns with five clothespins each, dropping them one at a time from chin height into a bottle. Cub that gets most in bottle wins.



TOOTHPICK CASTLE (2): Each player is given 10 toothpicks and takes a turn placing a toothpick flat on top of a pop bottle. If any of the toothpicks tumble, give them to the player who causes them to fall. The object is to get rid of all your toothpicks.



BUTTON PUZZLE (5): Cut a heavy piece of paper 6" x 3", then cut two slits in its center, each 3" long and about ½" apart. Below the slits ½", cut a hole with a diameter slightly larger than ½". Pass a short length of string through the hole and behind the strip formed by the slits, as shown in the drawing. Tie a button on each end of the string, being sure to use buttons that are too large to pass through the hole. Puzzle is to remove the string from the paper without tearing the paper or taking off the buttons. Figure 6 shows solution.

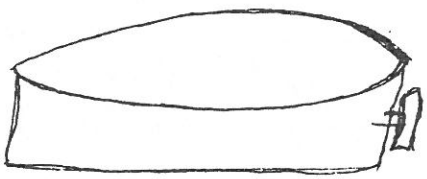
Season Shakers

materials: 2 - 35 m.m. film cans
(empty, clean + dry)

Punch letters on lids - "S" for salt and "P" for pepper. Use a nail and hammer to punch holes. Punch about 9 holes for S and 6 holes on the P.

Drinking Cup

You will need a clean tuna can, a small piece of doweling and 2 screws. Punch 2 holes on one side of can; attach dowel to can with screws.

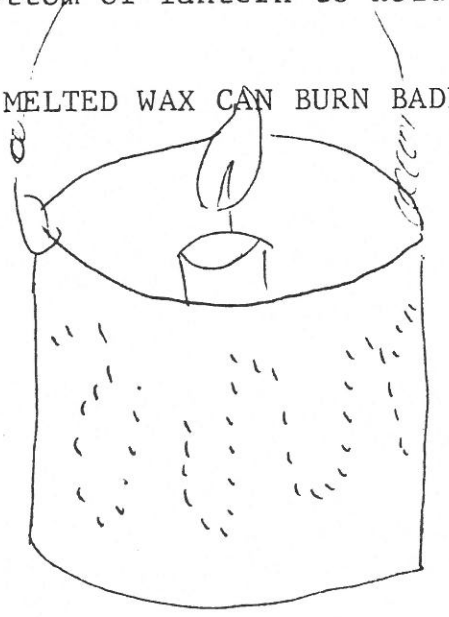


TIN LANTERN

MATERIALS:

Tin can (coffee can or comparable size)
Wire coat hanger, electrical wire or heavy twine(twine burns)
Candle (at least 1" shorter than the can)
Colored marker or crayon
Newspaper or folded towel
Large nails and hammer
Wire cutting tool

1. Remove lid from can but leave on bottom. Remove labels
2. Using a marker or crayon, draw a punch-hole pattern on the can.
3. Fill can with water and put it in the freezer until the water is solid ice. Solid ice will keep the can from collapsing when you pound nails through for hole pattern.
4. Remove can from freezer and place on newspapers or folded towel. Using nail and hammer, hammer holes in can according to pattern drawn. Use different size nails to enhance the pattern. Make a hole for the handle at opposite sides at top. When all of the holes are punched, drop the ice out of the can.
5. Use wire cutting tool to cut wire coathanger to make loop handle (or use electrical wire. If you must use twine, remember to keep it away from the candle at all times as it will burn.
6. Drip wax from candle into bottom of lantern to hold candle upright.
7. BE SURE TO SUPERVISE WILL. MELTED WAX CAN BURN BADLY.



SPIDER

MATERIALS:

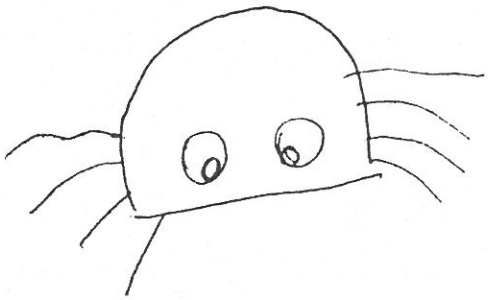
- EGG CARTON
- PIPE CLEANERS
- GLUE
- WATER BASE PAINT
- SEQUINS OR EYES
- SCISSORS

1. Cut egg carton cup for body

2. Paint black or brown with water base paint.

3. Push pipe cleaners through body for legs.

4. Glue on sequins or eyes.

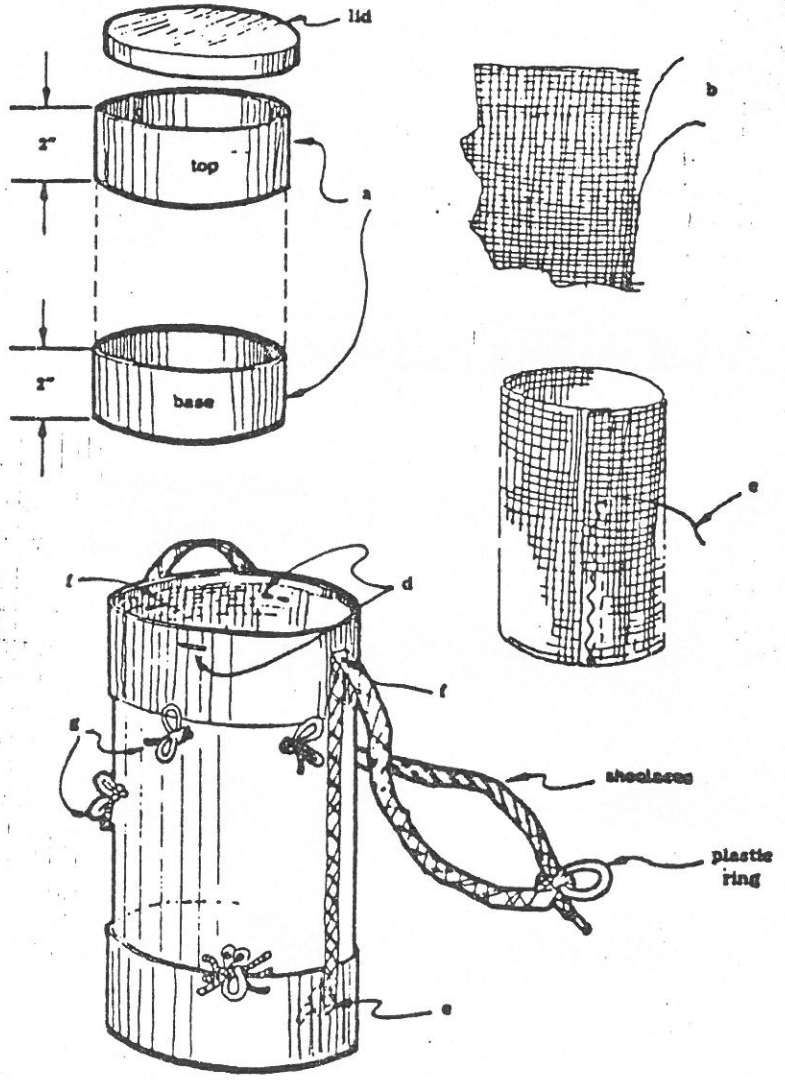


AUGUST

COLLECTOR'S CADDY

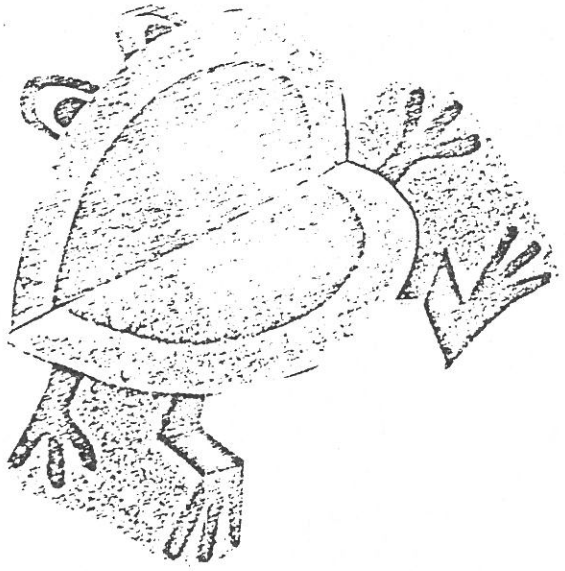
Things You Need:
A large Quaker Oats box
A piece of screening, 10" x 18"
A pair of 27" shoelaces
1' of 18" self-adhesive plastic, or enamel paint for decorating
Stapler; Colored pipe cleaners; Plastic ring

- Cut off 2" of box at each end for a base and top (a). Save the lid.
- Pull two 10" pieces of wire from edge of screening (b).
- Roll screening until ends fit into base and top. Weave wire in and out of rolled screening to hold overlapped edges in place (c).
- Cover base, top, and lid with plastic (see p. 3), or paint them. Replace screening in top and base. Staple top to screening on each side (d).
- On each side of base, poke a hole, insert a shoelace, and knot the end (e). Pull shoelaces up along sides of caddy, and staple them to box 1" from top (f). Tie loose ends of shoelaces around plastic ring to make handle.
- Make insects from pipe cleaners (see picture). Fasten to caddy with short pieces of wire (g).

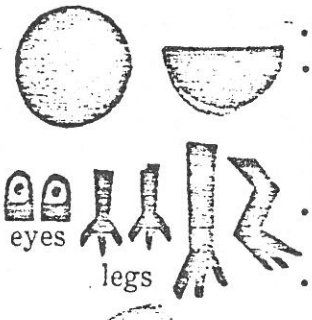


AUGUST

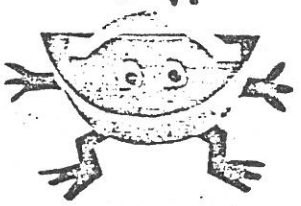
Paper Plates can be a Singing Frog. . .



SINGING FROG



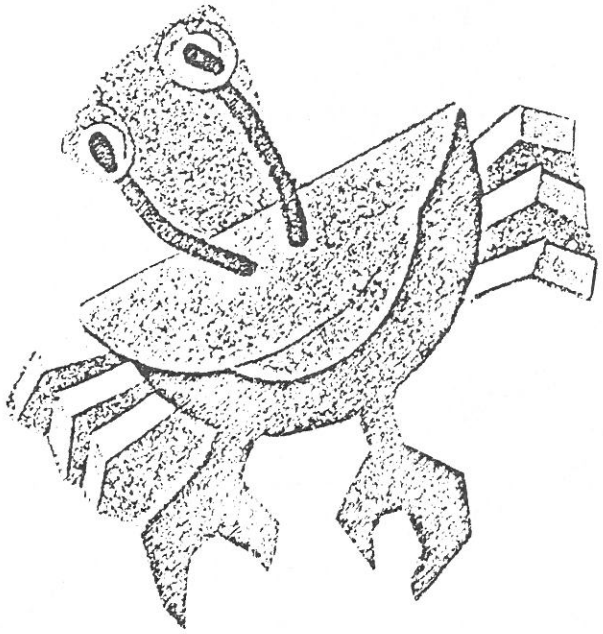
- Fold a paper plate in half.
- Decorate. (If the plate is waxy rub it with a soapy cloth before you draw or paint on it.)
- Cut out paper eyes and legs.
- Glue or tape in place.





- Tape a strip of paper to the plate to make a finger strap. Now Frog is ready to sing!

a Crabby Crab



CRABBY CRAB





- Fold paper plate in half. Decorate.
- Cut claws and legs out of paper. Glue or tape in place.
- To make eyes: Poke two holes in plate and push a pipe cleaner through the holes. Cut two circles out of paper and slip one on each end of the pipe cleaner. Bend the tips of the pipe cleaner to keep the eyes in place.

AUGUST

Aluminum Foil Pictures

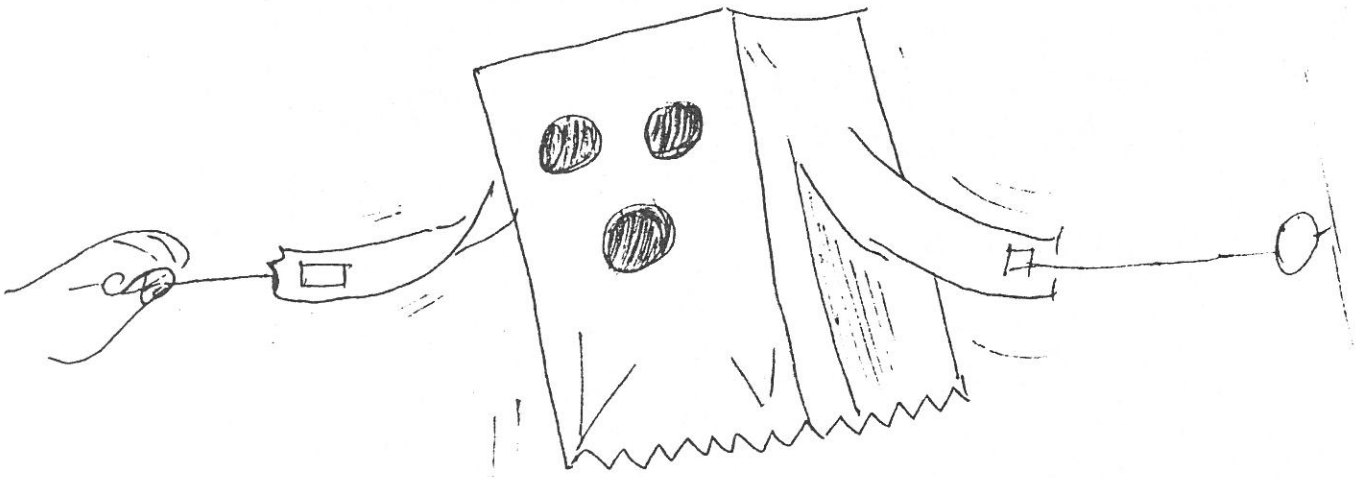


Material: Cardboard, aluminum foil, glass or clear plexiglas, picture from coloring book, magic markers, colored tape - adhesive backed.

Directions:

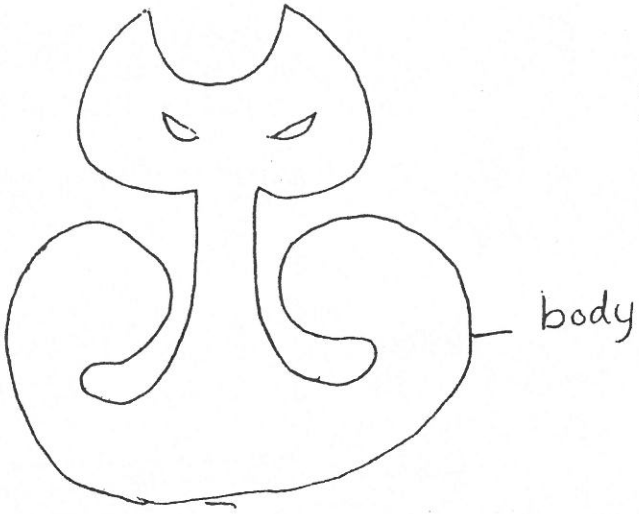
1. Place glass over picture.
2. Trace the outline of the picture with a black magic marker onto the glass.
3. Using different colored magic markers color in the outline.
4. Cut out cardboard same size as picture for backing.
5. Cut aluminum foil slightly larger than the glass. Wrinkle the foil, then straighten it out enough to fit glass, leaving the wrinkles in.
6. Place foil on top of cardboard, then place glass on top of foil with printing on inside facing foil.
7. Tape the four sides of all three together to form the frame.
8. Place a hook on back of picture - for hanging.

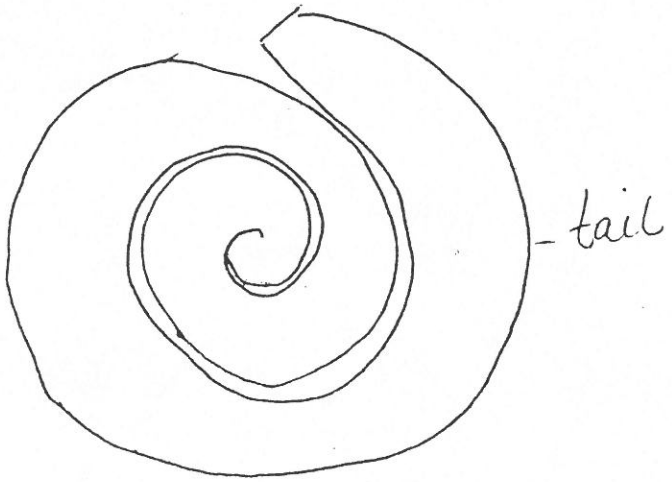
Paper Bag Ghost



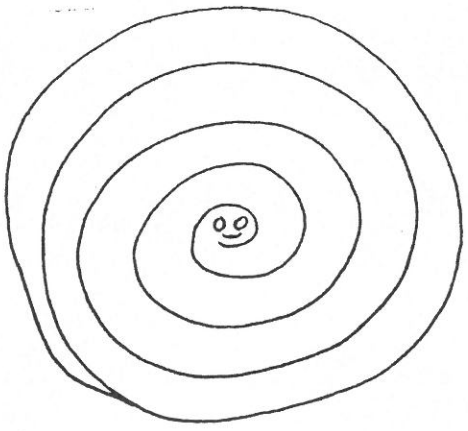
Use a large paper bag and cut
cut holes for eyes and mouth.
Next cut cut two arms on opposite
sides of the bag. Be sure to cut the
arms more than half way up the bag
as shown. Now, take 2 strong pieces of
thread (2" long) and tape to each arm
Tie one thread to a doorknob and
pull back and forth with other thread.
the ghost will jump up and down.

Spinning Cat





Draw and cut out two bodys from black paper. Glue the inside end of the tail to the bottom of the cat. Hang up on thread

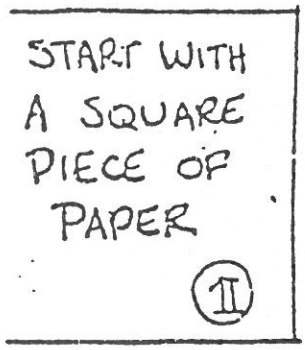


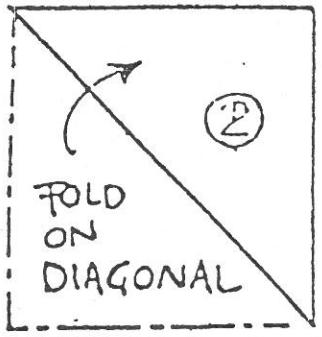
Sssssnake

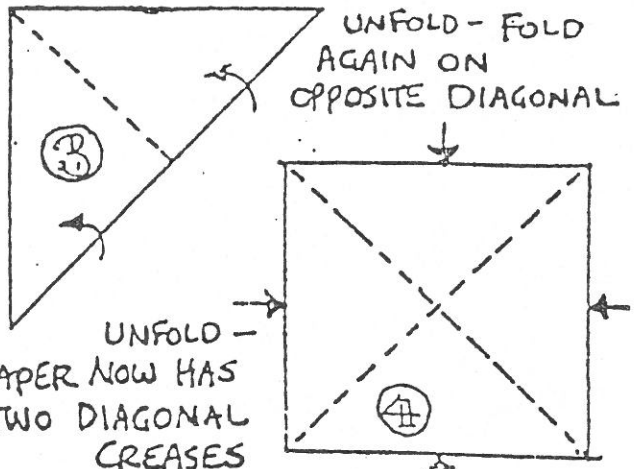
Cut out a circle of paper. Draw a snake on it color brightly. Cut out your snake tail first, keep cutting til done. Push a thread through his head and hang him up.

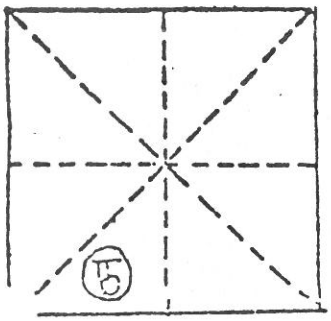
CRAFTS - THE FROG THAT OVER PARTED AND WAS TOAD AWAY

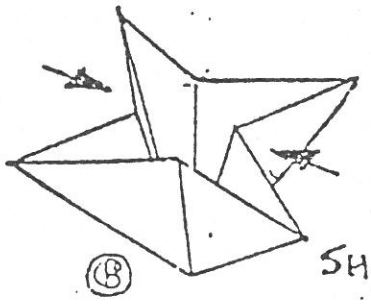
This is a fun craft project that can be used for contests of distance, heights and "lag". With lag use a string or draw a line. From a starting position, the Cub Scout tries to get his "frog" to hop or leap as close to the line as possible. Several attempts or a little practice will show how to develop the skill of "jumping". It is best to use several type of paper to determine which one has the best "frog qualities".

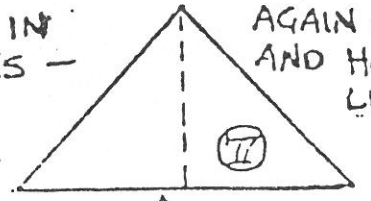


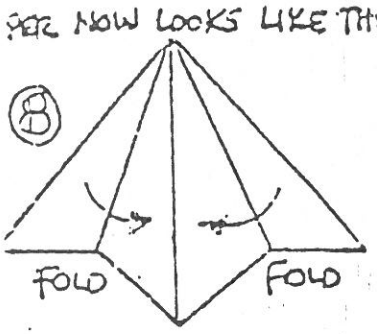


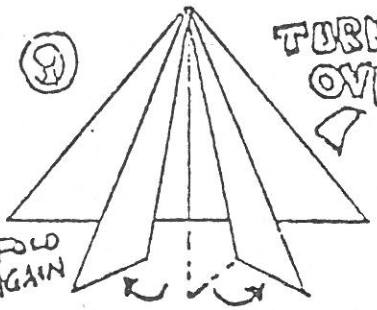


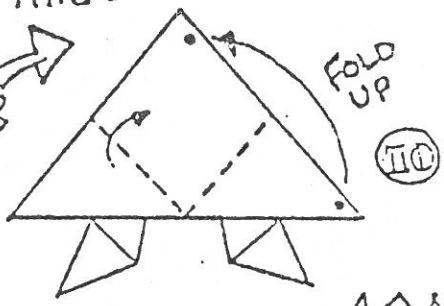


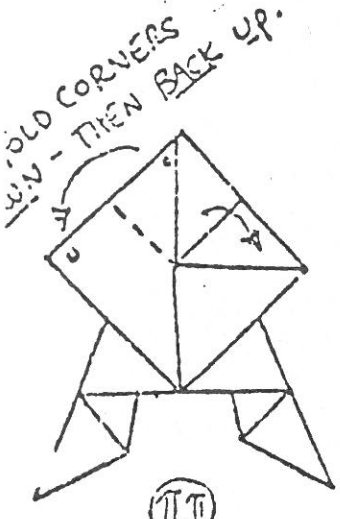


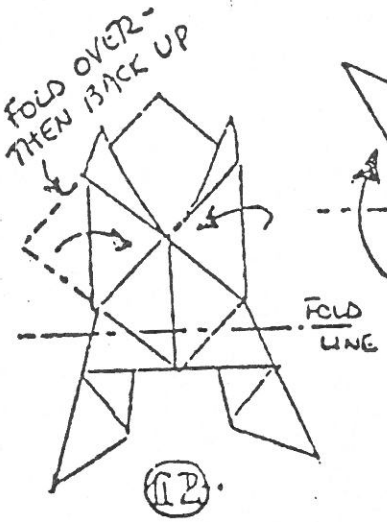


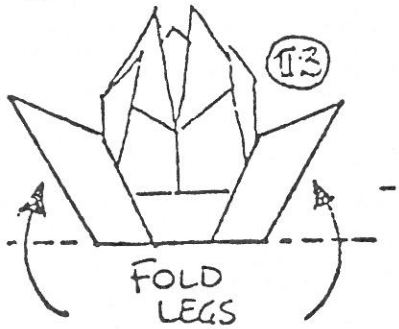


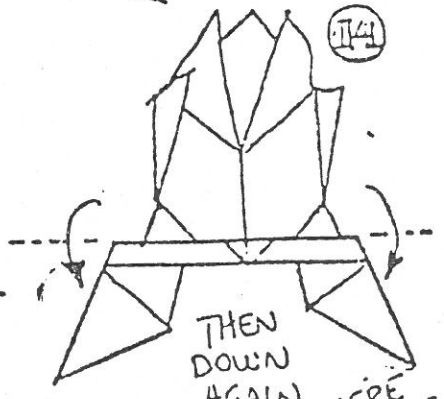


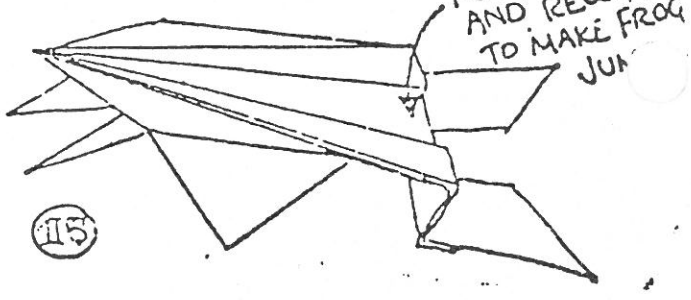




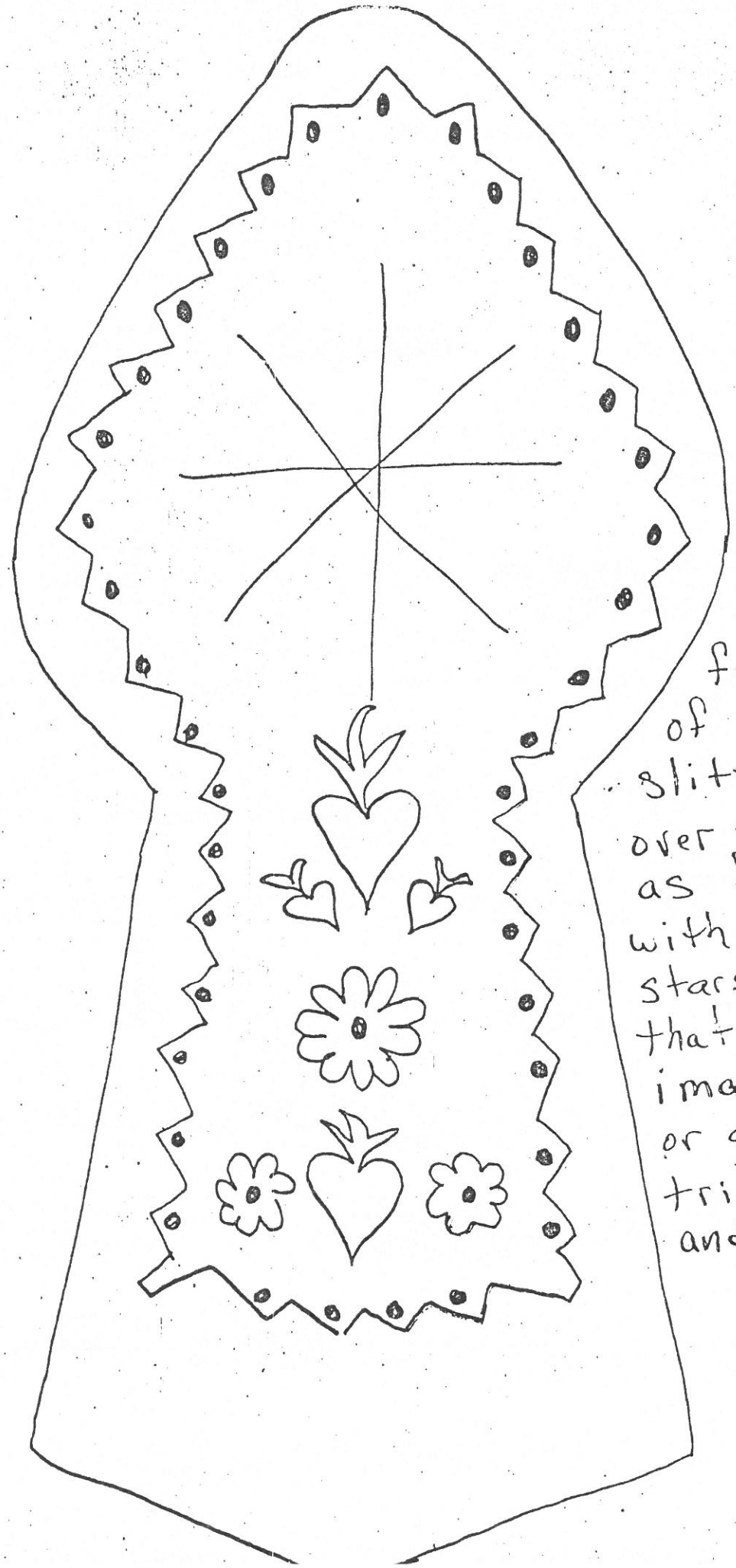








December

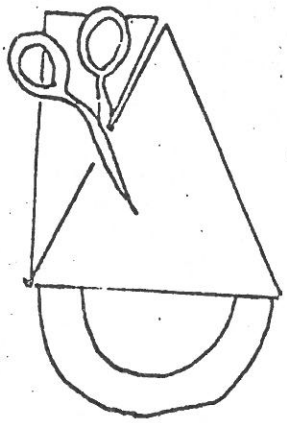


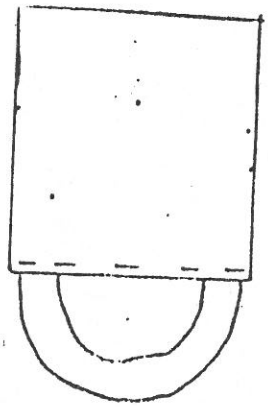
Doorknob Decorator

Cut as shown from a single piece of felt, and cut slits so it will slip over the knob. Decorate as fancy as you please with felt hearts, flowers, stars or anything else that pleases your imagination. Sew or glue on the decorative trim with Ric rack and sequins.

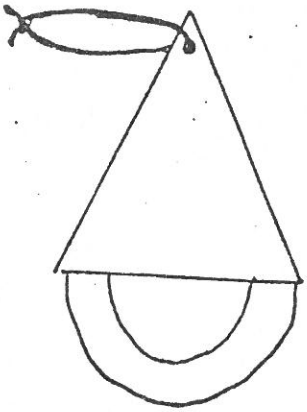
SANTA CLAUS FACE

1. Staple or glue a sheet of art paper to the top of a paper plate.

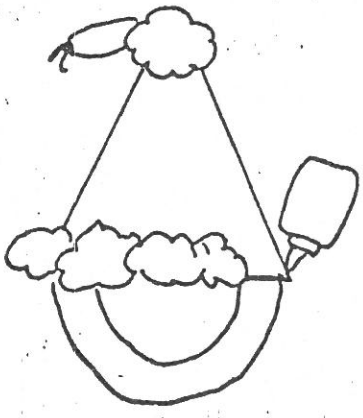




2. Cut as shown to make a Santa's hat.

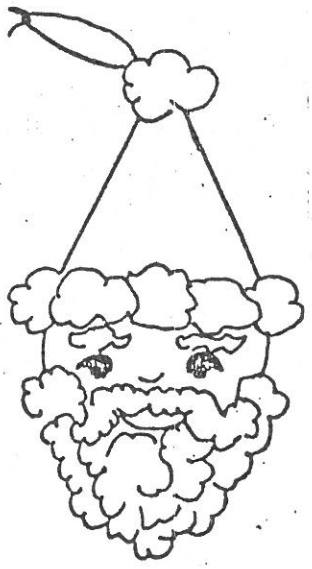


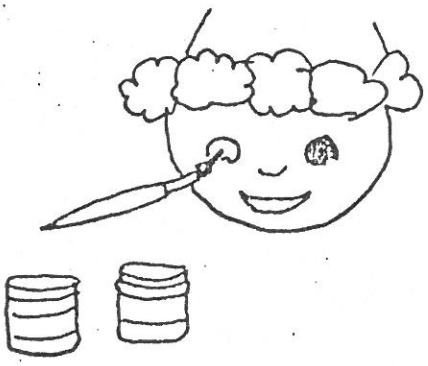
3. Punch a hole in the top of the hat. Put a string through the hole. Tie it to make a loop.



4. Glue cotton to the hat as shown.

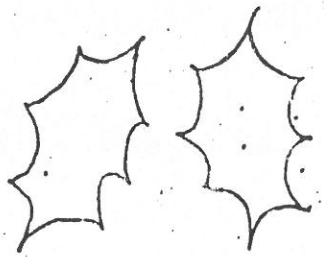
5. Paint a Santa's Face.



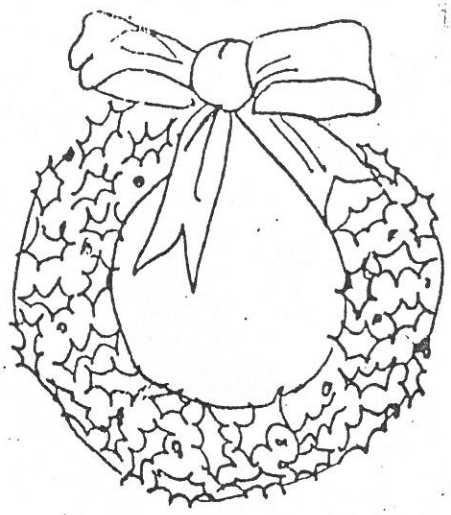


6. Glue on cotton for eyebrows. Glue cotton around the face to make a beard.

HOLLY WREATH



1. Make some small salt clay balls. (Put flour and salt in a bowl. Add water. Mix well. If clay is sticky add flour. If it is to dry add a little water. Shape and dry.) Paint red.
2. Cut out a lot of holly shaped leaves from green paper or felt.
3. Cut out the center of a paper plate.
4. Punch a hole in the plate rim. Put a piece of string through the hole. Tie the string to make a loop.
5. Glue the holly leaves and salt clay berries over the rim of the plate.
6. Glue or staple a ribbon bow on .



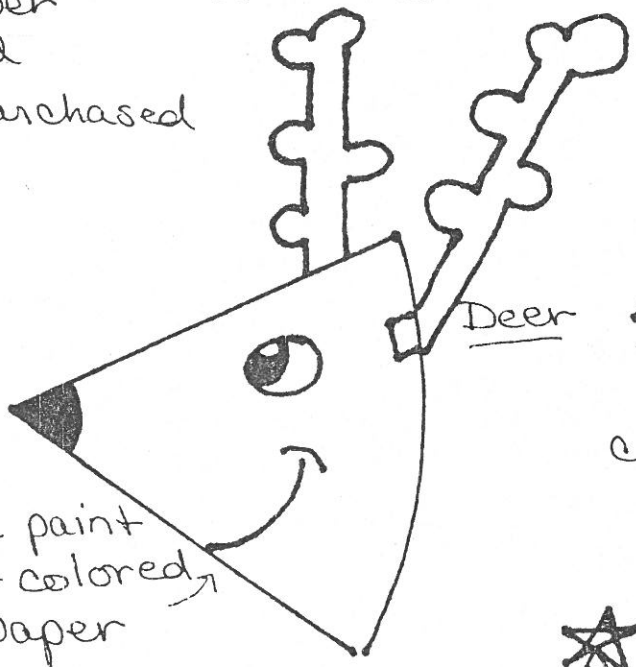
PASTA WREATH

1. Dye some raw pasta in food coloring. Let it dry on paper.
2. Cut center out of a paper plate.
3. Punch a hole in the plate rim. Put a string through the hole. Tie the string to make a loop.
4. Cover one side of the plate rim with paste.
5. Cover the paste with colored pasta and salt clay balls (above). Let it dry.
6. Glue on a ribbon bow.

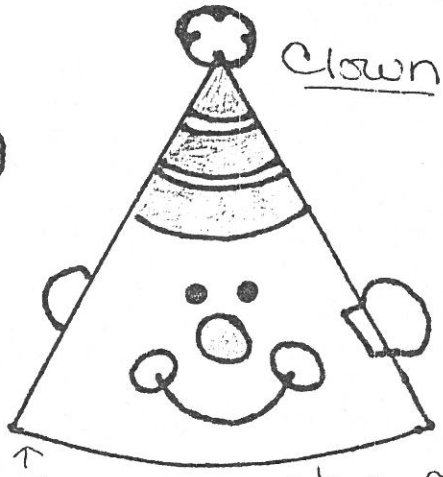


CONES

Cones- can be made from paper or cone shaped cups can be purchased or found.



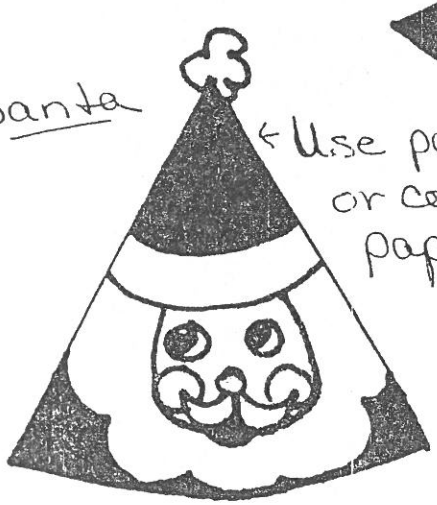
Deer



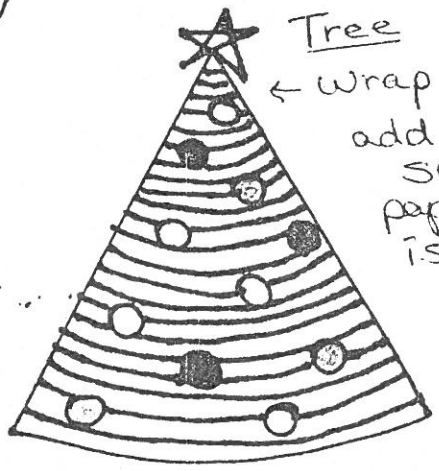
Clown

↑ Paint or glue on construction paper.

Santa



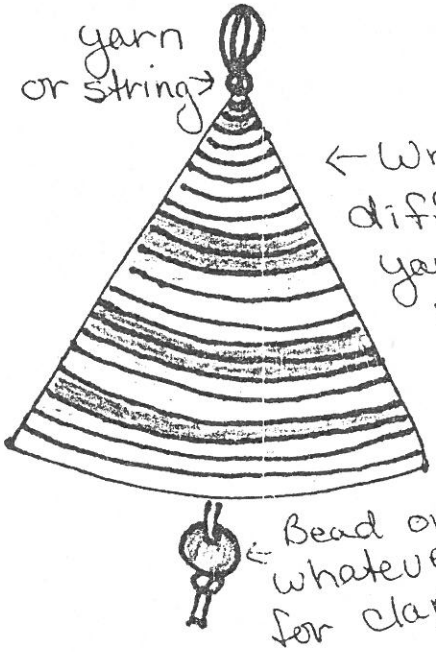
← Use paint or colored paper



Tree

← Wrap with yarn add ~~with~~ sequins, colored paper or whatever is available

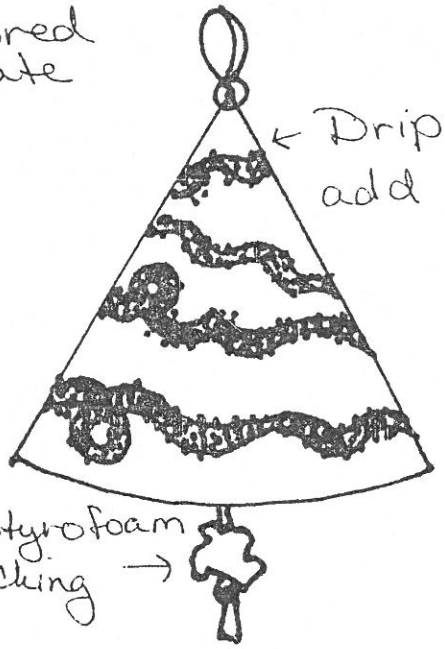
yarn or string →



Bells

← Wrap with different colored yarn to create stripes

← Bead or whatever for clapper



← Drip glue, add glitter

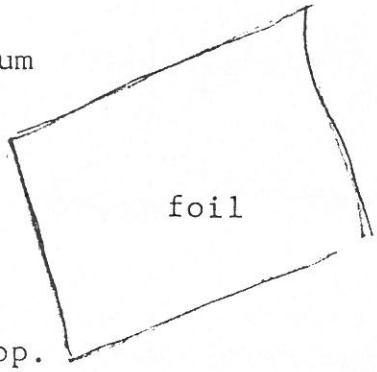
Styrofoam packing →

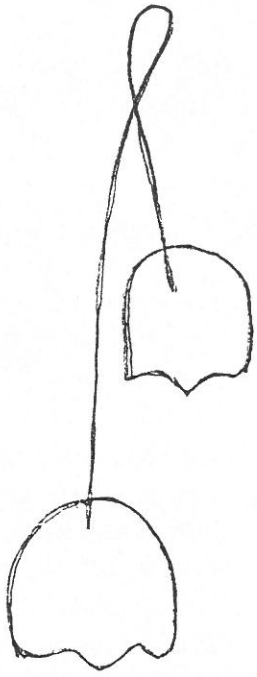
December

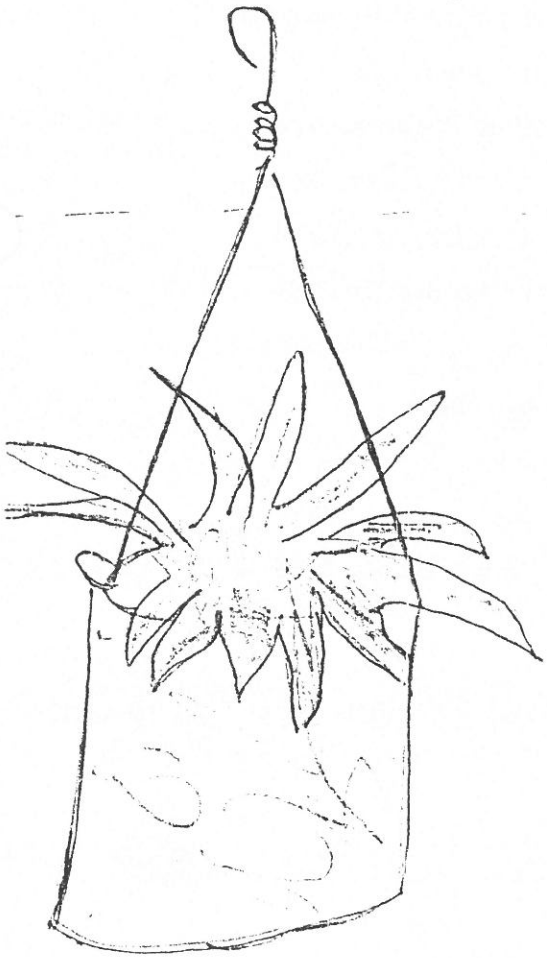
CHRISTMAS BELLS

1. Cut egg shape into bell shapes.
2. Cover with alumimum foil.
3. Poke hole through top
4. Run ribbon or yarn through hole and loop knot at top.









CAN PLANTER or CAMPFIRE POT

CAN PLANTER

TOOLS: Hammer, nail, pliars,

MATERIALS: Slack hanger with peg, 8 oz. can contact paper.

You will need to punch holes at athe top of the can to hang hanger in.

Decorate planter can with favorite contact paper around the can. Use favorite decals, or flower stickers for decoration.



First Aid Kit In A Can

An effective, yet inexpensive, first aid kit can be made by using either a two or three pound coffee can or other suitable container that has a plastic lid. Contents can be secured from first aid supplies generally found around the home or purchased at a minimal cost.

These kits prove of great value when carried in the trunk of your car, on a boat, while picnicking or camping or whenever you are away from home.

IT IS NOT ENOUGH TO CARRY A FIRST AID KIT WITH YOU... YOU MUST ALSO HAVE THE KNOWLEDGE TO USE IT EFFECTIVELY WHEN THE NEED ARISES. THE RED CROSS CAN TRAIN YOU IN THE TECHNIQUES OF FIRST AID. WHY NOT GIVE US A CALL.

SUGGESTED ITEMS YOU MAY WISH TO CARRY INCLUDE--

- 1 Tri-Angular Bandage
- 25 1" Band Aids
- 5 4" x 4" Gauze Pads
- 5 2" x 2" Gauze Pads
- 1 1" Roller Bandage
- 1 2" Roller Bandage
- 1 Roll 1/2" Adhesive Tape
- 10 Q - Tips
- 1 Small Bar Soap
- 1 Small Hand Towel
- 4 Large Safety Pins
  Scissors & Tweezers

TAPE A COUPLE OF QUARTERS ON THE INSIDE OF THE PLASTIC LID IN CASE YOU MUST PHONE FOR ASSISTANCE.

Columbus Area Chapter
American Red Cross
995 East Broad Street, Box 7200
Columbus, Ohio 43205

A TWO-BIT LIFE SAVER

Every vehicle needs a lifesaving first aid kit. Without trained personnel to use it, it would have little, or no value. A First Aid course offers the necessary knowledge. Here is a solution for the basic tools you would need to complement your knowledge. The following will cost you less than twenty-five cents.

The following are all you will need for your "TWO-BIT" Life Saver Kit:

Old sheets (such as the kind with holes in the middle, but the edges are fine.)

Make four (4) squares 39" x 39", cut in half diagonally (this makes 8 triangles). Wash. Dry and fold each one three (3) times, then press with a very hot iron. Fold again to shorten.

Eight (8) medium safety pins. Fasten one safety pin in each of the above bandages.

Eight (8) plastic bags with ties. Put one bandage with safety pin into each bag and fasten.

Eight (8) "strike anywhere" matches - tip dipped in wax to "waterproof".

One or two (1 or 2) only, one half-gallon milk carton(s) thoroughly rinsed and dried. Put all eight (8) plastic bags into the milk carton(s).

Close the milk carton(s), seal with paraffin, and put in your car trunk.

USE:

The triangle bandages can be used to bandage major wounds, as slings, as ropes to tie a victim onto a stretcher. They can be used as a bind for a suspected rib fracture, as smaller bandages by tearing them, or even as emergency signal flags. The uses are as numerous as your imagination permits.

The plastic bags can be used to slow the evaporation of fluid from burns and abrasions, and to prevent air from entering a chest wound that penetrates a lung.

The matches can be used to start a fire.

The milk carton(s) can be used as an improvised splint, an emergency water container, or set afire as a warning flare.

Make a two-bit life saver and you'll feel like a million.

As we all know the neckerchief slide is used to show what level of Scouting a youngster is in, Cubbing, Webelow, or Boy Scout. Tie slides can also show participation in a special event, Pow-Wow, Order of the Arrow, National Jamboree etc. The slide is also to show that a person has completed a phase of training such as Cub Woodbadge or Scout Woodbadge. All of the above are "official" ways a tie slide can be used. There are many more "unofficial" ways the slides can be used. As items to trade, to show your whittling skills, or just for fun.

In this Pow Wow Craft you will find slides that will follow the themes of the month for Cubs and Webelos. Some take more skill than others. You will be able to use a lot of scrap supplies to make the majority of these projects.

The largest problem I have found in making neckerchief slides is finding materials to make the loop out of. In most cases I have found that white, plastic, plumbers pipe can be used quite satisfactorily. The 1/2" inside diameter will fit the average neckerchief adequately snug to stay in place, unless the slide is overly heavy or large. The average length should be 1/2" long. For heavier slides or larger slides the pipe should be cut longer, such as, 3/4" or 1". On some slides made of wood, strips of leather, cloth, pipe cleaner or a variety of other products can be used to support the slide around the neckerchief. The items for slide backs in each material list is only a suggestion. You can use anything that you have available that will support the slide.

Always try a slide before trying to do it with a group of boys. Remember to always use safety practices.

Good Luck and
Happy "Sliding"

MATERIALS: Medicine Plastic
measuring cup
Paint

Drill a ½" hole in the botton of cup.
Use the paint to make it look like there is liquid in the beaker.



MOUSE SLIDE

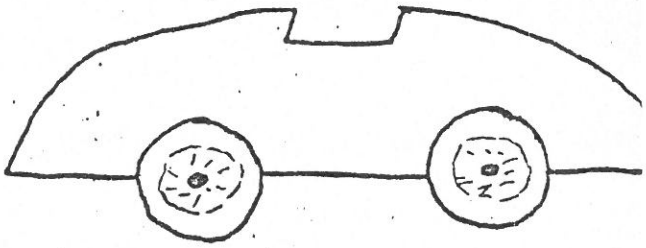
Materials: Pecan-in shell, brown yarn, pink felt, white glue, white acrylic paint, fine point black felt tip pen, pipe cleaner.

1. Cut strip of yarn for tail.
2. Cut small ears from pink felt.
3. Glue on tail and ears.
4. Paint white eyes and let dry.
5. When dry, use felt tip pen and put black dots in eyes.
6. Glue pipe cleaner loop to back.



Supplies;

¼ in. plywood
Milk jug
Paint
PVC

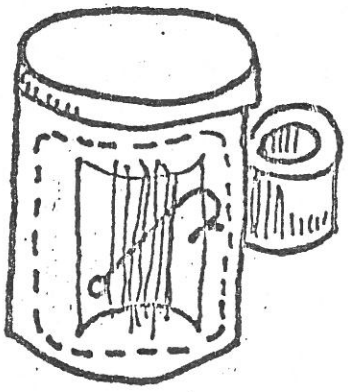


You can use wood or a milk jug cut the design. Paint as you see fit then seal with a clear paint. Then glue your PVC or anything to make a loop. Can even use it as awards for your Pack meeting Derby.

INSTANT FISHING KIT

Materials: 1 - 35mm Plastic film can
20 ft. good fishing line
2 - #4 hooks and 2- lead weights
Small Cardboard and Tape
a fishing fly or fish stickers

Cut the cardboard to fit the diameter and height of the film can. Cut a curve on each end of the cardboard to aid in holding the fishing line with a hook and weight. Tape the end of the line to cardboard and wrap the line around the cardboard loosly so it will notcolapse. Secure the sharp end of the hook under the line. Tape the extra hook and weight inside the can. Epoxy a ½"x¼" piece of plastic plumbers pipe to the back of the film can and decorate the can with a fly or fish stickers as desired by boy. When fishing the can slide serves as a bobber line too, when snapped over the line.

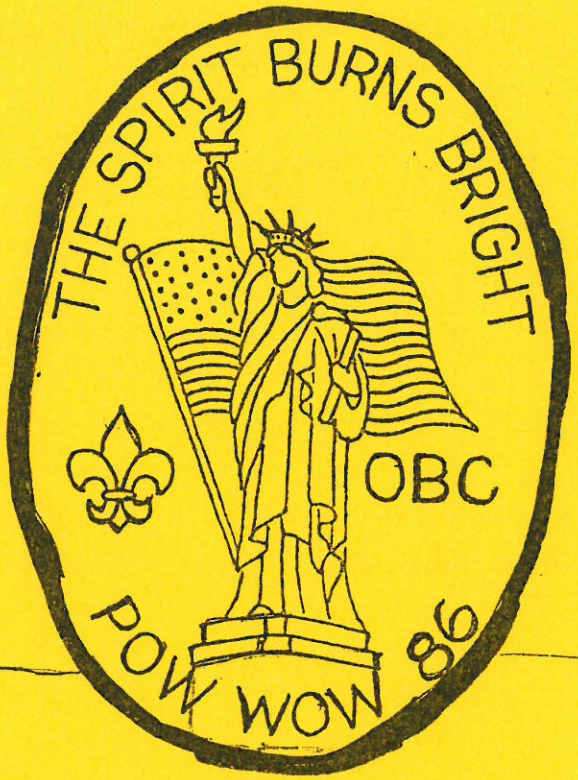


AS THEY LEAVE CUB SCOUTS THEY BECOME STRONGER

THROUGH A CONTINUED SCOUT PROGRAM - LEADERS

ARE THE STRENGTH OF OUR WORLD. REMEMBER YOU HELPED.

NO LEADER IS AN ISLAND-NO CUB CAN STAND ALONE.



Webelos to SCOUT TRANSITION

The Webelos Legend

Hear now the Webelos legend; the tale of the Webelos tribe and Akela, its chieftain.

"Whoooo" called the owl in the darkness. The small Indian boy lay in his tepee and listened to the rustle of the trees in the night. "Boom!" went the deep, muffled beat of the great ceremonial drum. The braves of the tribe were convening. The boy wished that he, too, could answer that call.

Quick like the flight of an arrow; quiet in the hush of the night; before a great fire they gathered, awaiting Akela, their chief. Here in the great council fire ring, on top of the cliff, they met. Here they often came to make decisions. Here too, they sought the Great Spirit and asked His help on hunts and war and peace. Here they met Chief Akela, and awaited his final decree.

Now with the "Boom" of the big drum, all was quiet. The night was very still. The great ceremonial fire, when lighted, illuminated the hillside. The tom-toms began slowly and set the rhythm. Akela stepped into the ring as the tom-toms beat, first low and slow and then like thunder. Akela danced near the fire. He danced with grace, and his gestures told of his life. He told of the strength of his father, the powerful Arrow of Light. He told how his mother, Kind Eyes, taught him those things that only a mother can know. He told how his father helped him make his bow, and how he once saved his mother's life with his arrow.

The tom-toms beat on while Akela's dance told of trips to the forest, where Wolf taught him the ways of the wild life, of the ground, of the tracks, and ways to find food. Through dance and gesture he told how he next faced Bear and learned the meaning of courage. And then he became a young scout of the trail.

Akela, the wise, closed his dance. By sign and gesture he told how the tribe can be strong only when the boys of the tribe are strong. He said this: "The future is hid, but if we are strong and brave; if we teach our boys to be fair, our great tribe will continue to be strong."

And so Akela ended his dance. The beat of the tom-tom was stilled. In silence the warriors stood, and then gave a loud gutteral "How." The fire burned low. All was still. No sound broke the hush on the hill, save the crackle of the dying embers and all the mysterious half-noises of the night. The braves raised their right hands toward heaven. Living Circle was formed with their left. The Webelos tribe pledge was given ... "To live and help live" ... was their pledge.

This, then, is the Webelos legend. This, then, is the reason they are strong. They honor the pledge which they make. "To live and help live" is their goal.

YOU, AS A WEBELOS LEADER

So now you are a Webelos den leader! You made the plunge; decided to commit one night a week to meetings at your home and halfway decided what place in your home will serve as a meeting place. And now the realization sinks in: "Where do I go from here?" The best thing you can do is prepare yourself!

Don't attempt to carry the load yourself. You have a group of fathers who should be included with you in the program. Help them realize that it is their program and then depend on them to lend expertise in aspects of the program. Invite them to attend by determining their interests and abilities and using them. Each father has something to contribute.

Set goals that you want to accomplish during the year. Outline your program for the year and plan ahead to involve as many people as possible. Plan each meeting ahead of time. Some of us have found it helpful to sit down and plan the next week's meeting following this week's meeting. This will give you time to prepare.

Understand the Webelos program so you can help the boys and their dads grow through the program. Help the boys understand their leadership role at pack meeting and at pack activities. There is a lot of material available to help you. One of your best resources is the monthly DISTRICT CUB LEADER ROUNDTABLE, where you can exchange ideas with other Webelos leaders.

The Webelos program attempts to prepare boys for Scouting. You should learn which troops are active in your area. Get acquainted with the Scoutmaster of these troops. Many times troops will be glad to have your Webelos den go along on a camping trip or other outdoor activity. Take your boys to visit some troop meetings during the year. Help your boys decide before graduation time which troop they want to join; then at pack graduation ceremonies, ask the Scoutmaster to come and receive the boy into his troop. Everything you can do to lessen the boy's apprehension about going into Scouting will help. You should also consider moving into the Scout troop with your Webelos Scouts.

Involve the boys in program planning. They need to learn leadership, and they will surprise you with their ideas. Get them involved in setting a code of discipline for the group.

Leadership is learned and developed. You can become an effective Webelos leader if you will prepare yourself and take the time to learn. Remember to be flexible in your planning. There are no "Pat Answers" to handling boys. Don't be afraid to experiment. Be thankful for the opportunity which has come your way to work with and influence the lives of boys. There is a great deal of satisfaction in helping boys along their way to manhood.

It has been said that life is 10% what you <u>make</u> it and 90% how you <u>take</u> it. Keep a good attitude and you and the boys will have one of the best years of your lives.

See Chapter 4, <u>"Cub Scout Leader Book"</u> for more information on leadership.

THE WEBELOS SCOUT



The year spent in the Webelos den will do much to determine the future of the boy in the Scouting program. This is the year of change... change from female-directed program to male-directed program; change from working on a short range project to a longer range one; change from a home oriented handicraft program to one which requires observation, analysis and points the boy towards the outdoors. Rather than looking at the Webelos program as a continuation of Cub Scouting, it should be considered as a step of Scouting. You, the Webelos Leader have the responsibility, fun and satisfaction of being able to watch your boys mature in their handling of new problems and increase their ability to expand into new areas of activity.

The Webelos Scout is older, bigger in stature and more advanced in knowledge and experience than the other boys in the pack. He definitely doesn't want to continue to do the things which the 8 and 9-year-old boys are doing in their dens.

These boys are real testers. They size up their leaders, teachers and even parents to see what they can get away with. They want a line drawn telling them how fare they can go, but will constantly try to bend or move the line once it's there. This means you must stand firm once the line is drawn. Your discipline should be consistent, impartial and fair. Because they still lack adult judgment, they also need reminders when it comes to responsibility for property--theirs and others.

Like every living person, the Webelos Scout thrives on praise and sulks at criticism. He is eager to please those he likes. Your demonstration of interest, sincerity and genuine liking will result in intense loyalty to you and the Webelos den. As long as you are fair in all dealings and make reasonable requests, your Webelos Scouts will follow your leadership and participate in the program.

Ever watch two or three 10-year-olds at unsupervised play? One pokes another and then runs, challenging the other to catch him. If the other boy does catch him, what happens? He gives a shove and then runs expecting to be chased by the first boy. Run and chase - chase and run. Yet right in the middle an ant hill is spotted. Suddenly the running and chasing stops. Down on hands and knees, the boys carefully watch the work done by those tiny insects. This intent study is interrupted by the sound of a model airplane motor three blocks away. The ants are forgotten. The boys are off on a new venture, tearing off to get there while it's still flying. This play pattern gives you an insight into their attention span.

This means the den program should not stick to any one thing very long. An ideal program is quite variable with short periods of seriousness, games, instruction, contests and crafts. If any part of your meeting lasts more than 10 minutes, you may have horseplay. If you try to carry out the same activity for 15 minutes or more, you are in real trouble.

Remember, RUN isn't any single part of the meeting. It's present at every meeting from the time the first boy arrives until the meeting is over.

Each of the following leaders plays a vital part in the overall objective of graudating the Webelos into a Boy Scout Troop.

Webelos Den Leader

Must be a male, 21 years of age or older, and of good report. He should enjoy working with 10-year-old boys and emanate a character and example that young men would like to become. He could be the father of a member of the den. This person should lead the den in a full 12 month's program.

Assistant Webelos Den Leader

A male, citizen of U.S.A., of good moral character, who assists the Webelos Den Leader in carrying out the overall program.

Webelos Den Chief

A registered Boy Scout who is active in a Troop and selected by his Scoutmaster to serve as program assistant to the Webelos Den Leader. He should preferably be of First Class Rank, have completed Webelos Den Chief Training and have the skills to conduct activities necessary for preparing the Webelos for the Boy Scout Troop experience.

Activity Badge Counselor

An adult, often a parent of a Webelos, who has knowledge and skills to teach one or more activity badge competency. He should be recruited by the Den Leader and be able to instill self-confidence in den members, in strengthening their relationships with adults.

Troop Webelos Resource Person

An adult male registered with a Scout Troop. He can be an Assistant Scoutmaster or Troop Committeeman, and should be the liason between the Troop and Pack. He should aid in planning joint activities between the Troop and Pack, including an exciting graduation program. His major task is to insure a smooth transition from Webelos Scout to a Boy Scout Troop.

Pack/Troop Relationship

With the help of the Unit Commissioner, make a list of nearby Troops, with leaders' names and phone numbers. The Unit Commissioner can help bring together the Webelos Den Leader, Cubmaster, and Scoutmaster for their first meeting. If a Unit Commissioner is not available, either the Cubmaster or Webelos Den Leader will need to take the initiative to get things going.

Goals: get acquainted, define responsibilities, leadership needs, plan for joint Webelos/Troop activities and set a calendar for these events, plan to maintain regular communications to keep everyone interested and informed.

See Chapter 4, "Cub Scout Leader Book" for details of leadership responsibilities.

UPDATE ON WEBELOS

A task force of veteran volunteer and professional Scouters have taken a hard look at the Webelos Program for the past three years, what it was doing and how it might improve.

As a result, their suggestions became BSA policy in January, 1984. The changes fall into three areas:

Advancement
Leadership
Uniforming

The Webelos Badge requirements have been extended to include a religion section. Future editions of the Webelos Scout Book will have a notebook section for the Webelos Scout to record his progress toward earning both the Webelos badge and the Arrow of Light. Later, when the boy joins a troop, the Scoutmaster holds a conference with him, during which the boy presents the notebook portion of his handbook as evidence he has completed his badge work in the pack. If the Scoutmaster is satisfied that the boy has earned the Webelos Badge, he may award him the 'Boy Scout' rank without further testing.

There is another change having to do with the Arrow of Light award. Ordinarily, when a boy joins a Boy Scout troop he must be active in his troop and patrol for two months before he receives the Tenderfoot Badge. A Scout Leader may waive that tenure requirement if a boy has earned his Arrow of Light and passed the remaining Tenderfoot requirements.

Webelos Citizen activity badge requirements have also been changed to blend with those of the Citizenship skill award in Boy Scouting. By completing the Citizen badge, the Webelos Scout will get a head start at earning his Boy Scout skill award.

Two changes affect boy leadership in the troop. To offer Boy Scout leadership training, and to make the Webelos graduate feel welcome, an older Boy Scout will act as a "sponsor" for the newly-accepted boy and help him earn his Tenderfoot Badge. In addition, the Webelos Den Chiefs will participate in the patrol leaders council when Webelos-Boy Scout activities are discussed.

The most visible change has to do with the Webelos Scout uniform. Cub Scout pack leaders will decide if their Webelos Scouts will continue to wear the blue Cub Scout uniform or wear the Boy Scout khaki green shirt and pants. Whichever decision is made, it is to be followed by all Webelos Scouts in the pack.

The Webelos Scout cap, colors, neckerchief and slide are worn no matter which uniform is chosen.

The uniform change was prompted by many boys outgrowing their blue uniform by the time they are 10 and the khaki uniform would go on into Boy Scouts with a change of insignia.

WEBELOS PROGRAM RESOURSES

Application for local Tour or Camp Permit - No. 4426
Application to Become a Den Cheif - No. 4211
Big Prints (set of instructions charts for six activity badges) BL-61
Boys Life Magazine (each month presents a full page of avtivity badge help)
Cub Scout Program Helps (four meeting outlines for nine activity badges)
Cub Scout Songbook - No. 3221
Boy Scout Songbook - No. 3224
Den Advancement Report - No. 3847
Den Cheif's Denbook No. 3211
Games for Cub Scouts - No. 4392
Group Meeting Sparklers - No. 3122
How to Be a Den Cheif - No. 6453
Individual Cub Scout Record - No. 3827
Staging Den & Pack Ceremonies - No. 3818
Webelos Den Activities - No. 3853
Webelos Den Leaders Book - No. 3217
Webelos Den Meeting Program - (planning sheet) - No. 3852
Webelos Scout Advancement Chart - No. 4187
Webelos Scout Book - No. 3209
Cub Scout Water Fun - No. 3220
Safe Swim Defense - No. 7368 (poster)
Boy's Life Reprint Booklets:

- 26-023 Webelos Scout Helps
- 26-025 Fun With Tools
- 26-026 Stunts and Skits
- 26-041 Cooking skills & Menus
- 26-042 Hiking & Camp Equipment
- 26-043 Handicraft
- 26-044 Pioneering
- 26-046 Toughen Up
- 26-097 Our Heritage of Freedom
- 26-047 Showman Activity Badge
- 26-048 Outdoorsman Activity Badge
- 26-049 Sports Tips
- 26-053 Forester Activity Badge
- 26-054Naturalist Activity Badge
- 26-057 Craftsman Activity Badge
- 26-079 Engineet & Traceler Activity Badges
- 26-084 Indian Lore
- 26-094 Nature Hobbies
- 26-095 Bill Of Rights
- 26-099 Law and Justice
- 26-082 Geologist & Scientist Activity Badge Helps

REMEMBER TO ATTEND
YOUR MONTHLY DISTRICT
CUB LEADER ROUNDTABLE

Experienced leaders strongly recommend keeping a den program resource file with a folder for each of the 15 activity badges, The folders could contain Boy's Life Reprints booklets, clippings from Boys' life magazine or other magazine, reproductions from Roundtables, Pow Wows, etc.

CROSSING THE BRIDGE INTO SCOUTING

PERSONNEL: Webelos Den Leader, Cubmaster, Scoutmaster, Senior Patrol Leader, Graduating Webelos Scouts and their parents.

EQUIPMENT: A rustic bridge, two spotlights(one directed at each end of the bridge) Scout Neckerchief, Scout Handbook.

ARRANGEMENT: Place the bridge on the stage or in front of the Pack meeting room. The Webelos Den Leader, Cubmaster, Graduating Webelos Scout and his parents stand at one end of the bridge. On the end is a Scoutmaster with his Senior Patrol Leader holding the rolled Boy Scout Neckerchief. The Webelos leader has the Boy Scout Handbook.

CUBMASTER: During the years you and your son have been in Cub Scouting we have had numberous opportunities to work together along the trail. Now .....has reached the age of eleven and is leaving the Pack to enter Scouting, I am sure you are going to find the same satisfactions there that you have found in Cub Scouting.

As a symbol of the growth of your son and his entrance into Scouting may I ask that he stand before me where I will divest him of his Webelos neckerchief and on behalf of the Pack, will give him the Boy Scout Handbook. You and he will then cross over the bridge into Scouting, to be welcomed by Scoutmaster..... of Troop_____

(After neckerchief has been removed and Scout Handbook presented, salute him. The Webelos Scout and his parents cross the bridge and stand before the Scoutmaster.)

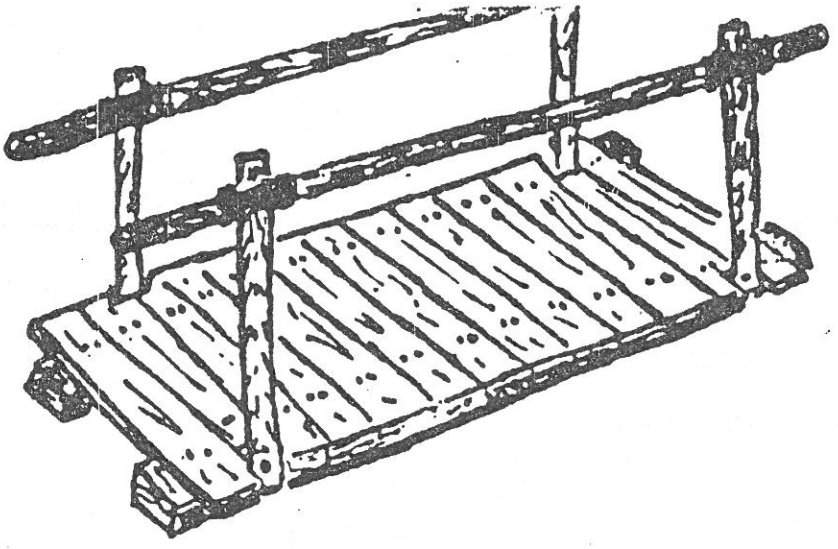
SCOUTMASTER: (Greets Webelos Scout and Parents with Scout Handshake):

As Scoutmaster of Troop.....it is indeed a pleasure for me to welcome you into the Troop. I would like to introduce you to ..... Scoutmaster leader with whom you will be working with the coming year. Also to the Senior Patrol Leader of the Troop.....

And now I present you with this Scout Neckerchief. (Senior Patrol leader places neckerchief around boys neck and Knots the end.)

May you wear it with pride, it's colors are those of Troop..... which wecolmes you as its newest member.

(Optional: Scoutmaster can explain the function of the troop. He can also quiz the boys on some of the Scout Requirements, i.e.: Scout Oath, Scout Law, Scout Promis and Moto.)

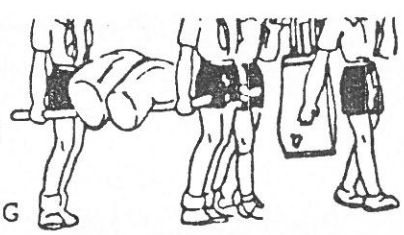


2 EA. 4"x4"x8' BASE
1½"x7"x3' BRIDGE PLANKS

2 EA. PINE POLES approx. 2" O.D. X 8" long
4 EA. PINE POLES approx 6" O.D. X 39" long
(Pine poles should be notched at each end)
4 EA. ⅝-18 X 6" Stove bolts
4 EA. Lengths of rope approx. 2' long

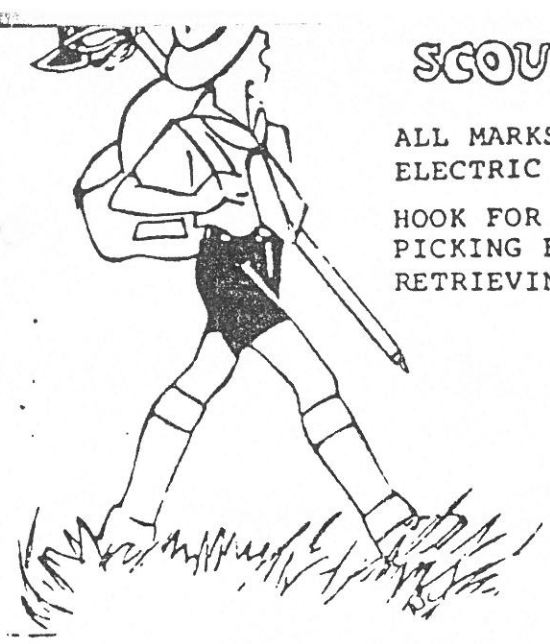
Base and Bridge Planks are nailed together to form one unit.
Pine Poles for Rail Supports (6" O.D. x 39" long) are bolted to bridge frame (4'x4') by ⅝" Bolts
Pine Poles for Bridge railing are lashed together with rope
*TO ADD A RUSTIC EFFECT "TORCH" WOOD PLANKS"

SCOUT STAVE



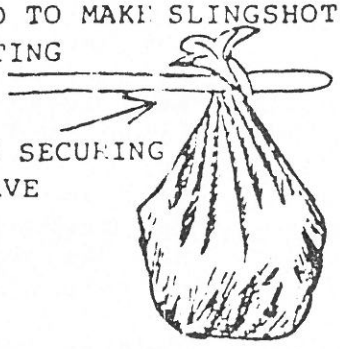
ALL MARKS ARE BURNED ON STAVE WITH ELECTRIC BURNING TOOL.

HOOK FOR VARIETY OF USES, INCLUDING PICKING FRUIT, WEIGHING FISH, AND RETRIEVING ARTICLES.



PEEPHOLES DRILLED AT RIGHT ANGLES TO EACH OTHER FOR MAPPING A 90 DEGREE ANGLE.

HEAVY RUBBER BAND TO MAKE SLINGSHOT FOR SURVIVAL HUNTING



LARGE HOLE FOR SECURING BUNDLES TO STAVE

PUT WATERPROOF WOODEN MATCHES IN HOLE AND COVER WITH TAPE

MARKS ON STAVE AT POINTS WHERE KNOWN WEIGHTS BALANCE. USE AS SCALE TO WEIGH OBJECTS ON HIKES

THIRTY TO FIFTY FEET OF FISHLINE WRAPPED TIGHTLY AND SECURED WITH CLOVE HITCH. FISH HOOK AND BAND AIDS UNDER LINE.

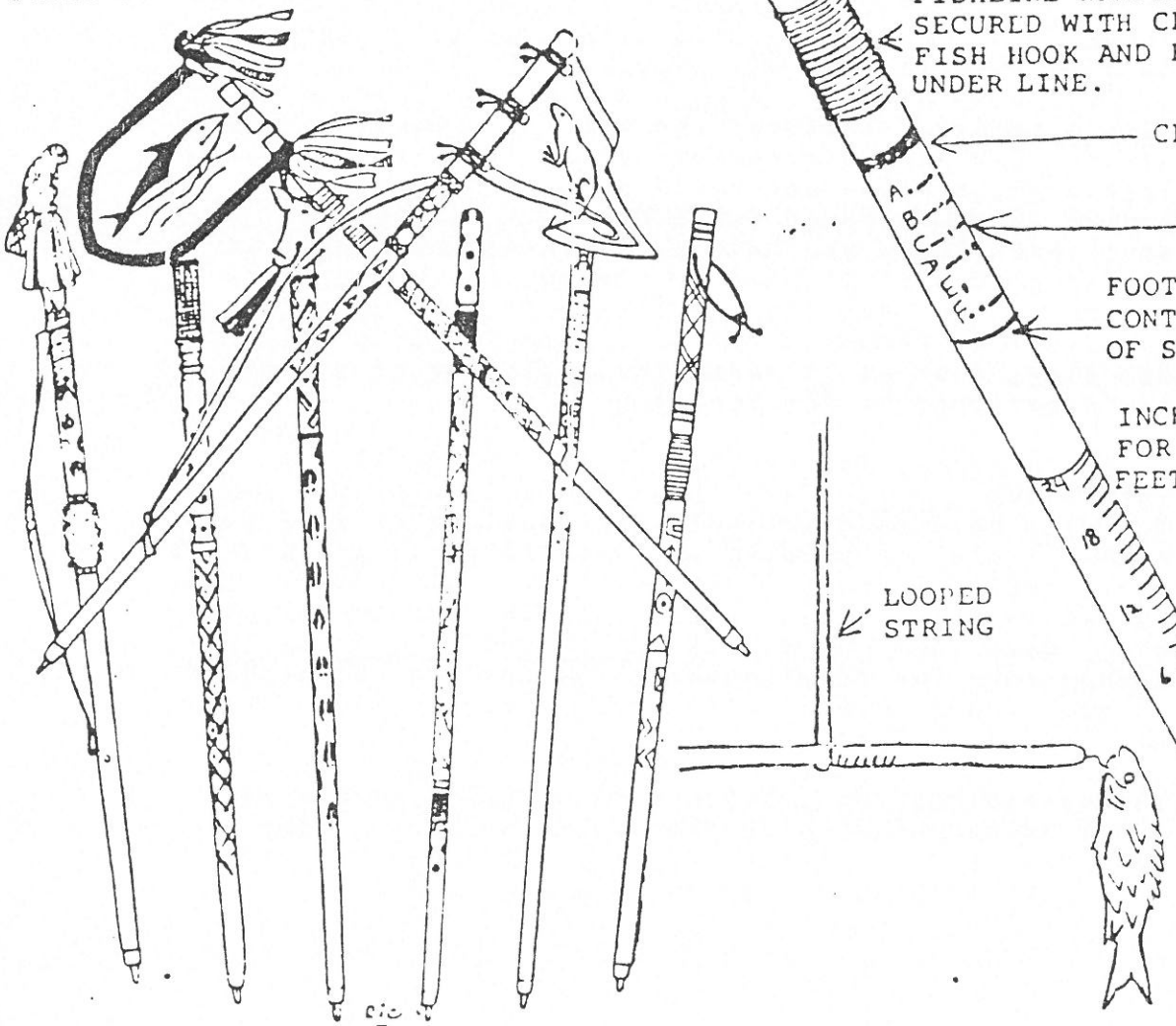
CENTER MARK

MORSE CODE

FOOT SCALE CONTINUED TO END OF STAVE

INCH SCALE FOR FIRST TWO FEET OF STAVE

LOOPED STRING



GRADUATION CEREMONY - THE MILEPOST

PERSONNEL: Cubmaster, Den Chief, graduating Cub Scout, Cub Scout's parents, Scoutmaster and two Scout aides.

EQUIPMENT: Troop neckerchief for graduate.

CUBMASTER: (Addressing audience) Cub Scouting is the younger boy part of the great Scout movement.

As a Webelos in the final months of his Cub Scouting experience, a boy learns the requirements for the Tenderfoot Scout rank. He decides what Troop he will join and with his dad, arranges for his entrance into Boy Scouting on his 11th birthday. Tonight our Pack has the privilege of bringing another Cub Scout to this significant milepost.

(Addressing Den Chief) Den Chief, (name), will you escort Cub Scout (name) and his parents forward. (Cubmaster greets them) (Cub's name) has chosen Troop ___ as his preference. The Scoutmaster of Troop ____, Mr. _____, is here. We will ask him to come forward with his aides.

(Cub's name), I remember the night you became a Cub Scout. You and your parents stood in this same spot. That night a whole new world of opportunity was opened to you through Cub Scouting. During the past three years you have expereinced what comes in giving good will to others. As you reach your 11th birthday, you have the privilege of becoming a Boy Scout. This ceremony marks the completion of your Cub Scouting, just as it marks the beginning of a whole new experience in Boy Scouting.

SCOUTMASTER: (Cub's name), it is a real privilege to welcome you into Troop _____. As a Scout you will hike and camp. You will have an opportunity to continue to grow into a useful citizen because you will participate in civic activities and learn the thrill of helping other people by practicing the habit of doing a good "turn" every day. And now Scouts _____and _____will exchange your Cub Scout neckerchief for the neckerchief of your Troop, symbolic of your graduating from Cub Scouting into Boy Scouting.

(Aides replace the Cub Scout neckerchief with a Boy Scout neckerchief, give the Scout handclasp, step back and salute. The graduating Cub Scouts should have been coached to return this salute.)

GRADUATION CEREMONY

SETTING: Call the graduating Webelos Scouts and parents forward. Turn off house lights. Used with Pack Totem.

CUBMASTER: When you boys joined Cub Scouting, you came to us as Bobcats. This was a rank that each of you had to achieve before going any further. (Light Bobcat)

You were a member of a Cub Scout den where you worked on projects that helped develop your skills and mental ability. You made new friends and had lots of fun. Then you earned the Wolf rank. (Light Wolf)

When you began working on the Bear rank, you found the achievements harder and more challenging. That was because you were growing older. Soon you had earned the Bear rank. (Light Bear)

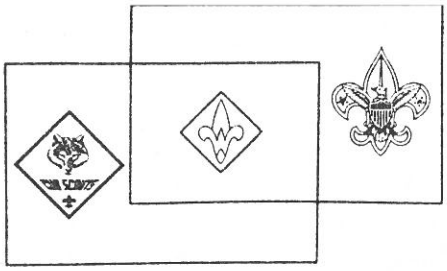
Then when you were old enough, you transferred into a Webelos Den with Mr. _____ as your Leader.

WEBELOS DEN LEADER: The activities in the Webelos Den were a little different from what you were use to. That's because you were getting ready to be a Boy Scout. First you earned your Webelos rank, (Light Webelos) and some time later you earned the Arrow of Light award. (Light Arrow of Light)

Do you remember our first campout? (Reminisce at this point, saying something that each boy has done during the past year) Well, you boys didn't stay boys long. Look at you! All of you have grown into fine young men who have left their mark on my heart. I am very proud of you. I remember how hard you worked to learn the Scout Oath and the 12 points of the Scout Law. Now you are going on to something even more challenging and fun.

SCOUTMASTER: (Welcomes new Boy Scouts and parents to the Troop. Tells them a little about what they can expect. Issues a challenge to each boy, hoping he will attain the rank of Eagle Scout).

(Note: you may also wish to include the exchange of Webelos neckerchief for the Troop neckerchief, or presentation of Boy Scout Handbook.)



Webelos-To-Scout Transition For Webelos and Pack Leaders

A source of new boys is vital to the continuance of the Boy Scout troop, and troop leaders are looking to your Webelos den

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Troop Leaders Need Your Webelos Scouts

The troop is in constant need of new members. Your graduating Webelos Scouts are exactly the kind of prepared, active, and interested members they want. Moreover, troop leaders can appreciate your needs.

Troop Leaders Can Help

Ask troop leaders to assist on father/son overnighters, Webelos badge and Arrow of Light Award advancement, and joint activities.

Cooperative Involvement

When the Webelos-to-Scout transition plan is used, Webelos Scouts want to join Boy Scout troops. As a part of this program, Boy Scout leaders give you help and support, participate in joint meetings and campouts, supply a den chief and a troop Webelos resource person, and establish a pack-troop relationship on a permanent basis.

Are You Interested?

What's In It For You?

HOW THE TRANSITION PLAN HELPS THE BOY

Many Webelos Scouts will go on into Scouting with no help at all. But at least half of them need to know more about their opportunities for fun and adventure in the Scout troop.

That's really the purpose of the Webelos-to-Scout transition plan: to give the Webelos Scout a sampling of the troop program, troop leadership, personal advancement, a training and learning experience and an appreciation of troop organization and relationships.

It will be the boy's (and his family's) decision so we owe it to them to demonstrate some of the fun experiences and to let him know that he is wanted. Certain key Scouters are better able to show the Webelos Scouts the various elements of Scouting. So we need to include everyone, starting with the Webelos Scouts themselves. That makes the transition plan an unlimited opportunity.

The boy's Webelos badge and Arrow of Light Award reach into the requirements bordering on Scouting skills, giving him a view of Scouting advancement. He sees boy leadership at work and senses his own potential as a junior leader. He becomes more confident and enthusiastic about the patrol method, a district camporee, about summer camp, and maybe even a national jamboree.

In short, the boy's desire for troop membership is the result of this gradual change in appetite for troop-oriented activities.

HOW THE TRANSITION PLAN HELPS LEADERS

For the troop leader, it means *more boys* — boys already versed in Boy Scout and Tenderfoot requirements and boys whose families have been supporting them in pack activities.

For the Webelos den leader, it means fulfillment. It means direct help with advancement requirements, father/son overnighters, as well as a pleasant association with the troop. The time spent with a boy is productive as seen in the boy's desire to continue.

To the Cubmaster it means assurance of a stable Webelos den, more graduations and better ceremonies, the ready access to den chiefs and pack meetings that feature a lively Webelos den and Scout troop guests.

KEY LEADERS IN THE TRANSITION PLAN

For complete information on the qualifications and responsibilities of leaders, see chapter 4, *Cub Scout Leader Book,* No. 3220.

Webelos Den Chief

A registered Scout, active in the troop and selected by his Scoutmaster to serve with the Webelos den as a program assistant to the Webelos leader. He is trained either by the troop junior leaders or by the Webelos den leader. He should be at least a Second Class Scout and skilled in conducting ceremonies, leading songs, teaching skills, giving demonstrations, leading games and helping to prepare the Webelos Scouts in advancement for the troop experience up ahead.

Troop Webelos Resource Person

A registered male on the troop committee (or an assistant Scoutmaster). He is appointed to be liaison between the troop and the Webelos den. He helps the Webelos den leader to plan joint pack and troop activities, including exciting graduation ceremonies. His principal job is to ensure smooth transition of Webelos Scouts into the troop by working closely with the den chief, Webelos den leader and Scoutmaster.

Webelos Den Leader Coach

In packs having more than one Webelos den, he is the coordinator between dens. He plans activities, selects resources, contacts Scoutmasters, participates with Webelos dens at pack meetings, and keeps the Cubmaster informed.

Activity Badge Counselor

This adult is usually a family member of a Webelos Scout and has knowledge in one of the activity badge areas. Recruited by the Webelos den leader or the Webelos den leader coach, this person serves as a den helper at various times of the year. Not to be confused with merit badge counselors in Boy Scouting, activity badge counselors help Webelos Scouts gain self-confidence in dealing with new subjects and adults.

In A Nutshell . . .

The transition plan utilizes key people in specific roles designed to attract Webelos Scouts into the Boy Scout troop.

It creates a team spirit for the Webelos den leader, the Cubmaster and the Scoutmaster, and it enhances the "Scouting family" concept both in and out of the chartered organization.

HAVE YOU HEARD ABOUT THE JOINT LEADERS' ROUNDTABLES?

The Webelos-to-Scout transition plan calls for a joint roundtable for Webelos den leaders and Boy Scout troop leaders to be held twice a year — one in October and one in March or April.

With the Boy Scout leaders' roundable staff serving as the host and with the knowledge of the Cub Scout leaders' roundtable staff, Webelos den leaders are invited to attend and cover major subjects related to pack-troop demonstrations.

This serves as a primary opportunity for Webelos den leaders and Scoutmasters to meet and to share mutual program ideas affecting Webelos graduations. The agenda is designed to promote good pack/troop or Webelos den/troop happenings and thereby hold the Webelos Scouts in the program until they reach Scouting age.

The participants get an opportunity to share with the group any successes in joint activities and graduation ceremonies.

SUGGESTED JOINT PACK-TROOP HAPPENINGS

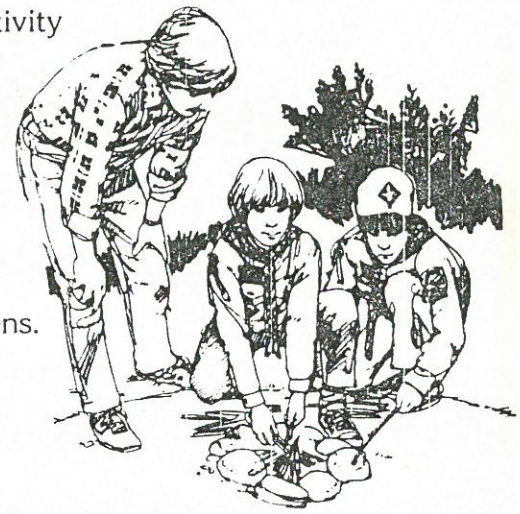
1. Invite the Webelos den to attend a troop court of honor.
2. Invite the Scoutmaster and junior leaders to attend a Webelos den meeting.
3. Share an evening campfire.
4. Jointly, attend religious services on Scout Sunday or Scout Sabbath.
5. Participate in a joint community pack/troop Good Turn.
6. Jointly, do a Good Turn for the chartered organization.
7. Invite the Webelos den to go on a day hike with the Boy Scout troop.
8. Plan joint field-trip activities.
9. Together, plan parties for the den and troop.
10. Ask troop leaders to help with father/son overnighters for Webelos den.
11. Plan joint den/troop activities — roller skating, bowling, miniature golf, swim parties, etc.
12. Invite the den to attend a troop skilloree.
13. When the troop hosts a district camporee, invite the Webelos den.
14. Invite the Webelos den to attend a performance of the Order of the Arrow dance team.

PACK COMMITTEE



- ☐ Help recruit and support the Webelos den leader(s) and provide resources for the Webelos dens.
- ☐ Promote Webelos-to-Scout transition through the chartered organization.
- ☐ At each monthly meeting, keep informed of Webelos den progress and needs.
- ☐ Invite families to joint pack (or den)/troop activities.
- ☐ Promote and support strong pack/troop relationships, sharing with the troop committee people the need for graduations into the troop.
- ☐ Work closely with the unit commissioner in effecting a smooth flow of boys into the troop.

ACTIVITY BADGE COUNSELOR



- ☐ Provide activity badge instruction at the Webelos den meeting.
- ☐ Be familiar with the *Webelos Scout Book* in presenting activity badge information and certifying advancement.
- ☐ Provide resources and instruction on model building.
- ☐ Help recruit other activity badge counselors.
- ☐ Lead field trips related to activity badges.
- ☐ Provide help and encouragement on collections and specimens.
- ☐ Hold to the time schedule for activity badge instruction.

WEBELOS DEN LEADER COACH

- ☐ Coordinate activities between Webelos dens in the pack.
- ☐ Coordinate father/son overnighters and campouts between Webelos dens in the pack.
- ☐ Work closely with the troop Webelos resource person.
- ☐ Involve Webelos dens in pack meetings.
- ☐ Help recruit activity badge counselors.
- ☐ Aid in the training of Webelos den leaders and den chiefs.
- ☐ Assist with parent orientation in Webelos den operation.

The First Things to Do



WEBELOS DEN LEADER AND CUBMASTER

- ☐ Get the name, address, and phone number of the leader of a Boy Scout troop in your neighborhood.
- ☐ Call the Scoutmaster and arrange for both to sit down together with him to share mutual needs and set up a plan for regular communication through the den chief, troop Webelos resource person, or assistant Scoutmaster regarding Webelos graduations.
- ☐ Secure assistance with equipment and/or leadership from the troop for your next Webelos father/son overnighter.
- ☐ Be sure to give the Scoutmaster the latest schedule and an invitation to attend the Webelos graduation ceremonies.
- ☐ Ask the Scoutmaster to recruit a Webelos den chief, if none exists.

Now That Things Are Moving

There are some other things that might be done by den and pack leaders:

WEBELOS DEN LEADER

- ☐ Use the Parent Talent Survey sheets to identify potential activity badge counselors.
- ☐ Train the Webelos den chief or help him to register for and attend a den chiefs' conference.
- ☐ Recognize the Webelos den chief in front of the pack or Webelos den.
- ☐ Complete Webelos den leader training as soon as possible.
- ☐ Work with the Webelos resource person and Cubmaster to conduct effective graduation ceremonies at the pack meeting.
- ☐ Attend joint Cub Scout and Boy Scout leaders' roundtables twice a year.

WEBELOS DEN CHIEF

- ☐ Receive training from the Webelos den leader and attend a den chief conference. Secure a *Den Chief Handbook.*
- ☐ Participate in the yearly Webelos program planning meeting.
- ☐ Be familiar with the Webelos badge and Arrow of Light Award requirements in order to assist Webelos Scouts in their advancement.