OUR

How well did our Explorer representative, chosen from 250 applicants and seven finalists, meet the demands of scientific work on a polar expedition?

RICHARD L. CHAPPELL, outstanding Explorer — with a capital "E" — in the United States, proved to be the same sort of explorer — with a small "e" — in the Antarctic. Dick represented the Boy Scouts of America as the youngest member of the National Academy of Sciences team working on the International Geophysical Year Program. On the polar continent from January, 1957, to February, 1958, he was one of more than a hundred Americans and others from a dozen countries which had Antarctic stations.

During his fourteen months at Little America, Dick was a junior scientific aide. Because of his experience he has decided to major in physics instead of engineering when he enters Princeton University this month on a Naval Reserve Officer's Training Corps scholarship.

Since his ten thousand mile return trip from the bottom of the world in February, he has traveled almost that far in the United States as an envoy for Exploring. In Boston, Atlanta, Los Angeles, Seattle, and sixteen other cities in between he has spoken to thousands of people at high schools and Scouting gatherings and to millions more on radio and television.

Aide's Duties Varied

Dick has talked and shown colored slides of the wide variety of his activities. These included more than his assigned duties because he volunteered for more than was expected of him. Before embarking for Antarctica he was trained for three months in Washington as a scientific aide.

Here are the high lights of the work, assigned and otherwise, with which Dick assisted at Little America:

Banding skau gulls for migration studies.

Cooking at Camp Michigan away from the base camp.

Plotting maps for Weather Central with data collected from land and sea stations all over the polar zone.

Playing the organ at chapel.

Measuring temperatures from the surface to a depth of twenty-five feet in the Ross Ice Shelf.

Photographing pictures and spectrograms of the Southern Lights from a plastic dome atop a tower during the long polar night.

Branding seals for migration studies — a project suggested by Dick and involving rounding up a herd by Navy helicopter and putting the Circle LA (Little America) brand on them.

Hiking with pack in temperatures down — not up — in the 60's with thermistors fastened to his body to provide data on thermal balance and to test polar clothing.

Feeding canned shrimp to a captured Antarctic petrel, the first time this species was ever fed in captivity.

Learning to operate a short-wave radio and talking on it to the folks at home in Eggertsville, New York.

As Others Saw Him

To find out how well Dick did all these things and more, you have to talk to others who knew him at the U. S. stations on the polar continent.

The Navy area commander qualified him as "an outstanding lad and shipmate."

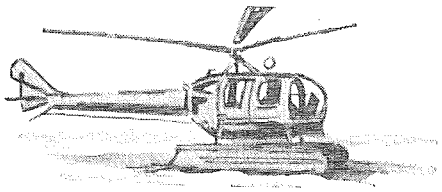
Dr. Paul A. Siple, former Explorer who also was an explorer and Scouting representative with Admiral Byrd's first expedition in 1928, helped in the final selection of eighteen-year-old Dick. Later, their only contact inside the Antarctic circle was by radio, Dick at Little America, Dr. Siple in charge of the I.G.Y. station at the south pole. The veteran of six polar trips said of Dick, "I could tell from the tone of his voice, the eagerness that was in him, that he was having the same thrill that I had on my first expedition thirty years ago."

Another scientist reported to Dr. Siple, "Every time I would ask where something was or for some help, they would say, 'Just ask Dick Chappell where it is,' or 'Dick will give you a hand.' " This scientist was working with a record of the aurora taken during the winter night. He had written on the paper the name of the senior scientist who had made the observations and under it the name of Dick Chappell. Dick came in and asked, "What is my name doing there?" The scientist answered, "Well you helped with the program didn't you?" Dick said, "Yes, but it is the other man's program — I just helped."

Credit to Scouting

Much more has been and could be written about how our Explorer was a credit to the Boy Scouts of America on the I.G.Y. expedition. Dick tells how he relied on his Scouting background in a distant and totally new environment.

ANTARCTIC EXPLORER



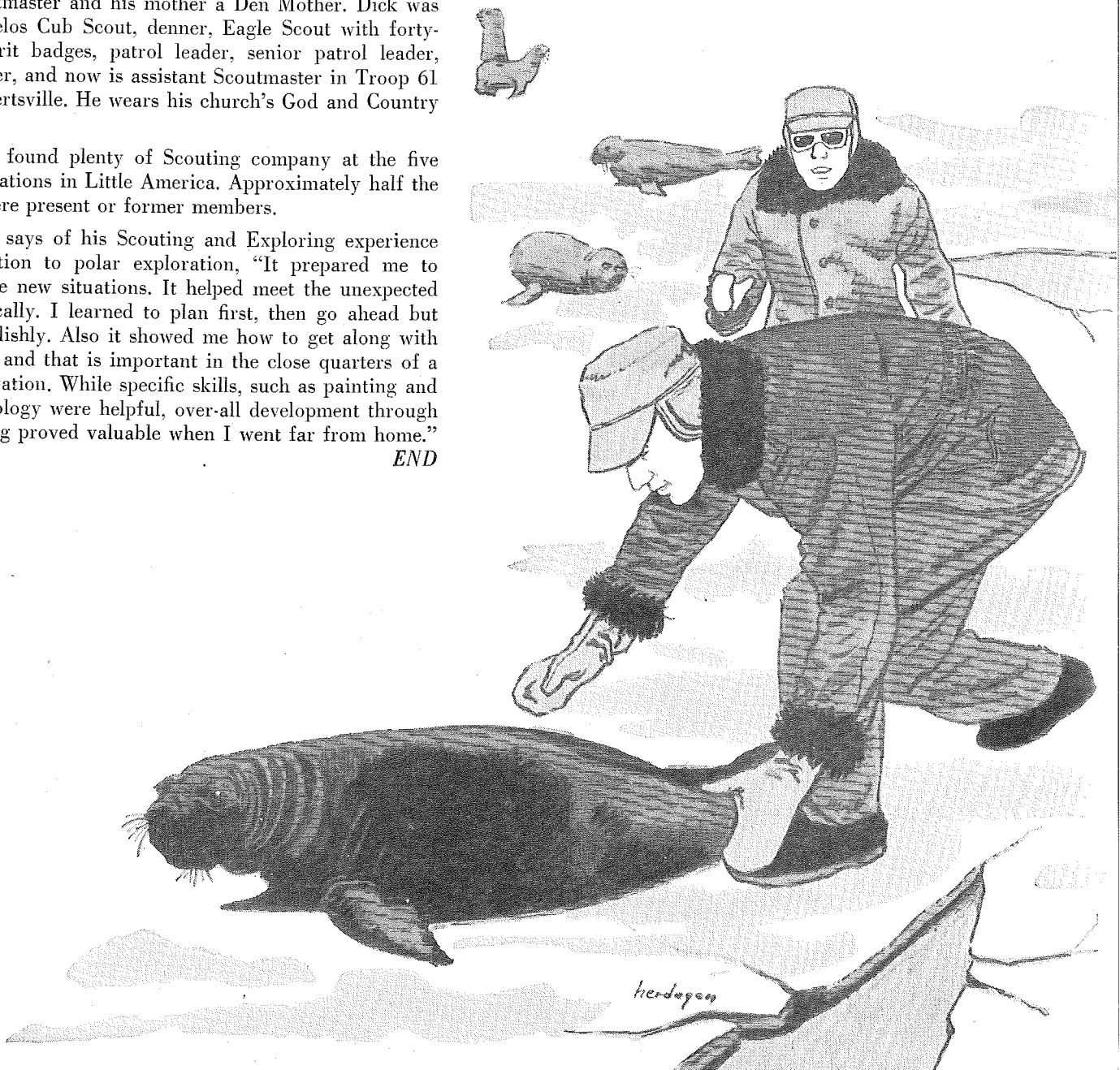
Richard L. Chappell upon his return from Little America

Dick comes from a Scouting family. His father was a Scoutmaster and his mother a Den Mother. Dick was a Webelos Cub Scout, denner, Eagle Scout with forty-six merit badges, patrol leader, senior patrol leader, Explorer, and now is assistant Scoutmaster in Troop 61 at Eggertsville. He wears his church's God and Country Award.

Dick found plenty of Scouting company at the five U. S. stations in Little America. Approximately half the men were present or former members.

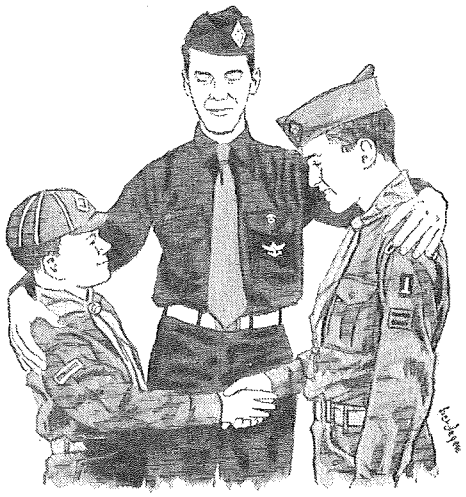
Dick says of his Scouting and Exploring experience in relation to polar exploration, "It prepared me to appraise new situations. It helped meet the unexpected realistically. I learned to plan first, then go ahead but not foolishly. Also it showed me how to get along with people, and that is important in the close quarters of a polar station. While specific skills, such as painting and meteorology were helpful, over-all development through Scouting proved valuable when I went far from home."

END



LINKING PACK and TROOP

When a Scoutmaster became concerned about the loss of boys in the transition from Cub Scouting to Boy Scouting, he asked his Explorers for help.



By RICHARD H. REYNOLDS

Scoutmaster
Troop 106
Rotary Club, Russell, Kansas

I had realized for some time that we were losing too many boys between Cub Scouting and Boy Scouting. At times the link between our pack and troop was good, at other times it was weak.

When it was strong, I discovered we not only received more boys into the troop but they quickly made a place for themselves, because *their previous training in the Webelos den prepared them to take their place on the patrol and troop team.*

To our troop committee, the matter of a weak or a strong Webelos den is determined by leadership. Lion Cub Scouts entering the den are eager to start learning the Scoutcraft requirements to become a member of the troop. However, boys soon lose some of their enthusiasm and a few drop out before reaching the troop when the den leadership is not there or is inadequate.

We found that most of the fathers were willing to work with the den but were not so willing to assume the responsibility for teaching Scoutcraft. Why? They just felt that they didn't know enough about Scoutcraft and the Scouting program.

Where could we find a source of man power that knew Scoutcraft and the Scouting program, a source that could complement the leadership these Cub Scout dads could give? We turned to our Explorers.

We presented the problem of Webelos den leadership to the older Scouts in our troop and asked if they would be willing to render their assistance. They were delighted.

We worked it out so that the Webelos den met each Monday night at 7:30 for about thirty minutes. Monday was selected because the troop meets that night and we wanted to get both boys and parents accustomed to it as Scout night. When the boy graduates, he comes to the same place at the same time he has been attending his Webelos den meeting.

At our den organization meeting it also was agreed that all of the Cub Scouts of Webelos age and their parents would be invited to meet with the Scoutmaster. When they met we discussed the den program and the den's relationship with the troop.

Organizing Explorer Teams

Our Explorers had been organized into teams of twos. The first team conducted the first three meetings dealing with learning knots. We chose ropework because we believed it would be more fun to the boys and, too, we could quickly get an idea about each boy's ability to learn.

Another team of Explorers conducted the next two meetings which centered around the Scout badge and uniform. In the following weeks, another team taught the requirements pertaining to the flag. Whenever possible, each part of the Tenderfoot requirements was broken down into a two-session basis: discussion the first meeting, review and test-passing the second.

Our Explorer teams are chosen by the senior crew leader who sees that they are prepared to carry out their particular sessions.

The Scoutmaster and assistants, as well as dads, visit from time to time and become known to the Webelos den members and their dads. By the time the new boy and his dad are ready for the troop they feel at home. We have been careful, however, not to distract the leadership of Explorers when we visit.

When the Tenderfoot requirements have been completed, the cycle is started again. This takes care of the new boys that are continually coming into the den.

Results? In a natural sequence our Cub Scouts all join the Webelos den and all graduate into the troop. Lost boys don't happen in our Pack and Troop. *END*

WHAT ARE TEEN-A

III. LEISURE-TIME

WHAT ARE THE LEISURE-TIME interests that help ninety-eight per cent of all high school boys remain in the juvenile decency classification?

To this broad question the Boy Scouts of America has some specific answers to add to its experience with older boys during almost half a century. These answers are based on information gathered scientifically by the Survey Research Center of the University of Michigan and our own Research Service. A sample representative of all boys, fourteen to sixteen years old in the seventh to twelfth grades, was interviewed.

This information about leisure interests—plus the boys' needs and concerns, also surveyed—strongly influenced the design of the new Exploring program for high-school age boys which is being launched this winter.

The study revealed these relationships between memberships in organized groups and leisure time: 31% of the boys belong to no organized group; 30% to one group; 22% to two; 10% to three; 7% to four or more. Note that although half of our high school boys belong to one or two leisure-time groups, almost a third belong to none—not even a school club.

The memberships of the two-thirds who do belong to some organization are divided among these types of groups: 45% in national organizations; 38% in school and neighborhood activity clubs; 33% in church groups (other than Sunday School); 9% in social and other groups.

The boys' dating pattern comprises 41% who don't date and 59% who do—22% regularly, 13% quite often, 22% occasionally. Among the nondaters 24% would like to, totaling about four-fifth of the boys with an interest in girls and one-fifth confirmed bachelors.

The tables at the right contain thirty-one activities about which the boys were questioned during the survey. How well the tables cover free-time pursuits is indicated by the facts that two-thirds of the activities had been done by more than half the boys, and three fourths of the boys had done more than half the activities.

The "% Who Liked" column at the left of either table is the percentage of boys who not only took part in the activities but "really liked" them. The "% Who Took Part" column at the right of the tables is the percentage of boys who took part in the activities during the past year.

A well-liked activity should be checked for the extent of participation in it to help determine its probable appeal to all boys. Careful interpretation and evaluation of these data is essential in applying it wisely to a national or a unit program for older boys.

This and related information may be obtained in *A Study of Adolescent Boys,* No. 3091, $2.00, Boy Scouts of America.

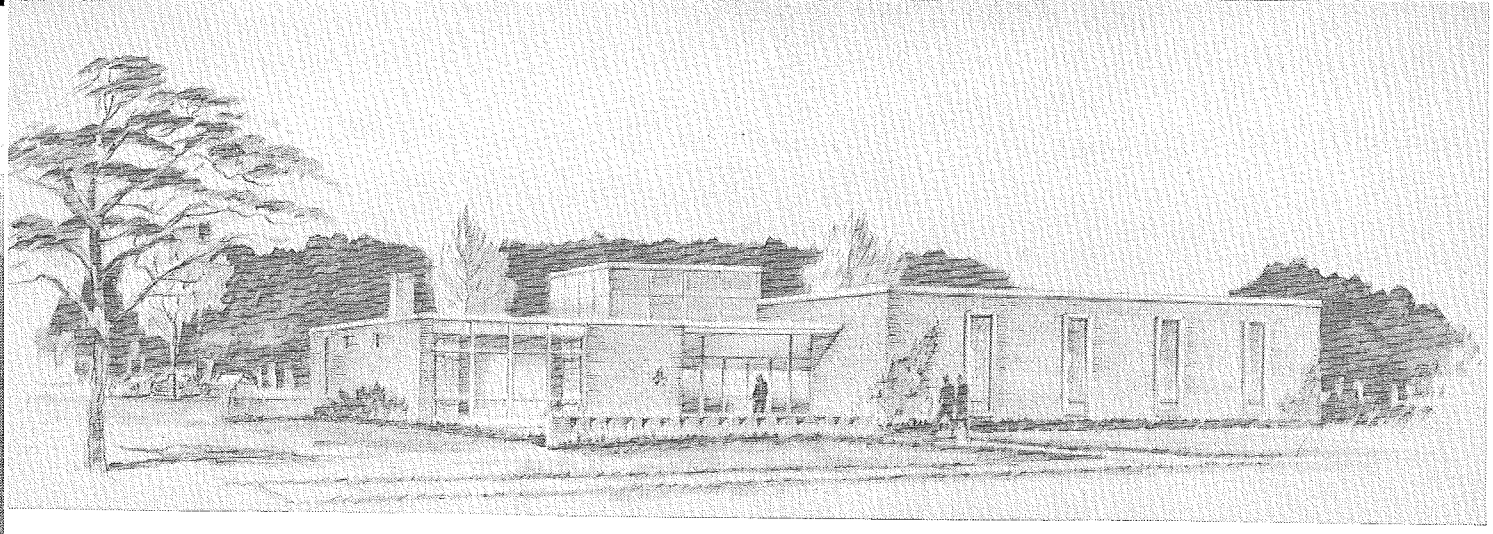
AGERS MADE OF?

E INTERESTS

	% Who Liked	ACTIVITIES	% Who Took Part
1.	96	Swimming	87
2.	71	Hunting, shooting	68
3.	69	Motor mechanics	60
4.	67	Baseball	85
5.	66	Basketball	81
6.	64	Football	73
7.	61	Fishing	81
8.	59	Camping, hiking	60
9.	59	Billiards, pool	26
10.	58	Horseback riding	40
11.	56	Boating, canoeing, sailing	53
12.	55	Animals, pets	59
13.	54	Dancing	60
14.	51	Musical instruments	32
15.	50	Skiing, ice skating	41
16.	50	Bowling	33
17.	49	Golf	20
18.	48	Making things	58
19.	47	Parties	74
20.	46	Movies	92
21.	45	Television	84
22.	43	Roller skating	59
23.	43	Photography	32
24.	39	Radio, records	86
25.	38	Reading	76
26.	35	Collections	33
27.	34	Gatherings at hangouts	60
28.	33	Ping-pong	53
29.	31	Cards, other games	69
30.	29	Gardening	46
31.	20	Tennis	19

% Who Liked*	TYPES OF ACTIVITIES	% Who Took Part*
66	TEAM SPORTS Baseball, basketball, football	81
60	OUTDOOR ACTIVITIES Hunting, shooting, fishing, camping, hiking, boating, canoeing, sailing	64
51	ORGANIZED SOCIALS Dancing, parties	67
50	INDIVIDUAL SPORTS Swimming, horseback riding, skiing, ice skating, bowling, golf, roller skating, ping-pong, tennis	41
48	HOBBIES Motor mechanics, animals, pets, musical instruments, making things, photography, collections, gardening	46
42	PASSIVE ENTERTAINMENT Movies, radio, records, television, reading	85
34	INFORMAL SOCIALS Billiards, pool, gatherings at hangouts, cards, other games.	60

**Median figures for each group*



JOHNSTON HISTORICAL MUSEUM

WHEN the observance of the first fifty years of the Boy Scouts of America comes to an end, a most substantial remembrance will remain. It will be the Johnston Historical Museum of the Boy Scouts of America shown in the architect's drawing above.

The museum will be located on the grounds of the National Council headquarters, New Brunswick, New Jersey, to the west of the entrance of the present office building. Construction begins this fall and will be completed for dedication in the jubilee year, 1960.

The museum is the gift of Gale F. Johnston as a memorial to the late Mrs. Johnston.

The donor, a St. Louis banker, has been a Vice President of the National Council since 1951. He has been a member of the St. Louis Council since 1931, including three years as president. He also served for five years as commissioner of the Greater New York Councils and as a member of the Region II Executive Commitee.

Mr. Johnston created the national program and organization for the sale of defense bonds and stamps at the outset of World War II, for which the United States government awarded him the Distinguished Service Medal. In Scouting he received the Silver Beaver in 1941, the Silver Antelope in 1947, and the Silver Buffalo in 1952.

When the first half century of the Boy Scouts of America draws to a close, the movement will have influenced the lives of more than thirty-three million boys and leaders and made a great contribution to the life of the nation. As significant Scouting events happened, few people realized their importance at the time. William D. Boyce, for example, despite his newspaper background, did not get the name of the English Scout whose Good Turn culminated in Scouting in America. Consequently, bits of "Scoutiana" are scattered all over the country.

The museum will be an appropriate repository and display place for historic items of national significance only. A committee headed by Wm. Harrison Fetridge, newly elected Vice President of the National Council and chairman of Region VII, has been appointed to give leadership to the construction of the building.

If you have or know someone who has material that you believe suitable for the museum, write to the Museum Committee, Boy Scouts of America, New Brunswick, New Jersey. Describe each item and its national significance. Please do not send any item until requested to do so.

What kinds of material are needed? Among historical items may be some connecting Scouting with such men as Ernest Thompson Seton, Dan Beard, and William D. Boyce. Does a manuscript of an early *Handbook for Boys* in Seton's handwriting exist? Norman Rockwell, for the 1960 Boy Scout calendar, wants a 1910 Scout uniform; such a uniform belongs in the museum.

Many of Scouting's national projects, particularly the early ones, have left little known evidence of their achievements. Locating walnut trees for rifle stocks and distributing Liberty bond posters in World War I are examples. A later one is the first national jamboree in 1937 from which there are few souvenirs.

In 1960 and thereafter the Johnston Historical Museum will be open to the public as a showcase of Scouting history and an inspiration for Scouting's future. Contemporary items will be added while the search for older material continues. The record of Scouting's second fifty years will be more complete and more accurate, thanks to Gale F. Johnston. *END*

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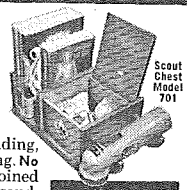

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THEY'RE OFF TO COLLEGE

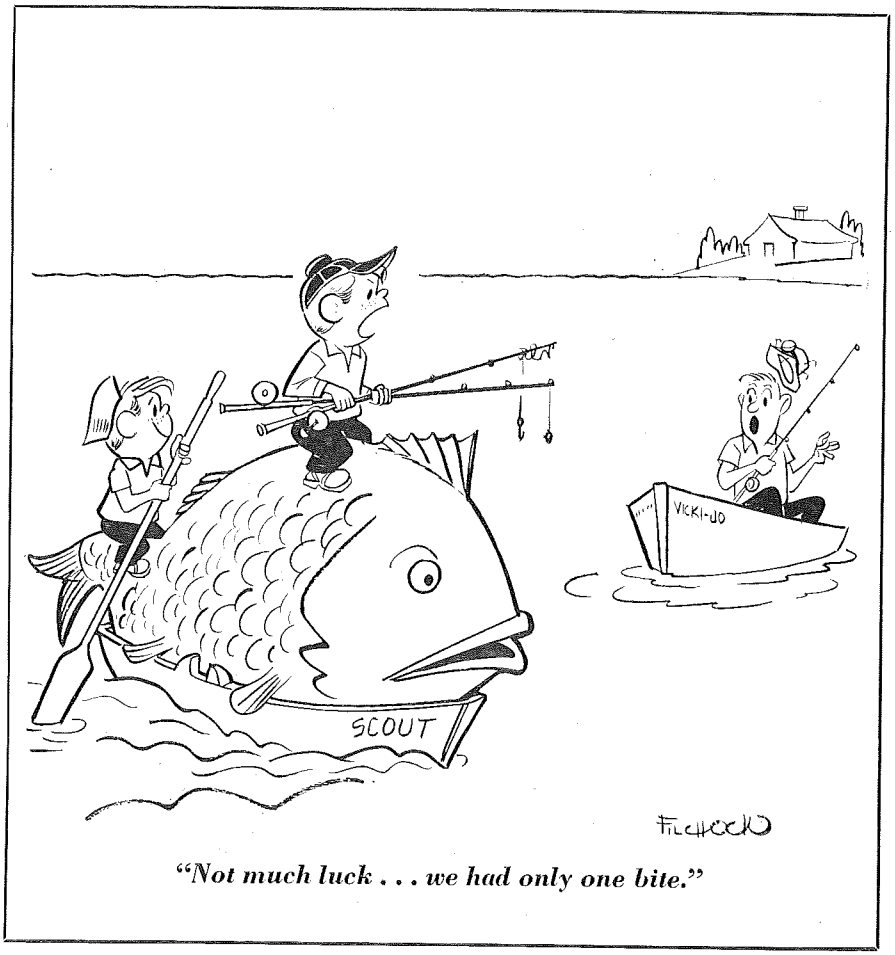
As a Scoutmaster or an Explorer Advisor, when does your interest in a member of your unit terminate? The first time he misses a meeting — when he enters college — or will you always be interested in having him associated with the Boy Scouts of America?

Some of the fine young men of your unit will be going away to college this fall. You may want to suggest that they register in the College Scouter Reserve. College Scouter Reserve registration will retain their interest and membership until they become either volunteer adult Scouters or members of the professional service of the Boy Scouts of America after college.

You can contact your local council office for a copy of form No. 6115-R, College Scouter Reserve Application for Registration, and register your young men before they leave for college.

This means that they will register as a council Scouter with your council. It will give them a means of maintaining their registration tenure with the Boy Scouts of America. Registration in the College Scouter Reserve will not prohibit their working with any unit or council.

You can also recommend active membership in Alpha Phi Omega. This is the national service fraternity made up of former and current members of the Boy Scouts of America on about three hundred college and university campuses. *END*



"Not much luck . . . we had only one bite."