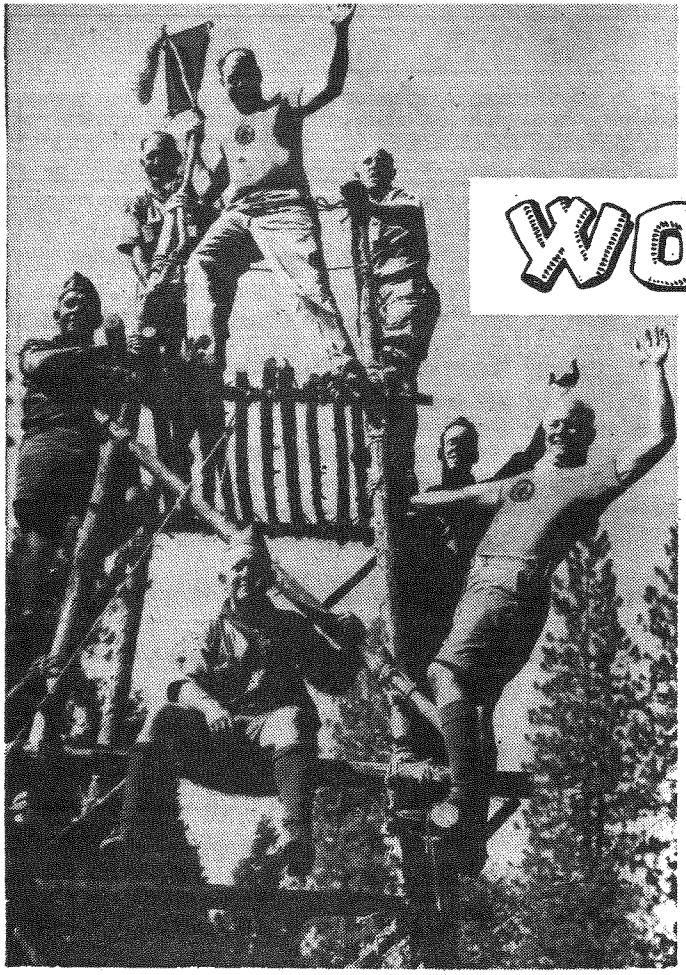


WOOD BADGE Spirit

By Joe Thomas
Deputy Camp Chief

★ It was Saturday night, and for a full week the twenty-six men of the Seventh Wood Badge Course had been living and training as Scouts on Melita Island, in Flathead Lake, Montana.

Each man had been Patrol Leader for a day during the past week. Each had also taken his turn as water carrier, cook, or dishwasher, and had lived under canvas, sleeping on ground beds of pine needles and straw ticks.

There had been one memorable night when the Troop had gone to nearby Wild Horse Island and camped as Patrols. Through the long evening they had sat around Patrol fires, each telling his story of Scouting adventures.

On the Saturday before, these men had come together from five different states. Few had known each other, but with the passing of the week, lifelong friendships were started. They had come, not knowing exactly what lay in store, though each was a selected man, who had received an invitation from the Chief Scout Executive of the Boy Scouts of America to participate in the Wood Badge Course, and to prepare himself further for helping with the training of Scoutmasters and other Troop leaders.

This, then, was the immediate purpose of Wood Badge training — to train selected adult leaders who could in turn give leadership to the Training Program of Scouting in their own Councils and in their own communities. This was the intent of Baden-Powell, when he introduced Wood Badge Training in 1919. It was his idea that men were best trained when they experienced the life of a Scout in camp — cooking, sleeping, observing, tracking, and pioneering, just as Scouts are expected to do.

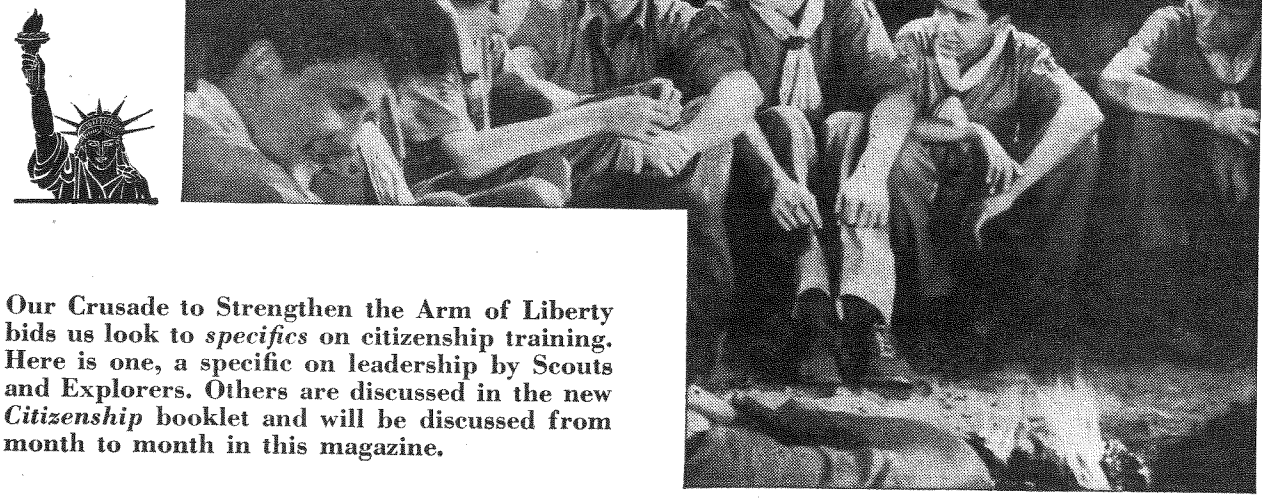
Typical finale to a Wood Badge Course was the second Saturday night at Melita Island. "Doc" West, Senior Patrol Leader, spoke of the meaning of leadership in Scouting. Then, he led the Wood Badge Men without a word through the pine trees to a part of the Island where none had been before. Here the Scoutmaster met them and a new fire was lighted. During the next thirty minutes, each man thought deeply as he listened to the Scoutmaster tell of one man's life and the passing of his ideals to another generation. It was this story which contained the deep spiritual message of Wood Badge and the Scout Movement. From this final fire men went quietly in pairs or singly, thinking of the need for leadership and of the opportunity to help in the raising of a new generation of Americans.

Afterwards, there was the cracker-barrel session, with its laughter, its round of stories and its fellowship, adding to the Wood Badge Spirit.

* * *

The American Wood Badge Course was offered first in 1948, when sixty-five men from twelve different states assembled at the Schiff Scout Reservation and at the Philmont Scout Ranch, and participated in eight days of training. Again, during the past summer, 180 men participated in six different courses, so that today there are 245 men who have taken the American Wood Badge Course. The enthusiasm of these "Wood Badgers" is tremendous, for they have the Wood Badge Spirit! Plans for 1950 call for eight more courses to be given in the East, Middle West, and Far West.

LEAD THE HARD WAY



Our Crusade to Strengthen the Arm of Liberty bids us look to *specifics* on citizenship training. Here is one, a specific on leadership by Scouts and Explorers. Others are discussed in the new *Citizenship* booklet and will be discussed from month to month in this magazine.

★ When the Golden Anniversary of Scouting rolls around in 1960, Explorers and Scouts who were in the 40th Anniversary Crusade will be old enough to vote. Democracy in their time may be more severely tested than it has been in ours.

That means more of 1960's new voters must know what democracy is all about. Democracy requires intelligent followers as well as leaders, because it seeks answers to more questions from more people. And a high percentage of its citizens must be well enough informed to take a turn at leading when elected. Scouting is obligated to help train youth for the responsibilities of democracy.

There are several *specific* democratic experiences featured in our Crusade targets, which we owe to our Scouts and Explorers.

Two of the Troop targets are: . . . *an organized and functioning Troop Leaders' Council (Green Bar Patrol) with a full complement of Junior Officers.* This Leaders' Council *will participate in the development of balanced annual, monthly and weekly programs for our Troop.* . . .

The Explorer targets include . . . *a functioning Explorer Leaders' Council with a full complement of elective officers.* . . . The *programs will be planned by the four Program Planning Committees* . . . made up of Explorers. *All meetings will be conducted by elected young men leaders.*

The democratic way is often the hard way. Many of us find it easier to do a thing ourselves than to inspire and instruct a boy or young man to do it.

What happens when *learning by doing* is applied to training in citizenship as well as in Scoutcraft? It eliminates the *one-man* and the *men-only* types of Unit operation. It is as though the football coach or coaching staff had been playing the game with the team watching, and now reverse the roles. Certainly, the coaches are experts, but how much do the team members learn on the bench?

The democratic way depends on the Patrol, the Crew, on Program Committees and Leaders' Councils to get things done. We Scouters work to make these groups work. The Scoutmaster and Explorer Advisor, without neglecting their personal interest in every member of the group, hold themselves primarily as leaders of boy and young men leaders.

Under democratic operation, Patrol Leaders and other Junior Officers are elected, not appointed. Likewise Explorer Crew Leaders, Program Committee Chairmen, and other young men leaders.*

The Scoutmaster or Advisor continues to have a vital function. Before an election he sees that the group discusses the qualifications for each office. Without revealing his own choices, he suggests comparing the candidates with these qualifications. Then come the nominations and voting, the latter preferably by secret ballot. If the voters make a poor choice, the Scoutmaster or Advisor has the patience to let them live with and learn by their mistake.

Stop and think where else youth chooses its own leaders. In a nation where a turnout of half the voters in a presidential election is above average, don't you think this experience is important?

To provide such training in the ways of democracy demands the best from the best of leaders. It means working offstage instead of in the spotlight. It becomes fascinating — more so than just being a "big shot" before a gang of boys.

The reward for democratic leadership comes to the man who can wait for or envision it in 1960 and later. Then he will see the citizens he has trained, participating as intelligent leaders and followers in their community and nation, making them better places in which to live.

*Elections are discussed in Chapters 2 and 4 of the *Handbook for Scoutmasters* and in Chapters 3 and 5 of *Hints On Explorer Leadership.*

Planning for MAY in Troop

The quick growth of Exploring since last fall has brought in thousands of new leaders. The program suggestions on these pages have the dual aim of giving the old-timers a tip, here and there, and of more fully guiding the newcomers until they gain experience.

PLANS FOR TROOP CREWS

First, let's recognize a variety of Explorer situations existing among the 45,000 Troops across the country. Some have a single Crew which may range from one to perhaps a score of Explorers. Organization may be strictly informal, or it may include an elected Crew Leader, Assistant Crew Leader, and Secretary.

Other Troops have two or more Crews, with CL's, and ACL's, headed by a Senior Crew Leader and assisted by a Deputy Senior Crew Leader and a Secretary. In any case the Explorer Advisor was appointed since last September 1, and is new to the job unless he has had experience in an Explorer Unit.

To come to grips with planning for Troop Crews, let's take a typical case, hoping it gives you a pattern for the Explorers you actually lead. We'll say our Troop has eight Explorers, all in one Crew, including a CL, ACL, and Secretary. You are the Advisor.

Troop Activities

Five of your Explorers are Junior Leaders in the Troop, which makes them the Scoutmaster's standbys. You have expressed your attitude that they should be enthusiastic leaders because their spirit is the core of Troop morale.

You have gotten across to the other three Explorers that their first obligation also is to the Troop. They can get greater satisfaction from the Troop by taking it upon themselves to coach the newest Scouts on fitting into the Troop's way of doing things. You've discovered that the idea of personal coaching must be suggested to most young men and that they need to be urged to do it without "throwing their weight around."

Therefore, your Explorers will continue to participate wholeheartedly in Troop meetings and a hike during May.

Weekend Camp

While Explorers have fun as leaders and experienced hands on Troop hikes, they like to get away by themselves for an outing at least every couple of months. So they vote in favor of a weekend camp.

The arrangements depend on the time each fellow has available, religious obligations, and a suitable location. Part-time jobs, school events, and "dates" are among the factors to be considered when a gang of normal young men try to take a weekend trip.

The Explorers ask you to get permission to use the farmer's woodland where they have often wanted to camp, but you stay in your Advisor's role and suggest that the Secretary write for the permission. Another Explorer is in charge of transportation to get the two cars and dads to drive them. He also plans for transportation to the country church near the campsite on Sunday morning.

Two fellows work out the menus for four meals, buy the food, and assemble the utensils. Two others set up a program of activities. Two more schedule the "housekeeping" routine of the camp (see page 103 of *Explorer Manual*) on a rotating basis so everyone has a turn at dishwashing as well as their "favorite" work.

Heading up the whole project is the Event Director who coordinates everybody's work and helps out where needed most. You coach him more than the others, to see that he sees that all assignments are completed on time.

Camp Program

A bull session before the camp reveals to the two program men that there are three main lines of interest: fishing, bird stalking, and wilderness engineering.

The four interested in fishing, oil their reels, sort their flies, and buy their licenses. They study the copies of the fishing laws that come with the licenses. The program men take along a few candy bars as prizes in a fishing contest. Bars will be awarded for the longest and the heaviest fish. Other bars will be for the most fish caught during a day, a half day, or by a given hour (all amounts to be within the legal limit).

The bird stalkers anticipate a good two days because the camp will be held during the height of the spring migration. Both observers take along their six or eight power field glasses. Between them they have two different bird guides selected

Crews and Explorer Units

from the list given on page 451 of the *Handbook For Boys*. One fellow has a camera and hopes to get one or two good shots of birds.

Wilderness Engineers

The remaining two members of the Crew are Patrol Leaders in the Troop and are working on the *Pioneering* Merit Badge to qualify for Eagle Rank. They know that in June they will be working with their Patrol members on the activities theme of Wilderness Engineering. This involves the skills of axemanship and lashing, applied to the projects of bridge- and tower-building.

From the Troop equipment room they requisition two three-quarter axes and a few coils of quarter-inch rope. Both take their axe-sharpening files and stones. Although they expect they will be allowed to cut what spars they need in the swamp adjoining the campsite, they are sure to get specific permission before doing any chopping. They also design and dimension the bridge they intend to build, making a rough sketch of it on paper. The Backwoods Engineering chapter in the *Explorer Manual* and the *Pioneering* Merit Badge pamphlet show them several ideas.

Just before breaking camp these engineers will give the rest of the Explorers a quick refresher on axemanship, lashing, and bridge building. Even the most expert needs this, and everyone can learn more about coaching the Scouts in skills. Always the older fellows can be instructed further on how to pass their knowledge on to the younger ones. Once started at it, most of them get a kick out of being a coach.

When the Explorers have acted like men in planning their own camp, they will feel like men. You will probably find that you have to caution them against cramming too much into the program. Yet you bear in mind that a busy camp is a happy camp.

Quarterly Business Meeting

Although you realize that regular business meetings are good practice in doing things in an orderly democratic manner, you have urged your Explorer Crew to have one concentrated business session every three months, supplemented by informal discussions when necessary.

Since your Crew operates on a program year starting September 1, May is the month to plan the activities for the last quarter (June-July-August). The main items at the May quarterly business meeting are election of officers, formation of Program Planning Committee and planning the June-to-August activities.

As the Advisor of a new Crew you have discussed leadership qualities with several of the young men and urged them all to read Chapter 3 on What Young Men Leaders Do in the revised *Hints On Explorer Leadership*. The most recent explanation of Explorer Program Planning Committees at work is given in Chapter 6. A final boost in summer planning will be an article on that subject in the May issue of SCOUTING.

PLANS FOR EXPLORER UNITS

Explorers in Posts, Ships, and Squadrons meet generally once a week, though not always formally. We'll take an average size Post with 13 members including a full complement of officers, hoping that the pattern of their planning will help leaders in all Units. Here's their May schedule.

The first weekend they hold a two-day camp as suggested for Troop Crews, but omitting the Wilderness Engineering.

On Saturday, May 13, the day before Mother's Day, they hold a Queens' Day for their mothers (see pages 32-33).

The Service Committee has arranged two projects, neither of them requiring much preparation. Because the Unit's services have been offered to the local committee on "I Am An American" Day the Explorers have been assigned to be ushers and to escort the distinguished guests at the ceremony on May 21. The Post will also march as a Unit in the Memorial Day parade on May 30. These projects are good public relations as well as patriotic services to the community.

The Unit also holds its quarterly business meeting at which it elects officers and plans for the June-July-August quarter.

Your Explorers doubtless have had one month's program that stood out above the rest. Please send the Exploring Editor a copy of it with a letter telling how it was planned and run.

Whether or not we run your program in full in SCOUTING, it will help us in building up programs to suggest to thousands of other Explorer leaders. For all of them, we say thanks for your help.

QUEENS' DAY

This is the day of days . . . an opportunity for you to say *thanks* just once more to the most important girl in your life.

You'll both have fun, too, for starting from your own clever invitation right up until the final gong, your "queen" will be in the spotlight.

Here is a suggested program:

Outer Court Opens ..... 6 P.M.
Fountain of Youth ..... 6:15 P.M.
Royal Banquet ..... 6:30 P.M.
Rendered Music by Royal Simpfony
King Bestregards' Court Convenes ..... 7:30 P.M.
Songs ..... Court Musicians
Stunts ..... Court Jesters
Court Fair ..... Royal Entertainers
Return to Castles ..... 10 P.M.

Let's take an advance trip through this affair to explore its possibilities.

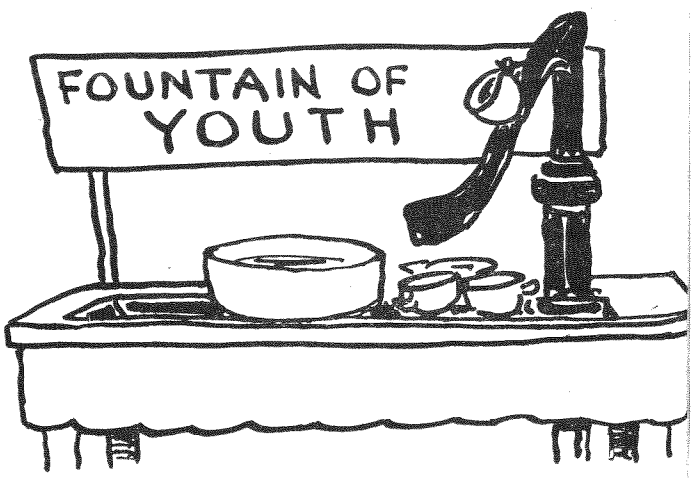
Mother has her invitation (sample at left), received well in advance. The great day has arrived and you escort her to the "Royal Court."

After you have checked her royal outer raiment take her to the flower wagon. This can be handmade and elaborately decorated.

Secure her corsage, which may be anything from a real rose to an outlandish paper flower (it will make no difference to her). Remember, you lucky fellow, you're escorting the world's finest lady.

From the flower wagon, we go to the Royal Fountain of Youth, where you help your lady to a delightful taste of tomato juice or fruit juice and dainty cracker tidbits. When the trumpets (made of gilded cardboard) call What Ho! *WHADDAYA KNOW!* we enter the Great Hall where the meal, prepared by Dads, is served by them — the vassals!

First, the invocation. Then you eat — what-a-meal — *delicious!* As you sit there listening to the Royal Simpfony, the trumpets sound and in comes



King Bestregards. The Royal Court convenes! Of course, all rise and try to sing "God save the King" but mostly it turns out "My Country 'Tis of Thee." When you are seated, the king opens court, and the ceremony runs something like this:

KING BESTREGARDS: We are gathered here tonight to pay tribute to those we hold dearest. Explorers, step forward, take this pearl and hang it about the neck of your dearest lady.

The Explorers step up, take the award, and as they start away, the King speaks.

KING BESTREGARDS: Hold! If you feel she is also the fairest, the sweetest, and the loveliest then add these three pearls to her award. So be it! Do it!

Explorers proceed as directed and place the four pearls (made of white metallic cardboard lettered with ink) around their mother's necks.

The King makes quite a show of his flowing robe, pacing to and fro, while the Royal Simpfony is playing (could be a phonograph), and the Explorers award their pearls. The Explorers return to the throne.

THEIR SPOKESMAN: Your majesty we have returned for more pearls.

KING BESTREGARDS: What ho! What manner of men are these that I find so hard to please!

EXPLORER: Your Majesty! My queen is not only the dearest, the fairest, the sweetest, the loveliest. . . .

ALL EXPLORERS: Hear! Hear!

EXPLORER: But she is also the best natured, the most gracious, the spryest and the best cook in the kingdom.

ALL EXPLORERS: (chorus) And mine! Mine too!

KING BESTREGARDS: Well spoken my lads, gather up your pearls and begone! (Explorers place more pearls arounds their mothers' necks.) The king has musicians humming until all Explorers are done. Then all sing "Let Me Call You Sweetheart."

KING BESTREGARDS: (upon completion of song) Hold! It is well that we pause in our festivities to pay special tribute to our slaves. Let us all stand. Now let us give Dad that which he hopes for most. *A Moment of Silence.* Now for the court festivities.

Court Jesters, take over.

Now follows group singing of songs everybody knows, stunts by the Court Jesters, a one act play, a short puppet show, something clever, instead of the usual corn. After these, King Bestregards adjourns the Court and invites everyone to attend the Court Fair. At the Fair you'll find toss games, bottle games, table games, and two or three spots where you and your queen may have your pictures

taken against outlandish backgrounds. Some sort of social evening may replace the Court Fair. In any event be sure you "liberate" the slaves in time to enjoy the evening with you.

So much for the preview. Let's get back to earth and start planning. 1. Make your date known early. 2. Have the Unit Committee make cooking arrangements with the dads. 3. Make and deliver invitations. 4. Make up "program rolls" by fastening long sheets of paper on dowel sticks. 5. Appoint your king, outfit him, and rehearse the ceremony. 6. Make up the pearls attractively. 7. Make flower wagon. (A florist may swap flowers for a day's work by your crew.) 8. Appoint a Court Fair committee or the social committee for the after eating entertainment. 9. Appoint court jesters; review their stunts — they just have to be tops. 10. Appoint musicians; rehearse special songs. 11. Appoint capable photographers; and make up picture backgrounds if desired. 12. Make up your own list of jobs to do, and a check sheet by dates of who does what and when.

Your mother will have a time she'll treasure all her life if you take time to do your part well.

MAKING SUMMER JOBS

The obvious reason Explorers take summer jobs is to earn money. Some young men also want to gain work experience in a general or specific field as an aid in choosing a lifework. Those who fit vacation jobs into a planned pattern of vocational exploration are the fellows who make these jobs pay double.

With summer approaching, now is the time for your Explorers to place special emphasis on their vocational exploration program. This may include:

1. Determining job preferences.
2. Surveying the local job market.
3. Preparing for job experience.
4. Getting the job.
5. Reviewing job experience.

Determining Job Preferences

Even the fourteen-year-old Explorer can give consideration to a job preference. The first logical step is to fulfill the vocational requirements for Apprentice Explorer. They are:

"Discuss with your Advisor, and explore a business, profession, or trade in which you are interested, or might be interested. Include in your exploration finding the answer to such questions as:

"A. How much education is needed for success in the vocation?

"B. What are the duties?

"C. Does the work offer security by steady employment?

"D. How does a beginner make a start in that job or profession?"

The more mature Explorers, and those who have qualified as Apprentices, will do well to review the Vocational Exploration Rating given in the *New Explorer Plan* and the *Explorer Manual.*

Explorers in Ships and Squadrons may use this Rating as a guide to their own job programs. They

PAY DOUBLE

By Ralph H. Mozo,
Asst. Director, Explorer Service

may apply it to the field of seamanship or aviation if they are considering such as lifework.

If the high school or a nearby college provides vocational preference testing and aptitude testing, your Vocational Committee may arrange a program for the Unit, wherein a guidance professor or psychologist trained in testing offers these tests to the Exployers on an optional basis. They are fun to take, and if *properly interpreted,* can reveal valuable information for the young men who have the choice of a lifework ahead of them.

An interesting and helpful program can be built around the film, "Finding Your Life Work," which may be purchased from the Carl F. Mahnke Productions, Des Moines, Iowa, or rented from your State Educational Extension Department. This twenty-minute film, in color or black and white, is supplemented with approximately fifty ten-minute films on specific occupations, such as Journalism, Engineering, The Dairy Industry, Printing, Transportation, and Photography.

"Finding Your Life's Work" should be used first and separately in order to stimulate the interest and provide a pattern of job exploration. Follow this with the aptitude and vocational guidance preference testing.

Survey the Job Market

Surveying the job market has three values: 1.) Explorers making the survey will meet leading merchants, industrialists, employment agency heads or personnel managers. 2.) Each Explorer will see an overall picture of job opportunities in the community well in advance of flooding the job market at the end of the high school year. 3.) Explorers can render a community service to the prospective employer and to other high school youth by providing a tabulation of job opportunities, both part-time and full-time summer work, and help bring the best prospects and the prospective employers together. Some Explorer Units have developed the job survey as an annual service.

The project deserves the best leadership and assistance possible. Each member of the Unit Committee should help by serving as an advisor to one Committee of Explorers making the survey. Explorers should ask for permission to announce their intended project before service clubs, the Chamber of Commerce, or Grange or farmers' associations. Point out to these men that this can be of value to themselves by making exployment of part-time or full-time workers easier and less expensive. Care should be taken to work with labor unions and employee groups concerned, to avoid feeling that high school people are going to take jobs away from trained workers or family breadwinners.

Prepare for Job Experience

Much of the interest and success of the summer job can be determined in advance if the young worker will take time to prepare for his job. Knowing what to prepare for, the worker can do some helpful reading, show increased interest in school studies related to the prospective job, possibly participate in evening courses, and if practical, start developing some skill through a hobby or carrying out practice projects.

Your Unit may be able to sponsor some job opportunity clinics in the high school, or at your Unit base. A local industry may finance the purchase or rental of one of the "Your Life Work" film series. For instance, the Telephone Company may supply the film on "Telephone or Telegraph." Then personnel managers and foremen may be willing to serve as a panel for open discussion by the Explorers and other young men who could be invited to participate.

A valuable follow-up would be visits to the offices, stores, or factories, or farms which are going to employ workers during the summer, so that the young man can gain some idea of working conditions and opportunities available.

Get the Job

Encourage each Explorer to make out an application for work and specify the job he is interested in, pointing out why he is interested in that type of work, and how he hopes to fit it into his lifework plan. Employers are interested in developing a backlog of ambitious, interested, and trained workers. Early applications for work will help them plan their production schedule, and vacation schedule for other employees.

Review Job Experience

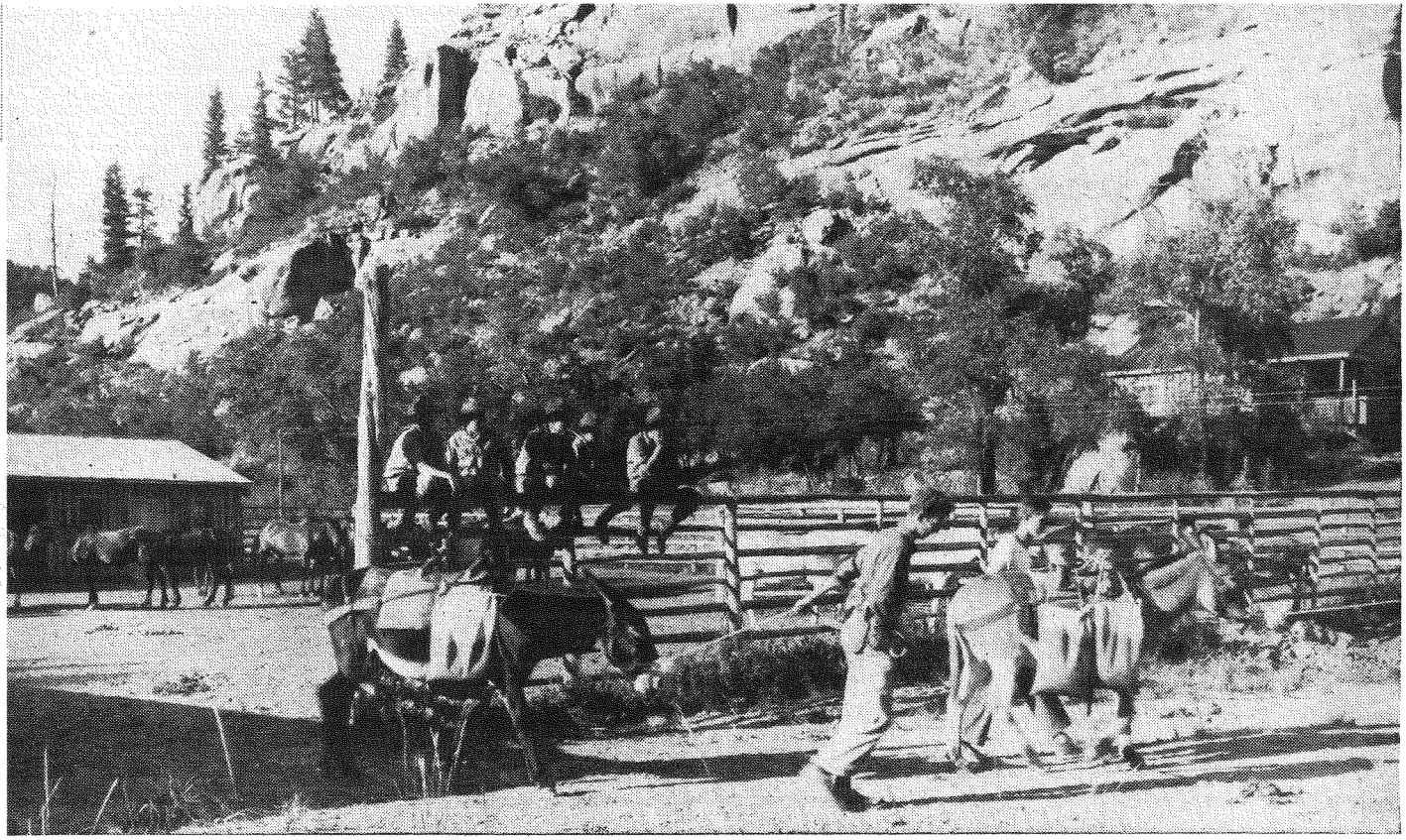
Plan now for some interesting reports and activities for next fall, so that Explorers can review their job experience of the summer. Some will be more confirmed than ever in their lifework pattern, while others will have found that the glamour attached to a certain job wears off fast, or that the high income did not make up for the lack of interest or personal satisfaction.

Reference Aids

Booklets with specific job analysis and opportunities may be secured from Science Research Associates, 228 So. Wabash Avenue, Chicago 4, Ill., at 60c each, and Vocational Guidance Manuals, 45 West 45th St., New York 19, N. Y., at $1.00 each.

A booklet, "Your Future," produced by the National Association of Manufacturers, listing 150 major occupations and other helpful material may be secured from the Explorer Service, BSA, 2 Park Avenue, N. Y., at 6c each.

Excellent reference material can be secured from your local library and Employment Service.



TIPS ON TRIPS

By George Bullock,

First, let's dream a little —

Our Philmont is in the Rockies, fellows, out New Mexico way. You've heard such terms as "The Land of Enchantment," "That rugged Southwest Country," "The Mesa land where prairie meets mountain." Well, that's where you'll find Philmont. You'll find plenty of mountains and trails, fishing streams, large ranch operations in full swing, a place teeming with game — deer, antelope, elk, beaver, buffalo . . . just about the most unusual place in this country.

Yes, that's *our* Philmont — yours and mine. We ought to go out and take a look at our camp, 130,000 acres of it, the world's largest Scout camp, all set up for Explorers, with plenty of mountain climbing, camping and hiking, riding, fishing, hunting, everything for a great ADVENTURE.

What'll We Do?

Why not look for one of those rare red snakes. Sift dirt to find artifacts in the floor of one of those old Indian cliff dwellings. Dig for the mammoth tusk to match the one already found. Pan for gold. Open up another one of those old mines. Get a picture of a wild horse (that's a hard one). Trap a couple of coyotes. Build a log cabin. Make some adobe brick for restoring "La Posta" on the Rayado River. (Many Explorers had a hand in restoring Kit Carson's old home.) Climb Clear Creek Mountain. Make your way through those "red hills" in one day without a compass. (It has been done — after dark.) Brand a calf, ride a steer, and rope a goat. Get more information about geology, forestry, ornithology, game management, or just do an exciting camping trip along some of Philmont's trails and trout streams; maybe ride a horse part of the way, use a pack burro on some of those steep places, like Comanche and Apache Passes.

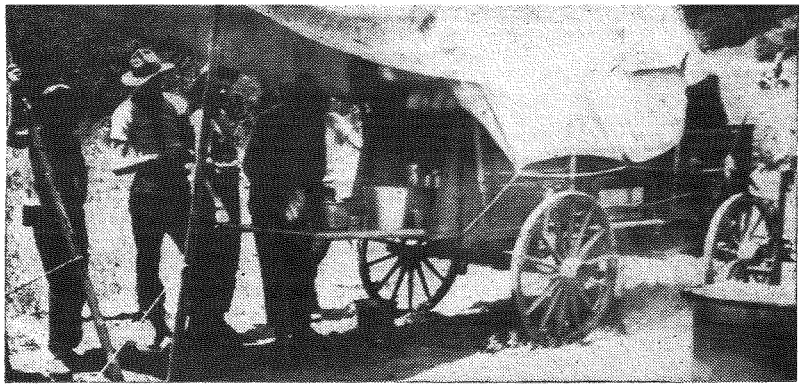
These are genuine Explorer activities. We claim that any combination of the above activities would be an adventure of a lifetime.

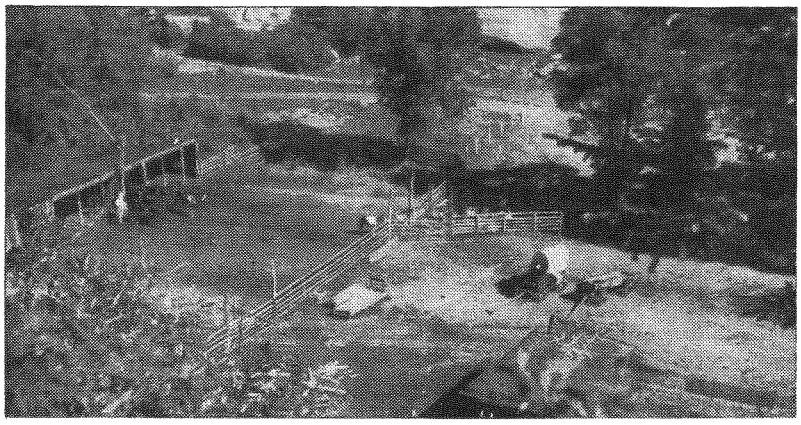
OK, Let's Plan

1. Decide we're going to Philmont, one hundred per cent if possible.

2. Have our Outdoor Committee get all the dope they can on Philmont. This can be secured from our Local Council office. The Scout Executive may have information about a Philmont schedule the Council has already reserved. That's perfect! Or, maybe the Unit wants to make a reservation for a trip of our own.

3. Line up transportation. Perhaps that fellow down the street who has a school bus can make the trip this summer. Then there's the possibility of chartering a bus or a plane. The railroad's a sure way and will get us as close to Philmont as Raton, New Mexico. How about a "caravan" —a pick-up truck for camping gear and equipment, in addition to cars (not jalopies). If dad or some members of the Unit Committee can't let us have their cars, talk them into making the trip with us. Anyway,





Whenever your Explorers go on a High Adventure, it's dreaming and planning that send them on their way. Dreaming makes them want to go. Planning enables them to go. For the first push on a trip to Philmont, we suggest you have an Explorer read these pages at your next Program Planning meeting.

TO PHILMONT

Manager, Philmont Scout Ranch

we can promote a meeting of dads and the Committeemen to talk over this problem. They sure can help.

4. Now, get the map out. Are we going to make a "trip" out of it? Taos Indian pueblos? Santa Fe? Grand Canyon? Mesa Verde? Royal Gorge? Pike's Peak? What's the mileage? Where'll we stop nights along the way, Scout Council camps? City parks? Armories? Motel? Hotels? The Routing Committee had better get busy.

5. Are we equipped as a Unit and as individuals for hot, cold, wet or dry weather? For sickness or accidents? For hunger or thirst? For hiking and camping in rough country? What tools do we need in case we break or tear something? Then, we must keep clean and healthy . . . Be Prepared!

Dollars and Sense

6. What's it gonna cost? (Oh, Oh!)

Just a minute, now. Don't give up — some 18,000 Scouts in the past years of Philmont didn't. With no Santa Claus to turn to, guess we'll have to figure this one out ourselves. We're able-bodied and willing to plan and work together.

Let's do some figuring:

Travel expense .....

Equipment .....

Incidentals (insurance, etc. .....

Meals and lodging enroute .....

Charges at Philmont (Figure $2.50 per day per person as maximum; may be as low as $2.00.)

Reserve Fund — in case of emergencies.....

Estimated total .....

Estimated cost per person .....

7. How can we get that sort of money together?

Below are a few suggestions on how to earn it. If you want to go, you'll figure out the most profitable ways. It will be more fun if you do most of the work as a group with some arrangement for sharing the jobs fairly.

Manufacture and sell something — toys, waste baskets or the like. Get a franchise for the sale of something in the community — garbage cans, Christmas trees, or the like. Hold a rummage sale. Distribute handbills. Run a concession at sports events. Give a carnival or minstrel show. Gather scrap metal and paper. Raise some stock — steers, chickens. Run a drive to get new subscribers to a newspaper. Have a paper route. Wash and polish cars. Take care of gardens and lawns. Do painting and home repairs. Before and after school jobs at neighborhood shops. Wash windows. Raise flowers or vegetables. Work on a farm.

8. How many months before we leave — three, twelve, fifteen? OK, that's $..... to earn per month.

Let's Go!!!

Now, work that plan. Build up your organization and treasury and leave for Philmont on ..... (date of departure).

PHILMONT, HERE WE COME!